



# after school basics

**TRAINING PROGRAMME**

**Trainer Guide**

# tone of the programme:

## This training programme aims to...

- ▶ Acknowledge participants for the work they are already doing in the After School sector.
- ▶ Leverage their skills and experience, and create a platform for shared learning.
- ▶ Provide an opportunity for participants to build connections and support networks with others in the sector.
- ▶ Consolidate existing knowledge, introduce new knowledge, and build skills that are necessary and relevant to the After School sector.
- ▶ Create the sense that we are ALL part of a movement that aims to really enhance the quality of young people's lives and place them on a positive trajectory.



### TRAINER NOTE

It's important that you create a learning atmosphere that is both organised and relaxed. You will need to be exceptionally well prepared to ensure your programme is well delivered and runs smoothly. But the environment also needs to feel relaxed, and conducive to respectful dialogue, so that participants feel acknowledged and comfortable enough to share their views to enrich the learning experience.

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# introduction

## THE PROBLEM

Education is more than just what we are taught in the classroom. All our experiences help to form who we are, how we respond to situations and our knowledge base. But not all learners enjoy the same experiences, which can place them at a disadvantage – not just at school, but in life. These learners run the risk of never reaching their full potential.

Resourced learners have access to many opportunities – books in the home, parents who are able to read to them, family outings and holidays, extra-mural activities, pre-school, and much more. By the time these resourced learners get to high school, they have at least three years more educational input than their under-resourced peers.

We believe After School Programmes can help to close this educational gap. Regular and consistent participation of learners in After School Programmes helps to improve learner outcomes, reduce school dropout rates and reduce risk-taking behaviour. That is why After School activities are an ADVANTAGE.

## AFTER SCHOOL LEVERS TO DRIVE CHANGE

The goal of the After School movement is to ensure every learner has access to academic, sport and recreation, arts and culture, and life skill programmes. To achieve our goal, we focus on three key levers of change:

### ***Lever 1: To create an enabling environment for After School Programmes***

This includes ensuring there is good leadership, information on the available offerings, safe and secure spaces for After School Programmes, IT access as well as access to food.

### ***Lever 2: To ensure learners in After School Programmes access quality programming***

This includes ensuring learners have access to a choice of sport and recreation, arts and culture, life skills and academic support programmes (the four pillars). In addition, these programmes must actively engage learners and build learners' skills and mastery.

### ***Lever 3: To expand the After School Programme through collaboration and partnerships***

This lever focuses on developing mechanisms for harnessing the collective resources of all spheres of Government, donors and civil society to expand quality programmes in the Western Cape.

# getting started

## WHAT IS THE PURPOSE OF THIS GUIDE?

This Trainer Guide is designed to help you prepare for and facilitate the 4-day After School Basics Training Programme.

## HOW IS THE TRAINER GUIDE ORGANISED?

The Getting Started section contains all the information you will need to prepare for your training, such as how to read this Trainer Guide, materials checklists, room set-up, and other logistical considerations. The Programme at a Glance table serves as your overview for each day, outlining the session names and suggested timings for each of the sessions. Lastly, there are some Top Tips for World-Class Trainers to help you get the most out of your time with participants.

## IN TERMS OF THE ACTUAL PROGRAMME GUIDE...

**Each DAY has a cover page that details:**

- ▶ OVERALL learning outcomes that we expect for the day
- ▶ The suggested TIMELINES for the day
- ▶ And any TRAINER NOTES that are important to run the day.

**Each SESSION has:**

- ▶ A cover page that details the desired OUTCOMES for the session
- ▶ A MATERIALS LIST for the session
- ▶ The ACTIVITY FLOW for the session
- ▶ The expected DURATION of the session
- ▶ And TRAINER NOTES necessary to run the session (e.g. cautions, preparation alerts, tone, etc.)

**Followed by:**

- ▶ Step-by-step INSTRUCTIONS for each activity
- ▶ A suggested TRANSITION STATEMENT to sum up the session and introduce the next session

**Each day will end with:**

- ▶ A Reflect and Close Activity

# icons

## HOW THE TEXT IS LAID OUT IN THE GUIDE:



The **ACTIVITY TITLE** is at the top of the box, a margin icon in the left column, and the guidelines for the session as actual text in the box (like this).

These icons are designed to help guide your eye and draw your attention quickly to 'what to do' and 'how to do it'.



**Outcomes**



**Duration**



**Materials**



**Activities**



**Trainer Note**



**Video**



**Transition**



**Debrief**



**Tea-Break**

# session preparation

## PRE-WORK

There is NO pre-work for the After School Basics Training Programme that participants have to complete.

Participants will already have completed the application form and motivation for the Programme.

## ROOM SET-UP

- ▶ Create a relaxed tone by offering refreshments such as coffee, juice, and cookies
- ▶ Chairs and/or tables should be arranged in island style (with tables arranged to allow people to sit in 5 groups - tables could be round or rectangle.)
- ▶ Make sure there is enough space between the tables for you and the participants to move freely
- ▶ Make there is enough floor space for the activities
- ▶ Make sure there is enough wall space to build visual referral zones (These are places in the room where the work covered, e.g. flipcharts from each activity, group work etc. can be put up to eventually create a visual learning journey of the programme)
- ▶ Make sure all participants will be able to see flipcharts and/or screens from where they are seated.

## TRAINER PREPARATION

- ▶ As the trainer, you should have attended the After School Basics Training Programme. If you are not from the After School sector, you should visit a few of the sites, so that you are able to reference your experiences in the training. Please read ALL the material provided in your Immersion Pack.
- ▶ Make sure you read and are thoroughly familiar with this Guide, which offers suggested methods to run each of the sessions in the Programme. While it is important to use this Guide and its recommendations, feel free to also make use of your own style and experiences to best meet participant needs. A great trainer inserts personal stories that expand upon key points to bring the training to life.
- ▶ Prepare flipcharts and materials in advance (don't waste precious time setting these up during the training).
- ▶ Always arrive early to your sessions to set up the room and refreshments, and to familiarise yourself with the logistics, such as the location of the restrooms and safety exits.

## NUMBER OF PARTICIPANTS

For your training programme to be effective, make sure there are:

- ▶ No more than 30 Practitioners
- ▶ No less than 20 Practitioners

# programme at a glance

	DAY 1	DAY 2	DAY 3	DAY 4
<b>Focus</b>	<b>Understanding the Context</b>	<b>Understanding People</b>	<b>Understanding Programmes</b>	<b>Partnerships</b>
Outcomes for day : Practitioners should be able to	<ul style="list-style-type: none"> <li>• <b>Locating</b> the After School Sector</li> <li>• <b>Reflect</b> on the After School Sector challenges and realities</li> <li>• <b>Discuss</b> what a quality After School programme looks like</li> <li>• <b>Develop</b> an After School Practitioner Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recognise</b> personal strengths and how to build emotional intelligence and manage self</li> <li>• <b>Recognise</b> the development stages of learners</li> <li>• <b>Discuss</b> the qualities of an After School Practitioner</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> an understanding of what effective and quality programme implementation looks like</li> <li>• <b>Troubleshooting</b> working in schools and with learners</li> </ul>	<ul style="list-style-type: none"> <li>• Information on the available resources</li> <li>• Develop an after school asset map to identify resources in community</li> <li>• Formulate action plan to build partnerships to strengthen your programmes</li> </ul>
<b>8:00 – 8:30</b>	<b>REGISTRATION</b>	<b>ARRIVAL</b>	<b>ARRIVAL</b>	<b>ARRIVAL</b>
<b>8:30 – 9:30</b>	Welcome and Programme Overview	Welcome and Recap and Understanding self and others	Welcome and Recap Introducing Quality AS Programmes	Reflection
<b>9:30 – 10:30</b>	Why ASP? And why we are building the capacity of the sector			After School Asset Mapping and Building Partnerships
<b>10:30 – 11:00</b>	<b>TEA</b>	<b>TEA</b>	<b>TEA</b>	<b>TEA</b>
<b>11:00 – 12:30</b>	Your AS Sector Challenges and Realities	Building Emotional Intelligence	Quality Programme deeper dive	<ul style="list-style-type: none"> <li>• Showcasing Resources</li> <li>• Opportunities and Peer Learning</li> </ul>
<b>12:30 – 13:30</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>13:30 – 15:00</b>	Learner Well Being and Development	Qualities of an After School Practitioners (1)	Tracking and managing learners (Attendance) and M&E	Final Reflection and Wrap Up
<b>15:00 – 15:30</b>	<b>TEA</b>	<b>TEA</b>	<b>TEA</b>	<b>TEA</b>
<b>15:30 – 17:00</b>	Code of Conduct	Qualities of an After School Practitioners (2)	Working with Schools and Referral Pathways	
		<b>MOVIE NIGHT</b> Coach Carter or Queen of Katwe or Spare Parts		

Disclaimer: The programme at a glance reflects a daily schedule of 8:00 - 17:00 daily. The activity design will allow you to finish by 16:30 daily.



# top tips for world-class trainers

To get the most out of your training, remember to always:

## 1. BE YOURSELF

## 2. ASK: What does each person need in this learning situation?

Trainers who stick to these two principles tend to be respected and regarded as credible leaders. It's about tapping into your own leadership qualities and inspiring people to be the best they can be.

## WORLD-CLASS TRAINERS ALSO...

- ▶ Have integrity – they are honest and have sound moral principles
- ▶ Take responsibility for whatever happens in the training room
- ▶ Respect adult learners and protect their self-esteem at all times, ensuring they never feel exposed, nervous or inadequate
- ▶ Are diligent – they are always seen to be working hard with each participant to meet the overall learning objectives of the training programme
- ▶ Treat everyone fairly, equally and on merit
- ▶ Are firm when dealing with disruptive behaviour
- ▶ Manage their emotions when dealing with difficult behaviour
- ▶ Listen and try understand all participants by showing interest, asking questions and acknowledging contributions
- ▶ Encourage people to grow and learn at a pace they can handle
- ▶ Always accentuate the positive (e.g. say 'do it like this' rather than 'don't do it like that')
- ▶ Smile and encourage others to be happy and enjoy themselves
- ▶ Break down barriers and encourage people to get to know and respect each other
- ▶ Take notes and keep good records
- ▶ Plan and prepare for all training events
- ▶ Manage time well and help others to do so, too
- ▶ Work hard to become an expert at what they do

## THINGS TO CONSIDER...

- ▶ A training session is an unfolding event. You need to be passionate about what you are training on at all times. If YOU are interested in what you are talking about, it's more likely that participants will be interested, too
- ▶ Are you really listening? If so, you'll know what to say/do and when to say/do it. You'll also know if nothing needs to be said. Silence is ok
- ▶ Is what you're saying practical? Wherever possible, root things in real-life examples to keep information relevant to participants' lived realities

- ▶ There are many ways to reflect. Some people like talking, some like walking, some like writing, some like drawing. Some don't yet know how they like to reflect. How can you make sure everyone feels included?
- ▶ As a trainer you won't always have the answer – and that's ok. Be humble enough to tell participants that you don't know but will find out for them, and then get back to them as soon as possible.
- ▶ It's ok for people to have different views – to be curious, to question, to challenge, to disagree, to build on, to think about, or in some cases, to hold no opinion at all. Everyone has a different life story. Celebrate this! Build on it. Ask yourself how we can best learn from others?

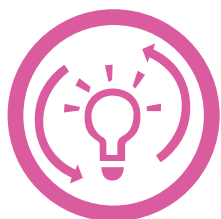
## PRACTICAL TIPS:

- ▶ Look after yourself. Rest well. Eat well. Feel good about yourself.
- ▶ Buy a cheap clock or watch, rather than using your cellphone to keep time. Looking at your phone can be a distraction.
- ▶ Lead by example time-wise. Be sitting ready to start a session AT LEAST 15 MINUTES before the session is due to start.
- ▶ If you get the feeling that the group is low on energy, then they probably are. Do something about it, like an icebreaker.
- ▶ Do you need to prepare flipcharts for your sessions? If so, are you clear about what needs to go on them? Make sure your flipchart is clear – the simpler and clearer the flipchart, the easier it will be for participants to understand what it represents.
- ▶ Practice getting comfortable with the content of your training programme – in whatever way works for you, such as speaking in front of a mirror or recording yourself prior to the training. If there is specific content you not familiar with, do some extra reading on this subject matter.
- ▶ It's good to have extra activities/tasks in your back pocket just in case some of the activities don't work out with your group or they have done the activities before.

