

SENIOR HELPER GOOD PRACTICE GUIDE

stepping up to a new level

Being a senior helper is a very different role from those of Helper and Group Leader. As a member of the senior team, you will be more hands-off than before, and then suddenly and urgently needed in the most intense, hands-on scenarios we face. You will carry out the most mundane (washing paint brushes) and sophisticated (restraint reduction planning) tasks to make the holiday work. You will be the perfect helper, and provide leadership too. This guide is meant to introduce you to the unique and new elements of your senior team role.

Code of Conduct for Senior Helpers

The **Group Leaders** are the beating **heart** and **lungs** of the SuperTroop operation. They keep the holiday lively, vigorous and moving all day long.

The **Helpers** are like our **senses** and **muscles**. They are on the front line, hearing, seeing (and sometimes smelling) what our holiday-makers need, taking action to keep them cheerful and well.

Meanwhile as a **Senior Helper** you are both the **brain** of the holiday, and its **bones** – the hidden structure that holds the whole thing together.

Every Senior Helper has the following core tasks:

⇒ ***contribute to holiday planning***

- attend monthly planning meetings on Zoom, or catch up afterwards
- watch out for holiday emails, read them and respond
- make yourself available as far as possible for planning and training
- make time to read information you are sent
- set aside time to take on tasks which you have the skills to deliver

⇒ ***work as a team***

- report back so everyone knows what you've done, both during the week and year-round
- save materials in shared spaces so everyone can find them
- let the team know ASAP if you are struggling
- ask questions when you are not sure

⇒ ***support helpers, group leaders & each other***

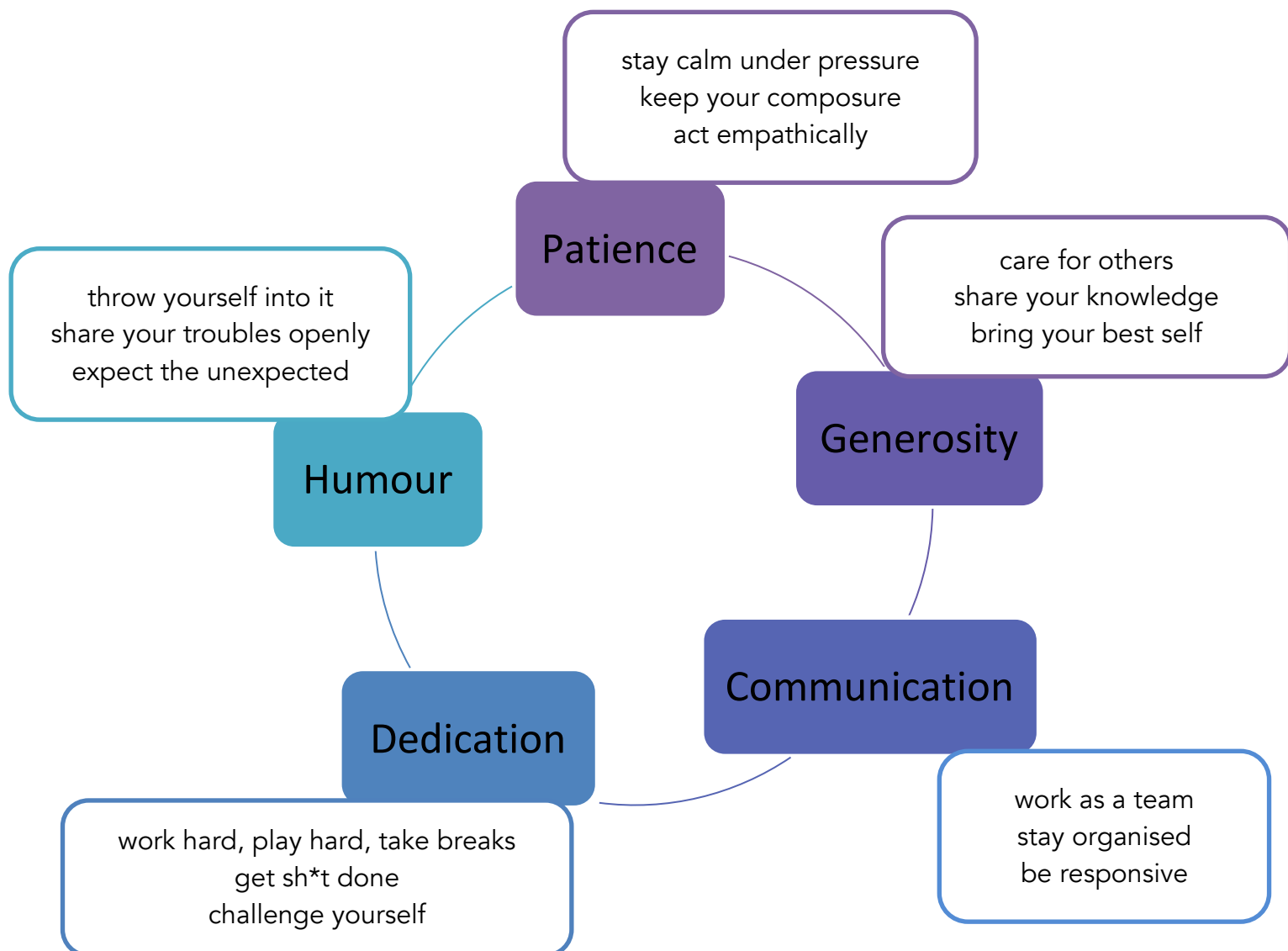
- model good practice with the holiday-makers at all times
- offer help when it's needed, but also step back and give others space
- know when you need a break and take one

