



# CADET LEADERSHIP COURSE

**PRE-COURSE INFORMATION BOOK**

St John Ambulance Australia  
8/18 National Circuit  
Barton ACT 2600  
www.stjohn.org.au

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Parts of this course have been adapted from the St John Ambulance New Zealand and St John Ambulance UK Cadet NCO courses. St John Ambulance Australia thanks St John Ambulance New Zealand and St John Ambulance UK for making their resources available.

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# Version History

This version record is to be completed whenever you receive amendments.

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4.0	July 2014	Change of name to Cadet Leadership Course after consultation with NCG.

# Introduction

This resource has been developed to facilitate national consistency in the delivery of this course for St John Ambulance Australia participants in cadet leadership courses.

This course covers the skills and knowledge required to perform the role of a cadet NCO in a St John Ambulance Australia cadet division. Completion of this course is a prerequisite for promotion to a cadet NCO however, completion of this course does not guarantee promotion.



The assessment for this course is through active participation. Participants who successfully complete the course are issued with a St John internal certificate. The course does not lead to the issuing of a national qualification against national competency standards. The course has been mapped against the St John Youth Development Skills and Attributes.

The course has a pre-course workbook component, a workshop workbook component and has a nominal face to face duration of 2 days. The pre-course workbook should be completed prior to the face to face component.

Professor Peter Leggat AM OStJ  
Director of Training  
St John Ambulance Australia

# Program Overview

## Aim

The aim of this course is to provide course participants with the skills and knowledge to undertake the role of a cadet NCO in a St John Ambulance Australia cadet division. Successful completion of the weekend program and workbooks provides the educational background for participants to be promoted to Cadet NCO position. Participants should note however, that completion of this course does not guarantee promotion.

## Award

This course leads to a St John Ambulance Australia internal certificate:

- Cadet Leadership Course

This is not a national qualification as there are no national competencies which match the needs of this course.

## Entry Requirements

Any cadet aged 14 years or older and under 18 years of age.

The cadet must be nominated by their Division for the program.

## Pre-Course Requirements

All course participants will have been sent:

- The Cadet Leadership Course Pre-Course Information Book
- The Cadet Leadership Course Pre-Course Workbook.

Prior to attending the training, participants should have read this Pre-Course Information Book and completed the Pre-Course Workbook.

## Nominal Duration

The nominal duration for this course is 2 days.

# Chapter 1: St John Basics

# Policy & objectives of St John

## A brief history of Cadets in Australia

The first Cadet division ever started in England back in 1922. Australia was quick to follow this fantastic idea, with the first Cadet Division opening in Australia in Glebe, New South Wales, in 1925. In few years, there were 21 divisions established in Australia!

Cadet divisions in Australia were for girls and boys aged between 11 and 17 years and were known for some time as 'Nursing Cadets' or 'Ambulance Cadets'.

Did you know that the very first Australian Cadet First Aid Competitions were held in 1968? Back then they were called the National Cadet First Aid and Nursing Competitions.

## Objectives of St John

The humanitarian mission of the Order says:

"Our mission is to prevent and relieve sickness and injury and to act to enhance the health and wellbeing of people of all races and creeds.

In Australia, St John is a charity in the community working For the Service of Humanity. Our vision for the future, whether acting alone or in partnership with others, is the provision of charitable and humanitarian services to individuals, groups and organisations. Our relief work for persons in sickness, distress, suffering or danger recognises no barrier of race, colour or creed.

Our goals in Australia include that we will:

1. Make first aid a part of everybody's life.
2. Be the leading provider of first aid services, training and products.
3. Provide first aid related service which build community and individual resilience; and
4. Provide highly accessible and effective ambulance services where contracted by Government.

The objects of the Cadet movement are to provide opportunities for young people to:

- form friendships with other young people
- belong to an organised group with adult leaders
- join others in team activities
- give time and effort to help others
- experience a sense of achievement through personal success and community service
- learn about accepting responsibility and share the work of the division
- learn skills for life
- learning first aid skills so that Cadets can help others in sickness or distress
- have fun!

## St John policy

St John is a big organisation, and big organisations have a lot of policies to guide their members actions. As an NCO, it's not essential that you know or remember all of the policies of the organisation. What is important to know is *where* to find them if you needed to look something up.

National policies and standards can be found in the members area of the national website at [www.stjohn.org.au](http://www.stjohn.org.au) (username: onestjohn, password: member). Go to the area makred 'Member

Essentials' and then 'Guidelines, policies and standards'. The *One St John Policies and Standards* outlines all national policies.

**Now complete Activities 1 and 2.**

### **Bibliography**

St John Ambulance Australia (1991). *Cadet NCO training notes*. St John Ambulance Australia: Canberra.

St John Ambulance Australia (2010). *St John Cadet Handbook*. St John Ambulance Australia: Canberra.

St John Ambulance Australia (2012). *One St John policies and standards manual*.

## Branches in St John

St John Ambulance Australia is made up of four service areas, plus runs the Ambulance Service in Western Australia and the Northern Territory. While all these services have different functions, or undertake different types of activities, they all work together for the good of the community—For the Service of Humanity!

### Community Care

The function of the Community Care Branch is to provide services and programs for the elderly, the frail, persons with disabilities and disadvantaged youth.

Its specific objective is to render care and support, on a voluntary basis, to those in need of special help and in particular to:

- offer appropriately trained help, on a voluntary basis, to those in the community who are experiencing special difficulties because of their age, infirmity, isolation, educational limitations or other factors restricting their capacity to lead a normal life, and
- through programs of this kind, reinforce community recognition of St John as a charitable voluntary body caring for those in need or distress.

### Training

The function of the St John Ambulance Australia Training Branch is to reach out into the community and train people of all ages in the skills of first aid and related subjects.

Its specific objectives are to:

- develop national training courses, manuals and resource materials to assist the delivery of first aid training
- maintain registration as a Registered Training Organisation for the delivery of first aid training programs
- deliver courses through State and Territory Training Centres, maintaining high standards of course provision, teaching standards and assessment procedures and ongoing accreditation of trainers across the States and Territories
- research and monitor course content, teaching practices and the latest related medical findings, and
- maintain public recognition of St John as an authoritative source on first aid.

### Ophthalmic

The function of the Ophthalmic Branch is to raise funds and recruit personnel as appropriate to support the St John Eye Hospital in Jerusalem and eye projects in Australia.

Its specific objective in supporting the St John Eye Hospital is to:

- provide Fellowships for Australian eye surgeons and other appropriate professionals to work for a time at the St John Eye Hospital in Jerusalem, and to provide support for the postings
- arrange for the transmission, through the Australian Office, of other financial support for the Hospital when appropriate, and
- raise funds in furtherance of the preceding objectives.

## First Aid Services

First Aid Services is one of the charitable arms of St John Ambulance Australia.

Its specific objectives are:

- the organisation, training and equipping of people to undertake on a voluntary basis, whether as individuals or as organised groups, high quality first aid and allied activities within the community when and as required, and
- the instruction of young people in first aid, family care and allied activities conducive to the development of good citizens.

**Now complete Activity 3**

## About St John and the Code of Chivalry

### St John's Mission and Objectives

The **Mission** of St John Ambulance Australia is:

*The encouragement and promotion of all work of humanity and charity for the relief of persons in sickness, distress, suffering or danger, without distinction of race, class or creed.*

**Now complete Activity 4—Our Mission**

### The aim of the Cadet Movement

*Promoting youth development and youth leadership through its Junior and Cadet programs.*

*St John aims to develop the skills and personal attributes through its first aid and proficiency programs.*

### The St John Goals and Objectives

St John has a current list of stated *Goals and Objectives*. The Goals and Objectives are the specific aims which will allow St John to achieve its overall Mission. St John's **Goals and Objectives** include the following: (taken from Annual Report, St John Rules and Cadet Handbook):

#### Goals

- Make first aid a part of everybody's life
- Be the leading provider of first aid services, training and products
- Provide first aid related services which build community and individual resilience
- Provide highly accessible and effective ambulance services where contracted by the Government (Note: St J operates the State/Territory ambulance services in Western Australia and the Northern Territory)

#### Objectives (list is not exhausted here)

- The encouragement of all that makes for the spiritual and moral strengthening of mankind in accordance with the first great principle of the Order embodied in the Motto: *Pro Fide*
- The encouragement and promotion of all work of humanity and charity.... Embodied in the Motto: *Pro Utilitate Hominum*
- The instruction of the public in the principles and practice of First Aid, Nursing, Hygiene....
- The preparation, publication and distribution of text books....

- The organisation, training and equipment of men, women and young persons to undertake on a voluntary basis as individuals or as organised groups, First Aid, Nursing and allied activities.....
- The instruction of boys and girls in First Aid, Nursing and other subjects conducive to education of good citizens.

### **Now complete Activity 5—Goals and Objectives**

#### **The Knights and the Cadet Code of Chivalry**

The Knights started their work under the Blessed Gerrard who commenced his humanitarian work in a Jerusalem hospice in the late eleventh century. Back then the Members of the Order were priests, nuns and brothers who took vows of poverty, chastity and obedience and adopted the Great Mottos: *Pro Fide* (for the faith) and *Pro Utilitate Hominum* (for the service of mankind). The Knights and Members committed themselves to the ideals of the Order for life. They cared for all who entered their hospices—the sick and injured.

The Knights were in the Holy Land supporting the Christian Crusades to maintain access to the holy places of Jerusalem. Eventually they were defeated but not obliterated. They resettled on the island of Cyprus and then for over two hundred years on the Islands of Rhodes and finally Malta. Wherever they settled they built very large fortresses and convent buildings. Many of these still stand today—evidence of the power and commitment of the Knights of St John around the Mediterranean. The Knights had also built headquarter buildings and hospices in their own homelands such as France, Germany, Italy and England. When strong, they were *very* strong and influential in the world. At one stage, they even had the biggest Navy in the Mediterranean.

The Order was rich and strong. The individual Knights and Members however tried to live lives of individual poverty and service; keeping nothing for themselves personally and serving the sick and injured whether they were rich or poor.

The Most Venerable Order of the Hospital of St John in Jerusalem is a chivalrous Order established:

- by Royal Charter under the command of Queen Victoria
- in the tradition of the old Order of St John Knights which was established in the twelfth century.

### **Now compete Activity 6—What is ‘Chivalry?’**

#### **Positions and epaulette identification**

There are many great leaders in St John and some of these can be found in your division, regionally, in your state/territory or nationally.

### **Now complete Activity 7—Divisional Positions and Roles**

# Chapter 2:

# Communication skills

# Effective Communication

Communication is an essential part of human life. The world would not be the same without it. There are many types of communication and with the number of different types increasing all the time, especially since the development of the internet.

Communication is the act of exchanging thoughts, opinions or information that is clearly explained and understood. This can be through speech, writing or signs (Macquarie, 2005).

Communication can happen through more traditional methods like talking to someone face-to-face or writing a letter, to using text-messages and instant messaging, right through to using video-conferencing (like Skype) or smart phone apps (like HeyTell). It can also happen through our bodies (such as dance)!

Effective communication is essential to our work in St John. St John members regularly communicate:

- their actions taken in the treatment of patients to other members or medical professionals
- to teach members about a particular topic
- to explain a medical condition
- to solve problems for example.

So it is important that we learn to do it well, especially as NCOs.

Have you ever given someone a specific time to pick you up and they were half an hour late? Or have you ever been asked to purchase milk and got the wrong kind and your mum got upset with you?

Sometimes the messages that we send as communicators are not as effective as we'd like—they get mixed up, we don't listen well or they're simply too complex. This is why we need to take some specific steps to ensure that our communication is effective and that the person (or people) on the other end are receiving the message loud and clear.

## Tips for verbal communication

*It's not necessarily what you say, but how you say it ..."*

(<http://www.ncsu.edu/csleps/leadership/Resource%20-%20EffectiveCommunication.htm>)

- Think about what you want to say before saying it
- Be clear
- Be concise
- Avoid jargon
- Use simple language
- Don't make assumptions
- Check in to make sure the person understands what you are saying
- Look at who you are speaking to (maintain eye contact but don't stare, it will creep people out!)
- Be honest
- Use 'I' statements (i.e. "I feel..." or "I am wanting to...")
- Don't use the same word over and over (it's weird)
- Make a statement and then support it (i.e. with evidence or research).

## Non-verbal Communication

When people use language to communicate, we don't just say words. We also hear a person's tone of voice or look at a person's body to see what it is doing (i.e. body language, facial expression, eye contact). This is called non-verbal communication or behaviour.

Researchers think that non-verbal communication accounts for between 50 and 70% of all communication!

### Eye contact

Eyes can tell you a lot about how a person is feeling. You might notice that a person looks away when they talk to you or alternatively, look you right in the eye. But what does it all mean?

When a person looks you directly in the eyes during a conversation, it suggests they are listening to you. It is important to maintain good eye contact when talking to someone. However, be mindful of staring too much as this might be uncomfortable for the receiver, even threatening. Someone who looks away regularly could indicate:

- distraction
- feeling uncomfortable
- nervousness
- or trying to keep their real feelings from you.

People can blink more rapidly when they are feeling uncomfortable or distressed.

### Facial expressions

Facial expressions are considered one of the most universal forms of body language. The expressions for emotions like fear, anger and happiness are very similar throughout the world whether you are from the Middle East, Asia, Europe or Australia. Emotions that can be easily seen through facial expressions are:

- fear
- anger
- happiness
- sadness
- confusion
- disgust
- excitement
- contempt
- surprise.

Think about what these expressions might look like on your best friend. Do you think you could tell if they were feeling fearful or showing contempt?

### Lips

People can also bight their lip when they are nervous, worried or stressed. In addition, pursed lips can indicate disapproval, distaste or distrust. If lips are turned up, it usually indicates happiness, compared with being turned down that can suggest sadness, disapproval or anger.

## **Physical closeness**

Have you ever felt uncomfortable when a person stood too close to you?

How close you stand to someone can generate a range of different feelings in the receiver. If standing too close and the receiver feels uncomfortable, they may take a step back which can indicate to you that you are too close.

Interesting fact: The study of physical closeness is called *proxemics*.

## **Gestures**

Gestures can sometimes be the most obvious signals as to how someone is feeling. Clenched fists can often indicate anger.

Covering the mouth might indicate that someone wants to hide what they are feeling. Have you ever smiled at an inappropriate time?

Gestures in one culture can sometimes mean something completely different in another. For example, pointing might mean showing something, but in another culture considered rude.

## **Body language/posture**

The arms, legs and body can indicate a lot in a conversation.

Crossing the arms across the body may indicate that the person is feeling defensive, self-protective, upset or withdrawn whereas open arms might indicate the person is wanting to be seen as larger or 'more commanding'.

Crossed legs might indicate that a person is feeling uncomfortable, or even dislikes the person or alternatively they are feeling defensive or withdrawn.

Standing with hands on the hips is often interpreted as aggressiveness, but it can also mean that the person is feeling in control.

When someone is leaning forwards or towards the sender or sitting up straight, it usually indicates that the person is interested or focused on what the sender is saying. If someone is hunched over, it could indicate hostility, boredom or anxiety.

Maintaining an open body posture (no crossed arms, legs and keeping the body open or exposed) helps to convey friendliness and openness.

## **Effective Writing**

When you write there are some things that you, the writer, have to make decisions about. You have to decide:

- what you want to say
- what your purpose is
- who your audience is.

The form of writing and the language you use depend on these decisions.

### **What's your purpose?**

You can write for many different reasons. Be aware of your purpose when you are writing. Do you want to?

- entertain or amuse
- describe
- report
- remember something
- inform
- recount
- stimulate
- instruct
- explain
- persuade
- provoke
- reflect

### **Who is your Audience?**

Think about who will be reading your writing. This will often make a difference to the way you write. Do you want your writing to be read by:

- only you
- a teacher
- the general public
- a friend
- the class
- people with special interest in your topic

### **How will you say it?**

When you know what you want to say, why you want to say it and whom you want to say it to, you have to decide how to say it. This means:

- choosing the best writing form for your purpose
- choosing words that will be understood by your audience
- arranging the words in a way that your audience will understand
- adding any extra effects

### **Formal Letters**

Formal letters are written to persuade or inform, or to conduct a business transaction. The audience might not be personally known to you. It might be one person, a group of people, or the general public. There are many different reasons for writing formal letters. You can write:

- letters to the editor
- letters of complaint
- letters to local council
- job application
- requests for information
- letters of thanks

It is more important to follow the accepted convention and use Standard English when you are writing formal letters. The layout should be as follows (and in this order):

- Address
- Date
- Name and Address of person being written to
- Salutation/greeting
- Body of the letter divided into paragraphs (leave a line between paragraphs)
- Complimentary close (i.e. yours sincerely)
- Signature space
- Writer's name

### **Now complete Activity 1**

Check out our example of a formal letter requesting the attendance of a guest that is clearly written:

Mr. Steven Williams  
Football NT  
PO Box 222  
City NT 008

Dear Mr. Williams

I am writing to invite you, on behalf of Lots of Members Cadet Division, to invite you to be our guest at our end of year formal presentation. The presentation will take place 7pm on the 30th November, at the Town Hall function room. We expect to have around 50 Cadets and their families attending.

