

FACILITATOR TRAINING MANUAL

THE SWIM IRELAND
TRAINING GUIDE FOR FACILITATORS



CLUB CAPTAINS
IN YOUTH SPORT

CONTENTS

INTRODUCTION	2
LIST OF RESOURCES	4
INFORMATION FOR FACILITATORS	5
TRAINING DAY	6
CLUB CAPTAINS TRAINING:	
SECTION ONE	7
Role of the Club Captain	
What kind of Club Captain would I be?	
SECTION TWO	9
Being a Club Captain – Communication	
SECTION THREE	11
Being a Club Captain – Motivating, supporting and including team/squad	
SECTION FOUR	12
Being a Club Captain – Dealing with Conflict	
Being a Club Captain – Creating an Agreement	
Next Steps	
Feedback	
SUGGESTIONS FOR ICE BREAKERS AND ENERGISERS	15
WORKSHEET 1: WHAT KIND OF CAPTAIN AM I?	18
WORKSHEET 2: CLUB CAPTAIN'S AGREEMENT	19
FACILITATOR NOTES	20

INTRODUCTION

#training

CLUB CAPTAINS TRAINING

The Club Captain is an important role and a vital resource for any team and club; they are the link between the athletes and the coaching staff. A Club Captain is able to communicate the athlete view in many situations as well as being a cohesive force for team spirit and club development. When the role is properly understood, communicated and utilised the Club Captain can be fundamental to a successful season. The relationship between the Coach and Club Captain must be beneficial to both and allow for open discourse with a clear agreement in place. By supporting, communicating and effectively utilising their Club Captain the Coach can open up a new channel of developing athletes as players and people.

This training programme has been developed with the aid of European funding through the Erasmus+ programme. The training programme originates from an identified gap in the development of young people taking on certain leadership roles within sport. Sports clubs have previously appointed young people to positions of leadership such as the Captain role without providing clear guidance or information as to what the role entails. This programme has been researched and developed from work carried out with young people throughout and aims to fill the gap in providing a clear understanding of the role of a club or squad Captain. Facilitators should understand that each constituent part of this training is derived from the views and opinions of young people involved in sport.

This resource prepares Facilitators to carry out Club Captains training through allowing young people to explore the role and understand the part they play as a captain in sport. The training will give Club Captains tools to help them communicate and manage situations which might arise during their time as a Captain. It will also give them the confidence to seek the necessary support and understanding to act as an advocate for their squad.

2

PARTICIPANTS

Participants are members of a National Governing Body who are responsible for obtaining the required permissions and identifying any specific needs of the young people attending, including the following:

- Attendance consent
- Parent/carer contact details
- Photography, videoing consent
- Dietary requirements notified
- Other specific needs as relevant to attending training course

Facilitators should confirm with the organising NGB these permissions and information have been obtained prior to the training day. Where the Facilitator is from outside of the sporting body there should be an appointed individual from the sport available for the Facilitator for the duration of the training.

INTRODUCTION



FACILITATOR POINTERS FOR INTERACTION

This training is based on a young person being able to make a choice to engage – and not being ‘made’ to participate or respond if they are not willing or comfortable in doing so.

The young people attending may not know each other; if they do know each other it is unlikely that they have attended such training previously. It is important that the Facilitators let the young people participate on their own terms, allowing young people space to answer and consider their responses.

Facilitators should be careful with language used; responses should be framed according to and being aware of the sensitivities of young people. Facilitators may not know the young people coming to this training and knowledge of their own background is unlikely – the connection is being involved in a sport.

USE OF ICE BREAKERS/ENERGISERS

The Facilitator should use ice breakers and energisers throughout the day as appropriate.

An ice breaker should be used at the beginning of the training; this is especially useful where the young people are from different clubs and may not know each other. This is also an opportunity for each participant to interact individually. The Facilitator not running the ice breaker or energiser should join in with the group.