## THINGS TO AVOID:

- ▶ **DON'T** make false promises that create unrealistic expectations among your participants e.g. “We're going to have the most incredible time that will change your life forever.” Keep it simple and stick to the facts e.g. “We're going to spend a week together, learning about ourselves and how we can make important contributions to the After School sector in our community.”
- ▶ **DON'T** make a joke about someone even if they make the same joke about themselves. You never know what their real sensitivities may be.
- ▶ **DON'T** let work and/or family difficulties get in the way of your training. Find ways to deal with stress so it doesn't negatively impact the training environment (i.e. find someone to talk to, write in a journal, do exercise, etc.).
- ▶ **DON'T** just read material to participants or show up tired (no yawning!). Remember that your energy is contagious and sets the tone for your entire training programme.

# DAY 1: understanding the context



## OVERALL OUTCOMES FOR DAY 1:

Participants should be able to...

- ▶ **DISCUSS** what a quality After School programme looks like.
- ▶ **REFLECT** on After School sector challenges and realities.
- ▶ **DEVELOP** an After School code of conduct.

## suggested schedule for day 1:

07.00 - 08.30	1.0	<ul style="list-style-type: none"> <li>• Registration</li> </ul>
08.30 - 09.30	1.1	<ul style="list-style-type: none"> <li>• Welcome and Programme Overview (Intro Activity)</li> </ul>
09.30 - 10.30	1.2	<ul style="list-style-type: none"> <li>• Why After School Programmes?</li> </ul>
10.30 - 10.50	TEA	
10.50 - 12.20	1.3	<ul style="list-style-type: none"> <li>• After School Sector Challenges and Realities</li> </ul>
12.20 - 13.15	LUNCH	
13.15 - 14.40	1.4	<ul style="list-style-type: none"> <li>• Learner Well-being and Development</li> </ul>
14.40 - 15.00	TEA	
15.00 - 16.00	1.5	<ul style="list-style-type: none"> <li>• Code of Conduct</li> </ul>
16.00 - 16.15	1.6	<ul style="list-style-type: none"> <li>• Check out and Close</li> </ul>

# 1.0 registration



## OUTCOMES

- ▶ **TO GREET** individual participants warmly and to introduce yourself.
- ▶ **TO CAPTURE** signatures of attendance on the attendance register.
- ▶ **TO HAND OUT** name tags.
- ▶ **TO DISTRIBUTE** contact lists to each participant.
- ▶ **TO GET** each participant to complete a Knowledge Pre-Assessment.
- ▶ **TO SET** a comfortable tone for the rest of the Programme.



## MATERIALS

- Attendance registers
- Pens
- Name tags
- Contact list of all participants (enough for each participant)
- Pre-Assessment per participant



## DURATION

7.00 - 8.30



## TRAINER NOTE

- ▶ Greet everyone warmly as they arrive to set a welcoming and respectful tone. Encourage them to all meet and greet
- ▶ Expect that people might arrive late and work this into your schedule. Avoid exposing them and integrate them discreetly

## KNOWLEDGE PRE-ASSESSMENTS

- ▶ **ENSURE** that each participant takes a Knowledge Pre-Assessment
- ▶ **ENCOURAGE** them to complete it before the session or at a tea-break
- ▶ **REASSURE** them that the result does not count for anything - it is simply to measure pre-workshop knowledge so you can compare post-workshop knowledge
- ▶ **ASK** them to do it on their own, and not to worry if they do not know the answers

# 1.1 welcome and overview



## OUTCOMES OF THE SESSION

- ▶ **TO INTRODUCE** people to each other through a meet and greet activity
- ▶ **TO RECORD** expectations and the ethos of engagement
- ▶ **TO SHARE** the programme overview
- ▶ **TO RELAX** participants and get them feeling excited



## MATERIALS

- Paper for each person
- Coloured crayons, pencils or markers
- Prestik



## ACTIVITY FLOW

- A. Meet and greet
- B. Expectations for the week
- C. Ethos of engagement
- D. Programme overview



## DURATION

8.30 - 9.30 (approximately 1 hour)



## TRAINER NOTE

### SET THE TONE

- ▶ Welcome everyone. Introduce yourself and how you fit in. Introduce all other role-players in the room and how they fit in. Encourage them to mingle and mix to learn from others
- ▶ Encourage them to give full participation and to focus on this learning journey which for many is a break from all the business. Talk about the richness of learning from each other
- ▶ Mention that the main language spoken will be English. Invite people to talk in their mother tongue if it is easier. Say that you will translate or use the group to translate for the benefit of others
- ▶ Talk about the different methods of learning that will be used (discussions, role plays, games etc.)
- ▶ Talk about toilets, tea breaks, safety exits etc.

## activity flow 1.1: welcome and overview



### A: MEET AND GREET *(create a personal visual referral zone)*

**INTENTION:** To get to know who is in the room. To build networks relationships. To begin to build their own personal visual referral zone

- ▶ **PUT** paper and coloured pencils and crayons on each table
- ▶ **ASK** everyone to introduce themselves by drawing a self-portrait  
The picture should include:
  - A picture of yourself
  - Your preferred name
  - Where you are from
  - The name of your After School Programme and what it does.
- ▶ **INVITE** individuals to briefly introduce themselves using self-portraits
- ▶ **MODEL** the introduction by doing your own one first
- ▶ **CREATE A VISUAL REFERRAL ZONE** by sticking up the portraits to which you will add throughout the programme



### B: EXPECTATIONS FOR THE WEEK *(new visual referral zone)*

**INTENTION:** To elicit expectations from the group and manage any unrealistic expectations

- ▶ **INVITE** them to discuss their expectations for the 4-day Programme
- ▶ **ENSURE** that you record all expectations on a flipchart
- ▶ **TALK** about the expectations that will be met during the week
- ▶ **MANAGE** any expectations that are unlikely to be met



## C: ETHOS OF ENGAGEMENT *(new visual referral zone)*

**INTENTION:** To set up ground rules for positive interaction

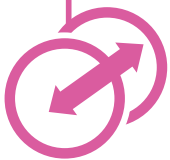
- ▶ **INVITE** thoughts about how to engage in the group
- ▶ **ENCOURAGE** many different people to share
  - Expect points to do with:
    - Cellphones
    - Bathrooms
    - Mutual respect and sharing of ideas
    - A diversity of viewpoints, etc.
- ▶ **FLIPCHART** ideas and stick up on wall for later reference if needed



## D. PROGRAMME OVERVIEW

**INTENTION:** To orientate participants to the programme and to excite them about the journey they are about to go on

- ▶ **TALK** through the Programme Overview for the 4 days
- ▶ **FOCUS** on Day 1 to orientate to the day's programme
- ▶ **ASK** for any questions or comments



## TRANSITION

Now that we have a sense of who is in the room and what we are going to cover, let's dive into the first session - WHY AFTER SCHOOL PROGRAMMES?

# 1.2 why after school programmes?



## OUTCOMES FOR THE SESSION

**By the end of this session, participants will:**

- ▶ **DEMONSTRATE** an understanding of the rationale for After School Programmes
- ▶ **DEMONSTRATE** an understanding of why we are building the capacity of the sector



## MATERIALS

- AS GC Impact on Learner video
- Small cards
- Pens



## ACTIVITY FLOW

- A. **Slides:** Why After School Programmes and why we are building the capacity of the sector?
- B. After School Learner Impact - video
- C. What is my job?



## DURATION

9.30 - 10.30  
(approximately 1 hour)



## TRAINER NOTE

Make sure you understand the rationale for the professionalization of the After School Sector, and the theory of change. Consult your Trainer Immersion Pack for reading material on the Theory of Change.



## activity flow 1.2: why after school programmes?



### A: SHOW SLIDES: WHY AFTER SCHOOL PROGRAMMES?

#### INTENTION:

- To build a strong case for ASPs and the value that they can add
- To talk about the notion of professionalising the sector.

- ▶ **TALK** through the slides, using the speaker notes
- ▶ **GENERATE** a sense of excitement about joining the movement

#### DEBRIEF

- ▶ **ASK:** Who had heard about the After School Programme Office?
- ▶ **ALLOW** people to share what they know
- ▶ **INVITE** participants to share a success story about an After School Programme – a young life that was changed due to an ASP
- ▶ **SHARE** your own inspirational or aspirational story (See Trainer Resources)



### B: AFTER SCHOOL LEARNER IMPACT VIDEO

**INTENTION:** To showcase some really motivational success stories of things that are already happening in the After School Space.

- ▶ **SHOW** video
- ▶ **ASK** participants to turn to a partner and share their reactions
- ▶ **ASK** group for any reflections or thoughts
- ▶ **LEAD** discussions as you see fit

## C: WHAT IS MY JOB?

**INTENTION:** To connect participants to their real purpose of changing the trajectory of young lives through their ASP.

- ▶ **REFER** participants to their handbooks
- ▶ **QUESTION:** So, if we really think about it, having seen that video WHAT IS THE JOB of the After School Practitioner?
- ▶ **LEAD** a discussion highlighting the following points:
  - To give young learners a sense of purpose and belonging
  - To develop self esteem
  - To close the opportunity gap
  - To build South Africa, one person at a time (etc.)
- ▶ **ASK** participants to summarise THEIR OWN purpose (in 1 sentence), and to write this purpose statement in the space provided in the Handbook

## TRANSITION

Now that we understand WHY After School Programmes are so important and HOW the After School Programme Office is geared to support the sector, lets talk about the challenges and realities that you face in the sector.

## TEA:

**10.30 - 10.50**

20 minutes

# 1.3 sector challenges and realities



## OUTCOMES FOR THE SESSION

**At the end of the session, participants will be able to:**

- ▶ **ENGAGE** in pillar specific conversations about challenges and realities in your context



## MATERIALS

- Handbook and slides
- Pre-prepared flipcharts:
  1. **Flipchart:** Life Skills (in red pen or pink sticky notes)
  2. **Flipchart:** Academic and e-Learning (in blue pen or blue sticky notes)
  3. **Flipchart:** Arts and Culture (in green pen or green sticky notes)
  4. **Flipchart:** Sport and Recreation (in black pen or yellow sticky notes)
- Pack of approximately 20 pink sticky notes per table
- Pack of approximately 20 blue sticky notes per table
- Pack of approximately 20 green sticky notes per table
- Pack of approximately 20 yellow sticky notes per table



## ACTIVITY FLOW

- A. Challenges and realities – sticky note exercise



## DURATION

**10.50 – 12.30**

(approximately 1 hour 40 mins)



## TRAINER NOTE

- ▶ Do this exercise in PILLAR groups
- ▶ Make sure that you have sticky notes and flipcharts prepared prior to the session

## activity flow 1.3: sector challenges and realities



### A: CHALLENGES AND REALITIES - STICKY NOTES

(visual referral zone)

#### INTENTION:

- To get people to think about challenges they experience in each pillar
- To show that challenges are often similar across the pillars
- To link (in the next session) to how QUALITY PROGRAMMING may be able to address some of the problems in the sector

#### SET UP:

- ▶ **POST** prepared flipcharts around the room(visible to participants)
- ▶ **PLACE STICKY NOTES** on each table
- ▶ **EXPLAIN** that...
  - Pink sticky notes = Life Skills pillar
  - Blue sticky notes = Academic and e-Learning pillar
  - Green sticky notes = Arts and Culture pillar
  - Yellow sticky notes = Sport and Recreation pillar

#### INSTRUCTIONS:

- ▶ **ASK** everyone to grab a few sticky notes, choosing the colour that represents their pillar/s. If they work in more than one pillar, they should take multiple colours
- ▶ **ASK** them to think about CHALLENGES and REALITIES within each pillar and to write these challenges / realities on their sticky notes (one thought per sticky note, as many notes as they want to)
- ▶ **ALLOW** 5-7 minutes
- ▶ **INVITE** them to go and stick their sticky notes on the appropriate charts

#### THEN:

- ▶ Each pillar group gathers together with the appropriate chart (if someone belongs to two pillars, they can choose one, and then move to the other one half way through the activity if they would like to)
- ▶ The group clusters the sticky notes into themes
- ▶ They then give each theme or challenge a TITLE e.g. safety
- ▶ Circle each theme to show the cluster
- ▶ **DEMONSTRATE** how to cluster by showing your own chart

**THEN:**

- ▶ Each Pillar must choose a spokesperson to present the theme /challenges back to the rest of the group
- ▶ Create a visual referral zone with the flipcharts for future reference
- ▶ Refer participants to their handbooks to record the most common challenges

**DEBRIEF**

- ▶ Look at how many similar challenges there are across the pillars. The contexts might be different, but the challenges are similar
- ▶ Highlight key themes and on what days each will be covered
- ▶ On Day 4, we will come back to these challenges and apply our new knowledge to trouble shoot and find solutions to them

**Note:** This session may often create some confusion for participants.

The instruction in the manual is that practitioners should write their challenges on the specific pillar sticky notes. Because some practitioners may work in more than one pillar their sticky notes with challenges may end up in a group that they are not a part of.

