

Contents

Before you begin	vii
Topic 1 Identify activities to match leisure and health needs	1
1A Work with health practitioners and others when developing activity plans	2
1B Collect, review and assess relevant information to establish the needs of a person	6
1C Identify and review a range of possible activities to meet needs	13
1D Select activity focus and type based on a person's needs, and resource availability	18
1E Undertake an activity analysis to match a person's needs	22
1F Undertake an assessment of outing requirements	24
1G Undertake risk assessment for activities, programs and outings	27
Summary	30
Learning checkpoint 1: Identify activities to match leisure and health needs	31
Topic 2 Assist with the preparation of activity plan	37
2A Undertake appropriate planning of activities within a team to meet a person's needs	38
2B Incorporate consultation with others into planning of activities	40
2C Determine operational arrangements for conducting the activities and assessing feasibility	44
2D Develop and document goals and outcomes for each activity	48
2E Include appropriate implementation and evaluation strategies in the activity plan	51
2F Develop plans to include activity modifications requirements	54
2G Document resource adaptations, where appropriate	59
2H Ensure planned activities reflect accepted best practice	61
2I Document the activity plan according to organisation procedures and protocols	64
Summary	67
Learning checkpoint 2: Assist with the preparation of activity plan	68
Topic 3 Identify and obtain required resources	73
3A Devise and implement strategies to obtain and utilise resources	74
3B Make submissions to potential sources in accordance with relevant guidelines	78
3C Evaluate, select and arrange suitable locations for program implementation	81
3D Identify a range of leisure and recreation options and experiences	84
3E Identify components of an activity relevant to the abilities of the person	86
3F Modify and adapt activities to meet a person's needs	88
3G Conduct resource audit	90
Summary	91
Learning checkpoint 3: Identify and obtain required resources	92

Community leaders

Community leaders include people such as priests, rabbis, Aboriginal elders and cultural groups.

They provide information and ideas to help meet the cultural and social needs of specific cultural and religious groups.

Service providers and activity service management, staff and volunteers

They provide information about barriers to participation and the experiences, abilities and personalities of individual people.

Advocacy services make lifestyle decisions on behalf of a person who is not able to do so themselves.

Community-based services and sporting groups

They support a person's introduction and ongoing involvement with a mainstream or disability-specific special interest group, through educating the service regarding the person's needs and determining the person's suitability for that service or group.

Work with key stakeholders when developing activity plans

As well as working with qualified health practitioners to develop activity plans, you need to work with the person the plan is for, their family or carers and colleagues. The activity plan needs to be specific to the person's needs, interests and strengths. The person, and their family or carer, can provide this information.

If there are communication needs, such as language barriers, you will need to engage an interpreter or translator to ensure that the person has the opportunity to communicate their needs and preferences.



Example

Work with health practitioners when developing the activity plan



Maurice wants to plan a yoga class for some of the residents at the aged care home where he works. Several residents are interested in the activity, so he talks to the director in charge of the facility, who suggests that he contact a local yoga practitioner to provide information, demonstration and instruction on safe yoga techniques for older people.

Maurice shows the written instructions to the facility's visiting physiotherapist, who makes suggestions for modifying the exercises for particular people who have conditions such as arthritis. Finally, Maurice gains the written approval of a general practitioner who has previously instructed a resident to avoid physical exertion without medical consent. He is now ready to develop a more detailed plan for implementing the activity.

Physical needs

A physical assessment looks at the person's ability to participate in tasks that require movement and dexterity. Talk to the person about their physical needs, or to the person's health practitioner if appropriate.

You need to consider the following physical needs:

- ▶ Fine motor skills to determine suitability for tasks that require dexterity, such as crafts
- ▶ Gross motor skills, including their ability to safely take part in active games or sports
- ▶ Use of aids and equipment to maintain independence
- ▶ Medical history, including any risks and requirements, such as medical orders to minimise exertion
- ▶ Sensory impairments (vision, hearing, touch, smell and taste), if relevant, that may reduce their enjoyment of some activities
- ▶ Additional health needs, such as a need to lose weight

Emotional needs

A person's psychological needs may impact their desire and ability to benefit from leisure and health activities. These needs are manifested through emotions and may present themselves in a variety of ways. A person who has suffered a stroke may exhibit feelings of frustration, anxiety and depression. A person who has lost a partner may show feelings of anger, sorrow and fear. Depression or grief can reduce a person's interest in social activities. Understanding where these feelings stem from can help you plan activities with empathy and support.



