



**Promoting Youth Civic Engagement
Cooperative Agreement No. 279-A-00-10-00060-00**

**Sports and Activity Coordinator Program
Facilitator's Guide**

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Facilitator Introduction:

- This document is meant to serve as a Facilitator’s Guide for trainers interested in implementing their own programs with other youth.
- Trainers have the option to select their own pace and sequence of Module information shared with their participants. The Modules in this Facilitator Guide are directly tied to the Promoting Youth Civic Engagement (PYCE) Sports and Activity Coordinator Manual.
- It is intended that the trainer will make the decision to develop an agenda which he/she deems a best fit for the context, and to place the Modules in the order that the needs of his/her audience dictate.
- Facilitators are expected to guide discussions, not simply read their guide in front of their participants. Facilitators will find directions such as “**Ask**”, “**Explain**”, or “**Share**” where this is clearly the time to lead the discussion.

Module 1: Introduction to Sport-for-Development

Materials:

- A blackboard, whiteboard or flipchart with tape.
- Chalk or markers.
- A clock, cell phone or stopwatch.
- A poster or piece of flipchart paper with the “Key Learning Points” listed below and written down ahead of time (before the Module).
- Your own PYCE Sports and Activity Coordinator Manual with information to reference.
- Any additional materials or samples relevant to the topic like photos or videos.
- Make sure your participants have their PYCE Sports and Activity Coordinator Manual, a notepad, and a pen to write personal notes.

Time: Approximately 55 minutes

Key Learning Points

These are the **most important** pieces of information you will communicate during the training. Your goal is to make sure every member of your audience understands these Key Learning Points. Prepare ahead of time so that you can present this with minimal direct reading from this Facilitator’s Guide.

1. “Sport-for-Development” is the idea that sport, physical activity and play can help communities achieve specific development goals in fields such as education, health, economic empowerment and peace.
2. The primary difference between “sports development” typically and “sport-for-development” is that in “sport-for-development,” sport is managed carefully to achieve these other gains. “Sports development” refers to specific on-the-field or on-the-court skill development.
3. The following core principles unite effective sport-for-development programs:
 - a. Clearly identified objectives.
 - b. Planning and execution in partnership with those intended to benefit from them.
 - c. A balance between sports and other activities.
 - d. Engagement with other partners.
 - e. A system to track their activities to make sure they are reaching their goals.

PYCE Sports and Activity Coordinator Manual Reference: PAGES 2-5

Module 1: Introduction to Sport-for-Development

STEP 1: Introduce the Concept (Approximately 10 minutes)

1. **Ask** the group if anyone in their group has played organized sports before. Generally, at least a few audience members will respond positively. **Ask** them if they enjoyed the experience. Why or why not?
2. **Ask** the group if they have any thoughts about why people generally participate in organized sports? Let them contribute at least 3-5 thoughts as a group. You can expect things like: fun, fitness or a desire to win. Accept nearly all responses offered by the audience as plausible reasons why people might participate in sport.
3. Finally, **ask** the group if they ever thought sports could offer other, less common benefits to participants, like helping them stay away from crime or drugs, learning skills like discipline and communications or preparing them for a job. Most participants will be less familiar with this idea.
4. **Explain** that there is a group of people and organizations around the world that believe that sport can offer people these benefits. They call this idea "Sport-for-Development." **Write** "Sport-for-Development" on your blackboard, whiteboard or flipchart and underline "for." Emphasize the "for" to distinguish between "sports development" and "sport-for-development."

STEP 2: Define the Concept (Approximately 20 minutes)

1. **Share examples** of "sport-for-development." If you have direct experience with a project that could be called "sport-for-development" (remember the criteria), share it here. Examples have also been provided on page 3 of the PYCE Sports and Activity Coordinator Manual. Even if you have your own example, it is useful to have participants read these aloud to illustrate the concept more broadly. Prepare your examples ahead of time. They should clearly illustrate the difference between "sports development" and "sport-for-development".
2. **Ask** the group what they think distinguishes "sport-for-development" from regular "sports development." You will likely receive many different answers. **Write** some examples that reinforce the definition beneath "Sport-for-Development" on your flipchart. Something reinforces the definition if it mentions the fact that "sport-for-development" is using sports as a tool for achieving other goals. Examples you might receive include "It isn't just about fun," "it isn't just about winning," "you are trying to teach something," "it is about the community," etc.

3. When you have written some of these ideas down on the blackboard/ whiteboard/ flipchart, **explain** that we will use one definition to summarize them: “Sport-for-development uses sport, physical activity and play to help communities achieve specific development goals in fields such as education, health, economic empowerment and peace.” This is on page 2 of the PYCE Sports and Activity Coordinator Manual. Have participants underline this sentence in their Manual.

STEP 3: Deepen the Concept (Approximately 15 minutes)

1. **Ask** the participants to think back to the first discussion of the day about their experiences in sports. What were some things that led to positive experiences? Negative experiences? Pause and ask the participants to silently consider these experiences for approximately one minute each. They should write notes down in the spaces provided in their Manual. After the one-minute period, ask some members of the group to share.
2. After the group has shared some ideas, **explain** that “sport-for-development” programs have identified a number of “**core principles**” that they all share to make sure they achieve their goals and make these types of programs effective. No matter the sport or the goal, sport-for-development organizations use these **core principles**.
3. **Introduce** each of the **core principles** listed on page 5 in the PYCE Sports and Activity Coordinator Manual–“What Makes These Programs Effective”. For each, **pause and ask** the participants to **silently consider** why they might be important for approximately one minute each. They should write notes down in the spaces provided in their Manual. After the one-minute period, **ask** some members of the group to share their thoughts from these page 5 exercises.

STEP 4: Review the Concept (Approximately 10 minutes)

1. Begin with one blank piece of flipchart paper or a clean section of whiteboard/blackboard in front of the room. **Explain** that you hoped that the group would learn three things from this session. **Ask** if anyone can guess what those three things are.
2. The group will share *many* ideas. On one piece of flipchart paper or one section of the board, **write down** a word or two to summarize each of their thoughts. Only include feedback that is appropriate to the topic.
3. After 3-5 minutes of this, **explain** that while all of that is important and useful, we felt the *most* important pieces were “these” main ideas. **Reveal**

the poster or flipchart with the Key Learning Points that you prepared ahead of time.

4. **Ask** participants to write these down in designated areas of their Manual or in their notepad.

Module 2: The Benefits of Sport

Materials:

- A blackboard, whiteboard or flipchart with tape.
- Chalk or markers.
- A clock, cell phone or stopwatch.
- Your own PYCE Sports and Activity Coordinator Manual with information to reference.
- Any additional materials or samples relevant to the topic like photos or videos.
- A poster or piece of flipchart paper with the “Key Learning Points” listed below and written down ahead of time (before the Module).
- Make sure your participants have their PYCE Sports and Activity Coordinator Manual, a notepad, and a pen to write personal notes.

Time: Approximately 60 minutes

Key Learning Points

These are the **most important** pieces of information you will communicate during the training. Your goal is to make sure every member of your audience understands these Key Learning Points. Prepare ahead of time so that you can present this information with minimal direct reading from your Facilitator’s Guide.

1. While “sport-for-development” focuses on using sports *for* other development goals, when implemented appropriately, sport can have many intrinsic, or essential, benefits as well.
2. These benefits include physical benefits, mental benefits and social benefits. Sport can achieve these benefits in different ways according to the needs identified.

FACILITATOR NOTE: *This Facilitator’s Guide identifies 13 specific benefits. It is not necessary for participants to know all of them by heart, but rather to have an idea of how to use sport to achieve them generally.*

PYCE Sports and Activity Coordinator Manual Reference: 6-9

Module 2: The Benefits of Sports

STEP 1: Introduce the Concept (Approximately 5 minutes)

1. If you have used **Module 1 (Introduction to Sport-for-Development)** of this Facilitator’s Guide, you will already have spent some time discussing the benefits that sports can provide, particularly through the lens of “**sport-for-development.**” ***Explain*** that we are now going to consider many of the possible **intrinsic, or essential, benefits** sports can have for an individual and a community, so that we can know how and why it might be an effective tool.