As you may know, St John Ambulance Cadets is a fun and educational program which aims to give young people, aged 11-17 years, the chance to engage in personal development, through first aid, leadership, proficiency and other skills development, training and opportunities.

Both your success as a sports person and your work off the field in the area of promoting first aid training are inspiring and much aligned with what we are trying to achieve in St John. If you are able to attend the presentation, we were hoping that you might assist us by presenting one of our annual awards, *The Lots of Members Cadet Division Cadet of the Year* award.

Thank you considering this offer, please feel free to contact me if you have any further questions.

Yours sincerely,

Kyle White  
Cadet Corporal  
Lots of Members Cadet Division  
Liverpool

### Section: References

Macquarie (2005). *Macquarie dictionary: Australia's national dictionary*. The Macquarie Library: Hong Kong.

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[http://www.dest.gov.au/nwt/hospitality/comm\\_non.htm](http://www.dest.gov.au/nwt/hospitality/comm_non.htm)

# Effective Listening

Effective listening is about listening with interest or a purpose. It is about the listener participating in the process actively.

Your purpose might be to find out how a person is feeling, to understand them or to obtain information.

To do this, you need to totally focus your attention on the speaker as well as demonstrating that you understand what is being said. You can do this by:

- minimal responses (often called encouragers)
- invitations to continue
- non-verbal behaviour
- silence
- reflection (often called paraphrasing)
- using questions appropriately.

## Minimal responses

Minimal responses (also sometimes called encouragers) let a person know that you are listening fully and encourage people to keep talking. They can be non-verbal like nodding your head (to show agreement) or the use of your facial expressions (i.e. smiling when someone tells you something happy) or they can be verbal such as:

- 'Uh huh'
- 'Mm'
- 'Yes'
- 'OK'
- 'Oh'.

## Invitations to continue

Sometimes, people can hesitate or pause in conversation, or they can finish talking but you want to know more. To encourage the person to go on, you can use a brief invitation to continue. For example:

- 'Then what happened...'
- 'Can you tell me more about...'
- 'What happened when...'
- 'And..'
- 'Then...'

## Non-verbal behaviour

Non-verbal behaviour includes a range of behaviours that don't involve talking! These are used when you want to convey you are listening to another person (or alternatively, non-verbal behaviour can convey when you are sad, angry, upset or feeling intimidated).

### Closeness

Closeness refers to how close you are to the person and we all have different levels of comfort when it comes to physical proximity. For example, if you are standing really close to a person and they step away, it usually indicates that you have moved too far into their personal space.

Think about personal space as a bubble around you. With some people, like a friend or family member, your bubble might be larger than say with a stranger. Your personal space bubble might also shrink if someone is upset or angry at you.

People from different cultures can also have very different personal space bubbles than you. This is something to be mindful of! It all relies on your judgment and if you monitor other people's behaviour you can often judge if you are too close or too far away from them physically.

### **Movement**

Leaning forward or away from a person when they are speaking can indicate your level of interest. For example if you are slouching back into your chair, it might convey you aren't interested. Whereas leaning forwards can tell people that you are listening.

Mirroring a person's posture can also be a good sign that you are listening and/or emphasising with what someone is saying. For example, if they lean forward, you lean forward or if they slump down in their chair you also do this.

Also, if you are doing other things while talking (i.e. fidgeting, performing a task) then you may not be listening effectively.

### **Facial expressions**

Facial expressions are important in conversations as they can give a lot away about both the speaker and receiver (listener). Facial expressions can let us know if someone is upset, happy, angry, annoyed or concerned (plus a whole lot of other feelings).

## **Now complete Activity 3**

### **Eye contact**

People often say that the eyes are the 'windows to the soul'.

Eye contact is a very important part of listening well and it is important to try and strike a balance. For example, if you are talking to someone, and they are looking around the room while you were talking, would you wonder if they were really listening to you? On the other hand, looking directly into someone's eyes for the whole conversation might make them feel uncomfortable (like you are staring at them or like they have something on their face!).

## **Silence**

Silence in a conversation is OK! Too often a great moment or valuable idea is lost because of an untimely interruption.

Some people spend a great deal of time trying to fill silence by adding their two cents worth. This may be because they are uncomfortable with silence or they are feeling nervous.

But filling silence isn't always helpful or appropriate. Sometimes people need some space to think about what they want to say next plus if a listener wants them to continue, it is best not to interrupt.

You can sometimes gauge if a person is finished speaking or if they are wanting to go on but observing their body language—facial expression, eye contact or their movement for example.

## Paraphrasing

Paraphrasing is about responding actively and drawing out the important details from a conversation. It also helps to clarify with the other person that you have heard them correctly. This is not to be mistaken for parroting, which is repeating word for word what was said. Paraphrasing is about demonstrating understanding.

For example:

Speaker: 'My parents said that I needed to work harder on my school work. But I am already working really hard! I don't know what else I can do to improve.'

Listener: 'It sounds like you are working as hard as you can but you are feeling really pressured to do better.'

### Now complete Activity 3

## Use and abuse of questions

Questions are a really effective way of gaining more information from a speaker, clarifying what you are hearing and demonstrating listening. But questions can also be overused and could feel intrusive (no one wants to feel like they are in a job interview or are being interrogated!).

Questions fall into two categories—open and closed questions.

### Closed questions

Closed questions are usually those that lead to specific answers like 'Yes' or 'No'. For example, 'How many years have you lived in Sydney' would lead to a firm answer like 'Ten years'. Or 'Did you take the train today?' would lead to a Yes or No answer.

They are good to use when you require a short or specific answer (they don't encourage people to use their imaginations when answering).

### Now complete Activity 4

### Open questions

Open questions are about giving a person the space to talk openly about a topic. In fact, open questions encourage people to keep speaking. For example:

Listener: 'So tell me about what happened on the duty.'

Speaker: 'Well, it was completely awesome. We treated fifteen patients and plus the bands were great to listen to in the background. I can't wait for the next one.'

### Now complete Activity 5

## **Barriers to effective listening**

Here are some of the main barriers to effective listening:

### **Interrupting**

There is a time and place for interrupting someone when they are speaking, i.e. if they are being aggressive or if there is a dangerous situation. When you interrupt someone or dominate the conversation (particularly if you do it a lot) the speaker will soon feel that you aren't interested in what they have to say. It can also lead to missing out on important parts of the conversation or information.

### **Distraction**

Being on a computer, fidgeting, using your smart phone or even paying attention to what someone else other than the speaker is doing, are all distractions. To listen effectively, you need to give the speaker 100% of your attention.

### **Thinking of a response while listening**

If you are trying to think about what to say next, it means you are not really listening! Pauses in conversations are OK. If someone has finished speaking and they have asked you for a response or if the conversation requires a response, take a moment to collect your thoughts. You can even say "Just give me a minute to think this through" so it doesn't get awkward! You could even suggest to them that you need time to think about it and will get back to them. Concentrate on what others are saying and give them your full attention.

### **Making judgements**

Our preconceived ideas about a person or a topic can stop effective listening before you even start having a conversation! To listen effectively, we must put judgments and assumptions aside and try our best to understand the person's position.

### **Selective listening**

When listening, we can often only hear what fits our expectations or ideas of how the world should be, rather than what really happened. Humans often subconsciously filter out ideas that don't match our own worldview. This changes how we perceive a message—you hear what you want to hear, but not what is actually being said to you.

**Now complete Activities 6 and 7**

# Chapter 3:

# Leadership skills

# Leadership

Leadership is about influencing, bringing about or motivating change and inspiring confidence in other people (often called followers—i.e. the followers of a political party).

All communities have leaders—some of these are community members, others are political, part of an organisation or the military for example. The term *leadership* is usually associated with positive things, however there are times that our leaders can disappoint us (ahem... some politicians).

Each leader is very different in what their goals are, their achievements and how they work with others. A leadership style is the way that we go about providing direction to other people, achieve goals and the way we motivate others. As upcoming NCOs, by identifying our own leadership style(s), we are better able improve our leadership skills and become the most effective leaders that we can be.

## Leadership styles

There are many different theories when it comes to leadership styles. The one that we are using for this NCO course is one of the most popular, because it's really easy to understand. It was developed by a guy named Kurt Lewin and his colleagues back in the 1930s. Lewin thought that there were 3 different styles or types of leadership—Authoritarian, Participative and Delegative (also called Laissez-Faire).

### **Authoritarian**

The authoritarian approach is all about telling others what to do (i.e. ordering people about) and limiting the ability for creativity.

This type of approach can be helpful when there is not a lot of time to complete a task, the group is not close knit (i.e. don't know each other well) and the members lack the skills and/or knowledge to complete a task (leaving the leader to tell members 'what to do').

The downside of this approach is that it doesn't promote teamwork and the group wants to have their ideas and opinions heard.

### **Participative**

This approach is about providing guidance and encouragement to the team while being an active participant in the team's activities.

The upside is that the group gets asked for their input and there is a real sense of being a team and feeling motivated. It is a great approach when lots of time is available the group members have the skills and knowledge to complete the task.

The downside is when the group is feeling unmotivated or there is conflict between group members. In this case, it is probably best to have someone to help the group in the right direction!

### **Delegative**

The delegative leadership style is more of a 'hands off' approach. Participants are a bit like free range chickens, doing their own thing, without the mother hen to tell them what to do. The leader might give the team the knowledge or skills to achieve tasks, but the leader doesn't get actively involved in the team's activities.

This is a good approach when the team is already very motivated, well connected and has the skills and knowledge to complete tasks.

This approach doesn't work so well then the team members aren't skilled or knowledgeable in the area of the task, they aren't very creative or motivated and there isn't a strong sense of 'team' in the group.

The *participative approach* is considered to be the most successful form of leadership because it helps to boost team morale and productivity by valuing the ideas of all members.

But... there is a time and a place for all three styles. Great leaders are flexible and are able to adapt as the situation changes using each of the styles to motivate the team to the best of its ability!

What leadership style do you think you would tend to use mostly? Be honest! There is no right or wrong answer. Circle your answer.

**Authoritarian**

**Participative**

**Delegative**

### **Useful leadership quotes**

"...leaders are people who are able to express themselves fully... they know who they are, what their strengths and weaknesses are, and how to fully deploy their strengths and compensate for their weaknesses. They also know what they want, why they want it, and how to communicate what they want to others, in order to gain compensation and support. Finally, they know how to achieve their goals. The key to full self-expression is understanding one's self and the world, and the key to understanding is learning—from one's own life and experience." Warren Bennis, *On becoming a leader*

"Leadership is based on inspiration, not domination; on cooperation, not intimidation."  
William Arthur Wood

"Leadership should be born out of the understanding of the needs of those who would be affected by it." Marian Anderson

"Leadership has a harder job to do than just choose sides. It must bring sides together." Jesse Jackson

"I start with the premise that the function of leadership is to produce more leaders, not more followers." Ralph Nader

"You do not lead by hitting people over the head—that's assault, not leadership" Dwight D. Eisenhower

"Leadership is practiced not so much in words as in attitude and in actions." Harold Geneen

"Management is doing things right; leadership is doing the right things." Peter Drucker

"Management is about arranging and telling. Leadership is about nurturing and enhancing." Tom Peters

“Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall.” Stephen Covey

“Leadership appears to be the art of getting others to want to do something you are convinced should be done.” Vance Packard

“The art of leadership... consists in consolidating the attention of the people against a single adversary and taking care that nothing will split up that attention...”

More helpful leadership quotes can be found in Appendix 3.

Source: St John Ambulance Australia (Vic) (2010). Victoria leadership development program 2010: Workshop Papers. St John Ambulance Victoria: Mount Waverley.

### **Bibliography**

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# Group management & using teamwork

To understand how to manage a group, we must first understand group dynamics or the way group members interact.

To have a positive outcome, a group needs to achieve its goals as well as meet the social and emotional needs of members. Sometimes, things can get in the way of a happy and well-functioning group. Some factors that can influence the welfare of a group are:

- the way the group communicates and interacts
- group cohesion (meaning sense of being united or as one)
- group culture
- social factors.

## Communication

Communication is a complex subject, but there are some pretty straight forward things that we can do as NCOs to improve communication in groups.

Whenever people get together in a group, they are engaged in communication—even if they are not speaking to one another! The two main types of communication in a group are verbal and non-verbal communication (check out the section on Effective Communication on page 14 of this Workbook for more information). To improve communication within a group, it is important to understand the intentions of communication. Some intentions might be to:

- inform
- sway or persuade others
- understand others
- maintain power
- provoke a reaction in others
- defend themselves
- connect with others
- encourage cooperation, plus many more!

### Now complete Activity 1

As an NCO, it is important that when communication happens in your group, you monitor the communication for its intentions and underlying messages, including the way you communicate with others. This doesn't mean that you monitor every conversation, but it is important that you have an 'ear to the ground' where the group is concerned. At times, you might have to act as a mediator or even modify your own communication style to help the group through some rough patches.

For example, if one member is always on the defensive towards others, it is important that you establish why this might be. You can also help the member to put strategies in place to modify their own behaviour if necessary. Take the following example:

Lauren has been attending division for quite some time and has been accused by the other group members of not pulling her weight when it comes to packing up of an evening...

Leader: "Hi Lauren, I noticed today that things seemed a little tense in the group tonight. Did you want to talk about what is going on there?"

Lauren: "Yeah, I feel like I'm being attacked and it's making me really angry because I can't help it if my parents pick me up early all the time."

Leader: “Hmmm. I’m sorry that you are feeling that way. How would you feel about having a conversation about things we can try to help improve the way the communication is happening in the group?”

Lauren: “That would be great.”

At other times, it might be useful to address the whole group. For example, if the group is looking particularly bored after a lesson, you need to find out what is going on by using your own communication skills:

“I noticed that everyone looked really bored during that lesson. Have we done this topic to death?”

Or if the group doesn’t seem to be able to focus, maybe there is something that needs to be aired or discussed so that the group can move on:

“Everyone seems to be a bit distracted today. What’s been happening?”

Now you try.

## **Now complete Activity 2**

### **Group cohesion**

People are attracted to and stay in groups for a number of reasons. Group cohesion is about the things that help people to remain in a group like a feeling of belonging, group morale and personal relationships.

## **Now complete Activity 3**

### **Group culture**

Group culture is about the common values, beliefs and traditions held by group members. As every person is different and brings with them their own set of values, beliefs and traditions and set of different life experiences, group culture can sometimes be a sticky area. Sometimes, personal values and beliefs can clash between members, or the groups values and beliefs may not work well for a particular members. It is up to the group leaders to try and find ways to steer through the rocky waters and make the group a comfortable and safe place for everyone.

Establishing a set of group rules (which is agreed on and developed by the group) is an important step in creating a group that runs smoothly. Part of the group rules should include how the group would like to deal with conflict. The group should be a comfortable place for members to speak up about problems/concerns without fearing being picked on for speaking up.

#### **Challenge:**

At your next divisional meeting, ask your Leader to spend 15 minutes sitting down with the whole group to establish a set of group rules. If you division already has one, ask the group members if anything needs to be changed or updated.

## Social factors

If St John wasn't a social place, then it wouldn't be much fun. A lot of the time, part of the reason that people join St John is because they want to meet new people and make new friends and it is fantastic when people do so!

Sometimes though, being social gets in the way of how the whole group functions.

*Subgroups* are small group that live within a larger group. They are important to watch for as they can affect the way the group interacts. Subgroups tend to form when a number of people share the same views or emotional bonds (i.e. friendship groups).

Subgroups are natural and aren't necessarily bad things, but they can at times be disruptive when they exclude other group members, they don't interact with the rest of the group or they challenge your authority as a leader for example. It's never nice to feel picked on or excluded!

### Now complete Activity 4

They can also be incredibly useful! You can form your own subgroup to achieve particular task—for example, asking a few members from the whole group to work on a particular project or task or forming a committee to do some research on an issue within your division.

### Tips for managing a successful group

- Monitor the group's communication patterns
- Work out your groups likes and dislikes when it comes to activities
- Establishing a set of group rules with the group
- Deal with problematic subgroups before they get out of hand
- Establish a group culture where it is safe to speak up about problems or concerns
- Understand your own leadership style and be prepared to receive constructive criticism
- Know your groups members and their strengths. Use those strengths to the group's advantage!

# Members supporting members

Life can be stressful! We've all felt stressed from time to time because it's a part of life.

Stress can be caused by lots of different things and the causes of stress are different for every person. Stress may occur in many areas of life, for example:

- in the workplace
- by experiencing physical or mental health problems
- in relationships
- at school/university
- in social situations
- at home.

Stress can also be caused by experiencing a distressing or traumatic event like a motor vehicle crash, through being bullied or the passing of a loved one or through experiencing the effects of a mental health problem.

## Member support: What's it about?

In St John, member support is about creating a culture of where it is okay for members to talk about things that are worrying, stressing or troubling them. We also want to create a culture of members caring for other members and looking out for one another.