Identify emotional needs through interviews with the person, their family or advocate. You may need to consult the person's medical history, and their health practitioner, particularly if they are taking medication to manage mental and emotional health issues.

Collect assessment information

A thorough assessment gathers information in a variety of ways. Interviews provide a forum not only for the person to answer questions and provide information about themselves, but also to observe their social and cognitive skills. An interview should be conducted in a private area, in an environment that is quiet and comfortable.

Interview questions can help you to determine the person's needs and preferences, and this information can then be used to develop individual or group activities to suit the individual, and to modify existing activities if necessary. This information may indicate the person has special needs that are being overlooked. Consider both the verbal and nonverbal information the person provides during an interview, as explained below.

Animals

One passive activity that is beneficial involves contacting an organisation that will bring a companion animal to your facility. Companion animals help reduce feelings of loneliness and may assist with changes and transitions related to ageing. People with Alzheimer's disease have shown an increase in social behaviours (smiling and laughing) when around animals. A recent study also found that children with autism spectrum disorder (ASD) benefit from activities with animals, resulting in increased social interactions and a greater use of language skills.

Other groups who have experienced positive outcomes include people with schizophrenia, depression, anxiety and victims of abuse and neglect. Companion animals break down barriers by providing non-judgmental affection.

Active activities

Many people you support will benefit from taking part in activities that require more direct levels of participation. Active activities encourage the person to socialise, exercise and improve physical health, learn new skills and extend their cognitive functioning. Examples include sports and ball games, craft activities, board games, discussion groups and excursions.

Ensure that the activities are suited to the person's physical, mental and social needs.



Activities to meet holistic needs

There are a range of needs to consider when planning activities. The following examples demonstrate different activities that could be planned to meet different needs.

Physical needs

Physical exercise and activity helps to improve and maintain the health of the heart and muscles, improves circulation and contributes to emotional wellbeing. It can be enjoyable and challenging, as well as an effective way to improve social skills and connections. Games can be modified for different ages and abilities by using alternative equipment; for example, using balloons instead of balls.

Examples include:

- ▶ ball games such as tennis, badminton, lawn bowls or ball toss
- ▶ walking groups
- ▶ exercise classes, including tai chi, yoga or water aerobics
- ▶ arts and crafts
- ▶ musical chairs
- ▶ dance lessons.

Holistic needs

- ▶ The individual and group needs can help to determine the focus of the program. For example, older adults usually enjoy program structures that provide a focus on social integration, such as providing a coffee or tea break at the end of each activity. This should be balanced so that a range of needs are met, including physical, cognitive and cultural needs.

Develop or maintain skills

- ▶ People with an acquired brain injury or intellectual disability may take part in programs designed to extend their skills for independent living or future work roles. Programs may focus on developing communication skills through word games and appropriate board games, or practising living skills such as cooking and managing public transport.

Time available

- ▶ The type of program you select will be dependent on time constraints. Longer session times may mean outings or excursions are more viable than those with shorter time frames. Groups that meet weekly may participate in craft activities or small projects with tasks that can be picked up and worked on over longer periods.

Type of service

- ▶ The time the person spends with the service, and whether this is their only access to opportunities, will also contribute to the selection of activities. People who live in residential services often depend more heavily on lifestyle and leisure programs. These programs should provide a broad range of activities to meet all of their needs. Day programs may focus instead on providing enjoyment and socialisation for people who live alone.

Determine type of program

The type of program offered may depend on the type of service delivering the program. Assess the person's needs to determine the type of program to offer. Service types are discussed below.

Day and respite

These services usually receive government funding and target specific groups such as older people or people with intellectual disabilities. Sometimes there are sub-groups within programs, such as older Aboriginal or Torres Strait Islander people.

Dementia services

Dementia-specific activities can be run by local council or community groups or groups such as Alzheimer's Australia. Alzheimer's Australia runs education, social and therapeutic programs and support groups in cities and regional areas.

Disability services

Disability services provide support to people with a wide range of physical, sensory and intellectual disabilities, including recreational and leisure activities designed to meet specific skill levels and abilities.