STEP 2: Explain the Concept (Approximately 20 minutes)

1. Break your large group into at least **three smaller groups**. Assign each group one of the following categories:
 - a. Physical Benefits
 - b. Mental Benefits
 - c. Social Benefits

Ask the groups to spend **5-7 minutes brainstorming** as many benefits of sport as possible within their given category. Provide them with flipchart paper and/or black/whiteboard space to list their answers. *They can also use their PYCE Manual or notepad to take notes.*

2. **Explain** that we have listed some common benefits of sport, but the list you have here is by no means all-inclusive and that we will add to it based on the groups' responses. *The groups are not to simply copy the answers from the Manual.*
 - **Discuss** each group's findings category-by-category. Allow the groups to **share** their thoughts **first**, and then go to the Manual on pages 6-9 to compare and add as necessary.
 - **Bring the groups back together.** As you go through the benefits in your Manual, ask the large group to **reflect** on: a) how it could affect an individual, and b) how it could affect a community. *Point out that space is available for participants to take notes in their PYCE Sports and Activity Coordinator Manual.* Be sure to touch on each benefit listed in the Manual before moving on to the next category.

STEP 3: Demonstrate the Concept (Approximately 25 minutes)

1. **Explain** that we will now examine *how* sport can achieve these outcomes. Direct them to the **Activity** on **PAGE 9** of their PYCE Sports and Activity Coordinator Manual.
2. **Ask** participants to **complete the exercise** on **PAGE 9** (see the Activity below with further Facilitation Notes for guidance). Depending on the time available, you can either have them complete the section individually or in small groups. Be sure each participant has a chance to think about and respond to each question.
3. Allow **7-10 minutes** if they are completing the exercise individually. Allow **10-15 minutes** if they are doing it in small groups.
4. With everyone together again, **discuss the scenarios** one-by-one. There are no "right" answers, but participants should link the problems back to the

benefits identified in the earlier discussion as much as possible. If some start to think about how to practically achieve those benefits (for example, *what kinds of teams/activities might be best*), **encourage them** to take the next step and continue to explore this concept with the scenarios. *Examples of answers to this exercise have been provided below for reference.*

Activity:

You are leading a group of young people who are facing the following challenges. Is there a way that sports can help them overcome these challenges?

Fatima

Fatima spends most of her time inside the home or at school. She does not get a chance to do much physical activity, and she is bigger than most of her friends. Being bigger make her feel uncomfortable. Is there a way that sports can help Fatima overcome these challenges?

FACILITATOR NOTE: Joining a sports team or a club can give Fatima more opportunities to enjoy herself outside of school. More physical activity will help her stay healthier, which in turn can help her be more confident with her own perception of herself. If someone proposes that exercise will make her skinny, which will give her more friends, do not accept that answer and move on. Instead, stress that “bigger” does not always mean unhealthier. What matters most in this situation is her overall health and confidence, not just her size.

Marwa

Marwa just moved to a new town. She is struggling to make friends at school and spends most of her time alone. Is there a way that sports can help Marwa overcome these challenges?

FACILITATOR NOTE: Sports are one way for Marwa to meet new peers in her town, as it is linked to more positive social relationships. It provides opportunities to meet people in a different atmosphere from school and many sports *require* participants to work together closely. (Additional **facilitator note:** As a follow-up question, you could ask what a coach could do to help make it as easy as possible for Marwa to make new friends on a sports team.)

Khaled

After work, Khaled does not have anything to occupy his time. He usually hangs out on the corner with his friends, and when they are bored, they wander around the neighborhood or smoke cigarettes. Is there a way that sports can help Khaled overcome these challenges?

FACILITATOR NOTE: Sports can give Khaled more structured time, keeping him off the streets and smoking less. The potential it offers is not only for fun, but also for self-improvement and external rewards that could help keep Khaled engaged. He might, for example, try to quit smoking to be a better athlete.

Yusuf

Yusuf has been learning about qat and its negative health effects recently and he would like to stop chewing. He has many friends who chew often, however, and he does not know how to explain his decision to them. Is there a way that sports can help Yusuf overcome these challenges?

FACILITATOR NOTE: Being a part of a club or a team could help Yusuf communicate better and be a more confident leader. His participation in sports would also give him one more reason to stop chewing qat.

Mohammed

Mohammed is bored in school and finds it hard to focus. His grades are low, and he finds himself dreading going to school every day and not doing his homework. Is there a way that sports can help Mohammed overcome these challenges?

FACILITATOR NOTE: If Mohammed enjoys sports, it could be used as a “hook” to convince him to focus more on his studies. A coach, for example, could require Mohammed to complete all his homework to play, and check in with his teachers to make sure it is happening. This is a good opportunity to point out that just giving Mohammed an opportunity to play a sport he likes, without providing a connection between sports and school at all, could actually make his challenge worse. This is a good example of the difference between “sports development” and “sport-for-development” discussed earlier.

STEP 4: Review the Concept (Approximately 10 minutes)

1. ***Direct*** the group to look back at the **lists of benefits** on the flipchart paper or in their books (whichever is more comprehensive). ***Ask*** them if any of these intrinsic benefits seem like they would be particularly helpful in their community. Discuss this for **5-10 minutes**, and encourage participants to consider as many benefits as possible and how they would be helpful.

FACILITATOR NOTE: As participants continue to share feedback, keep track on the flip chart paper of suggestions by placing a ‘star’ or ‘underline’ to identify common themes and beliefs.

Module 3: Knowledge Change vs. Behavior Change

Materials:

- A blackboard, whiteboard or flipchart with tape.
- Chalk or markers.
- A poster or piece of flipchart paper with the “Behavior Change Challenges” list prepared ahead of time.
- A poster or piece of flipchart paper with the “Behavior Change Strategies” list prepared ahead of time.
- A poster or piece of flipchart paper with the “Key Learning Points” listed below and written down ahead of time (before the Module).
- A clock, cell phone or stopwatch.
- Your own PYCE Sports and Activity Coordinator Manual with information to reference.
- Any additional materials or samples relevant to the topic like photos or videos.
- Make sure your participants have their PYCE Sports and Activity Coordinator Manual, a notepad, and a pen to write personal notes.

Facilitation Tip:

In a group setting such as a training program, most people do not like to share times when they have tried something and been unsuccessful. Similarly, most people are reluctant to criticize their past actions in such a setting, though they may agree that no one is perfect in private. Do not force people to do either of these in a training setting. However, people naturally look up to trainers. If you can open yourself up by giving personal examples, it will often inspire others to do the same.

Time: Approximately 90 minutes

Key Learning Points:

Knowledge Change and Behavior Change are the most important pieces of information you will communicate during the training. Your goal is to make sure every member of your audience understands these Key Learning Points. Prepare ahead of time so that you can present this with minimal direct reading.

1. **“Knowledge Change”** is increasing the amount of information someone has about a given topic. **“Behavior Change”** is changing the actions someone performs with the information that person has.
2. *Knowledge Change and Behavior Change* are linked, but only changing someone’s knowledge does not necessarily mean changing how that person behaves. Behavior Change is generally much harder.
3. There are strategies we can use to overcome the added difficulty of Behavior Change. They include:
 - a. Breaking large, abstract goals into smaller, more concrete goals.
 - b. Allowing people to set their own goals.
 - c. Working within a group.
 - d. Preparing at the very beginning to not be successful immediately (*in the short term - prepare for the process, not success*).
 - e. Practicing as often as possible.