**Recommendation:** Strongly encourage the practitioners to focus on one pillar and only reflect on challenges in this pillar i.e. focus on one sticky note.

This will allow them to end up in the group they wrote sticky notes for. It also provides an opportunity for them to provide clarity if their sticky note is unclear.

In the event that the group of practitioners all work in the same pillar, ensure that you rather focus on the challenges of that specific pillar but still apply the methodology as above. E.g. let them follow the process but at their table groups.

Important to stress the importance when grouping/clustering that practitioners are able to articulate the themes clearly presenting the challenge. E.g. Transport as a cluster – probe to understand what the issue/s are e.g. the bus leaves when the school bell rings, no transport to get learners to sport matches etc.

**TRANSITION**

Now that we have thought about the challenges in each pillar, let's have a look at what we understand by the word QUALITY and the key elements that will ensure quality After School Programmes.

**LUNCH:**

**12.30 - 13.15**

(approximately 45 minutes)

# 1.4 learner wellbeing and development



## OUTCOMES OF THIS SESSION

- ▶ **IDENTIFY** the building blocks of happy and healthy learners



## MATERIALS

- Slides and Handbook
- Video: Every Kid Needs a Champion - Rita Pierson (link or flash)
- Marker pens



## ACTIVITY FLOW

- Video: Every Kid Needs A Champion - Rita Pierson
- One Caring Adult
- Building Blocks for Wellbeing
- Development Stages of Learners



## DURATION

**13.15 - 14.45**  
(approximately 1 hour 15 min)



## TRAINER NOTE

Make sure you have the video on a stick or SOLID wifi

## activity flow 1.4: learner wellbeing



### A: VIDEO – EVERY KID NEEDS A CHAMPION

- ▶ **INTRODUCE** video by saying that Rita Pierson is a world renowned educator who believes that every child, rich or poor, deserves a champion. Let's hear what she means by that. The next video is a TED talk which will get you thinking about our role in young people's lives
- ▶ **SHOW** video

### DEBRIEF

- ▶ What are your key take-aways from this video?
- ▶ What can you personally take away from it?
- ▶ How will young people benefit from these take-aways?



### B: ONE CARING ADULT

**INTENTION:** To connect participants to their purpose as a caring adult in the lives of their learners.



**DISCUSSION:** Lead a discussion making the following points:

- ▶ Research proves that ONE CARING ADULT can have a huge impact on a young person
- ▶ **SHARE** an aspirational story like the following one:

Taswell, a Coach in a gang area, was walking to school and saw one of his learners, Selwyn, on the corner with a group of known gangsters.

**COACH TASWELL:** Why aren't you at school?

**SELWYN:** I was suspended.

**COACH TASWELL:** This is not right, come with me.

**SELWYN:** No, it's fine, I hate school anyway.

**COACH TASWELL:** No, COME!

Coach Taswell walked into the Principal's office with Selwyn and demanded that he be given another chance. They agreed that Selwyn had been involved in a nasty fight but they also all agreed that everyone needs another chance. At the end of term, Selwyn came to Coach Taswell and proudly showed him his Report Card - HE HAD COME FIRST!

**COACH TASWELL:** Just to think that could have been the end of your school career, just like when I dropped out. It would have been a great shame

**SELWYN:** Thank you Coach Taswell... THANK YOU VERY MUCH for believing in me

- ▶ For some children, we... (as After School Practitioners), will add to the pool of CARING ADULTS
- ▶ For other children, we will be that ONE CARING ADULT
- ▶ As CARING ADULTS, we should be looking at each learner holistically and making sure that they have all 5 building blocks in place, in order for them to develop and thrive. Because without social and emotional wellbeing, it is very difficult for any person to be effective



## C: BUILDING BLOCKS FOR WELLBEING

**INTENTION:** To identify the building blocks for learner wellbeing.

- ▶ **PLENARY DISCUSSION**
  - ▶ **ASK** participants to refer to their handbooks to the building blocks of healthy and happy learners
  - ▶ **ASK** participants what they understand by the different building blocks e.g. Cognitive Development means Thinking Skills
  - ▶ **SCRIBE** this onto a flipchart
  - ▶ **THEN ASK** them to brainstorm activities that can be done to build that particular area of development – get them to write an activity on a sticky note and place it in the appropriate section on the wheel that you have put up on the wall. (Prepare the wall using flipchart paper)
  - ▶ **ALLOW** 10 minutes
  - ▶ **EXPLAIN** that each part is as important as the other
  - ▶ **COMPARE** the circle to a tyre. If one area is ‘flat’, this will have an impact on progress. Highlight how important it is for learners to develop skills and confidence in ALL 5 areas.
  - ▶ **REFER TO HANDBOOK** – ask them to think about their own programmes. How are their programmes contributing to their learners’ holistic development? Then ask them to fill in some of the activities that they do in each of the spaces (building blocks) in their handbooks.
- Ask the participants to think creatively about what activities they can include in the building blocks that may be empty.**

- ▶ **ALLOW** 5 minutes

*Optional Activity (if you have time)*

- ▶ **ASK** 5 volunteers (1 per building block) to share a really GOOD idea for each building block and to really go into the detail of how to do it. So that others will be able to go back to their ASP’s and DO the activity.
- ▶ **ENCOURAGE** cross learning and sharing





## D. DEVELOPMENT STAGES OF LEARNERS

**INTENTION:** To identify the development stages of learners across age groups.

- ▶ **SUMMARISE** the different building blocks and feedback received from the large group.
- ▶ **CONTEXTUALISE** this within the different development stages of children
- ▶ **ASK** participants to turn to the section in their handbooks on the “developmental stages of learners”
- ▶ **ASK** participants to discuss at their tables each of the three questions and to fill in the spaces by responding to those questions.
  - **What do we see our learners say and do at that age?**
  - **What are some of the issues experienced in After school programmes with this age group?**
  - **What are the ASP hooks for this?**
- ▶ **TAKE** feedback on each of the stages.



## TRANSITION

Now that we understand what is meant by learner wellbeing, let's recap what we have learned...



## TEA:

**14.45 - 15.00**

(approximately 15-20 minutes)

# 1.5 code of conduct



## OUTCOMES FOR THE SESSION

**By the end of the session, participants should:**

- ▶ **UNDERSTAND** how to conduct themselves in a professional manner, as well as how to develop a set of principles that people will stick to in their organisation or Programme



## MATERIALS

- Code of Conduct Handbook



## ACTIVITY FLOW

- A. What is a code of conduct?
- B. Developing a code of conduct
- C. Living a code of conduct



## DURATION

**15.00 - 16.00**

(approximately 1 hour)



## TRAINER NOTE

Make sure you have read the Code of Conduct Handbook from cover to cover before the training begins – and understand everything in it.

## activity flow 1.5: code of conduct



### A: WHAT IS A CODE OF CONDUCT?

**INTENTION:** To help participants understand their role as practitioners and explore the behaviours and actions required of them as professionals and as role-models for the young people they work with.

- ▶ **ASK** what participants understand by the term CODE OF CONDUCT?
- ▶ **LEAD A DISCUSSION ABOUT THE MEANING OF A CODE OF CONDUCT (using the definition below):**

A Code of Conduct is a written collection of rules, principles, behaviours and values that an organisation or Programme considers fundamental to their successful operation. It serves as a framework for ethical decision making. It is a communication tool that informs internal and external stakeholders about what is valued by a particular organisation. A Code of Conduct is the heart and soul of an organisation or Programme. It paints a picture of how employees, learners, partners and other stakeholders can expect to be treated.”



### B: DEVELOPING A CODE OF CONDUCT

**INTENTION:** To get participants to think critically about what in the way of a Code of Conduct exists in their organisation or Programme.

- ▶ **SHOW OF HANDS: ASK...** “Which organisations or Programmes here have an existing Code of Conduct?”
- ▶ **SHOW OF HANDS: ASK...** “Of those people who have raised their hands, how many of you know what is in the Code of Conduct?”
- ▶ **SHOW OF HANDS: ASK...** “Of those people who have raised their hands, how many of you believe that everybody in your organisation or Programme knows what is in the Code of Conduct?”
- ▶ **REMINDE** participants that Code of Conducts are really the “rules of the game” - If we understand the contexts we working in and the diversity of learners we work with, then what are the rules that will guide our behavior and actions?

- ▶ **NEXT, HIGHLIGHT 4 GUIDING PRINCIPLES** when writing a Code of Conduct i.e.
  1. Work in a professional way
  2. Protect learners
  3. Be a role model
  4. Build the confidence of learners
  
- ▶ **GIVE** each Table Team a Flipchart paper – They are going to create a Code of Conduct as a group using the Guiding Principles
- ▶ **ASK** them to think about a few specific behaviours for each Guiding Principle. Ask them to emphasise what is important. These are the actions, what must they do when working professionally, protecting learners, being a role model or building the confidence of their learners?
  
- ▶ **ALLOW** them to work on this on a flipchart paper
- ▶ **ALLOW** 15 minutes for discussion
- ▶ **REFER** them to the handbook for more information
- ▶ **ASK** each group to report back to the big group
- ▶ **ENCOURAGE** participants to take notes in their handbooks
- ▶ **REFER PARTICIPANTS** to pages 18 & 19 of the Code of Conduct Handbook to show them what a Code of Conduct looks like
- ▶ **SUGGEST** that they find time to read the Code of Conduct Handbook, as it can be a valuable resource when drawing up a Code of Conduct for the first time
- ▶ **HANG** charts up as a new visual referral zone
- ▶ **THEN** ask which organization would you like to be a part of?



## C: LIVING A CODE OF CONDUCT

**INTENTION:** To give examples of how organisations and Programmes can ENTRENCH their Codes of Conduct so that members of the Programme LIVE by it.

- ▶ **ASK:** “What can Organisations do to ensure that their Code of Conduct has the best chance of being upheld?”

*Expect answers like:*

- *Get everyone’s input when writing the Code of Conduct*
- *Give everyone a copy along with their contract*
- *Make a poster out of it and stick it on a wall*
- *Make a ‘credit card’ version of it and give it to everyone to carry around with them*
- *Review it once a year and make changes if need be*
- *Recognise people who honour the Code by behaving in the correct manner*
- *Hold to account anyone who does not live by the Code, and ensure that the appropriate consequences are carried out if they behave in ways that go against the Code*

# 1.6 reflect and close



## OUTCOMES FOR THE SESSION

**At the end of the session, participants will be able to:**

- ▶ **TO REFLECT** on the content of the day
- ▶ **TO SEE** progress made
- ▶ **TO THANK** participants for their participation and point forward



## DURATION

16.00 – 16.15  
(approximately 15 minutes)



## RECAP

- ▶ **RECAP** the key sessions of the day, by saying: Today we learned about:
  - Why After School Programmes are essential for our youth today
  - The challenges and the realities we face in our sector
  - Learner well-being and development
  - And finally, we looked at developing a Code of Conduct



## REFLECT AND CHECK OUT

- ▶ **REFER** them to their Handbooks to reflect on the Day's session:
  - **Q:** K: What new knowledge do you have? (be specific)
  - **Q:** U: What did you find most useful?
  - **Q:** I: What do you need or want more information on?



## CLOSE AND POINT FORWARD

- ▶ **THANK** participants for their input
- ▶ **GIVE** them any notices for the next day
- ▶ **ASK** for any last thoughts for the day (pop-corn style)
- ▶ **ACKNOWLEDGE** thoughts and insights and link to key concepts

# DAY 2: understanding people



## OVERALL OUTCOMES FOR DAY 2:

Participants should be able to...

