STAFF HANDBOOK

September 2016

Table of Contents

PISE Philosophy

At PISE, we believe in healthy, active communities. As a member of our team, you will help us achieve this goal. Through our children, youth, adult, adapted and high performance programs we offer physical activity programs to all areas of the community:

Adult Community Programs

We offer programs for adults throughout the day. These programs contribute to the well-being and activity levels of people over 18 years of age, with specialty programs for sport specific training, women only programs, programs for people over 55 and many more. These programs are open to all members of the community, and can be participated in separately from a membership.

Adapted Programs

PISE also offers programs for adults with physical and cognitive disabilities. Our adapted clients range from individuals recovering from a traumatic brain injury to athletes who are trying to win gold at the Paralympics.

Youth Community Programs

Working alongside Adult Community Programs (and separately from the Physical Literacy department), we also offer strength and conditioning based programs for youth (ages 11+). These programs are offered to boys and girls in separate classes and focus on injury prevention, proper training technique and gym etiquette.

High Performance Programs

Many athletes who are excelling in their sports call PISE home. Before being carded by their chosen sport or Canadian Sport Institute: Pacific, some athletes require an extra push. To help these athletes reach the next level, PISE offers customized training to individuals and teams.

Physical Literacy Programs

Our physical literacy programs are offered to many local schools, organisations and community groups. Currently, we have 50 programs in 23 locations throughout Victoria and interact with approximately 4000 children in a year.

PISE provides afterschool programs, beforeschool programs, preschool sessions, PE lessons, teacher mentorship initiatives, drop-in programs, adapted programs, recreation programs and spring break and summer camps. As a member of our team, you will help facilitate games and play based activities during these programs.

We pride ourselves on being a leader in Canada in the area of physical literacy. Providing mentorship to teachers and health professionals, presentations to community groups and best

practices to others in the industry, we strive to be the best and continue developing the notion of physical literacy and increase the number of individuals who understand the term.
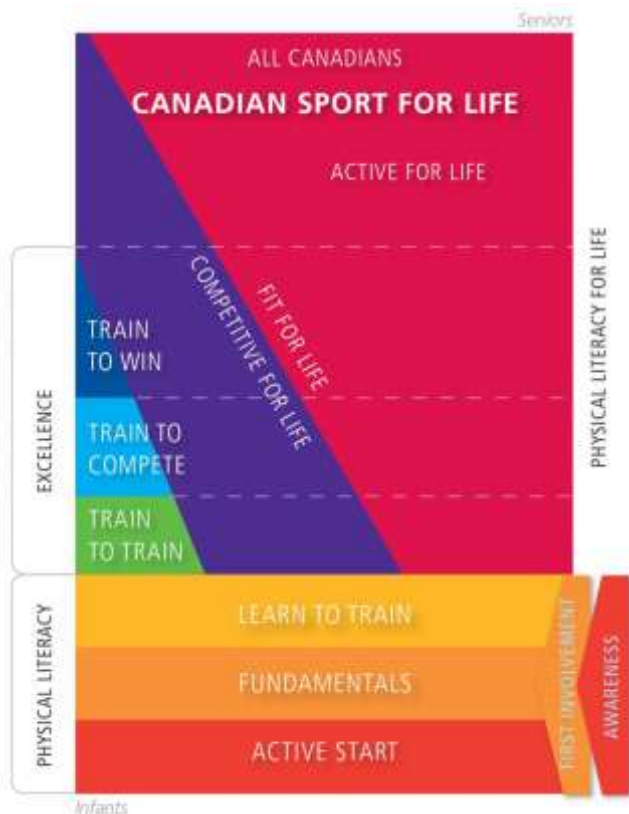
What is Physical Literacy?

"*Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.*"

Physical Literacy is a lifelong journey. To ensure the best foundation for this journey it is important to help kids develop the fundamental movement skills and fundamental sport and activity skills that all children need, such as running, hopping, throwing, catching, jumping, balance and many more. These movement skills in turn give kids the confidence and competence to participate in different physical activities, sports, and games.

In the same way a child learns to speak by interacting with words from an early age, the same is true of learning to move with confidence. The more interaction a child has with different movement patterns, the better their movement vocabulary will become.

But physical literacy is also so much more, which is alluded to in the definition above. Physical literacy also incorporates knowledge and comprehension of movement terms, understanding how to move in situations that occur in everyday life and the choice to play sports and physical activities through every stage of their lifetime.

Physical literacy is a different journey for each individual. Through age and developmentally appropriate games and play based activities, we guide each child through the different stages of learning the complex movement patterns that will allow that individual to have the **confidence** and **competence** to **choose** to be active for life.

Sport for Life Long Term Athlete Development Model

Staff Expectations

PISE is proud to be a leader in Canada in terms of physical literacy. We are known for our excellence in the field and the quality of programs that we provide. In order to maintain these standards, we require commitment and dedication from our staff. We will provide professional development for staff on a regular basis in order to keep you informed on current ideas and develop your tool kit to provide the best programming possible. If you have any questions during your employment with PISE, please do not hesitate to contact **Sarah LeBlanc , Physical Literacy Supervisor at sleblanc@piseworld.com or 250.220.2519.**

As a member of the PISE Physical Literacy team, you will be working mostly at offsite locations. While at a shift or wearing any clothing with PISE logos or branding attached to it, you are representing PISE and our team as a whole. Please take this in to consideration, even when the children are not around. Below are some policies that we require you to adhere to:

- You are expected to **review and select (if applicable) your lesson plan** before arriving at your teaching location. More information can be found on page 8

- **Cellphone use during programs is not permitted**. If it is an urgent call then please clear it with us first and ensure your kids are not left unattended.

- **Dress code**: Keep your clothing appropriate for the job we are doing. Examples of appropriate clothing: Shorts should reach your extended finger tips, undergarments should not be visible, active footwear should be worn, PISE t-shirt and/or hoodie only. *Examples of inappropriate clothing: shorts above extended finger tips, see through clothing, flip flops or flats, jeans, non PISE shirt.*

- **Children must be supervised at all times**. During washroom breaks, you can wait outside the washroom in an open area, but make sure the kids come straight back to the gym.

