

## Advanced Community

### Merit

| Learning Outcome  | Marks     | Justification   |
|-------------------|-----------|---|
| <b>LO1</b>        | <b>4</b>  | <ul style="list-style-type: none"> <li>The candidate has completed a realistic plan established including relevant aims, objectives, timescales, activities, resources and responsibilities</li> <li>A schedule has been completed to manage tasks identified but this is quite simplistic and doesn't show the activities/tasks to be completed while undertaking the community activity</li> <li>Detailed and effective evaluation of planning and organisation process</li> </ul> <p><b>Overall, band 2 marks awarded</b></p>  |
| <b>LO2</b>        | <b>6</b>  | <ul style="list-style-type: none"> <li>There is detailed consideration of skills and analysis of the results from the skills audit</li> <li>There is also a very comprehensive 're-evaluated' skills audit that describes how the candidate has developed their skills as a result of completing the community activity</li> <li>Photographic evidence has been included in order to demonstrate how some of the activities were undertaken and management of own role and responsibilities</li> <li>However, there is not sufficient evidence to achieve band 3 marks for this learning outcome because the response lacks evidence that demonstrates 'effective' management of own role and also what activities were covered for the duration of the overall activity. More comprehensive responses may include a diary/log, session plans etc.</li> </ul> <p><b>Overall, band 2 marks are awarded</b></p> |
| <b>LO3</b>        | <b>5</b>  | <ul style="list-style-type: none"> <li>The proposal is detailed, well structured</li> <li>The candidate has obtained clear feedback regarding the success of the activity. This has included children's responses, parental responses and feedback from a member of the selected community</li> <li>A confirmation statement has been completed that states the candidate has participated in the activity in a positive, effective and appropriate manner, but this has not been included in this evidence</li> <li>The purpose and the benefits of the activity are clearly outlined</li> </ul> <p><b>Overall, band 2 marks awarded</b></p>   |
| <b>Total Mark</b> | <b>15</b> |   |

## **Skills Challenge Certificate Advanced Level**

### **Community Activity Proposal**

The challenge that I will be undergoing is known as the “community challenge”. The purpose of this challenge is to develop new skills whilst also being encouraged to identify and participate in opportunities that will help to benefit the local community. This will go towards 15% of my final Skills challenge certificate. This challenge will involve taking 30 hours out of my time in order to complete community work in an attempt to better the local area in any way that I think best.

In this challenge. There are different routes that I am able to go down in terms of what brief I would like to follow. The first brief is a “coaching” brief. The coaching brief allows opportunities for me to help further develop a specific group of people’s understanding, knowledge and enjoyment of a particular activity. This includes not only sporting skills but also technological skills such as facilitating the skills I have in ICT or perhaps helping the elderly to develop skills in art, textiles or literature. With younger pupils, I may be able to tutor and help those struggling with Mathematics, Science and even Musical skills. In this brief, I would need to identify activities, problems and requirements that I will need to enable me to meet the needs of the people in the community effectively. I will also need to actively engage and demonstrate a high level of commitment over a minimum of 30 hours and at least 4 weeks to develop the opportunities for the youth, the elderly and/or the local community. I need to provide advice and support in order for the work that I have done to have a positive impact on my local area and the people within it.

The second brief is the “charity” brief. This will involve me supporting a charitable organisation including those that provide basic necessities such as food, water, clothing, healthcare and shelter to those who require the aid. For this brief, the minimum required hours is still at 30 hours but the support I will offer will need to last over a period of at least 3 months. It will involve myself and a possible team to plan, organise and carry out a varied programme of the appropriate events and activities with criteria of raising awareness and/or fundraising. I will be required to comprehend the ethos and requirements of the chosen organisation and be able to understand where I would be best placed to develop opportunities to support their work.

I have decided to follow the coaching brief because I have solid leadership skills along with being instructive. My character strengths involve being kind and generous which involves getting pleasure from doing good for other people. The kindness factor is important, especially when working with young pupils in order for them to be comfortable working around me. Leadership skills are also vital as it’s a key aspect of coaching due to having to be able to lead other people in an effective and vigorous manner. I’m also a great team player meaning that I am more likely to be able to work in a team without the issue of conflict which is important. Despite me working individually, I will be working with a large group of

children and also the other coaches. This will be important as I will be able to work in a team with skills such as patience, communication and integrity.

