



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

Sports and Activity Coordinator Manual

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What is “Sport-for-Development”?

“**Sport-for-Development**”¹ is a global movement to intentionally use sport, physical activity and play to help communities achieve specific development goals in fields such as education, health, economic empowerment and peace. Sport-for-development programs use the best values of sport - fairness, dedication, teamwork, sportsmanship and more - to mobilize people to work together to improve their communities.

Right to Play, an organization that uses sport to improve communities all over the world, has identified five characteristics that allow sport to contribute to development goals:

- **“Universal popularity** – Transcending of national, cultural, socio-economic and political boundaries, when done right, sport is enjoyable for participants and spectators alike and can be invoked in virtually any community in the world.”
- **“Capacity as a powerful global communications platform** – Because sport events offer the capacity to reach vast numbers of people, they are effective platforms for public education and social mobilization.”
- **“Ability to connect** - Sport is an inherently social process bringing together players, teams, coaches, volunteers and spectators.”
- **“Cross cutting nature** – Sport can be used to address a broad range of social and economic challenges.”
- **“Potential to empower, motivate and inspire** – Sport has the ability to draw on, develop and showcase individual strengths and capacities.”

Just a few of the goals that sport-for-development projects are pursuing right now around the world include:

- Promoting health and preventing disease.
- Enhancing the inclusion and well-being of persons with disabilities.
- Enhancing social inclusion, preventing conflict and building peace.
- Strengthening child and youth development and education, for both men and women.
- Decreasing delinquency and crime among at-risk youth.



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Sport has the power to change the world, the power to inspire, the power to unite people in a way that little else can. Sport can create hope ... It is an instrument for peace.

- Nelson Mandela, former President of South Africa.

¹ This section is adapted from *Harnessing The Power of Sport for Development and Peace: Recommendations to Governments*, Right To Play on behalf of the Sport for Development and Peace Working Group, Toronto: 2008.

Sport-for-Development in Action: Examples from Around the World

These are just a few of the specific projects that harness the values and strengths of sport to improve communities.

Mathare Youth Sports Association

Founded in 1987, the “Mathare Youth Sports Association” (MYSA) in Nairobi, Kenya, uses football to empower young people to fulfill their potential and improve their communities. Teams’ standings are not determined by their wins and losses but by their participation. The more games that one team organizes with other teams, the higher its standing. Teams can also earn additional points by completing service projects, like community clean-ups and health workshops. Underlying all of this is a simple mantra: “If you do something, MYSA does something; if you do nothing, MYSA does nothing.”



PeacePlayers International - South Africa

In South Africa, PeacePlayers International operates a program with two goals. It was originally founded to allow young people from different races to come together in a safe, supportive way, in a country where legal racial discrimination was the norm until 1994. Now, the program also focuses on life skills and helping young people avoid HIV/AIDS. Basketball is the hook that recruits participants, who then receive guided education and mentoring from coaches.

PeacePlayers International - Middle East

In the city of Ramallah, in the West Bank, PeacePlayers International operates a program that provides underprivileged young people, particularly young women, with sports clinics that build relationships among participants and provide opportunities to speak with them about education, leadership and supporting each other in pursuit of their personal goals.



Fight for Peace

Fight for Peace runs programs in Rio de Janeiro and London, which engage young people at risk of delinquency or gang involvement through boxing and martial arts training. Its activities are based on Fight for Peace’s “Five Pillars” including, Boxing/Martial Arts, Education, Employability, Support Services, and Leadership, helping marginalized youth engage their communities productively.

Generations for Peace

His Royal Highness Prince Feisal Al Hussein of Jordan founded this organization based in Amman to equip community leaders around the world to use sport to build more peaceful communities. Generations for Peace recruits emerging leaders to attend its week-long academy on sport and peace to learn lessons from experts in the fields of community development, sport management, peacebuilding and more. Each leader then returns to his or her community to implement a new project there, with ongoing support from Generations for Peace. Attendees have participated from 47 countries, including Yemen.



Photo by Generations for Peace

What Makes These Programs Effective?

Below you will find **5 CORE PRINCIPLES** uniting sport-for-development programs:

- 1. They clearly identify specific development objectives, and make sure all of their activities contribute to those objectives.**

Use these spaces to take notes throughout the training's discussions. Refer to them often after the training to refresh your memory.