- ▶ **RECOGNISE** qualities of an AS practitioner and development stages of learners
- ▶ **RECOGNISE** personal strengths and how to build emotional intelligence

## suggested schedule for day 2:

08.30 - 09.00	2.1	<ul style="list-style-type: none"> <li>• Welcome, Check-in and Recap</li> <li>• Ice-breaker</li> </ul>
09.00 - 10.30	2.2	<ul style="list-style-type: none"> <li>• Understanding SELF and OTHERS</li> </ul>
10.30 - 10.50	TEA	
10.50 - 12.30	2.3	<ul style="list-style-type: none"> <li>• Building Emotional Intelligence</li> </ul>
12.30 - 13.15	LUNCH	
13.15 - 15.00	2.4	<ul style="list-style-type: none"> <li>• Qualities of AS Practitioners (1)</li> </ul>
15.00 - 15.30	TEA	
15.30 - 16.45		<ul style="list-style-type: none"> <li>• Qualities of AS Practitioners (2)</li> </ul>
16.45 - 17.00	2.5	<ul style="list-style-type: none"> <li>• Reflect and Close</li> </ul>

## 2.1 welcome and recap



### OUTCOMES FOR THE SESSION

- ▶ **TO OPEN** the day in an energetic and connected way
- ▶ **TO REFLECT** on the previous day's content and connect to context
- ▶ **TO GIVE** the agenda for the day



### MATERIALS

- ▣ Handbook and slides



### ACTIVITY FLOW

- A. People bingo
- B. Brief recap and reflection
- C. Day 2 programme overview



### DURATION

**8.30 - 9.00**  
(approximately 30 minutes)



### TRAINER NOTE

#### SET THE TONE

Open with a fun upbeat vibe to set the mood for the day

Expect some participants to arrive late and integrate them into the activity as best you can



## activity flow 2.1: welcome and recap



### A: PEOPLE BINGO

**INTENTION:** To inject energy and fun at the beginning of the day, and to get people learning a bit more about each other

- ▶ **REFER** to People Bingo in Handbook

#### INSTRUCTIONS:

- ▶ **ASK** participants to get up and prepare to mingle
- ▶ **FIND** a different participant who fits each block on your bingo sheet
- ▶ **WRITE** down the name of the person in the block
- ▶ **ALLOW** 10 minutes for mingling

#### DEBRIEF:

- ▶ **ASK** who had the most blocks completed
- ▶ **TAKE** winning sheet and test that the names are correct
- ▶ **ASK** (names) to stand as you read out the winning sheet
- ▶ **CONGRATULATE** the winner
- ▶ **HAVE FUN** and create a relaxed but organised environment
- ▶ **ENCOURAGE** them to use 'People Bingo' in their own programmes



### B: BRIEF RECAP AND REFLECTION

- ▶ **RECAP** the previous day's learnings by using the Visual Referral zones
- ▶ **REMIND** participants of key content covered
- ▶ **INVITE** participants to share what they found most useful/interesting



### C: DAY 2 PROGRAMME OVERVIEW

- ▶ **INTRODUCE** Sessions for the day by saying: Today's sessions are...
  - Understanding Self and Others (expand a bit)
  - Building Emotional Intelligence (expand a bit)
  - The Qualities of an AS Practitioner (expand a bit)





## TRANSITION

Now that we have recapped, what we covered yesterday, let's get started with today's content. Today's focus is largely on you. Once we understand the context we work in and the challenges we face, we can now start to think about our role, the people we need to build relationships with and how best to do this.

## 2.2 understanding self and others



### OUTCOMES OF THIS SESSION

**At the end of this session, learners should be able to**

- ▶ **DESCRIBE** themselves and their true colours
- ▶ **LOOK** for clues that give you a sense of the true colours of others
- ▶ **ADJUST** your approach to build relationships and achieve outcomes



### MATERIALS

- Handbook and slides
- Coloured flipchart markers (red, green, blue, yellow)



### ACTIVITY FLOW

- A. Who am I?
- B. True colours (Handbook)
- C. Dos and don'ts (Handbook)
- D. Scenarios (Handbook)



### DURATION

**9.00 - 10.30**

(approximately 1 hour 30 mins)



### TRAINER NOTE

#### SET THE TONE

Practise this before you deliver it and have fun with it

Allow people to engage with questions and laughter

Ensure that you and others are respectful at ALL times and the trick is to VALUE difference, rather than be polarized by it.

Have stories and anecdotes up your sleeve

There are 3 videos for viewing to help you prepare:

1. Setting up the True Colours activity
2. The Do's and Don'ts
3. Useful hints and reminders for when you run the session.

## activity flow 2.2: understanding self and others



### A: WHO AM I?

**INTENTION:** To get people starting to think about who they are and how they show up in the world

- ▶ **SHOW SLIDE:** WHO AM I?
- ▶ **ASK** participants to pick an item on the slide that they think **MOST** describes who they are (e.g. the ruler, because I am a perfectionist)
- ▶ **INVITE** them to share their item with the person sitting next to them – **WHAT** it is and **WHY** they connect with it
- ▶ **SAY** that we will come back to this later...



### B: TRUE COLOURS

- ▶ **INTRODUCE** the True Colours Matrix as a model for understanding human behaviour using the slides
- ▶ **EMPHASISE** that the model does not talk to intelligence, values, belief systems, age, gender, religion, experience or education. It talks to BEHAVIOURAL preferences and personality styles
- ▶ **SHOW SLIDE** DISC and talk through vertical axes, then horizontal
- ▶ **UNPACK** each colour, using examples, humour, theatrics and stories
- ▶ **TALK ABOUT** strengths and challenges of each quadrant
- ▶ **TALK** about yourself and where you fit in (ask them to guess)
- ▶ **ASK** people to self-identify
- ▶ **CHECK** if the colour they identify with has any links to the item they chose on the earlier slide (for example: RULER = BLUE)



### C: DOs and DON'Ts

- ▶ **ASK** people to get into their predominant colour groups (red, blue, green or yellow). If they think they are a mix, ask them to choose the colour that most represents their interactions at work)
- ▶ **GIVE** each group a piece of flipchart paper
- ▶ **REFERENCE HANDBOOK** DISC Descriptors
- ▶ **USE** the DISC descriptors in your handbooks

- ▶ **ASK** teams to think about their particular colour.
- ▶ **ASK** them to complete DOs and DON'Ts exercise in their Handbook
- EXAMPLE:**
- ▶ **QUESTION:** When working with (reds), what should you always DO?
  - Get to the point and be brief
  - Talk about progress/achievements made
  - Be action orientated and come with solutions
- ▶ **QUESTION:** When working with (reds), what should you avoid doing?
  - Avoid waffling and talking about unrelated issues
  - Avoid going into too much detail
  - Avoid taking things personally if the RED disagrees with you
- ▶ **ALLOW** 15-20 minutes
- ▶ **INVITE** each group to come and share how they prefer to communicate and work
- ▶ **ASK** for input or questions from the rest of the group
- ▶ **ENCOURAGE** everyone to take notes in their Handbook



## D: SCENARIOS

- ▶ **ASK** people to get into trios
- ▶ **REFER** them to the 2 x scenarios in the Handbooks
- ▶ **ASK** them to apply the thinking from DISC model
- ▶ **ALLOW** 10 minutes
- ▶ **ASK** participants to share their thinking with the wider group

## TRANSITION

Now that have a sense of ourselves and have developed some ideas as to how to get a sense of others, let's take a look at how we can use this new knowledge to build powerful and positive relationships with key stakeholders

## TEA

**10.30 - 10.50** (approximately 20 minutes)



## 2.3 building emotional intelligence



### OUTCOMES OF THIS SESSION

**At the end of this session, participants will**

- ▶ **UNDERSTAND** how to build positive relationships with all stakeholders in the After School space, in order to effect change in communities



### MATERIALS

- ▣ Handbook and slides



### ACTIVITY FLOW

- Tricky relationship
- Emotional intelligence model
- Self -regulation activity



### DURATION

**10.50 - 12.30**

(approximately 1 hour 40 mins)



### TRAINER NOTE

Practise this before you deliver it and have fun with it  
Have stories and anecdotes up your sleeve

## activity flow 2.3: building emotional intelligence



### A: TRICKY RELATIONSHIP

**INTENTION:** To get people to realise that tricky relationships often lead to uncomfortable feelings, AND these feelings often sabotage our efforts of getting to the outcome we want

- ▶ **THINK** of a relationship that you have, that you find difficult or tricky
  - ▶ **ALLOW** 1 minute for people to quietly think about that relationship
- ▶ **QUESTION:** What feelings does this relationship bring up for you?
  - ▶ **INVITE** participants to call out these feelings one by one
  - ▶ **FLIPCHART** responses in the Feelings Column (Title: Feelings → Actions).  
*Expect answers like: frustration, anger, inadequacy, confusion, sadness*
  - ▶ **QUESTION:** What actions do these feelings prompt? What do you do?
  - ▶ **INVITE** participants to call out these actions one by one
  - ▶ **FLIPCHART** responses in the Actions Column (Title: Feelings → Actions).  
*Expect answers like: lose temper, avoid or withdraw, comply, rebel, guess*
- ▶ **SAY:** Navigating these relationships can be difficult. Let us look at a model that will help us to navigate these relationships for successful outcome



### B: EMOTIONAL INTELLIGENCE MODEL

- ▶ **INTRODUCE SLIDE:** Emotional Intelligence model
- ▶ **TALK** through the model using the speaker notes on the slide
- ▶ **EMPHASISE** the following equation:
 

Awareness of Self (AS) + Awareness of Others (AO) + Self Management (SM)  
= Positive Relationship Management
- ▶ **EXPLAIN** how this model can be used in conjunction with the DISC model.  
*Example: If I am GREEN (Self awareness), and a principal is RED (awareness of other), I should not work too hard on building the personal side of the relationship but rather be brief and action-oriented when I visit, and not take offense if he comes across as controlling. (self management). I must MANAGE my need for harmony and relationship and adjust to focus on the task at hand, and the actions needed. = RELATIONSHIP MANAGEMENT*



## C: SELF-REGULATION *(Application Exercise)*

- ▶ **THINK** about a situation where your natural style dictated your response. The response was not helpful.

**What happened? What was your default? You know self-regulation would have been better.**

**Think about the other person in the situation.** It could be a learner, a principal, a manager, a parent, a community member.

**What would have been a better response?**

- ▶ **COMPLETE** the activity in your Handbook and write down techniques that you can draw on to self-regulate
- ▶ **PAIR UP** with the person sitting next to you and share some of your techniques
- ▶ **OFFER** thoughts and ideas to your partner
- ▶ **LEAD** a discussion on different techniques that people use to self regulate
- ▶ **FLIPCHART** some of the common ones as people describe them



## TRANSITION

Now that we have looked at how we can really build positive relationships with various stakeholders, and how we can leverage these relationships to effect positive change in our communities, we are ready to think about the qualities of a successful and dynamic After School Practitioner.



## LUNCH

**12.30 - 1.15**



## 2.4 qualities of an after school practitioner



### OUTCOMES OF THIS SESSION

**At the end of this session, participants will be able to:**

- ▶ **IDENTIFY** and list the qualities of an After School Practitioner
- ▶ **RECOGNISE** how to develop these qualities in themselves



### MATERIALS

- Handbook and slides
- Marker pens
- 20 x pack of BE FLEXIBLE cards



### ACTIVITY FLOW

- A. Professional Practitioner Qualities (±10 Mins)
- B. Reflective and Receptive to Feedback (±10 Mins)
- C. Resourceful and Flexible Practitioner (+- 40min)
- D. Curious Practitioner (±15 Mins)
- E. Embracing Diversity (±30 Mins)
- F. Wholehearted Practitioner (±5 Mins)



### DURATION

**1.15 - 16.30**  
(including tea)



### TRAINER NOTE

Try to do the first 3 qualities in the first session and the remaining 3 in the second session after tea.

## activity flow 2.4: qualities of an after school practitioner



### A: PROFESSIONAL PRACTITIONER QUALITIES

(visual referral zone)

**INTENTION:** To get participants to think about the personal attributes that are important for an After School Practitioner.

