

HOW TO BE AN ACTIVITY BUDDY

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What is this activity buddy resource about?

The Activity Buddy resource has been developed to support those interested in working with disabled people as a buddy within a sport or physical activity context. The role of a buddy is an important one within sport and physical activity and has the potential to support and hopefully increase the number of disabled people accessing sport and physical activity as either a participant, volunteer, competitor or staff member.

SECTION 1 - ABOUT BUDDYING

i) What is an Activity Buddy?

Buddy: Dictionary definition; A good friend. A relationship between two people to support learning and development.

Home Office definition; Where two people come together with the aim of establishing and developing an informal and social relationship... the relationship is non-judgmental, mutual, purposeful and there is commitment over time.

It is also:

"... a relationship between two or more individuals which is initiated, supported, and monitored by an agency that has defined one or more parties as likely to benefit. Ideally the relationship is non-judgmental, mutual, purposeful, and there is a commitment over time"

('The role and impact of befriending', Joseph Rowntree Foundation report)

An activity buddy incorporates the meaning of both previous definitions, however, the context of the role is within a sport or physical activity environment. They can also be defined as a volunteer who will accompany disabled participants during a training session without providing any coaching or personal assistance. An Activity Buddy will play a crucial role in providing additional support and encouragement to disabled users who participate, compete or volunteer within a sports or physical activity organisation.

How does buddying differ from other roles within Sport and Physical Activity?

The roles and responsibilities of a buddy will vary with each location and individual you work with, therefore it is important to define how a buddy's role differs from other roles within sport.

Firstly, what are some of the other roles within sport and physical activity and how would you define what they do:

Coach; teaches and motivates to achieve

Mentor; gives guidance and supports achievement

Personal Assistant/ Carer; responsible for disabled person's welfare and personal needs

Friend; a mutually beneficial relationship built over time.

Instructor; teaches and leads fitness classes and creates fitness plans

How does Buddying Differ From Mentoring?

Mentoring and Buddying/Befriending are very similar activities but there are some differences. In general, they both involve the development of one to one relationships based upon **trust**, **confidentiality** and **mutual involvement**. The relationship is often voluntary with the goal of providing practical assistance and support.

The main difference between mentoring and buddying/befriending is usually the emphasis placed on working towards goals. Mentoring tends to focus more on goal setting and operates within a clearly defined timeframe whilst buddying/befriending tends to develop more informal and supportive social relationships, often over a longer timeframe.

Source: Mentoring & Befriending Foundation website (www.mandbf.org.uk) "What is Mentoring & Befriending?"

Why be a Buddy?

Every Activity Buddy or potential Activity Buddy will have different motivations for volunteering their time. It can be quite a daunting thought. Many potential volunteers are put off by the thought of what is expected of them. They may have the following questions:

- What will I be doing?
- How much time will I be expected to give?
- Do I need to know how to deal with disabled people?
- Will I get on with everyone?
- Will I be treated well?
- Will I be out of pocket?
- Am I allowed to volunteer?

ii) Why is Buddying Important?

Volunteers within sport and physical activity play an important role, without them the majority of opportunities would not be available. Being a buddy is one role that a volunteer can do and involves no expertise in any sport or physical activity; you just have to be interested in it. Having buddies available within sport and physical activity is important and can have a positive impact on all involved. Here are some examples of the positive impact it can have on each individual involved:

Disabled Person

- Remove some barriers faced by disabled people accessing sport and physical activity, essentially emotional and psychological barriers such as fear and lack of self-confidence.
- Provide support to disabled person, when and if required, to access certain activities or complete certain tasks and roles
- Motivate them and give them the self confidence to come to a new place and try new things.

