We Lead Volleyball Together

EXERCISE BOOK

WLVT
We Lead Volleyball Together

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EXERCISE BOOK

Co-funded by the European Union


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Index

Chapter 1

Find tips and tricks to facilitate the training days and Club Sessions.

Chapter 2

Find 48 exercises that help Young Leaders building leadership skills. Subchapters for the training by National Facilitators are indicated in the index in orange.

Chapter 3

Find inspiration to more volleyball forms, organisation forms, and short fun games for introduction, teambuilding or for active forms of evaluation

Click on the hyperlinks in the index to go the topic you wish to go to.

Annex

Also find in this handbook more information on

Glossary

Board Members	Board Members have a supportive role in goal-setting and inspiring other members to also support youth leadership in the club.
Club Mentor (CM)	The responsible mentor(s) in a club for the WLVT-programme, facilitating the Club Sessions for and with Young Leaders.
Club Sessions	The WLVT-training consists of 10 Club Sessions. These are facilitated by the CM for/with the YLs. Activities include the exercises in this handbook, mentoring YLs and/or preparing for the 1 or 2 activities for youth. This is approximately every other week.
Learning Goal	We identified various learning goals for the WLVT-programme relating to youth leadership. Each topic and exercise focus on 1 or more learning goals.
National Facilitator (NF)	The NFs facilitate the kick-off training and come-back training for YLs and CMs; and possibly the 3 online sessions with Club Mentors.
National Volleyball Federation	Together with the clubs, the federation plans dates for (online) training and sessions, and possibly organises online sessions together with NFs.
Role Model (RM)	National Role Models support the WLVT-programme with raising awareness on youth leadership, sharing their learnings on leadership, and amplifying the best-practices, results and stories of Young Leaders.
Self-work Sessions	Approximately every other week, YLs work on their exercises and practice on their own or in their team. In Club Sessions it is agreed on what they will do in the time until the next Club Session.
WLVT	We Lead Volleyball Together is the name of our training programme.
Young Leaders (YL)	The target audience (16-20 years) of our WLVT-programme.
Youth	Club (and school) youth participating in the 1 or 2 activities for youth between 13-15 years.

Relating documents

- Empowering Leaders: A Theoretical Guide for WLVT: Background information on which we based the WLVT-training programme and links for further reading.
- Handbook & Workbook for Young Leaders: Information for Young Leaders about the training programme and practical tools and formats.
- Handbook & Workbook for Clubs: Information for Clubs about the programme and practical tools and formats.
- Handbook for National Federations and National Facilitators: Information for Facilitators with an overview of the entire WLVT-programme.
- Handbook for National Role Models: Information for Role Models about the programme and the communication and presentation formats.

1 About the handbook

In chapter 1 you find tips and tricks to facilitate the training days and Club Sessions:

- For National Facilitators, Club Mentors and Young Leaders
- 48 Exercises for training sessions and Club Sessions
- How to organise your training days or Club Sessions
- 4 Tips to mentor youth
- 3 Methods to boost youth leadership

1.1 For National Facilitators, Club Mentors and Young Leaders

This Exercise Book is for everyone who facilitates exercises in the We Lead Volleyball Together Programme. This can be the National Facilitators in the kick-off and come-back training, for the Club Mentor during Club Sessions, and for Young Leaders who are able to gradually take up the responsibility to lead some of the activities later on in the programme.

1.2 48 Exercises for training sessions and Club Sessions

In this handbook you find all 48 exercises in chronological order that help Young Leaders building leadership skills. These exercises are divided over the 5 main topics in this training programme:

- Understand barriers & opportunities in leadership
- Explore my talents
- Practice and build skills
- Build leadership skills in teamwork
- Celebrate our achievements!

You can easily find each topic, as each of the chapters have a different colour.
Or use the clickable links in the index to find the subchapter you want to go to.

Time planning

The 48 exercises can be done in a period of 6 months, during:

- 2 parts of kick-off training (ideally in 2 separate days or 1 weekend) for Young Leaders and Club Mentors
- 10 Club Sessions facilitated by Club Mentors for/with Young Leaders of around 2 hours each
- 12 Self-work Sessions by Young Leaders
- 1 day of come-back training
- 1 or 2 activities for youth (13-15 years) by Young Leaders (with the presence and back-up support of a Club Mentor)

In chapter 2 it is explained which exercises go to which training session or Club Session, or how you can adapt sessions and exercises to your group, context or timeline.

1.3 How to organise your training days or Club Sessions

Do the exercises in the indicated following order

When organising for a training or a Club Session, you can do as follows:

- Do the exercises in the indicated following order
- Or adapt your session to your time schedule, context and group
- Always do prepare your own session

Just do the 48 exercises in the following-order as indicted in chapter 2. You can check the table in annex 1, where it is also indicated which exercises fit to which training or Club Session.

In addition, each exercise has a similar set-up that speaks for itself. More explanation you find in the textbox below.

Exercises' set-up

Title of the game

Learning goal	What does the game aim to learn to Young Leaders? (see "I" or "we"-statements). For example: "I take on new challenges", or "We set goals" Or what is the programme goal? (see "-ing"-statements) Examples are: "Teambuilding" or "Building on the YLs' motivation".
Time	The expected time needed for the game
Materials	Materials you need for the game

The game

Preparations	Prepare the field with the materials and make the teams.
Goal	Explain the goal of the game. For example: winning the game.
Rules	Explain the most important rules and start playing as quickly as possible. When everyone understands the game, you can add the rest of the rules.

Reflection

Reflect	Reflect with the players on how they liked the game.
Connect	Connect it to their experiences or behaviour on or off the field. Ask players to think about what they have learned? Out loud or for themselves.
Apply	Practice what you have learned in the next game or week.

Variations

- Here we share tips to adapt the game to your group size. Or make the game easier or harder, looking at the needs of the group.

Tips for the facilitator

- Here we share tips on what should be stressed in the discussion and where to find more information.

Notes

- Sometimes an exercise misses 1 or more items. That is because those where not relevant in the particular game.
- Find more information on How to lead a sports exercise in the *Workbook for Young Leaders*.

Adapt your session to your time schedule, context and group

We understand that every group and every context is different. Therefore, we encourage you to adapt the training and Club Sessions to your specifics:

- **Adapt to time schedule:** Ideally, the WLVT-training programme for Young Leaders takes 6 months. Maybe you need to adapt the programme to less time. In the table listing all learning goals & exercises [see annex 1] you can find suggestions to cut exercises [those marked with a *]. You can also save time by adapting to your group, see next point.

- **Adapt to the group:** You can always adapt your sessions to what your group needs at that time. For instance, if you feel the group already understands one learning goal, you can choose to spend less time on it. Or when there is a need for teambuilding, or better communication you can go back to the exercises with those learning goals. But you may also adapt to age; a group of 15-year-olds is different than a group of 20-year-olds.

- **Adapt to context:** Adapt your sessions to your own personal way of leading. There can also occur other circumstances that make you feel that your group needs something else right now. Please, do adapt to what you feel works best for your group at the giving time, as long as they serve the same learning goals.

For a format to adapt, see 3. Format to prepare your session in the *Workbook for Clubs*.

Always prepare your own session

It is advised to always prepare your session in advance. For practical reasons: have your materials ready. But also, to prepare the content: in the *Empowering Leaders: A Theoretical Guide for WLVT* you find information that you can use to further explain the topic in the exercise.

In the Handbook for Clubs, you find a format on how to organise your Club Session, that relates to the ideal set-up of a session. The ideal set-up of a training day or session is:

	What	Where to find it
1	**Warming-up** Start with a brief welcome to explain the programme of today's session and look back on the period since the last time you met. In addition, always start with a fun short game to spark the action modus, motivation and togetherness. Or start with an active play that might already touch the topic of the day.	We added some examples for this. See exercises 2A, 2B, 3, and 16. In other sessions, add your own warming-up or fun game. For inspiration, see chapter 3. More games and energizers.
2	**Core exercises** 1 or more exercises to experience, practice and reflect on the learning goals of the WLVT-programme.	All these exercises are listed in chapter 2.
3	**Cooling-down** Briefly reflect on the learnings of today. And agree on who does what until the next meeting (including in the Self-work Sessions for Young Leaders).	We added some examples for this. See exercises 10 and 15. In other sessions, add your own warming-up game. For inspiration, see 3.6 Wrap-up Activities.

Tip Alternate discussion with physical exercise to keep it active and fun.

1.4 Tips to mentor youth

Practicing and learning together needs a space where everyone is at ease and feel safe to open up and feels heard and valued. Such a positive environment will facilitate learning and is more likely to result in successful outcomes of the training programme

How to facilitate a positive learning environment?

- Create a welcoming environment
- Build trust with Young Leaders
- Create a sense of togetherness amongst Young Leaders
- Coach positively

Create a welcoming environment

Create a welcoming environment in which all members feel at ease and safe to open up. This needs more attention when you start working with a new group but remains important later on. Also, Young Leaders themselves can help creating a welcoming environment during the Club Sessions.
Find examples and tips on how to do this in exercise 1 and Tips for creating a welcoming environment in sports sessions (chapter 2).

Build trust with Young Leaders

Trust between the Club Mentor and the Young Leaders is an important pillar that encourages the Young Leaders' motivation and belonging, and thus learning. Tips on how to do this:

- **Be reliable:** Do what you say you do. And keep a minimum of cancelled sessions or arrange a substitute Club Mentor. This will be easier when working with 2 Club Mentors in a team, or when Board Members can join if needed.

- **Listen:** Be curious and emphatic and listen to the Young Leaders. They may need to talk about off-the-field issues. You can make time for that at the start of each session, or by being present some time before and after a session.

- **Focus on participation:** Encourage the Young Leaders to be brave, not perfect. Focus on participation and being good team players by complimenting, coaching or cheering for each other. Ideally, this leads to a space where Young Leaders can be themselves and where it is acceptable to fail, learn and try again.

Create a sense of togetherness amongst Young Leaders

Organise activities to encourage team cohesion, a sense of togetherness and belonging. Tips on how to do this:

- **Organise teambuilding activities.** This is also part of the exercises in chapter 2. Or find more teambuilding games in chapter 3.4.

- **Encourage fun:** Make sure there are several moments in a training or Club Session where players have fun together. Fun is an important element for continued motivation and participation. Lots of exercises in this handbook integrate a component of fun.

- **Encourage acceptance:** Make sure that each Young Leader gets positive social experiences in the programme. It will encourage a sense of belonging, or even establishes friendships. This is also part of the training programme (including exercises 9 and 19).

Coach positively

Positive coaching promotes the well-being of Young Leaders, enhancing confidence, independency and learning. Tips on how to do this:

- **Be a role model:** As a facilitator, show the behaviour you want to see in the Young Leaders. Find an example in exercise 36.

- **Provide positive feedback:** Focus on what went well or what went better than last time. It is important that when taking on new things and practicing, we can make mistakes. Moreover, focusing on the positive gives a positive energy that one needs to retry. Reflect together and plan new steps on how to do it next time.

- **Show confidence:** Have the Young Leaders to take more and more responsibilities. Explore how to adapt to your group, and to individual needs and strengths, while valuing individual differences. The best is to provide Young Leaders with opportunities and tasks that are a bit difficult but realistic for them to manage. Every step taken successfully (including making mistakes and re-tries) will grow their self-esteem and confidence.

Find examples and tips on how to do this under Participation Ladder (1.5).

1.5 3 Methods to boost youth leadership

When we want to support young people into leadership, it needs building on their personal motivation, the opportunity to learn, and they need to be given opportunities to lead. The main methodologies we use in the We Lead Volleyball Together Programme therefore include:

- Building on our personal motivation
- Learning by doing and reflecting
- Taking on leadership tasks and roles

Building on our personal motivation

The WLVT-programme is meant to build on the Young Leaders' motivation, as well as on the Clubs' motivation. Building on our motivation, help us making an effort for something, and therefore it is more likely to result in successful outcomes of the training programme.

For Young Leaders this means that it is integrated into the exercises, as follows:

- The Team Goal and the activity Young Leaders will organise for youth (13-15) builds on their motivation (this includes exercises 3, 11a and 32).
- Young Leaders can explore and practice leadership tasks and roles upon their personal motivation (see chapter 2.3).
- Mentoring by the Club Mentor(s) (this includes exercises 27b and 46b).

This will make it really their programme, that they very much like to work on. That also means that as a Club Mentor you must be willing and able to adapt to the Young Leaders' wishes and needs and to involve them in decision-making.

For Board Members and Club Mentors it is also important to first think about what their motivation is to enhance youth leadership. In that way they can set goals for their club. (See 1. Goal setting for Youth Leadership in the Club in the *Workbook for Clubs*).

Learning by doing and reflecting

First of all, the WLVT-programme is full of experiencing and practicing. This provides for an active way of learning (i.e. nonformal education), that is unlike theoretical learning at school (i.e. formal education). Moreover, it provides Young Leaders to practice, make mistakes and learn from these, and to retry. Youth we have worked with before indicated that they like this type of learning very much.

Secondly, reflection on our progress and learning is a vital component of learning. We learn by reflecting on our actions: What did we do well? And what did we do not so well? How can we do it different next time?
Moreover, by discussing in a group, it also provides listening and understanding different viewpoints, and to build your own viewpoints.

Both are integrated into the exercises, during training days and in Club Sessions. Young Leaders can follow the examples of National Facilitators and Club Mentors and do what the facilitator does, when organising 1 or 2 activities for youth.

How reflection is integrated in the WLVT-programme

- **During the Club Sessions:** In all relevant exercises, using the **Reflect Connect Apply method**. See also: **Exercises' set-up**.
- **Recording Talents & Skills:** The exercises in the Club and Self-work Sessions will help identify Young Leaders' strengths, what they want to learn next, and it will help to track their progress. At the end of the WLVT-training they have recorded all their talents, skills, progress and learnings in their Workbook (see *Workbook for Young Leaders*).
- **Mentoring by Club Mentor:** Besides positive coaching, the training programme plans for 2 one-on-ones with the Young Leader discussing their goal, action plan and progress (see 2.3 and 2.5).
  You can also refer Young Leaders to additional tasks and roles in the club (see 2. Mapping opportunities for leading tasks and roles for Young Leaders in the club in the *Workbook for Clubs*) or future training opportunities from the federation (see Follow-up leadership courses in your country in the *Workbook for Young Leaders*).
- **Reflection with a buddy:** The Club Sessions start with exercises on giving each other compliments and genuine feedback (see 2.2), and for 6 weeks Young Leaders team-up with a buddy to be able to offer each other support and feedback during their leadership practices (see 2.3).

Taking on leadership tasks and roles

Young Leaders will be taking up new challenges by practicing leadership tasks and roles during the WLVT-training programme. The Club Sessions' exercises enable them to get prepared for this, by finding out what they like and by building leadership skills.

In the We Lead Volleyball Together programme we want to have young people taking part in decision-making from the start. For Young Leaders to be able to take up leadership tasks and roles, they need to be given the opportunities to do so. Facilitators, Clubs and Club Mentors can facilitate this by:

- Transferring some responsibilities for organising the Club Sessions to Young leaders in the kick-off training.
- Providing opportunities for leadership tasks during the Club Sessions and the 1 or 2 activities for youth. We use the Participation Ladder to ensure that youth gradually get more decision-making and leading power. See the explanation with examples in the textbox on the next page.

And in the follow-up of the WLVT-programme, Clubs may be:

- Providing opportunities for leadership roles in the club (see Mapping opportunities for leading tasks and roles for Young Leaders in the club in the *Workbook for Clubs*).
- Referring to follow-up training by the federations (for coach, referee of board member; see Follow-up leadership courses in your country in the *Workbook for Young Leaders*).

Note that these can all be adapted to the different skill levels and wishes of the Young Leaders.

Moreover, Young Leaders will learn most while doing. It means as facilitators we need to take a step back at times giving space to the Young Leaders. Tips on how to do this:

- Allow Young Leaders to practice, make mistakes and solve them. Support them in developing plans, trying it out and reflecting on it. And not do it for them. That way they learn most. (Of course, you can interfere when an unsafe or dangerous situation occurs.)
- When reflecting on an exercise or practice, first and foremost let the Young Leaders come-up with their viewpoints and knowledge first. Often a group can come-up with various viewpoints already. You only need to add when you see they are missing on some aspects, or when incorrect information is shared.

The Participation Ladder to Youth Leadership

There are different levels a club or the Club Mentor can give space and opportunities for youth leadership. These are

	What it means	Examples for WLVT-programme
1. Leading	Young Leaders lead and organise independently.	Young Leaders organise the 1 or 2 activities for youth themselves. The Club Mentor (or another adult from the club) joins the activities for youth led by Young Leaders for questions and back-up support only.
2. Co-leading	Young Leaders initiate activities and implement together with an adult.	Young Leaders will lead their personal goal and action steps towards it, with the support and advice of the Club Mentor. This included: pick a favourite leadership role for the activity for youth, explore their favourite leadership role further in the Club and during the Role Model visit, and practice it in the Club Sessions. See all about it in chapter 2.3.
3. Advising	A professional creates the environment in which Young Leaders can advise or make decisions.	In the training or Club Sessions Young Leaders can use the approach of CoResolve, a successful method in inclusive decision-making. See exercises 9 and 32.
4. Consulting	Young Leaders are asked for their ideas or opinion. Decisions are made by adults.	Consult youth before recruiting Young Leaders (see 3.1 Preparations by clubs in the *Workbook for Clubs*). And consult Young Leaders when picking the best suitable dates for the Sessions and the activity for youth.
5. Assisting	Young Leaders assist in organising a session or training.	Gradually provide Young Leaders with leading tasks in the club sessions. It already starts in the kick-off training: when Young Leaders already start to make agreements on tasks and responsibilities. From the 1st Club Session on they can assist in preparing and cleaning the field. Or coaching the others or cheering for each other. When you feel (some) Young Leaders in your group are ready for it, you can also ask them to prepare for specific activities and lead them in the next Club Session.
6. Participating	Young Leaders participate in the activities led by an adult.	The way the facilitator leads, as well as the exercises are an example of what the Young Leaders can do when leading youth at the Activity for youth, and how to do it. Or in other words: they do as you do.

As a facilitator, you can support Young Leaders taking steps up the ladder. Find out more about that in the *Workbook for Clubs*.

2 WLVT Exercises

All 48 exercises in this chapter help Young Leaders building leadership skills. The exercises are meant for Young Leaders to experience and practice skills and to reflect on their learnings. This chapter is divided into 5 main subchapters and topics:

- Understand barriers & opportunities in leadership
- Explore my talents
- Practice and build skills
- Build leadership skills in teamwork
- Celebrate our achievements!

See also Annex 1 which lists all exercises and relating learning goals.

2.1 Understand barriers & opportunities in leadership

In this phase of the training, we focus on experiencing barriers and opportunities in leadership for youth (female and male), including topics of exclusion and ways to gain decision-making power and space for leadership. By reflecting on each exercise together, players get to understand the underlying theory, hear various viewpoints and shape their own position. This will help Young Leaders to make informed decisions and to create or make use of these opportunities.

Specific learning goals

- I understand barriers for women and youth in leadership and I know ways to overcome these barriers
- I listen carefully to others and consider their input
- I know my point of view, and act upon it
- I can choose different roles in different circumstances

Time planning

This phase consists of 2 parts of kick-off training. Ideally it takes 2 days (1 weekend or 2 separate days). The clubs finalise the preparations (see *Workbook for Clubs*) before the kick-off training.