- **The legal ratio for children must be met at all times**. This will change depending on the age group of your group. Please see the table below for more information.

Age Group	PISE Ratio	Legal Ratio	Legal Number of Leaders
Preschool (30 Months to School Age)	1:8	≤ 10	One leader
		11 – 20	Two leaders
Group Child Care (School Age), if **any** preschool child or child in grade 1 is present	1:8	≤ 12	One leader
		13 – 24	Two leaders
Group Child Care (School Age), if **no** preschool child or child in grade 1 is present	1:10	≤ 15	One leader
		16 – 30	Two leaders

- **You are required to stay the entire duration of your shift unless previously agreed with PISE PL Office.** The additional 15 minutes that you are paid for to prepare equipment, write your lesson on the chalk board and put away equipment is included in your shift time.

- **It is the employee's responsibility to input all shifts worked in to Payworks before the set required date.** More information can be found on page 11.

- **Timely and regular attendance is an expectation of performance for all PISE employees.** It is the employee's responsibility to find shift coverage for any shift they are unable to attend. More information can be found on page 10.

Staff Discipline

Should any employee conduct themselves in violation of these expectations, the following progressive discipline measures will be taken:

- **Step #1 – Documented Discussion**
  The first time an employee displays inappropriate conduct (that is not deemed cause for immediate termination or more severe discipline); the Manager or Supervisor will discuss the expectation surrounding the area of concern with the employee. The Manager or Supervisor will then document that they had a conversation with the employee about these concerns and it will be placed in the employee's file.

- **Step #2 – Note to File**
  If the employee fails to show the desired improvement after the initial "Discussion" a "Note to File" will be issued as part of a discussion detailing the area of concern and requirements for improvement.

- **Step #3 – Final Warning**
  The Final Warning meeting with the HR and Admin Coordinator and Final Warning letter is used when an extremely serious incident of misconduct has occurred, or, when the employee has failed to correct the performance issue(s) detailed at Step 2. This final warning will be placed in the employee's file.

  The meeting will provide the employee with the reason for the Final Warning, and the consequences for the employee if there is another incident, or a continued lack of improvement.

- **Step #4 – Termination of Employment**
  If an employee does not comply with the required changes indicated at Step 3, employment will be terminated with cause.

If you have any questions regarding any of these expectations please contact Chris Wright, Sarah LeBlanc or Amy Corkery. Contact details are listed later in the document. If you see any staff member acting inappropriately in the work place or have concerns about their performance,

please contact Chris Wright, Physical Literacy Coordinator. Reporting of any incidents will be kept anonymous and treated with discretion. If any disciplinary action is deemed necessary, the appropriate PISE staff members and/authorities will be contacted.

Scheduling

Either Chris or Sarah will send out the schedule as and when it has been updated. Along with the schedule, we will also send out the Shift Coverage Matrix (see below for more details).
Sarah and Chris take care to pair more experienced staff with newer staff, and also try to match people's expertise for each particular group.

New shifts appear all the time. PISE receives funding through various partners for programs, and these can sometimes come up with very little notice. If you do not have many hours to begin with, please keep an eye on emails coming from PISE and reply to them as soon as you know whether you are able to pick up a new shift.

Responsibilities

1. Read your lesson plan before your lesson! Make sure you understand the games and the focus for the lesson.
   - You know your group best. If something isn't working move on to another game or adapt on the fly.

2. If there is a chalkboard or whiteboard at your location, write the lesson on the board.
   - Some kids need to know what is coming up and are comforted by a written schedule.

   Please do not constantly refer to your phone for the lesson plan while the kids are present! This does not look professional and can be misconstrued by any parents/teachers that are present.

3. Arrive to your lesson early and put together the equipment you will need for the day. This minimizes transition time and makes you look prepared and organized.

4. Warmly welcome participants to every session. Have a routine to start each lesson (for example, ask them to sit or stand on a specific circle on the floor). If the silent gym is awkward and uninviting, use the CD player provided to play some age appropriate music.

5. Take time to explain each game properly. Try to use kid friendly language and allow time for questions. If your description is not clear then kids will not understand leading to frustration and lack of enjoyment.

6. Put all equipment back in the PL kit in an organized manner, putting the blue ziploc play bags on top or in the side pockets. Then put the bag and any other equipment that you used back in the room where you found it.

7. Ensure all of the equipment that is listed on the bag tag is in your bag on a regular basis. If it isn't in your bag, have a look in the equipment room that it is in to ensure it hasn't

been misplaced. If you are missing equipment please email Sarah letting her know, otherwise many of the games that are programmed will not work.

Programming

For the 2015/16 school year we are trialing a new method of programming and selecting lesson plans. The **Level 2's** at the location will select which lesson plan they will be teaching that week from a selection of the skill that has been laid out for that lesson. There is a spreadsheet called *Lessons Calendar* in Google Drive where you will find the dates your program is running as well as the skill that is to be taught each lesson. For example, the/one of the level 2's will look on the *Lessons Calendar* to determine which skill they're supposed to teach at their location that week. They will then go to the corresponding folder to look through the pre-written lesson plans on Google Docs and select the most appropriate lesson for that group. The Level 2 will then go back into the Lessons Calendar and select the version of the lesson plan that they will be teaching at their location (please see visual below). **The lesson plan is to be selected at a minimum of 48 hours before your lesson so that the second leader has time to review the lesson plan.**

If no Level 2 is working on your shift, we will designate someone to select the lesson plan.

Please try not to repeat each lesson every time that skill comes up, as there should be more choice for you with the selection of lesson plans. We are trialing this to allow you to take ownership of the group and still keep cohesive programming that has been designed to develop a skill.

Any comments on this will be appreciated as it is a new system and we would like to know how it works.

Programming for all other programs such as PE, StrongStart, Rec programs, will continue to be designated to each specific week.