SIGNPOSTING FOR ISSUES

Facilitators should confirm with the organising NGB as to how to deal with any issue arising outside the training. If a young person seems distressed or troubled during any part of the training or discloses something of concern the Facilitator should ensure the young person is OK. The Facilitator should follow the NGB guidance and contact the appointed person from the NGB as soon as practically possible. This will usually be the Safeguarding lead for the NGB, but the NGB must agree this with the Facilitator prior to training.

The Facilitator should inform a parent if a young person becomes upset or distressed during the training or if anything arises relating specifically to the training day. Any other concerns or issues should be reported to the appointed person in the NGB, if not during the day, as soon as possible afterwards.

An information sheet is provided, to be completed by the organising NGB for each Facilitator giving details of the appointed lead, the venue, contacts required for the day plus any other relevant information.

HOUSEKEEPING

The Facilitators should inform the group of general housekeeping items, e.g. toilets, exits, fire /emergency procedures plus a brief outline of the day.

CONTRACT/GROUND RULES

An agreement in respect of expected behaviours and participation should be established with the group at the beginning of the training. This is useful to reference if any difficulty arises during the training sessions.

The Facilitators should introduce themselves to the group and then ask for any ‘rules’ the group would like to agree on, these should be led by the young people. These might include – listening to each other; treating each other well; OK to ask questions; knowing who to go to if a problem etc. Facilitators should note that this is led by the participants, and whilst an accepted level of conduct is expected, young people participate on their terms.

LIST OF RESOURCES



GENERAL

Flip chart paper, coloured markers, sticky tack, sticky tape and pens; Club Captain Guides

SECTION ONE:

ROLE OF CLUB CAPTAIN – QUALITIES AND RESPONSIBILITIES ACTIVITY

Set of Qualities and Responsibilities cards

SECTION ONE:

ROLE OF CLUB CAPTAIN – WHAT KIND OF CAPTAIN AM I?

Set of Quote cards

What kind of Captain am I? Worksheet 1

SECTION TWO: BEING A CLUB CAPTAIN – COMMUNICATION

Set of Communication cards provided

Prompt cards for discussion points

SECTION THREE:

BEING A CLUB CAPTAIN - MOTIVATING, SUPPORTING AND BEING INCLUSIVE

Three/four Resilience Packs – Facilitator provided;

Selection of materials to have on hand:

- Uncooked eggs (necessary)
- Balloons (necessary)
- Paper Cups
- Sticky tape
- Newspaper/crepe paper
- Paper straws
- Lollipop sticks
- String
- Sticky tack
- Scissors



The above list is not exhaustive, and it is best to use recyclable and or reusable materials where possible. The materials used can be changed and altered to suit the needs and means. Be prepared by collecting materials as you go.

SECTION FOUR:

BEING A CLUB CAPTAIN – DEALING WITH CONFLICT

Set of Conflict cards

Prompt cards for discussion points

SECTION FOUR:

BEING A CLUB CAPTAIN – CREATING AN AGREEMENT

Club Captains Agreement Worksheet 2



INFORMATION FOR FACILITATORS

Facilitators should ensure the following details are provided by the NGB prior to the training.

TRAINING: CLUB CAPTAINS IN YOUTH SPORT

Date and time for training:

ITEM	NAME	CONTACT DETAILS
National Governing Body		
Organising NGB contact		
Safeguarding Lead Officer in NGB		
Facilitator		
Facilitator		
Venue		
Specific contact for venue		
Catering		
Specific contact for catering		
Other information necessary:		
List of attendees provided (including any specific needs) Any special requirements for the venue		

TRAINING DAY

INFORMATION ON THE CLUB CAPTAIN ROLE

Facilitators should bear in mind what information needs to be given to the group at the start and during the day; it may not be relevant to deliver all together:

Basic Housekeeping – give the location of the toilets, any expected fire drills, locations of relevant rooms e.g. lunch/food etc

Agenda for the day – include expected breaks for food or refreshments

Queries or questions – know what response and direction should be given for help (see Signposting section)

Permissions – check each participant has given appropriate permission and consent forms e.g. photography

Outline of the CCYS training – brief explanation of what it is; the participants are Captains for the day