My reasoning behind working individually is throughout school I have been fairly dependant on other people and so, I believe working alone will increase my ability to be more independent and also, make me gain a more positive work ethic as it will make me feel good to help others alone. I am often quite defiant and I think this challenge may lower my level of defiance by needing to understand a wide range of behaviour in children such as those who listen and are keen to do sports and those who are unhappy in teams as they are not with their friends or are tired so become more pessimistic towards the club. According to the Belbin test, one of my weaknesses is that sometimes I can be forceful and bossy if there is something that I need to do which could be very intimidating around an environment filled with children. I'm hoping the vast range of different children with different personalities will help increase the patience I have and perhaps, it could be cancelled out by me urging to have good working relationships, one of my strengths in the Belbin test. One of my weaker areas seems to be organisation and timing, the timing aspect specifically may be important to improve as the club starts every Tuesday at 4pm. I need to be on time to greet the children and perhaps take money for the club. If I am late, that may make me look unreliable and possibly lead the group to wanting to have a more reliable pupil help out. I aim to be on time to the club every week, and perhaps even 10 minutes early to make sure the Taskers Dome is suitable with no clutter that may be dangerous to the children so when the main coaches arrive, they can straight away start the club. Below is a copy of my skills audit;



| Skill                   | Score<br>1 | Max | %     |
|-------------------------|------------|-----|-------|
| Communication           | 12         | 16  | 75    |
| Organisation and Timing | 9          | 16  | 56.25 |
| Leading Others          | 15         | 16  | 93.75 |
| Planning                | 11         | 16  | 68.75 |
| Team Work               | 12         | 16  | 75    |
| Adapting and Responding | 13         | 16  | 81.25 |
| Community skills        | 13         | 16  | 81.25 |

As shown, one of the lowest scores seems to be planning as I am a known procrastinator. In order to improve this, I should try and stay on top of all work, have suggestions for the club and keep track of my hours for the task. Improving this skill in particular will help me in my future career and even simple daily activities like making plans or being on time to events, another skill I'm aiming to improve. Planning is also a skill of mine that is quite average. I usually do things impulsively which cannot occur during coaching as planning is vital in ensuring the hour of coaching per week is effective and fun for the children. One way of improving planning is through this proposal as target plans, aims and objectives, an implementation plan and time management plan before embarking on any sessions. This will allow me to have a clear set organised plan to ensure the challenge is completed effectively. I am good at adapting and responding to situations which will be vital in this challenge. This is because I am working with children and so ensuring that potential risks are identified to keep them safe and that any conflict is handled in an adaptable and patient way as they are not as able to distinguish right and wrong in conflict, particularly the younger ones of the group. Therefore, enabling them to learn by having skills of being adaptive to situations and responsive in a certain manner will help with not only their development, but also my ability to remain patient and calm in frustrating circumstances. On community skills, I scored a 13 out of 16 which I aim to attain full marks in by the end of the challenge. Hopefully, working in a community voluntarily will allow more empathy and new skills to develop such as completing relevant training.

The aim of the community challenge is to help a group of people or an area of the community benefit from the volunteering that I offer. This is important as for me, it will offer psychological benefits such as improving my overall life satisfaction and decrease stress

levels with the 'feel good moments' which will be so helpful as sixth form life can be extremely stressful. I can also connect more with those who live around me and help to advance my career with the strengths I will gain from participating in this challenge. For others, it will help others to develop their skills such as sports and academics which can increase happiness and harmony in the community. Challenges such as this one can benefit the community as it can bring people together forming new friendships and allow others to explore new hobbies and get involved, increasing self confidence and mental health situations.

Another aim for me is to understand childhood development and how sporting enables healthier children and a sense of community amongst the children and coaches. In order to achieve this, I will have to take on multiple approaches to try to understand the way in which children find sport the most fun. I will attempt to try a holistic approach and ensure children feel understood and important at coaching. I will also take an interest in the children's life both sport wise and outside of sports in order for them to feel like they are able to be their complete selves with no issue of lack of self confidence or anything weighing down their ability to acquire a love for sports.

My final aim is to make sure that children are kept safe throughout the entire run time of the club up until their parents or carers come to collect them safely. In order to achieve this, I will ensure I stay behind every coaching session until all children are collected before leaving myself and make sure if any child is injured, they are put into the appropriate first aid methods. Also, the coaching is held at the Dome at Haverfordwest High VC school and therefore danger from strangers entering can be controlled and spotted very easily due to being held at a safe sporting facility.