4. One reason to use sport as a development tool is that it is very well suited to supporting these strategies.

PYCE Sports and Activity Coordinator Manual Reference: PAGES 10-12

Module 3: Knowledge Change versus Behavior Change

STEP 1: Introduce the Concept (Approximately 10 minutes)

1. **Ask** the audience a simple question that illustrates that even though their information might point them to one choice, they will often choose another choice. For example, you could bring a sweet, unhealthy snack, and ask if anyone in the group would like it (most likely at least a few will). **Ask** the group if they think it is healthy (most will agree it is not). Then **ask**, “If we know that a snack like this is unhealthy, why do we eat it anyway?”
2. **Explain** that research shows that even if you have sufficient information demonstrating why something is not healthy, that might not be enough to convince someone to avoid it.
3. **Ask** the group if they have experienced this, either for themselves or in others. (Responses where people analyze their own challenges are preferable here, but participants may share examples of people they know more frequently. Try to **urge them** to be self-reflective.) *Use yourself as an example, poking fun at your own bad habits, to help them do the same.*

STEP 2: Explain the Concept (Approximately 20 minutes)

1. **Explain** that when we try to improve, we can do that in two ways. We can change our knowledge or we can change our behavior. **Write** “Knowledge Change” and “Behavior Change” on two separate pieces of flipchart paper (taping them to the wall somewhere visible) or two different parts of a whiteboard/blackboard.
2. **Refer** the group to **PAGE 10** of their Manual. Ask a participant to read the first two paragraphs out loud. Ask the group if they understand the difference between these concepts. If they say that they do, ask a few audience members to explain the concepts in their own words.
3. Try **giving** the group **some simple examples** of each, and asking them to identify whether they fall under “Knowledge Change” or “Behavior Change.” For example:
 - a. Going to the doctor to learn about your health. (*Knowledge Change*)
 - b. Beginning a new fitness routine. (*Behavior Change*)

- c. Tracking your water use for a week to see how much you use. (*Knowledge Change*)
 - d. Limiting your water use to only a certain amount every week. (*Behavior Change*)
 - e. Asking your coworkers to give you some feedback on your performance in the office. (*Knowledge Change*)
 - f. Arriving to work 30 minutes earlier than usual. (*Behavior Change*)
4. When you think the group understands the distinction, **ask** for a brief, one-sentence definition of each. Note the key distinction indicated by the underlined words in the manual between what information a person has and what they do with that information. Use the participants' specific words as much as possible, but the overall definition should be similar to the following:
- a. **Knowledge Change:** To increase the amount of information someone has been given about a particular topic. (Special Note: It is possible for knowledge change to be a decrease, but increasing will be your focus).
 - b. **Behavior Change:** To change your actions to correspond with the information you have been given.

The group may note the fact that knowledge change often happens before behavior change. Agree, but **note** that they are still separate steps and that the second will not always follow the first. **Ask** participants to copy down the additional note and to **underline or put a star next** to this information in their Manual.

STEP 3: Demonstrate the Concept (Approximately 20 minutes)

1. **Ask** the group to consider each of the questions on **PAGE 10** silently to themselves. They should read the questions, and then take **1-2 minutes** to consider a response. *They can take notes down in the space provided.* **Explain** that while you will ask if anyone wants to share, no one will be required to share.
2. Have the group answer all questions (labeled questions 1 and 2—each of these is actually a cluster of questions) silently before sharing with all. This means you will have approximately five minutes of silent work.
3. After everyone has a chance to consider each of the questions, **discuss** them one-by-one, asking if people are comfortable sharing some of their thoughts. The group will likely have very different answers for each of these questions. Some will see no challenge in the scenarios posed. That is ok. **Do not aim to persuade every audience member toward a particular "right" answer here.** Instead, **stress** that all answers are valid, but that research shows that some responses are more common than others.

4. **Share** the thoughts below in the context of the participants' responses:

QUESTION 1: Have you ever told a friend or family member that they need to change something about themselves? Or, that something they are doing is hurting them, or making life more difficult for others? How do people usually react when you tell them these kinds of things?

Common Response: Most people do not react well when directly confronted and asked to change, unless the person making that request has invested a lot of time and energy into building trust beforehand. It is a natural human phenomenon to resist believing information that would reflect negatively on us, even when it is true.

QUESTION 2: Do you know anyone with a habit that is unhealthy or unproductive? Do you think they know this habit is unhealthy or unproductive? Have you ever told them what you think about it? If you have, did it change the way they behave right away?

Common Response: We all have habits that we would like to change.

(Facilitator Note: It is helpful to share some of your own habits here, if you have not done so already.)

We may smoke or eat unhealthy food or exercise less than we should. Most people have habits like this and are aware of their negative effects. In fact, they may try to change them often, but succeeding in that effort is much more difficult.

STEP 4: Deepen the Concept (Approximately 20 minutes)

1. **Ask** the group, based on the discussion above; which they think is more difficult. They should be able to identify "Behavior Change" as the more difficult goal by this point. **Explain** that psychology research is very clear on this: Changing what people do usually requires much more than just changing what they know.
2. Break your large group into **small groups** of 3-4 people per group and **ask** them to consider why behavior change requires more than knowledge. Give these small groups about **3 minutes** to discuss the question.
3. **Ask** the groups to share their thoughts. As they share, **write down** ideas that help explain why "Behavior Change" is more difficult—particularly ones that align with the "Behavior Change Challenges" you have prepared earlier.
4. After the group has shared their thoughts, **explain** that in addition to these ideas, we identified a few more contributing factors that we would like to

share with you. **Reveal** the “Behavior Change Challenges” paper or poster you have created earlier.

5. **Explain** that each of these is explained in more depth on **PAGE 11** of the Manual. **Ask** a different participant to **read the paragraph** that explains each one.
6. **Say** “Behavior Change is very difficult.” **Ask**, “But is it possible? Has anyone here ever successfully changed something they wanted to change about themselves?” Most groups will have at least a few individuals able to share stories. **Be prepared with a Behavior Change story of your own to illustrate.**
7. **Ask** participants share personal examples of Behavior Change. Look for common themes, particularly ones that correspond with the “Behavior Change Strategies” you prepared earlier. **Write** a few words that summarize each on the flipchart and/or blackboard/whiteboard.
8. **Explain** that although **Behavior Change** is hard, based on the examples we just heard, it is not impossible. In fact, there are some good strategies that we can use to support it. **Reveal** your “Behavior Change Strategies” flipchart paper. **Explain** that these strategies are listed on page 12 of the Manual. **Ask** participants to read each paragraph.
9. **Ask** the group if they would like to add any strategies to the list. Be accepting of appropriate responses that participants feel may help them, and then add them to the flipchart or board. **Recommend** that participants *also write these new ideas down in their Manual.*

STEP 5: Review the Concept (Approximately 20 minutes)

1. **Ask** the participants why they think we have placed this topic in a training on “sport-for-development.” They will likely start by saying that “Sport can be used to help change behavior.” **Accept this, but encourage the group to say more.** **Ask**, “What about sport makes this question specifically relevant?” If they struggle, advise them to look at the “Benefits of Sport” on pages 6-8 of their PYCE Sports and Activity Coordinator Manual. The group should eventually come to the conclusion that sport aligns well with many of the Behavior Change Strategies.
2. **Ask** the participants to come up with one way that sport can support each of the Behavior Change Strategies. There are no “wrong” answers here, but potential answers are listed below. **Encourage** participants to take notes in the space provided in their Manual.

- **Break big goals down into small, concrete chunks:** Sports are organized this way, with halves or quarters adding up to a game, and games adding up to a season. Even within the play of a game, there are intermediate goals on the way to a major goal. For example, a soccer team will usually have to make several passes before a chance to score.
- **Allow people to set their own goals:** This may seem counter-intuitive at first, as sport is competitive, so your “goal” is often to “beat” an opponent. How we practice sport is different, however. Two different people may have different skills for different activities. When we practice, it may make more sense for one of us to set a goal of, for example, running 10 km, while for another person who can already run 10km, 20km might be a more effective goal. In the same way, goals for personal improvement have to be customized to the people involved.
- **Work in a group:** Most sports take place in the context of teams. Even “individual” sports such as athletics and swimming feature “teams” that practice together, compete as one and, most importantly, support each other.
- **Prepare to not be successful right away:** Sports are all about winning and losing. No one is perfect. The essence of sportsmanship is taking both wins and losses in stride and focusing on continuing improvement.
- **Practice, practice, practice:** Most people readily accept that they must practice a sport to get better. We may not always apply this idea in other parts of life, however. When was the last time you intentionally “practiced” listening or communicating or making good choices? We can use the same dedication and focus we bring to mastering a new sport (or any skill for that matter) to these more fundamental skills as well.