Who prepares what

The federation organises the training location and other practicalities.
The National Facilitator(s) facilitate(s) the training days, and gradually hand-over responsibilities to the Club Mentors during some of the exercises.
Federations and national Role Models will also be raising awareness on youth leadership, sharing their learnings on leadership, and amplifying the best-practices, results and stories of Young Leaders online. These materials you can also use to inform Young Leaders and Clubs.

More facts & further reading

Find more background information in *Empowering Leaders: A Theoretical Guide for WLVT*, to be able to explain more about it during the training or sessions.

Kick-off Training Part 1

These 9 exercises fit in around 6 hours of training (excluding breaks) during the 1st part of the kick-off training. The first exercises focus on teambuilding. Later in the day the exercises focus on experiencing obstacles and opportunities in leadership for women and youth. By reflecting on each exercise together, players get to understand the underlying theory and one's own position.

Exercise 1
Be Welcoming

Learning goal	Teambuilding I can create a sense of togetherness
Time	30 minutes (15 min before the start + 15 min. introduction of the programme)
Materials	Things to listen to, to play with, to watch or to read when everyone comes in, to make everyone feeling comfortable and sparking conversations between participants about WLVT-themes. You can choose, for example: music, video-clips from Role Models, flip-over sheets and markers, timetable of programme, small games to do, etc.

The game

Preparations Choose which tips for creating a welcoming environment in sports session fits you best. See below.

Goal Create a welcoming environment in which all participants feel comfortable, sparking conversations. (This is one of the 4 pillars How to mentor youth, see 1.4.)

Rules Choose what fits you best.

Tips for the facilitator

- No need for reflection here. They will do that in exercise 35, where Young Leaders will prepare for their own welcoming exercise at the 1 or 2 activities for youth.

Tips for creating a welcoming environment in sports sessions

- Put people who are coming in at ease. For example, with music, to be able do a small exercise, see or read something, to spark a first conversation between or with the participants. So, there is positive energy before the actual programme starts.
- Provide clarity on the programme going on. For example, by putting it on the wall, or tell it at the start.
- Start and end sessions standing in a circle, creating time to chat and time to listen to each other, about their day, or ask them what they liked, or what they want to do next time.
- Regularly, do fun games that everyone can join, no matter the skills level.
- Create routines (when having multiple sessions): the session always flows along a similar format.
- Creating a standard ritual for greeting, celebrating or ending (part of) a session. For example, a yell, high-five or a little dance move.

Exercise 2a
Getting to know each other

Learning goal	Teambuilding I can create a sense of togetherness
Time	30 minutes
Materials	Choose one or more Introduction Games [see 3.3] and pick materials accordingly. Choose what fits you best

The game

Preparations Introduce yourself as the facilitator of this training. Tell a little bit about yourself. The games will also serve to get to know something about each of us. Further preparations depend on the exercises you choose.

Goal Fun, active playing with lots of different people, getting to know each other a bit.

Rules Depends on exercises you choose.

Variations

- No need for reflection here. They will do that in exercise 35, where Young Leaders will prepare for their own welcoming exercise at the 1 or 2 activities for youth.

Exercise 2b
Getting to know each other's clubs

Learning goal	Teambuilding I can create a sense of togetherness
Time	15 minutes
Materials	Flip-over sheets and markers

The game

Preparations Members (Young Leaders and their Club Mentors) from each club come together in 1 team.

Goal Getting to know the clubs present.

Rules Ask every team to prepare a very brief presentation on the 1 thing we should know about their club. That can be in the form of a drawing, a dance, singing, showing moves or another presentation form. Anything they like.
Each team member should have a role in the presentation.
Now, have each team to present for maximum 1 minute to the others.
When every team have presented, come back in a circle and briefly discuss as follows, to enable the participants sharing and talking:

Reflection

Reflect What have you learned about each other in the games?
Connect What else would you want to know?
Apply How can we get to know these things in this training?

Tips for the facilitator

- If the group comes up with great ideas to get to know each other further, try to integrate this into the 2-day programme.

Exercise 3
Seek & Find

Learning goal	Teambuilding Building on the Young Leaders motivation
Time	30 minutes
Materials	Timer, whistle, (colourful) A5-papers and markers

The game

Preparations

None.

Goal

Make a group with people with the same answer.

Rules

Start with a try-out question: "how many siblings do you have?" Make a group with people with the same answer. Give around 1 or 2 minutes for that. Whistle when time is up.

Everyone understands the game? Then give the following questions:

1. Do you have experience in leading? (for example, as a team captain, referee, organiser of youth activities, or else) Find a group with a similar answer.
2. What made you decide to participate in the WLVT-programme?
3. What do you want to be / have learned at the end of the programme?

Reflection

Reflect

How did you like the game? What have you learned in the game?

Connect

Who wants to share her /his motivation to join this programme?
Are there also other motivations to join?

Apply

How do you think we can use these motivations in our programme? Or when organising 1 or 2 activities for youth?

Tips for the facilitator

- Explain that building on their personal motivations is an important pillar of the WLVT-programme. When we do something out of our own motivation, we are likely to put efforts in it and make it a success in one way or the other. Find all about it in chapter 1.5. If relevant, explain that the discussion is to spark discussion and thinking on what society expects from women and men, and how this influences how we see things.
- Explain that tomorrow we come back to these motivations, when we start preparing for the 1 or 2 activities for youth. So, keep the written motivation cards with you tomorrow.

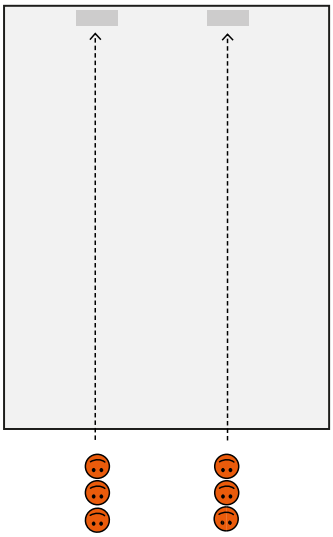
Exercise 4
Gender Relay Race

Learning goal	I understand barriers for women in leadership I listen carefully to others and consider their input I know my point of view, and act upon it
Time	20 minutes
Materials	2 Flip-over papers, 2 marker-pens, 2 (volley)balls

The game

Preparations

Prepare the field: Place two papers at the end of the relay-track. The paper is divided in three columns, one is titled 'girl/woman', one is titled 'boy/man' and the middle column is titled 'other'.
Then make two teams. Each team stands in line around 10 meters from the papers.



Goal

The team that has most unique words written on the flip-over wins.

Rules

The first person has the ball and dribbles as fast as (s) he can to the paper and writes a word that comes first in mind thinking on what one feels is typical female, male or other. She/He dribbles back to her/his team and the next one starts. Do the relay for 5 minutes or so (make sure that everyone had several turns) and then count the number of unique words each team has. And cheer for the winning team.

Reflection

Now, switch the words male and female.

Reflect

If it is now untrue (for example: do men give birth to babies?) No, it's sex.
Can it still be true (for example: can women lead?) Yes, it's gender.
Also discuss a few words in the column 'other'. Are those gender or sex. Why are they in this column you think?
Which of these you feel are stereotypes?

Connect

Discuss (a few) items that are gender. Do you apply to them?
Can things we value for men or women change over time? Discuss differences for their father/mother, grandfather/ grandmother and now.

Apply

Explain that gender or culture is not fixed over time. This means that we can challenge stereotypes and are able to shape, influence and change them. Would you? How? Is it something easy to do?

Variations

Tips for the facilitator

- One may use another type of ball (e.g. dribble or slalom with a basket- or soccer ball).
- Make sure that all perspectives are heard or add yourself if needed.
- If relevant, explain that the game is to spark discussion and thinking on what society expects from women and men, and how this influences how we see things.
- Explain that stereotyping cause (self-)exclusion and discrimination. See more in the *Empowering Leaders: A Theoretical Guide for WLVT*.

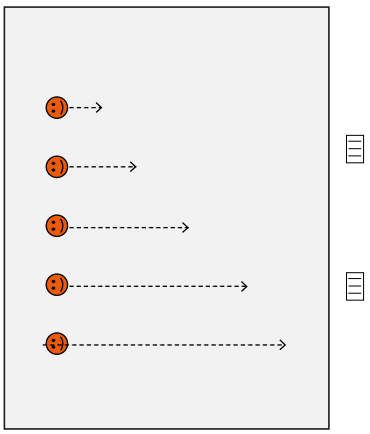
Exercise 5
Power Walk

Learning goal	I understand the barriers for women and youth in leadership I listen carefully to others and consider their input I know my point of view, and act upon it
Time	30 minutes
Materials	A field or big space Printed handout Power Walk characters (see below) cut into papers with each 1 character on it Printed Handout Power Walk statements (see below)

The game

Preparations

Give each player a paper with a character. Share your role only with the 1 person next to you. Discuss together and let them imagine their role for a minute. After that, no one should talk about their role anymore!



Rules

If you feel your character's answer is 'yes', then take one step forward. If you feel your character's answer is 'no', you are to stay still. You cannot speak or ask any questions until the end of the game. After the last statement, ask everyone to remain at their spot, when doing the reflection.

Reflection

Reflect

What was your character and why did you end up here?
What obstacles did your character face? And what privileges? What would happen if you had another sex? Or age?

Connect

Are there other privileges or obstacles that we haven't mentioned yet? How do you think these relate to decision-making power or leadership? What do you recognize in the game from your daily lives?

Apply

How can we make sure that those with less privileges have equal access to decision-making and leadership roles?

Variations

- You may make your own character and statements, with a perfect fit to your context.

Tips for the facilitator

- It can be very frustrating when you cannot move during the game. Ask those left behind for their experience first. And then ask a few people that end up furthest. Lastly, ask a few who want to add something to the discussion, to grasp all perspectives. Add viewpoints yourself if you miss any.
- Explain that the discussion is to spark discussion and thinking on barriers that women and young people face in making decisions and in accessing leading roles.
- And explain that stereotypes or even discrimination because of some of our characteristics creates barriers for us to make decisions or lead (for example: being a woman, young, practically educated, queer, or having a coloured skin). On the other hand, many of us have 1 or more privileges (for example: being a man, theoretically educated, heterosexual, or having no mental disadvantages or have loving parents). Young Leaders can also come up with more examples. More info, see also *Empowering Leaders: A Theoretical Guide for WLVT*. Let them know that in the next exercise, we also discuss the 4 ways to gain power.

Handout
Power Walk characters

Print and cut into papers with each 1 character on it. Now you have 20-character cards. Need more for your group? Then print twice.

A schoolgirl (16) who plays volleyball in your club on an amateur level

A schoolboy (16) who plays volleyball in your club on an amateur level

A female coach (35) of the national volleyball team

A male coach (35) of the national volleyball team

A woman (28) who plays volleyball in your club and a mother

A man (28) who plays volleyball in your club and a father

A female volleyball referee (31) who leads pro matches in your country

A male volleyball referee (31) who leads pro matches in your country

A girl (16) who does not speak the language well, as she just arrived as a refugee here

A boy (16) who does not speak the language well, as he just arrived as a refugee here

A female board member (55) in your club

A male board member (55) in your club

A female Young Leader (20) in your club who works as a cleaner

A male Young Leader (20) in your club who works as a cleaner

A girl (18) who plays volleyball in your club and she is gay

A boy (18) who plays volleyball in your club and he is gay

A female Young Leader (20) in your club who studies at university

A male Young Leader (20) in your club who studies at university

A girl (17) who plays volleyball in your club and has a physical disability

A boy (17) who plays volleyball in your club and has a physical disability

Handout
Power Walk statements

Read out loud the following statements

- I feel that I am a valued member of my club
- The best facilities, equipment and trainers are always there for me
- I can see a lot of role models on TV that have the same gender as I have
- I hardly face (online) harassment because of how I look or the way I dress
- In my club most leaders have the same gender as I have
- My club offers activities and roles that suit my likes and availability
- When my training is late, I can walk back home on the street alone at dark and feel safe
- I am comfortable talking in public and expressing my views
- No-one ever makes jokes about people that are like me or look like me
- My club offers leadership training and opportunities to people my age
- I am free from household chores
- I make decisions about major purchases of my team or club
- I will be consulted on important decisions about my team or club that affect me
- I am free of violence
- I can be open about whom I fall in love with
- I can get information in the language that I use
- I am valued for my athletic performances
- I am free to leave the house for my volleyball activities at any time I like
- I am consulted in my club for new ideas or when decisions need to be made
- I am free of discrimination
- People like me can achieve anything they want

Exercise 6
What about youth in our club?

Learning goal	I understand barriers for youth in leadership I listen carefully to others and consider their input I know my point of view, and act upon it
Time	45 minutes
Materials	Printed handout (see below), 1 per team

The game

Preparations

Members from each club come together in 1 team.

Rules

We are going to explore representation of youth.
First, identify what exactly you want to explore: your club, your team, a specific commission in your club, or the national team(s). And secondly, check if this is realistic to do in the next hour: Can you find the data for it, online, by experience, via the Club Mentor or via someone else in the club or federation? Then try to fill in the handout with as many details as you can. When everyone is ready (or after 30 minutes) come back together as a group for reflection.

Reflection

Reflect

Was doing the exercise easy or hard?
What do you think about the data found?

Connect

What do the data mean for your position in the club (or team)?
How does that make you feel?

Apply

Is there anything you would want to change?
Do you think we can change that as a group? Or in this programme? How?

Variations

Extra reflection questions if the time and the group allow:

- What are disadvantages of NOT having a fair representation of youth in leadership positions? And for women?
- What are advantages of having a fair representation of youth in leadership positions? And for women?

Tips for the facilitator

- First and foremost, have the young people discuss their findings, thoughts and opinions. Ask questions to collect different opinions. (For example, by asking: Is there also an opposite argument here? Does anyone have a different opinion? Do we all agree on this? Or: I also heard this example, what do you think about that?) You can add information at the end. Do always correct misinformation.
- Explain that representation means: a similar percentage of women or youth in leadership positions, as the percentage of female and young club members. And discuss the benefits of it. The importance of representation is explained further in the *Empowering Leaders: A Theoretical Guide for WLVT*.
- Now we have completed 3 exercises on barriers for women and youth. Fortunately, there are also ways to overcome these barriers. Explain that there are 4 ways to gain more power and leadership: 1) Power from within; 2) Power by being informed; 3) Power as a team; and 4) Power with supporters. In the next exercises we practice these.

Handout
What about youth in our club?

Find out the figures for your club*:

	Number of players	Number of Leaders	% = leaders/ players X 100
Men			
Women			
Other			
Total			**100%**

	Number of players	Number of Leaders	% = leaders/ players X 100
Children (0-14years)			
Youth (15-24 years)			
Adults (25+ years)			
Total			**100%**

** Leaders include coaches, referees and board members*

Tips

- The definition of youth according to the UN is 15-24 years' old. You can also choose to make other age-brackets.
- Who can help you to get the figures? For example, the club administrator of your club.
- If it is hard to find the club figures, you can also think about your team, or a commission that you join. Or check the representation of coaches in your club. You can also look at the national team(s).
- You can find the figures for national representation of women leaders in volleyball in the *Empowering Leaders: A Theoretical Guide for WLVT*.

Exercise 7
Power from within Games

Learning goal	I know ways to overcome these barriers (here: power from within) I can choose different roles in different circumstances
Time	30 minutes
Materials	Cones, soft stick or a rolled-up newspaper

Game 1
Standing strong

Preparations Stand in a circle and make sure everyone has enough space (e.g. everyone can spread their arms without touching the person beside her/him).

Goal Learn how to stand strong at all times

Rules Show how to stand strong: Spread your legs at shoulder- width and knees a slightly bent. Ask everyone to do this. Then walk around and give each player a firm friendly push on the shoulder. Can she/he remain standing strong without moving the feet?

Probably some cannot do so yet. Explain a bit more about standing strong: Feel the firm ground under your feet, breathe from your stomach (each player can feel with one's hands on the stomach if one is doing it right) and fix your eyes on a particular point.
Walk around another time and push each player's shoulder. Can all players stand strong? Try until everyone can do this.
Explain that they now have a way to feel strong from within, which they can use anywhere and at all times.

Game 2
Strong in balancing

Preparations Make pairs and stand across each other.

Goal Get the other player off balance.

Rules Demonstrate how to do this: two players face each other and put their hands up without touching those of the other player. The players try to get each other off balance by either pushing forward and hitting the other's hands or pulling their hands back at the right moment (see picture on the left below).

The player scores one point if the other person has to move her/his feet to stay in balance. Players can only push against the hands and not against the chest.

Variations

- Play again, but this time the players keep their hands locked during the entire game.
- Play again, but this time players stand on 1 foot and hold hands (see picture 2 above).
- Play up to three points. The one who can do it first wins.

Tips for the facilitator

- Regularly switch couples, so players get to play with as many others.
- Discuss strategies to win. And explain that one can win the game being strong by initiating an action, as well as by adapting to the other one's actions. This can be called 'strong as a rock' (initiating) and 'strong as water' (adapting). Both behaviours are strong, because in both ways you are in control and act according to what you want to achieve.

Game 3
Pick 'n switch roles

Preparations Define the playing field (with cones).

Goal Practice different styles of strong behaviour

Rules

- Can someone demonstrate how to walk when you are 'strong as a rock'? Have someone demonstrate how you could walk when you are 'strong as water' (calm and relaxed, focusing on what you want, and adapting to others/moving around them). All of us are now water. We are all going to walk crisscross through the field like 'water' for a bit of time, for everyone to experience it.
- Then, have someone demonstrate how you could walk when you are 'strong as a rock' (calm with tense muscles, focusing on what you want, and not adapt too much from your planned route). All of us are now rock. We are all going to walk crisscross trough the field like 'rock' for a bit of time.
- In the next round, everyone walks crisscross through the field as the characteristics they feel like most of the time.
- And finally, everyone chooses another characteristic she/he wishes she/he could be sometimes, either rock or water. Let the players walk around and feel and practice this behaviour. When needed, offer them guidance and suggestions.

Reflection

Reflect How did it feel to be water? How did it feel to be rock? How did it feel to be able to choose your behaviour?

Connect What are good situations in daily life to be water? What are good situations in daily life to be rock?

Apply Can you relate it to the defence and offense roles in volleyball?
Today and tomorrow, practise being water or being rock according to what you think will result in the best outcome in a certain situation. Practise this the coming week, and during your assignments in this programme.

Variations

- First explain that 'too much rock' (or dynamite) will be out of control. For example: aggressive, angry and loud, violating other one's rights and feelings easily. Also explain that 'too much water' (or steam) will be out of control too. For example: passive, silent, making oneself small, and rights and feelings can easily be violated by others.Then, if you think the players feel save in the group, you may ask them to share whether they feel like dynamite, rock, water or steam most of the time (standing or sitting in four indicated places). Discuss how it feels. How do they relate the other characteristics?

Tips for the facilitator

- Explain that naturally, some feel more comfortable being water, while others feel naturally more rock. And both are good. These exercises allow players to be themselves and valuing themselves for who they are.
- Explain that everyone has rock and water qualities within themselves. And these are two ways to be powerful – you can choose per situation which one to use.