2A Undertake appropriate planning of activities within a team to meet a person's needs

As a community services worker, you are part of a team. It is important to involve the team, and work collaboratively with your team when planning activities. Working in a team means more ideas and information is shared, there are more resources and you are supported in your role.

There are benefits of planning activities in a team context.

Benefits of working within a team:

- ▶ Shared ideas and information
- ▶ Access to more resources
- ▶ Moral support

Identify and work collaboratively with stakeholders

You should identify all the people who will be involved in or notified of the activity, known as the stakeholders. It is important to listen to the ideas, concerns and knowledge of others when planning an activity.

Stakeholders may include:

- ▶ the person and their families or carers
- ▶ managers, who may need to officially approve additional costs and safety arrangements
- ▶ venue organisers, so that bookings and other arrangements can be made
- ▶ staff and volunteers who will be involved in actioning the plan
- ▶ staff and volunteers who will be responsible for running or supervising the session.



Work collaboratively with stakeholders when making plans. Allow people to have their say. Listen attentively to concerns. Respond appropriately. Allow opportunity for feedback, questions and clarifications.

Plan meetings

Scheduling a planning meeting allocates time for you and other stakeholders, such as your manager or supervisor, to review the information that has been collected about a person's needs and preferences and to plan a timetable of upcoming sessions. The information you have gathered about the person can be brought to the planning meeting in the form of case notes, photos, written records, summaries of surveys and questionnaire results and recommendations from health professionals. To successfully plan an appropriate activity, there are many things you should consider about the person's needs.

Does the plan:

- ▶ provide immediate and ongoing support
- ▶ promote participation and professional development
- ▶ enable people to use their time constructively while having fun and maintaining independence

Create clear procedures for evaluation, which all staff members can follow. This may be to ask participants to complete a survey, write down observations, such as participation levels during the activity, and record key outcomes of the activity.

Seek feedback

Another way to measure the success of an activity is to seek feedback from the staff and participants directly involved. For example, you may design a checklist for staff to complete after they have observed the person taking part in the activity or develop a list of questions that draw out information specific to the activity. In the case of the papier-mâché activity for the people recovering from strokes, you may ask the following questions.

Evaluation questions

Did the participants have enough time to complete the activity?

Did the participants enjoy the activity or did they show signs of distress?

Did the activity provide an achievable goal?

Was the length of time the activity took appropriate for the participants?

Example

Include implementation and evaluation strategies in the activity plan

Daisy supports people with dementia in a special unit. Daisy wants to introduce companion animals into the activity program. Her supervisor suggests that Daisy identify key outcomes and goals of the activity, and propose implementation and evaluation strategies for approval.

Daisy records the key goals and outcomes of the activity:

- ▶ Participants will engage with animals once a week in a safe and predictable environment.
- ▶ The animals will encourage interaction and social activity.
- ▶ The animals will create interest and diversion.
- ▶ Companion animals are known to have a calming effect on people with dementia.



Daisy records a brief description of the activity implementation:

- ▶ Participants will engage with animals every Friday morning from 9–11.00 am. The animals will be brought in by Pet Care Ltd. People will meet with the animals in the community garden, or in case of rain, in the hall.
- ▶ The activity will be supervised by Pet Care staff and two support workers and a volunteer, if one is available. Support workers must wash their hands before and after the activity.
- ▶ At 10.50 am, participants will be told that pets will be leaving in ten minutes to allow time for transition.
- ▶ At 11.00 am, pets will be taken back to the van. Participants will be supported to wash their hands before morning tea.

Disability

The categories of disability include the following:

- ▶ Physical – affects a person’s mobility or dexterity
- ▶ Intellectual – affects a person’s abilities to learn
- ▶ Psychiatric – affects a person’s thinking processes
- ▶ Sensory – affects a person’s ability to hear or see
- ▶ Neurological – results in the loss of some bodily or mental functions

Also included are disabilities resulting from physical disfigurement or from the presence of organisms causing, or capable of causing, disease in the body.

Religious and spiritual beliefs

Religion is a specific set of organised beliefs and practices, focused on the belief in and worship of a god or gods. Religion is usually practised by a community or a group.