## Research

A scheme that is related to my project that I have decided upon is a UK youth children's football program called Goals. This scheme invites children aged 5-15 of all abilities and backgrounds to go to one of the coaching sessions closest to them in order to develop skills sporting wise and also to gain confidence on and off the pitch. The Goals academy has multiple aims involved in their scheme such as having fun with friends, having structured coaching programmes and holding sessions in a safe and secure environment. Many of these aims may be similar or the same to the aims I hope to achieve in this experiment. This is relevant to my choice of community brief as I will be coaching children from year 3 upwards until year 6 in an attempt to provide a better community for these children in terms of allowing them to gain and absorb new skills such as confidence, friendships and a new-found love for sports.

UK coaching also claims that playing sports is a vital part of childhood as it important for development in children in terms of creativity, exploration and imagination. UK coaching also highlights the benefits of coaches interacting with children in a way that brings sport to the child. The company demonstrates how teaching children that learning new things can be exciting and working through things without having a sense of franticness will deeply engage children and help them develop a new interest. Having an approach to children such as a praise and encouragement approach will not only help children thrive through sports, but also in terms of self esteem and the connections they build with others. Putting thought and

clear planning into coaching will show the child the care that others have for their wellbeing. Overall, coaching seems to benefit children in a wide range of aspects both physically and in terms of their mental well being and self esteem.

In the Irish Times Newspaper, John Allen suggested a more holistic approach to be considered when coaching children. John Allen suggests coaches to have an interest in the children's personal life away from the sport in order for children to feel understood, supported and appreciated in all aspects. For the child, he deems it important that 'fun' will be the aspect that hooks them and keeps them coming to the club and ensures that they stay involved with sporting and physical health activities especially in such a demanding society.



The photo above shows a group of young boys being coached in a sport. The photo shows a clear sense of community and teamwork on a field. This is an example of how the right setting and the right coaching methods can lead children to find a sense of belonging in a community as well as a passion for sports and a higher sense of self-purpose.

I have aimed to work with primary school children, specifically young girls from year 3 to year 6. The reason for choosing this group of pupils is that girls are very susceptible to feelings of self esteem issues. I believe allowing these girls and aiding them in finding a community setting that allows them to engage with others and find a love for an activity that will benefit them in current time and the future would be a very rewarding experience for both myself and the children involved. Coaching younger children would also help prevent them from issues that can be harder to deal with when older in terms of mentally and physically such as self hatred and loneliness along with obesity and health complications. My younger sister who is 11 participates in this club and she is a current year 6 pupil. When asked if she felt a teenage influence was important or beneficial in the club she replied with "Yes because I think people will be able to relate more and be closer with the coach" demonstrating how young people may be more comfortable or more able to be themselves around those who are only slightly older to feel like they have a more relatable figure.

### **Planning and organisation**

The plan for coaching will be to complete 30 weeks worth of hours for the coaching club. I will complete 1 hour every Tuesday (4pm-5pm). If I begin the hours on October 1st of 2019, my aim is to complete the challenge by April 28th of 2020. Other factors contribute the finish date such as half terms or ill weather conditions which will disable people using the road to transport their child to coaching. Through the coaching, my targets are to help children find a love for sport and themselves through safe and many types of sport, hence the name 'multi sports' as the club name. I will be helping to run the club by being trusted with money, receipts and the well being and safety of the children. I aim to arrive at the club each Tuesday at 3:50-3:55pm in order to ensure the facility is safe and suitable for young children to safely participate in activities in. In terms of resources, the Dome is used as the venue. Inside the dome are different types of sporting equipment that are often used such as cones, wheelchairs, basketballs and footballs. Sometimes, personal objects may be used that are brought in by the coaches such as golf sets or softballs to give the children a more enjoyable and varied experience. A receipt book is provided in order for me to record names of children and payments so they are able to participate. In terms of risks, there are many procedures that must be followed. Different centres and buildings such as the leisure centre and council have different procedures that ensure health and safety. R would need to be deemed safe to work around children as well as any other adult coaches. First aid kits and an emergency contact number for R is provided in case any child is hurt during coaching. With equipment, there comes risk. All equipment that is not being used is stored in the storage cupboard of the Dome to ensure nobody trips or injures themselves on any cluttered equipment. Rules are given to children when it comes to using equipment such as rackets or balls in order to avoid any facial injury and so during dodgeball balls must be soft and thrown waist down and during any games that involve rackets or bats, the rackets/bats must be placed on the floor or away and not thrown. A head count of children is conducted after everybody has paid and people watch the doors coming into the entrance of the dome to ensure that no stranger enters the facility. Children and coaches wear appropriate shoes to avoid slippage and where possible, children should wear sportswear and coaches must wear sportswear. Finally, children and parents are given the choice of whether or not to include the children in any photos by written consent which allows parents to be in control of how their child is kept safe in terms of social media implications.