Members support members is about offering a listening ear when times are tough for another member. It's about making yourself available to others, and being approachable, helpful, sincere and caring. Member support is also about helping a person to see or better understand the problem, and finding a way to sort through it.

## What member support isn't

Member support isn't about 'counselling' or providing 'therapy' to other members in the professional sense (you most probably not qualified to do this, nor is it part of your St John role!). Being a counsellor or therapist takes a great deal of knowledge, training and practice and is undertaken by specialised 'mental health professional' (i.e. youth worker, counsellor, social worker or psychologist).

Also, member support is not about:

- telling people what to do (or giving advice)
- imposing your preferred solutions or ideas
- using the time to talk about your own problems (there's nothing worse when you go to someone for help and all they talk about is themselves!).

## How do I know if a member isn't okay?

When someone is feeling stressed, down or is not coping, they will often tell someone and ask for help.

But if you notice behaviour that is out of character for someone (like they seem really down, they are teary, they appear overly stressed or highly strung) the best thing to do is use three simple words:

*'Are you okay?'*

Sometimes, they will tell you that they are not okay and will want to talk some more. If this happens, offer to listen (where you feel comfortable) or suggest they talk to someone experienced about it (i.e. a counsellor or youth worker).

Other times they will tell you they are 'fine' (even if you can see things aren't okay). It best not to pressure people to talk. If they want to talk about it, they will talk about it in their own time or seek help elsewhere. If you are really concerned, seek advice with a Divisional Officer or Manager.

## How do I talk with a member experiencing difficulty, stress or need?

It's not easy for people to talk about when something isn't okay. But there are some things that you can do to make talking easier.

For example:

- learn to be a great listener (check out the Effective Listening section of this participant guide/workbook)
- gently tell someone that you've noticed that their behaviour has changed and that you're concerned
- encourage the person that it is okay to talk about what they are feeling
- avoid making assumptions or judgments
- respect that the person may not want to talk to you or may not tell you everything. It's important that you don't push the person to talk about something they are not ready to talk about
- don't treat the person any differently than you did before you found out what the problem is
- avoid giving advice or imposing your own ideas
- be prepared with some helpful phone numbers and websites about where the person can go for additional help (check out our list below)
- reassure the person that what they are feeling is OK
- if you aren't sure what to do, always ask someone who can help (i.e. Leaders, school teachers, counsellors or youth services for example)
- if a person doesn't want to talk to you about something, that's OK. Let them know that you are willing to help and that there is plenty of help out there if they need it.
- know that if you are worried that a person is a danger to themselves or others, you will need to tell someone who can help (check out the section on Creating a Safe Environment in this participant guide/workbook)

## How do I know when I'm out of my depth?

We all wish we had a magic wand that we can wave and people can feel better, but some problems are too large for fellow members to handle. If you are supporting a member and you feel that they need professional support or you feel like you can't help them, it is important that you let them know that you think they need to talk to someone with more experience.

In fact, there are a range of services available to help people experiencing a tough time, including youth workers, counsellors, doctors, social workers and plus crisis hotlines, online support and information on websites (check out the Helpful Contacts section for more info).

There are also a range of agencies available to people experiencing the effects of stress or mental health problems and in some states/territories, St John has member welfare or peer support programs.

### Now complete Activity 5

If the person doesn't want to speak to someone, that is okay and is their choice. You can still help the person to get good quality information about the topic that they are struggling with. You can also ask them periodically how they are going plus with their permission encourage the person's friends to be supportive.

A list of Helpful Contacts is also located below.

## Looking after yourself

It is important that you never take on too much or feel swamped by another person's problems (you no doubt have your own problems to deal with!). Part of self-care is recognising when someone else's problems are impacting on you.

If you feel overwhelmed or out of your depth, it is important that you tell the person how you are feeling (always being kind and gentle) and suggest to them that they talk to someone with experience in the area.

Just because you have referred someone one doesn't mean that you should stop supporting them altogether. Sometimes it is still helpful to 'check in' with that person every now and then.

## Helpful contacts

### Telephone counselling and crisis lines

Lifeline	13 11 14	<a href="http://www.lifeline.org.au">www.lifeline.org.au</a>
Suicide Line	1300 651 251	<a href="http://www.suiceline.org.au">www.suiceline.org.au</a>
Mensline	1300 78 99 78	<a href="http://www.menslineaus.org.au">www.menslineaus.org.au</a>
<i>Kids Helpline</i>	1800 55 1800	<a href="http://www.kidshelpline.com.au">www.kidshelpline.com.au</a>
Beyondblue info line	1300 22 4636	<a href="http://www.beyondblue.org.au">www.beyondblue.org.au</a>

### Information websites and online help

Sane Australia	<a href="http://www.sane.org">www.sane.org</a>
depression.com.au	<a href="http://www.depression.com.au">www.depression.com.au</a>
ReachOut	<a href="http://www.reachout.com">www.reachout.com</a>
Youth Beyondblue	<a href="http://www.youthbeyondblue.com">www.youthbeyondblue.com</a>
Headspace	<a href="http://www.headspace.org.au">www.headspace.org.au</a>

You can also contact your local council to find out what services are available for the person.

### **Now complete Activity 6**

#### **Reference**

St John Ambulance Australia (2011). Member welfare program: Information for National Office Staff and Volunteers. St John Ambulance Australia: Canberra.

## **Establishing professional boundaries**

It is important to create clear and consistent boundaries when working as an NCO. Clear and consistent boundaries are important as they provide structure to members of the group and clear expectations around behaviour for group members.

When you become an NCO, a power imbalance develops between you and other group members as the NCO role is a position of leadership and privilege in a division. As an NCO you have a leadership role that involves your role modelling positive behaviours to others, going to NCO meetings plus you have a direct line of communication to the divisional management team. Being in a position of leadership and privilege means that you have more power than most other members and power can be used well or it can be misused.

### **Now complete Activity 7**

Putting in place some clear and consistent boundaries will also prepare you for becoming an adult member of St John (i.e. when you turn 18), as your relationship with Cadets changes in significantly in adulthood. Think of it as good practice!

Here are some of our boundary suggestions:

#### **Physical Contact**

- avoid physical contact with group members unless it is necessary. If you do need to make physical contact, explain when, how and why you might have to do so in order to avoid misunderstandings
- when making any physical contact, ensure that you are always careful and aware of which part of your body (and how much of it) is in contact with a child/young person's body

#### **Communication**

- be aware of what you say and how it might be understood by others
- always aim to use positive language and avoid abusive, aggressive or intimidating language/behaviour
- if you think that a Cadet's behaviour towards you or others is unacceptable or oversteps the boundaries, ask them to stop
- always use appropriate language

### Other Considerations

- always act in a professional manner
- avoid showing favouritism
- always stop activities that involve abuse, humiliation or risk taking
- always get help when you feel overwhelmed or things are out of control.

Boundaries are not always easy to maintain though, especially if Cadets in the division are your friends. But it is important that you are fair towards all members and treat everyone in a consistent and equal way during time at the division.

### Now complete Activity 8

A good idea is to have another, more experienced NCO, or an adult leader, observe you when you are with the group and to give you some constructive feedback about your behaviour with others. This is a good practice to get into when you become an NCO as it can only help you build your leadership skills and help you to become the best leader you can be!

## Working with challenging behaviours

### Behaviour Management

Issues of Behaviour Management should always be underpinned by the important principle that *every member has the right to a safe and supportive learning environment*. That is why, in the end, St John reserves the right to suspend or even expel members who pose a threat to a safe and supportive environment.

Successful divisions ensure that members draw up an understanding about behaviour—e.g. listing those behaviours which are positive and those which are unacceptable. Such a chart should be produced each year and kept on display in a prominent place for the remainder of the year. It's important that ALL members participate in the drawing up of the chart, that way all members 'own' it and it is considered as a group agreement or consensus. All members will understand the reasonableness of this approach. A 'line' is clearly drawn between positive and negative behaviours.

Team management meetings (which can include Cadet NCOs) are a place to discuss any emerging negative behaviour on the part of individuals. Such discussion might reveal possible underlying causes (i.e. a Cadet's parents are getting divorced and the Cadet is 'acting out' a bit). Young people can become disenchanted or even angry about aspects of their lives which are beyond their control. While these are not excuses for poor behaviour, they can be triggers and should be addressed by parents, teachers, St John officers and counsellors if necessary. If the cause can be found and dealt with there is much less likelihood that the poor behaviour will continue.

There are many forms of negative or counter-productive behaviour ranging at the least serious end from sulking and being non-talkative all the way through to threatened or actual violence. Just as there are little, medium and big forms of negative behaviour, there is also a range of little, medium and big corrective measures or responses. It is very important that negative behaviour is not managed by a 'sledge hammer' when it could be successfully overcome with a 'tack hammer'. Sometimes (in the case of least offensive behaviours), a mere glance directly into the eyes of the offender can be enough to restore productive and cooperative behaviour.

We therefore refer to the need to use what is called *commensurate measures*—meaning that the management of the behaviour is appropriate for the seriousness or severity of the misbehaviour. Using a ‘sledge hammer’ approach to a minor behaviour problem is likely to cause resentment and a continuation or even an escalation of poor behaviour. The Cadet also needs to understand that the behaviour is counterproductive or inappropriate before we can expect any improvement. This can often mean explaining why the behaviour is a problem.

It is often useful to use the ‘three liner’ approach to generate this understanding. The three liner approach consists of three elements in the statement of the leader:

- identifying the misbehaviour
- explaining how it is negatively impacting the leader, group or others
- explaining how it is negatively impacting the purpose of the gathering.

Here are some examples of the ‘three liner’ approach:

Instance	Identifying the behaviour	Explain how it affects the supervisor	Explain how it affects the learning
Two members are swapping sports cards during the lesson	‘Bill and Tom, when you swap cards during my lesson....’	‘...it distracts me and some other members of the group....’	‘...and that means I have to find extra time to cover the topic.’
Mary refuses to work with the other girls on group work.	‘Mary when you sit out and don’t join in group work...’	‘I feel bad because you are missing out .....	‘...and the others miss out on sharing your ideas.’
Teresa never joins the group on time—she is always about five minutes late.	‘Teresa you are repeatedly late for class....’	‘...which concerns me because you are missing out....’	‘...and the rest of the group becomes bored if I have to repeat things just for you.’

Hopefully the Cadet will better understand the nature of the poor behaviour, how it impacts the leader and how it impacts on the learning.

The poor behaviour should be dealt with as soon as possible after it is observed. For example, if Harry swears at the Division, it should be dealt with straight away. This means that Harry is clear about the offensive behaviour and will understand why the particular response was made (e.g. a three-liner corrective statement). If it is not managed straight away, the Cadet may not connect it so well with the original misbehaviour.

The supervisor should approach the Cadet in a respectful way. Shouting is not respectful. Sarcasm is not respectful. Disrespectful behaviour on the part of the supervisor will only cause resentment in the Cadet which is likely to lead to a continuation or even a worsening of negative behaviour.

Sometimes it is not appropriate to try to correct behaviour in front of other group members (this wouldn’t be respectful of the Cadet involved) and it is better to take the Cadet aside to have a quiet chat. In the example for Teresa above, Teresa might feel embarrassed or ashamed about being targeted in front of the whole group for being late. There also might be a really good reason for why she is continually a bit late. In this case, it may be better to take Teresa aside and give her the chance to explain what is happening.

Encouraging all individuals within the group to provide short presentations regularly is a good idea. Not only can this develop individual confidence, but can help Cadets to appreciate that cooperative learning behaviours will lead to successful outcomes. If the Cadet experience uncooperative behaviours while presenting, they will know that it is frustrating and puts them in the place of the leader when they are facilitating a lesson for example.

NCOs are not expected to manage poor behaviours other than those which are at the lower end of the spectrum of seriousness. Serious behaviours such as theft, bullying, swearing, alcohol/drug use and violence should be immediately referred to, and directly managed by, a supervising adult.

**Now complete Activity 9**

## Working with disability in the division

Most of us would have come across a wide range of disabilities or learning difficulties in our school experience. While it is true that some disabilities might be rare, in general disability is quite common. A school class of 25 students can be expected to include at least one or two students who experience (either from birth or acquired) problems with their learning or development.

During the lesson topic *Working with disability in the division*, your group will be asked to list some common disabilities. The group is likely to mention each of the following: literacy (including dyslexia) and numeracy problems, hearing or vision impairment (including total blindness or being completely deaf), problems with concentration, autism, colour blindness, physical disability(s), chronic illness and mental illness for example. These can be sorted under the major headings of: Educational/Intelligence, Physical/Medical, Psychological/Emotional.

Cognitive ability or 'intelligence' is not straight forward. For example, a person might have a cognitive problem in the use of language or mathematics but be very good at other pursuits such as art or music.

Some people also have 'compensating abilities' for their disability. For example a person who cannot see may have developed above average mathematical, musical skills or advanced intuition. A person who is an amputee can still be an outstanding athlete and represent Australia at the paralympics!

People may label a person as having 'low intelligence' or being 'cognitively challenged' only to be embarrassed to find that the same person had superior skills in another field (e.g. sport, music, art etc.). Labels are unhelpful and must never be excuses for either the learner or the instructor.

**Now complete Activity 10**

## **How to help members with disabilities**

It's always a good idea to find out what the learner *can* do rather than focus on what they *can't* do (take the 'dis' out of 'ability'). For example a person born with no arms or hands can possibly write with a specially adapted pen held in the mouth or between the toes. As for all learners, it is important to celebrate achievements of the learner with a disability. Even in the case when a learner doesn't achieve the full task set for them or it is not achieved to the same standard as other Cadets, but the task has been completed to the best of their ability—this is a cause for encouragement and celebration.

Parents will be able to provide more information, including the advice of medical practitioners and school counsellors, about the best way to work with their child.

The key to engaging learners who experience a disability is to find an 'alternative window' through which the learning can occur. For example, a blind person can learn through braille or a suitable software learning program. A person with who experiences concentration problems can be encouraged to engage in short spurts—with adequate breaks.

All teaching requires high levels of respect on the part of the trainer. Managing students with disabilities comes easily and more naturally when there is an underlying respect for the person and his/her potential.

# Chapter 4:

# Instructional skills

# Instructional skills

## Key points for effective instructors

### Respect for students

The principle of respect for students is the keystone principle for effective teaching. It's perhaps easier to understand the principle of respect by considering the opposite! Disrespectful relationships between instructor and students will include:

- sarcasm
- bullying
- a disinclination to assist
- carelessness about punctuality, preparation, delivery and presentability,
- failure to share passion for the topic.

These are terrible traits and are the 'trademarks' of poor instructors. Readers may even remember being poorly treated by unprofessional instructors or teachers in the past.

It is a privilege to impart knowledge and skills to others. Good instructors appreciate this privilege and underpin their work with a respect for their learners. They respect their learners as fellow human beings. They respect the ability and potential of their learners (some may be smarter than the instructor!) and they also respect the privilege of instructing and opportunity to relate to others in a learning environment.

### Being prepared

It is very important that the instructor prepares the lesson very carefully. A FAILURE TO PLAN IS A PLAN TO FAIL! There are a number of considerations to include in a Lesson Plan which is basically a 'Beginning, Middle and End' concept.

General considerations	Beginning	Middle	End
<ul style="list-style-type: none"><li>• Topic and intended outcomes</li><li>• Location (space, facilities, furniture, temperature and air flow)</li><li>• Date and time</li><li>• Teaching resources needed</li><li>• Human help required</li></ul>	<ul style="list-style-type: none"><li>• Initial stimulus (how to interest the participants)</li><li>• Detail of how the instruction will unfold</li></ul>	<ul style="list-style-type: none"><li>• Main part of lesson (might include demonstration, practice and assistance)</li><li>• Use methods to keep the interest level high</li></ul>	<ul style="list-style-type: none"><li>• Final questions</li><li>• Recapping the lesson</li></ul>

While lesson plans are important, they can be 'overdone'. They should not contain every word to be delivered during a lesson. The lesson plan is a summary only of main points and methods to incorporate in the lesson. A Lesson Plan is poorly drawn up if:

- they force instructors to stick slavishly to the detail
- they do not allow the instructor to gauge progress within the group and to 'veer off' the plan if necessary.

It's a good idea to start planning in terms of the 'MSC' set of priorities:

*To decide what learners MUST know, what they SHOULD know and what they COULD know.*

Time will often prevent the 'COULD' aspects being covered.

After the lesson, it is essential that the instructor reflect on how the lesson progressed. There will always be ways that the lesson could be improved next time and these ideas should be jotted down.

### **Engagement**

Engagement is an important principle in the learning process. Zero engagement will result in nothing learned! Partial engagement (e.g. student becomes distracted and loses concentration) will result in only partial learning. Maximum engagement (achieved by imaginative and creative methods of learning) will result in maximum outcomes for students.

Good instructors build into their lesson plans practical ideas to sustain student interest throughout. Sometimes the need to learn is self-evident to the learner—for example, students learning to drive a vehicle will be 'all ears' when the instructor is training them how to start the motor (they need to know and they want to know how the ignition occurs). The trick is to develop this sense of *need* to learn in order to capture the attention of the learner.