AGENDA FOR THE DAY

10am – 11.30am	Ice breaker Introduction SECTION ONE Role of the Club Captain What kind of Club Captain would I be?
11.30am – 11.45am	Break
11.45am – 1.00pm	Energiser SECTION TWO Being a Club Captain – Communication
1.00pm – 1.45pm	Lunch
1.45pm – 2.45pm	Energiser SECTION THREE Being a Club Captain – Motivating, supporting and including team/squad
2.45pm – 4.00pm	Energiser SECTION FOUR Being a Club Captain – Dealing with Conflict Being a Club Captain – Creating an Agreement Feedback Energiser

#team player

6

SECTION ONE



ROLE OF THE CLUB CAPTAIN (1½ HOURS)

This section contains two activities that seek to identify the role of the Club Captain.

The first activity aims to inform participants about the qualities and responsibilities of a good Club Captain. The qualities and responsibilities on the activity cards are taken from the research workshops already conducted with young people, i.e. these are the qualities and the responsibilities young people have decided are necessary for a Club Captain.

Other suggestions may come up during the session and the Facilitator will need to tease out the need/benefit for what is suggested – it may fit into an existing category or it may be a more understandable way of expressing a quality or responsibility. These suggestions should not be discounted unless they clearly have a negative impact or involve actions that breach the code of conduct.

The second activity helps the Club Captains identify a style of captaincy by looking at the quotes and discussing how that might relate to a leadership style. The quote(s) are used to provoke and prompt discussions within the groups and the Captains then reflect on how they would style their own leadership.

QUALITIES AND RESPONSIBILITIES ACTIVITY (45 MINUTES)

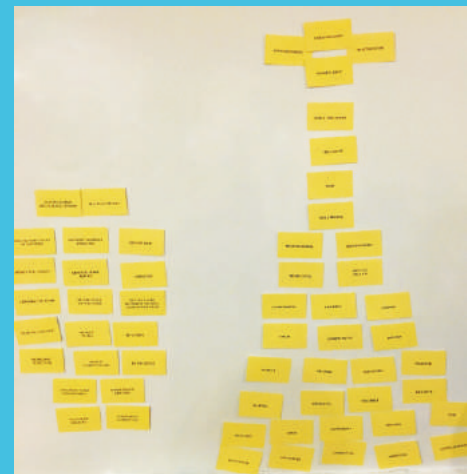
REQUIREMENTS:

- 4 X QUALITIES AND RESPONSIBILITIES CARDS
- FLIPCHART PAPER AND MARKERS
- STICKY TACK

Divide the participants into groups of 3/4

Put each group an area where they have wall or table space.

Provide two flip chart sheets per group one with the heading Qualities and one with Responsibilities.



REQUIREMENTS

Give each group a set of the Qualities and Responsibilities cards. Ask the group to separate the cards under the two headings: Qualities and Responsibilities. The group can add a quality or responsibility if one is missing using the blank cards.

ASK EACH GROUP

To arrange the cards in order of importance; the group can choose the shape they want that fits best their ordering.

Check for the items they felt were missing.

ASK EACH GROUP

To present their findings to the larger group – note the similarities and differences between groups.

Leave the arranged cards up for the day.

SECTION ONE

FACILITATOR QUESTION PROMPTS:

Was there anything the group disagreed with?

Was there a quality or responsibility that the group found it hard to agree the meaning or was too vague to be helpful?

What was the easiest part of the activity – why did they find that easy?

What was the hardest part – why did they find it hard?

Refer back to these qualities and responsibilities throughout the day to emphasise the participants are now.

Club Captains – this is their code of conduct (if we don't think of them as Club Captains they won't).

WHAT KIND OF CLUB CAPTAIN WOULD I BE? ACTIVITY (45 MINUTES)

REQUIREMENTS:

- SET OF QUOTES
- WHAT TYPE OF CAPTAIN AM I? WORKSHEETS
- PENS



8

Divide Captains into groups of 3/4 and seat together.

Scatter the leadership quotes around the floor.