Module 4: Your Program: (An Individual Reflection Exercise)

Materials:

- A blackboard, whiteboard or flipchart with tape.
- Chalk or markers.
- A poster or piece of flipchart paper with the words, “Your Program” written down on it.
- A clock, cell phone or stopwatch.
- A poster or piece of flipchart paper with the “Key Learning Points” listed below and written down ahead of time (before the Module).
- Your own PYCE Sports and Activity Coordinator Manual with information to reference.
- Any additional materials or samples relevant to the topic like photos or videos.
- Make sure your participants have their PYCE Sports and Activity Coordinator Manual, a notepad, and a pen to write personal notes.

Time: Approximately 30 minutes

Key Learning Points:

1. This exercise provides your participants with an opportunity to break down the key components of their PYCE community project ideas into the following parts:
 - Title
 - Goal
 - Summary
 - Audience
 - Inputs
 - Start and completion date
 - Teammates
2. Participants will be able to reference this exercise as we dig deeper into how to build community project ideas into sustainable ideas.
3. If there are any sections left empty, your participants will see the weaknesses in their ideas. The objective is for them to see which sections are weaker compared to others, and work on strengthening them.

PYCE Sports and Activity Coordinator Manual Reference: page 13

Module 4: Your Program

You will begin this session by **displaying** the flip chart with “*Your Program*” written on it, and then reading each of the 7 points listed below. Briefly share the information in parentheses as a quick guide as you write the points on your flip

chart. *With the space provided, **ask** your participants to think about, and then write down these components in their PYCE Manual.*

1. Program Title: *(What will you call your program?)*

This is important. The program title is the first selling point. **Explain** that an effective program title clearly represents your idea for your community. The program title will be directly related to what your project does.

2. Program Goal: *(How will your program impact the youth of your community?)*

Ask what does your participant want to accomplish? **Explain** that it is important to look to the future of your project once it is complete. What effects will your program have on your community?

3. Program Summary: *(In 2-3 sentences, briefly describe the idea you wish to expand or implement and how that idea will achieve the goal you identified above.)*

Explain that this is an opportunity to share details of your project. These details are driven by your program title to start, but mostly by the goals you want to accomplish. The more **specific** information shared here, the better.

4. Audience: *(Who do you hope will benefit from your program? How will you go about getting input from them as you plan and implement your program?)*

Ask participants if there are any specific, for example age or gender, requirements for your audience. Is there anyone you specifically cannot reach? Why? Do you have any special access to that audience that makes **communicating** your project plan with them easier?

5. Inputs: *(What resources will you need to execute your program idea?)*

Ask your participants to be specific with the materials that they need, such as facility rental, pens/paper, sporting equipment, etc? Do you need to raise additional funds, or can you have resources donated?

6. Program Dates: *(When would you like to begin your program and achieve your goal?)*

While a start date is important for clarity, **explain** that it is also important to be clear on a completion date too.

7. "Teammates": *(Who can help you initiate your program? Consider friends, family, Peer Network members, PYCE Steering Committee members, and more.)*

Explain that it is hard to develop and implement a community program alone. It is not impossible, but **including** friends, family, and other community members will make your program even more effective. Support from your PYCE colleagues and/or Steering Committee member is even better.

Module 5: The Need Tree (A Group and Individual Exercise)

Materials:

- A blackboard, whiteboard or flipchart with tape.
- Chalk or markers.
- A poster or piece of flipchart paper with the outline of the “Need Tree” figure drawn for reference.
- A clock, cell phone or stopwatch.
- Your own PYCE Sports and Activity Coordinator Manual with information to reference.
- A poster or piece of flipchart paper with the “Key Learning Points” listed below and written down ahead of time (before the Module).
- Any additional materials or samples relevant to the topic like photos or videos.
- Make sure your participants have their PYCE Sports and Activity Coordinator Manual, a notepad, and a pen to write personal notes.

Time: Approximately 70 minutes

Key Learning Points:

1. Think more in depth about a particular problem or need in your community that you can address via your project.
2. Building community project ideas into sustainable ideas.
3. Return to the need tree whenever you are planning a new project.

PYCE Sports and Activity Coordinator Manual Reference: Page 14

Module 5: The Need Tree

STEP 1: Introduce the Concept (Approximately 15 minutes)

Before explaining the three components to this exercise (the trunk, roots and leaves), ***introduce*** the image of the Need Tree from the PYCE Sports and Activity Coordinator Manual with the flipchart. These three components represent the “Need Tree”. It is always effective to **use visual arts** when you can. ***Explaining*** a concept becomes much easier as a facilitator when you can use a display. Everyone should have their Manual open to page **14** for reference of this image.

1. The trunk

Begin this exercise by ***asking*** your participants if they can think of any specific needs (or problems) in their community. This is going to be

the baseline (**or the trunk**) for this exercise, so **everyone** must take the time to think about his or her specific community needs.

2. **The roots**

Explain that the roots are the **causes** of this need or problem in their community. Every need or problem has to come from somewhere.

Make sure to **explain** to everyone that we will explore this further to locate specific causes to their community need.

3. **The leaves**

Explain that the leaves are the **negative effects** caused by the need or problem you have identified. You will discuss later who and how.

STEP 2: Explain the Concept (Approximately 20 minutes)

1. **The trunk**

This is your opportunity to **discuss** the importance of locating the need or problem in the community before this project idea is considered. The trunk represents the idea of **something firm**, something that has taken a long time to build up and solidify in your community. The need or problem exists because an effective idea or program has not sufficiently addressed it, so it has gained strength (or is now more firm).

2. **The roots**

Now you can **discuss** the **causes** of this need or problem in your community. Here, you will try to **consider** your need or problem from all angles. Is it caused by cultural norms? By economic shortages or divides? By a lack of knowledge or information? By fear or habit?

3. **The leaves**

What are the negative effects, or leaves, of this need or problem in your community? **Ask** your participants to generally **consider** the following: How does the need or problem affect you personally? Your community? Other communities? If not addressed, what effect might it have on the future?

STEP 3: Demonstrate the Concept (Approximately 20 minutes)

1. **The trunk**

This is your opportunity to **share** an example from your experiences. While you share your example, **ask** participants to *write down a specific need or problem* in their community using the allotted space in their Manual. Consider sharing a common example of **chewing qat** in Yemen. **Share** with the group that this is a very specific need or

problem in Yemen. Many people say they want to change this cultural bad habit. Use your drawing of the **Need Tree** to write down, “Chewing Qat”. This will be **written** in the center of the **Need Tree**, in the trunk of the tree.

2. The roots

Ask, “What are the “root causes” of this community need or problem? Is chewing qat a cultural problem? It is culturally rooted. Is it economically driven? Is it a habit? Yes, it is a habit. Do citizens of Yemen lack information about the negative health effects of chewing qat?” Yes, some do. **Explain** that these are the questions you **ask yourself** about the need or problem you have identified. For each one that is applicable, **ask** your participants to write it down in the allotted space of the Manual. You will also **write down** these answers at the bottom of the **Need Tree**, in the roots.

3. The leaves

Now, **ask** your participants to consider the negative effects of chewing qat. “Does it affect you personally? Maybe. Your community? Likely. Other communities?” Yes, this is a problem throughout Yemen. If you can organize an anti-qat chewing campaign with sufficient information to educate, you have the power to reach many people. For each negative effect identified, **ask** your participants to *write it down in the allotted space of the Manual*. You will also **write down** these answers at the top of the **Need Tree**, in the **leaves**.