**Coaching**

Add board description

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**Writing the proposal**

|  | Status             | Due date | Priority |
|--|--------------------|----------|----------|
| Completing skills audit and writing proposal | Done               |          |          |
| Further research                             | Done               |          |          |
| Catching up on the 6 hours                   | Waiting for review |          | High     |
| + Add  |                    |          |          |

**Coaching**

|                                      | Status | Due date | Priority |
|--------------------------------------|--------|----------|----------|
| Choosing the right club              | Done   |          |          |
| Continuously planning new activities | Done   |          |          |
| Completing the 30 hours              | Done   |          |          |
| Gaining evidence and references      | Done   |          |          |
| + Add                                |        |          |          |

This is the schedule I used to manage tasks. I would ensure that I came up with a number of tasks and complete them to the best of my ability. If a task was not completed, I would mark it as high priority and I would get alerted and be aware that the specific aspect of the challenge needed to be completed. When I completed, I would mark it as done. This proved to be an effective way of managing my tasks through technology which is very modern and can be utilised and edited to suit different briefs and workloads. I will continue to use this software for not only challenges but also A level work.



# COMMUNITY CHALLENGE

October 2019-March 2020

# What did I do?

For this challenge, I decided to help coach multi-sports alongside R. I did 30 hours of community service which included helping children improve their love for sport in many different ways such as through encouragement, praise and just overall allowing them to enjoy sports in fun ways. During the time the children participated in a wide range of sports from netball, basketball, dodgeball, badminton and running. The children also enjoyed more stimulating sporting activities such as 'stuck in the mud', relays, different obstacle courses, cheerleading, dance and other games such as 'splat', 'wink murder', 'heads down, thumbs up'. During the challenge, the girls we aimed to coach were year 3's-6's who suffer low self esteem and confidence issues in an attempt to make these girls more confident through a love of sport, games and making new friends.

# Skills I developed through this challenge...

Throughout this challenge, there were a number of skills that I wanted to improve which I discovered by completing a skills audit before following the coaching brief.

The skills I identified as being particularly poor in are planning, teamwork and organisation and timing. However, I did not score 100% on any aspects of the skills required to complete the challenge and hoped that throughout the challenge, these skills would develop through many different ways. The next few slides will talk about how the skills I possess have developed throughout the challenge and what aspects of the challenge allowed for this to happen.

# Planning

When completing the skills audit, planning tended to be a skill I struggled with in my daily life. During the community challenge, the first thing I had to do was make aims and objectives of what I planned to achieve throughout the challenge and making an implementation plan. I also had to plan games that the children would enjoy participating in so they would enjoy themselves. The number of children participating varied, especially closer the coronavirus outbreak and so I had to plan games and activities that would be more suitable towards smaller groups of people such as cheerleading, dance, hide and seek and circuits and other activities that involved taking into account the children's interests and gradually learning more and more about them and what they enjoy. We also set up the Dome to be safe for children around 10 minutes before the club started so the children could get the best out of their time.

# Organisation & Timing

The skill of mine that I identified as being the weakest was my ability to manage my time well and remain organised as I would generally describe myself as a procrastinator. This skill actually quickly developed over the course of the last 30 weeks. I managed to be on time to every session and be there 10 minutes early so I could help take payments and make receipts as well as setting up the club and making sure the Dome was safe and all the equipment needed was there in time for the children to arrive. I also helped to organise the children into groups as well as organising different games and activities to further their skills in different sports. For example, in badminton we firstly began by developing their hand-eye coordination skills before playing games such as king of the court where the winner stays on and plays a different opponent in an attempt to become the overall king of the court. I organised different games and activities for the children to participate in weekly that complimented the variety of different interests.