Ask the Captains to wander round reading the quotes; each person should choose a quote which they think matches with what they view as a good, effective leader or something they feel reflects their personal leadership style. Encourage the Captains to read all the quotes before choosing one. Once everyone has chosen a quote, ask them to go back to their group and discuss what made them choose that particular quote.

Ask everyone to take some time to reflect on their own style of leadership and what kind of Club Captain they might be. They might be a captain of a squad as an individual athlete; might be a captain of a team playing or competing together.

Ask them to fill in the worksheet “What Kind of Captain Am I?”

FACILITATOR PROMPTS:

Is the sport individual or team? For an individual sport the young person still needs to participate, they are still an athlete needing their own time and space; for a team sport the role of the Captain during a match/competition where an understanding of the rules and the game plan is necessary is very different to the role of the Captain of the squad or club.

What supports might a Captain need to achieve their style of leadership?

The Club Captain might want to note:

- Who supports them whilst they build support and rapport with the rest of the team
- An understanding of what is expected of them
- An understanding of what they can expect from other members of the club

SECTION TWO

BEING A CLUB CAPTAIN - COMMUNICATION (1¼ HOURS)

COMMUNICATING WITH TEAM MATES, COACHES, MANAGERS, COMMITTEE

When an athlete becomes a Club Captain they become a communication channel between athletes in a squad or team and others involved in the club, such as coaching staff, the committee, officials, team managers, parents or facility staff. The types of any communication undertaken by the Club Captain should be determined within the final agreement between the coach and the captain. These following activities will help inform the Club Captain what extent they wish to communicate and who the communication should be with. There may be topics or ideas that a Club Captain is asked to put forward as a representative of the other athletes. They will need the skills to introduce themselves, plan and prepare a reasoned discourse and then present this to the chosen audience. The first activity guides and develops these skills by asking the Club Captain to plan how to put forward a topic or creating a discussion and by practicing this with their peers. Club Captains become role models for other athletes in the club. This involves communication with a wide range of athletes, some of whom the Club Captain may not know very well. The Club Captain will be expected to behave and act in an appropriate manner whilst being aware of the boundaries of the code of conduct in the club. The Club Captain will need guidance in responding to behaviour outside the code of conduct and how to support the team or squad in managing negative behaviour. In the second activity the Club Captain will examine what 'leading by example' means by learning how to deal with negative things they have heard or witnessed and how to respond in a positive way.

COMMUNICATING ACTIVITY (40 MINUTES)

REQUIREMENTS:

- SET OF COMMUNICATION SCENARIOS
- PROMPT CARDS FOR EACH CAPTAIN
- PAPER AND PENS TO MAKE NOTES



Divide Captains into groups of 3/4 and seat together.

The group should prepare the conversation or presentation based on the scenario and decide who they might need to approach. The group should also decide where and when the communication should take place.

Set out the Communication Scenarios and allow each group to choose one; suggest they choose a scenario that they can relate to, one that may have come up in their club before.

Each group delivers to the larger group – the larger group play the role of the individual or persons the delivery is aimed at. Encourage comments and questions to promote discussions as to how the topic might be approached.

SECTION TWO

FACILITATOR QUESTION PROMPTS:

Check in with each group during the discussion; Encourage use of the prompt card to prepare their planned presentation. Use the following follow up questions to explore the areas:

Has this come up before in their club – can they relate to the topic

Has the topic been shared with an appropriate audience i.e. coach or committee etc.?

Was there an outcome to raising the topic?

Was there a preferred outcome or compromise considered with the team/squad/individual; prompt a discussion as to how they might get views from other young people

BEING A ROLE MODEL ACTIVITY (35 MINUTES)

REQUIREMENTS:

- FLIPCHART PAPER AND MARKERS
- STICKY TAPE
- PROMPT CARDS FOR EACH CAPTAIN
- PAPER AND PENS TO MAKE NOTES

#rolemodel

10

Divide the participants into groups of 3/4; put each group in an area where they have wall space. Provide a flipchart sheet per group with the headings What was said and What a Captain might do.