STEP 4: Review the Concept (Approximately 15 minutes)

1. The trunk

This is your opportunity to **review** the need or problem in their community. **Ask** your participants if they have identified the need or problem in their community. Is the trunk, or specific need, identified by participants a clear need or problem? Can you make the changes you want to make now that the need or problem has been identified? Make sure everyone has written their thoughts down in their Manual.

2. The roots

Ask your participants if the community need or problem has been fully explored. Do you now understand this need or problem **from all angles**? Make sure everyone has written their thoughts down in their Manual.

3. The leaves

Ask your participants if everyone has considered the negative effects of this need or problem, or the “who?” and the “where?” “Have you personally, or has your community, been negatively affected by this need or problem? What happens to you or your community if you don’t act on your idea?” Make sure everyone has written their thoughts down in their Manual.

Module 6: The Project Tree (A Group and Individual Exercise)

Materials:

- A blackboard, whiteboard or flipchart with tape.
- Chalk or markers.
- A poster or piece of flipchart paper with the outline of the “Project Tree” figure drawn for reference.
- A clock, cell phone or stopwatch.
- Your own PYCE Sports and Activity Coordinator Manual with information to reference.
- A poster or piece of flipchart paper with the “Key Learning Points” listed below and written down ahead of time (before the Module).
- Any additional materials or samples relevant to the topic like photos or videos.
- Make sure your participants have their PYCE Sports and Activity Coordinator Manual, a notepad, and a pen to write personal notes.

Time: Approximately 70 minutes

Key Learning Points:

1. Use the tool on the next page to build on what you’ve discovered by completing the *Need Tree*.
2. Connect the community need or problem you previously identified with the goal, objectives and activities of your particular project.
3. Think about how the different components of your project are linked, and how together they can contribute to making a positive change in your community.
4. The project should remain organized, and follow a logical sequence.

PYCE Sports and Activity Coordinator Manual Reference: Pages 15-16

Module 6: The Project Tree

STEP 1: Introduce the Concept (Approximately 15 minutes)

Before explaining the three components to this exercise (the trunk, roots and leaves), ***introduce*** the image of the Project Tree from the PYCE Sports and Activity Coordinator Manual. These three components represent the “*Project Tree*”. It is always effective to use visual arts when you can. ***Explaining*** a concept becomes much easier as a facilitator when you can use a display.

Everyone should have their Manual open to **PAGE 16** for reference of this image.

1. **The leaves**

This exercise begins with the **leaves** (instead of the **trunk** from the **Need Tree** exercise). Here you will **ask** your participants, with regards to their project, to consider what the larger, overall goal they are trying to achieve.

2. **The trunk**

Explain that the **trunk** of your *Project Tree* will represent all of the smaller changes that need to happen in order to achieve your larger goal. Make sure to **explain** to everyone that we will explore this further to locate specific changes.

3. **The roots**

Here you will **explain** the importance of clarifying all of the planned **activities** for your project. Activities are the concrete events or services that you and your partners will implement as part of your project. You will discuss later who and what represent these activities.

STEP 2: Explain the Concept (Approximately 20 minutes)

1. **The leaves**

Explain that this goal should in some way address the community **need** or problem identified in the *Need Tree*. It should be some kind of change that, if it were to happen successfully, would contribute to lessening your community problem.

2. **The trunk**

Explain that the smaller changes that need to happen in order to achieve the larger goal represent the objectives of your project. What are you trying to achieve and how can you get there?

3. **The roots**

Explain that as you are listing project activities, think about how these connect to your objectives and overall goal. **Remember**, all of your activities should lead to smaller changes, which should then lead to the larger change you would like to see.

STEP 3: Demonstrate the Concept (Approximately 20 minutes)

1. **The leaves**

Now, **ask** your participants to take a look at our picture of the *Project Tree* (from your flip chart, and in the Manual). You will start with the **leaves** of the tree. With regards to their project idea, they should *write down in their*

Manual the larger, **overall goal** that they are trying to achieve. As the facilitator, **write down**, “Quitting Qat” from our *Need Tree* exercise.

2. The trunk

Explain that the **trunk** of your *Project Tree* represents the **Objectives that Lead to Your Goal**. You will **list** the smaller changes that need to happen in order to achieve the larger goal. **Ask** your participants to write them down in the allotted space of the Manual. You will **share** on your flip chart.

3. The roots

Explain that the **roots** represent the **Activities that Support Those Objectives** that were identified above in the **trunk**. What will you actually do? **List** all of the ideas that take this idea from simply an idea to an **active** community project.

STEP 4: Review the Concept (Approximately 15 minutes)

1. The leaves

Ask your participants if they are clear as to what they are trying to achieve. Have they considered the larger, overall goal of this project idea? Remember, they need to describe their goal in terms of a very specific change they hope to bring about with the project. Make sure everyone has written their thoughts down in their Manual.

2. The trunk

Ask your participants if they have identified each of the small changes that need to happen in order to achieve the larger goal. **Explain** that the larger end goal is important, but it is the smaller changes that lead you to it. Remember, these changes represent the objectives of the project. Make sure everyone has written their thoughts down in their Manual.

3. The roots

Ask your participants if they have thought through all of the planned activities for their project. Remember, these activities are the concrete events or services that you and your partners will implement as part of your project. Also to remember, all of their activities should lead to smaller changes, which should then lead to the larger change they would like to see. Make sure everyone has written their thoughts down in their Manual.

Module 7: Introduction to Best Practices for Long-Term Management

Materials:

- A blackboard, whiteboard or flipchart with tape.
- Chalk or markers.
- A poster or piece of flipchart paper with the “Key Learning Points” listed below and written down ahead of time (before the Module).
- A clock, cell phone or stopwatch.
- Your own PYCE Sports and Activity Coordinator Manual with information to reference.
- Any additional materials or samples relevant to the topic like photos or videos.
- Make sure your participants have their PYCE Sports and Activity Coordinator Manual, a notepad, and a pen to write personal notes.

Time: Approximately 70 minutes

Key Learning Points:

These are the **most important** pieces of information you will communicate during the training. Your goal is to make sure every member of your audience understands these Key Learning Points. Prepare ahead of time so that you can present this with minimal direct reading from your Manual.

1. It is generally much more difficult to sustain activities for an extended period of time than it is to organize a single event.
2. For any project to last, you will need to plan carefully, commit to following through and adapt as you go.
3. There are some simple, concrete steps you can take to help your project succeed. Refer back to these “best practices” for long-term management often to see if there is anything you can do now to prepare for success down the road.
4. The following core principles represent the best practices for long-term program management:
 - a. Plan carefully.
 - b. Identify assumptions.
 - c. Set goals and objectives.
 - d. Have help and define clear roles for everyone on your team.
 - e. Expect the unexpected.
 - f. Track your progress.

Facilitation Tip:
This Manual will often ask you to elicit examples and thoughts from your audience. If there is minimal participation, always consider your own experiences or experiences of others familiar to you. This typically triggers more participation.

Module 7: Introduction to Best Practices for Long-Term Management

STEP 1: Introduce the Concept (Approximately 15 minutes)

1. **Ask** the group if anyone has managed, or taken part in, a short-term or long-term community engagement program before. Generally, at least a few participants will respond positively. **Ask** them if they enjoyed either of the experiences more than the other. Why or why not?
2. **Ask** the group if they have any thoughts about why long-term program management has different challenges than short-term program management? Let them contribute at least 3-5 thoughts as a group. For example, you can expect responses such as, “multiple engagement vs. one-off events” or “time and participant commitment differences”. Try to **steer the conversation** toward examples focusing on the long-term.
3. Finally, **ask** the group to open their Manual and flip back to the section on ways to support “behavior change” on **PAGE 12**. Why might long-term activities be better able to support these kinds of changes than short-term activities? **Share** that for any project to last, you will need to plan carefully, commit to following through, and adapt as you go.
4. **Explain** that there are several best practices to consider as you plan for long-term program management. **Write** “Best Practices for Long-Term Management” on your blackboard, whiteboard or flipchart and underline it, while leaving sufficient space for 6 bullet points you will add later. **Explain** that the strategies are to implement long-term projects because behavior change requires practice and persistence. Behavior change may not be immediate, may not happen over a 1 to 2-day project. Behavior change occurs over a period of time.