# Teamwork

Teamwork proved to be a vital skill in this task as making a difference to the community often involves working in a group setting. During the 30 weeks, I worked alongside R, 2 coaches, S for around  $\frac{3}{4}$  of the time and N when S left. G also chose to complete her 30 hours there so a lot of the time we lead groups of children together. G and I proved to work very well together and the children often saw us as a unit of coaches over individual and separate ones. The coaches and I often worked together to explain different games, monitor the children and plan games and themes for different sessions. I can confidently say that the one skill I developed the most was this skill as I am so used to working individually. Working in a group was definitely very efficient and more suitable for ensuring the safety of a large group of primary school children.

# Adapting and Responding

This skill was already a strong point of mine but I do believe the experience of working with, coaching and understanding young children improved it greatly. I do already see myself as quite an empathetic person with the ability to understand situations but usually, this skill is only tested on people my age as they are usually the ones that I associate with. Working with children taught me that they require different responses as their emotions towards events tend to be higher. For example, one of the young girls got hit on the hand with a soft ball. A teenager probably wouldn't have reacted in the same way but obviously, younger children tend to be more dramatic and you need to respond in ways that calm them down. For example, we took the girl out of the chaotic room and calmed her down before following correct procedures in making sure the young girl was okay. The girls also all had different viewpoints and attitudes so adapting my tone and attitude to the individuals proved to be efficient in adapting and responding to the situations of the individual girls.



# Communication

I tend to believe i'm fairly good at communication but this seemed to be more challenging with younger children and helped me further my skills. In teenagers and adults, people tend to understand you orally wise pretty quickly without needing to cater to individual needs. However, younger primary school children tend to need more creative and simplified explanations in order to understand things which often included me showing the children how to do the sport alongside G and using examples from school playground games in order for them to understand the aims of the game. It seemed to help the children when we explained things in competitive terms as the children seemed more motivated and determined. The challenge has also given me the skills to communicate using graphs and data as the surveys that I gave for parents of the children to complete included using pi charts to explain results.

# Leadership

Leadership has always been one skill that I believe I do well. I'm loud and outgoing and have no problem sharing my ideas in a group. However, young children can be defiant and sometimes you have to tell them something multiple times for them to listen. You also have to learn to become not only a leader but a good one that learns to deal with many situations including less or more people and supporting the emotional and physical wellbeing of the children. Activities I did during the challenge that involved elements of leadership were organising the children into groups, showing them how to do an activity, asking them to listen, giving them advice on how to improve and making sure everybody is behaving well and showing kindness at all times.

# Community Skills

This challenge was all about benefiting the community and to do that, you had to develop community skills. I completed the relevant training with R which included learning how to take money and write receipts and I learnt to develop my empathy towards people from all different backgrounds with all different types of personalities and emotions. I've learnt how to help these people gain sporting skills whilst gaining confidence alongside it.

# Why this club for coaching..?

From the beginning of the challenge, I decided that I specifically wanted to work with young girls. I have a sister that is the age group of the children and four younger sisters in total so being around young girls was not a new experience for me. As a sufferer of low confidence, I believed that coaching young girls sports and helping them gain confidence, friends and a community would aid their later development and help them be the best version of themselves that they can be, both sports wise and in their everyday life. I also felt like I could organise fun activities for young girls as I enjoyed sports as a child and I am able to understand a wide range of interests and take these into account. I felt like this may be more challenging for boys as I can't relate as well and have no younger brothers to try and help me understand this. I felt the experience of helping young girls would be very rewarding to not only me, but also in attempts to challenge self confidence issues in a healthy way to stop them growing in a negative manner.

# Photographic evidence



This photo is of myself and a young girl from the club. During the challenge I really did take a liking to her and she was incredibly sassy, outgoing and loud. I saw a lot of myself in her which was one of the reasons I found this challenge so rewarding. In this moment, I found out she danced for a dance company that I danced for for a few years. She is teaching me one of the dances that she's currently learning for a competition and I also taught her a dance that I've previously done.



This photo shows three of the girls playing with ribbons in a routine. You can see by this photo that the club has allowed girls who didn't previously know one another are working together in a group in a friendly manner.