Spirituality is a broader concept than religion. It is more of an individual practice and has to do with having a sense of peace and purpose.

Gender identify

Gender identity refers to the gender-related identity, appearance or mannerisms or other gender-related characteristics of a person. This includes the way people express or present their gender and recognises that a person’s gender identity may be an identity other than male or female.

Terms commonly used to describe a person’s gender identity include trans, transgender and gender diverse. It does not matter what sex a person was assigned at birth or whether the person has undergone any medical intervention.

Intersexual status

Intersex status refers to people who have physical, hormonal or genetic features that are:

- ▶ neither wholly female nor wholly male
- ▶ a combination of female and male
- ▶ neither female nor male.

Being intersex is about having biological variations, not about gender identity. An intersex person may have the biological attributes of both sexes, or lack some of the biological attributes considered necessary to be defined as one or other sex.

Generational

Research shows that each generation approaches life and work in a different way, their unique attitudes, ambitions and world views being shaped by the social and historical events that they have lived through. Within Australia we have:

- ▶ The Silent Generation (ages 59 and older)
- ▶ The Baby Boomers (ages 41 to 58)
- ▶ Generation X (ages 24 to 40)
- ▶ Generation Y (age 23 and younger).

2H Ensure planned activities reflect accepted best practice

It is important that the planning procedures you use incorporate current industry best practice. Practices change and evolve over time with new research and input from industry professionals. For example, recent research is guiding the community care sector with regard to people who are socially isolated.

Organisational policies and procedures provide the framework for what your workplace considers to be best practice. You may attend training or conferences that teach or inform you about best practice strategies, and you may talk about best practice strategies in team meetings or within your network of service providers.



Best practice principles

When planning activities and programs, there are a number of best practice principles to consider, some of which are outlined below.

Best practice principles

- ▶ Using a person-centred approach to meet the needs of the individual, rather than of the service or staff
- ▶ Being inclusive of differences and diversity, including cultural background and disability
- ▶ Being flexible so plans can be modified during the implementation stage
- ▶ Acknowledging preferences and including their feedback in planning discussions
- ▶ Ensuring people are not discriminated against because of factors such as gender, disability, sexual preference, race or religion
- ▶ Avoiding activity topics that may cause offense to some service users, such as discussions about sex or religion
- ▶ Meeting organisational WHS requirements to protect the safety and wellbeing of all stakeholders at all times

Legal and safety requirements that relate to activities and programs

Services must deliver programs and support that meet legislative requirements that are relevant to the industry and type of service provided. These may include areas such as:

- ▶ building standards
- ▶ child protection and guardianship legislation
- ▶ discrimination and harassment
- ▶ freedom of information
- ▶ health records legislation
- ▶ mental health legislation
- ▶ work health and safety (WHS)
- ▶ poisons and therapeutics
- ▶ privacy legislation
- ▶ restrictive practices.

Prepare resources

Being well-prepared reduces the chance of problems occurring on the day of the activity. Collect resources at least a week ahead of schedule to ensure all necessary equipment and resources are available. This stage of preparing for an activity should be outlined in your activity plan.

Some considerations are explained below.

Activities

Depending on the activity, preparation for activities may involve:

- ▶ ordering and purchasing resources
- ▶ picking up or collecting resources
- ▶ doing a 'run through' of the activity yourself so you understand what it involves
- ▶ making any necessary adjustments to activities to meet individual needs
- ▶ completing a risk assessment or hazard identification checklist
- ▶ setting up the resources or equipment for the participants.

Outings

For outings, preparation may include:

- ▶ sourcing additional staff and volunteers
- ▶ distributing and collecting parent or guardian permission forms where required
- ▶ preparing information sheets for people and families
- ▶ calling or emailing venue organisers and bus companies to confirm bookings
- ▶ updating emergency contact details and medical needs
- ▶ collecting first-aid supplies, including prescribed medications or emergency treatments.

Practice task 23

1. What is the reason for conducting an audit?

.....

2. What factors should you assess during the audit?

.....

.....

.....

.....

.....