⇒ ***keep the holiday on track***

- make space to set up, lead & tidy away timetabled activities
- keep the shared spaces clean & organised
- monitor for risks and work to minimise them, e.g. hot drinks
- record incidents as needed and keep communication channels open

Film 1: Introducing SuperTroop

Our Shared Values



Your Year-Round Role

More than any other holiday volunteer role, being a senior helper means making a commitment to support SuperTroop and contribute all year round.

One key mechanism for this is a series of **monthly meetings** that take place via Zoom, normally on the first Monday of the month at 7pm. You can get the zoom link from the group info section of the SuperTroopers Now! WhatsApp group. At that meeting you will normally hear an update from the Officer team on things like fundraising, cash-flow and social media. And the working group leads within the senior team will brief you on what they're doing. There's a lot of group decision-making so its important to attend to both **stay informed** and to **influence planning** for the week.

Other key milestones in the year include:

- **SuperTroop September:** a month dedicated to volunteer-led fundraising
- **Debrief:** a full-day autumn meeting to review the holiday and capture lessons learned
- **AGM:** taking place around October, this is a key milestone for the charity and a chance to celebrate the holiday team's success
- **Better Impact** update: every autumn senior team will be asked to confirm if they are returning the following summer and, if so, to update their Better Impact profiles
- Early in the new year there will always be a major **planning meeting** and also **training for new helpers** at Fettes
- Each year Fettes hosts an Endurance Challenge Fundraiser for us in the spring and we do everything we can to support and appreciate them
- The school hosts an **Open Day** in April to which new volunteers and holiday-makers are invited
- **Home visits** for new holiday-makers, and catch-up calls with parents take place in April normally
- Finally, **the last 6 weeks before the holiday** includes:
 - An online meeting to get up to date on all the holiday-makers needs and preferences
 - Shopping for all the stuff you need for your activities this year
 - A get together at the school with pizza where helpers get a copy of the About Me books for the first time
 - Finalising the printing list and contents for the google drive so you have all the up to date records you need on the week

Film 2: Using Google Drive

You will be asked to join a **working group** and contribute to their tasks over the course of the year, to help with holiday planning.

Co-ordinators

Keeping all planning on track and ensuring we're ready for anything
Preparing for a Care Inspectorate inspection visit if needed

Medical

Reviewing holiday-makers' health needs & ensuring we're prepared
Refreshing senior team training & recording this

Logistics

Putting together the timetable with external bookings & transport
Planning on-site activities and senior team to lead them

Families

Liaising with families to answer their questions & share our info
Preparing strategies for supporting holiday-makers effectively

Recruitment

Recruitment, induction & training for new and returning volunteers
Building relationships within the team so we work well together

Buddy Checklist

Here are some of the questions you might be asked if you're a buddy to a new senior helper. We haven't given full answers here but have flagged key details. The links & glossary on the back pages of this booklet might be useful too.