STEP 2: Explain the Concept (Approximately 25 minutes)

1. **Explain** that it is generally much more difficult to sustain activities for an extended period of time than it is to organize a single event. For any project to last, you will need to plan carefully, commit to following through and adapt as you go. Share the following examples for your participants to conceptualize these points better.

Short-term project example:

An example of a short-term project would be a one-day community event where you have simple activities planned, participants are invited from the community, and you have a chosen message for the day. This message might promote sport activity options for youth or community clean-up plans for the future. The mission for the day is to have fun, engage your participants, and potentially lay the groundwork for a future long-term project idea.

Long-term project example:

An example of a long-term project will require more research and planning. It will feature multiple interactions based out of a community center or school. The project will be organized in conjunction with the host site, participants would be secured for multiple interactions, and funds would be secured to pay for consistent use of space, supplies and other needs. A project plan with goals and deliverables would be in place to operate for 1 month, 3 months, 6 months, or however long you have committed to administering your project. *Additional information is to be shared below for further clarification.*

2. You will now **share** the following core principles below that represent the best practices for long-term program management. After each concept is discussed, give your participants a few minutes for reflection and taking notes in their Manual.
 - a. Plan carefully.

Ask your participants if they have heard of the common saying in the United States, “Failing to plan is planning to fail.” You can now **explain** that time that you spend carefully considering all of the important elements of a project before you start will be rewarded later on, as you will know what to expect and be prepared for each phase of your project. The “*Project Tree*” is a great tool to begin planning.
 - b. Identify assumptions.

Assumptions are important to identify. **Explain** that every plan will contain assumptions: the things that you believe are true, but you have not yet tested these beliefs in practice. An assumption in a sport-for-development program, for example, might be that young people will find a given sport fun, and that it will motivate them to participate. However, it is possible that the specific young people you are working with may not enjoy your planned sport.
 - c. Set goals and objectives

Here you need to **stress** that this might be the most important element of project planning. Break your project down into a series of smaller elements or objectives and have activities for each.

For example, **explain** that an overall project goal of starting a sports league that also serves its community might have the following objectives:

- Recruit ten players a week after launching.
- Execute a community service project and tournament to begin activity.
- Begin executing weekly games and projects.
- After one month, solicit advice and feedback from partners.

d. Have help and define clear roles for everyone on your team.

Explain that almost everything is easier when you have teammates who can help you. Continue by **sharing** that almost as important as having those teammates though, is making sure that everyone knows his or her role.

EXAMPLE TO SHARE. Picture the roles of each member of a soccer team – you will have a goalie to defend the goal, you will have players to play offense and score goals, and you will have players designated to play defense. While there are other issues that can contribute to challenges in a program, the lack of roles for each member of your team can have a negative impact on your ability to achieve objectives. Clarity is critical.

e. Expect the unexpected.

Explain to your participants that they should remember that over the course of any project, they should **expect things to change**. This is even truer when your project will last months or weeks. Your teammates could get new jobs, a vendor you counted on might change his or her business, and a venue might raise its prices.

Share with your participants that their plan should include the flexibility to deal with unexpected changes. Your ability to deal with them will be directly related to how well you plan beforehand. With a well thought-out plan, you will not have to focus most of your energy on responding to these unexpected changes.

f. Track your progress.

Explain that as your participants implement projects, they will refine their assumptions, meet others who can help them and gain new knowledge of their community and work. This process is essential for any project to last. As your community changes, so too must your project.

Learning, however, does not happen on its own. Instead, **explain** that they will need to proactively compare how the project is actually developing with how they thought it would develop. The goals you identified earlier can help this process. **Use** the “*My Goal*” worksheet

on **PAGE19** of the PYCE Sports and Activity Coordinator Manual to track your progress as you go.

STEP 3: Demonstrate the Concept (25 minutes)

1. You will now **share** challenging questions to the **core principles** that represent the *best practices for long-term program management*. This exercise is an opportunity for you to speak about these concepts while your participants *take notes in their Manual*. After each concept is discussed, give your participants a few minutes for reflection.
 - a. Plan carefully.
Ask your participants if they have planned effectively. “Do you know where you will find your inputs, and how you expect your activities to work together?” Participants should work with the allotted space in the Manual to write down their thoughts.
 - b. Identify assumptions.
Ask your participants to go back to their “Project Tree” on **PAGE 16** and try to identify any assumptions within their plan. Can you modify your plan to rely on fewer assumptions? Do you know how you might adapt if your assumptions are incorrect? Participants should work with the allotted space in the Manual to write down their thoughts.
 - c. Set goals and objectives.
Ask your participants to go back to their “Project Tree” on **PAGE 16** and try to identify the overall goal within their plan. Start with small objectives and activities. Once you become successful, you may then build up to larger activities. Participants should work with the allotted space in the Manual to write down their thoughts.
 - d. Have help and define clear roles for everyone on your team.
Ask your participants if they have teammates. If so, what will their roles be? If not, are there any specific roles you would like to fill? What are the right characteristics for the people who will fill them? Participants should work with the allotted space in the Manual to write down their thoughts.
 - e. Expect the unexpected.
Ask your participants if they expect things to change or if everything is secure. **Challenge** your participants to consider what elements of their plan are least certain? Is there anything that might change? Participants should work with the allotted space in the Manual to write down their thoughts.
 - f. Track your progress.

Explain that tracking progress is just as important as the actual program activity. To do this, you need to be organized. **Use** the “**My Goal**” on **PAGE 19** of the PYCE Sports and Activity Coordinator Manual worksheet to track your progress as you go. **Use** the information in parenthesis on the worksheet to guide participants to be specific when stating “My Goal”, Key Dates, Objectives, Activities, Results, and Additional Comments.

STEP 4: Review the Concept (Approximately 5 minutes)

1. **Direct** the group to look back at the lists of core principles for long-term management on the flipchart paper or in their Manual (whichever is more comprehensive). **Ask** them if these **core principles** would be helpful for them as they plan for projects in their community. **Discuss** this for **5 minutes**, encouraging participants to consider as many examples from personal experience as possible.

Module 8: Setting Goals (An Individual Reflection Exercise)

Materials:

- A blackboard, whiteboard or flipchart with tape.
- Chalk or markers.
- A poster or piece of flipchart paper with the “Key Learning Points” listed below and written down ahead of time (before the Module).
- Your own PYCE Sports and Activity Coordinator Manual with information to reference.
- A clock, cell phone or stop watch.
- Any additional materials or samples relevant to the topic like photos or videos.
- Make sure your participants have their PYCE Sports and Activity Coordinator Manual, a notepad, and a pen to write personal notes.

Time: Approximately 45 minutes

Key Learning Points:

1. Goals should be specific and measurable.
2. Goals should be challenging and realistic.
3. Understand the difference between short-term and long-term goals.
4. How to create and achieve goals.

PYCE Sports and Activity Coordinator Manual Reference: PAGES 20-21

Explain that goals—both short- and long-term—are extremely important to any program. Goals will **orient** all of your activities, allow you to track your progress and motivate others to support you.

EXERCISE 1: ***Ask*** your participants to go to the “Setting Goals” worksheet on PAGE 20-21 of the PYCE Sports and Activity Coordinator Manual. You will spend the next 15 minutes on this exercise meant for individual reflection. Your participants will be expected to write down individual feedback on this worksheet.

Your participants need to understand that by setting goals, they can be motivated to realize their potential and hold themselves accountable. Everyone needs to have goals. As a community member, one can help others set and achieve broader goals. An example from a sport-for-development program might be:

Goal (Have your participants ***write one down*** here): _____

How do you measure your goal? (Have your participants ***write down*** feedback here)

- _____

- _____
- _____

How will you accomplish this? (Have your participants **write down** feedback here)

- _____
- _____
- _____

Encourage your participants to make their own goals...