1. Click on the small black arrow at the top of the cell

2. Click on the lesson plan that you've chosen for your location after reviewing each one

3. Version of lesson plan that you've chosen is now shown on Google Drive

Level 3 Programming

Some of you will get the opportunity to program your own lesson plans. Those of you that have received this opportunity from Chris and Sarah must send the lesson plan to all staff working the shift with you as well as Sarah 48 hours before the lesson in order to give everyone enough time to review the lesson plan. **Failure to email your lesson plan to staff working the shift with you and Sarah will result in disciplinary action stated in the "Staff Discipline" section (page 3).**

Shift Coverage

As mentioned in the "Staff Expectations" above, **timely and regular attendance is an expectation** of performance for all PISE employees. Staff attendance is critical for the success of our participants because as you know building rapport with your participants is the number one way to ensure success. If staff are absent or late for more than one shift per program, or the procedure is not correctly followed, your attendance will be red flagged. Your attendance will be reviewed and will determine your eligibility for programs for future session(s).

In the event that you require **shift coverage, this is the responsibility of the employee.** Please use the following procedure for requesting shift coverage:

STEP 1:   Download Staff Distribution List from Google Drive.

STEP 2:   Copy paste ALL staff from list and send email requesting coverage. Example:

Subject: PL Coverage Request – Craigflower PE – September 19
Body: Include the following details: program name, program location, program date, program time, who they will be working with, any other pertinent details they should know.

STEP 3:   Press send and wait to see if you get a response. Please wait an appropriate amount of time (ie. 2-3 days if it is not a rush substitution but ultimately use your judgement) to see if anyone replies to cover it.

STEP 4:   Fill out the Shift Coverage Request Form based on one of the two ways:

1) **If someone can take your shift, fill out the form with the day and programs you will be missing and include the name of your sub.**
2) **If no one replies within a fair amount of time, fill out the request form and put "Couldn't find coverage" in the "Who Is Subbing For You?" section.**

STEP 5:   Email form with supporting documents to Sarah at sleblanc@piseworld.com. Sarah will email you back approving, denying or requesting further information from you. If Sarah approves your shift she will cc the person covering your shift as well as the person they will be working with.

STEP 6:   **If no-one is able to cover your shift, you are responsible to turn up and fulfill your obligations.** This will alter slightly in the event of illness. Please note that PISE reserves the right to request that you do not take the day off due to reasons such as low staffing.

Subbing Etiquette:
- One email per sub request. For example if you want a sub for Craigflower PE and Craigflower After School, send two separate emails and fill out two separate forms.
- Only send a reply to the person requesting the sub. Do not hit "reply all".

- Do not request a sub by replying to other people's request for coverage emails or other staffing emails from Sarah, Chris, Emily or Hilary. For example if Sonia emails requesting for a sub for Craigflower PE, don't "reply all" with your shift coverage request for Panorama Mini Movers.

Remember that you may require a shift to be covered at some point, so please step up and take other people's shifts if you are available. We are a small team and need everyone to pull their weight in order to succeed.

In the case of a **medical emergency, family emergency, or any unforeseen circumstances,** please CALL **Sarah (250-216-1213)** or **Chris (250-514-5688)** and we will arrange coverage for your shift. Again, please use this only as a last resort in the case of extenuating circumstances.

Shift Coverage Matrix

The Shift Coverage Matrix document will be sent out periodically for your information and will be used to find coverage for Birthday Parties, Events, new programs, etc.

Payroll

Physical literacy staff members are required to read and sign a Piece Rate Policy. Piece Rate provides for set up and take-down, delivery time, as well as communication between yourself, other PISE team members and community contacts (i.e. – schools, rec centres, etc.). *Only the Level 3 piece rate includes lesson planning & preparation.*

Transportation is not included as part of the piece rate as this is considered your travel to and from work. Any additional travel that is required for PISE-related business must be pre-approved by your supervisor prior to incurring such travel, and if approved, will be reimbursed at the rate according to PISE's current mileage policy found in the HR Policy Manual.

Team meetings will be paid at a rate of $15.00/hour. Occasionally your attendance may be required at a staff meeting or PISE events for which you will be paid at a minimum of 2 hours at a pre-determined hourly rate.

Staff members are required to input their hours from the week (Saturday-Friday) into Payworks by end that Friday by 11:59pm. For example if you work a shift on Saturday December 5th 2015, Tuesday December 8th 2015 and Friday December 11th 2015, you must enter the shifts into Payworks before Friday December 11th at 11:59pm. **Failure to input shifts in Payworks for Saturday-Friday by Friday at 11:59pm of each week will result in disciplinary action stated in the "Staff Discipline" section (page 3).**

Please follow the below chart when entering hours. Under the **'Position'** drop down, choose **ASSIST** for all Level 1 or 2 classes. Choose **LEAD** for Level 3 classes (classes you wrote your own lesson plan for). Choose **REGULAR PAY** under **'Position'** for staff meetings. Please enter start and end times with **AM** and **PM** and also select the corresponding **DEPARTMENT** as listed below.