What to pack? *Don't forget swimming kit, pyjamas, scruffy clothes*

What is the food like? *Everything is provided but some favourite snacks can be nice to bring for when you need a boost.*

What are my options for taking a break? *Everyone needs breaks! Best to try little and often (e.g. 15-20 minutes at a time) and make sure others are informed about where you are. If you need a longer break, talk to the holiday co-ordinators about the best opportunity, e.g. missing swimming.*

What happens in the evening? *You'll be off duty about 4 nights and can go out to the pub or hang out on the Fettes grounds.*

Where do we sleep? *Most people are in shared rooms with someone of the same gender. You'll be in the same house as the holiday-makers and helpers, though a minority of senior team go home to sleep.*

Can I still answer my work emails during the week? *It is best to plan to be completely uncontactable as it is incredibly hard to switch gears to think about work, even if you can find the time.*

Can I have a visitor? *Only on visitors' evening or you could meet up with someone, off-site, on one of your off-duty evenings.*

What am I expected to read and know beforehand? *The volunteer handbook and the information in this booklet including all the linked videos and materials, plus anything you are sent by the co-ordinators.*

What's "on duty" and what's "on call"? *On duty means you are staying in the house in the evening. You will be sober, available to help with the holiday-makers and stationed in a bedroom area, or "duty zone". Each duty zone must have people present all evening. On call means that in addition to being on duty, you will have a radio with you overnight so helpers can contact you if needed. You should go to bed on time, and beforehand check that there are charged radios turned to the correct channel in every duty zone in the house.*

As a buddy, you should have a check-in with your new senior team member during their first week, after the first full day and half-way through the week at least. This could be a very brief conversation but it is important to make a space to discuss any concerns & clarify anything that they are unsure about on the holiday.

Film 3: Our Model of Care

Film 4: A Tour of Dalmeny House, where the holiday stays

Becoming An Expert

As a senior helper, everyone will treat you like an expert... so how do you get expert? Our senior team have varying levels of experience in care settings and varying levels of knowledge of working with young people with a learning disability. Even if you have worked in a care setting before, it takes time to get used to our routines, timetable, site and the holiday context. It may be less rigid and rule-bound than you are used to (though we do have rules and they're important!)

What you have on your side is common sense, maturity, enthusiasm and a commitment to getting things right. If you didn't you wouldn't be part of our team.

You can put those skills to good use by:

- ⇒ Reading all the materials we share thoroughly, including all the linked information in this booklet
- ⇒ Engage with the training when opportunities are offered
- ⇒ Attending planning meetings as much as you can
- ⇒ Asking questions whenever you have them
- ⇒ Talking to your buddy
- ⇒ Preparing for the week by resting up, and bringing everything you need
- ⇒ Asking for help
- ⇒ Working out what you are good at, but also being brave enough to mix it up sometimes!

Film 5: Introducing Our Policies

A Day in the Life of a Senior Helper

Every day is unique but here are some examples of what you might do:

- 7am** Get your bag ready for the day – you don't know when you'll make it back to your bedroom
- 8am** head off to the cafeteria for breakfast, helping to encourage a holiday-maker who uses a wheelchair for long-distances, that they can walk this short way
- 9am** join the senior helper meeting, hear about the timings for the day, and any new plans for managing tricky situations that have been arising. Then support holiday-makers to get on the bus for the big day out.
- 10am** Join with a specific group for the day who invited you to support them. The group leader is worried about a helper who is struggling, and also thinks one of the holiday-makers might not want to stay with the rest of the group. Your job is to role model for the helper who's having a hard time, and keep an eye on a quarter of the group if it splits.
- 11am** Ask your group leader for a break, get yourself an ice cream and sit in a quiet corner while you eat it
- 12pm** Help a holiday-maker and their helper do a toilet trip, having first checked your group leader can spare you
- 2pm** After lunch you are the first one at the pool, but you stay in the changing rooms supporting a series of holiday-makers and their helpers to get into their swimmers.
- 3pm** Stay in the pool for five minutes for a quiet couple of lengths, and then get changed peacefully in an empty changing room. Someone else is doing post-swimming snacks and games.
- 4pm** Set up and lead an art activity before diary time.
- 5pm** Diary Time: take over a group from a group leader so they can go to their meeting. Bring art supplies to a holiday-maker who doesn't want to come downstairs
- 6pm** Send your group to dinner, then take twenty minutes to yourself before heading along late
- 7pm** Watch the senior helper play and then sing song. Help a holiday-maker who's room is near yours with their bedtime routine.
- 9pm** Go out to the pub for a couple of hours.

Film 6: Avoiding a Crisis

Crisis Avoidance and Response

Our Helper Good Practice and Group Leader Good Practice booklets have lots of suggestions for how to avoid a crisis. **Make sure you read those fully**, more than once, so you have really absorbed that underlying information. Senior team have **three additional roles** as well as modelling what we expect from helpers and group leaders and these are described here.