- ▶ **GIVE** each table a blank piece of paper (½ flipchart) and coloured pens
- ▶ **ASK** each group to brainstorm the qualities of a successful Practitioner and to draw a picture showing the qualities
- ▶ **STICK** these up and build a visual wall to use as a referral zone
- ▶ **HIGHLIGHT** qualities that are common across the charts
- ▶ **ADD** any that may have been forgotten

*Expect answers like:*

- *Leads by example*
  - *Patient, honest and confident*
  - *Authentic and humble*
  - *Punctual*
  - *Has passion*
  - *Good communicator*
  - *Emotionally stable*
  - *Mentor*
  - *Planner*
  - *Respectful of all learners and stakeholders*
  - *Emotionally intelligent*
  - *Assertive and able to discipline without punishment*
- ▶ **SAY:** these are all really important – let's have a look at 6 core qualities that sum up a lot of what you have just said



## B: THE REFLECTIVE AND RECEPTIVE TO FEEDBACK

**INTENTION:** To get participants to think about why being reflective on a regular basis, can help to improve practice and programme development

- ▶ **REFER** participants to their Handbooks to complete the activity
- ▶ **ALLOW** 10 minutes
- ▶ **INVITE** them to share with the person sitting next to them if they are comfortable to
- ▶ **CONTINUE** to feedback models



**INTENTION:** To teach participants how to give feedback in a way that **BUILDS** and doesn't break. And to recognize the value of receiving feedback.

- ▶ **PAIR** participants and ask them to practice giving each other feedback, using the models

### SHOW CONSTRUCTIVE FEEDBACK MODEL:

- ▶ **SAY:** Think of someone in your Programme to whom you need to give constructive feedback to. Pretend your partner is the other person. Use the model to practice giving constructive feedback. Ensure that your facial expression and body language is supportive, and will build the other person, not break them

**NOW SWITCH** and give your partner a chance to do the same

### SHOW THE GIVING RECOGNITION MODEL:

- ▶ **SAY:** Think of someone in your programme who is deserving of recognition. Pretend your partner is the other person. Use the model to practice giving recognition. Ensure that your comments highlight specifically what they have done and why it has impact
- ▶ **NOW SWITCH**

### SHOW RECEIVING MODEL:

- ▶ **DISCUSS** the experience with the wider group, and ask how it felt to receive feedback in both those situations?
  - ▶ **ASK:** What will you need to remember going forward?
- REFER TO HANDBOOK** to complete self-reflection



## C: THE RESOURCEFUL AND FLEXIBLE PRACTITIONER (PROBLEM SOLVER)

**INTENTION:** To get participants to understand the need to be resourceful, flexible and resilient. They must be able to think outside the box to find solutions to situations they encounter.

**Note:** Frame these two qualities by using **Problem Solving** as a connecting theme/idea.

- ▶ **DIVIDE** participants into pairs.
- ▶ **HAND OUT** a pack of cards to each pair
- ▶ **SAY:** Imagine you will be running your After School Programme in 15 minutes. And then.... You hit an UNEXPECTED SITUATION. Each card will detail the situation. You will have 45 seconds to come up with a solution before you need to move onto the next card. Being Resourceful is about using what you have at your disposal to help address the unexpected challenges you may encounter. Flexibility is about thinking fast and being action orientated.
- ▶ **USE** stopwatch and whistle to time 45 seconds per card. (If you are running short of time, do 5 scenarios)



### DEBRIEF

- ▶ **INVITE** quick suggestions if participants feel as though they came up with a good solution
- ▶ **REFER TO HANDBOOK** to complete the self-reflection

**NOTE:** Try to not get into the definitions of flexibility and resourceful as they are very similar, people get fixated on the difference between the two terms, rather than coming up with solutions. It might even be flexible AND resourceful. The focus of the session is about the RESPONSES. Whether they are flexible or resourceful, doesn't really matter. The essence really is to get practitioners to share how they would go about addressing some of the challenges on the cards. You want to extract that learning from the group.

You also want to try and engage the group on some of the tricky cards and have them problem solve with ideas in a plenary discussion if the need arises.



## D: THE CURIOUS PRACTITIONER

**INTENTION:** To get participants to understand why being curious about their learners is so important AND to practice the skills of being curious.

- ▶ **QUESTION:** What does it mean to be curious?
- ▶ **QUESTION:** How does it feel when someone is curious about you?
- ▶ **QUESTION:** How do you know they are curious? What do they say/do?
- ▶ **INTRODUCE** the concept of open and closed questions
- ▶ **INTRODUCE** the concept of active listening
- ▶ **REFER** participants to their Handbook
- ▶ **ASK** them to complete the activity
- ▶ **PAIR** them up and ask them to role-play asking the questions with each other. They should use the opportunity to practice active listening as well
- ▶ **WALK** around and give your support where needed



## TEA

**15.00 - 15.20** (approximately 20 minutes)



## E: THE FLEXIBLE PRACTITIONER

**INTENTION:** To get participants to understand the need to be flexible and think out of the box to find solutions to problems they encounter.

- ▶ **IN PAIRS**, participants will practice coming up with solutions where they have to be flexible
- ▶ **HAND OUT** a pack of cards to each pair (8 cards per pack)
- ▶ **SAY:** Imagine you will be running your After School Programme in 15 minutes. And then.... You hit an UNEXPECTED SITUATION. Each card will detail the situation. You will have 45 seconds to come up with a solution before you need to move onto the next card. Flexibility is about thinking fast and being action orientated
- ▶ **USE** stopwatch and whistle to time 45 seconds per card. (If you are running short of time, do 5 scenarios)



## DEBRIEF

- ▶ **INVITE** quick suggestions if participants feel as though they came up with a good solution
- ▶ **REFER TO HANDBOOK** to complete the self-reflection



## F: EMBRACING DIVERSITY

**INTENTION:** To get participants to understand embracing diversity and role modeling this in their programmes. This is crucial for learner development and self esteem.

- ▶ **HAND OUT** - The Spaceship
- ▶ **DIVIDE** into groups of 4 or 5
- ▶ **STATE** that they will be leaving on a spaceship in 10 minutes
- ▶ **REFER TO HANDBOOK** to read about all the possible candidates you could take with you
- ▶ **QUESTION:** In groups, decide which 3 people are you going to take? You are **ONLY** allowed to take 3
- ▶ **ALLOW** 5 minutes for rigorous debate
- ▶ **ENSURE** that each group has selected 3 people



## DEBRIEF

- ▶ **TALLY UP** votes (flipchart) by asking a person per group to raise a hand
- ▶ **SHARE** who these people **REALLY** are with the group (See handout)
- ▶ **ALLOW** laughter and commentary
- ▶ **MAKE THE FOLLOWING POINTS:**
  - We have stereotypes of certain people, so we make assumptions
  - What we see at face value, leads us to make up stories about people
  - What we cannot see, we fill in our own ideas
  - It is important that we rather let people gradually expose themselves, rather than using our imagination to make up stories



## DEBRIEF

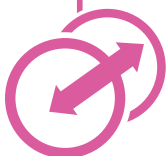
- ▶ **QUESTION:** What do your learners say/think about those who may not look like them or have other differences to them i.e. the Other?
- ▶ **QUESTION:** Where do they learn this? OR Why do you think they hold these views of others
- ▶ **QUESTION:** How do we mitigate against prejudice in our Programmes?
- ▶ **QUESTION:** How do WE lead by example?



## G: WHOLEHEARTED

**INTENTION:** To get participants to consolidate all that they have learned about the qualities and commit to one thing they can do, with passion and enthusiasm

- ▶ **MENTION** to participants that the final quality we will be covering is Wholehearted. We will not be doing the activity today but will come back to this on day 4.
- ▶ **QUESTION:** What do we mean the term wholehearted?
- ▶ **QUESTION:** Who are some examples of people who act wholeheartedly?
- ▶ **QUESTION:** What do wholehearted people THINK? FEEL? DO?
- ▶ **INVITE** responses from the group
- ▶ **PAIR** them up and ask them to think of one thing that they can commit to wholeheartedly (one word or phrase)
- ▶ **INVITE** them to put their hand on their heart and tell their partner
- ▶ **ASK** Ask their partner to write it on their hand with a marker so that everyone can see what they have committed to
- ▶ **INVITE** them to all work around, hand on heart, and see what their colleagues have committed to



## TRANSITION

Now that we have covered the qualities of an After School Practitioner lets recap what we have learnt...

## 2.5 reflect and close



### OUTCOMES FOR THE SESSION

**At the end of the session, participants will be able to:**

- ▶ **TO REFLECT** on the content of the day
- ▶ **TO SEE** progress made
- ▶ **TO THANK** participants for their participation and point forward



### DURATION

16.00 – 16.15  
(approximately 15 minutes)



### RECAP

- ▶ **RECAP** the key sessions of the day, by saying: “Today we learned about:
  - Understanding self and understanding others
  - Building emotional intelligence and adjusting for best outcome
  - The qualities of an After School Practitioner (reflective, curious, flexible, able to give and receive feedback, embracing of diversity and wholehearted)
  - And learner wellbeing and development stages



### REFLECTION AND CHECK OUT: 2 STARS AND A WISH

- ▶ **REFER** to Handbook
- ▶ **REFLECT** on the day by answering the 2 following questions
  - Think of two things that really stood out for you today (2 stars)
  - Think of one thing you would really like to change (wish)



### CLOSE AND POINT FORWARD

- ▶ **THANK** participants for their input
- ▶ **GIVE** them any notices for the next day
- ▶ **ASK** for any last thoughts for the day (pop-corn style)
- ▶ **ACKNOWLEDGE** thoughts and insights and close the session



# DAY 3: understanding programming



## OVERALL OUTCOMES FOR DAY 3:

Participants should be able to...

- ▶ **UNDERSTAND** the elements of quality programming
- ▶ **UNDERSTAND** why tracking learner attendance is helpful **and important to understand impact**

## suggested schedule for day 3

08.30 - 9.00	3.1	<ul style="list-style-type: none"> <li>• Welcome, Check-in and Recap</li> <li>• Icebreaker</li> </ul>
09.00 - 10.30	3.2	Introduction to Elements of Quality After School Programmes
10.30 - 10.50	TEA	
10.50 - 12.20	3.3	Quality Programming Deeper Dive
12.20 - 13.15	LUNCH	
13.15 - 15.00	3.4	Tracking and Managing Learners (Attendance)
15.00 - 15.15	TEA	
15.15 - 16.15	3.5	Working with Schools
16.15 - 16.30	3.6	Reflect and Close

## 3.1 welcome and recap



### OUTCOMES FOR THIS SESSION

- ▶ **TO OPEN** the day in an energetic and connected away
- ▶ **TO REFLECT** on the previous days' content and connect it back to the context of the participants and their Programmes
- ▶ **TO GIVE** the agenda for the day



### MATERIALS

- Handbook and slides
- If you run an ICEBREAKER: 36 ACTIVITY STAR CARDS (3 per activity)



### ACTIVITY FLOW

- A. Participant icebreaker or activity stars icebreaker
- B. Brief recap and reflection
- C. Day 3 programme overview



### DURATION:

**8.30 - 9.00**

(approximately 30 mins)



### TRAINER NOTE

#### SET THE TONE

- ▶ If you can get a participant to run an icebreaker, that is ideal, as it means you are encouraging cross learning. Icebreakers are activities that participants could also do with learners in their programmes. If a participant does run the icebreaker, make sure it is no more than 10-minutes long - and that if the icebreaker requires preparation, that it is done the day before.

## activity flow 3.1: welcome and recap



### A: PARTICIPANT ICEBREAKER OR ACTIVITY STARS

**INTENTION:** To start off the day with some energy and fun, and to get participants learning a bit more about each other.