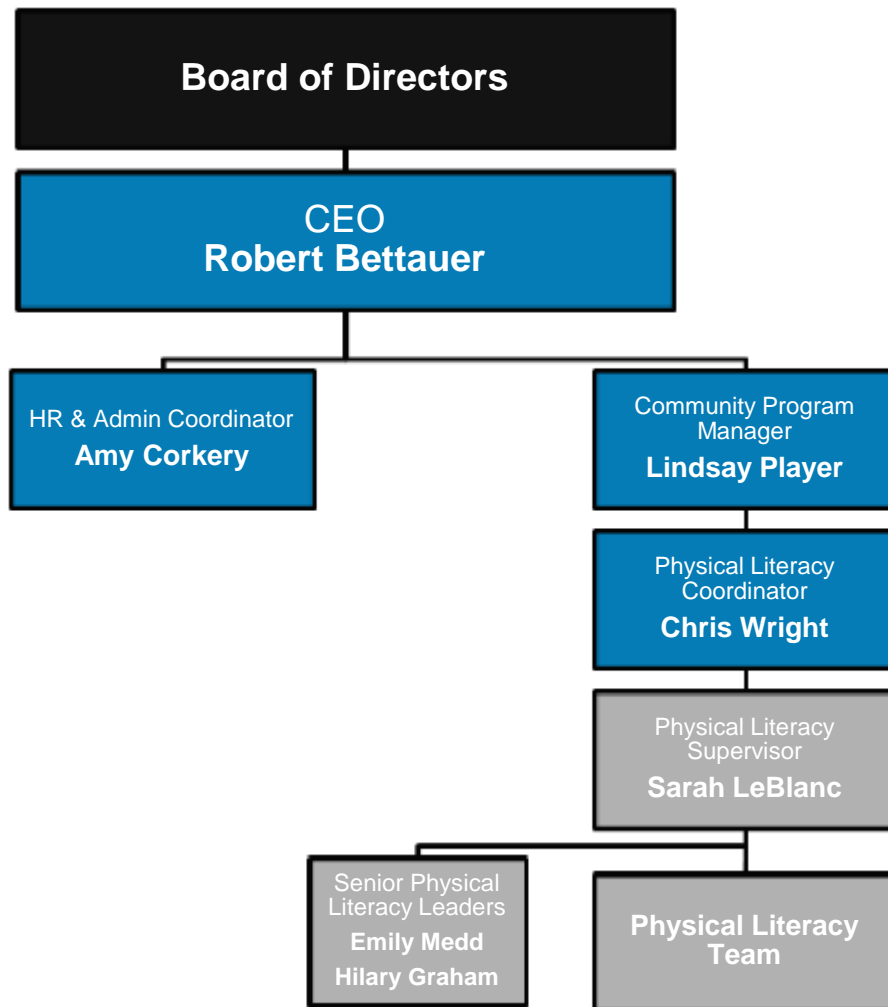| Location	Program	Day	Department	Start Time	End Time	Total Time
Beaver Lake Elementary	SIDES	Wed	PL Contract External (50050452)	12:50 PM	2:05 PM	1:15
Cedar Hill Recreation Centre	TCC	Tues	PL Contract External (50050452)	3:20 PM	4:35 PM	1:15
Community	Events		Sarah will send you Department			
Community	SportStart Community Outreach		PL PISE (50050481)			
Craigflower	After School	Wed	PL Contract External (50050452)	2:40 PM	4:40 PM	2:00
Craigflower	P.E.	Mon	PL Program Funded External (50050402)	12:40 PM	2:55 PM	2:15
Craigflower	After School	Mon	PL Contract External (50050452)	2:40 PM	4:40 PM	2:00
Craigflower	P.E.	Thurs	PL Program Funded External (50050402)	12:40 PM	2:55 PM	2:15
Cridge	School Age	Thurs	PL Program Funded External (50050402)	3:50 PM	5:05 PM	1:15
Cridge	Preschool	Tues	PL Program Funded External (50050402)	9:20 AM	12:05 PM	2:45
Crystal Pool (City of Victoria)	Active Start	Thurs	PL Contract External (50050452)	10:45 AM	12:00 PM	1:15
Crystal Pool (City of Victoria)	Mini Movers	Thurs	PL Contract External (50050452)	9:45 AM	11:00 AM	1:15
Deep Cove	P.E.	Mon	PL Ed Funded External (50050432)	8:30 AM	11:15 AM	2:45
Finlayson Turf (Crystal Pool)	Run, Jump, Soccer!	Wed	PL Contract External (50050452)	9:50 AM	11:05 AM	1:15
George Jay Elementary	Strong Start	Thurs	PL Contract External (50050452)	8:45 AM	10:00 AM	1:15
Gordon Head Middle School	Mini Movers	Sat	PL Gordon Head (50050483)	9:45 AM	11:00 AM	1:15
Gordon Head Middle School	Active Start	Sat	PL Gordon Head (50050483)	10:45 AM	12:00 PM	1:15
Gordon Head Middle School	Active Start Parents	Sat	PL Gordon Head (50050483)	10:45 AM	12:00 PM	1:15
Gordon Head Middle School	Active Play	Sat	PL Gordon Head (50050483)	11:50 AM	1:05 PM	1:15
Island Metis Family and Community Services	Supported Supervised Access	Mon	PL Program Funded External (50050402)	10:20 AM	11:35 AM	1:15
James Bay	Grade 1-2	Tues	PL Contract External (50050452)	2:30 PM	4:15 PM	1:45
James Bay	Grade 3-5	Wed	PL Contract External (50050452)	2:30 PM	4:45 PM	2:15
James Bay	P.E.	Tues	PL Ed Funded External (50050432)	10:15 AM	11:45 AM	1:30
James Bay	P.E.	Fri	PL Ed Funded External (50050432)	10:15 AM	12:00 PM	1:45
LAU WEL NEW Elementary	PE	Wed	PL Ed Funded External (50050432)	12:20 PM	2:20 PM	2:00

LAU WEL NEW Elementary	PE	Mon	PL Ed Funded External (50050432)	12:20 PM	2:20 PM	2:00
Marigold	P.E.	Mon	PL Ed Funded External (50050432)	12:30 PM	2:45 PM	2:15
McKenzie Elementary School Gym	Autism Services 6-18 year olds + family	Thurs	PL Program Funded External (50050402)	6:50 PM	8:05 PM	1:15
North Langford Rec Centre at Bear Mountain	PlayFit	Sat	PL Contract External (50050452)	9:05 AM	10:20 AM	1:15
North Langford Rec Centre at Bear Mountain	Mini Movers	Tues	PL Contract External (50050452)	10:00 AM	11:15 AM	1:15
Northridge	P.E.	Fri	PL Ed Funded External (50050432)	9:10 AM	11:55 AM	2:45
Northridge	P.E.	Fri	PL Ed Funded External (50050432)	12:20 PM	2:50 PM	2:30
Oaklands	P.E.	Thurs	PL Ed Funded External (50050432)	12:35 PM	2:20 PM	1:45
Oaklands	P.E.	Thurs	PL Ed Funded External (50050432)	8:35 AM	12:05 PM	3:30
Panorama Greenglade	Active Start	Wed	PL Contract External (50050452)	1:00 PM	2:15 PM	1:15
Panorama Greenglade	Mini Movers	Wed	PL Contract External (50050452)	12:00 PM	1:15 PM	1:15
Pearkes Rec Centre	Preschool	Mon	PL GR Pearkes (50050485)	1:05 PM	2:20 PM	1:15
PISE	Active Development	Sat	PL Program Funded External (50050402)	8:45 AM	11:15 AM	2:30
PISE	Power Chair Program		PL PISE (50050481)			0:00
PISE	Boccia!	Sun	PL Contract Internal (50050451)	8:05 AM	9:20 AM	1:15
PISE	BCCCPA Family Support Program	Sat	PL Funded External (50050402)	11:05 AM	12:20 PM	1:15
PISE	Staff Meeting ($15/hr)		PL Program Funded External (50050402)			
PISE	Birthday Parties		PL PISE (50050481)			
PISE	PISE Family Festival Event		Family Festival (50060803)			
PISE	Preschool Visit		PL PISE (50050481)			
PISE	School Visit		PL PISE (50050481)			
PISE	PlayFit	Sat	PL PISE (50050481)	10:50 AM	12:05 PM	1:15