Click to complete Practice task 23

Summary

1. Resources are the human, financial and physical requirements necessary to plan and implement a program or activity.
2. Your work role is likely to be performed more efficiently when you have considered the resources you will require ahead of time.
3. When planning activities, your aim should be to provide interesting, diverse resources that stimulate and encourage participation and a wide range of holistic needs.
4. Some resources are more difficult to obtain than others because they cost more to purchase or are not readily available.
5. You may gain agreement for ongoing financial assistance or a one-off grant by writing submissions or requests for additional resources to fund new equipment or programs.
6. Whether you are hiring spaces or using the organisation's existing facilities, you must give careful consideration to the specific activity and needs.
7. Wherever possible, view potential program locations in person when evaluating the advantages and disadvantages of each option.
8. People who can perform certain parts of tasks but not others may benefit from aids or equipment to assist them to complete the task or activity without help.
9. A resource audit can help you to determine whether resource allocation and spending is efficient and beneficial; predict opportunities for improvements to resources; and make decisions about resource budgets.

Youth programs

The target demographic is youths from a range of backgrounds and with a range of life experiences.

Marketing could occur via:

- ▶ the Homeless Forum, ESL support websites and Facebook pages
- ▶ print media distributed to the Homeless Support Services, St Vincent de Paul (Vinnies), the Crisis Help Network and the Drug and Alcohol Network.

Promotional materials

Whichever method you choose to market your program, you must remember to design your promotion for the target audience. Community leaders can be a valuable resource when considering how to target your group, as they live in the community and can provide you with an 'inside' look at the community. These leaders can also be invaluable for word-of-mouth promotion.

Consider the following factors when developing and distributing materials.

Producing professional materials

- ▶ Print material such as flyers, pamphlets, print advertisements and posters must connect to your target audience. Your promotional material must be professional. Engage a graphic designer if possible. Ensure your literacy skills are adequate when producing materials, and seek help from your supervisor if you feel you need it.

Working with a limited budget

If you have a limited budget, and must design the material yourself, consider the following examples:

- ▶ If you are targeting older people, consider using slightly larger print.
- ▶ Bright colours and simple images will appeal to young demographics.

Keep it simple – what to include

- ▶ Where and when – the location and the time and date of sessions
- ▶ Why – the benefits of the program
- ▶ How much – what the fees are, or if the program is free
- ▶ Contact number and website

Translating materials

- ▶ You may need to engage qualified translators and cultural interpreters to design culturally-specific promotional products in languages other than English, to ensure your promotion reaches the right people in the community. You can seek advice from your cultural associations.

4D Evaluate effectiveness of motivational strategies and amendment

Gathering feedback from people about their reasons for participating in programs can help you understand what motivates them, and amend motivational strategies accordingly. As explained below, feedback can be gathered by talking to people, distributing surveys or questionnaires, and observing reactions and behaviours during programs.

Talking with people

Ask questions relating to their feelings about an activity. Use a mix of open and closed questions such as, 'How do you feel now that you have completed that painting?' or 'Does it feel good to have played the game so well?' People often respond by telling you what has motivated them to complete the task, and may reveal additional information such as the need for more-complex activities to meet their skill level.

Surveys and questionnaires

Surveys and questionnaires that include specific open and closed questions about each task or activity can help you understand why people participate at current levels. You may request feedback about what the people would like included in the activity to increase motivation, such as competition or a reward. You can also ask what hasn't worked for the person during activities.

Observation

People may initially seem to enjoy a game of carpet bowls, for example, but over time you may notice that interest levels steadily drop. If you see the person's focus turn to talking to others, you may determine that it is the social aspect of the game that is motivating people to take part. As a result, you could provide additional incentive to socialise by putting people into teams, rather than playing individually.

Make changes to strategies

Depending on the person's feedback, you may need to make changes to the motivational strategies you are using. For instance, if people are not participating or engaging well with an activity, even when you encourage them, you may need to look at using more intrinsic forms of motivation.

Changes you could make are listed below.

Changing strategies

Increase motivation

You may need to increase the encouragement, praise and intrinsic motivation if people are not responding well.

Check suitability of activity

Ensure the activity is suitable for the person's needs and abilities and make adjustments.

working within the scope of your role at all times. For example, it is your duty of care to take appropriate steps if you notice that a piece of equipment is broken or otherwise unsafe, such as by removing the equipment from use immediately.