Each group thinks of two or three incidences where they have heard or been part of something that is not supportive or has the potential to have a negative impact on another athlete or athletes e.g. a throwaway comment by another athlete or overheard remark. The group should record what was said on the flipchart. The group should discuss how they might react as a Captain and note what they might say and what they shouldn't say.

Ask each group to present their thoughts on how they would react and deal with the behaviour to the larger group. Encourage feedback and comment from the larger group.

FACILITATOR QUESTION PROMPTS:

Remind the groups that they don't need to say if it is true or not, just to use as examples.

Does being a role model mean always being good?

What might be challenging to any young person being a role model?

Check the positive responses; how might the negative response be framed to be encouraging rather than sounding like a 'telling off'.

Examine the implications if any for some of the responses.

Refer to the squad contract (Codes of Conduct included at the end) – how does the described behaviour fit with codes of conduct or if in place a squad contract?

What might be the implications for you as a Club Captain in responding?

SECTION THREE



BEING A CLUB CAPTAIN - MOTIVATING, SUPPORTING AND BEING INCLUSIVE (1 HOUR)

This is a team building challenge which allows participants to explore what leadership is and what being a Club Captain means.

The activity provides the imagery for examining resilience, both for the Club Captain, who needs support, and for the athlete or team mate who might need the Captain's support. The egg symbolises the participant (Captain) and the importance of resilience with effective supports around you (team/coach/club). Although the egg is fragile, if the correct support and processes are in place the egg will be protected and resilient to challenge.

RESILIENCE ACTIVITY

REQUIREMENTS:

- EACH TEAM RECEIVES A RESILIENCE PACK WITH AN EGG (No part of the Resilience Pack you provide may be replaced, i.e. the groups need to take care with how they plan their structure).

Divide the group in teams of 4 or 5 people

The teams have 30 minutes to use the provided materials to create a structure around the egg to protect it from three tests as below. The egg should remain intact after the tests. The teams will need to take the egg out of the structure at the end of the tests.

After 30 minutes the teams should stop building.

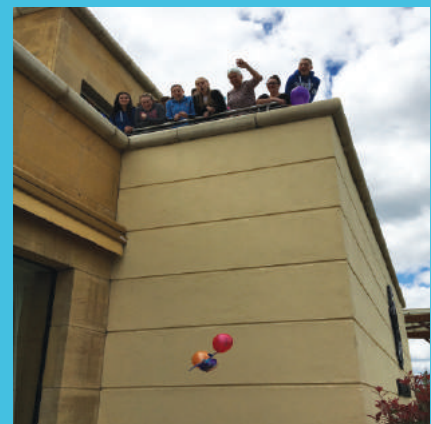
Their constructions will now undergo the three tests:

TEST 1 Drop structure from waist height

TEST 2 Throw structure at wall

TEST 3 Drop structure from a height e.g. from a window, off balcony etc.

Give each group 1 minute between each of the tests to make repairs.



FACILITATOR QUESTION PROMPTS:

Analyse the task - what roles did people take?

Ask about the understanding from the group
- what does the egg represent?

What does the structure built around the egg represent?

Did everyone take part; was everyone's opinion heard?

Probe the Captains as to how they apply this to a team or squad?

SECTION FOUR

BEING A CLUB CAPTAIN – DEALING WITH CONFLICT (45 MINUTES)

This section allows the Club Captain to explore how to deal with conflict or problem issues that might arise in a club or team situation. There are some recurring issues to be aware of that are present in most club situations: struggling with training; not getting selected; others are talking about an athlete; an athlete doesn't like the Coach or Team Manager; the Coach is always on an athlete's case etc. The activity for this section involves examining how a Club Captain might deal with a conflict through role play with their peers. The scenarios provide sufficient roles for the whole group to play a part. For each scenario there is a Club Captain role and several athletes. The Facilitator will need to be careful that conflict topics do not become acted out for real.

REQUIREMENTS:

- CONFLICT SCENARIO CARDS
- PROMPT CARDS FOR EACH CAPTAIN
- PAPER AND PENS TO MAKE NOTES

Divide the group in pairs/threes according to the number of roles required in each scenario.