Club/Organisation/Service Provider

- A way of showing your organisation is positive about opening your doors to and including disabled people
- Further develop skills of your staff or participants in working with disabled people

The Buddy

- Play an important role within your club, team or organisation
- Gain a sense of achievement by providing a valuable service
- Develop new skills and increase career options
- Help people to enjoy sport and physical activity
- Meet new friends
- Support others within your club, team or organisation
- Receive further training
- Complete volunteering hours and gain awards and recognition
- Travel to new places

iii) Benefits of Exercise

As the volunteer you are giving your time freely to help other people but you could use this time potentially to exercise alongside the person/people you are volunteering for. To help motivate you, you must remember the good you are doing to yourself and also the disabled person/people you are supporting. you are allowing disabled participants to access something new that may help alleviate pain and social isolation. Here are a few of the benefits of regular exercise:

Physical Benefits

- Weight loss and/or decreased risk of obesity
- Improved strength, core stability (strength around the middle of the body) and flexibility
- Improved stamina (which also improves the ability to stay active for longer in everyday activities such as work)
- Improved heart and lung capacity and efficiency
- Improved immune system and immune system response

- Improved agility, balance and coordination
- Decreased fatigue/more energy
- Decreased risk of disease e.g. Coronary Heart Disease (CHD), strokes, diabetes and cancer *Research has shown for CHD and stroke at least a 40-50% reduction through physical activity alone
- Helps assist the recovery from some diseases
- Lowered blood pressure (reduces risk and prevalence of hypertension)
- Lowered cholesterol
- Improved circulation
- Increased bone density therefore possible reduced risk of osteoporosis
- Possibly longer life span

Psychological Benefits

- Improved body image and therefore greater confidence
- Increased feeling of well being (indicated by a release of the chemical adrenalin in the brain)
- Reduces stress
- Decreased the risk of anxiety and depression and is also treatment for mild to moderate depression (on a par with treatment using medication in some cases)
- Sense of achieving goals and targets

Social Benefits

- Opportunities to socialise with existing friends
- Opportunities to meet new people
- Improved health can mean less time away from work
- Opportunity to dispel some of the myths and stereotypes held about disabled people

SECTION 2 – BEING AN ACTIVITY BUDDY

i) What is An Activity Buddy's Role?

The individual requirements for an activity buddy will vary from sport to sport and activity to activity, therefore it is difficult to define an exact role however the general aim of the activity buddy is to:

- √ Accompany and support a disabled person's participation in sport or physical activity when and if required
- √ motivate, encourage, 'befriend' and support them in achieving their fitness goals
- √ make a regular commitment, no matter how many hours you can be there
- √ help breakdown barriers to participation for disabled people

An Activity Buddy's role is not to:

- X Deliver the coaching/training sessions
- X Plan a coaching/training session
- X Lift or carry a disabled person
- X Assist in changing or carry out any personal care
- X Administer medication
- X provide transport
- X be out of pocket as a volunteer

ii) Who can be an Activity Buddy?

Anybody who has an interest in volunteering, sport and physical activity and working with disabled people can become a buddy. You do not need to have any qualifications or prior experience. Your willingness to help and motivate, coupled with an open mind and empathy are all that is required. Disabled and non-disabled volunteers are equally welcomed and valued.

iii) Who can have an Activity Buddy

Anybody who needs support to participate and achieve; either as a participant or a volunteer. Anyone who needs encouragement or confidence to go out and play sports or take part in whatever physical activity they chose.

iv) What Personal Attributes should an Activity Buddy have?

To be a successful buddy and ensure a quality experience for both yourself and the person you are buddying, particular attributes and maintaining a certain etiquette is important. Below are some of those attributes that a buddy should aim to have;

- Patience
- Willingness to assist, when required
- An interest in sport/physical activity
- Friendly and approachable
- Open-minded
- An ability to understand and follow instructions
- Good listening skills
- Ability to value the opinions of the person you are buddying
- Ability to encourage and motivate
- Empathy

v) Volunteer Boundaries

If you are working one-to-one with a disabled participant or even working closely with a group of disabled people it is human nature for a friendship, potentially, to develop. To maintain a professional distance it is advisable that the relationship should not develop outside the boundaries of the sports/physical activity centre or site. To ensure that the relationship remains on a professional yet friendly basis there are a number of common sense points to be aware of when entering into a buddying role:

Do:

- Avoid getting into situations that could be misunderstood
- Think before you agree to something
- Remember that the key focus of the relationship is the needs and progress of the other person.
- Recognise your own personal boundaries

Don't:

- Give out your home phone number or address
- Take the other person to your own home
- Become emotionally over-involved
- Get involved in an intimate relationship
- Accept any form of harassment, violence or abuse from the other person
- Buy gifts or give money to the other person
- Lend money/material goods or ever borrow from the other person

SECTION 3 – THE KNOWLEDGE NEEDED FOR BUDDYING

i) Introduction

Being a successful buddy involves the individual having a variety of personal attributes and skills but what knowledge do you need to have about disabled people?

