

TIP SHEET FOR COACHES AND TRAINERS

No. 1

This tip sheet is designed for coaches and trainers conducting sport and recreation sessions with young people from culturally and linguistically diverse (CLD) backgrounds.

Introduction

Young people from migrant and refugee backgrounds are often enthusiastic about sport and recreation and enjoy the opportunity to participate in a supported and structured environment. The following pages are designed to provide information to coaches, trainers and volunteers delivering sport and recreation programs for young people from migrant or refugee backgrounds.

As a coach or trainer you already have excellent skills in working with all groups - so don't be afraid to use your knowledge and experience when working with this target group.

While this resource is specially directed towards young people from migrant and refugee backgrounds, the strategies that we have suggested apply to any group and are an integral part of general coaching practices.

The benefits of sport

Young people from CLD backgrounds participate in sport for the same reasons that mainstream kids do. Sport can provide physical, social and emotional benefits that help in the growth and development of a young person.

Involvement in sport and recreational activities can improve the resettlement experience for young people and their families.

Definitions

It is important to have an understanding of what we mean when we use terms such as migrant, refugee and asylum seeker.

A migrant is someone who chooses to leave their country of origin for a range of personal or economic reasons.

A refugee is someone who has suffered or has a well-founded fear of suffering persecution for reasons of race, religion, and membership of a particular social group or political opinion and as a result of this has fled their country.

An asylum seeker is someone who is seeking asylum or protection in a country that is not his or her country of origin or nationality. Asylum seekers may be refugees, but until the government approves their application they will not be recognised as refugees.

Barriers facing CLD young people

Young people today face many challenges and responsibilities. Issues such as -

- Lack of time due to school commitments
- Family commitments

Sport - access for all cultures.



VicHealth

HEALTH THROUGH PARTICIPATION

Tip Sheet from CMYI

- Peer pressure
- Body image
- Financial difficulties

These barriers can hinder participation in sport for many young people.

Migrant and refugee young people face additional barriers that can make access to sport and recreation even more difficult. These can include -

- Unfamiliarity with the structure of sporting clubs and associations
- Language barriers
- Lack of priority given to sport by parents
- Lack of transport
- Fear of racism or discrimination
- Cost

Research has identified that while many young people from refugee backgrounds have participated in sport in their own countries, it has often been in an unstructured setting. The structure of an organised session may be unfamiliar to them and often they will be eager to begin playing before you have introduced yourself or explained the session.

You will encounter different levels of confidence and knowledge. If possible talk to the group before the session in order to assess the competency level of the group. Engage them in conversation about what sports they have played before or how much they know about the specific activity, this will give you an indication about their skills and level of English.

Young refugees have often experienced traumatic and difficult circumstance before arriving in Australia. As with any group, patience and understanding are essential so that they can have a positive experience.

Communicating with young people from CLD backgrounds

- Remember that communication is more than just talking. While young people from CLD backgrounds may not be proficient in English, there are many other ways to communicate a positive experience.
- Familiarise the young people with terms, equipment and rules by demonstrating or practising before the session.
- Common sporting terms may be unfamiliar to young people who don't speak English as their first language. Throughout the session try and keep language as simple as possible and be prepared to explain or clarify.

Before the session

- Identify the group leaders or youth worker. Find out about the level of English of the group. Use lots of visual aids and demonstrations.
- If you have time before the session it's a good idea to write down key words and concepts that you will be using during your session. If you think that it may not be understood, think of an alternative word or description, which you can use instead.
- Migrant or refugee young people, especially boys, have spent a lot of time playing sports like soccer and basketball. However, while they have the skills they may be unfamiliar with all the rules of the game.

Setting the agenda on multicultural youth issues

- They may also not understand the role of the umpire or the officials, as this might be the first time they have played in a structured setting.
- While its ok to be flexible, try not to modify the rules too much. Young people from CLD backgrounds often don't want special treatment and prefer to participate like everyone else.
- Think about the group sizes you work with and be mindful that you may need to reduce the size when working with CLD young people or get someone to help you.

During the session

- If young people are talking when you are demonstrating or explaining, it might be because they are translating for someone else. This is a good time to try some visual demonstrations
- Sometimes even the best-planned session doesn't work. Use your knowledge and experience to assess and change something that is not working.
- Speak clearly and use words and language that is simple and easy for young people to understand. Try not to "dumb down" your language too much. Just be yourself and young people will respond.
- Some CLD young people may feel uncomfortable about being quizzed about their understanding or rules and concepts.
- In some cultures, women are required to dress conservatively. Try and remember to schedule in extra drink breaks to combat heat and dehydration from heavy clothing and attire.
- Try and make your sessions gender specific. This will allow greater participation of girls in sports activities.