PISE	Strength and Funditionning		PL PISE (50050481)			
PISE	SIDES	Tues	PL Contract External (50050452)	12:20 PM	2:05 PM	1:45
PISE	St Jospeh's School Visits	Fri	PL PISE (50050481)	12:50 PM	2:35 PM	1:45
Prospect Lake	P.E.	Wed	PL Ed Funded External (50050432)	8:35 AM	10:50 AM	2:15
Rogers	P.E.	Tues	PL Ed Funded External (50050432)	12:30 PM	2:45 PM	2:15
Royal Oak Middle School	Canucks Autism Network	Sat	PL Program Funded External (50050402)	12:45 PM	4:15 PM	3:30
Saanich Commonwealth Place	SportMix for Homeschoolers	Thurs	PL Saanich Commonwealth Place (50050482)	1:20 PM	3:05 PM	1:45
Saanich Commonwealth Place	Mini Movers	Wed	PL Saanich Commonwealth Place (50050482)	3:00 PM	4:15 PM	1:15
Saanich Commonwealth Place	Active Start	Wed	PL Saanich Commonwealth Place (50050482)	3:45 PM	5:00 PM	1:15
Songhees Wellness Centre	Drop-In	Thurs	PL Contract External (50050452)	3:50 PM	5:05 PM	1:15
Songhees Wellness Centre	Drop-In	Tues	PL Contract External (50050452)	3:50 PM	5:05 PM	1:15
South Park	P.E.		PL Ed Funded External (50050432)			0:00
Tillicum	After School	Tues	PL Contract External (50050452)	2:35 PM	4:50 PM	2:15
Tillicum	After School	Wed	PL Contract External (50050452)	2:35 PM	4:50 PM	2:15
Tillicum	After School	Mon	PL Contract External (50050452)	2:35 PM	4:50 PM	2:15
Tillicum	After School	Thurs	PL Contract External (50050452)	2:35 PM	4:50 PM	2:15
Tillicum Elementary	Disability Enhancement	Tues	PL Contract External (50050452)	2:35 PM	4:50 PM	2:15
Tillicum Elementary	Fit-n-Fuel	Tues	PL Contract External (50050452)	7:50 AM	9:05 AM	1:15
Uvic	Just for Kicks	Sun	PL Contract External (50050452)	12:55 PM	2:40 PM	1:45
WSANEC Leadership Secondary School (formerly LAU WEL NEW High School)	PE	Wed	PL Ed Funded External (50050432)	8:20 AM	10:05 AM	1:45

If you are unsure of what to put in for your hours, please contact Sarah or Chris. We are happy to go over any questions you have regarding Payworks so that it is an easy process!

Some shifts that come up may have a unique code attached to them. In this case, when we confirm the shift with you, we will include the specific details for that shift in an email.

PISE Organizational Chart

```
┌─────────────────────────────────────┐
│        Board of Directors           │
└─────────────────────────────────────┘
                  │
┌─────────────────────────────────────┐
│               CEO                    │
│        Robert Bettauer               │
└─────────────────────────────────────┘
        │                     │
┌─────────────────┐   ┌──────────────────────┐
│ HR & Admin      │   │ Community Program    │
│ Coordinator     │   │ Manager              │
│ Amy Corkery     │   │ Lindsay Player       │
└─────────────────┘   └──────────────────────┘
                              │
                      ┌──────────────────────┐
                      │ Physical Literacy    │
                      │ Coordinator          │
                      │ Chris Wright         │
                      └──────────────────────┘
                              │
                      ┌──────────────────────┐
                      │ Physical Literacy    │
                      │ Supervisor           │
                      │ Sarah LeBlanc        │
                      └──────────────────────┘
                      │               │
          ┌──────────────────┐  ┌──────────────────┐
          │ Senior Physical  │  │ Physical Literacy│
          │ Literacy Leaders │  │ Team             │
          │ Emily Medd       │  │                  │
          │ Hilary Graham    │  │                  │
          └──────────────────┘  └──────────────────┘
```

Above is a brief organizational chart for PISE that pertains to your position within the team. If you ever feel that you have an issue that you are uncomfortable talking to your direct supervisors about, please feel free to contact any member of the team listed **in the blue boxes** on this chart.

If you have any questions regarding any Human Relations issues, please contact Amy Corkery, HR & Admin Coordinator.

If you have any feedback regarding your supervisors performance or conduct, please contact Chris Wright, or if that is not appropriate, Lindsay Player, Community Program Manager.

Strategies for Misbehaviour

While you are working with children and youth, you will encounter some behaviour that is contrary to the rules laid out at the start of the program. PISE rules are consistent throughout locations and programs and are based on Positive Behaviour Support (PBS). This method proactively sets out the behaviours we would like to see rather than reacting to behaviours that are occurring.

PISE Rules

At the start of the program, discuss these rules and what they mean for the group. Having the children lay out the rules as they understand them and giving their input adds to the buy-in from the group and allows you to remind them that these are the rules that they have developed. For example, when children are asked about the 'Hands to Yourself' rule, the first reply is often no hitting. This is obviously a great rule, but we want to encourage the positive aspect of keeping your hands in your personal space, not the negative of hitting.