- 2. They are planned and executed in partnership with the people intended to benefit from them.**

Notes:

- 3. They keep an appropriate balance between sports and other activities.**

Notes:

- 4. They engage other partners in their communities to coordinate their approach.**

Notes:

- 5. They track their activities to determine if they are reaching their goals.**

Notes:

Benefits of Sport

The “Sport-for-Development” movement focuses primarily on how sport can be used to achieve other goals. We shouldn’t forget, however, that sport, when implemented well, can have many benefits by itself. We can group these benefits into roughly three categories: physical, mental and social.

Physical Benefits

1. **Fitness:** People who participate in sports are less likely to be overweight or underweight. Being either makes both men and women more susceptible to diseases and poor health, and, for women, leaves them more at risk for illness or complications in pregnancy. Both are also associated with social issues like a lack of confidence, being a victim of bullying or depression. Many youth who play sports remain active even as they get older.

Notes:

2. **Motor skills:** People that play sports develop sports-specific motor skills, allowing them to have greater competency and control of their body. Armed with these skills, they are more likely to try other physically challenging activities.

Notes:

3. **Less consumption of qat/drugs:** Youth who play sports are less likely to chew qat, smoke cigarettes or consume drugs. Athletes often have more respect for their body and less unsupervised time.

Notes:

4. **Health:** People who participate in physical activity are at a lower risk for many health problems, including diabetes, osteoporosis, and certain types of cancer. In addition, they develop a fitness base that leads to greater heart health.

Notes:

- 5. Increased life expectancy:** Studies show that people who are physically active have longer life expectancies.

Notes:

Mental Benefits

- 1. Better academic performance:** Youth who participate in sports tend to have better grades and are more likely to remain in school than their non-athlete classmates. Succeeding in sport requires commitment and working to reach a goal, abilities also required for academic success. Youth are able to see results from their hard work in sports and apply that mindset to their school work.

Notes:

- 2. Higher self-worth:** Active youth have higher self-esteem and a more positive perception of their own value, skills, ability and potential than their inactive peers.

Notes:

- 3. Feeling happier:** Exercising regularly stimulates the production of endorphins, hormones that contribute to feelings of happiness. A positive attitude correlates with success professionally, ability to overcome adversity and how others perceive you.

Notes:

Social Benefits

1. **More positive behavior:** Participation in youth sports can lead to the development of behaviors such as helping, sharing, and cooperating.

Notes:

2. **Less anti-social activity:** Youth who have an excessive amount of unsupervised free time are more likely to get involved in delinquent behaviors (like crime) or isolationist behaviors (like an overdependence on television).

Notes:

3. **Positive social relationships:** Youth who participate in sports are more likely to make friends, while inactive youth are more likely to feel isolated. A sports team can provide a strong social network.

Notes:

4. **Sport builds character:** Youth who participate in sports show a higher level of understanding of the concepts of fair play, moral reasoning, and sportsmanship.

Notes:

5. **Leadership and team skills:** Being able to work with or lead teams are crucial skills outside the world of sport. But there are few places better suited to cultivating them.

Notes:

Activity:

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

INSTRUCTIONS: *This exercise should be an **open discussion** about each scenario. The facilitator will read the instructions and give participants a few minutes to consider an answer. Write your thoughts on the lines below and keep for future reference.*

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 makes her feel uncomfortable. **Is there a way that sport can help her overcome this challenge?**
Write your ideas in the spaces provided.

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 sport can help her overcome this challenge?**

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 sport can help him overcome this challenge?**

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 sport can help him overcome this challenge?**

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 sport can help him overcome this challenge?**

Knowledge Change vs. Behavior Change

“**Knowledge Change**” describes changing the amount of information that a person has at any given time. For example, if you take a class on healthy lifestyles and learn the specific nutritional value of various foods, you will have more information about healthy foods. Your knowledge has changed.

“**Behavior Change**” is slightly different. “Behavior Change” describes changing what someone actually does with the information that he or she has. For example, if, after taking that healthy lifestyles class, you to choose to eat nutritional foods over unhealthy foods more often, you will have changed your behavior to be healthier.



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Does knowing that fruits like pomegranates are healthy necessarily mean that a person will eat more of them?

In the example above, it seems likely that knowledge change will likely lead to behavior change: if you learn more about healthy foods, you will probably eat healthier. Does it have to work that way, though? Does knowledge change always lead to behavior change?

Consider the following questions.

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?

Notes:

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 they way they behave right away?