1. Risk Assessment and Risk Prevention

The holiday-makers who attend the week often have little or no sense of danger. They may also have problem with motor control which can make them seem clumsy or make walking difficult. It is our responsibility to watch out for dangers and ensure the holiday-makers remain safe. To do this well you should:

- Read the risk assessments and share key reminders with helpers before each activity
- Monitor the environment for risks: hard surfaces, kerbs, hot drinks, sharp or dirty items.
- Tidy up after messy activities or anytime you come across mess around the site
- Practise common sense when operating electrical items including turning off at the socket when not in use
- Monitor for any risky items and check they are safely stored: e.g. medications, razors, lighters.
- Model appropriate and safe behaviour at all times, including when off-duty
- Ensure the building remains secure – shut doors behind you, challenge visitors
- Understand the fire evacuation procedure and think about the route you will take if needed

2. Crisis Responding

The vast majority of experiences you have with holiday-makers during this week will be happy and positive. However sometimes crisis points do arise. These can happen because holiday-makers often find it difficult to express their needs, or may find specific experiences – such as crowded noisy environments – extremely hard to handle.

Other sources of stress include anxiety about transitions (e.g. moving from one place to the next), confusion about what is happening next, or how long something happening now (e.g. a bus journey) will last. Keeping communication lines open is the single best tool for preventing a crisis. This means listening and watching, as well as speaking.

As a senior helper, you may be called to a crisis situation and asked to support a helper who is struggling. There's no single way to act in this scenario but key elements can include:

- **Stay Calm:** bring a gentle, confident energy to the situation, reassure both the holiday-maker and the helper that things are going to be OK. Try to arrive slowly and speak with a low voice.
- **Get the Facts:** find out what's going on, what has been tried already, what triggers might have led to this point
- **Identify the Priority:** work out what most needs to happen. Even if the starting place was "we need to get on the bus" the problem right now might be "we need to give this helper a break" or "we need to help this holiday-maker stop hitting themselves"
- **Put it in perspective:** remember what really matters. It can be easy to think a situation is out of control because it isn't familiar to you or what you had planned. Take a moment to reflect – what are the real dangers here? Respond as minimally as you can in the moment.
- **Remember your training.** Think back to any low arousal or crisis response training you've had. What are your options? How can you de-escalate? Do you need anyone else to support you?
- **Handover when you need to.** Don't struggle with a situation you have lost control of, or when you are reaching a point of frustration or exhaustion. Handover to someone else and let them bring new energy and ideas to the situation.

If a crisis situation becomes repetitive, lengthy, multi-part or otherwise complex, we use the model on the next page to set up a response team.