- ▶ **EITHER ASK** one of the participants to run an icebreaker of their own...
- ▶ **OR RUN THE ACTIVITY STARS (ICEBREAKER), like this:**
  - ▶ **HAND OUT** a card to each participant (ensure all the cards are mixed up)
  - ▶ **PLACE** the cards face down when you hand them out so no-one can see what's on them
  - ▶ **SAY** that on the count of 3, everyone must turn over their cards, look at the action on the card and, **ALL AT THE SAME TIME**, must begin to demonstrate their action. Remind participants that no noise or clues are allowed
  - ▶ **STATE** that whilst doing their action, participants must look around the room to find 2 other people doing the same action
  - ▶ **ONCE** they have found their group mates, ask each trio to demonstrate their action to the rest of the group, and let them guess who they are based on the action (e.g. surfers, dancers, soccer players, swimmers, etc.)
- ▶ **ENCOURAGE** laughter, fun and and lots of interaction through this activity



### B: BRIEF RECAP AND REFLECTION

- ▶ **RECAP** the previous 2 days' learnings by referring back to the visual referral zones
- ▶ **REMIND** participants of key points covered in the previous 2 days
- ▶ **INVITE** participants to share what they found most useful or interesting



## C: DAY 3 PROGRAMME OVERVIEW

► **INTRODUCE** sessions for the day by saying, “Today’s sessions are...

- Quality Programming, and looking at a case study to explore the five different elements of quality programming
- Working in schools and referral pathways. Learners all come from schools so it is important to have a relationship with the school where learners spend the bulk of their day. Schools also have access to resources and specialists who can assist learners with special needs. Understanding how the school works is therefore critical to the success of an After School Programme
- Tracking and managing learners. Finally, it is important to track learner attendance as this provides you and your managers with information on what is working and what is not in your Programme.”

## TRANSITION

**Use this statement to help you move onto the next session:**

“Now that we have recapped what has already been covered, let’s get started with today’s content. Today’s focus is largely on the HOW of After School Programmes. We’ve talked about YOU and the personal dynamics you have with others. Now we are going to focus on HOW TO practically implement your Programme for the best possible outcomes.”



## 3.2 quality after school programmes



### OUTCOMES FOR THE SESSION

**At the end of the session, participants will be able to:**

- ▶ **DEMONSTRATE** an understanding of what QUALITY ASPs are
- ▶ **EXPLORE AND ENGAGE** with the basic elements of QUALITY After School Programming



### MATERIALS

- Handbook and slides



### ACTIVITY FLOW

- A. Defining quality
- B. What is a quality After School Programme?
- C. The 5 elements of quality After School Programmes
- D. My programme story



### DURATION

**9.00 - 10.30**

(approximately 1 hour 30 mins)



### TRAINER NOTE

Make sure your flipcharts are prepared prior to the session

## activity flow 3.2: quality after school programmes



### A: DEFINING QUALITY

**INTENTION :** To stimulate thinking about the word QUALITY.

- ▶ **QUESTION:** When you want to buy a quality item (furniture, clothing, shoes, phone), what are you looking for?
- ▶ **INVITE** responses from the group
- ▶ **IN TABLE TEAMS**, come up with a definition for the word quality. Do not use google 😊
- ▶ **ALLOW** 5 minutes
- ▶ **INVITE** groups to share their definitions
- ▶ **INVITE** participants to use handbook space to write the definition of quality



### B: WHAT IS A QUALITY ASP? *(new visual referral zone)*

**INTENTION:** To get people apply the term 'quality' to the context of After School Programmes

- ▶ **ASK** table groups to now brainstorm what they understand by the word QUALITY in the context of After School Programmes
- ▶ **ALLOW** 10 minutes
- ▶ **INVITE** groups to share their responses
- ▶ **FLIPCHART** their responses (Chart title: QUALITY AS Programmes)

*Expect answers like:*

***After School Quality Programmes need to be:***

- *Safe and secure*
- *Supportive structures*
- *Inclusive*
- *Have rigorous monitoring and evaluation*
- *Have a positive impact in the lives of young people*

- ▶ **HANG** the QUALITY flipchart as a visual referral zone for use later on



## C: FIVE ELEMENTS OF QUALITY ASPs *(visual referral zone)*

- ▶ **INTRODUCE** the 5 elements using the slide (high level overview of elements) - UMBRELLA
  - Design: what and why
  - Delivery and Mgt: How?
  - Staff: Who?
  - Environment: where?
  - Engagement: With whom?
- ▶ **USE** example story/ies to illustrate the elements of quality programming
  - Please CHOOSE A STORY that you are really familiar with.
  - Model this on the WALL with the big laminated umbrella sheet.



## D: MY PROGRAMME STORY

- ▶ **ASK** individuals to reflect and complete their own programme story board (high-level) in the space provided in the handbook
- ▶ **HAND BOOK** reference to guiding questions to assist with individual story boards
- ▶ **INVITE** participants to share their stories at the table. Again ensure that they use the elements as a guiding framework. They can do this at the table - each person gets 5 minutes to share
- ▶ **THEN** have the tables discuss similarities and differences
- ▶ **ENCOURAGE** reflection and any comments after the process in the big group



## TRANSITION

Let's take a break now for TEA. When we come back, we will look at a case study exploring the 5 elements



## TEA:

**10.30 - 10.50** (Approximately 15-20 minutes)

# 3.3 quality programming deeper dive



## OUTCOMES FOR THIS SESSION

- ▶ **TO DEVELOP AN UNDERSTANDING** of how the elements of quality programming apply to a particular programme (case study)

## MATERIALS

- Handbook
- ABC Video

## ACTIVITY FLOW

- A. Programme self assessment
- B. Case study part 1
- C. Group sharing

## DURATION

**10.50 - 12.30**

(approximately 1 hour 40 mins)

Break in between

## TRAINER NOTE

### SET THE TONE

Ensure that you are familiar with all the contents of the case study in the handbook.



## activity flow 3.3: quality programming



### A: PROGRAMME SELF ASSESSMENT

**INTENTION:** To get participants to use the Quality Programming Self Assessment tool to evaluate their own programmes

- ▶ **ASK** individuals to use the self-assessment tool to evaluate the strengths and weaknesses of their own programmes
- ▶ **ALLOW** 10 minutes for the individuals to do this
- ▶ **LET** each participant pair up with a partner with whom they haven't yet engaged, and have them share their programme assessments with each other. (Each person has 5 minutes to share)



### DEBRIEF

- ▶ **INVITE PARTICIPANTS** to report back to the group on how useful they found the tool and what lessons they will take back to their organisations



### B: CASE STUDY PART 1

**INTENTION:** To get participants to engage with a case study, identify the elements of quality programming in the case study and respond to the two questions posed

When setting up this activity, you can orientate them to the case study by:

- ▶ **READ** the BACKGROUND together
- ▶ **TELL** each group which case study they will be working on before they watch the video (divide the group into 5 groups)
- ▶ **SHOW** them what they will be working on by orientating them to the table
- ▶ **SHOW** the video but first tell the rugby group that their video will come first - THEN PAUSE, just for a few seconds, to create space between the next programme
- ▶ **THEN** tell the City Rec Hub that their video will follow and show video
- ▶ **REPEAT** this with other 3 groups

Then refer them back to their books and orientate them to timelines.

(In a bespoke organisation, it is important to say that this case study is an opportunity to ZOOM out of the detail of your own organisation, and focus specifically on the principles of quality programming).

- ▶ **ALLOW** 50 minutes for the groups to do this.
- ▶ **USE** the “Things to Look out for” sheet below to prompt groups that are struggling and to facilitate the plenary discussion.
- ▶ **REMINDE** the group that each table will provide feedback



## LUNCH

**12.30 - 13.15**

(approximately 20 minutes)



## C: GROUP SHARING

**INTENTION:** To get participants to share strengths and weaknesses of each of the programmes.

- ▶ **ASK** each table to share the strengths and weaknesses of the programme they have been allocated. (This means each table will feedback on a different programme) – Ask participants to make notes on each of the programmes in their handbooks as each group provides feedback.
- ▶ **WRAP UP** this discussion by extracting key learnings and ask each participant to complete the best practices sheet in the handbook highlighting 3 lessons that they can take back to their programmes.



## TRANSITION

**Use this statement to help you move onto the next session:**

“Now that we have applied our knowledge of the quality elements to the case study, let us break for lunch before we go to tracking and managing learners.”

## 3.4 tracking and managing learners



### OUTCOMES FOR THIS SESSION

**By the end of the session, participants should:**

- ▶ **UNDERSTAND** the importance of tracking learner attendance in their Programmes



### MATERIALS

- ▣ Slides and Handbook
- ▣ Data Sheet



### ACTIVITY FLOW

- Video: Attendance Tracking
- Applying the knowledge to the data set



### DURATION

**13.15 - 15.00**

(approximately 1 hour and 45 minutes)



### TRAINER NOTE

#### SET THE TONE

- ▶ This is an essential session. Participants **MUST** leave with a sense of the importance of attendance tracking and how best they can ensure it happens consistently and reliably in their Programmes
- ▶ The data will be related to the case study covered earlier in the day

## 3.4 activity flow: tracking and managing learners



### A: VIDEO: EVIDENCE-BASED DECISION MAKING: TRACKING LEARNER ATTENDANCE

**INTENTION:** To get participants to understand the crucial need for tracking learner attendance and the consequences of not doing so.

- ▶ **QUESTION:** “Who tracks attendance daily by unique learner IDs?”
- ▶ **QUESTION:** “Who uses the data to make decisions about their programme?”
- ▶ **SHOW THE VIDEO**
- ▶ **ASK** participants for their thoughts and reflections
- ▶ **QUESTION:** “Why is tracking attendance so important?”  
*Expect answers like: So you know which learners come and which do not.*
- ▶ **QUESTION:** “What are the consequences of not tracking attendance?”  
*Expect answers like: You will not have accurate records regarding which learners come to the Programme. You will not be able to see patterns, like learners who regularly miss a specific day (e.g. due to clash or home demand).*



### B: APPLICATION TO DATA SET

**INTENTION:** To get participants to use the knowledge and apply it to the data set provided. (Attendance data related to Case Study)

- ▶ **SHARE** the ABC Primary Data Summary
- ▶ **ASK** participants to discuss the story that Grade 6B is telling
- ▶ **ASK** the group to use the data sheet and analysis table and list the comments and recommendations for the 5 programmes in their handbooks
- ▶ **PROMPT** feedback on each programme and have a discussion on the points highlighted by the groups (Ask the groups to look specifically at their programmes in relation to the others)



## REFLECTION:

- ▶ **QUESTION:** Why is it important to accurately report on learner attendance?

Expect answers like: *Incorrect data will give you an incorrect story of what is working or not working. Incorrect data is dishonest. Incorrect data will not enable management to make the right decisions.*

- ▶ **QUESTION:** How can you build attendance tracking into your Programme so that you can consistently measure attendance?

Expect answers like: *Schedule a time, like at the start of the session, to take a register or roll-call. Other ideas might be to take attendance after warm-ups to allow late comers to arrive, or when you hand out food.*

**LET** the participants respond to the two questions on attendance tracking and managing learners in the handbook



## TRANSITION

**Use this statement to help you move onto the next session:**

“Now that we understand the importance of tracking learner attendance, let’s take a short break before we wrap up the day with a session on working in schools and referral pathways.”



## TEA

**15.00 - 15.15**

(approximately 15 minutes)

## 3.5 working in schools



### OUTCOMES FOR THIS SESSION

**By the end of the session, participants should:**

- ▶ **HAVE A BETTER UNDERSTANDING** of how to work with schools
- ▶ **BE MORE FAMILIAR** with referral pathways i.e. how and where to channel learners who need additional support or an intervention of some kind



### MATERIALS

- Handbook



### ACTIVITY FLOW

- A. Intro discussion
- B. Working in schools scenario 3
- C. Working with learners
- D. Panel discussion (optional if time allows)



### DURATION

**15.15 - 16.45**

(approximately 1 hour 30 mins)



### TRAINER NOTE

#### SET THE TONE

- ▶ If you are going to have a panel discussion (e.g. a schools expert and referral pathways expert) make sure you arrange this well in advance, confirm panelists' attendance a few days before the training and ensure they arrive at least 20 minutes prior to the session)

## 3.5 activity flow: working in schools



### A: INTRO DISCUSSION

**INTENTION:** To introduce participants to important information they may not know about working with schools such as the support structures that are in place to help them, as well as the roles and responsibilities of Practitioners and the boundaries they must uphold when engaging with learners.

- ▶ **ASK** each table to identify key challenges in working with schools, and working with learners
- ▶ **LET** them divide a flipchart in half to highlight their responses
- ▶ **ASK** the group to give feedback to the big group
- ▶ **PLAY** the did you know quiz and then remind the group everything is also in the handbook.



