

Manual for facilitators

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2. Introduction

The last two months, we have noticed that the motivation of giving the after school program is becoming less. There are problems that we want to solve by giving a facilitators training on frequent basis. Once a month, we would like to teach you what we know and to discuss issues that has come in that month. We are giving also a facilitators training to ask for your opinion and to give feedback to us.

The last manual is handed out a year ago. In this year we have worked hard and we had a lot of foreign volunteers. In a year time, Maria, Bada, Sanne, Nele, Monique, YSI and Kelly came. All with different opinions and ideas. Also the local facilitators contributed a lot! For example helping YSI with set up the playgrounds, giving the after school programs and explain the foreign volunteers how the Ghanaian culture works. CPYWD is constantly innovating. Because of the innovation, we thought it was time to make the second manual.

We have made a lot of new games made for the after school program and in a year time we decided to give the after school program every week instead of once in the two weeks. In a year time we can look what is changed and what has stayed the same. Did we change in a positive way? We can say that we are now more experienced as being an organization. Moreover we are planning to start a nursery, we are building a trainingscenter in Bimbilla and above all we maintain the after school program as meant to.

In this manual we explain short what our approach is, how the structure of the meeting must be and why we chose you to work with CPYWD and what you can learn from us and we from you. Moreover we have a chapter with rules, and we explain some new games.

Let us keep the motivation to make a difference!

3. Approaches, Structure and Motivation

3.1 What to do undesired/inappropriate behaviour

When observing undesired/inappropriate behaviour, tell the participant what you observed. Tell him/her what you don't like she/he is doing and why. And also which behaviour is desired/appropriate.

Steps to follow to handle undesired/inappropriate behaviour:

- Step 1: Tell the participant to stop the undesired/inappropriate behaviour you observed.
(Example: 'Stop beating'/'Stop cheating'/'Stop pushing each other')
- Step 2: Explain the participant why you want him/her to stop this behaviour.
(Example: I want you to stop the beating because you hurt the other person, that is not a good behaviour)
- Step 3: Tell the participant what is desired/appropriate behaviour in this situation.
(Example: Be nice to each other and talk instead of beating)
- Step 4: If you see the participant is listening to you now, tell him/her that you like this behaviour, give a complement →positivism.
(Example: 'Good that you are listening now'/'You are doing well now')

3.2 PAC-man approach

Positivism

This means emphasizing and encouraging what is there or positive instead of focusing on what is lacking or what is done wrong.

Positivism is important because it will build self-confidence in the participants so that they dare to take initiative.

Activity

All participants should be involved during the activities/games, in a way which also appeals the shy or withdrawn children to think and participate. You, as a facilitator, can ask the participants questions to activate them. Circulate roles and make sure that every participant gets the opportunity to express him/herself and perform.

Creativity

Consider individual differences and allow the participants to have ideas and preferences of their own as long as they won't harm any other person. Stimulate the participants to use their fantasy and being unique. Encourage the process and the effort instead of the actual product.

3.3 Structure of the meetings

Every meeting should be the same as for structure. A structure should be as written below.

- Opening:
 - Opening prayer(if desired).
 - Review of last meeting (what kind of game did we play last time and what have we learned from it?)
 - Introduction of the meeting(explaining the content).
 - Fill in the attendance list(report when someone is late).
- Activity:
 - Make sure that every child has a play part in the activity (learning through play approach).
 - Give an activity for the smaller and the bigger children.
 - Pay attention to cheating, beating and other behaviours that you don't like, give warnings then and mention it in the evaluation to all the children.
- Evaluation
 - Every meeting ends with an evaluation, in the evaluation you'll discuss the course of the activities, reflect what went wrong and what went right.
 - The facilitator can ask questions like:
 - What is your opinion about the meeting?
 - What went well?
 - What went wrong?
 - Are you satisfied with the result?
 - What did we learn from this meeting?
 - What can be improved next time?
 - Is there any other comment?
- Closing
 - Other comments and announcements can be made here. The participants can ask questions they have beside the meeting.

Thank the children for participating this meeting.
Give the participants the opportunity to give a closing prayer.
When the meeting is closed, there is an opportunity to talk individualistic, if there are any problems, try to solve them with the group leader.

3.4 Motivation

Why do you give an after school program?