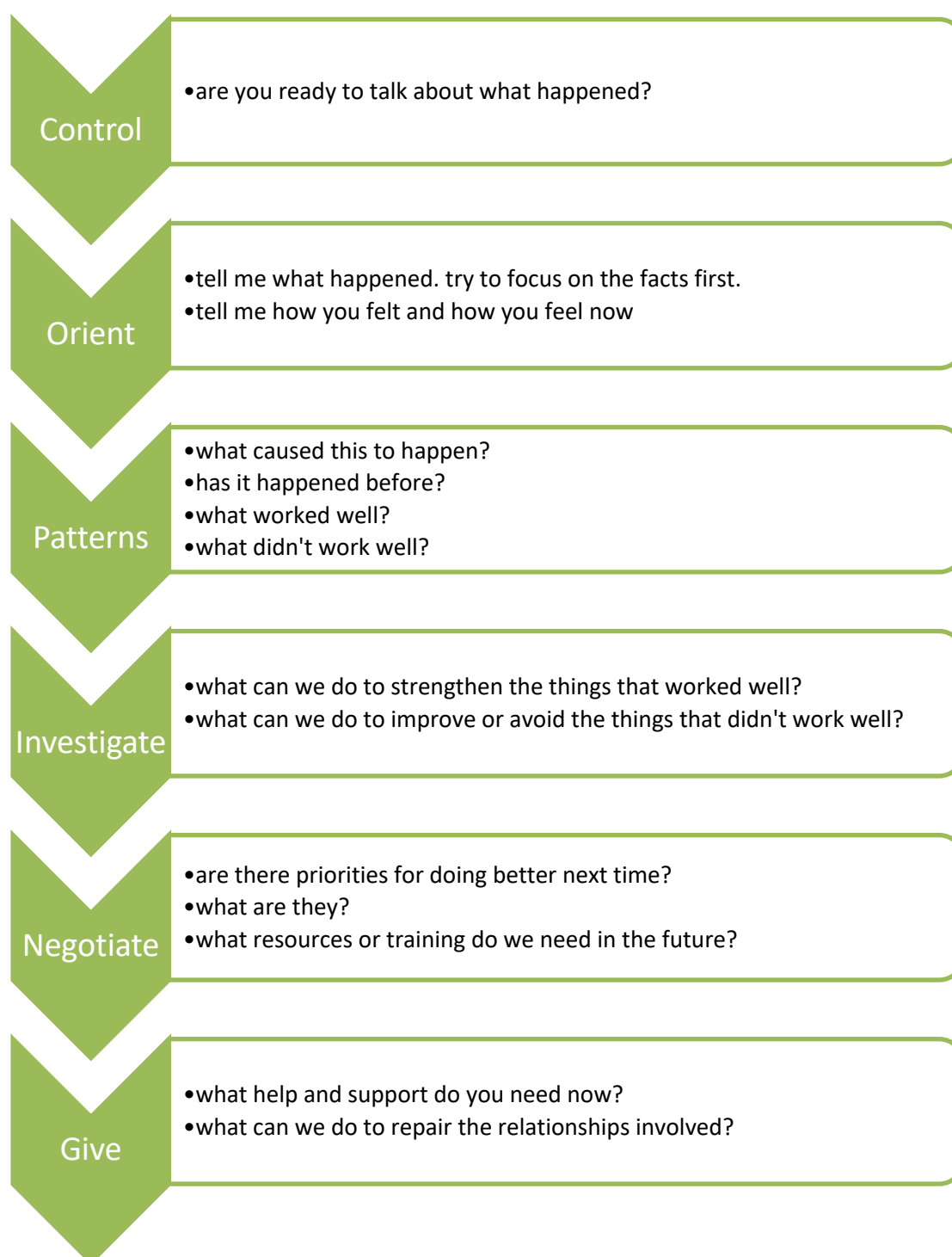
Our Crisis Response Model



3. Debriefing and Recording

After a crisis has occurred, it's really important to think consciously debrief and record what happened. As a senior helper you will be part of making good records of events so we can monitor our practice and improve in future. You may also lead or be a recipient of a debrief meeting, which normally follows the COPING structure below. Holiday-makers should be involved in debriefing, which should be adapted to their needs.

Our Debrief Model



Personal Care Expert Tips

Personal care includes: getting dressed (in clean, weather-appropriate clothes), washing, going to the toilet, brushing hair and teeth, taking medication. Most of the holiday-makers on our week will need some support with aspects of personal care. This can range from supervision and prompts while dressing and washing, to full support for all aspects.

It is essential for their personal dignity that all of our young people look and feel clean and tidy. Helpers are responsible for day-to-day personal care but also for aspects such as making sure holiday-makers have enough clean clothes for the remainder of the week, and for taking care of their belongings.

Senior helpers provide support for complex care, two-to-one care and modelling high standards of care. Make sure you read the information in the Helper Good Practice booklet if you are not confident about personal care roles.

Key issues to consider include:

- The first few times you take part in personal care, don't hesitate to ask for support from a more experienced person.
- Dignity and privacy are the key components of good personal care. Ask yourself what you would want in a particular situation.
- Some personal care situations – e.g. changing an incontinence pad – can be unpleasant and embarrassing. Try to be matter of fact about the situation and complete the process with minimum fuss.
- Planning is important. Make sure you have everything you need before you start, and that the available facilities will be comfortable for the individual you are helping
- It is essential to find time in the day for toilet trips. Make sure holiday-makers have plenty of opportunities to go, and that they are not rushed on the toilet.
- Make sure you have good hygiene standards at all times. Keep yourself clean, and use gloves and an apron for intimate care / handling bodily fluids
- If you can, get help from someone with specific experience of that young person. They may have useful knowledge about preferred changing positions, how much support is needed and so on. This also helps to preserve the dignity of the person being supported.

Medical Care

Another aspect of personal care is medical care. On our holiday all medical care, including first aid and administering regular prescription medications, is managed by a medical team, a sub-set of senior helpers with suitable experience and training. They follow detailed procedures for ensuring high standards in this work.

Our position as a holiday is that we are not a clinical care provider. We never make decisions about someone's ongoing conditions or care. Instead, we aim only to replicate the care provided by parents in administering routine medications and doing everything we can to keep holiday-makers healthy. We seek support from the local GP practice, NHS 111, and hospital Accident & Emergency services if needed.

If you are part of the medical team, make sure you are in contact with the team leads and clear with them about your skills and qualifications. Share copies of certificates such as first aid, and include any professional registrations (e.g. Royal College of Nursing) on your Better Impact profile. If you are anxious about taking on a medical team role, talk to the medical team leads and / or holiday-coordinator about your concerns.