Engagement is high when the instructor employs imaginative and creative ideas or methods of teaching. It's often effective to engage more than one sense (humans have five senses—sight, sound, smell, taste, touch) and more than one intelligence (humans have several types of intelligence such as learning by words, numbers, movement, music, art, empathy, teamwork etc.). Varying the instructional methods helps to keep learners 'on their toes'. Instructional methods for a particular lesson can include any one or more of the following (and many more!):

- question/answer
- demonstrations (then all do it)
- playlet
- group work
- workbook based exercises and discussions
- brainstorming/mind-mapping
- videos and discussion
- experiments
- learner presentations
- debate.

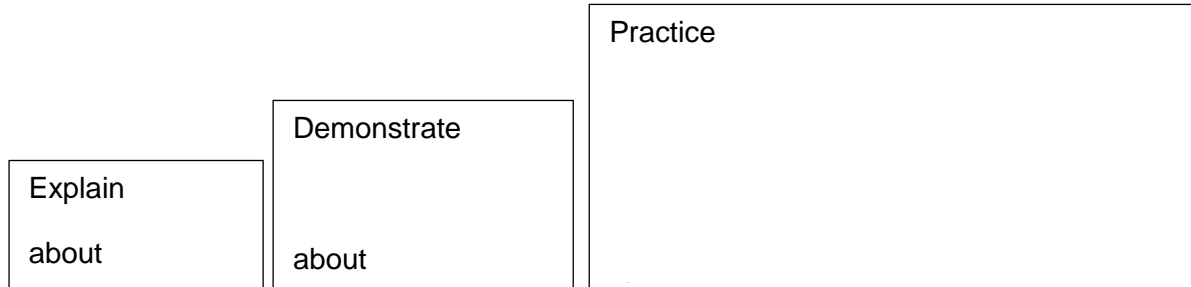
Instructors should plan the particular instructional method(s) they wish to use as well as the topics they need to cover.

Experienced instructors will agree that *questioning* the group is a very important part of learning. Ask the question of the whole class so that every person will feel they are in the 'firing line'. If the answer is incomplete or incorrect, continue asking by selecting additional class members. Sometimes the instructor learns more from the questioning process than the learners. Questioning can highlight the fact that the learning has been a little too rushed or lacking a few essential steps along the way.

Classroom layout can be an important factor behind the degree of engagement being achieved. For example, sitting the learners in formal 'lecture hall' style format will tend to reduce the engagement of the learners in the back rows. A 'horseshoe' format tends to invite the participation of all learners.

NCOs will mostly be involved in teaching various *practical skills*. This means that they will start with a demonstration and then ask the learners to learn the skill step by step. There needs to be plenty of time for practice—especially if you are teaching practical skills.

The following diagram shows the relative importance of practice in learning:



### **Flexibility**

Lesson Plans are very important but sometimes the Instructor will need to ‘veer off’ the plan a little. This may arise when learners are not progressing at the planned rate. There are many reasons why a lesson can’t go to plan, for example:

- uncomfortable climate (slowing the learning)
- inappropriate behaviour (slowing the learning)
- unrealistic planning (instructor thought more could be covered in the time available)
- disruption such as power failure, first aid incident, safety concerns.

All of these factors would require a change in plan. The instructor needs to be able to adapt the plan to the situation at hand.

Check out the lesson plan template on the next page. This will give you an idea of what is expected to be planned for a lesson.

Here is a copy of an observer’s Evaluation Form. It will give you an idea of what an observer will be looking for during the conduct of your prepared lesson to be delivered in your home Division (you will find out more about this during the NCO Course Workshop).

Name of “Instructor”	Topic	Rating	Comment
Aspect		SA A N D SD	
Lesson Plan was useful		SA A N D SD	
Instructor could be heard at all times		SA A N D SD	
Instructor spoke at about the right pace		SA A N D SD	
Instructor used questioning effectively		SA A N D SD	
Instructor’s manner was pleasant and respectful		SA A N D SD	
Learners developed the targeted skills		SA A N D SD	
Any other comment by Observer			

Observer

Date

## Lesson Plan Template

Topic:

Venue:

Instructor:

Date:

Assistance required (including any special considerations):

Learning Materials required:

Classroom Layout:

Learning Outcomes

By the end of the lesson, learners will be able to:

- 
- 
- 

Stage of Lesson	Time (mins)	Task	How
Beginning		Self-introduction.  Interesting introduction to topic.  Mention the Learning Outcome(s) (above).	

Middle

Main learning of topic to include following elements:

End

Recap the lesson

Ensure all have learned

Instructor's Reflection AFTER Lesson (how to improve next time)

## Conducting Games

NCOs can play a very important and useful role in conducting games within the division.

It's a matter of 'horses for courses' because there are times when a certain type of game is suitable and times when other games are more effective. There is a wide range of games available and each has its own particular *strength* and *purpose*.

The following games have underlying purposes (some may be 'multi-purpose'):

- **Icebreakers**—are particularly useful when there are new people in the group (e.g. regional camps or when there is an influx of new members into the division). Icebreakers place everyone 'on the same level' and new members feel they are an equal part in the proceedings.
- **Energisers**—these are the more energetic games which are very useful after a training session when members need to gain some fresh air and 'get the blood circulating again'. After an energiser game, members are usually quite happy to settle down to another session of training.
- **Team Builders**—are games which require team work can help bond members into a cooperative group.
- **Communication** games—many games require the members to be particularly alert and good communicators. Communication skills are important life skills and very important in St John Ambulance.

### Safety is the Fundamental Requirement

A game should not proceed without safety requirements being fully considered. Some games (the more physical games) will require heavier scrutiny for safety considerations. Physically vigorous games require generous space that is clear of hard objects such as furniture, wall fixtures etc. and trip hazards. Some physical games should not be played on hard surfaces without protective equipment being worn (e.g. knee pads, helmet, mouth guard). Games involving bikes and billy carts require the wearing of helmets because of the risk of head injury. Games involving the throwing of small objects should be avoided because of the risk of eye injury. Needless to say, games involving fire crackers are not to proceed. Some games are dangerous because they do not meet the requirement of age appropriateness. For example, a game used for Cadets might be quite inappropriate and even risky for a group of Juniors.

There are some young people who are medically advised *not* to play in physically vigorous games. For example, a Cadet with soft bone disease will be medically advised not to play in rough games. Parents need to advise the Division's Officers of any condition that may be problematic during physical games. The Division must adhere with all such medical advice.

### Not all Games are Good Games (Problem Games)

All games should be good, clean fun. A game may be unsuitable because it fails to meet safety considerations. Other games are unsuitable because of their effect on 'losers'. For example, games which rely on a 'put down' or 'bullying' tactics are Problem Games and should be avoided. Some elimination games result in players sitting on the sideline for long periods of time which is unproductive and frustrating for those having to sit out. Also, some elimination techniques are totally unsuitable: e.g. 'the fattest person' or 'with most pimples' or 'the longest nose'. These are hurtful criteria and should never be used.

If a game is not gender friendly it is a Problem Game and must be avoided. If a game is culturally offensive for any group, it is a Problem Game and must be avoided.

## Now complete Activity 1

### Build Up Your Repertoire of Games

You can find more games on the web, in books, from members and friends. Don't simply conduct a game because it has been recommended though. Run through the game (in your own mind) ensuring that it meets certain key requirements, being that:

- safety is properly addressed
- the underlying aim is present (e.g. is it an icebreaker, team builder, energiser or communicator?)
- the game is inclusive and does not include exclusionary features which might be cruel and counter-productive.

The Appendix 1 to this Workbook is a collection of games (including instructions) to give you a starting set.

### Four key things for taking games

#### Enthusiasm

Taking a game is similar to an infomercial (in fact, by introducing a game in this fashion could get youth members quite motivated to participate). The man on TV asking you to buy a pair of boots that are elephant-proof is trying to sell you an item, and motivate you to get off the couch and dial the 1800 number. No matter that the presenter might think that the boots seem quite expensive and probably a waste of money, it is his job to sell this to the viewers.

In a similar way, a Cadet Corporal is doing the same thing with a game—without the elephants. Instead of motivating the group to buy the elephant-proof boots, they are trying to sell them an activity. Instead of getting off the couch to dial the number, we want the group to get off the couch and start playing the game!

#### Organisation

Organisation is a key to all successful activities. There will be problems if a group is standing around while a game is set up. It is a waste of time and activities should be ready to start on arrival. It will also increase their perception of how enthusiastic the leader is. Leaders should be seen as 'rearing to go.'

Organisation also includes planning. Planning a bunch of games for each term could seem quite silly and a waste of time, but that could be no further from the truth. By planning games, you can add variation, integrate your games and activities into a badge or topic you will be doing, and it prevents 'double ups' of activities. Especially if there is a different NCO rostered on for each night to take a game, you may find that there is only about 4 different games that the cadets play! It could be another idea to cross out the games on the plan that did not work as well as expected, or add improvements for future plans.

### **No down time & keeping cadets on task**

This is partly helped by your organisation. Ensure that there is minimal waiting time, and moving time from lessons to activity—this includes Juniors/Cadets that seem to dordle to the next activity. As soon as the lesson has finished, Juniors/Cadets should be walking with a hit or haste to the activity. When running a games night or round robin event, ensure that everyone taking an activity knows what they are doing, and that they have all the equipment ready and waiting for them. Have high expectations of youth members. Ideally, do not waste more than 3 minutes explaining the game, and sorting the Juniors/Cadets into groups. Motivate them to be prompt to the activity and quiet while you talk, so that the activity can get underway. With down time, waiting for Juniors/Cadets and talking creates boredom which will be a worst enemy when taking games.

### **Quit while ahead**

There is nothing worse than a great game that is spoiled by the leader making it go on and on, or playing it for 5 minutes past the time when everybody got sick of it. The feelings that cadets will have at the end of the game will be their opinion of the game held until the next time the game is played. When a game is going really well, let it go before youth members get bored. It is far better to finish a game while it is still liked, rather than letting it go to a stage where only a few still like it. Always have a back-up game set up so that if a game is not working the activity can be changed easily.

## **Teaching drill techniques**

### **Advantages of Drill—including Do's and Don'ts**



If drill isn't FUN, it's not worth doing...

That's right, one of the advantages of doing drill is the fun that cadets can have trying to act as one unit in achieving basic drill movements. The process of learning how to achieve good drill techniques can be a real hoot! In some parts of Australia there are drill competitions. Sometimes this means meeting Cadets from other towns/suburbs etc. Drill must be fun!

### **Drill for formal occasions**

Drill becomes useful when Cadets need to line up in formal situations. Such occasions include attending:

- an ANZAC Ceremony (including participation in the march parade)
- a St John formal event such as Investiture, Church Parade, End of Year Celebration
- wedding or funeral of a member.

Also, drill is a very effective way of beginning and concluding a cadet training session. When Cadets are lined up formally, it is much easier for the Cadet NCO and Adult Leaders to address them. Cadets know they should remain still and silent when 'on parade'. They are a listening audience. The Code of Chivalry is best recited when Cadets are 'on parade'.

### **Drill can be a statement**

Good drill can be a statement of team pride. The outside observer will see a team of Cadets acting in a way which can only mean that they are proud to belong to their organisation. Done properly, drill can convey team pride, team spirit, commitment and purpose.

## The Do's and Don'ts

There are some Don'ts to avoid absolutely.

### *Don't...*

- continue with drill practice if the group is not enjoying the process
- 'bark' at the cadets and cause embarrassment to any individual
- let drill practice get in the way of other priorities within the Division (e.g. you may need to be spending more time on learning first aid or proficiencies).

### *Do...*

- use Drill for its advantages (fun, formal, team feeling)
- provide cautionary and executing commands. The cautionary command explains the intended drill (e.g. 'Squad will move to the left') and the executing command provides the action words (e.g. 'Left Turn').

Did you know... In some St John countries drill is taken *very* seriously? You may come across some excellent drill movements at an International Camp—particularly if there are Cadets from Singapore and Hong Kong. They move *as one unit* and spend endless hours perfecting their drill movements. New Zealand Cadets also have a reputation for well-practised, precise drill movements. It seems Australians are a little more 'laid back'!

Australians probably are a little 'laid back' and casual as a nation. That's who we are! Even the ANZACs would only give respect to their officers when that respect was deserved. For these reasons, we should not expect our drill to be a series of perfectly executed precision movements. Nevertheless, our drill *should look good*. Sloppy Drill provides a poor image for St John generally and for the local Division. In the Australian setting, we should aim for somewhere below the 'tin soldier' standards of perfection and somewhere well above a 'sloppy outcome'.

## Drill movements

### Photo



### Movement

Fall in

### Method

This can be as simple as requiring cadets to advance to their specific positions marked on the floor (normally in three rows) so that all assemble in formation and in order of height.



Right Dress

Except for the three cadets in the far left column (looking at them from the front), all other cadets take a half step forward (left foot first) and look to their right with their arms out straight. They shuffle until their right fist touches the left shoulder of the person to their right. The three rows should now be strictly in line (in both columns and rows).



Stand at attention

This position requires the right heel to be smartly brought to the left heel. Arms straight, fists with thumbs pointing downward at the seam of trousers.



Stand at ease

The right foot shifts smartly in order to separate the feet about 25 cms. The hands are moved into a 'right hand in left hand' position behind the back.



Stand easy

Feet don't change (from above) but hands are now free to be placed in any position (no uniformity required). Stand Easy is a good position to be listening attentively to the Leader at the front (e.g. at beginning and end of meeting).

**Open Order** Used to allow more space between rows. Front row takes a step forward (left foot first) and back row takes a step back (left foot first). Middle row does not move. Useful for parade inspections by divisional officer or visiting VIP.



**Left turn (stationary)** Swivel 90 degrees left on the balls of feet. Raise right knee to bring right foot back to position of attention.

**Fall out** Right turn in rows of three and march three paces before becoming 'off parade'.

**Mark Time** Start off with the left foot. Marking time is marching on the spot. See 'Halt' below for stopping.

**Quick March** Start off with left foot. Stay in step. Straight arms swing to level of your own waist.

**Left wheel (Marching)** Front person on the inside of the leftward arc marks time in the new leftward direction while others veer left trying to stay in formation (both rows and columns).



**Halt** Executing command takes place when right feet hit the ground. Squad takes one more step, finishing smartly on the right foot.

# Chapter 5:

# Management skills

# Project Management & Planning

## What's a project?

A project is about producing a set of deliverables or achievable. There is no end to the types of deliverables or achievable a project may have. For example, your deliverables or achievable may be:

- raising a certain sum of money through fund-raising
- hosting a divisional ball
- conducting some research on a topic and delivering report, or
- creating a campaign to raise awareness of an important issue in your community (i.e. youth mental health).

Project management is all about goals and actions, or the things that you do so that you can achieve your goals. Project management often involves a lot of:

- planning
- organising
- monitoring and evaluating (i.e. have you done what you said you would do?)
- use of budgets
- using a team
- managing time
- setting and meeting deadlines.

## Parts of a project

### Aims, objectives and strategies

Every project has an overall *aim* or *goal*. For example, if your project is about fundraising for a new defibrillator for your division, your goal or aim might be:

*'To raise \$3,000 for the purchase of a defibrillator for the Banksia Division'.*

Tip: Always keep your project aim or goal short and sweet (between 30 and 50 words).

*Objectives* are like mini aims/goals or sub aims/goals. So for the project above, your objectives might be:

#### Objective 1

To identify methods of fundraising appropriate for the division.

#### Objective 2

To raise awareness of the need for a defibrillator in the Banksia community.

#### Objective 3

Hold fundraising events to raise a total of \$3,000.

Sometimes a project will have one or two objectives, or it might have six or more! It depends on the project's size and the resources available to it (i.e. funding).

*Strategies* are about the method you use to achieve your objectives (and overall aim or goal):

So for the first objective you might:

Hold a brainstorm with divisional members around what fund-raising methods are suitable for members' availability and the amount needing to be raised.

For the second objective:

Create a flyer detailing why having a defibrillator in the community is important and when the events will be and distribute it in the community.

And the third:

Hold a fund-raising event in the community in June.

Your division might have decided on a garage sale, BBQ, and community trivia night for example!

## **A project's life**

A project has four main stages, the:

- beginning
- planning
- implementation (doing), and
- end.

### **Beginning stage**

The Beginning Stage is all about identifying a problem or an opportunity. A problem might be, for example, Cadets didn't have much fun at the last divisional camp. An opportunity might be, for example, to raise some money for materials for the division.

Once you have identified your problem or opportunity, you develop your aim/goal, objectives and strategies. You also need to seek any approvals or permissions to do what you want to do (i.e. asking your Divisional Superintendent/Manager for permission to have a social night).

### **Planning stage**

Planning is all about thinking about *what* you will do, plus the 'who, when, wheres and hows' of your project. In this stage, it is also important to 'test out' your idea on someone. Your leaders in your division, a teacher or parent are always good people to bounce your ideas off of. Remember to be open to some constructive feedback and suggestions. Even if you don't like their idea, it is always good to think about every suggestion that comes your way.