What you may see

- Fidgeting
- Hands on behaviour (ranging from annoying touches during game explanations to fighting)
- Excessively strong tagging
- Name calling
- Talking while the leader is talking
- Boiling over and getting angry
- Saying 'No!'

Proactive Strategies

Misbehaviours will occur, but there are strategies you can implement to lessen the instances of it occurring:

- **Build rapport** – This does not happen overnight and may take many lessons or weeks to accomplish with some individuals.
- **Set out boundaries** – lay out what you expect from the group so that they know what is expected.
- **Be flexible** – if a game, activity or explanation is causing certain behaviours, be ready to change or alter that activity.
- **Countdown to transitions** – changing between games and activities can be difficult for some individuals. Let them know how long until the game they are playing finishes by either giving the whole group a certain number of attempts or countdown out loud.
- **Visual schedule –** write out a schedule of activities before the class starts. The activities can be broad, such as 'group game' or 'tag' to allow for alterations.
- **Hand signals –** create a signal with a child that shows without having to verbally communicate that you are aware of their behaviour. This builds rapport with the child in coming up with a signal, and allows you to be able to get their attention without having to pull them aside from the game.

Four ways to show you care

1. **Listen** – let the child speak
2. **Show interest** – take an active interest in their likes and dislikes and include these in programming
3. **Provide opportunities for choice** – allow children to choose their activity during free time or game when 'kids choice' is appropriate.
4. **Practice self-care –** you have to be able to take care of yourself in order to take care of others.

Consequences

PISE rules and consequences are consistent across all PISE programs. This allows for children who access multiple PISE programs to receive consistent feedback regarding their behaviour and know what is expected of them during their time at our programs.

As "Time Out" is now often a trigger word for many children, we use 'Reflection Time'. Explaining what Reflection Time means at the beginning of programs is important, and allows children to think about what reflection means. This time away from the group is a time to remember what they have done, realise why their behaviour wasn't appropriate and work out a solution to the behaviour that excluded them from participation.

It is important that for both Rules and Consequences that the leaders at the program work together to solve the issue. If a child has been given a reflection time, make sure the other leader knows the reason why and therefore doesn't go and bring them back in to the game before their time is done. If you have given a child a reflection time, be the one to go and talk to the child first. This keeps a consistent loop between consequences, actions and resolution of problems without bringing in unnecessary extra adults. If the child is not responding to you, then switch positions with the other leader to see if they can re-engage the child in the activities.

What next?

All our consequence cards have an additional section at the bottom of the card asking 'What next?'. This question is designed for the child to think about the next steps in their behaviour in order for them to participate in the game again and change their behaviour in the future. This can be a powerful tool to change the behaviours of the individual. Use this question to allow the child to think and speak, and use silence as a tool to extract answers from the child. The best behaviour strategies are the ones that kids think of themselves.

Please also remember to use common sense in any situation. For example, if you are working with adapted populations, young children or in a parent and tot class, these rules typically do not work. Explaining rules to a 3 year old is not necessary as they will typically not remember the rules or even understand the concept of

what you are saying. However, in this situation, please continue to use the Positive Behaviour Support language that is contained within the rules, such as "Hands to yourself" when children are being very touchy.

Attention Seeking Behaviour

We all have the kids that cry, or fake injuries if they feel a game is not going their way. For the attention seekers:

1. Make sure they are physically ok

2. Tell them you know they are ok (ex. we are playing with foam balls and they do not hurt)

3. Tell them the need to go back and participate

4. If they are crying give them 2 minutes. Say I will be back in 2 minutes and then you need to re-join the game.

5. Prompt with what they are good at. Ex. you are such a fast runner you would be great at this game.

6. If they still don't re-join they need to be left alone. Tell other leaders they are not to engage with them.

7. If they do re-join praise them for this choice.

What we are trying to get away from is reinforcing that if a child fakes injury, or cries they will get your attention, or get special treatment. It's time for some tough love with these kids. Again, make sure that they are getting LOTS of attention when they are behaving.

Kids with Aggression Issues

For kids in your program who get angry, or become physical with other children when they are upset:

1. They are not to be removed into the hall

2. Instead have them on a bench inside the gym. This reinforces that their misbehavior does not result in quiet one on one time with you.

3. Encourage them to identify when they are feeling angry and have a time out on the bench. If they remove themselves from the game they may rejoin at any time.

4. If you need to remove them from an aggressive/physical behaviour they are to sit on the bench until you tell them they can re-join the game.

5. Encourage participating with the group. This is an important part of learning socialization and teamwork.

Tone of Voice

Tone of voice can go a long way in helping you get kids attention. When trying to get the attention of the group a loud tone may be necessary. However, we want to avoid always using a loud/frustrated tone. Once you have the attention of the group make sure to soften your tone and speak quietly. If a more serious situation is taking place (ex. kids are fighting, or making aggressive gestures) it is a FIRM "go sit on the bench now". However, follow up with them and have a quiet conversation about what just happened.

Try to use positive language when possible. Examples:
Avoid: get off the bench   **Use**: feet on the floor
Avoid: stop pushing   **Use**: hands to yourself, or gentle tagging hands please
Avoid: stop talking   **Use**: one person talks at a time
Avoid: no screaming   **Use**: indoor voice please

For All Kids with Behaviour Issues

Make a huge deal out of their good behaviours. Comment on them in a group setting. Ex: I love how John is sitting so nicely and listening for instructions. Thank you very much John.

Be firm, but kind.

This may be hard at first, but over time it will make our programs easier to run, and more enjoyable for the kids and the leaders.

Bridging the Gap

Strategies for Challenging Behaviours

before

Build rapport with kids! Be energized, interested and engaged right from the start. Say "hi", use their name, look for ways to connect ("Hey, cool shirt!"), and listen for opportunities to relate.

State your personal philosophy about why kids are great to work with!

Share something funny or unpredictable about yourself with the group so they see you as a person.

Lead the group in creating rules (3 to 5) or expectations they'll live by, like: respect, listening, having fun!