Meal Times

This is a time when a lot of important issues about avoiding crisis behaviour, and also delivering excellent personal care, come together. At mealtimes it is important to remember:

- There can be a certain amount of waiting. Include holiday-makers in a conversation (even if they don't speak themselves) and praise them for waiting / sitting nicely
- Offer simple choices and give as much control as you can
- Model good behaviour – manners, cleanliness, healthy eating
- Make sure the person you are sitting with has any special things they need for meals (e.g. a particular cup)
- At the end of the meal, and at intervals during eating, help them to keep clean and tidy
- Make sure you are aware of any allergies or special dietary needs
- During the day, keep yourself and the holiday-makers hydrated and topped up with balanced snacks as needed

Communication Expert Tips

Communication is essential. A breakdown in communication can lead to distress and sometimes crisis behaviour.

Many children and young people attending our holidays will have limited speech and may use other ways to communicate. This can include:

- Signing, including a simplified sign language called Makaton or Sign-a-long
- Use of images and symbols, printed on paper and given or shown to a communication partner, often known as PECS (pronounced like "pecks")
- Use of a voice-output communication aid, sometimes via an iPad, which produces a synthetic voice in response to the user selecting symbols or typing
- Idiosyncratic or non-systematic communication such as leading someone to a place of interest, exchanging real objects, or other subtle behaviours which indicate likes/dislikes and needs

Key ways to improve communication include:

- Read how individual holiday-makers communicate on their All About Me page.
- Keep language clear, simple, appropriate for level of understanding.
- Slow down – give them time to respond
- Offer simple concrete choices: use real objects to help them understand (e.g. swimming towel for swimming)
- Give attention to and look at the other person. If needed come down to eye level, though note that some people may find direct eye-contact too intense.
- Share attention with the holiday maker.
 - Play nearby or alongside, or join in with the child's play.
 - Use commentary and point things out.
- Exchange objects and symbols; show them what you are talking about.
- Observe actively, monitor and interpret facial expressions or body language.
- Learn and get the holiday-makers to teach you the simple, everyday signs they use.
- Use gentle, verbal and physical prompts and gestures to guide and support.
- Show listening and understanding by mirroring "you said you would like...."

Using the Radio

Hold down the button and wait a second before speaking, to make sure the channel is open.

Give clear information and context. Instead of "has anyone seen Sam?" try "Sam and Mo just left for the pool, can anyone confirm if they have arrived?" or "Are Leah and Britney back from Costa yet?"

If your call is urgent start the message clearly "Urgent call: senior team needed at the dining hall". If it isn't urgent, say so "I need a first aider not urgently"

Make sure you ask for exactly what you want "male helper needed for personal care support" or "first aider needed at Dalmeny front door"

If a child is missing and not with a helper use the fake-helper code name to alert the team.

Film 7: Case Studies of Good Practice

Safeguarding

What is safeguarding and why does it matter?

Safeguarding, (also called child protection more specifically) means ensuring children and young people are safe from any type of harm. Harm happens both intentionally and unintentionally, and significantly impacts on a young person's physical health, emotional and social wellbeing. Young people, specifically those with learning disabilities, are particularly vulnerable to harm as they aren't always able or feel safe enough to tell us that something is wrong. It is therefore important that all SuperTroop volunteers are equipped to recognise and respond to harm when it occurs.

Importantly, every child has the **right** to be cared for and protected from harm ([Article 19, UNCRC](#)) regardless of their gender, race, religion or abilities. This is an international and legally binding agreement set out by The United Nations Convention on the Rights of the Child (UNCRC). This agreement is also incorporated into Scottish legislation.

What is my responsibility regarding safeguarding?

In line with Scottish legislation, everyone who volunteers on the SuperTroop holiday has a duty of care to safeguard our holidaymakers from harm and to ensure their wellbeing. We therefore ask all our volunteers to listen out for and notice any signs of harm. It is important to remember that harm can occur both *during* and *outside* of the holiday - if you are worried about one of the holidaymakers in any way, you **MUST** raise your concern with someone so that it can be passed onto the relevant social care team.

What do we mean by harm?

"Harm" is the *"ill treatment or the impairment of the health or development of the child"* (Scottish Government, 2023). There are four main types of harm including:

- Physical abuse
- Emotional abuse
- Neglect
- Sexual abuse and exploitation

Physical abuse is the causing of physical harm to a child or young person and may involve smacking, hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating, making someone purposefully uncomfortable, misuse of

medication, or forcibly feeding. Physical abuse also includes rough handling, inappropriate or unlawful use of restraint, or involuntary isolation or confinement.

Emotional abuse includes non-physical behaviours that are meant to control, isolate, frighten or someone. This includes threats, insults, manipulation, intimidation, dismissiveness, discrimination among others.