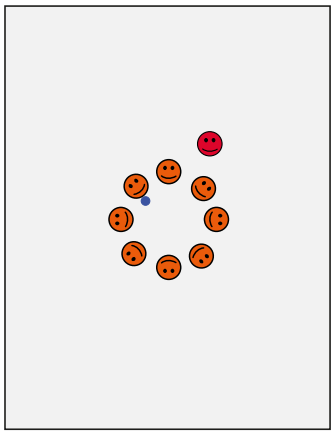
Exercise 8
In or out the circle

Learning goal	I know ways to overcome these barriers (here: power as a team) I can choose different roles in different circumstances
Time	25 minutes
Materials	1 bib, 1 (volley)ball, cones

The game

Preparations

Define the playing field (with cones).
Assign one person to be tagged. This person wears the bib.
And assign one tagger.



Goal

The tagger's goal is to tag the player with the bib, no-one else. All players' goal is trying to prevent that.

Rules

You cannot hurt others.
Rounds:

- Play one or more rounds without providing any tips. Then discuss the best strategies to protect the player with the bib.
- Then play one or more rounds, whereby the players stand in a circle, the player with the bib in the circle, and the tagger outside the circle. The players in the circle will try to prevent that from happening by moving around.

Reflection

Reflect

For the tagger: How does it feel to not succeed in tagging someone?
For the player with the bib: How does it feel to be protected by the team?

Connect

Do you feel excluded sometimes? When or by whom?
Do you feel protected sometimes? When or by whom?

Apply

What can you do in a team so that everyone is included to speak up and participate? This discussion gives us input for the next exercise.

Variations

- The player to be tagged does not wear a bib but has a ball. The one with the ball cannot be tagged. They players can move the ball around to protect any player from being tagged.

Tips for the facilitator

- Regularly replace the tagger, when she/he is getting tired. And regularly replace the player with the bib, so everyone can experience all roles.
- Watch closely what happens in the working together and – if it is not mentioned already in the reflection – describe it for the players, like: "I see … happening, and this resulted in … ." Try to speak without judgement.
- In the reflection, mention that you can always answer the questions for yourself in silence, or share them with the group out loud. And both is fine.
- Explain that this game is about gaining power as a team towards the tagger. Depending on the discussion it could also be about exclusion and inclusion. The next exercise is about how we can include all members of our team.

Exercise 9
Create a Team Agreement

Learning goal	Teambuilding I listen carefully to others and consider their input
Time	60 minutes
Materials	Flip-over sheet and markers per group Print 1 handout per group (see below), tape

The game

Preparations

Members from each club come together in 1 team. They can find a space at the field where they can quietly conversate. Each group has a flip-over and markers.

Goal

Each group creates a Team Agreement

Rules

The topic of the discussion is how to make sure that everyone in their team can speak up and participate equally during the WLVT-programme.
Rounds:

- Discuss and decide for around 30 minutes, following the CoResolve-steps in the handout.
- Then use 15 minutes for each group to present. It will also inspire the others. And provide for some time for groups to adapt their plan afterwards with these new inspirations.
- And finally, use the last 15 minutes for reflection.

Reflection

Reflect

How did you like this way of decision-making?

What was good about it? What did you think was hard?

Connect

Did you feel heard? Did you feel that your contributions were respected by the rest? Did the approach help you to give your point of view?

Apply

Note the outcomes in your *Workbook for Young Leaders* (see exercise 9 in *Workbook for Young Leaders*).

Tips for the facilitator

- Explain that this is a method to include all perspectives. It is a practical tool to include everyone in the discussion and in decision-making.
- You may explain that this method was developed in post-apartheid South Africa, when people from different groups and backgrounds started to work together for the first time, with lots of historical inequalities. The method helps to make decisions where everyone is involved equally.
- Tomorrow when we work on the Team Goal and Action Plans, you can integrate what you have decided here. A visual way to do this (if you have the same location for both days): Have each team to stick their flip-over with agreements on the wall. Tomorrow they will add other flip-overs. At the end of the training, each club has their rough plan and planning sticked to the wall for everyone to see, to discuss and to improve.

Handout

Discuss and decide using the CoResolve approach

Each group appoints a discussion leader, and she/he leads the group to discuss, following these 3 stages:

1. Collect

Make sure that everyone can give their point of view. Rules are:

- Listen well to each other. Let everyone finish on what they want to say.
- No-one can tell someone else: 'You are not right', or 'Okay, BUT ...'
- Just add new insights or opinions. That also means you cannot repeat what has been already said.
- Only the discussion leader can interfere, when rules are broken, or when someone talks too long or off-topic.

Continue until everyone could add their perspectives.

2. Summarize

The discussion leader summarizes what has been said. For example, using phrases like:
"We have agreed on: ..."
"If I summarize all, then we decide the following: ..."

3. Vote

Everyone must agree. Check by asking if everyone agrees by raising their hand if they do.

- If everyone agrees write it down at the flip-over sheet, so we all know in future, and there is no need to discuss it again.
- If 1 or 2 disagree(s), ask them what they need to add to be able to agree. Summarize again, and make another vote: does everyone agree now?
- If more than 2 disagree, it needs another discussion, where everyone can again come forward with their insights. Summarize again, and make another vote: does everyone agree?

Tips for the discussion leader

- No need to write it down yet during the discussion, you will memorise the most important, or just make short notes.
- Do note the final decisions in your plan, and save it for everyone to find, so you can recall later.

Tips & inspiration for inclusive teamwork

- We ensure fair representation in all levels of decision-making.
- We make sure that the atmosphere in our team is good. Examples: we give each other compliments, or we take time to have fun together.
- Together we work towards 1 joint goal. And encourage everyone to contribute. Everyone has a say on how she/he can contribute. And all different contributions are valued.
- We ensure that everyone is part of the decision-making, unless agreed differently per topic or task.
- Everyone is valued for their own unique talents and skills.
- Everyone can make mistakes, and we help each other to learn from it.
- We can easily share when we do not agree or do not feel well about something. For example: we can address and discuss when we feel someone of us is not treated equally.
- We use the CoResolve approach in discussion and decision-making.

Tip: For each bullet picked, think how this would look like for your team, as concrete as possible. Examples are:

- Define who should be fairly represented? Young people, women, or someone else.
- Or "we take time to have fun together" can be more concrete like: "each club session we take at least 30 minutes to play games and chat".

Kick-off Training Part 2

These 6 exercises fit in around 5 hours of training (excluding breaks) during the 2nd part of the kick-off training. The games are meant to start planning the teamwork and club 1 or 2 activities for youth, whereby club members can share inspire each other. Today the facilitator's role is gradually transferred to the Club Mentors.

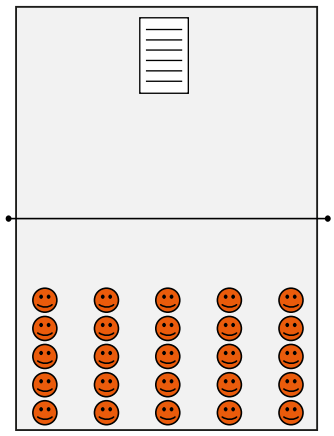
Exercise 10
Wrap-up: Recall Relay

Learning goal	Reflecting on the learnings and results so far I know ways to overcome these barriers
Time	30 minutes
Materials	Flip over sheet and markers (in different colours)

The game

Preparations

Draw a roster at the flip-over sheet that fits as many boxes as players and place it in the middle of the field. Make teams of 5 players that start equally far from the sheet. Give each team a marker (of a different colour).



Goal

Reflecting on the learnings and results so far
The team that recalls most is the winner

Rules

Rounds:

- In the 1st round, ask the teams to discuss 3-5 items they have learned about today. When everyone is ready, count down 3-2-1-go and each team sends 1 person to write one word in the roster, until it is full.
- In the 2nd round each team sends 1 person to view at the roster for 10 seconds at a time. They leave and stay silent, until everyone had a turn.

Per team they will show how many items they think they can recall. They can discuss before giving their answer. The team with the highest guess can start. Do they succeed? If not, is there another team that wants to try? And finally ask, if other teams have anything to add?

Reflection

Reflect

Summarize what they said they have learned. What barriers have they learned about? What opportunities? Briefly summarize the barriers for youth in leadership. And repeat the 4 ways to gain more power and leadership:

- Power from within
- Power by being informed
- Power as a team
- Power with supporters

Connect

Have you practiced these powers today? How?

Apply

Did today provide you with information to make decisions differently? How?
How can you show tomorrow?

Tips for the facilitator

Where relevant, explain that they have practiced:

- Power from within in the Power from within games (exercise 7),
- Power by being informed by gaining knowledge and reflecting on it (exercises 4, 5 and 6)
- Power as a team in the exercises where they support each other (exercises 8 and 9).

And that 4)

- Power with supporters will be part of their programme later on.

Homework preparation needed for the Club Mentors

- At least one day before, let the Club Mentors know that they will facilitate this session for their own group of YLs. So, they can prepare for it.

Exercise 11a
Team Goal Setting

Learning goal	I set goals
Time	30 minutes
Materials	A5-cards with motivation from yesterday, 2x flip-over sheets, markers

The game

Preparations

Members from each club come together in 1 team. Each team has a flip-over paper, markers, and their own motivation-cards.

Goal

Set a team-goal based on their motivations

Rules

Rounds:

- Make pairs. One person starts with explaining her/his motivation at the A5-card from yesterday. The other one can ask her/him 'why is that important to you?' (maximum 5 times) for maximum 5 minutes. Then turn roles.
  Come back together as one group, and make a round, whereby everyone briefly presents the motivation of the person they interviewed.
- Then sit around the flip-over sheet, and think as a team on the joint goals for the entire WLVT-programme and the 1 or 2 activities for youth as part of the programme, using the following questions:
  - Looking at your motivations, what do you think should be in the team goal or goals? In this collection phase, you can write down everything that is said on 1 of the papers.
  - Is it possible to combine (some of) the motivations to 1 goal?
    Which goals can go to Activity for youth? And which are for the other activities in the programme (Club Sessions, Self-work Sessions)?
  - Does everyone agree? How can everyone agree?
- Write down your team goal and make it as concrete as possible: why, how, what, when, and by whom.
  Not all finished yet? Don't worry, we come back to this later today.

Reflection

Then do the reflection per club-team:

Connect

What are results for your team from this exercise? What have you learned in this exercise?

Reflect

Looking at your team goal: What in the Club or Team is already there and helps to get to the goal? Or what obstacles need to be challenged. And how?

Apply

Write your personal motivation in your workbook (exercise 11a in *Workbook for Young Leaders*). And keep the team goal for the next exercises.

Variations

- The Club Mentor can join/refrain from participating in the first round in order to make pairs. If the Club Mentor does not join, she/he can share his motivation in front of the entire group, so that everyone gets to share (see chapter 1.4 on building trust).

Tips for the facilitator

- First and foremost, have the young people discuss their findings, thoughts and opinions.
- Make sure that all motivations can have a place in the programme or in the Activity for youth. But also remember it is the first step in developing ideas. During the programme there is more time to explore and agree on the details.
- Record all individual motivations to be able to build on this during the entire programme.

Homework preparation needed for the Club Mentors

- At least one day before, let the Club Mentors know that they will facilitate this session for their own group of YLs. So, they can prepare for it.

Exercise 11b
Team Goal + Action Steps

Learning goal	I plan towards achieving my goals Inspiring each other
Time	45 minutes
Materials	(see 11a) and handout (see below), tape

The game

Preparations None

Goal Make a rough programme plan based on their motivations.

Rules Young Leaders draw the handout at the flip-over sheet and try to fill in all that you already know, using the questions at the handout. Also fill in things that need to be explored further or agreed on later under 'notes'.
When done, stick the flip-over sheet on the wall (with the others from your team).

Reflection

- From each team 2 remain at their plan, all others can go criss-cross through the room, walking along the other teams. They can ask questions or give tips. The ones who remained at their team, can note all tips.
- Come back altogether in a circle, and briefly discuss:
  - What was easy? What was difficult?
  - And what were the best ideas they came across?
- After that provide each club-team to add or change their action plans with the given tips and insights.

Tips for the facilitator

- The Club Mentor(s) can support the team to agree on the Team Goal.
- Also think back on what your team mentioned yesterday (during exercise 6. What about youth in our club? and 9. Create a Team Agreement). Is there something you want to add from there?
- And explain that most important is that everyone can agree on the bigger goal, so that we can works towards it as a team. Also, there is space to review the Action Steps during the programme.

Handout
Team Goal + Action Steps

Fill in your answers in column B.
In column A you find some more explanation.

Team Goal

Summarize the team goal for the period of the WLVT-programme. And make it concrete by explaining: why, how, what, when, and by whom.
Also explain the starting point. For example: What in the Club or Team is already there and helps to achieve the goal? Or what obstacles need to be challenged. And how?

Team goal

Action steps

Specify: What do you need to do to achieve your goal? Think of 3 major Action Steps from now on that need to be made.
Also explain per step: what, by whom and when

Action step 1

Action step 2

Action step 3

Notes

Write your reminders/ notes here.

Tips

- Make sure it is realistic to do in a period of 6 months.
- Along with learnings and new insights during the programme, the Team Goal + Action Steps can be reviewed monthly and adapted. A tip for that is to remain with the team goal, and change the Action Steps when relevant.

Homework preparation needed for the Club Mentors

- At least one day before, let the Club Mentors know that they will facilitate this session together for the entire group. So, they can divide tasks and prepare for it.

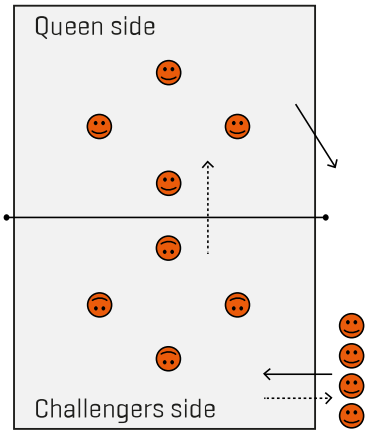
Exercise 12
Queen of the Court

Learning goal	Teambuilding I can reflect on my actions and learn from it
Time	45 minutes
Materials	1 or 2 (small) volleyball courts (next to each other), net(s), volleyballs

The game

Preparations Prepare the field. Make 1or 2 teams per club.

Goal The team with most points wins.



Rules Do they remember what they discussed or agreed on earlier in Exercise 9. Create a Team Agreement? Ask each team to pick 1 thing from their Team Agreement that they can show while playing a volleyball match.
After 1 score the winning team remains in the field, and the other team switches with the team first in line. Each team can score 1 point by scoring in the match, or when another team can guess what their goal or teamwork was.
After the last match, discuss if anyone can guess what another team showed (goal or teamwork)? Then calculate the total scores and celebrate the winner(s)!

Reflection

Reflect How was it to play according to your plan?
Was it easy to practice the Team Agreement? What made it difficult?

Connect Could everyone join in the team? Did everyone had a say?

Apply Do you need to change or add anything to be able to align to the Team Agreement? How?

Variations

- If you see that the teams find it difficult to show their Team Agreement, you can stop the game briefly to discuss what they do or notice, or how they can improve. And then retry showing 1 thing from the Team Agreement. (If need be, let them pick another one).
- Or you can play a regular volleyball match, and play until 7 points, and then guess the 1 thing that shows the Team Agreement from the other teams.
- For more volleyball variations, see 3.1 Volleyball Games.

Tips for the facilitator

- Use the exercise to be active and have fun. Also, in this way they can practice and reflect on their Team Agreement for inclusive collaboration from yesterday.
- Bring the Club Mentors together after the exercise (Young Leaders can start working on exercise 13) to reflect on their facilitation of exercises 11a+b and 12. By reflecting they learn from each other and build on their facilitation skills for the rest of the programme.

Homework preparation needed for the Club Mentors

- At least one day before, let the Club Mentors know that they will facilitate this session for their own group of YLs. So, they can prepare for it.

Exercise 13
Create a Rough Activity Plan for youth (13-15)

Learning goal	I set goals Inspiring each other
Time	60 minutes
Materials	A Rough Activity Plan [see exercise 13 of *Workbook for Young Leaders*] Activity Planner [see exercise 32 of *Workbook for Young Leaders*] And/or flip-over sheets and markers

The game

Preparations

Young Leaders from each club come together in 1 team.

Goal

Come up with a first rough plan for the 1 or 2 activities for youth

Rules

- First of all, the Young Leaders sit together and go through the Activity Planner together, as follows:
  - Collect ideas and note them.
  - If you have already clear ideas, that everyone agrees with, you can also fill those in the Activity Planner already.
  - Note the issues that you do not agree on yet. And see if you can decide and agree on a few issues already.
- Secondly, when Club Mentor(s) are back, the Young Leaders present the outcomes of their discussion so far to them.
  Then further work on the plan together in the handout.
- And finally, prepare a presentation of max. 5 minutes about the 1 or 2 activities for youth plan, including:
  - The type of activity:
  - What are 3 main actions towards the 1 or 2 activities for youth organisation?
  - What is the most exciting part?
  - What is still a question that needs to be solved?

Reflection

- Come back as one group and together walk along each club presentation. Stop at each team. This groups now briefly presents their plan. Afterwards the audience can ask questions or give tips.
- After all presentations, provide for some time for the teams to add or change their plans with the inspiration or tips they got from other teams.

Tips for the facilitator

- Explain that there will be plenty of time in the Club and Self-work Sessions to check progress and discuss more and get to more detail.
- You can help them picking a date by showing what is possible and practical for the club. Have them pick a date that suits them from those that are possible.
- Make sure that each club-team goes back home with a plan that is a great start for them in terms of motivation, as well as in practice. Members from different clubs can help each other to get there.

Handout
Create a Rough Activity Plan for youth (13-15)

In the left Column you find some more explanation, the right column can be used to fill in

Note

1. Go to the Activity Planner together. And note all ideas you already have

Tip: if you have already clear ideas, that everyone agrees with, you can also fill those in the Activity Planner already.

Prepare

2. Prepare a max. 5-minute presentation. Fill in:

The type of activity

(For examples, see: Handbook for Young Leaders, *chapter 2.3)*

What are 3 main actions towards the 1 or 2 activities for youth?

1.

2.

3.

What is the most exciting part?

What are questions that still needs to be solved?

Homework preparation needed for the Club Mentors

- At least one day before, let the Club Mentors know that they will facilitate this session for their own group of YLs. So, they can prepare for it.

Exercise 14
Create a Teamwork Plan

Learning goal	I plan towards achieving my goals
Time	30 minutes
Materials	Flip-over sheets, markers and handout (see below)

The game

Preparations None

Goal Making a Teamwork Plan

Rules Explain that this exercise is to prepare the roles and tasks for the Club Sessions.

Each group draws the handouts at the flip-over sheet.
Sit around the flip-over sheet, and discuss, agree and fill in:
1. What roles and tasks do you define? And agree on who does what when?
2. How do we communicate? Agree on the tools to be used for communication.
3. Stick the flip-over sheet(s) to the wall, together with the other plans.

Tips for the facilitator

- Advise to review the division of roles once in a while (for instance, once in 2 months), so that everyone can practice a variety of roles and tasks. And also check if it works well? Or do you need to change any?
- If time allows, have a look together at exercise 34. Track your progress and explain how it works. Otherwise, this can be done in one of the online meetings with Club Mentors, who can then explain it to the Young Leaders.