This section will empower you with the knowledge, understanding and confidence to be a successful Activity Buddy, however, for further disability awareness training please contact your Activity Buddy Coordinator or line manager.

ii) Popular misconceptions: It is assumed by many members of the general public...

- **Disabled people are the minority group** - according to the Disability Discrimination Act, 25% of the population are disabled. Disability covers a range of impairments from physical, sensory, mental illness to people with cancer, AIDS and other long-term illnesses to those people with asthma and severe allergies.
- **You can see disabled people** - over 50% of disabled people have hidden impairments
- **Disabled people are born with their conditions** – over 70% acquire their condition
- **A guide dog user cannot see** – 89% of blind people have useful vision
- **Lifts and ramps are critical access requirements for disabled people** – over 90% of people using wheelchairs are also independently mobile

- **British Sign Language is the Deaf Communities version of English** – BSL is a visual language. Lots of people who use BSL cannot read or write English.
- **People with dyslexia cannot read or spell** – pastel coloured paper may enable someone with dyslexia to read the text.

iii) Barriers to participation

To understand how important your role as an Activity Buddy is, it is important to recognise what barriers disabled people face when trying to participate in sport and physical activity.

Most commonly, people think of the physical barriers, but there are much wider reaching implications that you need to be aware of. The Disability Discrimination Act (the DDA) addresses many of these barriers and hopefully the organisation or team you volunteer at has taken into consideration these barriers. As an Activity Buddy, you will be able to assist in helping the disabled user overcome social and psychological barriers to participation. Often before disabled users even have contact with you or the Site you are volunteering at, other people's negative attitudes have been very disabling to them.

Below is listed some of the existing barriers to participation:

Physical barriers

- External signage is non-existent or inappropriate
- Accessible car parking bays / location / markings / policing policy
- Poor building design: entrance, layout, corridors
- Access to the sports facilities, changing rooms and communal areas
- Lack of lifts and ramps
- Doors: revolving doors, door handles at the incorrect height, pressure closers too heavy, doors made from glass
- Toilets and hand basin at the incorrect height, no room to manoeuvre
- No accessible changing areas and shower heads at high level
- Low lighting levels and poor colour contrast on signage
- Limited access around fitness equipment, plinths, limited colour contrast between the support legs of fitness equipment and the carpet
- High reception desk.

Transport

- What public or private transport can be used to get to the Site?
- Is the Site accessible by public transport?
- Public transport may not be accessible for some disabled people
- May have to pay more to travel particularly if using a taxi
- Information on public transport, can disabled people see or hear it?
- Lack of public transport's staff awareness of requirements
- Community Transport, does it service your facility?

Often these barriers can contribute to it being difficult, even impossible, for some disabled people to actually get to the sporting facility. By the time disabled people reach their destination it could have been a stressful due to transportation issues.

Communication Barriers

- No text phone or Type Talk facilities
- No hearing induction loop in reception or portable induction loop to cover the area of activity
- Marketing materials not readily available in accessible formats
- Lack of audio feedback on fitness equipment
- Small numbers on lockers (not tactile)
- Menu in cafeteria not in alternative formats etc.
- The type of language and terminology used by staff or other users is inappropriate, complex and not competent at using alternative forms of communication e.g. sign language
- Poor signage: not tactile, big enough, poor colours, backgrounds and no pictures or symbols.