This includes using negative language to describe a holidaymaker or another volunteer. Please reflect on how you would want to be talked about by others when you are not sure what language to use or check with another volunteer (e.g. group leader, senior team member).

Neglect refers to a failure to meet a young person's basic physical, emotional and medical needs, which is likely to result in a serious impairment of their health or development. Neglect may include the failure to provide adequate food, clothing, shelter, supervision, medication, medical equipment, and treatment, or love and affection. It may also include the failure to ensure privacy and dignity, and a failure to take account of someone's cultural, religious and ethnic needs.

Sexual abuse includes forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.

Other forms of abuse we want you to be aware of include *criminal exploitation, sexual exploitation, trafficking, female genital mutilation, and forced marriage*.

How can I recognise harm, abuse or neglect?

It is important to always listen out for the different types of harm discussed above (see section 1.3), and to notice possible indicators of abuse or neglect, these include but are not limited to:

- Bruising, cuts, welts, burns, marks on the body or loss of hair in clumps.
- No explanation for injuries or inconsistency with the account of what happened.
- Subdued or changed behaviour in the presence of a particular person.
- Signs of malnutrition or ill health.
- Unkempt appearance including poorly fitting clothes.
- Poor personal hygiene, including poor dental health.

Film 8: Signs of Abuse or Neglect

What do I do if I hear or notice something that may be a safeguarding concern?

Responding to the young person

If a young person verbally shares something concerning with you, it is important to provide a supportive environment. **DO** try to listen and support the young person by making general statements such as *"thank you for telling me"*, or *"that must have been very difficult"* if the young person displays distress.

If you are not quite sure if you heard something correctly, **DO** ask an open question such as *"could you say that again"* or *"tell me a bit more about that"*.

DO NOT try to investigate and **DO NOT** ask leading questions (e.g. questions to which the answer is yes or no). A young person may not understand the question – the information might therefore be inaccurate or lead to confusion.

DO NOT promise to keep a secret. You have a duty of care to report any possible safeguarding concerns - promising to keep a secret when you know this is not possible could harm our relationship with the young person as it might break their trust in us.

Recording and reporting the information

When sharing information, it is important that this information is accurate and remains confidential – this means recording it on a password protected device (e.g. your phone) as soon as you can. A lot happens on the holiday and it is not always possible to raise your concern immediately. You should also only share it with those who need to know (e.g. Child Protection Officers) and when it is safe and

practical to do so. The Child Protection Officers will pass on the information to the relevant local social work offices if they feel this is necessary. You may be asked to support them by completing a record of the information.

What if I am not quite sure if it is a safeguarding concern?

If you are not quite sure if something you heard or have seen is a safeguarding issue, but it doesn't sit quite right with you, we encourage you to speak to the Child Protection Officers (Hannah or Sally) anyways. Remember that harm can occur unintentionally – it is important for us to be aware of any issues you come across so that we can identify any training gaps.

Volunteer Support & Whistleblowing Policy

Hearing or noticing harm can be distressing. If you need support, let the Child Protection Officers or Holiday Coordinators know that you would like a debrief. SuperTroop has a Whistleblowing Policy in place, meaning that *"all reports will be treated with respect and the 'whistle-blower' is guaranteed complete confidentiality within our organisation"* (Protection of Children and Vulnerable Adults, Version 4, 26 May 2024).

Summary

- **Young people have the right to be safe and protected from harm** during and outside of the holiday.
- **Harm happens** both intentionally and unintentionally.
- **There are four main types of harm:** physical abuse, emotional abuse, neglect, sexual abuse and exploitation.
- **I need to look out for indicators of harm such as** bruising, cuts, marks on the body; signs of malnutrition or ill health; unkempt appearance.
- **Child protection is everyone's responsibility:** I should record and report any concerns, even if I'm not quite sure.
- **I should** ask open question such as *"tell me a bit more about that"* or make general statements such as *"thank you for telling me"*
- **I should NOT** try to investigate, ask leading questions or promise to keep a secret.
- **I will only tell those who need to know** to keep the young person safe (i.e. Child Protection Officer) to maintain confidentiality.
- Hearing or noticing harm can be distressing – **I can ask for a debrief with someone or a break** if I need them.
- I am protected by the **whistleblowing policy** if I raise a concern

Top Tips for Self Care

Looking after yourself is just as important as looking after the holiday-makers. After all, you can't pour from an empty bottle.

Remember to take a break. It's OK to do nothing for a while, ask someone else to stand in for you, and say No.