Handout 1
Create a Teamwork Plan

What roles and tasks do you define? And who does what when? During the WLVT-programme every Young Leader will be responsible in leading several tasks. Make a division of tasks and roles. Examples:

Role	Tasks	Name of responsible person
Location Leader	Booking the meeting space / gym, contact person to the owner. And making sure it's unlocked, clean and accessible for all at the given time.	
Equipment Leader	Arranging equipment needed and making sure it is available for each session.	
Planning Leader	Keeping important documents (or flip-over sheets), making sure they are updated, bringing them to each session, and sticking them to the wall for everyone to see, including: ● Teamwork Agreement ● Team goal + Action Steps ● Teamwork Plan ● Rough Activity Plan for youth (13-15)	
Safety Leader	Bringing first aid equipment, and help cleaning the room (when relevant), and engage others to keep the room clean at all times.	
Social Leader	Creating a welcoming atmosphere. For example, with music, bringing a drink or bite or something else. And making sure that the team uses the Teamwork Agreement. This includes, observing, listening, and asking for time/ discussion on the topic whenever it does not work well, or when teammates are left out.	
Communication Leader	Opening a group communication tool that you will be using. Making sure everyone is involved. When relevant, engaging others to your programme, and welcoming new visitors.	

Tips

- Some roles can be combined to 1 role, if you are with less Young Leaders. For example: Location & Equipment can go together; and Safety Leader and Social Leader can be combined to 1 role. You can also add other roles that you find important.
- Review the division of roles and agreements once in a while (for instance, once in 2 months); Does it work? Or do you need to change any so that everyone can add their talents to the team and work together well?

Handout 2
How do we communicate?

Which means of communication are you going to use to communicate with each other between the Club Sessions? Pick those that are easy to use for all of you.
Fill in for your team:

What kind of comms we need?	Tools we selected for that:	Examples of Pros & Cons
Quick & Easy Online Communications	*For example, WhatsApp Group*	**Pros** ● Quick questioning and answering ● Great for sharing links, photos, quick updates ● (some tools have options like polls) **Cons** ● Easily lose information ● Does not allow for thorough discussion
Keeping joint plans and documents	*For example, free Google Drive*	**Pros** ● Everyone has the same information ● Option for online co-working ● Easy to share with Club Mentor, Board Members etc. **Cons:** ● Needs a computer to easily access/work in it
In person meetings	*For example, in-person sessions, online meetings or 1-on-1 calls.*	**Pros** ● Get to explain oneself better and understand others more easily ● Quick back and forth allow for easier and quicker decision-making. ● More fun being together **Cons** ● Takes more time ● If you want to invite others, time could be an obstacle for them to come. So, it needs preparation time
...		
Note additional agreements on communication made.		**Examples** **When writing:** ● Be brief ● Be clear on your specific question or deadline. ● Give additional information if need be, in photo, text or link. **When reading** ● Everyone let know when they have read the message. ● Reply in-time.

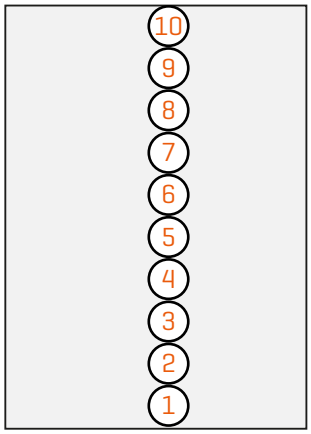
Exercise 15
Wrap-up: Understand barriers and opportunities in Leadership

Learning goal	Reflecting on the learnings and results so far
Time	30 minutes
Materials	Handout (see below)

The game

Vote with your feet

Preparations Mark a line or field, whereby the very ends represent 1 and 10.



Goal Reflecting on the learnings and results so far

Rules Ask them to stand according to the extent they agree to the statement: 1 for 'not at all' and 10 for 'very much true'. After each statement and vote, ask a few participants to explain their answer, so the participants are sharing their insights, from which they all can learn. And you get an idea if the learning goals are achieved.

Tips for the facilitator

- Ask them to explain or give examples to what they have voted.
- Finalise the reflection by explaining that We Lead Volleyball Together aims to contribute to a space where everyone is taking part, adding one's talents creating the best conditions for everyone to enjoy and grow in sport, making the whole game of volleyball better for everyone involved. We do so by working on awareness of the barriers and opportunities, supporting Young Leaders to build skills, and creating a supportive environment that provides opportunities for youth.
- Also discuss if they want to keep connected amongst clubs so that they will be able to keep sharing learnings and questions during the training programme (for instance in a WhatsApp group).

Handout
Wrap-up: Understand barriers and opportunities in Leadership

Statements on the learning goals around "I understand barriers & opportunities in leadership"

- I understand barriers for women and youth in leadership
- I know ways to overcome these barriers
- I know my point of view around it
- I can choose different roles in different circumstances

Statements on the results from the kick-off training

- I got to know my teammates from my club
- I got to know Young Leaders (or Club Mentors) from other clubs
- I became more aware of my motivation to join this project
- I understand how to make sure that everyone in my team can speak up and participate
- We agreed on clear roles on our team for the coming period
- We created (the start) of a plan for organising the 1 or 2 activities for youth

Statements on how they will apply what they have learned

- Will you make different decisions and actions, with the new information you got during this training?

2.2 Explore my talents

In this training phase, Young Leaders will be exploring their talents and that of their teammates in exercises and play. It is fun to know what you are good at and to get better in something. It builds your self-esteem. And knowing what your teammates are good at, helps everyone to use their talents and complement each other.

Specific learning goals

- I communicate clearly and effectively
- I can reflect on my actions and learn from it
- I know my strengths and weaknesses and I feel proud of my talents
- I know how to deal with emotions and disappointments

Time planning

This phase of the training programme ideally takes 3 weeks. Which allows for 2 Club Sessions with the Club Mentor and 1 Self-work session. These are sessions: CS1, SW1 and CS2 in the Table listing all learning goals & exercises (see annex 1).
In addition, plan time during the Club Sessions and Self-work Sessions to keep working on the preparations for the 1 or 2 activities for youth, even if it is for 20-30 minutes each time only.

Who prepares what?

The Young Leaders with the role of Location Leader, Equipment Leader, Planning Leader, Safety Leader or Social Leader prepare their tasks before each Club Session (and Self-work Sessions whereby they come together).

More facts & further reading

Find more background information in *Empowering Leaders: A Theoretical Guide for WLVT*, to be able to explain more about it during the training or sessions.

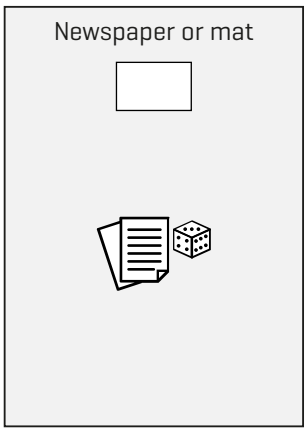
Exercise 16
Playing with Dices

Learning goal	Teambuilding
Time	20 minutes
Materials	Printed handout (see below) and 1 (big) dice 1 volleyball; a newspaper sheet or a mat that can serve as a goal

The game

Preparations

Place the print and dice in the centre of the field.
Prepare the 6 games at the field: 1 sprinting spot, 1 goal (the newspaper sheet or mat) to smash at.
Then make teams of 2.



Goal

Have everyone to play with everyone on a 1-on-1 basis to get to know each other and to have fun together.

Rules

1. Everyone starts at the centre. Per 2: roll the dice and play the game that belongs to the corresponding number.
Done? Come back to the centre and choose another partner to play with.
The game continues until everyone has at least played with every other team member.

2. End the game in a circle: One by one: call each participant's name, and see if anyone recalls her/his 'typical thing' and the move?
In a final round, call out a name and everyone does this person's move. Made a mistake? This person is out of the game. The one(s) who know(s) all moves wins.
Take a rematch if it is fun and when time allows.

Variations

- Adapt the games at the handout.

Tips for the facilitator

- Tips for the facilitator
- If there is an uneven number of players, join the players to be able to make pairs.

Handout

Playing with Dices

In pairs: Roll the dice and play the game that belongs to the corresponding number.

1. Jog around the field.
   And while doing so, ask each other 3 questions to get to know each other.

2. Play best out of 3: Rock, Paper, Scissors
   (So, the one who scores 2 times wins)

3. Make 5 volleyball passes to each other, without the ball hitting the ground.
   Easy? Try 10 volleyball passes.

4. Do a sprinting match.
   Start from one end of the track, towards the other end.

5. Each player makes 3 smashes at the goal.

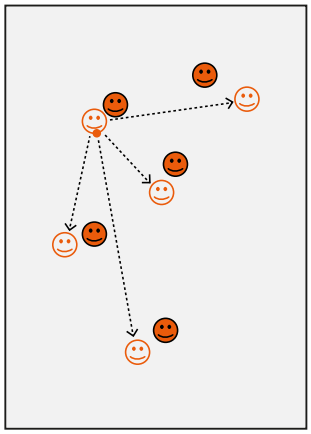
6. Say your name, mention something that is typical about you, and learn the other one a 'move' that portrays this typical thing of yours.

Exercise 17
Silent Five-ball

Learning goal	I communicate clearly and effectively
Time	30 minutes
Materials	1 volleyball, cones Bibs for 1 team.

The game

Preparations Define the playing field (with cones). And make 2 teams.



Goal The team that makes 5 passes to each other, without the ball touching the ground, wins.

Rules Rounds:

- Play the 1st match in silence. Talking or making sounds is not allowed.
- Throw the ball into the field to start the game.
  Teammates can throw the ball to each other. The first catch is 1.
  The one with the ball cannot run with it. Others can.
  The other team can try to intercept the ball. Touching each other is not allowed. When the ball touches the ground, or is out of the field, the opposite team gets the ball.
- Rematch in silence, but this time each team can define signs in advance to communicate. Furthermore, the same rules apply.
- Rematch and have the teams to call out who is free to throw to. Count out loud.

Reflection 1

Reflect Do a first short reflection after the first silent game: Which game did you like best so far? Why? How does it feel when you cannot communicate?

Connect Now that you cannot hear anything, which senses do you use instead?
How can you communicate effectively (in silence) on the field? How does it show?

Apply Which one would you want to try out in the next rematch?

Reflection 2

Reflect And a short reflection after all games:
What went better in the 2nd game in silence? And what went worse? Why?
How does it feel when teammates do not listen?

Connect What things we can do are needed for effective communication?

Apply Which 2 things will you practice in the coming week? How?

Tips for the facilitator

- If there is an uneven number of players, join the players to make even teams.
- Count out loud until 5, when the player can't.
- Explain that you can communicate with and without using spoken language. Body language and eye contact are very important in sports. Hand gestures are especially important in volleyball.
- For effective communication you also need to listen. You need communication in a team to be able to collaborate and to be able to hear all viewpoints.

Exercise 18
Review Team Plans

Learning goal	I can reflect on my actions and learn from it We set goals
Time	15 minutes
Materials	Team Agreement and Teamwork Plan

The game

Preparations Team Agreement and Teamwork Plan sticked to the wall by responsible Young Leader (or show the online version)

Goal Review plans and practice

Rules Start discussing if we have worked along what we have agreed before. Look at the sheets and think back on the exercises we have done (today or between the training and now).

Reflection

Reflect What went well? What did not go well? Was everyone in our team able to equally speak out and join?

Connect Is each of us satisfied on how we did it? Are there things that we can improve? How?

Apply Do we want to adapt any? Plan when to review again. And adapt the documents if needed.

Tips for the facilitator

- Observe during the session, and mention concrete examples of good cooperation, and where cooperation can be improved. Only add, when group members do not mention it themselves.
- Keep on reflecting on these things during the Club Sessions, so the team members practice teamwork and inclusivity while working.

If time allows, take time to prepare for the 1 or 2 activities for youth

Suggestion: Everyone takes 20 minutes to work on her/his tasks for the 1 or 2 activities for youth. Tasks include all the things that need to be organised for the activities. Examples: Find as much as possible about ... in the coming 20 minutes. List all youth that we could invite.

For tools and actions, also see in *Workbook for Young Leaders*:

- Exercise 13: The Rough Activity Plan
- Exercise 32: Activity Planner
- Exercise 34: Track your progress

Then take 10 minutes for everyone to present tasks that have been completed, that are still to do or explain where they need help from others to

Exercise 19
Team Qualities

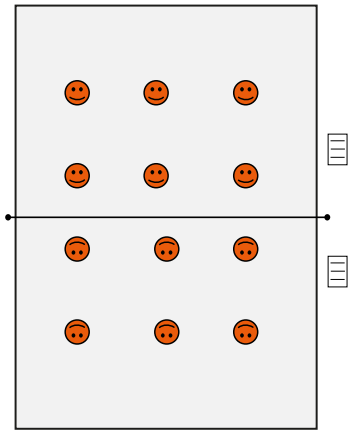
Learning goal	I know my strengths and weaknesses I feel proud of my talents
Time	30 minutes
Materials	Volleyball court, net, 1 volleyball Printed handout Quality Cards (see below) cut into papers with each 1 quality on it, and pens

The game

Preparations Make 2 teams

Goal The team with the most scores wins

Rules Choose which rules to go with, for example TeenVolley, ParaVolley or DiamondVolley [see 3.1] and play for around 15 minutes.



Then have each team to sit together. Each team receives cards with different qualities. They can also use blank pieces to write down other qualities they think of.
Ask the group members to give each card to the person the quality fits best and explain why. And they make sure that everyone gets at least 3 pieces of paper with qualities.
Come back in 1 group to discuss and reflect.

Reflection

Reflect How does it feel when your teammates tell you what you are good at? How does it feel to tell others what they are good at?

Connect In daily life, how do you know where you are good at? Do you usually tell your friends about their talents?

Apply Can you use your qualities in the game next time? And in daily life? How will it show?

Variations

You can play 2vs2 in 2 or 3 teams, depending on the number of players. If you have an uneven number, you can take the role as additional player.

Tips for the facilitator

- Make sure that all players feel they are good at something, also when they have a modest skill level. Also think about non-technical qualities like being perseverant, motivating others, or improving oneself each time.
- Explain that we should foster and value each other's strengths and differences. What is more, we all need each other's qualities in a team. And we can help each other to perform better.
- You can do this reflection at any point in the training; after a presentation, training session or the activities for youth led by the Young Leaders. So that the list of things they did well is growing each time. And keep on giving positive feedback to all players during following trainings yourself.

Note: Follow-up needed by Young Leaders in the coming Self-work Session:

Self-Assessment Leadership Skills and Assessment Leadership Skills by friends & family in the *Workbook for Young Leaders*. Discuss what Young Leaders will be doing before the next session in two weeks. Is it only the assessments or are there other tasks to do? Also discuss when and where they are going to do that. Do they come together next week same time same place without the Club Mentor, or will they work on their own? What will work best for them?

Handout
Quality Cards

I run fast	I can easily control the ball	I score easily when someone gives me a setup
I have fun when playing volleyball	I am perseverant, I don't give up	I give assists and help others score
I keep on doing my very best, even when we are about to loose	I listen to tips on what to do	I ask for tips to improve my skills
I cheer for the team	I can create a nice atmosphere for everyone	I motivate my teammates, also when we are about to loose
I communicate well during the game, so my teammates know where I am up to	I give tips to my teammates on how to improve	I listen to the referee, even if I do not agree with her/his decision

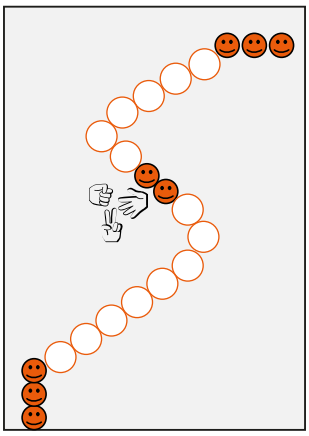
Exercise 20a
Rock, Paper, Scissors

Learning goal	I know how to deal with emotions and disappointments
Time	25 minutes
Materials	Many hoops (or chalk to draw circles when outside)

The game

Preparations

Lay down the hoops in the field in a kind of S-shape. The hoops should (almost) touch each other.
Make 2 teams. Each team starts in a row at the very end of the line of hoops.



Goal

The team that reaches the opposite team's first hoop wins.

Rules

You can move by jumping from hoop to hoop. The first player in each row starts jumping until they meet somewhere in the middle (each player in their own hoop). The 2 compete by doing a game of Rock, Paper & Scissors.
The one who wins can jump on. The one who lost goes off the field and back to her/his team. And the next in line from her/his team now need to start jumping the hoops immediately. When they meet in a neighbouring hoop, they play a game of Rock, Paper & Scissors too.
This continues until one team makes it to the other team's first hoop.

Reflection

Reflect

How does it feel to start all over? And when you made a mistake? When others made a mistake? What did you do when you felt that way? How did you tackle it as a team?
How does it feel to succeed, as a team? What did it take to get there?

Connect

Do you also feel (fill in angry/sad/demotivated, etc.) sometimes in daily life? How do you cope with that?

Apply

We all experience setbacks sometimes. What can be strategies today you can use to deal with it? What will you do next time?

Variations

- With limited time you can also define a certain period of time, and see which team comes farthest towards the opponent's starting hoop.

Tips for the facilitator

- Team members can help each other reminding the first in row to start jumping the hoops.
- When players start to get grumpy because they need to start all over, time after time, tell them to focus on working together as a team, that it helps to remain positive, because the other team can also make mistakes.
- Rematch in the next exercise.

Exercise 20b
Give & Receive Feedback

Learning goal	I can reflect on my actions, and learn from it
Time	25 minutes
Materials	Many hoops (or chalk to draw circles when outside) *(same as exercise 20a)*

The game

Preparations

Explain that we rematch Rock, Paper, Scissors, but this time you will observe the other team, so that after the game they can give 1 positive feedback and 1 tip to improve.

Goal

Provide and receive feedback

Rules

- Rematch Rock, Paper, Scissors
- Discuss what are good ways to give feedback. Let the Young Leaders discuss first. And if relevant, add the tips from the textbox below.
- Then each team discusses and agrees on 1 positive feedback and 1 tip for the other team to improve.
- Then both teams tell their feedback to the other team. The other team is not yet allowed to react.
- After both teams have given their feedback, both teams discuss amongst themselves and prepare their reaction to the feedback. Then both teams tell their reaction to the other team.

Reflection

Reflect

How is it to give feedback? What is easy? What is hard?
How is it to receive feedback?

Connect

What are good ways to give positive feedback? And negative?

Apply

How can you learn from both positive and negative feedback?
What will you do differently next time?

Tips for the facilitator

- Explain that this programme is about doing and reflecting around leadership skills, because that is how we learn. We do so in the training and Club Sessions, using the reflection questions. Other ways or reflection methods are:
  - Reflection with a buddy
  - Mentoring by Club Mentor
  - Recording your Talents & Skills
- And explain that we will practice giving feedback much more often. By telling each other which approaches are nice, and which are not and why, we will be learning on what works and what doesn't in giving feedback.

More info on Giving & Receiving Feedback

Feedback from others help us to learn and develop, it supports achieving our team goals, and as a team it helps us to build stronger relationships. However, many of us do find it hard to give feedback, especially when it is not positive.

How to give feedback in good way?

1. Always start giving positive feedback, saying something positive you genuinely mean.
2. Give a point for improvement by telling something from your own experience and facts: 'I saw..', 'I heard ..., 'I experienced ...' That way you do not make it personal, as in 'you are a bad coach', but 'I did not feel at ease, when you told the team ...'. And provide someone with suggestions to do it differently next time.
3. Give the feedback-receiver time to react.