Implement activities in accordance with legislative requirements

In any workplace, there is an expectation that you will carry out your duties to the best of your ability within the requirements of your job description. You need to comply with legislation, such as the *Privacy Act 1988* (Cth). Seek further information or clarification if there are things you do not fully understand related to statutory and legislative provisions. It is also valuable to participate in working parties or meetings where issues related to statutory and legislative provisions are discussed. Being an active participant, listening carefully and sharing your own views and knowledge are all useful ways of increasing your understanding in these areas.

Keep in mind the following when implementing activities.

Requirements that may be relevant when implementing activities

- ▶ Obtain a 'Working with children' check or show evidence of already holding one.
- ▶ Maintain a current driver's licence.
- ▶ Maintain a current First-Aid Level Two qualification.
- ▶ Be registered for membership of a peak body or agency.
- ▶ Ensure you meet the privacy principles set out in the *Privacy Act 1988* (Cth) in your use of information.
- ▶ If you work in an advocacy role, you may need to develop a plain English version or a youth-focused version of documents related to the *Disability Discrimination Act 1992* (Cth).
- ▶ You need to know how to refer to a person during an acute episode or who can order involuntary treatment, according to the *Mental Health Act 2007* (NSW).
- ▶ You should be familiar with the requirements of relevant state/territory acts and other industry-specific standards, such as the Privacy Act.
- ▶ Follow work health and safety (WHS) procedures and provisions of the *Work Health and Safety Act 2011* (Cth).

Work health and safety principles and practices

Regulations support work health and safety (WHS) legislation by stating requirements, duties and procedures that apply to specific areas of work. Some regulations apply to all workplaces, while others apply to specific industries or tasks. Regulations specify how some duties under the WHS Act must be met and also the procedural or administrative processes that must be in place.

Cultural support

Consulting with people from different cultures, their families and your supervisor is a good start when considering culturally diverse activities for your programs. Talk to people about their culture and beliefs so you do not make assumptions that could be incorrect or offensive.

Here is some guidance for ensuring inclusiveness and assisting people with diverse language needs.

Inclusive

Your program planning should ensure activities do not exclude any one person or group of people because of their beliefs or religious restrictions, such as holding a sausage sizzle that excludes people who cannot eat meat. Where activities may be seen to be exclusive, include opportunities that do not highlight differences between people; for example, you may offer vegetarian food options.

Support

People who do not speak English as their first language may require additional assistance to understand English. You may find it useful to speak to them one-on-one, and incorporate plenty of gestures and pictures, rather than relying on instructions that you have given to the whole group. A simple board with pictures of common objects or places can be helpful while a person is learning to use English to help them participate in activities.

Match needs to existing programs and activities

Most individual needs can be met by encouraging people to take part in a range of existing programs and everyday experiences.

Here are some examples of matching an activity or experience with individual needs.

Communication

To encourage communication

Need: To support the person to overcome shyness.

Activity: Group games that encourage the person to talk in a non-threatening environment, such as simple card games.

Friendships

To form and maintain friendships

Need: Free time to explore own interests.

Activities: Sharing a meal, circle time or discussion groups that encourage sharing of thoughts and ideas.

Respect

To have different cultural backgrounds respected

Need: Programs that incorporate aspects of the person's culture, such as traditional games from the Aboriginal culture.

Activities: Films and books relating to the person's background.

Modify activities

- ▶ Modifying activities may enhance participation for people with mobility or dexterity problems. For example, football or volleyball played with a balloon rather than a ball can be an active modification for people who use a wheelchair, or for older people. Some people may require additional support to complete tasks that involve fine motor skills, such as craft work. If the game does not allow everyone to take part equally, choose another activity.

Respond to medical conditions

A range of medical conditions can also influence program planning. These include conditions such as epilepsy, allergies, diabetes and asthma. For example, if a person cannot participate in interactive computer games because this type of visual stimulation can trigger their epilepsy, then this is not an appropriate activity for the service to consider. People with asthma and allergies may not be able to participate in outings that involve contact with certain types of food, plants or animals. Speaking to the person can help you determine the limitations and adaptations you can make to activities before they are incorporated into programs.



Example

Adapt program to accommodate changing needs



Ash works with people with disabilities. He has designed a program to support skill development, to help people enter the workforce. Activities include drama to practise using customer interaction skills and increase confidence, and maths and numeracy games to help people with their basic numeracy and language based activities like group reading. Each week, Ash also invites a person from different industries in to talk to participants about their job, and different things to expect.