In this photo, I am joining in during one of the games. The game included having one ribbon attached to us and you have to chase the others in order to steal their ribbons. The person who has the most ribbons when the coach says stop wins the game. The children really did enjoy this game and it really worked them out physically as it involved a lot of running and stamina.





These photographs were taken when we did Cheerleading. This personally was one of my favourite ones to coach as I used to be a dancer and so this was right up my street. The girls really did enjoy working with myself and G in learning different dances and poses using the cheerleading pom-poms. This activity was really fun and it gave the children the chance to smile as well as greatly improve their flexibility and confidence.



This photo shows me showing a girl from the club the trick on how to spin the plate on a stick. The children enjoyed this activity and although it wasn't necessarily sports related, it did teach the children intense concentration and new skills like coordination in order to keep the plate up and patience as the plate will fall many times before you can confidently spin and balance the plate on the stick.



This photo shows me helping play a game of doubles tennis at the Dome. Tennis was also one of my favourite activities to coach along with badminton as there were so many games that could be played such as king of the court, matches and just keeping the ball in the air for as long as possible. This can help develop stamina, coordination and overall help the children become fitter, healthier, happy and more confident in their sporting abilities.



# Response from R

If you have received this email in error, please notify us by telephone on [01437 764551](tel:01437 764551) and delete it from your computer immediately. Os ydych chi wedi derbyn yr e-bost hwn trwy gamgymeriad, byddwch cystal â rhoi gwybod inni trwy ffonio [01437 764551](tel:01437 764551). Wedyn dylech ddileu'r e-bost ar unwaith oddi ar eich cyfrifiadur.

Hi Chaney,

Thanks for sending this!! Reference as follows, provided same for Georgia you have both been superstars...thanks for all your hard work!....

Chaney has been volunteering with Sport Pembrokeshire for 8 months, attending weekly girls multisport sessions. She is always punctual and very organised, assisting with setting up where necessary.

Chaney welcomes children on arrival, and interacts confidently with both children and adults. Her communication skills are excellent and she conducts herself in a very mature and responsible manner.

Chaney welcomes children on arrival, and interacts confidently with both children and adults. Her communication skills are excellent and she conducts herself in a very mature and responsible manner.

The session invites children with low confidence/low self esteem to participate and Chaney has been instrumental in making them feel at ease on arrival.

Indeed, Chaney is an excellent role model for the group of girls. She is enthusiastic and motivates the children to participate. She is very empathetic and adapts well to the participant's different needs. She is always willing to assist and has a commanding presence which earns the trust and attention of the girls that she is working with.

Chaney uses her initiative and is always flexible in her approach to interacting and assisting with the session.

Chaney has been outstanding a young volunteer. She has been a superb addition to our coaching and delivery of this session and is a highly valued member of our volunteer workforce

R runs the multi sports club for Sport P that I have been volunteering for to complete my community challenge. I asked R if she could email me her thoughts on me as a coach there and any additional comments that she would like to make and this is the email I received back.

Not only does this mean that I did a good job which I am pleased about, I also benefited the community which means that I met the criteria that the challenge set.

# Parent responses..

1

Points scored

Do you think your child enjoys the club every Tuesday

3 responses



could you elaborate why you think yes/no?

3 responses

Always comes out smiling and speaks about how much she enjoys it

2

could you elaborate why you think yes/no?

3 responses

Always comes out smiling and speaks about how much she enjoys it

She never wants to miss a session and always comes out happy having enjoyed it

My child loves to do sports and can't wait till Tuesday's

Do you believe having teenagers coaching your children for community purposes has a positive influence on your child?

3 responses



parents/carers

Questions Responses 1

Do you believe your child's emotional well being as well as physical well being is being supported by me in coaching?

3 responses



4

If no/unsure, could you explain how this may be improved.

0 responses

No responses yet for this question.

Finally, do you believe the club has formed a positive community setting for your child

3 responses



parents/carers

Questions Responses 1

Can you say why you do/did not think so?

3 responses

Because they mix well

They can relate more to younger coaches and can see positive role models in younger coaches

Because children relate to younger teenagers/young adults a lot better and they make learning and sports activities much more fun.

Do you think having somebody to look up to in terms of sports is important for child development?

3 responses



3

parents/carers

Questions Responses 1

Finally, do you believe the club has formed a positive community setting for your child

3 responses



5

Could you explain why?