How to deal with negative feedback

Many of us find it hard to receive negative feedback, especially when we worked hard for it. On the other hand, when we are trying new things and when learning, all of us make mistakes. It is part and parcel of the way we learn. Negative feedback, given in the right way, can help us to learn quicker.

So, how can we receive negative feedback?

1. Stay calm and listen without interruption.
2. If the feedback is not clear, ask if someone can give examples of a situation in which they have seen or experienced it.
3. Choose if you can react immediately (without saying things you will regret later on) or if you need time to reflect over it before you do. You do not need to rush. In any case, try to include in your reaction:
    a. Acknowledgement of your part in the action.
    b. A solution to address the issue.
    c. A thanks to the person who provided the feedback.
4. If you take more time to reflect, you may try to find more information on the issue (if relevant) or ask someone else her or his opinion to find out whether you have missed something.
   And then try again to examine the feedback objectively. Is there any truth to the critique? Are there any aspects you could learn from? So, you may have to acknowledge and work on it. Then react (see 3).
5. Can you actually change the issue? Sometimes it is something we do not want to change. Pick 1 issue at the time that you want to tackle. Adopt the feedback and show your revised work or approach. And next time you can pick another issue.

Tips

- It needs an environment where everyone feels safe to open up. (See also chapter 1.4. How to mentor youth).
- Try to be genuine when giving either positive or negative feedback. Saying things just to be kind, but that you do not actually mean, will not help the other to learn.

Exercise 21
Wrap-up: Explore My talents

Learning goal	Wrap-Up the topic Explore My talents
Time	30 minutes
Materials	Handout Wrap-up (see below)

The game

Preparations Choose an exercise to wrap-up. See 3.6 Wrap-up activities.

Goal Reflecting on the learnings and results so far

Rules Depends on the selected exercise

Variations

- The wrap-up can be done in the final club session about the topic. If the last session on a topic is a Self-work session, it can also be done at the start of the next Club Session.

Tips for the facilitator

- Ask them to explain or give examples to their answers.
- Explain that knowing yourself, your talents and strengths, and also your weaknesses and how you deal with emotions or disappointments, helps you to understand yourself, and to make decisions according to your needs and wishes. It also helps to gain confidence in oneself.
- We also get better when we practice and reflect on skills we like to build. The best way to learn skills is to practice and reflect. And we will continue doing that.
- And finally, knowing what your teammates are good at, helps everyone to use their talents, and to complement each other, in organising the best possible volleyball 1 or 2 activities for youth later on.

Handout
Wrap-up: Explore My talents

Statements on the learning goals around "Explore My talents & My teammates' talents"

- I communicate clearly and effectively
- I can reflect on my actions and learn from it
- I know my strengths and weaknesses and I feel proud of my talents
- I know how to deal with emotions and disappointments

Statements on the results so far

- I learned new skills
- I had new insights
- Some things I found less interesting
- We are on track organising the 1 or 2 activities for youth

Statements on how they will apply what they have learned

- Will you start using new skills from now on?
- Will you make different decisions, with the new information you got during our sessions?

And specific reflection questions on: Self-Assessment Leadership Skills and Assessment Leadership Skills by friends & family in the *Workbook for Young Leaders*.

Reflect	How was I to hear from family and friends what you are good at?
Connect	Who or what is promoting your self-image? And what inhibits it?
Apply	As a leader, how can you promote self-image in others? Leading a group, or being a team member what is the 1 thing you will practice from now on?

Tips for the facilitator

- Asking people close to you what they think you can do well is a great way of getting to know yourself even better.
- Explain that positive feedback can contributes to the motivation of everyone in a team or group.

2.3 Practice and build skills

In this training phase, Young Leaders will be exploring leading roles – related to their own goals. By practicing some tasks and roles, and reflecting on it, they are building their leadership skills. And at the same time, it will help to explore what kind of leadership roles and styles one likes and to gain skills and confidence in leading.

Specific learning goals

- I understand leadership in volleyball
- I explore my values and leadership styles
- I take up new challenges
- I set goals
- I plan for concrete steps towards achieving my goals
- I ask for help when I need it and I support others
- I know how to deal with pressure

Time planning

This phase of the training programme ideally takes 6 weeks, which allows for 3 Club Sessions with the Club Mentor, a visit of a national Role Model, and 3 Self-work sessions. These are sessions: CS3- CS5, and SW2-SW4 in the Table listing all learning goals & exercises [see annex 1].
In addition, plan time during the Club Sessions and Self-work Sessions to keep working on the preparations for the 1 or 2 activities for youth, even if it is for 20-30 minutes each time only.

Who prepares what?

The Young Leaders with the role of Location Leader, Equipment Leader, Planning Leader, Safety Leader or Social Leader prepare their tasks before each Club Session (and Self-work Sessions whereby they come together).
Moreover, the Club Mentor(s) and the Young Leaders decide together who prepares additional actions for each Club Session.

More facts & further reading

Find more background information in *Empowering Leaders: A Theoretical Guide for WLVT*, to be able to explain more about it during the training or sessions.

Note for Club Mentors

Check the Participation Ladder (see 1.5) and see if your group can move a step up the Participation Ladder. For instance, can they assist in organising some of the exercises in the Club Sessions?

Want to find out which step of the Participation Ladder they are, and where they can move, see the 4. The Participation Ladder in Practice in the *Workbook for Clubs*.

Exercise 22a
Puzzle with Volleyball Organisations

Learning goal	I understand leadership in volleyball
Time	15 minutes
Materials	Blank cards/papers and markers. Write 1 organisation per card/paper.

The game

Preparations

Sit around the cards.

Goal

Discuss and share information on the structure of volleyball organisations.

Rules

In volleyball, we have the organisations you see on the cards. Put the cards in the following order you think is right according to the hierarchy in volleyball institutions. Discuss amongst each other why each card should go where.

Reflection

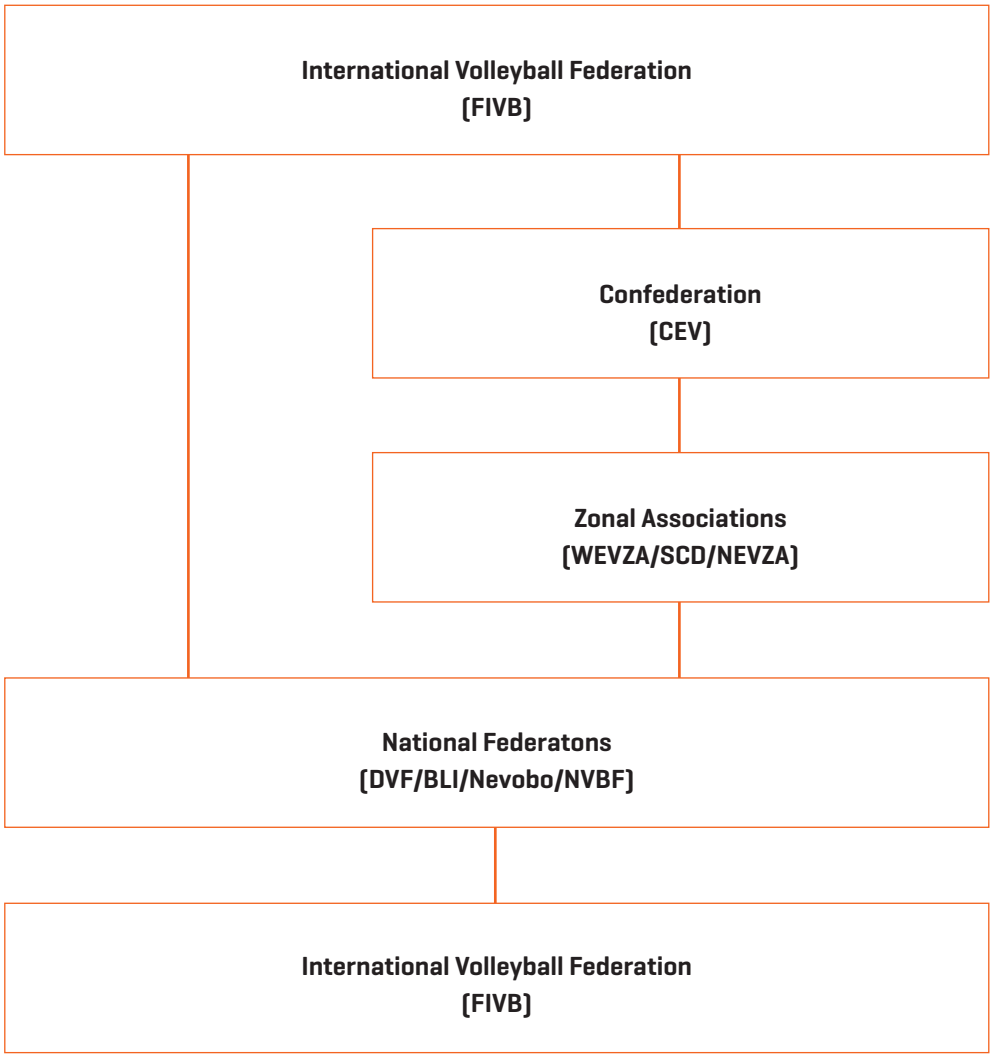
Reflect

Then ask the group if they know what each of the organisations does. Let the Young Leaders first discuss and see what they already know. And add information where they do not know yet.

Tips for the facilitator

- Explain that before Young Leaders can decide what tasks and roles they would like to practice, or specialise in later on, they need to understand the structure of leadership in volleyball.

Handout
Puzzle with Volleyball Institutions



Exercise 22b
Be the coach or referee

Learning goal	I understand leadership in volleyball
Time	30 minutes
Materials	Volleyball field, net and balls

The game

Preparations

Make 2 teams of 2 or 3 players each.
Divide the roles of Coach, Referee and Observer.

Goal

The team with the highest score wins

Rules

Choose which rules to go with, for example TeenVolley, ParaVolley or DiamondVolley [see chapter 3.1].
Play a volleyball match (2vs2 or 3vs3), where everyone has a leadership role: Coach or Referee. Others will be Observer.
After the match reflect on leadership tasks and skills of the referee and coaches.

Reflection

Reflect

Ask the observers: What did the observers observed what the leaders did. What skills does this role need?
Ask the Coaches and Referee: What did they do to show their leadership tasks and skills? What went well? What went less well?

Connect

What tasks or skills you find easy? Which ones need more practice?
Or what else would it need for you to learn more about it?

Apply

What is 1 think you will do next time too? What is 1 thing you want to do differently next time? How?

Variations

- If time allows, you can rematch as long as anyone has practiced the roles of referee and coach.

Tips for the facilitator

- The Club Mentor can join the game if this makes the teams even in number.
- When having very few players, one can choose to first have 2 coaches, who also play. And then have another match with a referee.
- Also explain the role of Board Member yourself. Also see in *Workbook for Young Leaders*: Textbox More info on tasks and skills of leaders in volleyball.
- Ask the Young Leaders to write their findings in their Workbook. See exercise 22b in the *Workbook for Young Leaders*.

Exercise 23a
My values

Learning goal	I explore my values and leadership styles
Time	20 minutes
Materials	Printed handout My Values (see below) cut into papers with each 1 value

The game

Preparations Put the cards representing values in the middle of the room.

Goal Pick cards that represent what you feel is most important in life.

Rules Give around 5 minutes for everyone to pick 1 to 3 cards.
Come back in 1 group and have everyone present at least 1 of their cards. Discuss as follows:

Reflection

Reflect Why is this most important to you in life? Can you explain or give an example?

Connect How does these value(s) relate to your values in sports? Do you have the same value? Or different ones?

Apply Write down your top 3 values in life and sports (see exercise 23A/24 in the *Workbook for Young Leaders*)

Variations

- Play a volleyball match and reflect on what they like most. Can they relate that to their values on the sports field? They are likely to relate.

Tips for the facilitator

- Additional questions to get to your values could be:
  - What are/were times you are/were the happiest?
  - What makes you proud?
  - What makes you feel fulfilled or satisfied?
- The cards are meant to start thinking on what they love or is most important to them. That also means that cards can be explained differently by different players. And that is okay.
- The empty cards can be used to fill in anything additional by the facilitator or by the Young Leaders.

More info on Values

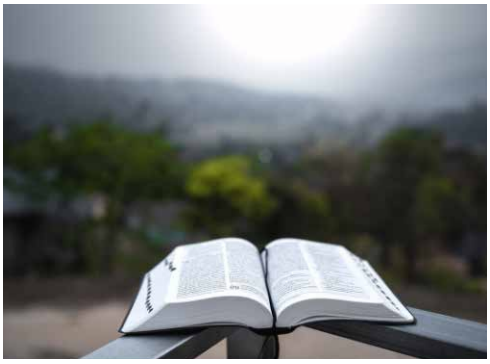
What are values?
Values are those things you feel are most important in life.
Your personal values are a central part of who you are – and who you want to be.

How can values help you?
Knowing your values, help you to use them as a guide to make the best choice in any situation. For instance, it informs what you feel is important in life, in sports, or in leading a team, match or club. It may also help you define your leadership style.

When your actions match your values, you will probably feel good. When your actions or roles do not align with your personal values, that's when things feel wrong, and you can feel unhappy.

Find more information, examples and characteristics about values and leadership styles in the *Empowering Leaders: A Theoretical Guide for WLVT*.

Handout 1/3
My values



Handout 2/3
My values

Handout 3/3
My values

Exercise 23b
What leadership styles do you know?

Learning goal	I explore my values and leadership styles
Time	20 minutes
Materials	Printed handout (see below) cut into papers with each 1 leadership style on it, flip-over sheets and markers

The game

Preparations
Stick each card to a flip-over sheet (of big paper) and put them in the middle of the field / stick them to the wall.

Goal
Start reflecting on the different leadership styles

Rules
Reflect on each style using the reflection questions below.
Write the characteristics mentioned for each style at the relating flip-over sheet.

Reflection

Reflect
Think about a coach or teacher that you know. What leadership style has she/he? How does that show? What characteristics can we note?
Reflect until you have some characteristics for each style. If this is difficult for some, do add some information yourself (see *Empowering Leaders: A Theoretical Guide for WLVT*).

Connect
What leadership style do you like best? In others? In yourself?

Apply
Some of you are leading kids (as a coach); Does each group always need a leader with a similar leadership style? And can you adapt as a leader?

Variations

Depending on your group, you can also discuss how their preferred leadership style aligns to the context they find themselves in:

Reflect
Which leadership styles do you find in sports? And why do you think so? Is there a difference between top sports and amateur sports?
Which leadership styles allow everyone to speak up and participate?

Connect
Do your values align to the leading leadership style of your club (or in your team). Or do you feel comfortable with it?

Apply
And if not, what should be changed for you to be able to have leading role? And what if this cannot be changed?

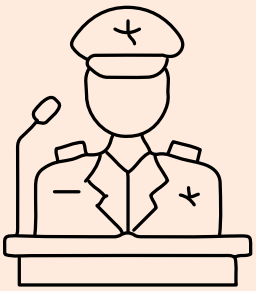
Tips for the facilitator

- Explain that one's values relate to the leadership style(s) you prefer. If people work from opposite values, this could lead to conflicts. And explain that when you gain insights on your own values and on the different leadership styles, you will be always able to assess the context you are in, and see where or how you fit in, but also where you can make a change and with whom.
- The hierarchic or even authoritarian leadership style in (top) sports does not leave much room for everyone to speak up and participate (or for inclusivity). Try to facilitate the discussion to both negative and positive aspects of these particular leadership styles. As sports is for everyone and needs different leadership styles to be able to serve everyone. For example, authoritarian leadership might work best in top sports, and participative leadership for those who sport for fun.

Handout

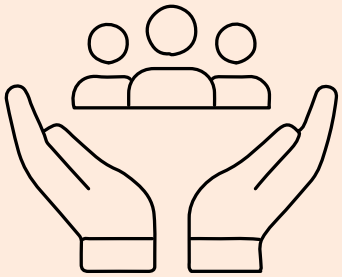
What leadership styles do you know?

Authoritarian Leadership



Leader has all decision-making power

Participative Leadership

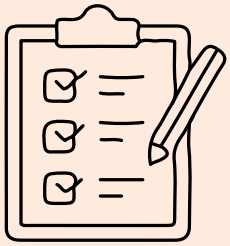


Leader facilitates group decision-making

Visionary Leadership

Leader unites team with vision/purpose

Managerial Leadership



Leader focus on performance, and use rewards and panalties to motivate people

Delegative Leadership

Leader delegates initiatives to group members

Examples of characteristics per leadership style:

- **Authoritarian Leadership:** excellence, discipline, control, competition, respect, toughness
- **Participative Leadership: t**eamplay, diversity, good atmosphere, enjoyment, community, equality
- **Visionary Leadership:** purpose, passion, curious, focus, justice, achievement
- **Managerial Leadership:** accuracy, rewards, penalties, hard work, fairness, humility
- **Delegative Leadership:** freedom, creativity, expertise, self-motivation, flexibility

Find more information, examples and characteristics about leadership styles in the Empowering Leaders: A Theoretical Guide for WLVT.

Exercise 24
Lead the Way

Learning goal	I explore my values and leadership styles
Time	20 minutes
Materials	Printed handout (see below) cut into papers with each 1 leadership style on it. Enough materials to make two or more circuits (e.g. cones/ bottles; hoops; sticks, bags; volleyball net; balls – anything you can use). The circuit can also be made from trees, sticks, stones, etc.

The game

Preparations

The Young Leaders make a fun circuit that takes at least 1 minute in which one needs to do several volleyball techniques (like dribbling, throwing, passing, smashing, scoring, etc.).

Goal

The one(s) who guess the leadership style used win(s).

Rules

Start asking 1 or 2 Young Leaders to pick their favourite leadership style from the cards (they should remain silent about which one!). They can take a moment to decide what actions relate to that.
One by one, they lead the rest of the team through the circuit, according to the leadership style they chose.

Variations

- Add a competition element: the player that first reaches the end of the circuit wins.
- Or make it harder: If anyone makes a foul, this person starts all over from the start.

Reflection

Reflect

Which leadership style was used, and how did it show?
How was it to be lead?
How was it to lead? What went well? What went less well?

Connect

For the players: Did you like this leadership style? Why or why not?
For the leader: What was good about trying this leadership style? What did you not like about it?

Apply

Have you learned anything that you want to take with you the next time you lead? Or what would you want to do differently next time? How?
Ask the Young Leaders to write their findings in their Workbook (see exercise 23A/24 in the *Workbook for Young Leaders*).

Tips for the facilitator

- You can help those in the lead with tips, if they need it.
- Have every leadership style practiced at least once. If there are less Young Leaders than cards, the Club Mentor can start showing one. That can also help those who are shy to try to do it.
- If they find it hard to guess the leadership style, then add the role of observers that do not play, but just observe.

Handout
Lead the Way

Use these cards as an inspiration for the players, what they can say or do. Of course they can also come up with their own ideas!

Authoritarian Leadership

Doing
- Be strict
- Require discipline of the players
- You give the rules, no-one can tell you to do it differently

Saying
- You start. You go second.
- You win or you're out!
- Respond with 'yes madam/ sir' when I speak to you.

Participative Leadership

Doing
- Discuss what they think about the circuit
- Cheer for what each person does well
- Motivate people to help each other

Saying
- Who wants to start? Who wants to be second?
- Have fun!
- It is not a bad thing to make mistakes, we can all learn from it!