When in the planning stage, always remember to think about what resources you will need to achieve your project, your budget plus if there are any risks involved.

### **Implementation (doing) stage**

This is the doing stage where you carry out your activity plan. You might be running an event, conducting surveys or holding a consultation for example. Be prepared for things going wrong in the doing stage, it is always useful to have a plan B in the back of your mind for just in case! For example, you might hold a consultation, but only one person shows up! Now that's not much of a consultation is it!

### **End stage**

This is the wrap up stage. So what was your total funds fundraised? Or if you committed to investigating an issue, you need to write up the report or presentation.

Have you achieved or delivered what you said you will do? You also need to evaluate or assess how you went (even if you are not reporting to anyone, it's always good to assess it for yourself). Think about things like:

- Were there bits of your project that didn't work? If so, why didn't they?
- Were there bits that went really well? Why did they?

### **Creating a project plan**

Planning is super important as it allows you to create a step-by-step guide for your project. Almost like a recipe for what to do and when (put in the eggs after you have creamed the butter and sugar!).

There are a few key things to think about when planning your project (the for W and a H!):

- *what* materials you will need and *what* tasks need to be undertaken?
- *who* can do what?
- timeframes (*when*)
- *where* will it happen
- *how* can you make it all happen (i.e. do you need a budget to pull it off)?

Remember to look at your aim, objectives and strategies when planning your project.

It is useful to use a project planning tool when planning your project. Take a look at the project plan we've created for the defibrillator scenario we used earlier. We've settled on a trivia night for the fundraising event to be held on June 12<sup>th</sup>:

What	Who	When	Where	How
Brainstorm fundraising ideas and who can give time to help	Justine	Early April	Divisional hall	Ask Superintendent for time to plan and butchers paper/pens
Develop a flyer and distribute	Chris to develop Clair to organise distribution	End April	N/A	Chris to use divisional computer to develop flyer Clair to organise a team to do a letter box drop
Keep track of RSVPs	Chris	April to June	N/A	Keep an excel spread sheet
Book the venue	Justine	End April	Divisional hall	Seek permission from Divisional Superintendent
Organise donated catering for the event	Clair and Chris	May	Local food providers	Approach local food providers and seek donations for the night
Organise prizes	Justine & Jack	May	Local stores	Approach local stores for donations
Organise an auction	Shannon & Shay	May	Local stores	Approach local stores for donations
Write the questions	Amy	May	N/A	Research online Test out with team members
Set up on the night	Justine, Chris, Clair, Jack, Shannon, Shay, Amy	June 12	Divisional hall	Set up 6 x trestle tables Place 60 chairs Organise laptop, screen & projector Set up auction area
Running the night	Justine, Chris, Clair, Jack, Shannon, Shay, Amy	June 12	Divisional Hall	MC-Justine Markers-Chris, Clair, Amy Auctioneer: Jack General helpers: Shannon, Shay, Amy Clean-up: All Tallying funds raised: Shay
Thank you letters	Justine	June 24	N/A	Write thank you letter to all who have donated/sponsored the event

Now it's time for you to create your own project plan. Feel free to use the template provided in this workbook or create your own in Word, Pages or another computer program. Try to think about a project that would benefit your division (you never know, your leader might ask you to run it!).

**Tip:** Keep this project simple, try to have no more than one or two objectives and strategies.

Here is a list of our ideas if you can't think of a project:

- holding a divisional garage sale
- finding out what Cadets think of divisional training
- having a divisional disco
- finding out how Cadets think the division could have more fun
- running an overnight social camp.

### **Now complete Activity 1**

Material adapted from:

St John Ambulance Australian Youth Council (2011). *Rules of Engagement: A Youth Participation Support Pack*. St John Ambulance Australia: Canberra

## Promoting Cadets

The most effective way of gaining more members and support for your division is by word of mouth. Cadets to their friends and family members, and they often become interested in joining or finding out more.

Other effective recruitment campaigns include:

- bring a friend along day
- visits to schools
- have an information desk at a local shopping centre
- put up a display in your local library with contact details for the division
- brochures
- newspaper articles
- visiting local service clubs.

### **Now complete Activity 2**

## Running an NCO meeting

Meetings are important for divisions because they provide the main forum for the discussion and sharing of ideas. To have a good meeting, you need to:

- keep it interesting
- keep it on track
- set clear objectives and points to 'action'.

### **Tips for planning a meeting**

#### **Meet only when you need to**

Meetings are for when people must be involved in an action, discussion or decision. Don't schedule a meeting just because it's time to have one!

#### **Location, location, location!**

Look for a place to meet that has familiarity, accessibility, and is comfortable. The location should be suitable to your group's size. Small rooms with too many people get stuffy and create tension.

**Set a start and finish meeting time**

Try and make times that suit most of the group. People don't like it when meetings drag on forever. As a rough guide, one and a half hours is usually the most people can tolerate before they... well... zzzzzzzzzz...

**Ensure all participants are informed and reminded**

Always call for 'agenda items' before creating your agenda. Think about email, web or text messages to remind people the meeting is happening.

**Can't make it?**

Request that members who can't make it inform you in advance and provide you with information about the status of any tasks they've been assigned. This helps keep the group informed about what everyone is up to.

**Send the agenda early**

It is important there is enough time for documents to be read before the meeting, and that people have time to think about the topics raised—allow a minimum of one week.

**Arrive early**

If necessary, set up the meeting room, arrange handout materials, jugs of water, etc. Have extra copies of the agenda and attachments (such as reports). If possible, arrange the room so that participants face each other, e.g. a circle or semi-circle.

**Actions**

People become frustrated if little action occurs after a meeting. Action items can be allocated to members so that members are aware of their responsibilities, the workload is evenly distributed, and there is accountability.

**The agenda**

The meeting agenda is a roadmap for the meeting. It lets participants know where they're headed so other issues don't distract the meeting. Most importantly, the meeting agenda gives a sense of purpose and direction to the meeting.

Here's an example agenda.

## **Goulburn Cadet Division NCO Meeting Agenda**

Sunday, 30 November at 6.30pm

Time	Item	Who
6.30pm	Welcome	Gemma
6.32pm	Minutes from the last meeting & Action Items	Gemma
6.40pm	Divisional training/meeting plan 2013 <ul style="list-style-type: none"><li>• proficiency badges</li><li>• first aid training</li><li>• excursions</li><li>• service opportunities (duties/events)</li><li>• social activities</li></ul>	Lance
6.55pm	Divisional proficiency camp planning (October) <ul style="list-style-type: none"><li>• venue</li><li>• activities</li><li>• transport</li><li>• food</li><li>• OB13 development</li><li>• which proficiency badge?</li></ul>	Rosie
7.15pm	Recruiting new cadets (promotion) <ul style="list-style-type: none"><li>• where</li><li>• when</li><li>• how</li><li>• who</li></ul>	James
7.30pm	Close	

## Tips for running meetings

### The beginning

- Greet participants
- Create a warm and friendly environment
- Have snacks/drinks available
- Start and end on time
- Introductions to break the ice if there are new members (if necessary have name tags for all participants)
- Have a minute taker.

### Facilitating a meeting

- Ask the person who put the item on the agenda to briefly introduce the topic and their aim.
- Make suggestions for moving forward—try to summarise discussions, look for agreement or sticking points, and assist the group in coming to a decision.
- Encourage participation—ensure everyone gets to speak, and try to notice when someone is holding back or more dominant members of the group take too much air time.
- Check for agreement before moving on—make sure everyone understands decisions.
- Take breaks.
- Stay on schedule and stick to the agenda.
- Try and maintain a positive energy in the room, and encourage participants to actively participate with honesty and respect.

### Decision-making

- Ensure consensus is reached and no one is disempowered during the process.
- If necessary take a vote. A majority vote is the most familiar way to reach consensus (e.g. if in a group of 10 people, 6 people vote 'yes' and 4 vote 'no', the 'yes' vote holds the majority or wins).
- Brainstorming, prioritising and encouraging honest discussion can help in making decisions. It can be useful to list 'Pros and Cons'.

### Minutes

Minutes record the discussions and decisions of the meeting, and the actions agreed on by the group. They also provide a review document for use at the next meeting so that decisions can be remembered, and progress can be measured.

## Bumps in the road

Sometimes things don't go smoothly—people don't show up, others slack off or the group loses motivation. This can leave you feeling pretty disheartened and wondering 'why bother'?

Don't despair! There are things you can do to help, such as:

- Draw up a group agreement on expectations.
- If meetings are boring, mix it up a little. Change the venue to somewhere interesting, incorporate social time or even suggest having fun days.
- Consider whether projects are too big to take on. More help might be needed or it could be too big for your group.
- Can you, or someone else, offer support to struggling members?
- If a project gets canned, don't lose heart. It might be a great project, just not the project for now (shelve it but always keep it in mind).

### Now complete Activity 3

This section adapted from:

Australian Youth Council (2011). Rules of engagement: A youth participation support pack: St John Ambulance Australia: Canberra.

## Using technology in your division

### Using technology to your advantage

Technology has become such a big part of our lives that it is hard to imagine that a division can operate without using it to some degree. Here are some methods of communication that might be helpful in your division:

#### Emails

Emailing is a great way to communicate large amounts of information to an infinite number of contacts. You can set up email addresses specific to the roles in your divisions (i.e. you can have an NCO group, Officers group, Cadet group, parental contacts). There are many online services which can provide you with free online email addresses such as Gmail <https://mail.google.com> or Yahoo <https://login.yahoo.com> or Hotmail [www.ninemsn.com.au](http://www.ninemsn.com.au) for example.

#### Texting

Texting is another get way to communicate. It is a great tool as a reminder service for meetings, duties/events or when a project is due. However, it's not so useful for sending large amounts of information, and texting can become expensive when used in bulk. So text in moderation!

#### Facebook groups

Making connections on Facebook ([www.facebook.com](http://www.facebook.com)) is not limited to friends. You don't have to 'friend' someone for them to join a Facebook Group.

Facebook Groups are designed for small groups to communicate, share their interests and opinions, organise activities or projects and even events. This is different to a Facebook Page which is designed for official entities (like businesses, organisations or celebrities) to have an official online presence that is visible to everyone.

Facebook Groups are great as you can choose whether or not the page is public (so anyone can see it) or private and by invitation only. Most divisional groups are private pages and have an administrator who approves who can join.

Best of all, it's free!

#### Dropbox

Dropbox is helps you store files and access them anytime, anywhere ([dropbox.com](http://dropbox.com)). Dropbox removes the need to carry around CDs, flash drives/USB or other storage devices and allows you to access your folder from different devices (i.e. your smart phone, iPad, personal computer/laptop and etc.). You can also upload all file types, whether photos, videos, Word or Pages documents and etc.

It works by creating a special folder on all your devices. When you need to save a file, you just drag it into your Dropbox folder and it appears in the same folders on all the other devices. You can also share your files with other people.

## Google Groups

A *group* is an online environment for discussing items related to a specific subject, such as soccer or Gmail. A group can contain multiple *topics*. Topics are different discussions related to the group's subject. Topics in a group about soccer might be "What are the rules of the game?" or "Soccer game this Saturday." Topics can contain multiple *posts*. Posts are replies from readers to the topic.

Google allow you to create online and email groups and discussion forums. Google Groups free and available at [www.groups.google.com](http://www.groups.google.com).

Google Groups has many great features, like:

- have discussions about a specific topic
- create question and answer groups
- organise meetings, duties/events, and social nights with group
- read group posts through email, the online interface, or both.

Participants subscribe to the Google group and participate in group discussions and administrators manage group members, discussions, and other settings.

## **Skype**

Using online voice or video conferencing is now extremely easy to use with a broadband connection. The most popular online voice and video conferencing software is Skype ([www.skype.com](http://www.skype.com)). Using Skype for calling over the internet is free (apart from the download that is used). All you need is a Skype account and the Skype contact details of the person/people you are calling. You can talk to up to 10 different contacts using the Skype-to-Skype call system for free. You can also use it for one-to-one video calls and instant messaging. There is also a Premium service which is a monthly subscription which allows group video calling.

## **Now complete Activity 4**

You might advocate to your Officers for a technology update in your division if you can present a good argument for why the system you propose is more helpful!

# Problem ownership and resolution

Problems and conflict are bound to arise with individual or several members within any Cadet Division. Unresolved problems can 'eat away' at the Division's morale and welfare. A low morale Division will perform well below its true potential. So, it's in everyone's interests to resolve any problems as soon as possible.

But who owns the problem? That's an important question because the owner(s) of the problem should be the ones who try to resolve it. If the NCO or Divisional Officer rushes in to save the day and resolves a problem for others, then nothing is learned by the disputing parties and similar issues can easily recur. If the true owners of the problem can reach a resolution, they will have learned some good lessons; including how to avoid similar issues in the future.

Let's consider some problems that occur within divisions from time to time. Sometimes they may be considered trivial and only require some common sense and judgement to resolve. However, sometimes these problems need to be referred on to someone with more authority that can handle the situation. As an NCO it is important to be able to identify when and when you cannot handle a particular problem.

**Now complete Activity 5**

## Strategies

### 1. If too big, refer the problem to the Divisional Officer

In some cases, it will be immediately clear that the problem is too big for you to solve. In this case, it needs referring on to the Divisional Officer. In other cases, you might start dealing with the problem but soon realise that the problem is too big for you alone to deal with.

It is important to be able to confidently seek assistance and refer the problem on to a more senior member. If a senior member is not available at that time, let the parties know that you are going to seek assistance from a senior member as soon as they are available.

### 2. Encourage the party(s) to find their own solution

It is far better for an NCO to stand well back from the problem and to encourage the disputing parties to solve their own problem. Ask them to talk it over encourage them to come up with a win-win solution to the problem. You can act as a mediator and help both parties to see both sides of the argument and come to a compromise.

### 3. Try to find the REAL issue, or the underlying cause behind the dispute

It's a good idea to ask the parties to identify the real underlying issue. Good listening on your part might result in the real issue coming to the surface rather than remaining buried under the surface.

### 4. Try and address the problem and not the personalities

Try and leave the personal characteristics of each party alone and try and concentrate on the problem even if the other parties engage in personal attacks on you. This process is about a long term resolution to a problem and not short term wins.

## 5. Try to find a 'guiding principle' or 'overriding objective'

You may be able to encourage the parties to identify the relevant overriding objective or guiding principle, as this is often more important than the dispute itself. For example:

- the cadet experience should be a fun experience
- working for the team goals beats chasing individual wants
- every member in St John has equal rights.

## 6. Umpire a solution if the problem remains unresolved

Sometimes, the owner(s) of a problem cannot come up with a solution despite the fact that the real underlying issue has been identified and a relevant guiding principle has been brought to light. In these cases, you may be required to make the 'umpire's decision' to resolve the matter or decide to refer the matter on to a more senior member. It's best to gain the agreement of the owner(s) that if the owner(s) cannot find a solution, they will be prepared to accept your decisions.

Often the particular relevant guiding principle will steer the party(s) into the right direction and result in a good solution. When there are two parties to a dispute, this is referred to as a decision by '**Mutual Agreement**'. Sometimes you will need to remain while they try to discuss the problem and come up with a solution. Again try to maintain a clear distance from the actual dispute. It is important that you act as an objective third party as much as possible. It is always far better if the parties can solve their own differences.

Just be ready to 'jump in' if the parties ask you to become more involved. They may even arrive at a stage of agreeing to go along with your suggested solution. This is similar to an "**Umpire's Decision**"—you plant the seed or thought, and the parties buy into it.

Remember the bigger issues will be too big for you to be handling and you must refer the parties and their dispute to your Divisional Officer(s).