2 responses

My child is very shy and it has brought her out of her shell slowly by her mixing with children she doesn't know and gaining confidence in herself and her ability

My child can be very shy at times and by coming to your sports club it has really helped her to build up her confidence, and help her improve her coordination. Plus she believes she is good enough to do any sports activities thanks to your input.

# The children's responses

“So nice” - R.

“One of my favourite coaches, keep wearing the hat and please come back”- G

“Very funny and a good teacher”- A

# The difficulties of this challenge...

One of the most difficult things for me initially was finding the motivation to want to do work for no money which I honestly thought would lead me to drop out.

However, over time, I started to connect with these children and realise that this was a genuine rewarding experience. Another difficulty of mine was making this my utter commitment for the upcoming several months, with school work, my actual job and family plans, I did find this incredibly difficult. This subsided when I began planning and becoming more organised with my time management, which has not only helped me to benefit the community but also benefited my A level learning and efficiency. A final challenge I faced at first was understanding the different personalities within these children and responding to their individual needs. This obstacle was overcome by learning more about these children on a personal level and relating to them in order to form a bond with the children which turned out to be incredibly rewarding.



# The benefits of this challenge...

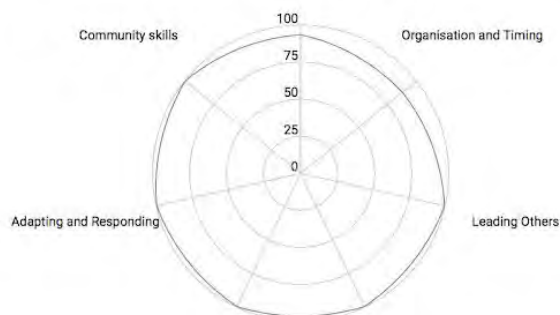
Overall, this challenge has been one of the single most rewarding experiences I have had to date. In terms of community, I was able to bring together a group of young girls struggling with confidence and allow them to better themselves and their sporting abilities and even make them believe they could achieve many things. Having bonded with these children, watching their characters grow and develop in terms of becoming more outgoing and able to be themselves made me incredibly proud and I wouldn't have changed this experience for anything. Not only that, I feel as if I have really developed as a person in terms of gaining more empathy, organisation skills and more civilised responses that can be adapted to individuals which will be useful when approaching people from and in all walks of life.

I do believe that the children thought we bonded well too as one of the girls from coaching gifted me a bar of chocolate towards the end as a thank you. This was completely her decision and it was truly very rewarding to know that a child of just 8/9 years old thought so highly of you. Overall, I believe the experience has changed me as a person and I will definitely continue to volunteer for Sport Pembrokeshire, specifically this group of children.



## Re-evaluated skills audit

| Skill                   | Score 1 | Max | %     |
|-------------------------|---------|-----|-------|
| Communication           | 15      | 16  | 93.75 |
| Organisation and Timing | 14      | 16  | 87.5  |
| Leading Others          | 16      | 16  | 100   |
| Planning                | 16      | 16  | 100   |
| Team Work               | 16      | 16  | 100   |
| Adapting and Responding | 16      | 16  | 100   |
| Community skills        | 16      | 16  | 100   |



This is a re-evaluation of my skills audit which I completed after participating in the 30 hours of community service. The skills that I possessed have greatly developed from the beginning of the challenge.

### **Communication**

In my first skills audit, I received 12/16 for communication scoring 75% in total. This challenge has developed this skill in so many different ways, scoring 15/16. Firstly, I had to learn to communicate in different ways than what I am used to such as explaining things now only orally but showing physical examples and creative examples linking them to playground and school activities to help the children fully understand the games and activities. I had to communicate my ideas and thoughts throughout the task with the coaches and the children to create different games that would be enjoyable for them. I had to interpret and read results using different data, from quantitative to qualitative. Using google forms, the data was given both in the form of pi charts but also in the form of writing, allowing my communication skills to develop. My communication skills have developed to allow me to speak to different children of different backgrounds and learn to adapt my way of communication towards different people.