Social and Psychological Barriers

- First impressions: people often see the impairment before the person and make assumptions about a person's ability and intelligence based on appearance
- Disabled people's ability is often thought about negatively e.g. s/he can't do things like see, hear, walk upstairs, access certain equipment
- Prejudice
- Patronising approach
- Lack of confidence in staff providing leisure services and the fear factor
- Lack of understanding of disabled people's needs
- Disabled people are often automatically considered to be a 'health and safety risk'
- Shape of body: disabled people are not always a conventional body shape

- Clothes: there is often a reason why particular styles of clothes are worn
- Footwear: it may not be possible for certain people to wear a particular type of footwear
- Other users being nervous about communicating with disabled people or not knowing how, therefore not as many opportunities to meet new people.

iv) Communication Tips: Working with Impairment Specific Groups

When volunteering as an Activity Buddy with disabled (and non-disabled) people, you will use a wide range of communication methods such as:

Verbal: sounds

Written: instructions, factual, diagrams and pictures

Physical: demonstrations, gestures, facial expressions and eye contact It may be necessary to adopt additional methods of communication when buddying people with particular impairments.

Below are some examples that will assist you in doing this.

These are only guidelines covering communication, etiquette and behaviour appropriate when working with disabled people.

When Working with Disabled People, regardless of the Impairment:

- Do not underestimate the intelligence or ability of the disabled person
- Be aware of personal needs and preferred ways of communicating and working
- Consider adaptations where required
- When assisting, ask the individual how best to do this

- For specific information, ask the individual (if this is unsuccessful, ask their permission to ask their personal assistant, parent or carer)
- Demonstrate what you mean if you are not getting the message across successfully verbally
- Always address the disabled person, not the person they are with.

Working with People with a Speech Impairment

- Assume nothing - just because a person's speech is impaired, it does not mean their brain is impaired
- Be patient and do not rush people
- Concentrate on what the person is communicating, not how it is communicated
- If appropriate, suggest moving to an area where you will both find it easier to communicate – i.e. away from loud music
- Don't interrupt, correct, speak for the person or be tempted to finish sentences off for them
- If you don't understand completely, repeat what you do understand and try again
- If you are having difficulty understanding them, even when they have repeated what they have said, ask the individual if they object if you ask for assistance from someone who knows them well and communicates with them regularly
- Confirm your understanding using questions / gestures that only need short answers or gestures as a response
- Always ensure you understand before proceeding
- Try not to get embarrassed
- Never say, "it does not matter" - it does!
- Remember, you will not be the first person they have had to communicate with and if you are embarrassed, then you need to deal with it, not the disabled person.

Working with People who are Blind or Visually Impaired:

Visually impaired is a generic term to describe people who are partially sighted. If somebody has no sight, it is perfectly acceptable to use the term 'blind'. Statistically, very few people who are registered blind have no sight at all (approx 4%).

Offer help, but wait for your offer to be accepted and always ask the person to tell you the best way to help.

- In all cases, speak directly to the individual, not through a companion if they are with them
- Ask what conditions / environment will support them to access services more easily, for example literature in alternative formats.
- When introducing yourself, ensure you give your name
- Wherever possible, use names to get attention
- Clear, accurate verbal instructions are vital
- Describe the area and layout
- Explain the cause of any external noises
- When you have ended your conversation, tell the person before you move away, do not leave them talking to an empty space (it can and does happen!)
- Do not talk to, fuss or feed a support dog / guide dog without permission from the owner. If a dog is wearing a harness, it is working, whether the owner is holding the harness or not. It only takes seconds to remove and replace the harness
- It is perfectly acceptable to say "see you later", however avoid the use of the word 'blind' in a negative context.

To Guide Someone who is Blind or Visually Impaired:

You may find the following points useful, but they should only be used as required and **not** as a matter of course:

- Tell the person your name and that you are a Gym Buddy
- Let the person decide on which side they prefer you to walk, if they have a guide dog this will be generally on their left side, as guide dogs are trained to work on the left
- Walk slightly in front of the person, allowing your arm to be held at the elbow, do not hold on to the person
- Say when you are about to approach an obstacle, such as a door or steps and inform the person which way the door opens i.e. towards them or away from them
- Stop at the top or bottom of steps, and if there only a few, state how many there are and if they go up or down. If there are hand rails, let the person know which side they are on and let the person know when you come to any landings
- If the person has little or no sight, ensure you keep them informed of what is happening in group situations
- Keep people aware of any changes in layout or group
- It may be necessary to describe the layout of an area e.g. the fitness suite layout. It can be useful to use the clock method e.g. exercise bikes at 2 o'clock as you enter etc. Some visually impaired people will not use this method, because of unfamiliarity with a clock face, but others will find it very useful, check with the person first
- Remember, a person's eyesight can change according to the environment they are in – particularly when lighting is very bright or dim.