Post session

- Ask the group leaders, workers or teachers how they felt the session went or if they have any suggestions.
- Gauge feedback from the participants - both during and after the session.

Here are some examples of terms that may be confusing for CLD young people

Can you think of others that are specific to your sport?

Word/Term	Alternative
Register	Write down your name and address
Half or quarter	Explain in simple terms
Sun Smart (Slip, Slop, Slap)	Explain in simple terms
Warm up	Explain in simple terms
Cool down	Explain in simple terms
Hydrate	Drink lots of water
Injuries	If you hurt yourself
First aid	Explain in simple terms
Try not to	Don't do it like this (visual)
Round robin	Explain in simple terms
Scoring	Explain in simple terms
Ice pack	Show
Sets	Explain in simple terms
Reps	Explain in simple terms
Strips	Soccer uniform
Pinned	Explain in simple terms
Have a go	Try
Foul	Explain in simple terms

FAQ:

Do we need an interpreter?

There are many ways to communicate other than language. As well as this, some of the young people will have some English skills as they may have spent time in other English speaking countries

Do we need to translate material?

Translated material would be helpful for parents but translations can be expensive. Just be prepared give verbal instructions and explanations if necessary; community leaders may also be able to help.



Is it dangerous for women to wear the hijab (head scarf) when playing?

If it's a non contact game then this may not be an issue, however if you are concerned ask the young women to adjust their headscarf and tie them without pins, as these can be dangerous while participating. If it's an all female environment the young women may choose to remove them but enforcing a no headscarf rule will stop them from participating.

Some tips to remember

Checklist

- Make it visual
- Be patient
- Use simple language
- Be flexible
- Make it fun
- Enjoy yourself
- Ask them questions
- Understand their needs

Schools Seek Self Esteem and Role Models on the Soccer Field

Last year our school began a soccer program in a bid to enhance social and physical skills. The program has made a big difference in the lives of participants.

Imagine this scenario. After five years in a Kenyan refugee camp your mother gathers up a small bag of belongings and takes you away. You're going to Australia. The Misery is behind you. Your father is not with you when you arrive in Melbourne- he died in a war you don't understand. Soon you're at... Primary school and there is still fighting in your life. But this time it's in the playground.

The School principal saw the fighting at lunchtime and heard about it from the teachers. He recognised why it was happening but until recently was uncertain of how to address it. However, a few months ago the school began a soccer program in a bid to enhance social and physical skills. The program has made a big difference in the lives of participants.

"Many children at our school have come from war torn areas in (the Horn of) Africa and they have had dreadful lives in the refugee camps. They have seen people beaten and killed. Their focus is survival. It seems they missed the stage of play in their childhood where they learn things like sharing, waiting your turn, things that many other children learn in kinder garden. In conflict they do what they

have learned to do- pick up a stick and fight. We had to come to grips with this, and that was the idea behind the soccer program because the game is loved in the Horn of Africa."

The 20-week after school program helped participants learn about cooperation, team play and limitations. It enhanced their skills, self-esteem and confidence while providing an opportunity for childhood fun. Most importantly, it offered the 10-12 year old schoolboys a new group of role models - teenage boys from their own families and communities with similar backgrounds.

Five teenagers, who received Level 2 Training Accreditation, conducted training sessions each week for 40 primary schoolboys, accompanied by professional coaches. Skills were developed and around robin competition started. The program culminated in December with a presentation of medallions and certificates.

"The differences among the smaller boys is tremendous, but the impact of the program among the older boys is remarkable. It has turned those boys, some of whom had real behavioural problems, into leaders. They are insisting on teamwork and cooperation from the younger boys in order to make the competition work."

VicHealth Letter
Issue no 15 summer2001

Organisations that can help

Centre for Multicultural Youth Issues

Phone 03 9349 3466
info@cmymy.net.au
www.cmymy.net.au

VicSport

Phone: 03 9654 3755
info@vicsport.asn.au
www.vicsport.asn.au

SportEd

Phone: 03 9425 0000
Les.bee@vis.org.au
www.vis.org.au/sported

Australian Sports Commission

Phone: 02 6214 1551
coaching@ausport.gov.au
www.ausport.gov.au