Visionary Leadership

Doing
- Explain the goal
- Ask the players how they are going to achieve this
- Coach each person upon their needs

Saying
- We need to achieve our goal together
- This is a step for us becoming leaders
- Yes, we can do it!

Managerial Leadership

Doing
- Tick the boxes of techniques completed
- Give the details to each technique
- Make sure the players work hard

Saying
- You are worse/better than last time
- When the player failed: Do 5 push-ups!
- When the player succeeds: Let's all applaud for you!

Delegative Leadership

Doing
- Keep the goals in mind, do not interfere as long as they seem to be achieved.
- Make sure that no-one hurts her- or himself
- Expect the players to motivate themselves

Saying
- Use your expertise in this
- Be creative
- I know you can do it!

Exercise 25
Smash the balls

Learning goal	I set goals
Time	20 minutes
Materials	Volleyball court, net and volleyballs. Cones or bottles

The game

Preparations

Place (big) cones upside down, or bottles at the field that players need to hit and tumble by smashing.

Goal

Smash a ball and try to hit one of the cones

Rules

One player assists by throwing the balls. Make sure this player has enough balls. One player assists by placing the cones up straight.

- The first player in the row starts smashing and tries to hit one of the cones.Regularly change the players who assist. So that everyone can try smashing.
- In a second round, everyone starts with saying where they want to score the ball in the field, or what they want to hit, e.g. cone, hoop. And then do it.

Reflection

Reflect

How does it feel to hit? And to miss?
Was there a difference between the first round and second round (when saying your goal out loud)?

Connect

In daily life does it help to fully focus on your goal? How?
Would speaking out loud help? To whom?

Apply

Today we are going to present our goals to each other. How could that help you?

Variations

- Make it easier: By lowering the net, everyone can enjoy the powerful feeling of smashing

Tips for the facilitator

- Motivate the players to keep on trying. And coach in technique to throw well or to smash well. Also, Young Leaders can support each other in learning techniques.
- You can link the reflection on a story of yourself, your dreams about what you wanted to become as a child, and then discuss the players' goals in the next exercise.

Note: Self-work preparation needed by Young Leaders
Exercise 26 Present your Goals in the *Workbook for Young Leaders*.

Exercise 26
Present your Goals

Learning goal	I set goals I plan for concrete steps towards achieving my goals
Time	30 minutes
Materials	Flip-over sheets and markers

The game

Preparations
Young Leaders have exercise 16 with them

Goal
Collecting feedback
Gaining support for your plan

Rules
Give everyone a few minutes to prepare their presentation.
They may write, draw or makes notes on what they want to say.

Each presentation takes maximum 5 minutes and includes:
Why: Personal Motivation & Goal
How: 3 action steps to achieve this goal
What: Specific activities that you are going to do in the coming 2 weeks.

Reflection

Reflect
How was it to present your goals out loud?
How was it to hear the other presentations?

Connect
Have you learned something from the other presentations that you want to include in your plan?

Apply
In the next exercise you will get the opportunity to change or add to your plan, with the feedback from here, from your buddy, and from the mentor.

Tips for the facilitator

- Provide them as a group with positive feedback.
- You may summarize what you have heard and give a general tip to improve if needed. Specific feedback will follow in the next exercises.

Exercise 27a
Buddy-Up to Reflect & for Support

Learning goal	I ask for help when I need it and I support others when they need it
Time	40 minutes
Materials	Young Leaders' presentation on the flip-overs and/or Exercise 26 Present your Goals in the *Workbook for Young Leaders*, markers

The game

Preparations

Ask them to make teams of 2 (or if needed one team of 3) to support each other in the coming weeks.

Goal

To support each other in achieving her/his goal, by giving feedback and motivation to keep on going and by reflecting together how obstacles can be addressed.

Rules

- Provide each other with feedback (using the feedback rules from *More info on Giving & Receiving Feedback*) on the presented personal plan.
- Adapt your plan with the feedback from your Buddy, and from your Mentor (see exercise 27b).
- Tell each other what you have changed.

Come together as 1 group and take 10 minutes for reflection.

Reflection

Reflect

How is it to get support with your plan?

Connect

Do you feel confident that you will be achieving your plan?
What obstacles do you expect? And what solutions can you think of to address them?

Apply

What can you ask your buddy that will help or motivate you to achieve your goals?
How can you support your buddy to achieve her or his goals?
Give the buddy-teams a few more minutes to agree on how they will support each other.
For example: send motivational WhatsApps, meet weekly, or something else.

Tips for the facilitator

- To have teams in which everyone feels free to share and support is important. They will be working together in these teams for the next weeks. Help them if need be.
- Explain that taking on new challenges, even though it seems difficult, will help you to learn more and more, and help you to build confidence too.

Exercise 27b
Mentor session to Reflect & for Support

Learning goal	I take up new challenges I ask for help when I need it
Time	30 minutes (during exercise 27B: Buddy-Up)
Materials	Young Leaders' presentation on the flip-overs and/or Exercise 26 Present your Goals in the *Workbook for Young Leaders* Possibly: 2. Mapping opportunities for leading tasks and roles for Young Leaders in the club in the *Workbook for Clubs*

The game

Goal

Club Mentor to think along which Action Steps fit best to the personal goal.

Rules

Sit together with 1 peer group at the time (for about 12 min each).

- First listen to why they have chosen certain Action Steps to achieve their goal.
- Give them feedback on it, or hand other perspectives or opportunities.

Encourage them to choose at least 1 action from the column 'Exploring' and 1 action from the column 'Doing':

Exploring	Doing
Now that you have picked a favourite role for the Activity for youth, explore this role as follows: • Find someone at the club with this role. Ask if you could see her/his work once. And then have a 10-min conversation or interview after it. • Can the national Role Model that will be visiting your club answer some of your questions? If yes, prepare your questions in exercise 28 already.	**And are their specific roles and tasks you can practice? For example, in:** • Your organisation role in the Club Sessions (see exercise 14 *Teamwork Plan*) • In assisting or lading parts of the Club Sessions (see 1.5 Participation Ladder) • In leading CoResolve discussions and decision-making • When preparing 1 or 2 activities for youth (in Self-work Sessions) • At 1 or 2 activities for youth • At final Celebratory Session

- Finally, ask if they need help to realise these practices.

Tips for the facilitator

- It's good to encourage those tasks and roles that are a bit difficult, but not too difficult. It should be challenging but doable. So that Young Leaders really get to learn something, experience successes and grow their confidence.
- Explain that there are various motivations to try out something new. It can be out of curiosity, because you really want this role (later on), or because you want to assist or learn. All motivations are fine.

Note: Follow-up needed by Young Leaders in the Self-work Sessions:

- Work on your Action Steps and personal goal and review your Action Steps yourself and reflect at least once with your buddy (see exercise 30 in the *Workbook for Young Leaders*).
- Take time to prepare the 1 or 2 activities for youth.

Note: Self-work preparation needed by Young Leaders
Exercise 28 Presentation at club by Role Model. Young Leaders find information about this person and prepare 1-3 questions for her/him each.

Exercise 28
Presentation at club by Role Model

Learning goal	Providing learning opportunities to YLs
Time	45 minutes
Materials	To be prepared with Role Model what she/he needs

The game

Preparations Set a date for the visit

Goal Get inspired and learn from the best

Rules The Role Model presents results of her/his work, the way she/he got there, barriers she/he came across. She/he can finalise with learnings or take-away tips for the Young Leaders that aspire a similar role.
Leave room for Questions and Answers.

Reflection

- The visit of the role model can be connected to several topics: leadership styles (see 2.3, exercises 23b and 24; tasks and roles of the role model and how to be a role model yourself to the youth that join the 1 or 2 activities for youth (see 2.4, exercise 36). Explain to Young Leaders when and where relevant how this is related (also depending on the Role Model's presentation).

Tips for the facilitator

- Organise the visit and presentation during a Club Session or at another moment that is suitable for the Role Model and possibly for other club members to join.

Exercise 29A
Number game

Learning goal	I know how to deal with (peer) pressure
Time	15 minutes
Materials	None

The game

Preparations None

Goal Make teams of people who have a similar number in mind
Rounds:

Rules

- Ask the players to choose a number: 1 or 2.
  They are not allowed to say it out loud!
  And ask them to make groups of people with the same number, without speaking.
- Rematch: Now the players choose 1, 2 or 3.
  Rematch one more time: they can choose the numbers between 1 and 5.

Reflection

How was it to be part of a team?

Reflect How was it to be not part of any team, because you had a different number?
You do not need to answer out loud: Did you change the number you had in mind, to be able to become part of a group? If yes, this is similar to peer pressure. You do something because you want to be or become part of a group.

Connect Are there situations in daily life, where you do things because your friends or people you look up to do these things?
When do you think it is wiser to do what you yourself want, instead of what others want you to do? How could you do that?

Apply Try to say 'no' once this week to friends about something you do not really want to do.

Tips for the facilitator

- Examples of saying 'no' can range from leaving somewhere to telling a 'white lie' (for example: "I promised my sister to help her with her homework, so I cannot come.") or just saying "no". It's interesting what they come up with. You can help them with examples to get the discussion going.

Exercise 29B
What gives & takes energy?

Learning goal	I know how to deal with pressure
Time	30 minutes
Materials	Offline: print handouts (see below) Or online: exercise 29b in *Workbook for Young Leaders*

The game

Goal

Understand which activities you could do more, or should do less for self-care

Rules

When we have a lot on our plates (like: school, sports, socials, this leadership training, and all other things you want to do, or things that make you worry) it may cause stress.
How to address this pressure? Steps:

- Think about the activities you do in a week or month, and to list them in what 'gives energy' and what 'takes energy':
- Look at the list of 'takes energy'. Can you skip a few? Can you spend less time on a few?
- Now that you saved time, create time to do the things you love, and that gives you energy!

Reflection

Reflect

What was good about the exercise? Have you learned something from it?

Connect

Is it realistic to drop some of the things that takes energy? What else can help to deal with pressure?
One of the ways to deal with pressure, is to do more on what you find important, and do those things that gives you energy.

Apply

Make sure you do something that gives you energy every day! Even if it is only 30 minutes or an hour. What are you going to plan for every day in the coming week?

Tips for the facilitator

- First of all, it's interesting what they come up with. You can help them with examples to get the discussion going. Examples of dealing with pressure are all things that come with 'self-care', like: standing up for yourself, ask for support, spend time with friends and loved-ones, or anything you love to do (such as sports, having a nice dinner, watching a movie, taking a bath, etc.).
- Good self-care should be balanced between taking action and seeking comfort. It is also important to find healthy ways of seeking comfort. Destructive ways include excessively being online (socials, series, etc.), excessively buying new things, or excessive eating. Obviously, these also do not give energy (on the long run).

Handout
What gives & takes energy?

My self-care plan

Think about the activities you do in a week or month, and to list them in what 'gives energy' and what 'takes energy':

Gives Energy	Takes Energy

Look at the list of 'takes energy'. Can you skip a few? Can you spend less time on a few?

- Highlight the ones you really need to do (like school or work)
- Add a maximum time you want to spend on the tasks you need to do but can send less time on.
- And cross-out those you are not going to do anymore.

Now that you saved time, create time to do the things you love, and that gives you energy!

- Highlight the ones you want to spend more time on.
- And make it as concrete as possible: What is the minimum time you want to spend on it, and when do you plan to do it (for example: always on Mondays and Saturdays).

Exercise 30
Review Action Steps

Learning goal	I can reflect on my actions and learn from it
Time	45 minutes
Materials	Flip-over sheets and markers

The game

Preparations None

Goal Learn from each other by sharing
For Club Mentor to monitor progress

Rules Discuss the following questions

Reflection

Reflect What in the Action Steps (so far) made you feel good or proud?
What in the Action Steps (so far) was difficult? Why?

Connect What helped you to achieve your goals?
What obstacles did you come across?

Apply Which tasks or roles did you like a lot?

If time allows, take time to prepare for the 1 or 2 activities for youth.

Suggestion: Everyone takes 20 minutes to work on her/his tasks for the 1 or 2 activities for youth. Tasks include all the things that need to be organised for the activities. Examples: Find as much as possible about ... in the coming 20 minutes. List all youth that we could invite.

For tools and actions, also see in *Workbook for Young Leaders*:

- Exercise 13: The Rough Activity Plan
- Exercise 32: Activity Planner
- Exercise 34. Track your progress

Then take 10 minutes for everyone to present tasks that have been completed, that are still to do or explain where they need help from others to be able to complete

Exercise 31
Wrap-up: Practice and build skills

Learning goal	Reflecting on the learnings and results so far
Time	30 minutes
Materials	Handout (see below)

The game

Preparations Choose an exercise to wrap-up. See 3.6 Wrap-up activities.

Goal Reflecting on the learnings and results so far

Rules Depends on the selected exercise

Variations

- Wrap-up can be done in the final club session about the topic. If the last session on a topic is a Self-work session, it can also be done at the start of the next Club Session.

Tips for the facilitator

- Ask them to explain or give examples to their answers.
- Explain that the Young Leaders exploring leading roles – related to their own goals. By practicing some tasks and roles, and reflecting on it, they are building their leadership skills. And at the same time, it will help to explore what kind of leadership roles and styles one likes and to gain skills and confidence in leading.

Handout
Wrap-up: Practice and build skills

Statements on the learning goals around Practice and build skills

- I understand leadership in volleyball
- I explore my values and leadership styles
- I take up new challenges
- I set goals
- I plan for concrete steps towards achieving my goals
- I ask for help when I need it and I support others
- I know how to deal with pressure

Statements on the results so far

- I learned new skills
- I gained confidence in leading
- I gained new insights
- We are on track organising the 1 or 2 activities for youth

Statements on how they will apply what they have learned

- I know what leadership role I want to do during the 1 or 2 activities for youth

2.4 Build leadership skills in teamwork

In this training phase, Young Leaders will practice leadership tasks and roles when organising club 1 or 2 activities for youth (13-15 years). Each Young Leader can use her/his talents and practice the roles they like most, or like to learn more about.

This subchapter is further divided into paragraphs as follows

- Exercises in Club Sessions
- Come-back training day
- The 1 or 2 activities for youth
- Exercises in Club Sessions

Specific learning goals

- We make decisions
- I can solve conflicts
- We can easily adapt to change
- I can create a sense of togetherness
- I demonstrate the behaviour I wish to see in others

Time planning

This phase of the training programme ideally takes 8 weeks, which allows for 2 Club Sessions with the Club Mentor 5 Self-work sessions. These are sessions: CS6- CS7, and SW5-SW9 in the Table listing all learning goals & exercises (see annex 1).
In addition, this phase includes 1 come-back training-day and 1 or 2 activities for youth led by Young Leaders.

Who prepares what?

The Young Leaders with the role of Location Leader, Equipment Leader, Planning Leader, Safety Leader or Social Leader prepare their tasks before each Club Session (and Self-work Sessions whereby they come together).
Moreover, the Club Mentor(s) and the Young Leaders decide together who prepares additional actions for each Club Session.
In addition, the national Federation and Clubs plan the come-back training to suit best learning opportunities. The training ideally takes place before the 1st or 2nd activity for youth has been organised to support sharing, learning and fine-tuning.

More facts & further reading

Find more background information in *Empowering Leaders: A Theoretical Guide for WLVT*, to be able to explain more about it during the training or sessions.

Exercises in Club Sessions

Below you find the exercises for the Club Sessions for training phase 4.

Note for Club Mentors

Check the Participation Ladder [see 1.5] and see if your group can move a step up the Participation Ladder. For instance, can they consult or advise in particular things in the Club Sessions or Activity for youth?
Want to find out which step of the Participation Ladder they are, and where they can move, see 4. The Participation Ladder in Practice in the *Workbook for Clubs*

Note: Self-work preparation needed by Young Leaders

If not done already: complete all details of the Activity Planner [see exercise 32 in the *Workbook for Young Leaders*].

Exercise 32
CoResolve Activity for youth

Learning goal	I listen carefully to others and consider their input We make decisions
Time	60 minutes
Materials	Handout CoResolve [see exercise 9]

The game

Goal

Final decision-making and taking everyone's ideas and perspectives into account.

Rules

- Have the team of Young Leaders briefly present their progress for the 1 or 2 activities for youth to the Club Mentor(s). Highlight what they agree on and list those things that have not been agreed on.
- Per topic: Appoint one discussion leader and decide on the topic to discuss and decide, using the method of CoResolve.

Alternate the role of discussion leader for different topics [if relevant], so everyone gets the opportunity to practice.

Tips for the facilitator

- Support the team to agree on the entire plan and planning of the 1 or 2 activities for youth [13-15 years]. And make sure that roles are well divided.

Exercise 33
Healthy Communications Game

Learning goal	I solve conflicts
Time	20 minutes
Materials	10 cones

The game

Preparations

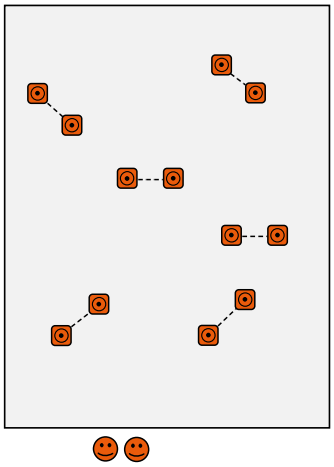
Define the playing field. And prepare 5 gates with the 10 cones (see picture)
Then make teams of 2.

Goal

The team that goes fastest through all gates wins

Rules

Place all teams around the field.
Ask each pair to send 1 person to you, as you forgot to explain 1 more thing. When the group is together, explain that this is a secret assignment to only them; it will be their task to obstruct their teammate from succeeding going through all the gates.
Have everyone to pair-up again. Count down: "3-2-1 start".



A rematch is possible: If those obstructing in the 1st round want to take one more try after the reflection, you can make another round, so that everyone had the chance to practice, even though the element of surprise is now gone

Reflection

Reflect

How did it feel to be the one who did not know about the other one's goal to obstruct? How was it for those obstructing? What were strategies used to try to reach the goal? Or to obstruct?

Connect

Does the strategy you used reflect how you react to difficulties in daily life?
Can you think of situations, that no strategy would help, and you'd better leave?

Apply

Which strategy do you want to use when the kids start a quarrel during the Activity for youth?

Tips for the facilitator

- If there is an uneven number of players, join the players, to make pairs.
- Examples of strategies to cope with conflicts include:
  - Trying to solve it on your own: avoiding or competing
  - Or trying to solve it together: supporting the other person's plan, compromise or collaborate
- Examples of strategies that can prevent or solve conflicts in the WLVT-training are: CoResolve [exercise 9] and *More info on Giving & Receiving Feedback*.

Exercise 34
Track your progress

Learning goal	We plan for concrete steps towards achieving our goals I can easily adapt to changes
Time	30 minutes
Materials	Online: Exercise 34 Track your progress in *Workbook for Young Leaders* Or offline: Printed handouts (see below) and pens/markers

The game

Preparations

None

Goal

Plan how to track the progress of your Team Goals (see exercise 11a+b) and the 1 or 2 activities for youth

Rules

- Discuss and write out the goal(s) for the 1 or 2 activities for youth.
- Think of a few simple things (1 or 2 items per goal), you can count or measure. And fill in the handout

A rematch is possible: If those obstructing in the 1st round want to take one more try after the reflection, you can make another round, so that everyone had the chance to practice, even though the element of surprise is now gone

Variations

- If you find an alternative to track goals and progress, that is also fine. Note that most planners focus on activities not goals.