Notes:

Why is changing behavior so hard?

The truth is that increasing people's knowledge about something can help them change their behavior, but it is often not enough. There are several reasons why it is much harder to change someone's behavior than it is to change their knowledge.

Behaviors are patterns. No action exists in a vacuum. To eat healthier, you will also have to consider how much money you spend on food, where you do your shopping, and when and how much you eat and much more. Trying to isolate one behavior is difficult unless you also think about the broader context.

People find it easier to pursue small, concrete goals than bigger, less clear goals.

Research shows that people consistently choose rewards that they can see and that they expect to experience in the short-term. Tasting a sugary soda is a short-term, concrete reward. Being healthier is a long-term, more abstract goal.



CC Image courtesy of _boris on Flickr

Fear and guilt are not effective

motivators. Research also shows that if you take an action because you are afraid of the consequences or someone else makes you feel that you have to, you are less likely to continue with that action. Fear and guilt can fade over time. Why someone changes his or her behavior matters.

Things change. When you make a decision to change your behavior, the situation might seem clear. You want to be healthier, so you will eat healthier. As time goes on, however, you will learn new things, meet new people and find yourself in new situations. Will you still eat healthier if you find out your friends

don't like to? Or, if you have a hard day at work and want a reward for yourself? Or, if some of the food you try to eat doesn't taste as good as you hoped it would?

People are far more likely to act on knowledge they have learned themselves and to pursue goals they have set for themselves. This idea lies behind many of the statements above. An outsider can never "read the mind" of another, so we only ever have, at best, a partial understanding of another person's reality. As a result, when confronted with someone trying to change our behavior, we (accurately) assume that the other person does not fully understand our situation. Consider this yourself: Have others tried to change your behavior? When has it been effective? Ineffective? To successfully support behavior change, one must give others the freedom to make their own choice of how, when and why to change.

So what can help? Behavior change strategies

The following behavior change strategies can help you overcome the natural gap that makes behavior change harder to achieve than knowledge change:

Break big goals down into small, concrete chunks. This will help you overcome people’s natural preference for rewards they can see over those they can only imagine. See page 20 of this Manual for a deeper exploration of goal-setting.

Allow people to set their own goals. If someone wants to be a healthier person, there are lots of things they can do. They can exercise more, for example, or they can eat better (or both). Even within those categories, they can start by trying to eat healthier one meal a day, before moving on to two meals a day.

They can exercise once a week, or five times a week. For 20 minutes each session, or for one hour each session. Looking at all the options creatively allows individuals to create a plan for behavior change that works for them.

Why might it be helpful to try to gather a team to help you achieve behavior change – either for others or for yourself?

Work in a group. Peers can be powerful motivators. This is true with both positive and negative behaviors. If you are struggling to make a change, you are much more likely to be successful if there are others who are sharing the struggle with you. They can empathize, share experiences and hold you accountable in a way those who aren’t taking the same journey can’t.

Prepare to not be successful right way. If your goal is long-term behavior change, you might not succeed right away. And that’s alright. If you find yourself slipping back into old habits, don’t give up! Instead, adjust your plan and try again. Most successful major behavior changes take several attempts to stick.

Practice, practice, practice. Behaviors are habits. Take every opportunity you can to practice the behavior you want to change. Minimize exceptions and allowances and instead work as hard at learning a new behavior as you would a skill like a new language...or a sport.

Why can sport be a useful tool to help support behavior change?

Your Program

1. Program Title:

(What will you call your program?)

2. Program Goal:

(How will your program impact the youth of 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.)

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?)

5. Inputs

(What resources will you need to execute your program idea?)

6. Program Start & Completion Date

(When would you like to achieve the goal you identified in Question 2?)

7. "Teammates"

(Who can help you initiate your program? Consider friends, family, neighbors, other Peer Network members, PYCE Steering Committee members, and more.)