Working with People who are Deaf or Hearing Impaired

The word 'deaf' is used as a general term to describe people with a severe to profound hearing loss. 'Hearing-impaired' is the term used to describe a degree of hearing loss. Many deaf or hearing-impaired people can join in conversations by using a hearing aid, by lip reading, using sign language or a combination of one or more of these things. Inform users of provisions available at the gym, such as a hearing induction loop.

Lip-reading and Face-to-Face Communication

Lip-reading is very difficult and tiring, especially if your first language is sign language. Some of the sounds made in speech look alike on the lips, others are not seen at all. Only about one word in five in spoken English can be accurately lip-read, the rest is contextual guesswork. The lip reader therefore needs clues as to what the content of conversation may be about.

- If necessary, attract attention with a wave of your hand or a light touch to the person's upper arm.
- Ensure you face the person before speaking. Keep head, body and hands relatively still, although some simple gestures help.
- Face the light - do not stand or sit with your back to the window or light source, as this makes it much more difficult to see what you are saying.
- Make yourself easy to lip read. Keep your mouth visible and do not hide it with, for example, your hands, drinking bottles, etc..
- Get the distance right - not too far or too near and on the same level as the person you are speaking with.
- Cut out background noise. Extra volume may be painful and create distortion for hearing aid users.
- Speak in short sentences - not individual words or long sentences, use straightforward language.

- Speak clearly, but do not shout or over-emphasise your lip movements. This only distorts your lip patterns and facial expressions. Remember, if the person is deaf, then shouting is a waste of time and it could be construed that you are angry with them. In some instances, shouting can cause the person physical pain.
- If not understood, repeat exactly the same sentence. If unsuccessful, find a different way to say things.
- Use the written word, if necessary, for names, addresses etc. remembering that if somebody's first language is British Sign Language (BSL) their second language is English. Therefore, you should not automatically assume that they will understand written English.
- Avoid speaking through a third person. Speak directly to the person, not through their assistant.
- Signing takes a great deal of concentration. If you are speaking through a BSL interpreter be sensitive. Are you being understood? Check that the speed you are speaking at is at a good level for the interpreter. Do they need a break?
- As BSL is a language in its own right, it should be remembered that there will not necessarily be a sign for what you are trying to convey e.g. muscles of the body, certain types of exercise etc.
- Learn the BSL alphabet, you can communicate information much more easily if you know some basic sign language and can spell out words letter by letter.

Working with People with Mobility Impairments

In an accessible building, people should be able to travel independently and may not require any help whatsoever. However, this is sometimes not the case and it may be necessary to assist the individual concerned. As with any impairment group, just ask if they require any assistance and what exactly they need you to do.

- Wheelchairs can give people independence. If wheelchair users are restricted, it is likely to be by the environment and other people's negative attitudes, not by the wheelchair itself.
- The wheelchair should be viewed as part of the user's body space. Keep an appropriate distance and never use the chair as something to lean on.
- Talk to wheelchair users in a position comfortable to both of you. It will help when meeting / speaking to a wheelchair user to seat yourself at the same level. Standing puts the wheelchair user at a disadvantage, hurts the neck and can feel intimidating, as you are 'standing over' them.
- It is perfectly acceptable to offer to help guide the wheelchair or negotiate obstacles such as doors. But only push someone's chair if they have said that it is OK for you to do so.
- Always speak directly to the wheelchair user and not the person who may be assisting them.
- Use the term 'wheelchair user', not 'wheelchair bound'.