It is important that you know why we are organizing after school programs. What we want to achieve is that the children gain knowledge by means of playing. We do activities that help to develop the skills of the youth. We stimulate self expression, self identity, brain training and to develop the brains, coordination and cooperation.

What does it help the children?

If you look at the past and now, we are an organization that is making progress. The children learn to express themselves well. The difference between girls and boys is becoming less. The children link the assignments better than they did in the beginning. The children learn English by explaining the games into two languages. If we come to a conclusion so far; the children are learning and we are helping with building a future for them. Keep in mind that human beings always learn. If the children have a good environment, the chance for a better future is becoming more.

Why do you have to give the good example?

What we noticed in Ghana that if children are not able or don't have the knowledge to do an assignment, they will copy. It happens often that we learn new things to them. In the beginning they will copy and later they will have the ability and have the knowledge to do the assignment themselves. However, we are now in a phase where the children copy. Give several options if you give an assignment, specify the options not too much, make the options in a way that they use their own imagination. And behave well during and after the meeting, you are the example.

Why do you have to be consistent?

Set up your own boundaries, if you make rules or tell some from the rules in this manual, be consistent. For example; if you allow cheating once, they will do it more. If you don't allow it, they will eventually give up. If you are consistent, they will listen to you more in the end. That makes the after school program easier and fun to do.

What is the result after a couple of years?

CPYWD is now active for two years and you are part of CPYWD as a facilitator. Do you see what the difference is between the early beginnings and now? What have the children learned? Think about this and make your own conclusion about this subject. You are most welcome to give your opinion about it. CPYWD is an organization that constantly changes and we agree that CPYWD changes in a positive way, let's keep this spirit and develop our organization more.

What can you learn about the after school programs yourself?

First of all, we are learning from each other, from the different cultures that CPYWD brings together. We are giving constantly feedback and try to communicate, that makes us a healthy organization. The second point is how to approach children in a positive way. It can help you with the upbringing of your children. And we practise English a lot, if you want to build a future, you need to develop your English skills. To handle and to keep the attention of the children is also very difficult, but you can manage and that is why we have chosen you!

4. Rules

- Reward good behaviour (in terms of giving them a compliment a smile, an encouragement, etc).
- When the community is not able to come to the after school program, they should let us know via telephone or a visit to the office. If there is no communication, the community will have to pay the fuel.
- During the evaluation, the children must be quiet and listen to one another, or else they get a warning. If they have two warnings, they cannot participate the next meeting.
- Two warnings, is not participating to the next meeting. Be consistent.
- No beating during the meeting, if you see as a facilitator that the children beat each other, give them a warning. Hold on to this warning.
- No bullying; in the communities bullying often happens. Boys bullying girls, children who bully the disabled ones. If you see this, give a warning and ask why. It is wrong to bully. Everyone can participate in the after school program of CPYWD.
- Try to speak Dagbanli and English when you are explaining a game. The children learn more if you do it in two languages.
- Give examples when you explain an activity.
- If there happens something you don't agree with, ask why!
- Don't be late, start the activity in time. If you are late, the children will be late too.
- Be open if there is a problem, discuss it/ask advice with the director or someone in the organization.
- Monitor the equality of women and men. Sometimes it will happen that men are feeling that they are better than women, that is why we ask of you to monitor equality.
- Hold on to the approaches, the approaches really work.
- Keep structure in the meetings. Children need structure to develop.
- Don't stimulate cheating and if you see cheating, give a warning.

5. Activities

5.1 English

We noticed that the children are eager to learn English. That's why there have written English words below, maybe you can learn some every meeting to the children. When we did it in Timonayili, the children were very enthusiastic about it. Make sure when you learn the words, they repeat the words. Interactive learning works the best.

Words about me:

Hair, head, face, eyebrow, eye, nose, cheek, mouth, lips, teeth, tongue, chin, ears, neck, shoulders, chest, back, bottom, hand, thumb, index finger, middle finger, ring finger, pink, arm, armpit, elbow, toes, foot, leg and knee.

Words about my clothes:

Socks, pants, vest, trousers, jeans, T-shirt, skirt, shirt, tie, shorts, tights, dress, jumper, sweatshirt, cardigan, scarf, handkerchief, trainers, shoes, sandals, boots, gloves, belt, zip, shoelace, buttons, button holes, pockets, coat, jacket, cap and hat.