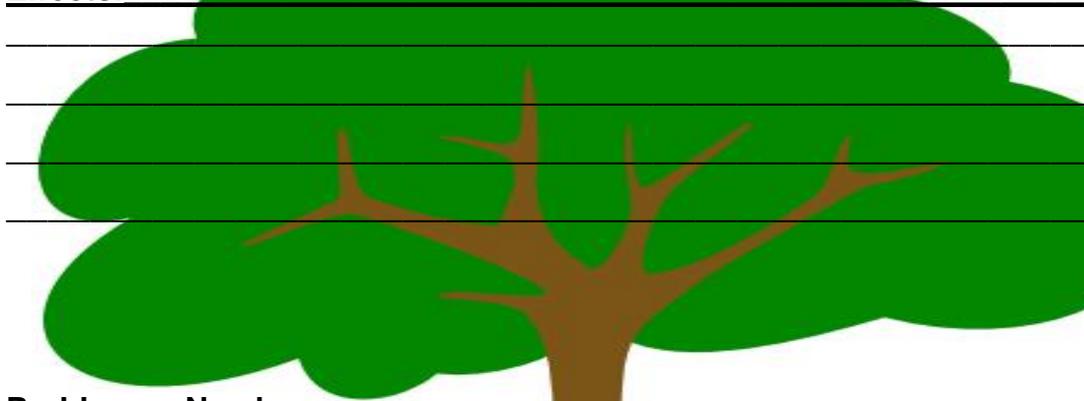
The Need Tree

This tool will help you think in more depth about a particular problem or need in your community that you can address via your project. Use it now to analyze that need and return to it often whenever you are planning a new project.

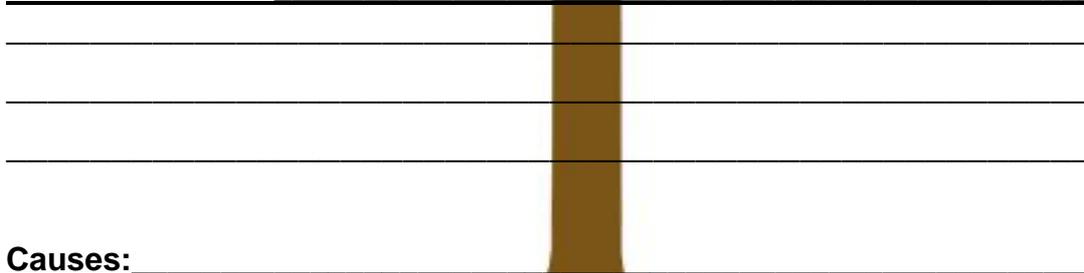
Instructions

1. Start in the **trunk** of the tree. Use these lines to describe one **specific need or problem** that you would like to address through your project. What is one reality in your community that you would like to change?
2. Next, move to the **roots** of the tree. What are the **causes of the need or problem** you have identified in the trunk? Try to consider your need or problem from all angles. Is it caused by cultural norms? Economic shortages or divides? A lack of knowledge or information? Fear or habit?
3. Finally, move to the **leaves** of the tree. Consider all of the **negative effects** caused by the need or problem that you have identified. How does it affect you personally? Your community? Other communities? If not addressed, what effect might it have on the future?

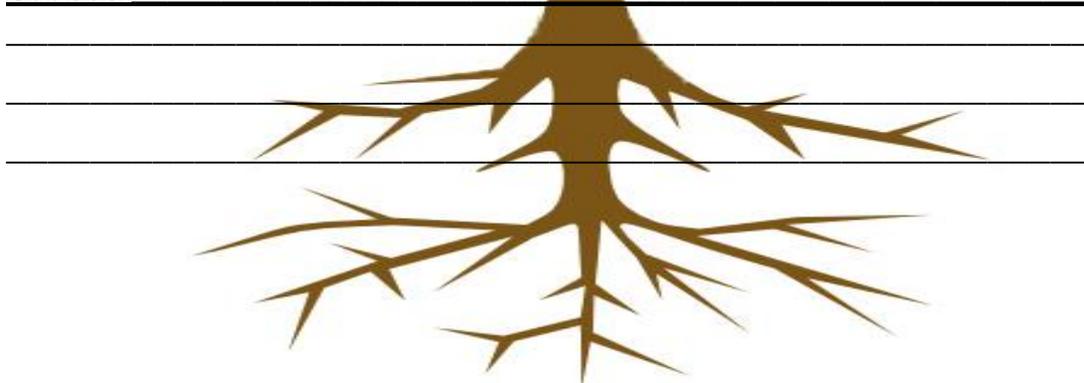
Effects:



Problem or Need:



Causes:



The Project Tree

Use the tool on the next page to build on what you have discovered by completing the Need Tree. It will help you connect the community need or problem you previously identified with the goal, objectives and activities of your particular project. The Project Tree is a useful planning tool that allows you to 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.