Tips for the facilitator

- Keep it simple: Focus on goals for activities for youth (13-15).
- Make it harder: Then also check your team goals, are they in? How can you make sure they are in? Are individual goals in?
- Review with Young Leaders with what they come up first: Can be made simpler? Is the plan helping to keep track on the progress?
- Explain that in this way the team is working on goal-setting and keeping track of the progress towards the goal. By checking the progress regularly, they are most likely to successfully achieve this goal together. Or if it turns out to be unrealistic, they can adapt the way to achieve the (sub)goals, or if need be: the goals itself.

Handout

Track your progress a

Making a plan to track the progress will help your team to see if all actions are carried out successfully, or if there are shortcomings that need additional actions or support.

Example **Goal:** Fun 1 or 2 activities for 50 youth (13-15 years)

A. Subgoals	B. Actual result	C. Actions Planned	D. Actions Done	E.By whom	F.Deadline
50 youth	5 youth interested	Post on Instagram Ask coach to share	Draft a flyer	Gudrun	25 Sept
13-15 years		Recruit from the under 15 teams Ask age when they register		Mo	1 Oct 15 Oct
Fun for youth		Short online survey to check how participants liked the 1 or 2 activities for youth		Alma	28 Nov

Tips:

- Column A:
  - Come-up with items that can easily be counted. For example: number of participants.
  - Or think of easy things that can measure the change you want to see. For example: check how participants liked it by asking if they would come again (rate 1-6), or if they would invite friends (rate 1-6). You can also ask open questions like: What did you like most? What tips can you give us?
- Column B: Compare the goals in column A with the actual results from column B.
- Think about which actions you need to do to achieve this result (column C), and by whom (column E) and when (column F). When actions are done, they can move to column D.

Pro tips:

- Keeping it simple: Focus on the goals for the 1 or 2 activities for youth only.
- Making it harder: Make a plan to track progress for your team goal too, per action step

Handout
Track your progress a

Discuss and write out the goal(s) for the 1 or 2 activities for youth

Tips

- After you have listed the goals, see if you can order them in main goal(s) and subgoal(s). For examples of subgoals see example below.
- Check your team goal. Is there anything you'd like to add from here to the 1 or 2 activities for youth goals?

Think of a few simple things (1 or 2 items per goal), you can count or measure. Fill in for your team:

Goal _____

Subgoals	Actual result	Actions Planned	Actions Done	By whom	Deadline

Goal _____

Subgoals	Actual result	Actions Planned	Actions Done	By whom	Deadline

Goal _____

Subgoals	Actual result	Actions Planned	Actions Done	By whom	Deadline

Check the above table with your team each time after you have worked together on the organisation of the 1 or 2 activities for youth. Especially update the things that are done, and those that need to be done. This is an easy way to track your progress. It is also possible that you identify new upcoming actions. You can add if it is needed to achieve the goals you set as a team.

Exercise 35
Invent a Welcoming Exercise

Learning goal	I can create a sense of togetherness
Time	25 minutes
Materials	Sporting materials, flip-over sheets and markers

The game

Preparations
Make teams of 2 or 3.

Goal
Create a welcoming and inclusive atmosphere for youth at the activity

Rules
Before they start, let them think back to the Kick-off training and the first Club Session. Can they mention examples from there about creating a welcoming environment (also see exercises 1, 16 and Tips for creating a welcoming environment in sports sessions).
Rounds:

- Ask each team to prepare a short exercise or brief plan on how to encourage togetherness in the 1 or 2 activities for youth.
- Each team briefly presents their plan by showing the exercise or plan. If it is an exercise, have everyone to play it.

Reflection

Reflect
How did you like the welcoming exercises and plans? What was good? What did you miss, if these were the activities for youth?

Connect
How do you want to do that at the activities for youth?
Can the team do that, or does it need something /someone else?

Apply
Prepare the welcoming moment of your 1 or 2 activities for youth.

Note: Follow-up needed by Young Leaders in the Self-work Sessions
Young Leaders will prepare the welcoming moment for their 1 or 2 activities for youth.
Let them check: How to lead a sports exercise in the *Workbook for Young Leaders*.

Exercise 36
Be a Role Model

Learning goal	I demonstrate the behaviour I wish to see in others
Time	30 minutes
Materials	1 large paper sheet (or 2 flip-over sheets + tape) and markers per team

The game

Preparations

Make teams of 2 or 3.

Goal

Become aware that they are and can be good role models

Rules

- Jointly discuss briefly:
  Who are their role models in volleyball? Can they put in mind someone closest to them (their team captain, a player they admire, their coach, etc.)
  What makes them role models? What qualities or skills do they have?

- Prepare 1 sheet where 1 person can lie down at and draw this person on the paper. This is your role model that we talked about. Can you write in the drawing:
  - what the role model thinks (on the head)
  - what she/he feels (on the heart)
  - and what her/his abilities are (on the hands)?

- Each team briefly presents their 'role model' to the others.

Reflection

Reflect

How does thinking about what a role model is helps you?
What can you learn from her/him?

Connect

Which characteristics do you also have in your team or in yourself?
Can this team be a role model to others?

Apply

During the 1 or 2 activities youth may look up to you. What behaviour do you want them to show? And what behaviour do you need to show?

Tips for the facilitator

- Explain that everyone can be a role model. And that they will be a role model for the youth at the 1 or 2 activities. They will be copying their behaviour as an example. What is the behaviour you wish to see in these youth, during the activities? That is the behaviour they need to show too.
- Examples include: Being friendly and giving clear explanations (no hostility as in screaming or swearing), no touching (or discuss when this is or is not allowed and link it to the Federation's rules on this), and show a healthy lifestyle with healthy foods, drinks and habits. Also check Textbox How to create a safe space? in the *Workbook for Young Leaders*.

Come-back training

The come-back training goal is to enable sharing inspirations, answering questions and fine-tuning their 1 or 2 activities for youth. The come-back training – just like the kick-off training – also enables sharing and learning between members from different clubs. Below you find the exercises for a 1 day come-back training.

Exercise 37
Warming-up

Learning goal	Creating a welcoming environment Teambuilding amongst clubs
Time	45 minutes (15 minutes walk-in, and 30 minutes introduction and game)
Materials	Depends on the selected exercise

The game

Preparations

Select a good game to start with that is fun and active. See for inspiration 3.3 Introduction Games or 3.4 Teambuilding Games.

Goal

Depends on the selected exercise

Rules

Make sure that participants feel welcome when they start dropping in (see also exercise 1 and Tips for creating a welcoming environment in sports sessions).

- Briefly explain the goal and programme of the day.
- Play a fun and active game. Rules depend on the choice of exercise.

Exercise 38
Live Q&A (Questions & Answers)

Learning goal	Sharing and learning from each other
Time	60 minutes
Materials	Post-its in 2 colours (or small notes and tape), pens, music 2 flip-over sheet and markers

The game

Preparations

1 flip-over sheet says 'Learnings' and 1 'Questions'.

Goal

Collect questions and learnings they have and match them together

Rules

Rounds:

- Walk crisscross through the field when the music is on. And seek 1 teammate as soon as the music stops. Ask them to discuss the following question for 2 minutes:
  What was the best thing from the training programme for you so far?
  Put the music back on when the 2 minutes are over. And play again 2 more times with the following questions:
  What have you learned so far in the training programme?
  What are things you have questions about, or what do you not yet quite understand?
- Come back together in a circle. Give everyone 2 post-its from each colour (for example, red and green). And ask everyone to note 1 or 2 things on the green post-its that they have learned in the programme so far, and that they can explain to others how they can do that. On the red post-its they can note 1 or 2 things they still have questions about. Note 1 item per post-it only. They stick their Questions and Answers on their shirt/ sweater.
- Put back the music on (soft enough to be able to hear each other) and ask everyone to find someone else who can answer the question they have, looking at each other's post-its. Use as much time, as players are still motivated to share with each other. Announce '2 more minutes' before you quit the game.

Reflection

Reflect

Who got any answers to their questions during the game? Can you tell us what it was, so we can all learn from it? Note them of the flip-over sheet. Does anyone want to add learnings to this list?
What questions still remain? Note them on the flip-over sheet.

Connect

Discuss what questions can be answered now or later today.

Apply

After this exercise are there things you will do differently? How? When?

Variations

- If there is an uneven number of players, join the players in the 1st round, to make pairs.

Tips for the facilitator

- Make sure that everyone has their questions answered during the day. Add time or activities to do this. Also, Club Mentors can help to find out the right info. Or share it later (in the WhatsApp group).
- If possible, also share best practices from other participating nations, to stress the international character of the programme and to facilitate learning amongst clubs.

Exercise 39
Cooling-down

Learning goal	Providing inspiration to Young Leaders Teambuilding amongst clubs
Time	60 minutes
Materials	Volleyball field, nets, volleyballs, music or a whistle

The game

Preparations

Make 3 small volleyball fields next to each other: one is called 'bronze', one is called 'silver', and one is called 'gold'.
Make 6 teams mixing the different clubs.

Goal

The team that ends up in gold and wins the final game wins

Rules

Play at least 4 volleyball matches of 5 minutes. Whistle or stop the music when the game ends. Draw games get another 1 minute to do a knock-out of 1 minute to identify the winner. No winner after 1 minute? Have 1 representative per team do a Rock, Paper, Scissors match to identify the winner.
Then all winning teams move up (for example from bronze to silver), and losing teams go down (for example from gold to silver).
Winning teams in gold remain, losing teams in bronze remain.
And play the next match. Notify the last minute per march, and also the last match.

Reflection

Come together in a circle and celebrate the winner.
And briefly discuss the tops and tips of this tournament form.

Variations

Tips for the facilitator

- You may also choose another competition or organisation form (see 3.2)
- Organise this fun small tournament form together with the Club Mentors.

Note: Self-work preparation needed by Young Leaders
Each club-team prepares a game of around 10 minutes that they did/will do at the 1 or 2 activities for youth (it must be something that is different from a regular volleyball match).

Exercise 40
Present & Inspire

Learning goal	I can easily adapt to changes
Time	80-100 minutes (around 20 minutes per club-team)
Materials	Each club-team brings materials they need to do the exercise (or checks if it is at the training location)

The game

Preparations

Members (Young Leaders and their Club Mentors) from each club come together in 1 team. And split the field into as many parts as clubs present.

Goal

Inspiring each other

Rules

As a group, go along all club-teams. Per club:

- The Young Leaders lead the 10-minute exercise they prepared at their part of the field and all others joins the game.
- After that they shortly present their 1 or 2 activities for youth (for 2 to 3 minutes)

Reflection

Have a brief reflection (around 5 minutes) after each club presentation:

- Do you have any questions?
- What did you like a lot? What was good about the game and presentation?
- What are tips that you have for us, so we can improve?

Variations

- If time allows take extra time for each club to adapt their plans with the feedback and tips or for tasks the teams still need to do in organising activities for youth.

Tips for the facilitator

- Provide tops and tips on leading a sports exercise (see Textbox How to lead a sports exercise in the *Workbook for Young Leaders*) in the reflections of each presentation.

Exercise 41
Cooling-down

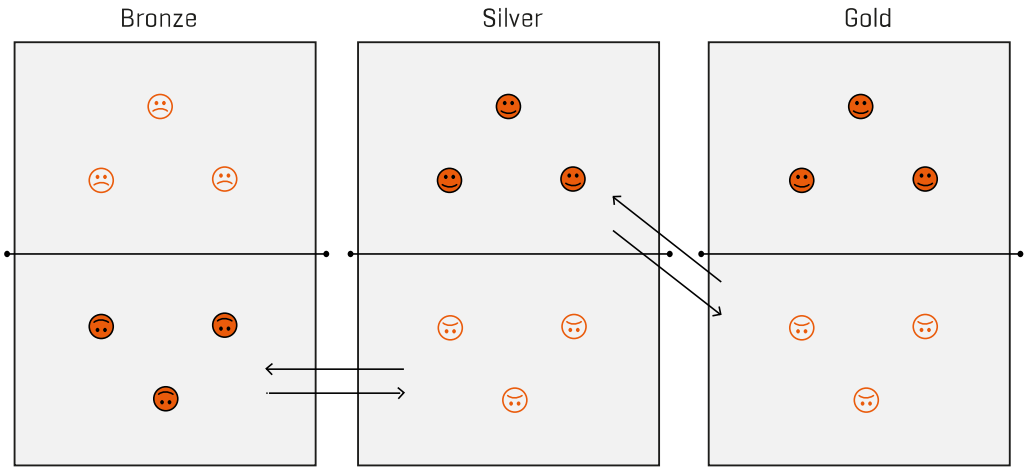
Learning goal	I can reflect on my actions and learn from it I can easily adapt to changes
Time	30 minutes
Materials	Depends on the selected exercise

The game

Preparations Choose an exercise to wrap-up. See 3.6 Wrap-up activities.

Goal Reflect on the learnings and adaptations

Rules Depends on the selected exercise



Reflection

Reflect What was most fun today? What have you learned? What did you adapt?

Connect Was it easy to adapt? What was difficult? When is it relevant to adapt?

Apply How can you make sure you keep reflecting and adapting?

Variations

- If this is the last session of this training's phase, you can also choose to do the wrap-up (see exercise 43) instead of this one.

Tips for the facilitator

- Explain that trying out, learning and adapting is part of the process to get to the best version. So, changing the ways to reach the goal is a good thing to do. It gives you the flexibility to adapt according to what you learn along the way. Keep on reflecting, learning and adapting when preparing the 1 or 2 activities for youth , and in your further leadership tasks and roles!

The 1 or 2 activities for youth

The Young Leaders organise 1 or 2 activities for club (and school) youth, aged 13-15 years.

Exercise 42
The 1 or 2 activities for youth

Learning goal	Practicing leadership skills, tasks and roles
Time	Depends on choice per club
Materials	Exercise 32: Activity planner in the *Workbook for Young Leaders*

The game

Preparations See activity planner in the *Workbook for Young Leaders*

Goal Prepare 1 or 2 fun activities for youth (13-15 years)

Rules The Young Leaders will lead the activity for youth as planned for.
The Club Mentor(s) are present for questions and as a back-up support.
In addition, Board Members can also support the Young Leaders and acknowledge their work during the programme by coming by to see the activities organised and lead by the Young Leaders.

Reflection

Together: Take a moment that day to evaluate the positive aspects of the activity for youth, when done with the cleaning-up the field (for example, when taking a drink or a bite together).

Reflect What was going well? What positive comments have you heard from the players? What do you think your teammates did well?

Connect What do you feel you yourself did well?

Apply What will you do the same next time?

Tips for the facilitator

- Don't worry even if only few youths come to join the 1 or 2 activities for youth. Just keep going and make it a great 1 or 2 activities for youth for those who are there (adapt if needed to the number of players). It is still a great opportunity for the Young Leaders to practice.
- For the brief reflection: Focus on the positive aspects, as an acknowledgement for the hard work. The reflection and tips will come later (and they probably already know what they could have done better). Add positive feedback points that are not mentioned yet by the Young Leaders themselves.
- Positive feedback can also be: Maybe not all worked according to plan, but it was the first time for you to organise it and look what you have managed to do already!

Exercises in Club Sessions

Below you find the exercises for the Club Sessions and Self-work sessions.

Exercise 43
Wrap-up: Build leadership skills in teamwork

Learning goal	Wrap-Up the topic Build leadership skills in teamwork
Time	30 minutes
Materials	Handout (see below)

The game

Preparations Choose an exercise to wrap-up. See 3.6 Wrap-up activities.

Goal Reflecting on the learnings and results so far

Rules Depends on the selected exercise

Variations

- Wrap-up can be done in the final Club Session about the topic. If the last session on a topic is a Self-work session or 1 or 2 activities for youth , it can also be done at the start of the next Club Session.

Tips for the facilitator

- Tips for the facilitator
- Ask them to explain or give examples to their answers.
- Explain that the Young Leaders learned by doing. They have prepared and organised 1 or 2 activities for youth, and while doing that as a team – and reflecting upon it, they have practiced and built new leadership skills!

Handout

Wrap-up: Build leadership skills in teamwork

Statements on the learning goals around Practice and build skills

- We make decisions
- I can solve conflicts
- We can easily adapt to change
- I can create a sense of togetherness
- I demonstrate the behaviour I wish to see in others

Statements on the results so far

- I learned new skills
- I gained confidence in leading
- I gained new insights
- I am proud on the 1 or 2 activities for youth we organised

Statements on how they will apply what they have learned

- I know what leadership role I want to do in future

Also reflect on the activity for youth

At least 1 day after the activity, reflect on the activity as a team. Write down 2 things that went well, and 1 thing to improve. And write down the tips or possible variations:

2 things that went well	1 thing to improve	tips or possible variations (or tips and suggestions for next time)

2.5 Celebrate our achievements!

In this training phase, it is time to complete the programme and start planning for future activities or roles, where you can use the leadership skills you gained on and off the volleyball field. And finally, we will be celebrating our achievements!

Specific learning goals

- I can find supporters to realise my goal
- I can influence decision-making

Time planning

This phase of the training programme ideally takes around 6 weeks, which allows for 3 Club Sessions with the Club Mentor(s) and 3 Self-work Sessions. These are sessions: CS8- CS10, and SW10-SW12 in the Table listing all learning goals & exercises (see annex 1).
The last Club Session is a final celebratory session.

Who prepares what?

The Young Leaders with the role of Location Leader, Equipment Leader, Planning Leader, Safety Leader or Social Leader prepare their tasks before each Club Session (and Self-work Sessions whereby they come together).
Moreover, the Club Mentor(s) and the Young Leaders decide together who prepares additional actions for each session.

More facts & further reading

Find more background information in *Empowering Leaders: A Theoretical Guide for WLVT*, to be able to explain more about it during the training or sessions.

Exercise 44
Final Recording on our learnings

Learning goal	I can reflect on my actions and learn from it
Time	45 minutes
Materials	A5-sized papers/cards, markers, flip-over sheet

The game

Preparations

Give each Young Leader 2 cards and a marker. Sit down in a circle.

Goal

Get to a top 3 of learnings and best practices as a team, and individually

Rules

- Individually write 1-2 things you have learned in this training programme. 1 thing per card.
- Bring all cards together in the middle of the circle. Young Leaders can discuss and bring together the cards with relating topics.
- Briefly reflect on the main learnings. Can they explain or give examples?
- Then brainstorm together on 1 or 2 best practices, meaning what is something they did very well (the activities for youth, recruiting youth for it, the organisation of the Club Sessions, or something else). What are tips they would give to others that will also organise this? Note these tips.

Reflection

Reflect

- How was it to reflect on learnings and best practices?

Connect

- What are your top 3 personal learnings?

Apply

- Note your top 3 learnings for yourself as a preparation of recording your learnings (exercise 44 in *Workbook for Young Leaders*).

Tips for the facilitator

- Explain that you can always look back at your learnings and your recorded Talents & Skills. It will help you to see where you are good at, and to see your progress. Something to be proud about!
- Learnings and best practices will be shared with the Board Members. In addition, the best recorded activities for youth by Young Leaders (*EU Young Leaders Volleyball Activity Handbook*) from all the participating clubs in several countries will be shared.