Working with People with a Learning Disability

The form a learning disability takes will be unique to the individual and having a learning disability is not the same as having a mental illness.

- Never underestimate or place limits on what a person can do or understand.
- Treat and talk to people by their age and not their apparent level of ability.
- Language should be kept simple but appropriate, do not use jargon.
- Give extra time for learning and processing of information.
- You may need to repeat information in a variety of ways to ensure understanding.
- Speak to the person concerned - not the person who may be assisting them.
- Pictures can speak a thousand words. Do not just rely on the spoken word.

Working with people with Autism or Asperger Syndrome

People with autism or Asperger syndrome thrive in a structured and well organised environment, however, they may have difficulties with the following:

- Clear understanding of verbal and non-verbal communication such as body language, facial expressions, idiomatic language, etc. They may take words literally.
- Building social relationships, starting and maintaining conversations on general topics that may not be particular interest to them.
- Imaginative activity – may have narrow interests and find it hard to think in abstract ways. Their literal interpretation of the world means they are more comfortable with facts rather than hypotheses.

To communicate effectively with people with Autistic Spectrum disorders (ASD), here are a few guidelines:

- Keep your language very clear and simple, and be aware that people with ASD often take things literally
- Be aware that people with ASD may misinterpret language. You may need to clarify points. If they do not seem to understand try re-phrasing what you said
- People with ASD have a preference for factual information, so stick to this and avoid colloquialisms/metaphors, etc..
- You may need to allow the person extra thinking time to process that information you are providing them with
- Remember that people with ASD have difficulties with empathy; they may not be able to see things from another's point of view
- Keep your voice tone level (not emotional), with limited intonation.
- Do not feel obliged to answer personal or inappropriate questions. People do not realise that the line of questioning may be inappropriate. It is important that your response is: "that question is a bit personal, I am not going to answer it and please don't ask me it again."
- If you are experiencing repetitive questioning just say "You have asked me that already, can you remember what the answer is?" if they get the answer correct say "that is right so I am not going to answer that question again." If the individual does not know the answer, give a short, clear answer and ensure they understand.
- Keep calm! If the person with ASD starts to become anxious, slow your language down even more, and maybe pause for a while.

v) Cultural Awareness

Religion and culture are often closely intertwined and should be considered together. How people express their religion is likely to be influenced by nationality and ethnicity. The extent to which individuals observe their religion or belief system will differ. The information provided here is based on a strict following of the faith concerned, although everyone's individual circumstances will vary. Some religions require little or no outward expression of belief. If this is so, it does not indicate a lack of strong religious conviction. An inclusive approach to religious diversity should be adhered to

The following 5 religions have been chosen as they are the main 5 religions of the UK. Irrelevant of the religion in question, the following guidelines should be noted:

- **Respect** that another person's belief may be different from your own
- **Respect** that a person with the same religion may interpret aspects of the religion differently to yourself
- **Respect** for the right to express religious beliefs, either in physical appearance, diet or social etiquette
- **Respect** the right to disagree

Christianity

Background: Christianity is a multi-denominational religion and Christians live by the teachings of Jesus, which are reflected by His Disciples in the Bible

Characteristics: Christianity is historically bound up with a British identity. Attitudes will depend on personal conscience and interpretation of the Bible.

Etiquette: It would be appropriate to describe the follower as a Christian with little reference to their denomination

Diet: no particular requirements, although practising Catholics can abstain from some luxuries during Lent (40 days preceding Easter)

Emergency Procedures: Jehovah's Witnesses are not permitted to have blood transfusions

Hinduism

Background: the religion is a rich a varied belief system in which all sects share a belief in the scriptures and the law of karma – the effect of past deeds and reincarnation.

Characteristics: Hindus are tolerant and understanding of other religions. Family values and education are usually highly valued.

Etiquette: Hindus typically greet each other with 'namaste' placing their palms together and their thumbs next to their chest.

Diet: many Hindus choose to be vegetarian as a respect for life and not out of any religious requirement. The cow is especially reverend and so beef is not eaten at all.