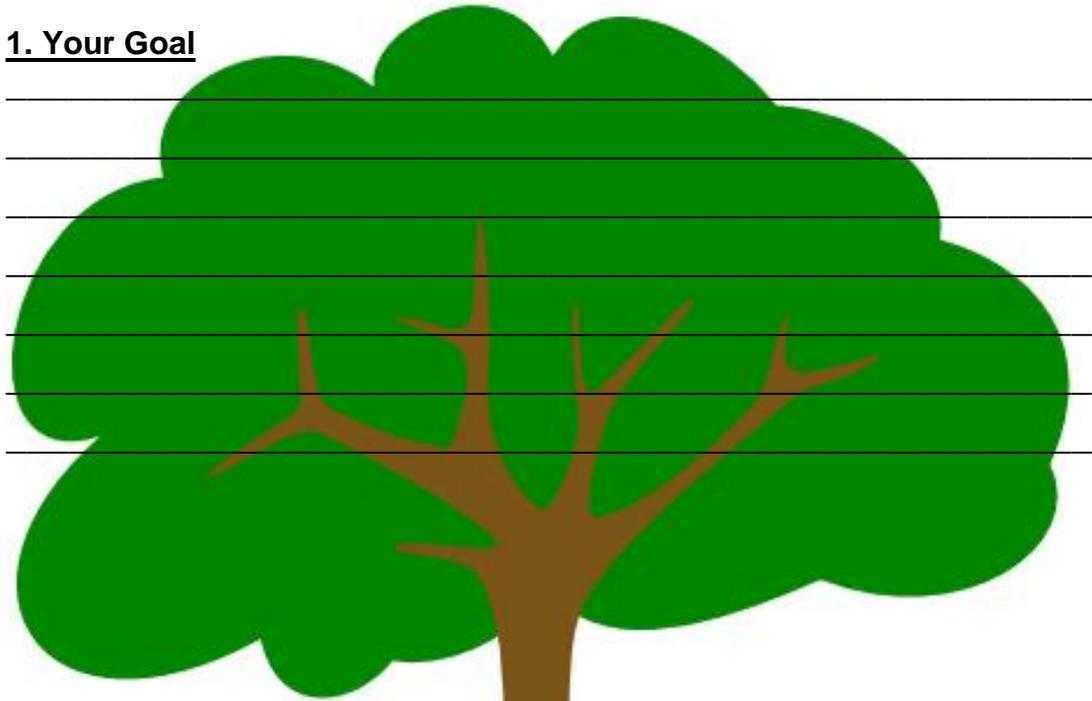
Once you start your project, make sure to occasionally go back to this tree to check whether your activities are helping you to achieve your objectives and larger goal, as you first planned. If your project has changed over time, you can adjust what appears in your Project Tree. The most important thing is to make sure that the different parts of your project remain organized, and follow a logical sequence.

Instructions

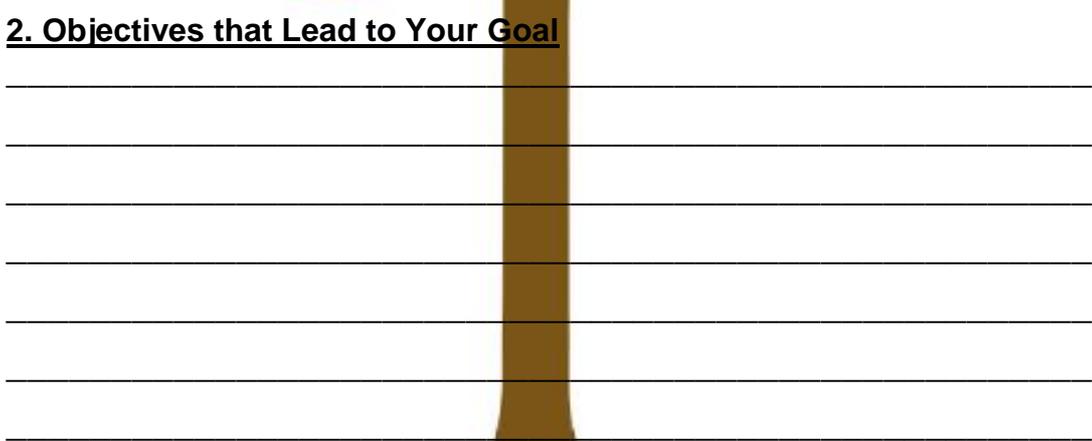
1. This time, start in the **leaves** of the tree. With regards to your project, what is the larger, overall goal you are trying to achieve? This goal should in some way address the community need or problem identified in the Need Tree. It should be some kind of change that, if it were to happen successfully, would contribute to lessening your community problem. Make sure to describe your goal in terms of a very specific change you hope to bring about with your project.
2. Now, move to the **trunk** of the tree. Write down all of the smaller changes that need to happen in order to achieve your larger goal. These changes are the objectives of your project.
3. Finally, move to the **roots** of the tree. Here you should list all of your planned activities. Activities are the concrete events or services that you and your partners will implement as part of your project. As you are listing project activities, think about how these connect to your objectives and overall goal. All of your activities should lead to smaller changes, which should then lead to the larger change you would like to see.