Provide choice when possible. Offer some kids' choice activities so they feel involved and a part of the group.

Describe kids' behaviour ("I like the way you stopped bouncing the ball and looked at me when I said freeze") rather than calling actions "good" or "bad".

Work with your co-leaders to facilitate a team atmosphere.

Prepare for challenging behaviours. With a co-leader, prepare a list of things you'll be asking kids to do. Start asking your co-leader to do the items and have your co-leader say "no" (or similar) in a variety of defiant tones. Figure out which ones unnerve you, and practice until they lose their charge.

during

Don't take it personally!

Be firm with the behaviour while being compassionate with the kid.

Stay calm (breathe) and don't take it personally – whatever a kid says or does. If you feel you're "losing" it, step away from the situation.

Don't enter into a power struggle – you won't win with kids with behavioural challenges!

Don't embarrass the kid, or use the word "bad". Focus on the behaviour, its impact, and what can change.

Keep any directions short and to the point – now is NOT the time for ambiguity or argument. Use a firm but non-threatening voice.

Give the kid an out (2 – 3 minutes) from the activity to calm down.

Have staff with the most rapport check in with the kid – something might have happened at home or at school.

Support your co-leaders. Stay calm, and step in if they're off their game. Check-in with your coleader if you did not hear what was said.

Keep the group's focus and energy in mind.

If the behaviour is severe, separate the kid from the group and call for back up, especially if you're on your own.

after

Don't rush in to fix anything. Give the kid (and yourself) time to calm down before talking to them.

When talking about the behaviour, focus on what happened (not why) and act surprised that they would act that way.

Don't make kids wrong – otherwise, they will not be as likely to share what happened – but do hold them responsible for the impact of their behaviour.

Follow through with consequence. Be clear with them what behaviour is expected. In cases of severe behaviours, put it in writing in a "social contract".

If many kids witnessed severe behaviour, have a conversation with them about it. Use plain and objective language, avoiding words like "good" or "bad", so the focus remains on the behaviour.

Debrief with co-leaders and program staff to note the incident and to determine how to proceed.

When the kid returns, welcome them back to the group and let them continue as if they have a clean slate. Only bring up prior incidents if the pattern continues.

Do what you need to do to let it go – go for a run, have a cup of tea – so you can start fresh.

BIGSBY CONSULTING

Bridging the Gap

Strategies for Challenging Behaviours

#1: DISENGAGED

what happens

the kid

Acts disinterested or distracted

Says they are "bored" or the activity is "boring"

Kids put down activities they don't want to do, and "boring" is a time-tested tool for this. Kids may honestly think an activity is lame, but they may also be worried that they won't be good at it, and trying and failing won't look good in front of the other kids. Putting down an activity is their way of getting out of it.

how it throws us off our game

We take it personally, then we get irritated, frustrated, or doubtful about the activities we have planned.

We can dislike the kid rather than focusing on the behaviour... and if we dislike the kid, we're more likely to take it personally next time they challenge us.

how to tackle it

Don't take it personally –
a kid may be distracted because they're hungry, or they may say they're "bored" to cover up for something else.

If you think a kid really is getting bored
then modify the activity by making it easier or more challenging.

Acknowledge kids for trying something new
or that they haven't liked in the past
(and remember that many people don't like challenging themselves with new things, especially in front of their peers)

Don't put a kid on the spot
by calling attention to their hesitation or by making everyone wait until they cooperate.

Don't give behaviour any attention –
if it is attention-seeking behaviour. Come back with request at a later time.

BIGSBY CONSULTING

Bridging the Gap

Strategies for Challenging Behaviours

#2: "NO!"

what happens

the kid

Doesn't do what you asked.

Says they won't do what you asked.

They may communicate their "no" in a non-verbal way.

how it throws us off our game

We react, because we expect kids to do what we say, especially if we are in a leadership position. And it's worse if the kid has a lippy tone of voice or seems to think that it's a game.

As a result, we can get angry and escalate the situation — especially if the kid views it as a game, because you've just made the game more fun.

how to tackle it

Stay calm and don't take it personally or you risk losing your cool ... and your leadership

Focus on the group, not the lagging individuals, and once everyone else is doing the activity circle back and restate your request.

Learn to be comfortable with the word "no"

Get creative in your response. Try different things, even saying "okay" and walking away, but don't try to meet it head on — you'll only feed the standoff.

#3: BOILING OVER

what happens

the kid

is angry and charged.

May swear, threaten others, or even get violent

It is likely that some or the entire group is watching the kid rather than doing the activity.

how it throws us off our game

We shift into crisis mode, which may mean we spring into action or we may feel paralyzed

The group drops the activity as their focus turns to the outburst

We feel the pressure to respond because this behaviour cannot be ignored even for a short while.

how to tackle it

Appear calm — even if you are not. Force yourself to walk, breathe, and act like you deal with this every day.

Get the kid out of the situation so they can calm down.

Use short, direct statements. They are not thinking clearly, and can't process anything complicated.

Use a firm voice, not an angry voice or you could fuel the anger.

Do not touch an angry kid! This can fuel the fire.

Separate the kid from the group if anyone's safety is at risk.

Only discuss the terms for re-joining the activity after the kid has calmed down.

If the kid has crossed a line and they are no longer welcome in the group temporarily, stand by that

BIGSBY CONSULTING

Bridging the Gap

Strategies for Challenging Behaviours

#4: RUDE OR INAPPROPRIATE COMMUNICATION

what happens

the kid says something

- Insulting or derogatory
  - Sexual
  - Racist
  - Overly personal
  - Inappropriate... like a swear

Or does something non-verbal that is unambiguously over the line, like:

- Giving someone the finger
- Making sexual gestures

how it throws us off our game

You may be shocked, especially if the person who said it seemed way too young

You may be embarrassed or feel self-conscious

You may feel a loss of power to a child who may now see you as a target

Your attention shifts from the group activity to dealing with inappropriate behaviour

The group's attention shifts to the behaviour... and then to you, to see what you're going to do about it

how to tackle it

Don't take it personally when something inappropriate is said to you.