Emergency procedures: no general requirements

Islam

Background: Muslims believe in one God, Allah. Islam is both a religion and a complete way of life, promoting peace, mercy and forgiveness.

Characteristics: the word Islam means the surrender or submission to the will of God and Muslims believe that everything in life should be at the service of Allah.

Etiquette: A visitor should dress respectfully. Modest dress is observed at all times for both men and women. It is polite to enquire after a person's family but it may be inappropriate to enquire after a single female relative.

Diet: Alcohol is prohibited in a Muslim diet. Allowances may be needed during the fasting of Ramadan: Observers fast during daylight hours so physical exertion may be limited.

Emergency procedures: it is preferable that medicines are alcohol free. Same sex doctors will be preferred for medical procedures.

Judaism

Background: Judaism believes in one God, whose teachings and commandments are recorded in the Torah. The Star of David and the Menorah (8 branched candelabra) are considered to be the sign of Judaism.

Characteristics: Judaism places considerable emphasis on the value of the family, the home and the community. The Jewish Sabbath begins at sunset on the Friday and ends at Sunset on Saturday.

Etiquette: Many orthodox Jewish men and women cover their heads at all times, reminding the wearer that there is always a higher being to protect them in everyday life.

Diet: food must be prepared in a specific way, that is Kosher. Food that is not Kosher is called 'Tref.' Meat and milk must never be eaten together. Examples of non-kosher food are shellfish and any pig products. All dairy, fruit, vegetables and fish (not shellfish) are Kosher.

Emergency procedures: Orthodox women will prefer female doctors. The regard for human life goes above Jewish Law.

Sikhism

Background: Sikhs believe there is one God who is present everywhere. To end the cycle of death and rebirth Sikhs must try to get closer to God, and finally to merge with God. Sikhism originated in Punjab. Khalsa is the body of initiated Sikhs. They are identified by the wearing of the 5 Ks:

Kesh – uncut hair illustrates the acceptance of God's will

Kanga – a comb to keep long hair tidy

Kara – a steel bracelet to show closeness to God

Kachhera – cotton underwear shows high moral standards

Kirpan – a small sword (or usually penknife in the UK) to fight against injustice and defend the oppressed.

Characteristics: most Sikhs wear western style dress but some wear the Punjabi-style shirt (Kurta) and loose trousers (pyjamas). Many Sikh women wear shalwar (loose trousers) and a Kameez (long shirt). Practising Sikh men wear a turban and most women wear a chunni or dupatta (headscarf) to cover their head.

Etiquette: the 5 Ks (see above) should never be removed. This is seen as disrespectful. Men and women do not shake hands but between people of the same sex shaking hands and even hugging is quite acceptable. It is common to address a Sikh by their title and first name, not solely Mr Singh, for example.

Diet: Many Sikhs are vegetarian owing to personal preferences rather than religious requirements. Members of the Khalsa do not eat meat, fish or eggs. Nor do they drink alcohol or consume drugs, including tobacco and often tea or coffee.

Emergency procedures: there are no special requirements

SECTION 4 – WHAT AN ACTIVITY BUDDY SHOULD EXPECT IN RETURN.

i) Expenses

You will have your own motivations for volunteering and you must appreciate that as a volunteer your role will be unpaid. However, it is not fair for you to incur any costs by volunteering for an organisation. There should be funds available from which the club or centre can cover volunteers' expenses. The expenses policy should be discussed and agreed prior to you starting your volunteering with the organisation and please do not feel awkward about claiming these expenses back. You are providing an invaluable service for which you are giving your valuable time, the least you can expect is the bus/train fare back to cover your expenses. Please ensure you keep your travel receipts or receipts from other costs incurred as without these you may not be able to claim anything back.