The Project Tree (cont.)

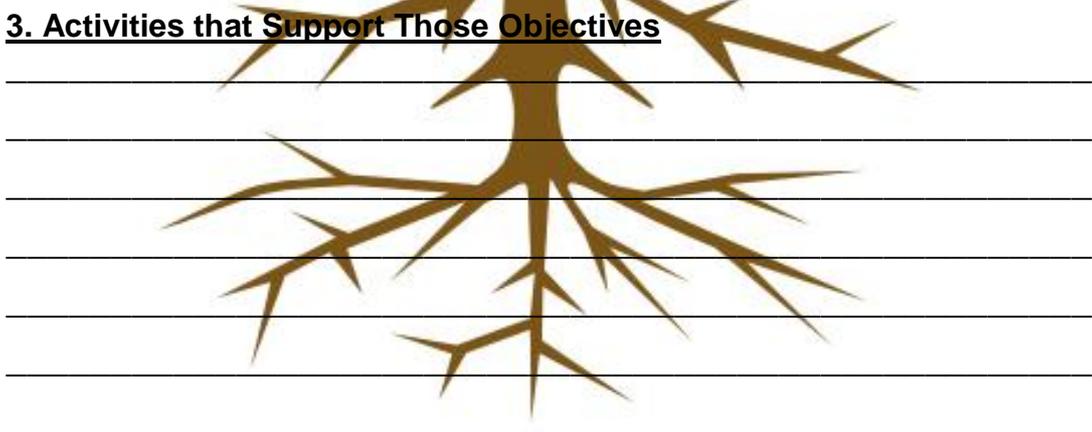
1. Your Goal



2. Objectives that Lead to Your Goal



3. Activities that Support Those Objectives



Best Practices for Long-Term Management

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. The benefits, however, can be significant. What are the benefits of long-term programs? Can long-term programs support behavior change strategies?

The good news is that there are some simple, concrete steps you can take to help your project succeed. Refer back to these “best practices” or core principles for long-term management often, to see if there is anything you can do now to prepare for success down the road.

1. **Plan carefully.** There is a common saying in the United States, “Failing to plan is planning to fail.” Time that you spend carefully considering all of the important elements of a project before you start will be rewarded later on, as you’ll know what to expect and be prepared for each phase of your project. The “Project Tree” is a great tool to begin planning.
2. **Identify assumptions.** Every plan will contain assumptions: the things that you believe are true, but have not yet tested 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. It’s possible that the specific young people you are working with may not enjoy your planned sport.

Have you planned effectively? Do you know where you will find your inputs and how you expect your activities to work together?

3. **Set objectives** This might be the most important element of project planning. Break your project down into a series of smaller elements, which are your objectives and have activities for each. For example, an overall project of starting a sports league that also serves its community might have the objectives below. (See pg 20 for more on goal-setting.)
 - a. Recruit ten players a week after launching.
 - b. Execute a community service project and tournament to begin activity.
 - c. Begin executing weekly games and projects.
 - d. After one month, solicit advice and feedback from partners.

Go back to your “Project Tree” on page 16 and try to identify any assumptions within your plan. Can you modify your plan to rely on fewer assumptions? Do you know how you might adapt if your assumptions are incorrect?

4. **Get help and define clear roles for everyone on your team.** Almost everything is easier when you have teammates who can help you. Almost as important as having those teammates though, is making sure that everyone knows his or her role. Picture a soccer team - someone has to play goalie, someone has to score and someone has to defend. It's all too common for important tasks to be forgotten because it is not clear who is responsible.

Do you 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?