How to create and achieve goals? Use this list as a guide while Setting Goals:

- Identify *one over-arching goal*.
- Break it down into its objectives. Be as detailed as possible.
- Write down your over-arching goal, your objectives and how they all fit together. Refer to this document often.
- Work hard and stay positive.
- Evaluate progress. What changes must be made to meet your goals?

Activity: Ask your participants to write down their own goal on the next page. On your flip chart, you will **write** the following 4 bullet points below:

- *What do you want to accomplish in the **next month**?*
- *Two months? Six months? Longer?*
- *How will you measure your progress?*
- *What will you do to achieve them?*

EXERCISE 2: Give your participants **30 minutes** for individual reflection. Walk around the room and check on their progress. **Answer** any questions as best you can while keeping them on track – **Individual, Community and PYCE goals.**

As an Individual? (10 minutes)

What I want to accomplish in the next six months:

How I will measure:

How I will achieve them:

As a Community Member? (10 minutes)

What I want to accomplish:

How I will measure:

How I will achieve them:

With PYCE? (10 minutes)

What I want to accomplish:

How I will measure:

How I will achieve them:

Module 9: Teaching, Coaching and Facilitation

Materials:

- A blackboard, whiteboard or flipchart with tape.
- Chalk or markers.
- A poster or piece of flipchart paper with the words “*Teaching, Coaching, and Facilitation*” written evenly on the paper for reference.
- A clock, cell phone or stopwatch.
- A poster or flipchart piece of paper with the “Key Learning Points” listed below and written down ahead of time (before the Module).
- Your own PYCE Sports and Activity Coordinator Manual with information to reference.
- Any additional materials or samples relevant to the topic like photos or videos.
- Make sure your participants have their PYCE Sports and Activity Coordinator Manual, a notepad, and a pen to write personal notes.

Time: Approximately 100 minutes

Key Learning Points

1. In sport-for-development and many other fields, three important tools for success will be differentiating between coaching, teaching and facilitation.
2. Each one is a separate skill and best used in specific scenarios.
3. What is the difference between the three tools?
4. How will you know when to use each tool?

PYCE Sports and Activity Coordinator Manual Reference: PAGES 22-23

Module 9: Teaching, Coaching and Facilitation

STEP 1: Introduce the Concept (Approximately 10 minutes)

1. **Ask** your participants if they can tell the difference between *teaching, coaching and facilitation*. You will have these three words spread out evenly on your flipchart, so this is an opportunity to **write down** their feedback. Keep your notes to one or two word general terms.
2. Start with **teaching**. **Ask** the following. What is a teacher, what is their role? Where do they perform their professional duties? What are the expectations of their beneficiaries? *Take appropriate notes as they participate.*
3. Continue with **coaching**. **Ask** the following. What is a coach, what is their role? Where do they perform their professional duties? What are

the expectations of their beneficiaries? *Take appropriate notes as they participate.*

4. And last, how about **facilitation**? **Ask** the following. What is a facilitator, what is their role? Where do they perform their professional duties? What are the expectations of their beneficiaries? *Take appropriate notes as they participate.*
5. This is an opportunity to first receive their thoughts and feedback for these three roles. *Take as many notes as necessary.*
6. **Explain** that in many ways there seem to be similarities (of which there are). Next, you will dive into each with more **specifics**.

STEP 2: Explain the Concept (Approximately 20 minutes)

1. **Explain** that now you will **share information** on each to help show the differences:
 - *Teaching*
Explain that this is the act of directly communicating information to another person. “Teaching” is most often, though not always, marked by a gap in information between a teacher and a learner. Teaching closes that gap.
 - *Coaching*
Explain that this is the act of helping an individual improve his or her ability to perform a skill. We see it most often in sports, but there are “coaches” in many different fields. A “coach” does not just provide information, but watches those that he or she trains in action and provides consistent feedback to improve performance.
 - *Facilitation*
You will explain that this is the act of guiding a conversation towards a desired goal. Rather than directly providing information, a facilitator draws on the experiences and feelings of others.
2. **Ask** the group if you, as the trainer for this exercise, fit the role of any of these three functions. (You want them to choose facilitator –but where they may confuse describing your role is when you combine athletic court exercises and pure classroom-based materials.) The key difference here is that as a facilitator, **you are guiding** these conversations not simply talking. Participants should feel engaged; they should feel that their ideas and participation contribute to the quality of the discussion and experience.

3. **Explain** that now you will dig a little deeper to further show the differences between these three concepts.

FACILITATOR NOTE: If your participants raised any of these particular points, be sure to **recognize them** on the flip chart and/or directly refer to that participant.

STEP 3: Demonstrate the Concept (Approximately 30 minutes)

1. **Ask** your participants to open their Manual to **PAGE 22**.
2. **Explain** that the chart on this page will help to clarify the differences between these three concepts. We will look at the *setting, purpose and activities* of each.

TEACHING

a. *Setting*

Explain that the setting for a teacher is most often associated with a classroom or more static setting. There is an authority with information and an audience lacking that information. **Ask** the group if it sounds familiar and is clear.

b. *Purpose*

Explain that the teacher's purpose is to impart information. It is a simple give and take. The teacher owns the information so that they can pass it along to their students.

c. *Activities Performed and Skills Needed*

Explain that the activities performed and skills needed associated with a teacher focuses on communicating prepared material about a specific topic.

COACHING

a. *Setting*

Explain that the setting for an athletic coach is based in a practice environment. There is an audience seeking to improve in the performance of some skill and an authority in the practice of that skill.

b. *Purpose*

Explain that the purpose of an athletic coach is building physical skills and abilities. While it might seem that there is teaching taking place on the sports court, this would be categorized as coaching. It is also important to **explain** that coaches also use their influence to build life skills on and off the court such as principles of teamwork and self-confidence.

c. *Activities Performed and Skills Needed*

Explain that the activities performed and skills needed associated with an athletic coach (as with a teacher too) will focus on communicating prepared material. It also includes watching trainees in action and providing critiques, while also equipping trainees to monitor and improve themselves.

FACILITATION

a. *Setting*

Explain that the setting for a facilitator assumes that there may or may not be information gaps in the room. Information does not flow one way but circulates among all involved. **Ask** if they recognize any particular similarities to the setting for their current workshop.

b. *Purpose*

Explain that the facilitator’s purpose is to explore complicated issues, understand others and their viewpoints. There is an open setting and attempts to **include everyone** in the conversation.

c. *Activities Performed and Skills Needed*

Explain that the activities performed and skills needed associated with a facilitator focuses principally on building trust; maintaining an open, supportive and focused environment; asking questions; eliciting participation; and building consensus.

NOTE: KEEP THIS CHART FOR FACILITATOR INFORMATION REFERENCE

	Teaching	Coaching	Facilitation
Setting	Most often associated with a classroom or more static setting. There is an authority with information and an audience lacking that information.	Based in practice. There is an audience seeking to improve in the performance of some skill and an authority in the practice of that skill.	There may or may not be information gaps in the room. Information does not flow one way, but circulates among all involved.
Purpose	Imparting information.	Building skills and abilities.	Exploring complicated issues, understanding others and their viewpoints.
Activities Performed and Skills Needed	Communicating prepared material about a specific topic.	Communicating prepared material. Watching trainees in action and providing critiques. Equipping trainees to monitor and improve themselves.	Building trust. Maintaining an open, supportive environment. Asking questions, eliciting participation and building consensus. Keeping participants focused.

STEP 4: Review the Concept (Approximately 10 minutes)

Direct the group to look back at the chart on PAGE 22 of the PYCE Sports and Activity Coordinator Manual, which explains the differences between teaching, coaching, and facilitation from on the flipchart paper or in their Manual (whichever is more comprehensive).