## Some Important Lessons from This Topic

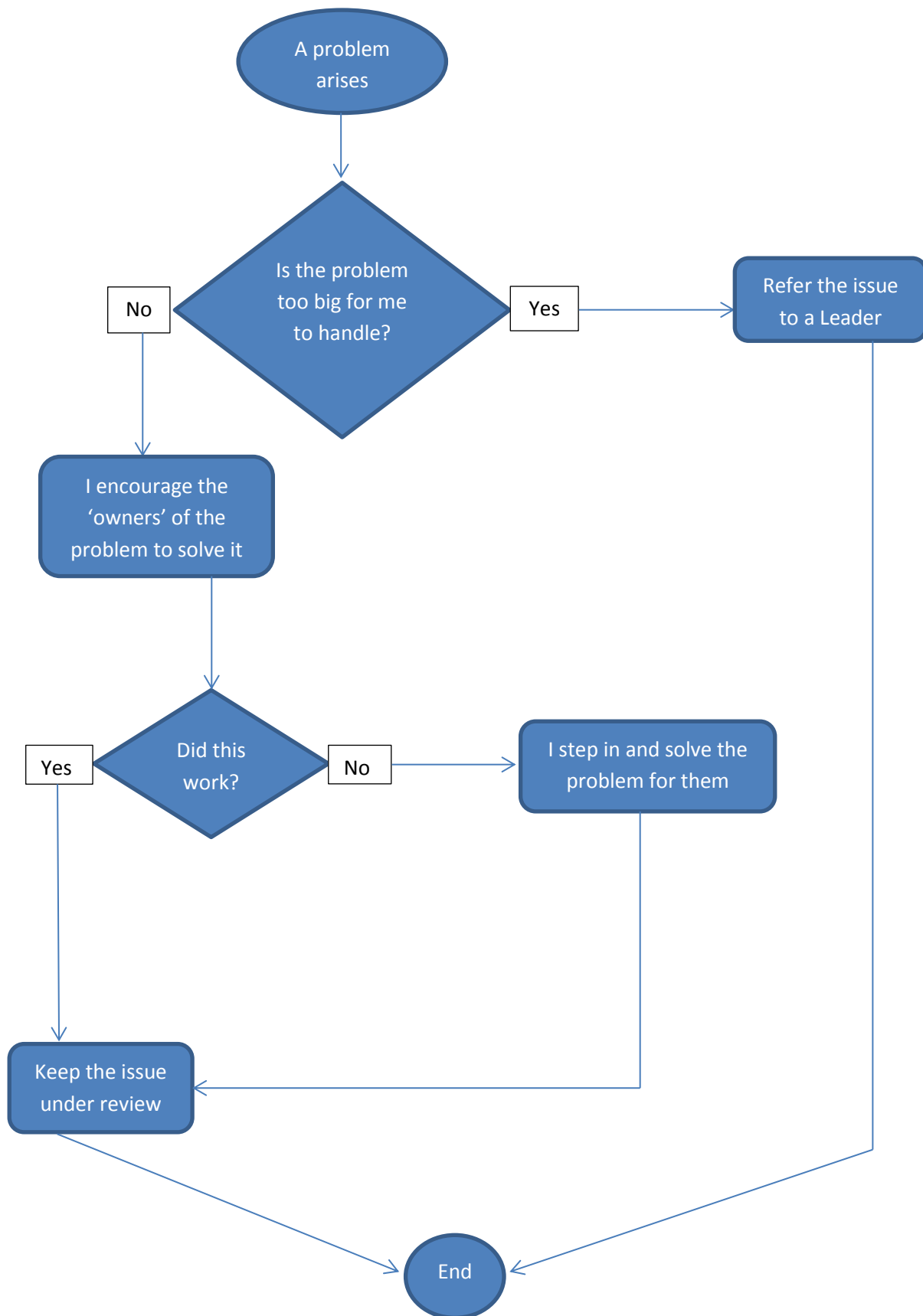
- The NCO should be able to identify when a problem is too big to handle and should be passed on to a more senior member.
- Many little problems should be 'owned' by the parties in dispute. If they own the problem, they should endeavour to resolve it—**not you!**
- NCO's can deal with problems which are simple issues and clearly fall within the NCO's responsibility area. Again, the NCO steers the parties into resolving the issue themselves. NCOs need to avoid the mistake of trying to handle problems which are too complex. These need to be referred to the Divisional Officer(s) without delay.
- The NCO should only be the 'Umpire' if the parties can't agree between themselves.
- It's important to identify the REAL underlying issues of a dispute. Sometimes the dispute itself is only a symptom of a root cause which needs to be brought to the surface. For example, James and Michael are having a dispute about what colour to make the background of a poster (presenting issue), but Michael has been feeling for a while that James always takes over and he never gets a say (underlying issue). This causes Michael to be argumentative.
- Identifying relevant principle(s) can assist the parties in pursuing a resolution. The relevant principle should influence the process of resolving the matter and often serves as a reminder of things that are more important than the dispute itself.

### **The Problem Solving Flowchart**

Take a good look at the flowchart on the next page. The Flowchart summarises the main points of this topic. Critical points are:

- deciding whether this is a problem for you or others to solve
- deciding whether it is a *big* problem requiring the involvement of the Divisional Officer
- solving it if it is a problem *you* can own
- if it is a problem *others* must own, encouraging them to solve it themselves. If they fail to do so, *you* step in and umpire a decision for them
- keep a close eye on the outcome—making sure it is working.

You may be asked to describe the flowchart to others during the NCO course. Have a good look at it so that you will be able to describe it step by step if required to do so.



# Fostering group morale and individual welfare

## Managing Conflict

Conflict is all about differences—whether this is differences in goals, needs, values, religion, class, gender and so on. Conflict is natural and not always a bad thing, it can help air grievances, resolve underlying problems, even improve relationships and generate new possibilities. However, there are also times where conflict can tear at the fabric of relationships, groups and even whole societies or nations (such as in the case of wars).

Managing conflict takes time and energy, it's unfortunately not as simple as someone making a decision for it to stop. Plus it can be exhausting to be involved with.

Managing conflict effectively involves understanding all of the aspects or sides of a problem, managing the feelings involved and trying to aim for a win/win outcome for all involved (which is not easy!).

## Aiming for win/win situations

Facilitating a win/win situation is all about co-operation. This often involves a shift in attitude of the parties (parties who both want to win!).

When people argue, they often have a “you/me”, “us/them”, “I’m right/you’re wrong” or “my way or the highway” approach, which is unhelpful. However, when you look closely at all of the facts involved, often needs are the common ground.

Instead of jumping straight to solutions, understanding underlying needs. Take the following example:

*Jack and Jenny are arguing about who should be the Deputy Commander at a local duty that lasts over two days. Both want the experience in the role plus both need the service hours so that they are eligible for the service award this year. Both are being stubborn and neither are wanting to budge from their position. The event Commander doesn't mind who does the role or what kind of agreement they come to, so long as they sort it out between themselves.*

Looking at the above scenario, Jack and Jenny both have the following needs:

- they want experience in the role
- they want to gain service hours towards their service award.

Creating a win/win situation here is simple. By acknowledging the underlying needs, we can see that Jack and Jenny actually want the same things. With this in mind, the two may now be prepared to co-operate and compromise. A potential solution is that one acts in the role of deputy Commander for one day, and the other acts as Deputy Commander the other. Each day, one could also shadow the other on the day they are not Commanding. Both then gain experience in the role, and both will receive the full service hours for the duty.

## Tips for Conflict Managers (REER)

### *Recognise*

- or acknowledge individual differences (differences are okay!).
- or acknowledge feelings involved— encourage the sharing of feelings using ‘I’ statements so that you each party understands how the problem has affected the other

### *Establish...*

- the facts—get the story/events as accurate as possible.
- underlying needs—are there any commonalities?
- that the parties aren’t doing anything to make the situation worse—you could ask, for example “What do you do when that happens?” or “How do you react when that happens?” Sometimes the way people respond to a situation is unhelpful (i.e. yelling or screaming at someone never helps)!

### *Encourage...*

- the parties to be open to compromise—sticking to the “my way or the highway” response will never help.
- the person to talk about the problem with the people/person involved—find out if this would be a good first step for them. If they feel uncomfortable or unsafe doing so, then this is not a good solution. You can also offer to be present when they talk to the people/person about the problem
- to think about the future— focus on how the parties want things to be in the future, especially if a similar situation arises again.

### *Remember...*

- to always attack the problem, not the people involved.
- if the situation continues, you will need to ask for support, for example from a Divisional Officer.
- there is never any room for bullying in St John!

Source: <http://www.crnhq.org/pages.php?pid=12>

# Creating a child safe environment

## What is child protection and why's it important to know about it?

As a Cadet, you will have lots of contact with children and young people—either through patient treatment, in your division and when you become a NCO, helping to lead Juniors and Cadets.

Some people become worried when they hear about the term 'child protection'. This is not an area to worry about though. Child protection is about taking a proactive approach to creating a safe environment for children and young people and ensuring that they are protected from harm. The key message in the area of child protection is to be alert, but not alarmed.

It is important to know that all **children/young people have a right to feel safe always**. All St John members, including children/young people themselves, have a role to play in making sure the people around us are safe—child protection is everybody's responsibility.

In St John we have some specific rules, standards and guidelines to help guide members conduct in this important area. For more information about the St John National Child Protection Rules, Standards and Guidelines, check out the members area of the Australian website at [www.stjohn.org.au](http://www.stjohn.org.au) (username: onestjohn password: member).

## Tips for responding to a disclosure

If a child or young person is at risk of harm and they tell you, it is most probably because you are someone they trust. This is called a disclosure.

While you might feel uncomfortable or out of your depth if someone made a disclosure, it is important to listen remember that the child/young has been through a very difficult experience, plus telling someone about it may not be easy for them.

The important thing is to remain calm and reassure the child or young person that they have done the right thing by telling you.

Things that can help:

- reassure the young person that it was right to tell
- it is not their fault
- explain that part of your job is informing someone who can help
- use your effective listening skills and don't push them for too much information.

Things to avoid:

- telling the young person that you will keep a secret or guaranteeing confidentiality (if someone has told you they are being harmed, you **MUST** tell an adult)
- being judgmental
- telling people that don't need to know or be involved
- it's not appropriate to question a child about the details of the abuse and/or neglect or push for information. The Department responsible for child protection and/or police will need to investigate.

## What to do if you think something is wrong?

The important things to do if you think or suspect that a child or young person is being harmed (even if the child/young person has not told you what is happening or you don't feel that you are sure there is a problem), is to tell an adult. This could be an Officer or Manager in your Division, a teacher, parent or a counsellor.

It is important that you avoid telling a lot of people about what you are worried about. Sticking to telling people who 'need to know' (i.e. an adult figure) will help minimise gossip and nasty or embarrassing rumours, protect the privacy of those involved and

## Why people don't tell

Sometimes people don't say anything if they think that a child or young person is at risk of or being harmed. This is sometimes because they are scared of being wrong or worries that what you are seeing isn't abuse, or being worried about interfering in business that isn't your own.

Children/young people themselves experiencing harm will often stay silent because they are scared of the repercussions, of breaking up a family unit, are worried about a parent or siblings or they are embarrassed or ashamed of what has happened to them. Sometimes they have been threatened by the abuser.

The thing is, **abuse can only stop if someone speaks out.** You may be wrong and misinterpret a situation—but you may also be right. By telling someone about your concerns or suspicions, you may prevent serious or ongoing harm from occurring to a child/young person.

## Dealing with bullying

Bullying can happen anytime, anywhere. It can happen at school, in your Division, at home, at work, in online social spaces (like Facebook), through text messages or emails.

As an NCO, you are in a leadership position in your division so it is important that you are on the lookout for bullying behaviour in your division and you take steps to stop it if it happens.

Log on to [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au) and check out the 'Students' section. Pay particular attention to the section 'I know someone being bullied'.

## Now complete Activity 6

## Being safe in cyber space

The Australian Government says that 'Cyberbullying is using technology to deliberately and repeatedly bully someone else. It can happen to anyone, anytime, and can leave you feeling unsafe and alone.

Cyberbullying can include:

- abusive texts and emails
- posting unkind messages or images
- imitating others online
- excluding others online
- inappropriate image tagging.

Remember, treat others as you would like to be treated when communicating online'.

**Now complete Activity 7**

St John Ambulance Australia has Child Protection Officers (CPOs) in each State/Territory. CPOs are specially trained members who are responsible for listening to concerns or suspicions, giving you advice, receiving complaints and making reports to either the Police or your state/territory Child Protection Authority where necessary.

**Now complete Activity 8**

Once you are close to becoming an adult, or an adult member, you can learn much more on this important topic!

## Administrative tasks

Part of your Position Description for Cadet Corporal suggests that you may be given the task of completing the roll call/taking attendance, preparing duty cards or record for sign-off and maintaining divisional/personnel records.

### Completing the roll/attendance book

Completing roll call is probably not the most fascinating of tasks, however it does need to be done and you *can* make it fun.

The roll/attendance book needs to be completed each meeting as it is important for your adult leaders to know who is present and who is absent. If a pattern of absence seems to appear, it is important that your adult leaders to know so that they may follow this up with the Junior/Cadet parent/guardian.

Calling the roll doesn't have to be boring for the Cadets. You can make it fun by making a game out of it. For example, instead of someone saying they are 'here' when they are present, you might ask them to use the name of an animal or food that starts with the same letter of their name:

'Jellybean Jenna is here'.

### Now complete Activity 9

### Preparing duty cards/record for sign off

This is an important job for an NCO as any service recorded counts towards a Cadets Special Service Shield. Your job is to make sure that the duty card/book is as accurate as possible. The duty card/book should include at a minimum the date, duty description, number of hours and keep a running total. Some duty records request a little more information such as:

- Date
- Duty
- Duty address
- Start and finish times
- The name of your Duty Commander
- The Duty Commander's phone number
- The Cadet has received divisional approval to attend (usually a signature)
- The Cadet has had their parent/guardian sign their consent.

[Your job is to make sure that all the correct information is included, follow up on anything that is outstanding and collect duty records for sign-off and submit them to your leader.](#)

### [Maintaining divisional/personnel records](#)

Some Divisional Superintendents or Managers might ask you to be responsible for maintaining divisional/personnel records. Divisional/personnel records include important things like the Junior/Cadets:

- name
- contact details
- next of kin (i.e. parent/guardian)
- emergency contacts
- allergies and medications.

If a Junior/Cadet or parent/guardian tells you that their details have changed, it is good practice to update it as soon as you can (this way, the details don't get misplaced or lost). Some divisions have computerised or online systems that allow you to do this 'in real time' and other divisions like to keep paper based records. Your leader will train you in how to do this—each state/territory and even division might do this differently.

## Newsletters

Newsletters are a wonderful way of keeping parents/guardians, family members and friends informed of what is happening in a division (or what might be about to happen). As an NCO, you might get involved with the development of newsletters (or even manage the whole thing) such as:

- writing articles
- creating competitions
- details of upcoming events
- details of achievements (i.e. announcing that someone got their Grand Prior Award or Service Shield)
- reminders
- excursions
- details about social nights
- asking for help with an event from friends and family members.

Some tips for successful newsletters

- Set a deadline for the date of each issue, e.g. once a term. This way, anyone who wishes to contribute knows well in advance the timelines involved.
- Ask others to get involved. For example, one person to cover the training program, another might cover the social and fun events etc.
- Make it fun. Include a Cadet Corner in your Newsletter with a jokes section.
- Number each edition and make sure to keep a copy in the division's archives. Newsletters can provide important information about the history of the division.
- Have a current copy on your notice board.
- Include interesting photos of recent unit activities.

## Now complete Activity 10

### Organising social events

Organising social events is one of the fun jobs of being an NCO!

We all know that Cadets and Leaders need to blow off a bit of steam every once in a while. A great way to do this is to have social or fun event. It is a great idea to hold at least one social event per term as having lots of fun is an important part of the Cadet program.

You need to make sure that you get your leaders permission to hold an event before you plan it (otherwise you'll end up with a lot of disappointed Cadets and Juniors on your hands).

It is always a good idea to discuss the next social event with your division and get everyone's ideas rather than making a decision for everyone. If the division is at a loss for ideas, you might suggest some of your own or use the list below to give them some ideas to choose from:

- a trivia night
- ten pin bowling
- a board game night
- a special supper
- a disco
- a sports day.

**Now complete Activity 11**

## Delegation

### What is it?

Team leaders can 'burn themselves out' if they do everything themselves. In many situations they have the chance to share the tasks with other members in the team.

The first trick of delegation is to be very careful in giving a task to a team member. The task needs to be within the team member's capability. So you need to make sure that the proposed delegate can actually do the work. Think about whether the person has the required experience, knowledge and skills.

The second trick is to be absolutely clear about what you want the delegate to do (including time lines). Take the time to sit down and discuss the *intended outcome(s)* with the delegee. Talk it out fully so that the delegee clearly understands what s/he is expected to do. You'll need to discuss the time at which the task should be completed.

**Now complete Activity 12**

### Lazy delegation

If you're a lazy delegator and you don't keep an eye on how the delegated work is progressing, you will probably be disappointed in the final outcomes. You need to monitor the delegate and the task given at various stages—to be sure that all is 'on track' and to provide the support and encouragement the delegate needs.

A lazy delegator can also be a work shirker—avoiding tasks which shouldn't be delegated. This will put the intended outcomes at high risk!

It's very unfair just to dump a task on a delegate and leave them to it. Delegates need to know the limits of the power given to them. Do they have to buy the party ingredients *and* cook the party cookies? If you haven't set clear limits, you might find they start doing aspects of *your* work which you don't want them to do.

Good delegation means that your team will achieve more in any given time period. Many hands make light work!

Good delegation also gives the delegee a chance to grow in the team. They can begin to develop new skills—never used before. You're preparing them to take over one day!