5. **Expect the unexpected.** Over the course of any project, you 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, or a venue might raise its prices. Be sure that your plan includes flexibility for these kinds of 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 can focus most of your energy on responding to these unexpected changes.

What elements of your plan are least certain? Is there anything that might change?

6. **Track your progress.** As you implement your project, you will refine your assumptions, meet others who can help you and gain new knowledge of your community and your 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, you will need to proactively compare how your project is actually developing with how you thought it would develop. The goals you identified earlier can help this process. Use the worksheet below to track your progress as you go.

INSTRUCTIONS: This is an *individual exercise* based on personal reflection. The facilitator will read and explain each heading by asking the questions in parenthesis for guidance. Take a few minutes to consider each component and how it applies to your program. Use the space provided to further outline your program and keep for future reference.

My Goal:

Key Dates	Objectives (What you hope to accomplish by each key date)	Results (How does your actual progress compare with your goal?)	Comments (If there is a difference between your goal and the results, why do you think that is? How will you adapt?)

Setting Goals

As discussed above, 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.

Goals should be specific and measurable. They should be challenging but realistic.

By setting your goals, you can be motivated to realize your potential and hold yourself accountable. Everyone needs to have goals. As a community member, you can help others set and achieve broader goals. An example from a sport-for-development program might be:

Goal:

How do you measure your goal?

- _____
- _____
- _____
- _____

How will you accomplish this?

- _____
- _____
- _____

This is just an example but not a bad one for a sport-for-development program. Now make your own goals...

Summary: How to Create and Achieve Goals

- Identify one over-arching goal.
- Break it down into its smaller elements or 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: Write Down Your Own Goals

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

As an Individual

What I want to accomplish: _____

How I will measure: _____

How I will achieve them: _____

As a Community Member

What I want to accomplish: _____

How I will measure: _____

How I will achieve them: _____

With PYCE

What I want to accomplish: _____

How I will measure: _____

How I will achieve them: _____

Teaching, Coaching and Facilitation

As you work with a group, in sport-for-development and many other fields, three of your most important tools will be coaching, teaching and facilitation. Each one is a separate skill and best used in specific scenarios. So what's the difference? And how do you know when to use each?

Definitions

Teaching 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 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 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.

	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 and supportive environment. Asking questions, eliciting participation and building consensus.

Activity:

How might you use each of the skills of teaching, coaching and facilitation in addressing each scenario? Refer back to page 9 for more information on each scenario.

Fatima

Teaching: _____

Coaching: _____

Facilitation: _____

Marwa

Teaching: _____

Coaching: _____

Facilitation: _____

Khaled

Teaching: _____

Coaching: _____

Facilitation: _____

Yusuf

Teaching: _____

Coaching: _____

Facilitation: _____

Mohammed

Teaching: _____

Coaching: _____

Facilitation: _____

Inclusion

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

- Sports Coach UK

Sports 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 the most skilled players. In the competition of sport, coaches often lose sight of this, even though it 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.

We can apply the term just as well to community service. 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 refer to** the behavioral relationships between members of a group that are assigned connected tasks. Dynamics are affected by roles and responsibilities and have a direct result on productivity.
 - A cohesive team can always accomplish more than a divided one. 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.
- **Sustainability** is the ability for a program to be maintained over time while overcoming potential variations.
 - In the life of a program, and certainly in the life of a community, individual people will move on – to new homes, new jobs, or new life situations. Cultivating a culture of inclusion ensures that your group will withstand any changes in its precise membership.
- **Building Trust** is the act of building an assured reliance on the character, ability, strength, or truth of something in which confidence is placed.
 - Any community project will require you to build trust with external partners or an intended audience at some point. 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.
- **Humbleness** is the act of being modest and meek in character, attitude and spirit.
 - Any one member of your team, including yourself, will have only a limited understanding of the ideas and capabilities of all of your members. Allowing a group to fall into a dynamic where one or a few members dominate eliminates potential voices and contributions that could be decisive in achieve the group’s goals. Go out of your way to ensure that all members of your group know that they are valued.

Activity:

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

INSTRUCTIONS: Complete each section below.

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 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?

Group Discussion Guidelines

These tips apply to all three of the skills discussed above. Review them before each group discussion to remind yourself how best to engage those whom you work with.

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 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 training.
9. **Be prepared.** Have all materials needed to conduct exercises (such as, flip charts, markers, handouts, or Audio/Visuals) prepared ahead of time.