Ask them if these differences help them to understand their role in their community as they plan their projects. Discuss this for **5-10 minutes**, encouraging participants to consider as many examples as possible.

Activity:

Return to the case studies listed on PAGE 9. How might you now use each of the skills of teaching, coaching and facilitation in addressing each scenario?

Ask your participants to turn to the exercise on PAGE 23. Here, your participants will use the information discussed about teaching, coaching, facilitation and apply to each fictional character's story. The chart on PAGE 22 serves as an important guide here.

Total time: Approximately **30 minutes**

Take **15 minutes** to complete this INDIVIDUAL EXERCISE in their Manual. Once everyone has written down feedback in their PYCE Sports and Activity Coordinator Manual, **ask** participants to **share their thoughts** with the group. Spend **15 minutes** on participant responses for **each name** listed below.

Fatima

Teaching: _____

Coaching: _____

Facilitation: _____

Marwa

Teaching: _____

Coaching: _____

Facilitation: _____

Khaled

Teaching: _____

Coaching: _____

Facilitation: _____

Yusuf

Teaching: _____

Coaching: _____

Facilitation: _____

Mohammed

Teaching: _____

Coaching: _____

Facilitation: _____

Module 10: Inclusion

Materials:

- A blackboard, whiteboard or flipchart with tape.
- Chalk or markers.
- A poster or piece of flipchart paper with the word “*Inclusion*” written evenly on the paper for reference.
- A clock, cell phone or stopwatch.
- Your own PYCE Sports and Activity Coordinator Manual with information to reference.
- A poster or piece of flipchart paper with the “Key Learning Points” listed below and written down ahead of time (before the Module).
- Any additional materials or samples relevant to the topic like photos or videos.
- Make sure your participants have their PYCE Sports and Activity Coordinator Manual, a notepad, and a pen to write personal notes.

Facilitation Tip:

This Manual will often ask you to elicit examples and thoughts from your audience. If participation is minimal, always consider your own experiences or experiences of others familiar to you. Sharing typically triggers more participation.

Time: Approximately 90 minutes

Key Learning Points

1. Sport coaching often utilizes the concept of “inclusion,” a principle that asserts that coaches should be as sensitive to the needs of the least skilled players on their team as they are to the needs of the most skilled players.
2. Inclusion is absolutely essential to any community-based sports activity that also includes supporting the personal development of participants as a core element of its mission.
3. The term can be applied just as well to community service.
4. No matter how much you are accomplishing externally, how we go about accomplishing those tasks matters as well. Just a few of the reasons for this are:
 - Team Dynamics
 - Sustainability
 - Building Trust
 - Humbleness

PYCE Sports and Activity Coordinator Manual Reference: PAGE 24-26

Module 10: Inclusion

Read: “In coaching terms, an ‘inclusive coach’ has the ability to positively and effectively coach a group of athletes who may have very different needs.”

- SportsCoach UK

STEP 1: Introduce the Concept (Approximately 10 minutes)

1. **Begin** your discussion by **writing** the word, "Inclusion" on your flip chart for everyone to see.
2. **Explain** that in the field of sport-for-development, sport coaching often utilizes inclusion, which asserts that coaches should be as sensitive to the needs of the least-skilled players on their team as they are to the needs of the most-skilled players.
3. **Ask** the group if anyone has experience with the concept of inclusion in a community engagement program before. Generally, at least a few participants may respond positively. **Ask** them if they had any challenges with their experience. Why or why not?
4. **Ask** your group if they recognize this on sports teams of their own. **Explain** that coaches often lose sight of this, even though it is absolutely essential to any community-based sports activity.
5. An important factor to **continue** the conversation: inclusion is absolutely essential to any community-based sports activity that also includes supporting the personal development of participants as a core element of its mission.

STEP 2: Explain the Concept (Approximately 20 minutes)

1. **Explain** that this concept can be applied just as well to general community service. The idea here is that your participants need to understand the importance of viewing their most-skilled person equal to their least-skilled person.
2. **Explain** that there are **FOUR** reasons the concept of inclusion is important for your community-based project. **Ask** your group to turn to **PAGE 24 in their Manual** to follow the discussion:
 - a. **Team Dynamics**
 - A cohesive team can always accomplish more than a divided one.
 - **Ask** if anyone disagrees with this. If yes, this would be a great time for examples. Working with a group in a way that ensures that all members of that group feel equally responsible for its success or failure allows you to marshal its energy most effectively.

b. **Sustainability**

- In the life of a program, and certainly in the life of a community, individual people will move on – to new homes, new jobs, and new life situations.
- **Explain** that by cultivating a culture of *inclusion* this can ensure that your group will be able replenish its participants when previous participants depart. If you plan for short-term programming, your program will not be able to form the basis needed for the desired long-term **sustainable** presence. Once your community is able to see the consistent *inclusion* of all potential participants, a culture of long-term sustainability can be established.

c. **Building Trust**

- Any community project will require you to build trust with external partners or an intended audience at some point.
- **Explain** that those parties will examine your own internal group dynamics closely to see how you are likely to treat them in the course of a project. **Building trust** does not happen overnight; it often takes time. You must have **patience**.

d. **Humbleness**

- Any one member of your team, including yourself, will have only a limited understanding of the ideas and capabilities of all of your members.
- **Explain** that it is important to not allow a group to fall into a dynamic where one or a few members dominate, as this dynamic eliminates potential voices and contributions that could be decisive in achieving the group's goals. Go out of your way to ensure that all members of your group know that they are valued. This skill goes a long way toward building the necessary trust needed for a long-term program.

STEP 3: Demonstrate the Concept (Approximately 30 minutes)

Activity:

Consider the following scenarios. How can you help the group be more inclusive?

Ask your participants to take into consideration personal experiences and the recent information discussed. In their Manual, the four reasons for inclusion concepts found on PAGE 24 serve as an important guide here.

Take 15 minutes to complete this INDIVIDUAL EXERCISE in their Manual on page 25. Once complete, **ask** participants to **share their thoughts** with the group. Spend **15 minutes** on participant responses.

Scenario 1: You are the coach of a basketball team. At a given practice, you have two 22 year-old players, two 20 year-old players, and two 15 year-old players. Design a basketball game or activity that will keep both the 15-year-old players and their older peers fully engaged.

Scenario 2: You are the coach of a soccer team. At a given practice, you have one football and 20 players. Describe one activity you could do to keep them all engaged.

Scenario 3: You have launched a community service club. The group has a community clean-up activity planned, but when you arrive, you notice that a small group of the participants is not focused. How can you keep them engaged for the length of the clean-up?

Scenario 4: You have launched a youth fitness club. You notice that one member of the club is consistently disruptive and talkative. This person holds influence over others in the group because he or she is among the oldest and the most skilled. How do you address this disruptiveness?

APPENDIX 1: Group Discussion Guidelines

FACILITATOR NOTE: Review these general tips prior to your trainings to remind yourself how to best engage your participants.

1. **Keep your group on track.** Your primary role is to help guide your group to define and move towards the goals and objectives of the program.
2. **Assess group dynamics.** Continually assess the direction your group is going and decide if, when and how to intervene.
3. **Be open and honest yourself.** Always be transparent about what your role is and what you plan to accomplish. Be humble, and always be confident enough to admit when you don't have an answer.
4. **Stay neutral.** Interventions should not be made to agree or disagree with a group member(s), but to help the group think critically about their opinions.
5. **Be flexible.** Adjust your plan and curriculum to suit your trainees and their unique needs while still maintaining goals.
6. **Be sensitive.** If you become aware that a member of the group is uncomfortable, always proceed in a careful, non-threatening way.
7. **Be on time.** Make sure you arrive early and have everything prepared (including writing out information like Key Learning Points ahead of time) so the session starts on schedule.
8. **Set and maintain ground rules.** Clear ground rules that are agreed upon by the group should be set at the beginning of the first session of training.
9. **Be prepared.** Have all materials needed to conduct exercises (such as, flip charts, markers, handouts, and/or other audio-visuals) prepared ahead of time.