Don't get hung up on whether you 'deserve' a break – people have different thresholds and need different things at different times. Take a break when YOU need one. Remember that **taking a break is part of being a role model** to helpers.

Taking a break doesn't just mean having a rest. There's a big risk for senior team of getting **over-specialised and 'stuck' in a role**. You might find yourself specialising in supporting a specific holiday-maker, or getting called on repeatedly for the same kind of activity. It's nice to feel valued in this way but it can get draining if your days lack variety, or you feel you can't say No to the job you usually do. Spending a lot of your time with just one holiday-maker can build resentment and damage relationships. We can also miss out on new and creative ways of approaching a system if we get locked into just one response pattern.

To avoid this:

- Make sure you share your skills with others, so you don't become the *only* person who can help in a particular scenario.
- Encourage people to observe you or take over a task and try it their own way.
- Offer to come and observe while other people get stuck in; provide moral support without doing everything yourself.
- If you see someone looking frayed, offer to step in and take-over
- Don't be afraid to say No to a task, even if you know you could do a good job, when you need a rest or just a change of scene
- If a call for help comes out and you're feeling drained, take a moment to let someone else volunteer rather than needing to reply instantly
- Try to mix up your days – volunteer for a different kind of role and encourage others to do the same.
- Think about what you need to re-charge and build in time for that, whether it's being alone for a bit, a good gossip, listening to some music, a walk in the fresh air
- Volunteer for a helpful task that also meets your needs, such as taking ten minutes to yourself while putting on some laundry, or nipping out alone to pick up some supplies

Film 10: Asking for Help

Filling a Quiet Moment

Try as we might, there are some things that are always really hard to keep on top of during a SuperTroop holiday. If you have a calm moment, see what you can do to go above and beyond...

- Observe – watching the holiday-makers interact can give you incredibly valuable information about what works or what doesn't. If you are called into a crisis, or just asked to take over for a moment, this information can be invaluable.
- Support a group leader – ask a GL if they have a helper who needs a break or just some company
- Lost property – take a look around for any abandoned clothes or belongings. Return them to the correct bedroom or the laundry if they are labelled, or collect them in a central area
- Sweep the house – sometimes helpers can get a bit stranded in a bedroom or another corner. It's reassuring to see a senior helper and you can join them, or even just let them know they haven't been forgotten!
- Screens – many kids love a YouTube video but don't be afraid to get out a sticker book, story, jigsaw or blocks and put those devices away. If you see a kid doing the same old activity and you think they might like to try something new, try bringing some games or crafts to them.
- Writing things down – take a moment to record anything needed on an accident, risk behaviour or other record form. Jot down ideas for next year on the poster in HQ
- Tidy-up – mess can be unsafe: leftover drinks can be spilled on the floor, discarded glue sticks can be eaten, dressing up clothes can be tripped over. If you have a spare five minutes while your group are engaged, take a second to tidy one thing away.
- Helpers – take a moment to consider their strengths and weaknesses. What can you do to support someone who is having a tough time, or stretch a strong helper?

Film 11: What's it all for? A Parent Perspective

Film 12: What's it all for? The Holiday Experience

Useful Resources

It is really helpful for you to **review helper and group leader training materials** to remind yourself what they have been told. Your job is to know this stuff well, **repeat** a lot of it, like the one-to-one rule, and **build on it** gradually over the week.

[New Volunteer Welcome Pack](#) – this is the same for all new SuperTroop volunteers

[Helper Flipbook](#) – this is the best practice guide for helpers, summarizing the key things they need to know in one place

[Group Leader Flipbook](#) – this is the best practice guide for group leaders, summarizing the key things they need to know in one place

[Volunteer Handbook](#) – this is a narrative introduction to SuperTroop, flagging important details from our policies

New helper quizzes on [Bedtime](#), [Communication](#), [Signing](#) and general [Best Practice](#)

There's also a **private page on the SuperTroop website** [at this link](#), where you can find

- Direct links to holiday google drives containing all the key materials
- The zoom link for regular monthly planning meetings
- A link to the expenses claim form

Contact coordinators.supertroop@gmail.com for the password.

And finally, you might want to review [this Fettes campus map](#). Key locations for us are:

- Building 21 = **Dalmeny** House, the holiday residence
- Building 27 = **Westwoods**, where we go swimming and sometimes do indoor sports
- Building 51 = the **dining hall** where nearly everyone eats their meals
- Building 45 = The **MacLeod Centre** where we often have a disco
- Building 37 = the prep school **playground** is right outside this building
- Building 2 = the **gatehouse** where any parcels would be delivered