Words about my family:

Son, brother, daughter, sister, mother, wife, father, husband, aunt, uncle, cousin, grandfather and grandmother.

Words about doing things:

Smile, cry, think, listen, laugh, catch, throw, break, paint, write, chop, cut, eat, talk, dig, carry, drink, make, jump, crawl, dance, wash, knit, play, watch, climb, fight, sleep, take, skip, wait, sew, cook, hide, read, buy, push, sweep, sing, pick, blow, pull, eat, walk, run and sit.

Opposite words: good-bad, cold-hot, wet-dry, far-near, top-bottom, fat-thin, dirty-clean, over-under, small-big, left-right, first-last, few-many, in-out, easy-difficult, empty-full, soft-hard, front-back, dead-alive, upstairs-downstairs, new-old, dark-light, high-low, long-short and slow-fast.

Days of the week and time words: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. Morning, sun, evening, night, moon, star.

Words about the weather: umbrella, rain, wind, mist, fog, sun, clouds, sky, dew, frost, rainbow, seasons (spring, summer, autumn and winter) and raining season.

Colours:

Brown, white, black, pink, orange, grey, purple, yellow, red and green.

Shapes:

Diamond, cone, star, rectangle, circle, cube, oval, triangle, square and crescent.

Words from a shop:

Carrot, mushroom, cucumber, lemon, apricot, melon, onion, cabbage, peach, lettuce, peas, tomato, potatoes, beans, money, handbag, bottles, pineapple, meat, eggs, plum, flour, apple, breakfast, boiled egg, fried egg, coffee, tea, cream, sugar, honey, salt, pepper, milk, jam, soup, dinner, sauce, rice and omelette.

Greetings:

Good morning, good afternoon, good evening, how are you? I'm fine/I'm doing well, hello, bye (goodbye)

Hospital:

Nurse, medicine, crutches, pills, thermometer, plaster, bandage, wheelchair, doctor, syringe, bed, sticking, banana, basket, cards, waitin, room, tissues and orange.

Words for at school:

Scissors, sums, rubber, ruler, photographs, felt-tips, paints, boy, pencil, desk, books, pen, glue, chalk, drawing, doorhandle, plant, globe, girl, crayons, lamp, easel, paper, badge, alphabet, note-book, floor, wall, ceiling, brush, map, box, teacher, wastepaper bin and board.

Animals:

Wing, eagle, hippopotamus, gorilla, crocodile, bear, giraffe, lion, tiger, shark, snake, ostrich, cubs, monkey, tail, bat, wolf, feathers, goat, bison, elephant, seal, camel, rhinoceros, tortoise, deer and horns.

In the nature:

Beehive, pigeon, worm, flowers, wasp, grass, sticks, bird's nest, caterpillar, spider, smoke, fire, tree, leaves, hedge, bone and bee.

At home:

Bath, soap, toiletpaper, toothbrush, toilet, shower, towel, radio, cushion, sofa, newspaper, table, chair, bench, stairs, lamp, chest of drawers, pillow, wardrobe, rug, sheet, comb, television, door, hall, bedroom, bathroom and living room.

Numbers:

One, two, three, four, five, six, seven, eight, nine, ten, hundred, thousand, million and billion.

Alphabet:

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y and Z.

5.2 Elephant, palm and monkey

1. Trained skills

Coordination and physical training

2. Necessaries

A space in the shade.

3. Preparations

Read the instructions below carefully.

4. Instructions

4.1 General instructions and purpose of the game

The participants are standing in a large circle. One participant is starting by standing in the middle. He has the choice to point to someone and to say if the one who is pointing at has to act like an elephant, palm or monkey. The ones besides the chosen one has to act with the chosen one. The participant in the middle has to say what the chosen one has to act. For example when the participant in the middle says the chosen one has to act of being an elephant. The chosen one has to act a trunk with his/her hands. The ones beside the chosen one has to act the ears by spread their arms. When they have to act a palm, the chosen one and the ones beside him spreads their hands and weaving them high in the sky. When they are acting a monkey, the hands of the chosen one has to put his hand in front of his mouth. The one left to him puts his/her hands eyes, and the one right to him puts his/her hands at his/her ears. So everytime three persons have to act the elephant, palm or monkey. The one who is the slowest of the three is the new one in the middle. The purpose of the game is to pay attention when it is required.