Ash observes that Nathan, one of the people he supports, is having difficulty with the activities. He appears nervous and withdrawn. Ash meets with Nathan and his carer, Nell, to talk about the changes, and how they can be addressed. Nathan has anxiety, and the social activities have triggered panic attacks.

Ash talks to Nathan and Nell about adapting the activities, so Nathan has less social contact, and can ease himself into social activities more gradually. Nathan will only attend the job information sessions and numeracy sessions. He can complete the other skills with Nell, and if he feels comfortable in time, he can rejoin the other group activities.

Observe participation

Observations you may make when monitoring participation are outlined below.

Observations

- ▶ Indications of interest in a certain activity, such as smiling, laughing and talking enthusiastically about the task
- ▶ Signs of growth or development over time in a certain activity, indicating that learning has occurred
- ▶ General signs of enjoyment over the session, such as laughing and interacting with others
- ▶ Signs of lack of interest, such as sitting apart from the group, being withdrawn, making complaints or being easily distracted
- ▶ Signs of shyness in social interactions, such as not feeling confident to join in

Positive and negative indications

Following are some common observations that indicate positive or negative feelings about participation. Comparing these behaviours at different times of the day can show you the relative level of interest in each activity.

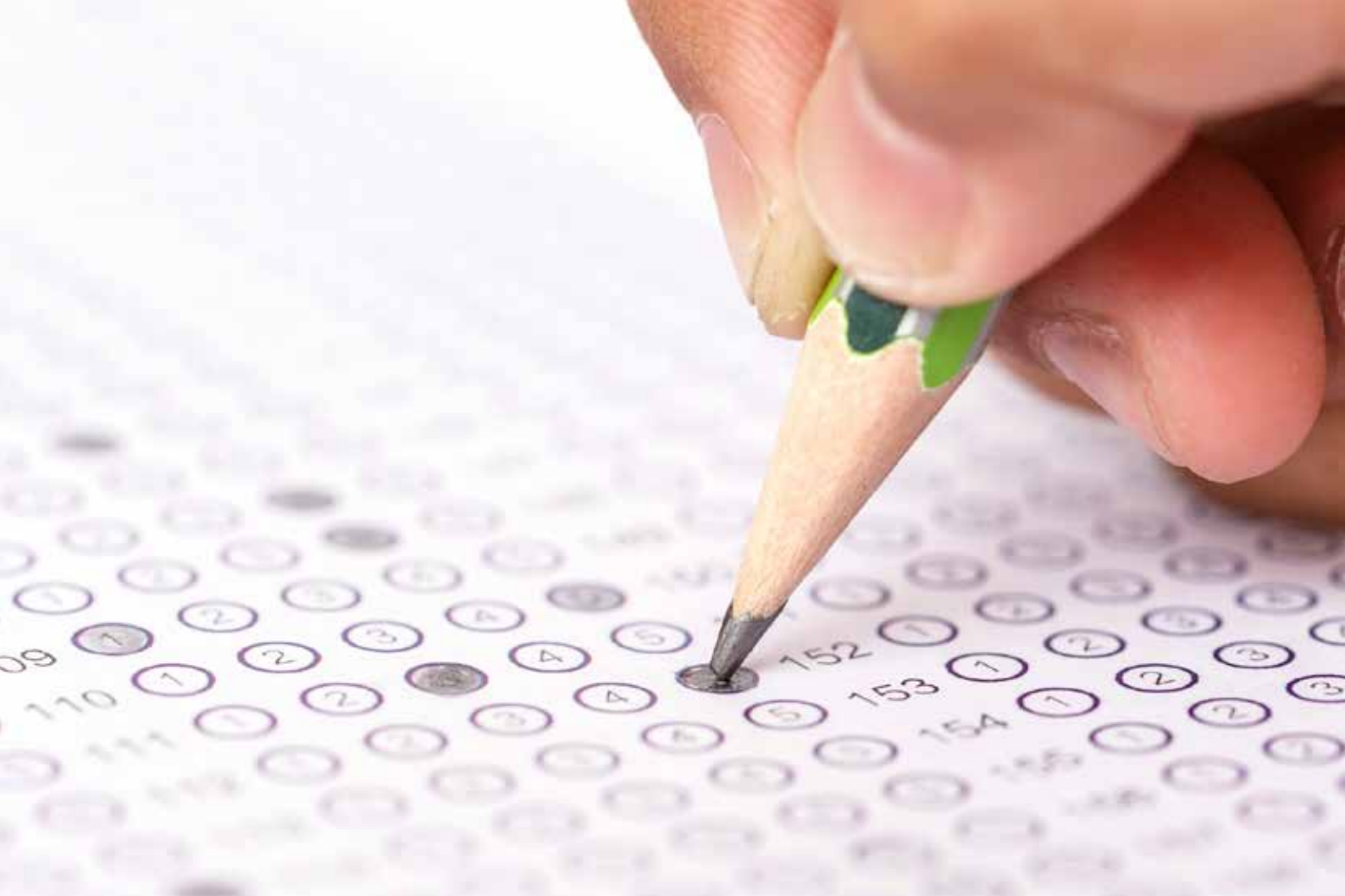
Negative feelings

Observations:

- ▶ Reduced interest shortly after an activity has begun
- ▶ Complaining that they can't do it
- ▶ Lack of engagement in an activity
- ▶ Hyperactivity and repetitive behaviours
- ▶ Attention-seeking behaviours; being distracted

What they might mean:

- ▶ Activities may be too difficult for the person's level of ability.
- ▶ The person may be bored or lack stimulation, because activities are too repetitive, too long or not challenging enough.
- ▶ There may also be cultural or language differences.
- ▶ The person may be tired or overstimulated.



Topic 6

In this topic you will learn how to:

- 6A Define criteria to judge program effectiveness in consultation with others**
- 6B Routinely use appropriate evaluation, revision and development strategies**
- 6C Collect, organise and report evaluation information**
- 6D Prepare and present reports as required**

Evaluate activity