### B: WORKING IN SCHOOLS SCENARIO 3

**INTENTION:** To get participants to understand the importance of a good working relationship with the school, building relationships with key stakeholders and co-ordination of activities

- ▶ **REFER** participants to the handbook and have them discuss the scenario 3 “Building School Relationships”
- ▶ **ASK** them to respond to the question in the handbook and invite feedback in the plenary. (take 1 point per table)



### C: WORKING WITH LEARNERS

**INTENTION:** To get participants to understand the importance of boundaries and referrals.

- ▶ **ASK** each table to identify the challenges of working with learners.
- ▶ **ASK** the group to give feedback to the big group
- ▶ **MANAGE** the feedback and avoid opening up tricky and challenging questions.
- ▶ **WRITE** the responses down and then group the responses into different categories.



- ▶ **The categories are likely to include** – logistical issues (e.g. transport or conflicting demands from teachers); communication (e.g. feedback to learners and parents); home situations (e.g. neglect or abuse); School issues (e.g. corporal punishment) and behavioural issues (e.g. bullying)
- ▶ **GIVE** each group one of the categories and ask them to unpack these in more detail and then come up with a list of possible remedies to help address the issues
- ▶ **ASK** each group to give feedback to the big group
- ▶ **THEN** ask participants to read through the Dos and Don'ts section in their handbooks
- ▶ **INVITE** any comments of the things practitioners may not have known
- ▶ **REMINDE** participants that as practitioners they have a specific role – offering a good quality programme that develops the learner and prioritises the learners' needs, and as a law abiding citizen they have a responsibility to protect learners. Acknowledge that working with learners presents many challenges. These include everything they have already mentioned. State that practitioners often don't have the specialist skills and abilities to handle some of these tricky situations. It is important to understand the scope and boundaries of what a practitioner can do.
- ▶ **ASK** participants if they know what a referral pathway is? Explain that it is a system of reporting and ensuring that learners are protected and supported. Some organisations already have these in place but often if they don't practitioners may not know what to do.
- ▶ **EMPHASISE** the importance of knowing who their local social worker is and encourage them to get the social worker's number. This is often the best person to help guide them on the best way forward with issues related to abuse, or neglect. If they are not sure tell them that the AS GC office can be called to ensure they are supported and that the right channels are followed.
- ▶ **EMPHASISE** the importance of having a good working relationship with the school principal and or teachers. They are also able to help with other issues such as possible clashes where learners are not attending your programme because the school has other compulsory activities that clash.
- ▶ **EMPHASISE** the importance of reporting any safety incidents to Safer Schools Hotline as this is the database used to allocate resources and support to schools.
- ▶ **WRAP UP** the session with reiterating the importance of good working relationships with all the stake-holders in the school, understanding the limitations of your own role, and knowing who to contact for things that fall outside your mandate. **REFER** them to back of handbook for important contact details.





## D: PANEL DISCUSSION *(optional – alternative to scenario exercises)*

**INTENTION:** To give participants the opportunity to ask sector experts any burning questions.

- ▶ **INVITE** the panelists to come and sit at the front of the room
- ▶ **INVITE** participants to ask them any relevant questions
- ▶ **ALLOW** panelists to answer and lead discussions
- ▶ **MANAGE** time according to your schedule (use a stopwatch and signal to panelists when they are running out of time. Make sure panelists each get equal time to speak so no-one dominates the discussion)

## TRANSITION

**Use this statement to help you move onto the next session:**

“Now that we have learned about working in schools and referral pathways, lets wrap up for the day.”



## 3.6 reflect and close



### OUTCOMES FOR THE SESSION

By the end of this session, participants should have:

- ▶ **REFLECTED** on the content covered during the day
- ▶ **APPRECIATED** progress made
- ▶ **THANKED** other participants for their contributions and discussed the way forward



### DURATION

**16.45 - 17.00** (approximately 15 minutes)



### RECAP

**RECAP** the key sessions of the day, by saying: “Today we learned about:

- The Elements of Quality Programming
- Working in schools and referral pathways when learners need specialist support
- The importance of tracking learner attendance.”



### REFLECTION AND CHECK OUT: “MY HEADLINE NEWS - COMING SOON!”

- ▶ **REFER** to Handbook
- ▶ **REFLECT** on the day by answering the following question:
  - If you think of everything we have covered today, and you think about YOUR Programme, what is one **KEY ACTION** you can take that will make an impact in your Programme - e.g. it could be a change you make, or something you add, or a new relationship you build. What are you going to be able to say is **COMING SOON** to your Programme?
- ▶ **ALLOW 5** minutes for participants to reflect and write down their ‘COMING SOON’ action in their handbooks
- ▶ **INVITE** participants who are willing, to share what they have written down with the group



### CLOSE AND POINT FORWARD

- ▶ **THANK** participants for their input
- ▶ **GIVE** them any notices for the next day
- ▶ **ASK** for any last thoughts for the day (pop-corn style)
- ▶ **ACKNOWLEDGE** any interesting thoughts and insights and close the session

# DAY 4: partnerships



## OVERALL OUTCOMES FOR DAY 4:

Participants should be able to...

- ▶ **DEVELOP** a plan to improve their Programme by drawing on the practices of others
- ▶ **DEVELOP** an After School Asset Map to identify resources in their community

## suggested schedule for day 4

08.30 - 09.15	4.1	<ul style="list-style-type: none"> <li>• Welcome, Check-in and Recap</li> <li>• Icebreaker</li> <li>• Post Assessment</li> </ul>
09.15 - 11.00	4.2	<ul style="list-style-type: none"> <li>• After School Asset Mapping</li> </ul>
11.00 - 11.30	4.3	<ul style="list-style-type: none"> <li>• Showcasing After School Programme Office</li> </ul>
11.30 - 12.00	TEA	
12.00 - 13.00	4.4	<ul style="list-style-type: none"> <li>• Opportunities for Peer Learning</li> </ul>
13.00 - 14.00	4.5	<ul style="list-style-type: none"> <li>• Wrap Up and Close</li> </ul>
14.00	LUNCH	

**TRAINER NOTE:**

- ▶ This is the last day. Prepare to finish early if you can as a nice surprise. BUT DO NOT TELL participants that you plan to finish early in case you aren't able to
- ▶ Have your certificates ready (with the spelling of everyone's names CHECKED in advance)
- ▶ Take photographs when you can
- ▶ Create a feeling of celebration in whatever way you can
- ▶ Remind participants that they are part of a movement that gives youth a better chance at living successful lives, through the work they do in their After School Programmes
- ▶ Create lots of opportunities for participants to cement any connections they have formed over the week with others at the training

# 4.1 welcome and recap



## OUTCOMES FOR THIS SESSION

- ▶ **TO OPEN** the day in an energetic and connected way
- ▶ **TO REFLECT** on the previous days' content and connect it back to participants' contexts and Programmes
- ▶ **TO GIVE** the agenda for the day



## MATERIALS

- Handbook and slides
- If you run the ICEBREAKER: Speed-dating questions (1 per participant Questions sheet in trainer pack)



## ACTIVITY FLOW

- A. Participant icebreaker or speed-dating activity
- B. Brief recap and reflection
- C. Day 4 programme overview
- D. Post-assessment



## DURATION

**8.30 - 9.15**  
(approximately 45 minutes)



## TRAINER NOTE

### SET THE TONE

Make sure that participants do not feel threatened or intimidated by the post-assessment. It is not a PASS or FAIL assessment. It is simply to show whether there has been a knowledge shift as a result of the training.

## activity flow 4.1: welcome and recap



### A: ICEBREAKER OR SPEED-DATING ACTIVITY

**INTENTION:** To inject some energy and fun into the day, and get participants to learn more about each other.

- ▶ **EITHER ASK** if one of the participants would like to run an icebreaker of their own to start the day. (Preferably set this up with the participant the day before and ensure they know it should not be longer than 10 minutes.)

#### OR RUN SPEED-DATING, LIKE THIS:

- ▶ **HAND OUT** a speed-dating question to each participant
  - ▶ **GET** participants to stand in an inner circle and an outer circle (equal numbers of participants in each circle, with the participants in each circle facing each other)
  - ▶ **EXPLAIN** that participants will have 30 seconds with the person in front of them in the other circle
  - ▶ **THEY MUST ASK** the person (in front of them) the question on their card. The person will have 15 seconds to answer. Then allow the other person to ask their question, giving their partner 15 seconds to answer
  - ▶ **THEN**, the inner circle must move one person to the right
  - ▶ **REPEAT** this until participants are back to their original partner
  - ▶ **ASK** them to share the most memorable response they received with their original partner
  - ▶ **KEEP UP** the pace - use a stopwatch and whistle every time 15 seconds is up
- ▶ **ENCOURAGE** lots of laughter, fun and interaction



### B: BRIEF RECAP AND REFLECTION

- ▶ **RECAP** previous learnings by referring to the visual referral zones around the room
- ▶ **REMIND** participants of key content covered in the sessions
- ▶ **INVITE** participants to share what they found most useful or interesting



## DAY 4 PROGRAMME OVERVIEW

- ▶ **INTRODUCE** sessions for the day by saying, “Today’s sessions are...
  - The post-assessment to see how much you have learned
  - Best practices in the After School sector
  - Resources that have been designed to support you in your Programme
  - How to troubleshoot some of the challenges and realities you listed in your Pillars on Day 1
  - Then we will wrap up and close.”



## POST-ASSESSMENT

- ▶ **HAND OUT** a post-assessment to each participant
- ▶ **REASSURE** them that the result does not count for anything – it is simply to measure the difference between pre-workshop and post-workshop knowledge to see if there has been a change
- ▶ **ASK** them to do it on their own, and not to worry if they do not know the answers
- ▶ **ALLOW** 15 minutes for participants to complete their post-assessment
- ▶ **COLLECT** all the assessments and keep them somewhere safe



## TRANSITION

**Use this statement to help you move onto the next session:**

“Now that we have recapped the day, and finished with the admin, let’s start talking about After School Asset Mapping”

## 4.2: after school asset mapping



### OUTCOMES FOR THIS SESSION

**By the end of the session, participants should be able to:**

- ▶ **ENGAGE** in conversation on the assets, networks, support within the communities for the work that practitioners do with specific focus on schools
- ▶ **ILLUSTRATE** after school asset map specific to individual practitioners context



### MATERIALS

- Handbook and slides
- Paper (template) for After School Asset Map
- Pens, pencils, crayons etc.



### ACTIVITY FLOW

- A. What is an asset map?
- B. Graphic harvest video (after school asset map)
- C. My after school asset map



### DURATION

**9.15 - 11.00**  
(approximately 1 hour and 45 mins)



### TRAINER NOTE

Encourage idea sharing as much as possible.



## activity flow 4.2: after school mapping



### A: WHAT IS AN ASSET MAP?

**INTENTION:** To unpack the term 'asset map'

► **QUESTION 1 to group:** What do you understand by the word ASSET?

*Expect answers like:*

- *Something of value or benefit*
  - *Something that is worth something*
- 

► **QUESTION 2 to group:** What do you understand by the word MAP?

*Expect answers like:*

- *Diagrammatic representation of an area*
  - *Picture showing features, like roads, cities, buildings etc.*
- 

► **QUESTION 3:** What do you think an After School Asset Map might be?

*Expect answers like:*

- *A picture of my area and all that is of value in it*
  - *Something that shows all the things that I can access to support my programme*
- 

► **QUESTION 4:** Why do you think an After School Asset Map might be useful?

*Expect answers like:*

- *To know what/who is available (resources in community)*
- *To think creatively about how to use these community resources*
- *To connect & mobilize resources for the benefit of young people*
- *To understand referral pathways*



## B: GRAPHIC HARVESTER VIDEO: AFTER SCHOOL ASSET MAP

**INTENTION:** To show people how to create an After School Asset Map.

- ▶ **SHOW** video and explain that it will give a good example of how to create an After School Asset Map
- ▶ **ASK** for thoughts about the video and lead a discussion as you see fit

## C: MY AFTER SCHOOL ASSET MAP *(add to Personal Visual Referral Zone)*

**INTENTION:** To get participants to recognize the resources in their community and how they can use them to their advantage. To actually get them excited!