4.2 Duration of the activity

When no one pays attention anymore, you can go on to the next activity or you can set-up a certain time.

4.3 The end of the activity

The one who has one the game is the one who reacts the fastest to the one in the middle. The one who whas in the middle the most has lost the game and the ones who weren't in the middle have won the activity for reacting fast and pay enough attention.

4.4 Task for the facilitator

As a facilitator, it is important to explain the activity well. When someone finds it difficult explain it again.

5.3 Discussion

1. Trained skills

Coordination and brain training

2. Necessaries

A space in the shade

3. Preparations

Read the instructions below carefully

4. Instructions

4.1 General instructions and the purpose of the activity

There are two groups with both an opinion about a certain subject. You will have to divide them in two groups. One group is the agreeing group, and the other group is the group that don't agrees with the positions the facilitator made. The facilitator makes different positions. The positions have to contain a opinion about something or someone. There are different subjects for a position: environment, government, culture, differences between women and men, war, headlines from the news and subjects from the environment of the child.

An example of a position: the new government haven't done anything lately or children should not be hit during classes. The ones who are in the agree group will have to think of opinions about the positions that agrees. For example: Children should not be hit during classes, it is not good to cane children because caning is a reaction of impotence. The group that don't agrees can argue with this opinion and that is where the discussion starts.

As a facilitator it is wise to think of different positions, to start a discussion; you need 10 positions. If you want the discussion to be long, to can make more.

The ones who has the best opinion and argues wins the discussion! As a facilitator you can give a time indication for every position, in 5 or 10 minutes they can argue a lot. It is the best when you give the winning group per position a point and when all the positions are discussed, you can finish and name the winning group.

4.2 Duration of the activity

It depends on the time you want to spend on every positions and how many positions you have.

4.3 End of the activity

When they have discussed all the positions the activity is ended. Count the points of the groups and conclude who wins.

4.4 Task for the facilitator

- The facilitator is the one who leads the discussion and times the positions.
- Also the facilitator has to be neutral and the facilitator gives no opinions about the position.
- The facilitator has no preferences about a certain group and is the intermediary between the two groups.
- Explain the activity well, and tell the participants that this activity is about giving opinions and that is doesn't matter how anyone thinks of you, everyone has to respect the opinion of somebody else.

5.4 Umar says

1. Trained skills

Brain development

2. Necessaries

A space in the shade

3. Preparations

- Think of movements that the participants can do, for example: jump into the air, stand on one leg, cross your legs and spread your arms.
- Read the instructions below carefully.

4. Instructions

4.1 General instructions and purpose of the activity

This game is about listen carefully to the facilitator. This activity is easy and fun , once the participants understand it. In this activity the facilitator has an important role. The facilitator has to say different movements but only when the facilitator says umar says in front of the movement the participants must actually do the movement.

An example:

The facilitator says: stand on one leg and jump.

(the participants who now move are out of the game, the purpose is to only move when the facilitator says Umar says in front of the movement)

The facilitator says: Umar says, jump into the air.

(all the participants will jump into the air, the ones who doesn't jump are out of the game)

The facilitator says: clap your hands.

(the participants aren't allowed to move)

The facilitator says: Umar says touch your feet with your hands.

(all the participants will have to touch their feet with their hands or else they're out of the game)

So when the participants move when the facilitator haven't said Umar says in front of the movement, they are out of the game, when the facilitator says Umar says, then they should all move or else they are out of the game.

The purpose of the game is that they listen carefully and pay attention to what ever the facilitator is saying.

4.2 Duration of the activity

When there is one person remaining the activity is finished and the person remaining has won. The duration depends on the number of children participating.

4.3 End of the activity

See 4.2 Duration of the activity

4.4 Task for the facilitator

- Watch out that the participants don't cheat. If they cheat, take measures by means of quitting the activity or ask them why they cheat.
- If they don't have fun during the activity go on to the next activity.
- Explain the activity well.

5.5 Chinese walking game

1. Trained skills

Coordination and physical training

2. Necessaries

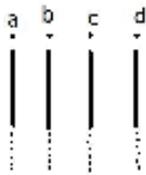
- A space in the shade
- An object where you can walk around
- A line that leads towards the object

3. Preparations

- Draw 4 lines in the sand and put the object on the end, see below
- Read the instructions below carefully

4. Instructions

4.1 General instructions and purpose of the game



The participants need to be divided into 4 groups. The very little dots on the image are the participants, the long line is the line where they need to walk on, and the big dot is an object where they will have to walk around.