### **Organisation and Timing**

Organisation and Timing was my weakest skill going into this challenge. Before participating in this challenge I scored 9 out of a possible 16 marks and this was identified as my poorest skill in the challenge as I am not usually the person who has the ability to stay on track and I am usually unable to not procrastinate. However, this challenge has really developed this skill and I greatly improved my score to 14/16. This is such a vast improvement and it's all because the challenge required a lot of it. Firstly, the club started every Tuesday at 4pm-5pm, so I had to be there by 3:50pm which I managed to do each week in order to organise the Dome and take payments whilst making receipts. In this challenge, I also had to organise my time wisely in terms of meeting deadlines, ensuring I was able to go to the club every Tuesday and ensuring the hours were completed by the date set. I had to use the skill of organisation through every aspect of the challenge such as sorting children into groups and organising new games for them to play weekly. I had to organise equipment and resources effectively in time for the children to arrive so they enjoyed their hour slot. I also had to organise all the written work into different documents and write in them when

necessary. Overall, although my time management is still not perfect in everyday life, it has greatly improved due to aspects of the challenge.

### **Leading others**

In the first skills audit, I identified leadership as a strong skill of mine as I identify as being loud, outgoing and able to think of and share new ideas. In the first skills audit, I managed to score 15/16 in leadership giving me 93.75%. After completing my 30 hours of community service, I managed to score 16/16 scoring 100%. This challenge definitely taught me that leadership is not just about telling others what to do and when to do it. Leading young children was a lot more difficult than being a team leader to others of my own age group as young children tend to be more defiant and a lot more hyper active. Therefore, new ways of leading had to be learned especially how to lead all different types of personalities. Leading the group tended to link a lot with adapting and responding, and ensuring all pupils were safe and were supported. There were many activities during the coaching brief that showed skills of leadership such as placing children into different groups, demonstrating the games and activities and ensuring good behaviour was maintained amongst all children. Having a good bond with the children and being able to listen to their thoughts and ideas also proved to allow effective leadership as they were a lot more willing to listen to you.

### **Planning**

In the first skills audit that I completed, planning was a skill that I was fairly poor at scoring an 11/16. In my daily life, I tend to be rather impulsive and don't usually plan when and how to do things. However, this skill proved to be very important during this challenge. The first thing I was required to do for this challenge was plan aims and objectives for what I wanted to get out of the challenge as well as making an implementation plan to plan my time. I also had to plan different games and activities that would bring out and stimulate different parts and skills of the children. For example, games involving running and relays would require a lot of stamina and games involving racquets and balls would involve a lot of hand eye coordination. Setting sensible targets was also a vital part of planning to ensure you were able to manage work efficiently and effectively.

### **Teamwork**

Teamwork was definitely the skill that was utilised the most during the challenge and definitely a skill I learned how to do more effectively. In the first skills audit, I scored 12/16 but ended up scoring 100% in the second skills audit. Teamwork proved to be vital in this task as I had to work with 3 coaches during the time as well as a pupil from HHVC school to lead children. The pupil working at HHVC proved to be a good friend and we were able to manage groups together with no conflict at all. I ended up getting along very well with the adult coaches too and communicated ideas with them in very mature ways. The coaches and I tended to lead groups together and were seen as more of a unit over different individuals and this was evident in the children. During the entirety of the 30 hours, teamwork was required to plan and organise different activities and lead the children well. Overall, I believe that teamwork in the group leads to a more community-like environment and also leads to me being able to confidently interact with new people.

### **Adapting and responding**

Adapting and responding seemed to be a skill that was highly valued during coaching especially since there were a large variety of different personalities and ages. The coaching ranged from years 3-6s and were from all different backgrounds. Children tend to need different responses to situations than adults as their emotional threshold tends to be a lot lower. For example, a child got hit with a softball and was very emotional about it and so, had to be taken out of the room and given special attention and be calmed down. Other children who were hit with balls were able to move on quickly from it and so, it was about understanding their personalities and responses and adapting to them in effective ways and meeting their needs.

### **Community skills**

During this challenge, community skills were vital in ensuring the challenge was done to the best of my ability. In the first skills audit, I scored 13/16 and then, after re evaluating, I managed to achieve a full 16/16 marks which I was very proud of. I learned to empathise with different ages, personalities and backgrounds which allowed me to bond with the children in personal terms too. The children felt like they were able to rely on me throughout the challenge and it was great to form a community setting amongst children with low confidence. Their confidence built throughout the challenge and they did thank me for that, one of which with a chocolate bar which felt very rewarding and made the whole experience worth it.

Overall, I'm extremely happy with the experience and the skills it allowed me to possess and develop. The skills have overall made me a better person and will allow me to access all different walks of life.