- ▶ **REFER** participants to the After School Asset Map in Handbook (centre)
- ▶ **ASK** them to write the name of their programme in the centre
- ▶ **THINK** about all the assets in your community that you can leverage
- ▶ **DRAW** your own After School Asset Map - free flow and be creative
- ▶ **THINK** about relationships that you can build that will help you
- ▶ **ALLOW** 10-20 minutes for individuals to do this
- ▶ **MENTION** that this is a work in progress and can be added to whenever you discover a new 'asset' in your community
- ▶ **THEN PAIR** people up and ask them to just reflect together on their experience completing the asset map
- ▶ **ASK** them to talk a bit about their communities and how they plan to leverage the assets
- ▶ **ASK** them to make stars next to the QUICK WINS, relationships that they can build easily that will help improve their programme
- ▶ **ASK** participants to all display their maps for all to see
- ▶ **DO A WALK AROUND** to see the various maps and give participants an opportunity to engage with each other
- ▶ **LOOK** out for good ideas that you can reference in the debrief discussion





### **DEBRIEF:**

- ▶ Now that we know what is around us, in our communities, we will be better able to leverage the opportunities
- ▶ Let it be the start of many positive relationships in your communities



### **TRANSITION**

Use this statement to help you move onto the next session:

“Now that we have looked at After School Asset Mapping, let’s look at all the resources available to practitioners”

## 4.3 showcasing resources



### OUTCOMES FOR THIS SESSION

- ▶ **TO CREATE** excitement around the resources available to Practitioners
- ▶ **TO SHOWCASE** how they might be used
- ▶ **TO GIVE** people opportunities to take some of the After School Programme Office resources
- ▶ **EXPLAIN** what EduCollaborate is.



### MATERIALS

- All After School Programme Office resources i.e.
  - Posters: Maths, Soft Ball, Chess, Reading, Soccer, Dance, Drama, Rugby, Cricket, Hockey, Netball, General Poster
  - Code of Conduct Handbook (additional)
  - 'From Surviving to Thriving: Nurturing Social and Emotional Wellbeing through After School Programmes' Handbook (additional)
  - Brochure: It's NOT JUST After School Activity
  - Brochure: Child Care and Protections
  - Website snapshots



### ACTIVITY FLOW

- A. Resources



### DURATION

**11.00 - 11.30** (approximately 30 minutes)



### TRAINER NOTE

- ▶ Make sure you have set up a well laid-out resources table prior to the session. There should be enough resources for all participants. In fact, have extra if possible. Create hype and excitement about the resources. Share stories and show pictures of how they have been used in the field. Encourage participants to take what they need during the tea-break.

## activity flow 4.3: showcasing resources

### A: RESOURCES



**INTENTION:** To give participants a sense of the resources available to them and discuss how to use them.

- ▶ **INTRODUCE** each resource (one by one)
- ▶ Talk about WHAT the resource is, WHY it is useful and HOW to practically use it
- ▶ **FOR POSTERS, SAY:** “You can use these to create awareness in your community about this After School activity and the value that it has for young people. It also helps to create excitement.”
- ▶ **FOR BROCHURES, SAY:** “These can be handed out to various stakeholders as they communicate the importance of After School activities as well as how these activities can be game changers in the lives of young people. You can give them to the school to create awareness about your Programme with learners.”
- ▶ **FOR CODE OF CONDUCT HANDBOOK, SAY:** “As mentioned before, this handbook explains the importance of having a Code of Conduct, and gives you practical tips and content to help you draft one. Please ensure you take one so that your Programme can benefit from it.”
- ▶ **FOR THE ‘FROM SURVIVING TO THRIVING’ HANDBOOK, SAY:** “This handbook talks about the importance of social and emotional wellbeing in the learner – as well as the Practitioner (you!). Because, in order to have the best chance of closing the opportunity gap, both Practitioners and learners need to develop the social and emotional skills that will help them to succeed.”
- ▶ **RESOURCES AT SCHOOL SITES:**
  - Posters
  - Timetables
  - Brochures
- ▶ **RESOURCES FOR YOU AND YOUR ORGANISATION**
  - Code of Conduct Handbook
  - ‘From Surviving to Thriving’ Handbook
  - EduCollaborate
  - Brochures



## B: EDUCOLLABORATE

- ▶ **TALK** about *what it is*: A live map of stakeholders working at and around the school
- ▶ **TALK** about *why it is* valuable: It helps you to identify what assets exist and who you could work with
- ▶ **TALK** about *how to use it*:
  1. Click on 'School'. You will be able to see any organisation working at that school
  2. Look at all the pins around the school
  3. You can also look up thematic resources – like other sports or literacy organisations
- ▶ **ASK** them to visit the After School Programme Office website to find out more or to call our office if they need assistance.



## TRANSITION

**Use this statement to help you move onto the next session:**

“Now that we have seen what support and resources are available, it’s time for a tea-break. Make sure that during the break you get the resource samples you need and experiment with EduCollaborate if you have not yet had the chance to do so. Please ask for help if you need it.”



## TEA

**11.30 – 12.00**

(approximately 30 minutes)

# 4.4: opportunities and peer learning



## OUTCOMES FOR THIS SESSION

- ▶ **REFLECT** on problems and share solutions to improve programming



## MATERIALS

- Flipcharts



## ACTIVITY FLOW

- A. Troubleshooting



## DURATION

**12.00 - 13.00**

(approximately 1 hour)



## TRAINER NOTE

This activity should be done in pillar groups

## activity flow 4.4: opportunities and peer learning



### A: TROUBLESHOOTING *(new personal visual referral zone)*

**INTENTION:** To get participants to begin thinking about how to create solutions to some of the challenges and realities in their Programmes and the After School sector in general. To get them to recognise the valuable resource they have in each other.

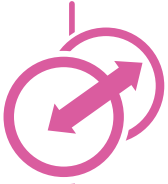
#### SET UP:

- ▶ **GET** participants back into their pillar groups
- ▶ **RETRIEVE** the flipchart that they did together on Day 1 (a visual referral zone)
- ▶ **GIVE** them another blank flipchart (see appendix)

#### INSTRUCTIONS FOR PARTICIPANTS:

- ▶ **CREATE** a new flipchart template for your pillar.
  - In Column 1: Broad Issue (title of cluster issues)
  - In Column 3: Possible Solutions
- ▶ **ASK** them to think about the following questions together as a group:
  - What is the cause?
  - What is the impact if this is not solved?
  - What are possible solutions?
- ▶ **ALLOW** 30 minutes for participants to engage and start working out possible responses and solutions
- ▶ **INVITE** pillar groups to present their ideas to the rest of the group
- ▶ **REFER** them to their handbooks and encourage them to take notes for at least 2 core pressing issues
- ▶ **ALLOW** 5 minutes per group and CLAP at the end of each presentation
- ▶ **ENGAGE** in post presentation discussions as you see fit
- ▶ **ACKNOWLEDGE** all responses
- ▶ **CELEBRATE** how many solutions the group has come up with
- ▶ **REMIND** them of the resource they have in each other





## TRANSITION

**Use this statement to help you move onto the next session:**

“Wow! Isn’t it wonderful how many ideas and suggestions have come from this group alone. That is what happens when you start building networks and working in the sector in a unified way. We can all help each other in order to really ensure our sector makes a difference in the lives of young people.”

# 4.5 wrap up and close



## OUTCOMES FOR THIS SESSION

**By the end of this session, participants should:**

- ▶ **FEEL PART** of a bigger movement



## MATERIALS

- Postcards
- Certificates
- Programme Evaluation Forms



## ACTIVITY FLOW

- A. Area reflections (optional for when there are diverse areas)
- B. Recap, reflection and commitment activity (Wholehearted)
- C. Certificates
- D. Programme evaluation
- E. Close



## DURATION

**13.00 - 14.00**  
(approximately 1 hour)



## TRAINER NOTE

- ▶ This last session should be celebratory and upbeat in nature. It should bring the 4 days to a powerful and memorable close. When you hand out the certificates, it should be a **BIG-DEAL** moment. It should make people feel as though they have really achieved something **GREAT**. They should leave the session feeling like their new network is **FULL OF POTENTIAL** and that they have **RENEWED ENERGY** and will be **STRONGLY SUPPORTED**. Ensure that you hold the energy right up until the end.

## activity flow 4.5: wrap up and close



### A: AREA REFLECTIONS *(optional for when there are diverse areas)*

**INTENTION:** To get participants from the same areas to connect and see how they might be able to support each other going forward.

- ▶ **CLUSTER** participants into groups based on their geographies
- ▶ **ASK** them to chat to each other for 5 minutes, to discuss how they can communicate and support each other going forward
- ▶ **INVITE** them to share their best ideas with the wider group

### B: RECAP, REFLECTION AND COMMITMENT ACTIVITY

**INTENTION:** To get participants to reflect on how much they have learned and to get them to commit to a way forward.

#### RECAP AND REFLECTION

- ▶ **RECAP** *high-level content* and show the progress made over the 4 days
- ▶ **INVITE** participants to share their most important take-aways from the training

#### WHOLEHEARTED

**INTENTION:** To get participants to consolidate all that they have learned about the qualities and commit to one thing they can do, with passion and enthusiasm

- ▶ **REMIND** participants that this is the final quality of After School Practitioners
- ▶ **QUESTION:** What do we mean the term wholehearted?
- ▶ **QUESTION:** Who are some examples of people who act wholeheartedly?
- ▶ **QUESTION:** What do wholehearted people THINK? FEEL? DO?
- ▶ **INVITE** responses from the group
- ▶ **PAIR** them up and ask them to think of one thing that they can commit to wholeheartedly (one word or phrase)
- ▶ **INVITE** them to put their hand on their heart and tell their partner
- ▶ **ASK** Ask their partner to write it on their hand with a marker so that everyone can see what they have committed to
- ▶ **INVITE** them to all work around, hand on heart, and see what their colleagues have committed to





### COMMITMENT ACTIVITY

- ▶ **GIVE** each participant a blank sheet of paper
- ▶ **SHARE** that they will be writing a letter to themselves
- ▶ **ASK** them to address the letter to themselves
- ▶ **ASK** them to write themselves a letter, using the following template:

DEAR (YOUR NAME) at the top of the blank page

A few thoughts about your overall experience

When I get back to work....

I will SHARE ..... With.....

I will STENGTHEN.....

And I will CHANGE.....

Signed WITH LOVE

From (YOUR NAME)

- ▶ **ASK** them to put the letters in an envelope and keep it in the safe place. Encourage them to only open the letter in 6 weeks from now.
- ▶ **CONGRATULATE** the group on their efforts and reflections



## C: CERTIFICATES

**INTENTION:** To create a sense of achievement and recognition. To make participants feel proud and acknowledged. To end the training on a high note.

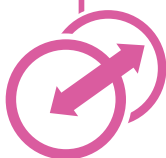
- ▶ **THANK** participants for their input
- ▶ **ACKNOWLEDGE** their tenacity and generosity
- ▶ **CALL** them up one by one to receive their certificates
- ▶ **TAKE A PHOTO** of each person receiving their certificates (you may have to ask someone to do this for you if you are handing out the certificates, so plan this in advance)
- ▶ **CLAP, DANCE and SING...** whatever comes naturally, to create a happy, positive atmosphere



## D. PROGRAMME EVALUATION

**INTENTION:** To elicit feedback on the 4-day training programme from participants.

- ▶ **HAND OUT** a programme evaluation form to each participant
- ▶ **ASK** them to answer it honestly and constructively
- ▶ **SAY** that they are not required to write their names on the forms unless they want to
- ▶ **ENCOURAGE** them to share what went well (and not so well)
- ▶ **ENCOURAGE** them to share what we could do differently



## CLOSE and POINT FORWARD

**Use these statements to help you close the training:**

“REMEMBER the wealth of knowledge, experience & support in the room.

GO OUT there and change young lives for the better.

They are our priority, they are our hope, they are our future.

*The light in me, sees the light in YOU.*

*The light in YOU, sees the light in ME.”*

## LUNCH AND DEPARTURE



**Email Address:**  
Afterschool@westerncape.gov.za

**Contact Number:**  
021 483 9844

**Address:**  
2nd Floor  
Protea Assurance House  
Green Market Square  
Cape Town

**Website:**  
<https://www.westerncape.gov.za/after-school-game-changer>

**If you are an NGO/Trust/Company working with school learners please remember to join the movement and register on <http://educollaborate.westerncape.gov.za/today!>**

**Please report any safety related issues to:**  
Safe School Hotline 0800 454 647



Western Cape  
Government