Speak up when you hear something rude or inappropriate said to yourself, other staff, or a kid. If you don't you risk feeling afraid of that kid or developing a dislike of them.

Separate kids showing challenging behaviours so they won't feed off each others' behaviours.

Remember some kids live in a context where inappropriate language is the norm in their home or social setting. Use the incident to help them learn to appropriately communicate in other settings.

Set your expectations at the start and be firm by following through with consequences

Work with your co-leaders to support each other. This team approach is important modeling for kids and limits the possibility that kids will bully others.

Equipment

We have tried to supply each location with equipment that you will come across in your lesson plans. If there is something you don't have (like volleyball or tennis equipment) it will be brought to your location when needed. While we are in the process of getting more equipment you may have to be creative with substitutions. Examples:

- Use beach balls instead of light flight volleyballs
- Use cones or a rope to act as a net
- Use foam balls instead of pebbles

Make sure any equipment substitution is still developmentally appropriate and safe for the game. Example: do not use hard balls for a game like asteroids or bench ball.

Please look in your PL kits often as *we add equipment over time*. Be familiar with what you have to use. Also, be familiar with any additional resources you have access to. At many of our programming locations there are equipment rooms for that facility. Make sure to put everything back where you found it so that the facilities continue to let us use their equipment.

It is very important that you keep us informed if you do not have access to something, or if you are running low on equipment (ex. balloons, cotton balls, etc.). Also, please let us know if something is broken and is no longer usable (ex. ABC cards, number cards, foam letters). If we don't know about it we can't replace it! Each location with Active Start will have a Ziploc Bag (aka. Play Kits) with additional equipment. Many things in this bag can be easily bent or crumpled. Please make an effort to keep these bags either on top of the equipment in your PL kit, or in the side pockets when possible.

Ensure all the **equipment is sorted and organized** in to its correct place at the end of each day.

Cues for Fundamental Movement Skills

When teaching children the fundamental movement skills, it is important as a leader, to encourage and teach the children these skills by using what we call "kid-friendly" language. These are cues that are short, to the point, and understandable to a child. The following are examples of cues that could be used to assist in your teaching:

Run
- Bend your arms and move your elbows straight back like you are trying to elbow a "bad guy" behind you
- Hands move from hip to lip
- Pretend you're holding a potato chip in your hand
- Be tall; stretch your tummy; pretend a string is pulling you up from the top of your head stretching you up
- Keep your eyes looking straight ahead
- Smile, giggly cheeks, relax
- Knees up, toes up
- Opposite arm, opposite leg

Jump (2 feet to 2 feet)
- Point toes straight ahead
- Sit on chair; stick your bum out; pretend you're riding a motorcycle
- Throw your arms up in the air
- Push off – stretch your body while you take off (like a super hero); point toes
- Pop up like a piece of toast popping out of the toaster
- Who can be the quietest person to land? Let's be mice by bending our knees when we land and sitting back on our motorcycle

Hop (1 foot to same foot)
- Point toes straight ahead
- Be tall while you're in the air
- Keep your elbows bent through the swing at your sides
- Push off the part of your foot just before your toes
- Bend your knees when you land

Throw
- "Stand side on, make a star, point your finger, throw real far!"
- Point to your target
- Bring throwing shoulder back like an archer drawing an arrow
- Bring hand back behind your head like you're preparing to High-5 someone
- Rotate your body like you're going to spin
- Step forward with the foot OPPOSITE to the throwing arm you use
- Follow through by letting your arm come across your body

Catch
Early stage
- Cradle the kitten into your chest

- Hands ready, fingers wide

Intermediate stage
- Open the book
- Catch the egg (soft hands when the ball is caught)
- Watch the ball in to your hands

Advanced stage
- Thumbs together if ball is above your waist; "high to the sky"
- Pinkies together if ball is below your waist; "low to our toes"

Strike with Feet / Kicking
- "Step, Stomp, Kick" (Step towards the ball, stomp next to it with you non-kicking foot, kick as far as you can!)
- Stomp your non-kicking foot down beside the ball like you're squishing a bug
- Bring your kicking leg back
- Strike the ball with the side of your big toe.
- Follow through in the direction you want the ball to go

Skip
- Step forward with one foot, hop on that foot, and then step again.
- Take it slow to start, then increase speed
- Use a rhythm to help - boom (step), clap (hop)

Gallop
- Keep one foot in front of the other while moving forward
- Just like you're riding a horse
- Hands can stay in front of you

Side Step
- Make your belly button face the wall
- Take a big step sideways, then bring your feet together
- Start to move a little faster and just stay on the balls of your feet
- Bend you knees and change direction quickly

Walk Backwards
- Look over each shoulder so you do not bump in to anyone
- When you begin to move faster, stay on your tip toes

Leap / Bound (1 foot to other foot)
- Drive front knee forward
- Use your arms like you're running
- Bend your hopping leg and drive with lead leg keeping foot up
- Opposite arm, opposite leg
-

Balance (on 1 foot)
- Make your body stiff like a board
- Look forward
- Back straight

- Wings out – arms straight out to sides
- Hold like a statue

Physical Literacy Team Contacts

SUPERVISORS	
Chris Wright – Physical Literacy Coordinator	cwright@piseworld.com 250.220.2540 (work) 250.514.5688 (cell)
Sarah LeBlanc – Physical Literacy Supervisor	sleblanc@piseworld.com 250.220.2519 (work) 250.216.1213 (cell)

DELIVERY TEAM	
Emily Medd – Senior Physical Literacy Leader	emedd@piseworld.com 250.220.2509 (work) 250.508.9489 (cell)
Hilary Graham – Physical Literacy Leader	hgraham@piseworld.com 250.220.2509 (work) 250.896.2388 (cell)
See Google Drive Staff Distribution list under Shift Coverage and Staff Documents for updated Delivery Team contact list	

OTHER PISE CONTACTS	
Amy Corkery – HR & Admin Coordinator	acorkery@piseworld.com 250.220.2587
Lindsay Player – Community Programs Manager	lplayer@piseworld.com 250.220.2518
Mark Taylor – Youth & Adult Programmer	mtaylor@piseworld.com 250.220.2589