Give each participant the scenario and a brief explanation of their role e.g. acting as a Captain or athlete or coach etc.

Allow a few minutes for the participants to think about how they might act the role. The Facilitators should check in with each 'actor' that they are OK and are clear with their approach.

Get the mini groups to play through the scenarios.

Bring the group back together in the larger group and feedback how that went.

12

FACILITATOR QUESTION PROMPTS:

Ask if the scenarios were true to life – were there other issues that the groups could think of or have had experience with?

Were there any barriers to solving the issues?

Promote discussion to help identify for each Club Captain who they might go to – this might be different depending on who they trust and relate to; remind the Club Captains that this is OK

Were there issues they would not feel happy dealing with?

SECTION FOUR



BEING A CLUB CAPTAIN – CREATING AN AGREEMENT (15 MINUTES)

This section deals with helping the Club Captain to create an agreement with their Coach. The Club Captain will need to agree boundaries for their role and identify the responsibilities they are comfortable with carrying out. The activity for this section is reflective; the Facilitator will need to prompt references back to each section of the day.

REQUIREMENTS:

- CLUB CAPTAIN AGREEMENT WORKSHEETS

In the whole group prompt a reflective discussion on the learning from the day using the activities and games to highlight what each participant did and how involved they were. Ask each participant to make notes on their Club Captains agreement as to what they are confident about being involved with, where they need further support and what they see as their role.

THE CLUB CAPTAIN AGREEMENT HEADINGS ARE:

What do I want from the role – consider the benefits of being a captain.

What does is expected of me – what is it that the Coach/Team Manager or team mates expect from you.

How will we communicate and when – what works best for each person involved and is it safe.

What are my duties – what are my responsibilities.

How will I be supported i.e. training, mentoring – what might I need from my Coach, Club or Swim Ireland.

What issues do I escalate and who do I go to – consider what I need to pass on and who should I contact.

The Captains can complete one with their coach at a later date - this will be provided in the Club Captain Guide.

FACILITATOR PROMPTS:

Refer back to each section of the day to remind the Captains the different exercises and what they took from each.

Consider what the Club Captain needs for themselves - what do they talk to the coach about: their own training, what can they do to improve.

Discuss what is a liaison between coach and team/squad.

How does the Club Captain make sure they are clear on what they are being asked?

Finding out what the Coach/Team Manager/Club/Teammates wants from the Club Captain.

Think about what a Captain is prepared or able to give/do.

CAPTAINS NEED TO ALSO CONSIDER THEIR OWN INVOLVEMENT

Training, Competitions, Squad information, Communications, Warm-up

SECTION FOUR

NEXT STEPS ACTIVITY (10 MINUTES)

Follow on discussion after completing the Club Captains Agreement identifying the next steps for a Club Captain when their term of office has finished.

DISCUSSION TOPICS:

Why do captains change – consider Club rules, giving others a chance, time and involvement may mean you can no longer do the role,

The Captains role in the handover – how does an outgoing Captain support the incoming captain? Benefit of an updated and accurate agreement – important for the incoming Club Captain to know what the role will entail.

Any further expectations – what can an outgoing Captain do with new skills and experience.

FACILITATOR PROMPTS:

Explore why captains might change, what are the positives from being a Club Captain e.g. skills gained, and achievements met; stepping down or the term of office ending does not signify anything wrong, need to change and expand skills in other areas

What might a hand-over look like e.g. attending training, consider mentoring the new Club Captain; what might they need to know

How might the Agreement change/ should the Agreement change over the year

Get the group to think about the skills they have learnt and how they might use them in other ways.

FINAL WORDS

FEEDBACK (5 MINUTES)

REQUIREMENTS:

- FLIPCHART PAPER
- MARKERS
- STICKY NOTEPADS



Using three flipchart pages draw a suitcase, washing machine and trash can and put on the wall. Ask the group to feedback their ideas for the day, using the sticky notepads, in the following areas:

Suitcase – what will they be taking away with the from the training

Washing machine – what would they like to see changed or added

Trash can – what will they leave behind; unnecessary information

End with a final energiser/icebreaker – something they have enjoyed and is just fun to do.