Please note that being reimbursed for out of pocket expenses will not affect your state benefit claims. You must ensure you keep your receipts and, where possible, complete an expense claim form so you and the organisation you are volunteering for a clear record of all monies paid to you. You are under no obligation to advise the department of Work and Pensions that you are volunteering but you must ensure that you are still actively seeking and available for work if you are claiming Job Seekers Allowance (JSA). Please discuss any queries you have at all with your volunteer coordinator or manager within the organisation.

ii) Policies

The team/club/organisation you are volunteering for should have adequate policies in place to cover you for any foreseeable eventuality. They should have a volunteer policy in place which will cover such items as recruitment, training and rewards. You should

also be adequately covered by their insurance policy and you should ensure that they have made adequate Health and Safety provision to cover not only their disabled participants/members but also the Activity Buddy/volunteer. It is appropriate for you to check that adequate provision has been made for you within your volunteering role.

As an unpaid 'member of staff' you do not necessarily have the same rights as those of a paid member of staff but you do have the right to be treated the same and any grievances that occur will have to be dealt with accordingly. Please do not be afraid to speak up to your supervisor if you feel you are being unfairly treated or you feel that there is an issue between yourself and another staff member/volunteer/club member or guest. A great deal of time and effort has been made to recruit and train you as an Activity Buddy and any grievances should be raised rather than just assuming that nothing can be done, and terminating your position.

iii) CRB Checks

If you have not done so already you may be asked to fill in a Criminal Records Bureau (CRB) check form. This is a standard document which should be completed by everyone above the age of 16 and working with children and vulnerable adults. It checks your criminal record history and provides the organisation for which you are volunteering with the appropriate information to ensure that their team/centre users, etc are properly protected. Please do not assume that if you do have any form of criminal 'history' you will be unsuitable to volunteer. It is entirely at the discretion of the organisation to decide how to proceed. However, if you are worried or concerned about what may be, or has been, revealed by your CRB check you can talk in confidence to the Nacro helpline. Nacro is a crime reduction charity that works with ex-offenders and is able to answer specific queries on good practice in relation to employment

and offenders. (Tel: **0800 0181 259** or Email helpline@nacro.org.uk).

Please note, the CRB form you completed must be destroyed after the organisation has finished with it as it contains sensitive personal data.

iv) Activity Buddy Records

It is possible that the organisation you are volunteering for will keep details of your application and ongoing progress within the Activity Buddy Scheme. This is to ensure that you are happy with your position and with those people you are buddying. It is also helpful information to allow the organisation to monitor the volunteer activity within their organisation to allow them to gain further funding for the scheme. You should be able to access these details at all times as there should be a high level of trust and transparency between the Activity Buddy and the organisation you are volunteering for,

Any issue arising which creates cause for you to question your role or even leave should be raised immediately with either your volunteer coordinator or your 'line manager' or supervisor. The work you are doing as a volunteer is enabling a disabled person to participate in a sport or physical activity that they otherwise would not be able to. Although you are not a paid employee your part you play in their social activity is of paramount importance and should never be undermined.

SECTION 5 - ACTIVITY BUDDY SCENARIOS

To help you understand fully what is involved in being an Activity Buddy here are a couple of examples of buddying in practice:

AT A COMPETITION.....

Where; Boccia competition.

Who are you being a buddy to; A Player. Boccia is a Paralympic sport played at all levels which is similar to the game of Boules. Within the game of Boccia some players are allowed to have an assistant or a ramp assistant if their allowed to use an assistive device to aid them throughout the game.

What responsibilities might you have; Assistants have two distinct roles dependant on whether they are assisting a player without an assistive device or with an assistive device.

An assistant, at the players request, will help to;

- Pass a ball to the player
- Manoeuvre the players chair
- Collect balls between ends
- Help reposition the player in a chair
- Sign score sheets on behalf of the player if necessary
- Carry out other duties for the player but only at the request of the player or at the referees discretion

AT THE GYM.....

Who are you being a buddy to; A gym member

What responsibilities might you have; A 'Gym Buddy's' role is to assist the gym member to achieve their full potential when working out. They should be doing so by following a prescribed workout by the gym instructors.

A Gym Buddy, at the member's request, will help to;

- Set the equipment according to the members requests – ie: lower/raise/remove the seat, set the correct weight, etc..
- Help with reading the workout card
- Count the repetitions of each exercise
- Motivate the gym member to work to their optimum workout level
- Watch that they are not over-exerting or injuring themselves
- Alert a member of staff if an injury occurs

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