Evaluation is the process of determining the effectiveness of your leisure and health activities and programs. Evaluation uses review processes that help you gather information about the quality and success of activities after they have been delivered. It completes the cycle of planning, implementation and review processes. Evaluating programs helps you to refine activities to better meet people's needs and preferences, and to make sure all people benefit from the service in as many ways as possible.

Example

Objectives

How well did the program meet the group objectives? 1 2 3 4 5

Comments:

How well did the program meet individual objectives? 1 2 3 4 5

Comments:

Can improvements be made?

Outcomes

How well did the program meet organisation outcomes? 1 2 3 4 5

Comments:

How well did the program meet individual outcomes? 1 2 3 4 5

Comments:

Can improvements be made?

Outcomes

How well did the program meet organisation outcomes? 1 2 3 4 5

Comments:

How well did the program meet individual outcomes? 1 2 3 4 5

Comments:

Can improvements be made?

Safety

How safe was the activity? 1 2 3 4 5

Comments:

Did any incidents occur? Yes / No

Comments:

Can improvements be made?

6C Collect, organise and report evaluation information

Evaluation reports provide a summary of evaluation results. They provide a clear and concise picture of your data, and allow you to analyse your information and make informed decisions when planning additional programs. You can also examine the relationships and connections between the activity and the results or outcomes.

Your service may have developed a framework of questions under which you can record program outcomes after an activity is finished. These evaluation questions can form the basis of your report.

Questions may include the following:

- ▶ What worked well during the activity?
- ▶ What went wrong?
- ▶ Were the materials relevant?
- ▶ Did everyone join in?
- ▶ Was it run safely?
- ▶ Was there anything you did not consider that might have made it more enjoyable?
- ▶ Did you achieve what you set out to do?

Collect information

Collect information from a range of sources when evaluating the program.

Possible sources are outlined here.

Sources for evaluation
▶ Interviews
▶ Questionnaires and surveys
▶ Informal consultation with participants
▶ Informal consultation with colleagues
▶ Observation
▶ Attendance statistics
▶ Summary reports

Organise information

Organise the evaluation information you have collected in a form that others can use. The clearest representation of information is a report. Reports summarise the key evaluation criteria and findings, suggest modification and outline actions.

Reports may be verbal or written. Verbal reports may be made to your supervisor and your team, or to the participants themselves. Verbal reports should be supported by written reports.