Make sure all young people are collected by their parent/carer.

ICE-BREAKERS AND ENERGISERS

BALLOON GAME

RESOURCES:

Balloons (1 per person) and String

TIME:

5-10 min depending on group size

NOTE:

Cut string and blow up balloons in advance

Tie a balloon on a string about 1.5 feet long, each person should tie this to the ankle of their non-dominant leg.

Walking round in a circle, people try to burst each other's balloons whilst also protecting their own.

The objective of the game is to be the last person with an un-popped balloon around their ankle - this will be provided in the Club Captain Guide.



15



HUMAN KNOT

RESOURCES:

None

TIME:

5-10 min depending on group size

NOTE:

10-12 is the ideal number for this exercise. Make a large circle and have each person reach in and shake the hand of another person in the circle. Keeping hold of the person's right hand, everyone should then reach in with their left hand and shake the hand of a different person, again not letting go. Everyone should now be holding 2 hands and should appear to be in a tangled knot. Without letting go of anyone's hand, the group must try to unknot themselves. It is not easy, but they can step over arms, duck under and turn around to untangle themselves. They must use communication and team work to figure it out. If you have a large number, you can split into teams. The direction a person is facing is not important, the goal is to have a circle without hand crossing over.

ICE-BREAKERS AND ENERGISERS



PULL AND GRAB

RESOURCES:

None

TIME:

5-10 min depending on group size

NOTE:

Ensure you tell people to take care not to injure people. Form a circle. Put your right index finger in the air at a 90°, with only your index finger raised. Lift your left arm and place a flat palm on top of your neighbour's index finger. Palm facing down. Everyone's left hand should now be above another person's right index finger. On "GO" you must grab your neighbour's finger with your left hand whilst simultaneously pulling your right index finger away. After a couple of trial runs to check everyone understands, you can begin eliminating until you have a winner.

16



HELIUM STICK

RESOURCES:

Long thin pole

TIME:

5-10 min depending on group size

NOTE:

Tent pole, bamboo stick, or any long pole will work. Usually takes 10 mins of laughing to complete.

Place your group in two lines facing each other, quite close together. Have each person hold out their index finger of their right-hand chest high. Place the stick upon the outstretched index fingers. The challenge is to lower the stick to the ground whilst keeping EVERYONE'S fingers touching the stick. If anyone's finger loses contact with the 'helium stick', start again. At first the stick will likely rise; once everyone relaxes, they should be easily able to lower the stick to the ground.

ICE-BREAKERS AND ENERGISERS

FIZZ BUZZ

RESOURCES:

None

TIME:

5 mins

NOTE:

If you are aware of any learning difficulties there may be more suitable exercises.

Form a circle, go around the circle counting upwards from 1. After a round of counting. Then ask the participants to count again replacing any number which is divisible by 3 with the word "FIZZ". After a number of rounds then ask participants to further replace any numbers divisible by 5 with the word "Buzz". After a couple of rounds, challenge the group to see how high they can go

#teamwork

17

NAME GAME

RESOURCES:

None

TIME:

5 - 10 mins

NOTE:

Form a circle around the facilitator giving a little space between people. The facilitator will point at one person. That person must duck. The people standing either side of the person ducking, must turn to face each other and point and say the name of the other person. The fastest person stays in the game, the slowest person is out. Facilitators decision is final. If the person you point at does not duck before their neighbours turn and point saying a name, this person is then eliminated. Continue on until you have two final winners. Allow two practice rounds.

#games

WORKSHEET 2

CLUB CAPTAIN AGREEMENT

WHAT DO I WANT FROM THE ROLE?

WHAT DOES MY COACH EXPECT FROM ME?

HOW WILL WE COMMUNICATE?

WHAT ARE MY DUTIES?

HOW WILL I BE SUPPORTED? (TRAINING, MENTORING ETC.) ?