The first participant walks across the line, whenever the participant steps next to the line, he/she will have to start all over again. When the participant reaches the object the participant has to walk ten times around the object. When he/she finishes the ten times the participant will have to walk back across the line. And it is the same, when he/she steps next to the line, he/she will have to start over again. When he/she reaches the other participants the next one can start and so it continues until the last one has ended. Which group is the most fast, wins the activity.

Rules, All groups will all have to start at the time. When somebody is starting faster than the others, it will start all over again. Second, when a group is cheating, they are disqualified.

The group who is first in ending, is the winner of the whole activity. The purpose of this activity is train the coordination of the participants.

4.2 Duration of the activity

It depends on how many children there are. It will take about 10-15 minutes and 10 minutes to explain.

4.3 End of the activity

The end of the activity is when all participants have done the assignment, which group is first, wins the activity

4.4 Task for the facilitator

- Watch out that the participants don't cheat. If they cheat, take measures by means of disqualification or ask them why they cheat.
- If they don't have fun during the activity go on to the next activity.
- Explain the activity well.

5.6 Name Game

1. Trained skills

Brain training

2. Necessaries

- Chalk for writing on a school board
- A space in the shade

3. Preparations

Read the instructions below carefully

4. Instructions

4.1 General instructions and purpose of the game

Divide the participants into two equal groups. Give the two groups the task to think of names for themselves. For example; my real name is Kelly and my fake name is Elephfly. They will have to write the fake names down on a piece of paper and when everybody has a fake name they can write it down with chalk on the school board. On the schoolboard there are two rows with names, the fake names of group 1 and the fake names of group 2. When every name is written down (not the real names because that is what they will have to guess!) they can start the guessing. As a facilitator you should pick somebody and he/she can start the game by guessing which real name belongs to the fake name on the board of the other group. If a participant guessed wrong, the participant who guessed he/she wrong can be the next one who guesses. The real name must be written down next to the fake name. The winning group is the group who is first in solving all the fake names.

What the children learn from this activity is group building because they cooperate in a group and they get to know the children in the whole group by means of the fake names.

4.2 Duration of the activity

To explain and execute, it can take roughly an hour.

4.3 End of the activity

The first group who guessed all the fake names correct, wins the activity

4.4 Task for the facilitator

- Watch out that the participants don't cheat. If they cheat, take measures by means of quitting the activity or ask them why they cheat.
- If they don't have fun during the activity go on to the next activity.
- Explain the activity well.
- Make sure that it is all positive fake names.

5.7 Tap tap

1. Trained skills

Coordination and physical training

2. Necessaries

A space in the shade

3. Preparations

Read the instruction below carefully

4. Instructions

4.1 General instructions

This is a very simple activity. There are different variations to make it more complicated. The participants all play against one tapper.(the person who has to tap the other). One participant is the tapper and the others have to run away from him/her. If a participant is tapped, the participant is out of the game. In the end there is one person left, that person is the winner.

Variations:

- Tap tap between the legs. If the tapper taps you, you have to stand with your legs open. You can be free again if another participant crawls between your legs to free you.
- Tap tap animal. If the tapper wants to tap you, you have to say an animal very fast and then the tapper can't tap you
- Tap tap highs. The tapper can not tap you if you stand on a higher ground.

4.2 Purpose of the activity

Being the last one running around without being tapped.

4.3 Duration of the activity

The activity will last until there is only one person left. You can repeat the activity as much as you want. If the participants show no interest anymore or they don't understand the activity, go on to the next activity. You could give the participants a time indication. Before starting you can tell them how long you want to play this activity.

4.4 End of the activity

The activity is finished when the purpose of the activity is obtained. However the activity can be repeated if the participants like it. If you have talked about the duration of the activity, make sure you keep to the time. If you end the activity, also make sure that you pronounce a winner.

4.5 Task for the facilitator

- You must make sure that they don't cheat. If they play an activity fair it will be enjoyed more.
- As a facilitator you keep a close watch on the time.
- As a facilitator, encourage the participants to keep running around.
- Announce the winning participant in the end.