# Appendix 1

## Games and Instructions

### Index of Games

Name of Game	Indoor/Outdoor	Active or Quiet	Team or Non Team	Category
20 Metre Swim	Indoor	Active	Team	Energiser
All About Me	Indoor	Quiet	Non-Team	Ice Breaker
Amoeba Tag	Either	Active	Non-Team	Energiser
Ball Name Game	Indoor	Quiet	Non-Team	Ice Breaker
Balloon Aloft	Indoor	Active	Team	Ice breaker and Team Builder
Balloon Blow	Indoor	Active	Team	Energiser and Team Builder
Balloon Hockey	Indoor	Active	Non-Team	Energiser
Balloon Quiz	Indoor	Quiet	Either	Communication
Balloon Waddle	Indoor	Active	Team	Energiser and Team Builder
Bandage Thread	Indoor	Active	Team	Team Builder
Baseball	Indoor	Active	Team	Communication & Team Builder
Beanbag Baseball	Indoor	Active	Team	Energiser and Team Builder
Bottle Cap Deadbox	Outdoor	Quiet	Either	Ice breaker
Burst It	Indoor	Active	Team	Energiser
Captain's Orders	Indoor	Medium Active	Non-Team	Communication
Catch or Be Hit	Either	Active	Non-Team	Energiser
Cats in the Corner	Indoor	Active	Non-Team	Energiser
Charlie Chaplin Relay	Indoor	Active	Team	Energiser and Team Builder
Chinese Whispers	Indoor	Quiet	Non-Team	Communication
Drop It	Indoor	Active	Team	Energiser and Team Builder
Drop the Sock	Indoor	Medium Active	Non-Team	Energiser
Duck Duck Goose	Either	Active	Team	Energiser
Eating Race	Either	Active	Team	Ice breaker and Team Builder
Fan Ball	Indoor	Active	Team	Energiser and Team Builder
Feet Astride	Either	Medium Active	Team	Energiser and Team Builder
Flick the Ping Pong	Indoor	Quiet	Either	Ice breaker
Fling it	Either	Active	Team	Energiser and Team Builder
Fluff	Indoor	Active	Team	Ice breaker and Team Builder
Gum Art	Indoor	Quiet	Non-Team	Ice breaker
Island Survival	Indoor	Quiet	Small Teams	Communication
Lily Pad	Either	Active	Team	Team Builder
Mummies	Indoor	Active	Team	Team Builder

Name of Game	Indoor/Outdoor	Active or Quiet	Team or Non Team	Category
Obstacle Course	Either	Active	Team	Communication & Team Builder
Occupations Bom Bom Bom	Either	Active	Team	Communication and Team Builder
Pass the Parcel	Indoor	Quiet	Non-Team	Ice breaker
Ping Pong Bounce	Indoor	Medium Active	Either	Ice breaker
Sharks	Either	Active	Non-Team	Energiser
Ship in Minefield	Indoor	Quiet	Non-Team	Communication
Shot Put	Indoor	Active	Team	Ice breaker and Team Builder
Simon Says	Indoor	Active	Non-Team	Communication
Spaceships	Either	Medium Active	Non-Team	Energiser
Spoon Ball	Indoor	Active	Team	Ice breaker and Team Builder
S-P-U-D	Indoor	Active	Non-Team	Energiser
Steal the Bacon	Either	Active	Team	Energiser and Team Builder
Textas Guessing Game	Indoor	Quiet	Non-Team	Communication
To Be or Not to Be	Indoor	Quiet	Non-Team	Communication
Traffic Lights	Either	Active	Team	Communication
Traffic Signals	Indoor	Active	Either	Communication
Tunnel Balloon	Indoor	Active	Team	Energiser and Team Builder
Two Worded Game	Indoor	Quiet	Non-Team	Ice Breaker
Who Am I?	Either	Active	Non-Team	Ice Breaker and Communication
You Me - Me You	Indoor	Quiet	Non-Team	Ice Breaker & Communication

### 20 Metre Swim

Each child hops on one foot, carrying a cup of water. First one over finish line with the most water in his glass wins.

### All about me

Participants need to think of three different things about themselves. One out of the three will be totally wrong, while the other two are correct. Participants should be sitting on the floor in a circle. One participant at a time should stand up in the group and say their three things. Then the rest of the group will need to figure out which one was their incorrect one. Continue around the circle until are participants have had a turn.

### Amoeba Tag

Two people are it. They hold hands and chase people, the person they catch joins the chain by linking hands. When another person is caught they can stay together or split 2 and 2 they must split even numbers and can link together at will. This game is played till' nobody is left.

**Ball name game**

This game will just test to see how many names they really know.

Participants need to stand in a circle shoulder width apart. Someone will start with the ball; they need to pass it to another participant. To pass the ball they need to know that person's name and need to call it aloud. The ball then needs to travel around the circle. Some general rules can be, the person with the ball can only hold it for 5 seconds, they cannot pass it back to the same person, try to avoid passing it to people they know (from the same division). The game can be played until everyone has had a turn, or until the leader is satisfied that the group participants have learnt each others names.

**Balloon Aloft**

All children form together into two circles. A balloon is placed in the middle of the circle and the children must keep it off the ground by using their head, arms or legs. The team who keeps the balloon off the ground for the longest time wins.

**Balloon Blow**

Relay game—Children in teams with a balloon each. Leader with candle and matches at the other end of hall. Children run to the candle, correctly strike a match and light the candle, then blow out flame using air from the balloon.

**Balloon Hockey**

Each player with ruler in hand, takes their balloon to a corner of the room and places it on the ground. The box is placed open in the centre of the room. The Leader calls 'go' and all the players begin hitting their balloon with the ruler, trying to get it into the box. Players are disqualified for using their feet or hands or hitting another child's balloon deliberately.

The first player to hit his/her balloon into the box scores one point, and the game restarts in the corners. The first player to reach ten points is the winner.

**Balloon Quiz**

A piece of paper within each blown up balloon. The balloon is burst by the children (either sitting or stamping on it), and a question answered or mime performed. A great way to cover a 'learning' activity in a fun way. Prizes add a nice touch.

**Balloon Waddle**

Relay game in teams. Blown up balloon between knees, as each child waddles up and down the hall. Lost balloon, either restart or replace balloon and continue. Supply of extra blown up balloons required.

**Bandage Thread**

You will need triangular bandages. Split the Division into teams of 6-8 players. Have each team line up facing the same way. Give each team a supply of triangular bandages.

Each team needs to tie the bandages together to make a long thread and feed this thread through the clothing of each player. The bandage will start in the hands of the first player. They will feed it into the collar of their shirt and out of the bottom, then into the top of their pants and out of the leg.

Make sure it is clear to all teams that underwear is not included!

Once the first player is 'threaded', they pass the bandage on to the next player, who threads themselves in the same way. The first team to have all players threaded is the winner.

## **Baseball**

You will need 4 chairs, and pens and paper. Split the Division into two teams. Set out chairs to form a baseball diamond – 1st, 2nd, 3rd and home base, and the pitcher's mound. Decide on a method to see which team bats first, and which team fields.

The fielding team will have a set time to invent questions to be pitched to the batting team. Guidelines can be set as to the questions asked. For example, you might like to restrict the questions to first aid only, or allow questions about other Ops/FAS topics as well (history of the Order, badges of rank, major duties, proficiency subjects, etc.).

The batting team present to the home base in turn, and each member is 'pitched' a question by the fielding team. A correct answer allows a player to progress to the next base. A home run is scored when a player progresses around the bases to home base.

You can choose to have sides change over after the batting team fails to correctly answer a question, or 'strikes out', three times. Alternatively, you can change over after a set number of questions have been asked. This allows each team an equal opportunity to both invent questions (and their answers) and score home runs. Each changeover will mean the fielding team will need to create more questions.

The game can continue for as long as you wish (or at least as long as it holds everyone's attention!), or you can set the number of innings to be played at the start of the game. You can also set rules around communication.

Some options:

- Teams cannot provide answers to the player up to bat.
- Teams cannot make any sound, but may mime the answer to the player up to bat.
- The batting player can request a clue from the pitcher (this may be a good option for Juniors).

## **Beanbag Baseball**

Divide players into two teams. Mark out bases so they are evenly apart depending on the space you have available. The team in the field must have a catcher and a player at each base any extras can be anywhere in the field. The batter stands at home plate and gets one throw anywhere in fair territory. He must reach first base before the first baseman or the catcher has the bag and touches his base (first base or home plate). If the bag is caught before it hits the floor, even if it hits the wall or ceiling, the batter is out. If he throws the bag in foul territory, he is out. After the runner reaches first safely, he runs as in baseball, but there is no stealing or leading off. Innings last until each team member gets a turn at bat. The team with the most runs scored is the winner.

## **Bottle Cap Dead box**

To play Deadbox, you either chalk or paint a large box in the street. In the centre of this box was a smaller box with the picture of a skull and cross bones in it. Along the inside of the outer box were 13 small squares, one inside each of the four corners and the rest along the sidelines. The playing pieces were bottle caps, the small flat ones with the ridges.

The object of the game is to flick the bottle caps into each numbered box in order from 1 to 13. However, if you land in the centre box which is the deadbox, you are either out of the game or you have to start back at square 1, depending on which set of rules you decided on at the beginning of the game. When you number the squares you try and do it so the bottle cap has to cross the deadbox as many times as possible.

## **Burst It**

Equipment: one balloon per child, one chair per team.

Relay game—on 'go' the first child with a balloon runs to where the chair has been placed, blows up the balloon, then sits on it until the balloon bursts. Continue until the team has finished. Balloons must not be inflated before reaching the chair.

## **Captain's Orders**

One player is chosen as the captain. S/he calls out orders to the rest of the players who are the crew. If a player does not follow an order correctly, s/he is out. (This decision is made by the captain who is always right.)

Orders:

*To the ship:* run to the captain's right

*To the island:* run to the captain's left

*Hit the deck:* lay down on your stomach (or if players don't want to get dirty, they can crouch down)

*Attention on deck:* salute and yell, "Aye, aye captain!" -- players may not move now until the captain gives the order of, "At ease!" (e.g. even if the captain gives a different order such as "to the ship" the crew must continue to remain at attention until told "at ease")

*Three men in a boat:* the crew must form groups of three and sing "Row, row, row your boat"  
Anybody who is not in a group of three is out.

*The love boat:* crew members grab a partner and dance. Anybody without a partner is out.

*Clear the deck:* everyone must have their feet up off the floor

*Scrub the deck:* everyone on their knees scrubbing

*Captain's Quarters:* everyone ran towards the captain.

*Man-over-board:* Players must find a partner as quickly as possible. One partner must lay on their stomach while the other places their foot on their partner's back. Children without a partner or pairs that are too slow are eliminated.

*A Periscope:* Every player falls on their back and sticks one leg in the air. The last ones are eliminated.

*SHARK!!!!:* Everyone must run to a designated base (multiple bases can be used). The last player to the base is eliminated.

*Crow's nest:* All players must find a partner. The lightest player rides on their partner's back. Those without partners or who assemble the crow's nest too slowly are eliminated.

*Three maids in a row:* Children form groups of three and sit in a vertical row. The players who are the odd-man-out are eliminated.

*Sick turtle:* Everyone falls onto their backs and waves hands and feet in the air.

*Bow:* Run to the front of the boat

*Stern:* Run to the back

*Port:* Run to the left side of the boat

*Starboard:* Run to the right side of the boat.

*Row the Boat:* Each player finds a partner, sits face to face, holds hands, and pretends to row a boat. Players who can't find partners or who are too slow are eliminated.

### **Catch or Be Hit**

This game is best played by a medium (4-10) group of kids. One player has the ball and is "it". He runs after one or more of the others to try to throw the ball and hit one of them (obviously a reasonably soft ball is used). The others try to avoid being hit. Whoever the ball is thrown at can attempt to catch the ball. If they catch it, the thrower loses a point. If they don't catch it (or don't try) and they're hit, they lose a point. If no one is hit, no points are lost. If the ball is not caught, any nearby player can try to grab the ball to become 'it'. When a player loses 5 points, they're out. Play continues until there's only one left—the winner.

### **Cats in The Corner**

Mark off square play area. The ball thrower will be in the centre of the square. There are safe zones at each of the corners where all the players called Cats will be. When the thrower calls "Cats In The Corner", the Cats have to run from one corner to another without getting hit by the ball. They can go any direction including diagonal as long as they do not get hit. Any player hit by the ball is out. If you have a large group you can have several balls and a couple throwers

### **Charlie Chaplin Relay**

Equipment – one balloon, one stick for cane, one bean bag per team.

Relay game – holding the balloon between the knees, twirling the cane with the bean bag on the head, the children must walk the length of the room and back. The next one takes over. Nothing can be dropped, but if this happens, it must be picked up before continuing the course.

### **Chinese Whispers**

This game is intended for a large group, kids and adults 15 or more. The more the better. The group sit in a large circle. The kids should be spaced about arms-length apart. The way we did it was to hold hands in a circle and gradually spread out until our arms were stretched. Now everyone takes a seat. The "originator", usually the one who organized the game, or the bossiest, starts a message. The originator whispers a short message into the ear of the person sitting to the right of them. The message is whispered once. The new messenger then whispers the message into the ear to the one to their right, and so on and so on. When the message reaches the person sitting to the left of the originator the message is announced out loud. Seldom does the message arrive in its original form. The person to the right gets to be the next originator.

### **Drop It**

Equipment – chair, ice cream container or small bucket, ping pong ball per team.

With the back of the chair facing the teams, place the containers between the legs with about  $\frac{3}{4}$  protruding. On “go”, the child leading each team runs up, kneels on the chair, and light drops the ball from the top of the chair into the container below. Leaders to keep the score of those that stay in. Three turns each should be sufficient to find the winner.

### **Drop the Sock**

In large circle choose someone to be ‘it’. The person that is ‘it’ is to go on the outside of the circle and try to drop the Stuffed sock (or very soft ball) behind someone without being tagged. Once dropped he is to race or walk fast around the circle into that person’s position without being tagged. If tagged the ‘it’ person tries again. If not tagged you have a new person that is ‘it’.

### **Duck Duck Goose**

Have the players sit in a circle facing inwards. One person (the ‘Caller’) starts the game by walking around the outside of the circle, tapping each player on the head (gently!) and calling ‘Duck’. At some point they name a ‘Goose’. The goose then stands up and chases the Caller around the circle in a race back to the empty spot (the one that was created when the goose stood up). If the Caller makes it around the circle and sits down in the vacant spot before they are tagged, the goose becomes the new Caller.

You can add to this game by giving the Caller the power to nominate how the chase will be run. Instead of calling ‘Goose’ they could call ‘Kangaroo’, indicating that both the Caller and the player nominated by them will be bounding around the circle like kangaroos – the possibilities are almost endless!

### **Eating Race**

Each child must eat a dry cracker biscuit and whistle before running to the other end of the hall, round a chair and back to the next person.

### **Fan Ball**

Equipment – 2 ping pong balls, heavy pieces of cardboard for fans.

The players line up in two straight lines facing each other. Draw a chalk line in front of their toes. Give each player a piece of cardboard to be used as a fan. Toss 2 ping pong balls between the 2 rows of players. The object of the game is for each team to fan the ball over the opponent’s line. The players must stay behind the lines. The balls cannot be touched –only fanned. The Leader keeps count of the scores and announces the winner.

### **Feet Astride**

Line two teams up, two metres apart. Members of each team move their legs astride, with shoes touching. Legs must be straight at all times. Two balls are bowled backwards and forwards between the two teams, each team trying to penetrate between the legs of the other side. When this occurs, that player is eliminated and the team closes up.

### **Flick the Ping Pong**

Stand about 10 feet away from the bottle. Stretch your arm out with your first finger ready to flick the ball.

At waste height (e.g. on a chair) balance a ping pong ball on the neck of an upright plastic bottle.

Each player starts about three metres from the bottle with stretched out arm. The flicking finger (index finger) is also outstretched. Each player approaches the bottle without slowing down at any stage—a normal walking pace and without bending their arm.

The idea is to flick the ping pong ball off the bottle without upsetting the bottle.

It seems so easy—everyone thinks they can do it first time!

### **Fling it**

A great way to add competition to a simple game of catch. Mark off 2 square areas for a comfortable throwing distance apart. Make the squares large enough so that players can easily throw a Mini Stuffed sock (or very soft ball) from one square to land in the other—perhaps 5 yards square. One player stands in each square tossing the Mini Stuffed sock (or very soft ball) back and forth. You score a point if the Mini Stuffed sock (or very soft ball) lands inside the other player's square or if the other player throws it so that it lands outside your square. Adjust the size of the squares according to the ability of the players. For example a younger player could be given a smaller box. All throws must be underhand. If set up correctly, this should feel like a game of catch with both players catching it most of the time. If that is not happening you need to adjust the dimensions. That will maximize the fun.

### **Fluff**

Carry feathers on a plate. Child must pick up any that drop.

### **Gum Art**

Give each participant a piece of bubble gum to chew, toothpick and index card. Allow them 10 minutes to chew the gum, place gum on index card and then design something on index card using only the toothpick as a tool (No Hands). The person with the best and most creative design is the winner. If you have quite a few players you can have several categories of winners, like 'most ingenious', 'most creative' and of course the 'What is that?' award.

### **Island Survival**

You can break the groups up into pairs or groups of 4-5 to complete the task.

The following story should be explained to the participants: 'You and a friend have to survive on an island for 1 week and you are given \$150 to buy equipment and food to survive. At the end of the week you have to sail 5km north-west to the mainland. The island has palm trees, which are currently producing coconuts and a large variety of fish are able to be caught from the beach. You are supplied with a sailing boat and a fishing rod, the rest you have to purchase from the list below.'

10ml Fresh water	\$5 each
Compass	\$25
Fishing equipment	\$20
Knife	\$15
Box with variety of fruit and vegetables	\$25
Gas cooker and saucepan (for hire)	\$20
Two man tent (for hire)	\$35
Writing paper and pen	\$3
Tins of canned fruit	\$20
Packets of de-hydrated fruit	\$3.50 each
Cigarette lighter	\$5
Blankets and pillow	\$20

Gun (for hire)	\$20
Bible	\$10
Junk food	\$15
Soap	\$2.50
Shampoo and conditioner	\$4
Toothbrush and tooth paste	\$5
Mobile phone (for hire)	\$20
Basketball	\$10
Monopoly	\$25
Chewing gum	\$0.50
Rope 10m	\$10

Once completed, get participants to read out their shopping list and why they chose those particular items.

### **Lily Pad**

You will need some paper plates. Divide the group into teams of 4 or more. Give each team 2 fewer plates than the number of team members. The object of this game is to get all team members across a space (pond) by stepping on the plates (lily pads) only. The people you have in each team, the larger the space you will need. Each team must come up with a strategy for passing the plates back and forth in order to get all team members across the space. Plates must be passed between players, not thrown. The first team to get all members across wins.

After the teams try this and think they have it figured out, have them try again with these variations:

- No words allowed. Teams can use stomps, grunts, snaps or whatever other sign language they can come up with, but no talking.
- Every minute one plate is taken from the team. This is done by the Game Leader. Whoever is on that plate must go back to the beginning and the team has to come up with a strategy to get that person back with the team.

### **Mummies**

You will need roller bandages, and improvised bandaging materials. Split the Division into two teams. Have each team nominate one person to be their 'Mummy'. Make sure each team has an ample supply of bandages, preferably roller bandages. The Game Leader starts the game by calling 'Go!' at which time each team begins wrapping their mummy. Mummies need to be completely covered with bandages, with only their face on view. The first team to complete this task is the winner.

Some variations on this game that you might like to try:

- Make the groups smaller so that the bandaging will take longer to complete.
- Do not issue bandages – make the group improvise with clothing and other items instead.
- Give the completed mummies a task to perform to complete the race; e.g. walk to the front of the room (zombie-style, of course!).

All bandaging needs to remain in place during this task—if the mummies start to come adrift they need to return to their team for repairs before continuing.

### **Obstacle Course**

You will need chairs, tables, splints, blankets, bandages. Divide the group up into teams of 8-12 players. Lay out various obstacles across the play area that will have to be crossed over by the blindfolded players.

Consider the following obstacles:

- Chairs in rows to form passages.
- Chairs in rows covered with a blanket to form tunnels.
- Chairs standing alone.
- Chairs in a random pattern that have to be negotiated.
- Tables.
- Splints on the floor that cannot be trodden on.
- Splints laid out to form a complex set of turns.
- Paper strip attached across a doorway that must be either stepped over or ducked under.

Blindfold the first person on each team. The second player in line will direct the blindfolded player through the obstacle course and back using only the sound of their voice. If the blindfolded player touches either an obstacle or the person leading them, they will have to go back and start again. Once the blindfolded player has made it back to the starting line, the second player will put on the blindfold and be directed by the next team member. The first team to finish directing all players across the obstacle course is the winner.

You might like to add some extra rules or challenges:

- Players directing the blindfolded players must not move from a designated spot. This spot may be slightly removed from the obstacle course, making communication more challenging.
- Directions must be written down and then read to the blindfolded player by a 'runner' who cannot communicate anything other than the written message.
- Keep players guessing by allocating written instructions to obstacles during the game; for example, a table may have to be circled twice when someone is leading a blindfolded player, but crawled underneath by the time they are blindfolded.

### **Occupations–Bom Bom Bom**

There are two sides (teams), doesn't matter how many on each side and it doesn't have to be even. It sort of like Charades, but instead of acting out a word or phrase, you act out occupations.

Each side gets in a 'huddle' at their 'home base' to decide what occupation they will act out and whichever side is ready first begins. That 'team' yells loudly, while 'marching' toward the other team:

"Bom, Bom, Bom...Here we come...All the way from Washington."

Then the other team yells, "Where'd you come from?"

Answer: "Pretty girls' station!"

The other team yells, "What's your occupation?"

Answer: "Almost anything!"

Then the other team yells, "Get to work!"

The team starts acting out its occupation (such as painters, auto mechanic, etc...) and when the

other team guesses correctly, the 'acting' team has to run back to its 'home base' without any member being tagged by the other team. If they make it, they get to do the acting again.

### **Pass the Parcel**

All players are in a circle. Have players start passing the Stuffed sock (or very soft ball) around the circle until the music stops. The player holding the Stuffed sock (or very soft ball) is out and you continue again until one person is left the winner. For different variations have them pass under one leg, toss up in the air then pass, or spin around before passing.

### **Ping Pong Bounce**

Equipment—ping pong ball, wastepaper basket or bucket.

Place the basket on a chair some distance from the wall. Mark a line about 2 metres back from the chair on which the player stands. The game is to bounce the ball on the floor so that it goes into the basket. Each person has three throws. A point is given for each basket.

### **Sharks**

Lay out 4 or 5 hoops. The children must walk around the hoops, no standing still, hanging around one hoop etc. A Leader shouts 'shark'" and all the children should take refuge in a hoop, as many as possible in each hoop. Any children caught by the shark (the Leader) are out. The Leader shouts 'all clear' and the children walk around again. Repeat, but remove some hoops so that the children really have to crowd into a few hoops. The idea of the game is to help each other to stay in the hoop.

### **Ship in minefield**

One cadet is blindfolded and becomes the ship, except for a navigator (not blindfolded). The rest of the cadets are mines scattered all over the ocean. They (Cadets) must crouch down and keep quiet (ha). The navigator gives directions to the ship, using compass points. If ship hits a mine it sinks and another cadet takes turns at being the ship. (Can rotate navigator as well)

### **Shot Put**

Each child is given ten bean seeds which attempts to throw into an ice-cream container from a chalkline on the floor.

### **Simon Says**

One person is chosen to be 'Simon' the others stand in a straight line. The Simon then calls out an action for the children to follow. It can be anything like... touch your toes jump 10 times on 1 foot...

The 'Simon' when giving an action can simply state the action by itself... 'touch your ears' and whoever does it is out and has to sit down. Or the Simon can say 'Simon says, touch your ears' and then everyone must follow the instruction. You can vary the actions according to the age group of children you are playing with. The last person who is standing can then be 'Simon'!

### **Spaceships**

Standing behind a line, each player blows up the balloon as high as possible and holds the mouth of it with the fingers to prevent the air from escaping. When the sign to 'go' is given, the fingers are released and the escaping air propels the balloon forward. The one whose balloon travels the furthest wins.

### **Spoon Ball**

Equipment – one spoon, one ping pong ball per team.

The first child holding the spoon handle in the mouth, places the ball in the bowl of the spoon, turns round and passes the ball to the next in line and so on. If the ball is dropped it must not be picked up by hand, but by the spoon still held in the mouth.

### **SPUD**

You get a group of kids, (minimum 3, no max) and a very soft ball. 'It' then counts to a predetermined number, usually 10 out loud. As s/he counts, the rest of the players scatter. When s/he reaches 10, they all freeze in their spot. Then 'It' takes 4 giant steps towards the closest person (S-P-U-D) and throws the ball, trying to hit him or her. If 'It' hits the person, the person gets a letter 'S'. If 'It' misses, then 'It' gets a letter. The person who reaches 'SPUD' first then becomes 'It'. The game continues until one person is SPUD (gets hit or misses 4 times). Eventually the game comes down to two people.

### **Steal the Bacon**

Pick a referee, then divide into two teams. Line up about 20 feet across from each other and spread out about three to four feet apart. The Stuffed sock (or very soft ball) is placed in the centre of the play area. Have each team count off so that each player has a number - one, two, three and so on. You can even pick topics like wolves, foxes, bears, etc.

The referee will start the game by calling out one set like number one. From both teams a player will come out and try to steal the Stuffed sock (or very soft ball) without being tagged. The first one to grab the Stuffed sock (or very soft ball) and get back across his/her line without being tagged by the other player earns a point. If you are tagged while stealing the other team receives the point. Play up to 20 - 25 points.

### **Textas guessing game**

Make a design with the textas, and participants need to guess what number you have made between 1 and 10. The number is actually how many fingers the caller puts down on the floor after dropping the textas. Make the game interesting by concentrating on fancy patterns with the textas to shift the participant's thoughts towards the textas rather than your fingers.

### **To Be or Not To Be**

The way you play is: Many people line up against a wall. A chosen player goes to the front of the line with a ball. Then he or she either shouts 'Head' or 'Catch!' while throwing the ball. Whatever the person calls, the first has to do just the opposite; if the thrower calls 'Head!', the first person has to catch the ball, and if the thrower calls 'Catch!' the first person has to head the ball. If the first person either misses the ball or does the wrong thing, he/she is out and the play continues. But if the person does the right thing, he/she is still in, and the play still continues. Whoever is in last wins.

Another version is: Everyone lines up against a wall with their hands behind their backs. The chosen thrower either throws the ball or fakes throwing it. If the thrower throws the ball, the catcher must catch it. If the catcher misses, he is out. If the thrower fakes the throw, the catcher is not allowed to jerk, move, or make any move that shows that he thought the ball was thrown. If he does, he is out. Whoever is in last wins.

### **Traffic Lights**

Arrange the teams in straight lines, at one end of the hall.

Place a set of cards face down in front of each team. Each set of round cards should include two amber, four red and four green. At the start the first child takes the first card. If it is green he/she places it under the pack of cards and runs to the other end of the hall. If it is red he/she goes to the back of the line. If it is amber he/she steps to one side and waits until the next child takes a card. They both follow the instructions on that card. The winners are the first team to reach the other end of the hall.

### **Traffic Signals**

Have three coloured cardboard discs—red, amber, green.

No words are allowed. Children watch the signals and act accordingly. The Leader holds up whichever signal is to be obeyed.

- Red = freeze
- Amber = touch any wall and keep still
- Green = run around

### **Tunnel Balloon**

Play as tunnel ball, then over and under where the balloon must be touched by all hands.

### **Two worded game**

Choose an amount of two-worded words (dependent on group size) and write the out separately on two pieces of paper e.g. Coca Cola. Put the words in a container folded in half and mix them up. Each participant then pulls out one piece of paper and attempts to find their partner.

Example words: Coca Cola, Peanut Butter, Secondary School, Shopping Trolley, White Board, Fire Extinguisher, Air conditioner, Picture Frame, Light Bulb, Battery Drill, Light Switch, Soccer Ball, Shin Pads, Dining Room, and Dance Floor.

### **Who Am I?**

You will need paper, marker pens, ad sticky tape. This game is a variation of 'Celebrity Head'. The difference here is that everybody engages in play at the same time.

Attach the tags to the back of each player without them seeing who they are. Once everyone is tagged, players can move around the room asking questions as to who they might be. Only 'Yes' or 'No' questions are allowed. Players can ask only one question of each person that they talk to, regardless of the answer. Once they have asked the question they have to move on to another person. They can come back to previous players. Once they are ready to make a guess as to who they are, players must direct their question to the Game Leader.

There are a number of ways you could vary play:

- The first person to guess correctly is the winner, at which point play ceases for everyone.
- Play continues until all or most players have correctly guessed who they are.
- Clues may be given by the Game Leader if players are stumped.
- Players who successfully guess who they are early in the game can be issued another identity so they can keep playing.

**You me, me you**

Group is divided into pairs (not people they know), and need to find three different pieces of information about their partner, e.g. name, division they are from, favourite food, favorite sport, hobby they may have or favorite colour. Questions can be chosen by the games leader and changed to suit the group. Each person has 2 minutes to find out the information of their partner. Each person then introduces their partner to the group.

Website for additional games:

[www.gameskidsplay.net/](http://www.gameskidsplay.net/)

## Appendix 2

### Position Description Cadet Corporal

The promotion to Cadet Corporal is the first step towards leadership and taking on responsibility for a cadet.

The Cadet Corporal is an important role in every division as they provide *leadership* to the division through role modelling and the completion of tasks under direct supervision of the divisional management team. As a member of the team, the Cadet Corporal is responsible for ensuring that the views and ideas of all cadet members are put forward to the rest of the management team, in order that the planning and development of the division meets the needs of its youth members.

As such an important part of the division's management structure the position requires a serious and dedicated person to fulfil its obligations.

With the support of the divisional management team (which may be Divisional Superintendent (DS) or Manager (DM), Officer in Charge (OIC), Second in Charge (2IC), Divisional Officer (DO), Cadet Leader (CL) or Sergeant) the Cadet Corporal's duties could include, but are not limited to:

#### **1. Assist in the day to day running of the division's program.**

- Run a planned game session
- Deliver planned instructional (skill session) lessons
- Conduct drill/call parade
- Completing the roll/attendance book
- Prepare the duty books/cards for sign off

#### **2. Provide support to division members**

- Explain basic divisional procedures
- Display good role model behaviour
- Support cadets/juniors

#### **3. Contribute to the overall functioning of the division**

- Contribute to cadet NCO meetings
- Make presentations/ participate in promotional displays
- Host guests/visitors
- Assist with production of divisional newsletters
- Maintain divisional records (e.g. Address list, duty hours)

#### **4. Maintain divisional resources**

- First aid kits (stocking, checking in and out for duties)
- Ensuring cleanliness of meeting venue

#### **5. Carry out other duties considered appropriate**

# Position Description Cadet Sergeant

The promotion to Cadet Sergeant is a further step up in leadership and carries greater responsibilities than that of a Cadet Corporal.

The Cadet Sergeant is an important role in every division providing *leadership and direction* to the division through role modelling and the completion of tasks with the support of the divisional management team. As a member of the team, the Cadet Sergeant is responsible for ensuring that the views and ideas of all cadet members continue to be raised with the rest of the management team, in order that the planning and development of the division meets the needs of its youth members.

As an important link in the division's management structure the position requires a serious and dedicated person to fulfil its obligations.

With the support of the divisional management team (which may be Divisional Superintendent (DS) or Manager (DM), Officer in Charge (OIC), Second in Charge (2IC), Divisional Officer (DO), or Cadet Leader (CL)) the Cadet Sergeant's duties could include, but are not limited to:

## **1. Assist in the day to day running of the division's program.**

- Plan and run sessions (skill and theory)
- Assisting with preparation and/or running of training modules for cadets/juniors
- Planning and organising fun activities/nights
- Deliver training in drill instructions
- Collecting money/fees (under supervision)

## **2. Provide support to division members**

- Mentor new members (juniors, cadets, and/or corporals)
- Explain more complex divisional procedures
- Facilitate good working relationships in the cadet division
- Basic behaviour management

## **3. Contribute to the overall functioning of the division**

- Be a group leader/facilitator
- Have constructive input into the yearly program planning
- Coordinate cadet NCO meetings
- Make presentations/coordinate and implement promotional displays
- Host parents and guests/visitors
- Write letters on behalf of the division
- Implement and monitor a divisional 'buddy' system
- Assist in the promotion of public duties to cadets

## **4. Maintain divisional resources**

- First aid equipment (reordering and distribution)
- Assist with uniforms (reordering and distribution)
- Care for training equipment (manikins, OHP, whiteboards etc.)

## **5. Carry out other duties considered appropriate**

## Appendix 3

### TEAMWORK QUOTES

A successful team is a group of many hands but of one mind.

**Bill Bethel**

Alone we can do so little; together we can do so much.

**Helen Keller**

Strength lies in differences, not in similarities.

Always treat your employees exactly as you want them to treat your best customers.

**Stephen R. Covey**

Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishment toward organisational objectives. It is the fuel that allows common people to attain uncommon results.

**Andrew Carnegie**

Coming together is beginning; keeping together is progress; working together is success.

**Henry Ford**

Light is task where many share the toil.

**Homer**

The achievements of an organisation are the results of the combined effort of each individual.

**Vincent Lombardi**

There is nothing greater in the world that when somebody on the team does something good and everybody gathers around to pat him on the back.

**Billy Martin**

A word of encouragement during failure is worth more than an hour of praise after success.

**Author Unknown**

## TEAMWORK QUOTES continued....

A pat on the back is only a few vertebrae short from a kick in the pants, but miles ahead in results.

**Ella Wheeler Wilcox**

One man can be a crucial ingredient on a team, but one man cannot make a team.

**Kareem Abdul-Jabaar**

Never mistake motion for action.

**Ernest Hemingway**

Talent wins games, but teamwork and intelligence wins championships.

**Michael Jordan**

Teamwork divides the task and doubles the success.

**Author Unknown**

Teamwork: simply stated, it is less me and more we.

**Author Unknown**

Individually, we are one drop. Together, we are an ocean.

**Ryunosuke Satoro**