Note: Follow-up needed by Young Leaders in the Self-work Sessions

Young Leaders will record their personal top 3 learnings.
Together, Young Leaders together record their 1 or 2 best practice(s), to share with the other clubs in and outside your country.
For both see exercise 44 in *Workbook for Young Leaders*.

Exercise 45
Organise Final Celebration

Learning goal	I can reflect on my actions and learn from it
Time	45 minutes
Materials	A5-sized papers/cards, flip-over sheet, markers Handout Plan to Celebrate (see below)

The game

Preparations Sit in a circle.

Goal Make a plan for the celebratory final session

Rules

- Each person writes out a fun exercise that they could do in the celebratory final session. If everyone is done pass the card to the person at your right.
- The receiving player reads the card and then adds an idea inspired by the original OR enhances the original idea before passing the card along.
- When the cards are back with the person who wrote the first idea, everyone presents her/his now elaborated idea.
- Choose one exercise that everyone likes. And make sure it's realistic in terms of time and budget.
- Prepare the full programme of the celebratory final session: Think of a day and time, who to invite, where it takes place, and list the activities from A to Z and how long each will take. Also prepare a list of who does what when so that everything is well-organised at the day.

Reflection

Reflect Does the plan spark togetherness? And is it realistic?

Connect Does the plan include everyone (in terms of ideas, likes, wishes)?
What can add/change so everyone can enjoy?

Apply Decide the last bits together with the Club Mentor and start organising for it!

Variations

- You can also use a voting-system to select an activity for the celebration. Give everyone 3 stickers (or a small item) and they can divide them over de ideas according to what they think is important (either 3 to 1 item, or divide the 3 over 3 items, everything is allowed). The item with the most votes will be picked.

Tips for the facilitator

- Explain that we want to complete the training programme with a celebratory final session.
- And one part of the completion of the programme is to present our learnings and future plans to the board. This presentation and the celebration could be in 1 session or in 2 separate ones.
- Also, plan a date and location.
- And choose who you want to invite. For example: the Board Members, Club Mentor and/or others. Check before if Board Members have time for this. Or who else at the club can be invited? Alternatively, they could make a brief video-clip to share in their club.

Handout
Organise Final Celebration

Why celebrate?

It is important to celebrate your achievements. It makes you look back on what you have learned and be proud of it. It also provides for a positive and formal completion of the programme.

Ideas for additional activities during a final celebratory session

- Welcome
- Officially present your learnings and plans to Board Members (or other club members)
- A fun exercise or workshop together
- Drinks & bites
- Formal hand-over of 'Certificates of Participation'
  - While those who come forward will run through a tunnel of clapping people, or people making a wave.
  - Or with a brief speech of the Club Mentor.
- Final survey and/or final Wrap-up.
- Something else, or a mixture of the above.

Note: Preparation needed by Young Leaders in the Self-work Sessions
Young Leaders will Goal-setting and action plan for future leadership (see exercise 46a in *Workbook for Young Leaders*).

Exercise 46a
Take your skills to the next level

Learning goal	I set goals I plan towards achieving my goals I ask for support when I need it and I support others when the need it
Time	45 minutes
Materials	Flip-over sheets and markers

The game

Preparations

Collecting Feedback
Gaining support for your plan

Rules

Give everyone a few minutes to prepare their presentation.
They may write, draw or makes notes on what they want to say.

Each presentation includes:
Why: Personal Motivation & Goal
How: 3 action steps to achieve this goal
What: Specific activities that you are going to do in the coming months

Reflection

Reflect

Have everyone present their future plan and reflect briefly after each presentation.
Does the audience have questions on the presentation?

Connect

Is the speaker looking for tips or advice in some parts?
Can the others come up with tips or advice for these questions?

Apply

In the next exercise you will get the chance to change or add to your plan, with the feedback from here, and that from the mentor.

Tips for the facilitator

- Provide them as a group with positive feedback.
- Explain that they will do this presentation for the board as well, so this is a first try-out, that they can still improve if they like.

Exercise 46b
Mentor session: Take your skills to the next level

Learning goal	I set goals I can find supporters to realise my goal
Time	30 minutes
Materials	Young Leaders Handbooks

The game

Goal

Club Mentor to think along which leadership opportunities fit best to their future leadership plan.

Rules

Sit together with individuals or buddy-pairs and discuss as follows:

- First listen if they want to add anything to the presentation they just did, or any relating questions they might have.
- Give them feedback on it, or hand other ideas and opportunities inside and outside the club. For example, refer them to follow-up training, or help them to identify opportunities in the club where they can take on this role or add these skills, or where you can learn more.
- Ask if they need help to realise these practices. Refer or connect them when possible, or matchmake them with a buddy in the club.

Tips for the facilitator

- Young Leaders that are not in the mentor session, can work on their tasks organising the celebration.
- Also see Textbox Follow-up leadership courses in your country in the *Workbook for Young Leaders*.

Exercise 47
Prepare Final Presentation

Learning goal	I can find supporters to realise my goal
Time	45 minutes
Materials	Flip-over sheets, markers; or laptop (and projector) Printed handouts (see below) for observers

The game

Preparations

Have the Young Leaders to prepare their presentation for the celebration, including agreeing on the division of roles for the presentation.

Goal

Practice presenting, enthusiasm others and find supporters

Rules

Explain that they will do this presentation for the board as well, so this is a first try-out, that they can still improve if they like.

Include in the presentation:

- Tangible results achieved as a team
  Examples are: the number of participants in the activity, or pictures of it, the 1-2 best practices.
- Personal learning and future plan
  Everyone briefly presents their personal learnings and how they want to use those in their future tasks and roles.
- Call to Action to the Board or audience
  And prepare a concrete question to the audience so they can help the Young Leaders in their plans.

The team presents as if you present to the Board Members.

Reflection

Reflect

Discuss tops and tips from the observation list

Connect

What do we want to keep doing? What do we want to change? How?

Apply

Adapt those things you want to do differently

Variations

- Give those not presenting an observation list (see next page) to fill in during the presentation. If everyone joins the presentation, use the observation list after the presentation and before the reflection.

Tips for the facilitator

- Explain that finding supporters for your plans, is also one of the 4 Powers to gain power.
- Give feedback on what was good, and on what can be improved. Think of:
  - Is the presentation clear and inspiring? Do they have a specific question (or call to action) for the Board Members?
  - Where relevant, also give feedback on how the presentation looks like, such as voice, body language or pace.
  - Explain that by presenting the plans and progress they involve others, which in turn helps you to collect feedback and mobile support.

Handout
Observation List

Give at least as many tops as tips!

	Tops	Tips
Content of the presentation Was it clear? Were examples used to explain? Was it not too long?		
Enthusiasm audience Did the introduction grab the attention of the audience? Was there a personal note or something funny mentioned? Was a call to action / a question to the audience?		
The presenter Was it clearly to hear (voice and pace)? Was the body language supporting the content (eye contact, gestures, confidence).		

Exercise 48
Wrap-up: Celebrate our achievements!

Learning goal	Reflecting on the learnings and results so far
Time	30 minutes
Materials	Depends on the selected exercise

The game

Preparations

Choose an exercise to wrap-up. See 3.6 Wrap-up activities.

Goal

Reflecting on the learnings and results so far

Rules

Depends on the selected exercise

Statements on the learning goals around Celebrate our achievements!

- I can influence decision-making
- Ask them to explain or give examples to their answers.

Variations

- The federation will let you know if or when there is a full survey to check all learning goals at the end of the training programme.

Tips for the facilitator

- Explain that the training programme is now completed. And that they can look back on the great 1 or 2 activities for youth you have organised, and all that you have learned!
- You might discuss if and how they want to keep in touch.
- And wish them good luck with further practicing and using your leadership skills, on and off the volleyball field!

3 More games and energizers

This chapter provides you with inspiration for more games and energizers, as follows:

- 3.1 Volleyball Games
- 3.2 Organisation Forms
- 3.3 Introduction Games
- 3.4 Teambuilding Games
- 3.5 Energizers
- 3.6 Wrap-up Activities

3.1 Volleyball Games

With small groups or new players, it can be fun to play an alternative volleyball game. Find 3 variations below.

Game
TeenVolley (3vs3)

Time	45 minutes
Materials	Flip-over sheets and markers

The game

Preparations

Make teams of 3 players.

Goal

Score as many points as a team.

Rules

No game will have a point cap.
Rally scoring will be used.
All three players will count as hitters/front row players.
No rotation needed aside from serve.

Variations

- When you have 2 teams (or an even number of teams), play best out of 3 games. Set 1 and 2 are played up to 25 points and set 3 up to 15 points.
- When you have more than 2 teams or an uneven number of teams, one can play Queen of the Court: the winning team after 1 game of 5 minutes stays in the field, the other team switches with the team waiting in line first.
- When having a lot of teams, you can play at 2 or 3 fields at the same time. After a game on five minutes the winning team moves to the court to the right and the losing team moves to the court on the left. Are you on the court on the far right and you win the game, you stay there.
- When having mixed participants, you may add these rules:
  - When switching players, there should always be at least 1 boy and 1 girl in the field.
  - If a team uses more than 2 hits, one hit needs to be from a girl

Tips for the facilitator

- Find more info in this video: https://volleyball.no/teenvolley

Game
ParaVolley

Time	5-20 minutes per game
Materials	Volleyball field, net and ball Adapt the field for sitting volleyball, which is usually: ● A 6 x 10m court. Boundary lines are included in the court. The centreline divides the court into two courts, 6 x 5m each. ● A normal net that is 1m wide and 10m long. The net is 1.15m for men and 1m for women. ● The attack lines are drawn parallel to the centreline and 2m from the middle of the centreline. ● The service zone is marked with two lines, each 15cm long and placed inside the service zone at the end of each court, 20cm behind and perpendicular to the end line. Both are drawn as an extension of each sideline.

The game

Preparations Make teams of 6 players each.

Goal Score as many points as a team.

Rules Players must be sitting, and their torso must maintain contact with the floor when playing the ball. Athletes slide around the court using their arms, without leaving a sitting position. Each team is allowed to have up to three contacts with the ball before returning it to the opposing team's side of the court.
Each match is the best of five sets, played to 25 points, but you have to win by 2. If a 5th set is necessary, that set is played to 15 points, and again, you have to win by two.

Tips for the facilitator

- Find more info in these videos: https://www.paralympic.org/news/sport-week-10-things-know-about-sitting-volleyball and https://www.youtube.com/watch?v=7akkrRxgZ_g

Game
Diamond Volleyball

Time	5 minutes per game
Materials	Volleyball field, net, and ball (balloon or beach ball

The game

Preparations Make 3 teams of 2 or 3 players each.

Goal Score as many points as a team and master the exercise.

Rules Easier rules per level (1-4) to master the exercise:

MINI 1 = Level 1; allowing three receptions/throws.

- Start the game by throwing (or serving) the ball.
- A player can serve a maximum of 3 times in a row.
- After winning a rally on the 3rd serve, the team rotates and a new player on the same team takes over the serve.
- If a child is unable to throw/serve from the baseline, they may move closer to the net as needed to successfully throw/serve the ball over the net.
- Any overhand serve must be performed from behind the baseline. The team must make 3 touches before the ball is played over the net.
- Avoid carrying the ball.
- Points are awarded when the ball is dead.
- The coach/referee should help the children maintain the flow of the game and strive for fair play.
- Rules are enforced with discretion regarding net touches and stepping over the lines.
- Play with a triangular formation, where the two players at the back of the court handle many of the balls coming over the net.
- Throw the ball to the child standing near the net, who then returns the ball to one of the others who may have stepped closer to the net.
- Matches can be adapted to a tournament format.
- Games can be played to a set number of points or for a specific duration.
- The player or team with the most points at the end wins.

MINI 2 = Level 2; allows receiving/throwing on first and second touches. The third touch must be a volleyball stroke over the net.

- Serve the ball to start the game.
- A player can serve a maximum of 3 times in arow.
- After winning a rally on the 3rd serve, the team rotates, and a new player on the same team takes over the serve.
- If a child is unable to serve from the baseline, they may move closer to the net as needed to successfully serve the ball over the net. Any overhand serve must be performed from behind the baseline.
- First touch - held ball, second touch - held ball, and third touch over the net must be a volleyball hit.
- The team must make 3 touches before the ball is played over the net. Avoid carrying the ball.
- Points are awarded when the ball is dead.

- The coach/referee should help the children maintain the flow of the game and strive for fair play. Rules are enforced with discretion regarding net touches, stepping over the lines, double hits, and carrying.
- Play with a triangular formation, where the two players at the back of the court handle many of the balls coming over the net. Throw the ball to the child standing near the net, who then returns the ball to one of the others who may have stepped closer to the net.
- Matches can be adapted to a tournament format. Games can be played to a set number of points or for a specific duration. The player or team with the most points at the end wins.
- The game is played without the front player/back player rule.

MINI 3 = Level 3; allows receiving/throwing only on the second touch (layout)

- Serve the ball to start the game.
- A player can serve a maximum of 3 times in a row.
- After winning a rally on the 3rd serve, the team rotates, and a new player on the same team takes over the serve.
- If a child is unable to serve from the baseline, they may move closer to the net as needed to successfully serve the ball over the net. Any overhand serve must be performed from behind the baseline.
- First touch – volleyball hit, second touch – held ball, and third touch over the net must be a volleyball hit.
- The team must make 3 touches before the ball is played over the net. Avoid carrying the ball.
- Points are awarded when the ball is dead.
- The coach/referee should help the children maintain the flow of the game and strive for fair play. Rules are enforced with discretion regarding net touches, stepping over the lines, double hits, and carrying.
- Play with a triangular formation, where the two players at the back of the court handle many of the balls coming over the net. Hit the ball to the child standing near the net, who then returns the ball to one of the others who may have stepped closer to the net.
- Matches can be adapted to a tournament format. Games can be played to a set number of points or for a specific duration. The player or team with the most points at the end wins.

MINI 4 = Level 4; like normal volleyball without holding, but with a minimum of two ball touches before the ball is sent over the net.

- Serve the ball to start the game.
- A player can serve a maximum of 3 times in a row.
- After winning a rally on the 3rd serve, the team rotates, and a new player on the same team takes over the serve.
- Points are awarded when the ball is dead.
- Blocking is allowed, but not blocking the serve.
- All touches must be volleyball hits, and the team must have a minimum of two touches before sending the ball over the net.
- The coach/referee should help the children maintain the flow of the game and strive for fair play. Rules are enforced with discretion regarding net touches, stepping over the lines, double hits, and carrying.
- Play with a triangular formation, where the two players at the back of the court handle many of the balls coming over the net. Hit the ball to the child standing near the net, who then returns the ball to one of the others who may have stepped closer to the net.

- Matches can be adapted to a tournament format. Games can be played to a set number of points or for a specific duration. The player or team with the most points at the end wins.

Tips for the facilitator

Find more information in these videos on:

- Mini Level 1: https://player.vimeo.com/video/112595825
- Mini Level 2: https://player.vimeo.com/video/112648191
- Mini Level 3: https://player.vimeo.com/video/113227171
- Mini Level 4: https://player.vimeo.com/video/115610584

3.2 Organisation Forms

When you are organising an activity for youth, you can choose several forms. Here, you find a collection that you can choose from:

A Tournament forms

Round Robin

- What is it? Each team plays every other team at least once.
- Characteristics: This format ensures a maximum number of matches and is good for determining the best overall team, but it can be time-consuming.
- How is it used? Commonly used in league play and in the initial stages of larger tournaments to ensure every team plays multiple matches.

	Team A	Team B	Team C	Team D	Team E
Team A		3 - 1			
Team B					
Team C					
Team D					
Team E					

Notes:

• This table also allows for noting the final score. Example: 21 points for team A, and 14 for team B.

• Ranking: the team with the most total number of victories (matches won) wins.

• More information on ranking: https://en.volleyballworld.com/volleyball/competitions/club-world-championship-men-2022/competition/ranking-system

Pool Play

- What is it? Teams are divided into smaller groups or pools and play a round-robin within their pool. The top teams from each pool advance to a knockout stage, which could be single or double elimination.
- Characteristics: The format provides for both fair competition (within the pools) and time-efficiency because of later knock-out phase.
- How is it used? Frequently used in larger tournaments, particularly in the early rounds, to organize teams into manageable groups.

Knock-out competition

- What is it? In this format, teams are eliminated from the tournament after a single loss.
- Characteristics: It is straightforward and quick, but it does not allow for many matches per team.
- How is it used? Widely used in many sports, including volleyball, due to its simplicity and time efficiency.
  Variations: Teams are eliminated after 2 or 3 losses.

Mini-Tournaments or Leagues

- What is it? Teams participate in a series of mini-tournaments or league matches over a set period, accumulating points or standings that lead to a final championship 1 or 2 activities for youth.
- Characteristics:
- How is it used? Used primarily in local or amateur settings where ongoing play is feasible.

Swiss System

- What is it? Teams are paired for each round based on their performance in previous rounds, aiming to match teams of similar strength.
- Characteristics: This format ensures balanced competition and can be used to avoid early elimination.
- How is it used? Used in tournaments where the goal is to match teams of similar skill levels, ensuring competitive balance.

B Other Play Forms

Queen or King of the Court

- What is it? After 1 score (or an indicated time period) the winning team remains in the field, and the other team switches with the team first in line.
- Characteristics: A fast-paced, continuous play format. Teams rotate in and out based on performance, often with a time limit. It's dynamic and fun, ideal for short, engaging 1 or 2 activities for youth s.
- How is it used? Gaining popularity for its fast-paced, engaging format, especially in beach volleyball and smaller, informal competitions.
- Exercise 12 of the Exercise Book is an elaboration on this game.

Ladder System: Bronze, Silver & Gold

- What is it? There are 3 simultaneously played matched on 3 (smaller) fields (next to each other): one is bronze, one is silver, and one is gold. The team that ends in the 'gold'-field and wins, after several matches, wins. Games take around 5 minutes. After that the teams will move according to their win or loss. Winning teams move up (for example from bronze to silver), and losing teams go down (for example from gold to silver). Winning teams in gold remain, losing teams in bronze will remain. Draw games need a knock-out extension to identify the winner.
- Characteristics: This is a flexible format.
- How is it used? Often used in ongoing training sessions.
- Exercise 39 of the Exercise Book is an elaboration on this game.

Circuit Training

- What is it? A set of exercises. Each group does all the exercises, one after another.
- Characteristics: the time between exercises in circuit training is short and often with rapid movement to the next exercise.
- How is it used? It's a fun way to do all the exercises in a fast way. Number the exercise so that everyone knows where to go next.

3.3 Introduction Games

These games can help to get to know each other better, when starting in a new group:

Make a move

Stand in a circle and ask one by one to say their name and mention something that is typical about you and learn the other one a 'move' that portrays this typical thing of yours. Then everyone is going to do this move. After the second person, the entire group is first copying the first move, then the second, etc. Each time the series of moves grows.

Name game

Stand in a circle and pass the ball around. First say the name of the player you want to reach and then pass the ball. In a first round you can first ask someone's name, then say it out loud, and throw.
Once everyone knows the names, use have 2 players with a ball, to make it harder and more fun.

Name tag

Indicate the field and assign a tagger. If tagged players go off the field.
Change taggers by calling someone's name, now this person is the tagger.
Variations: tag games whereby players can free tagged players. For instance, tagged players need to bend over for playing leapfrog. When another player jumps over, they are free to join the game again.

Name clapping

Stand in a circle, and first of all get into the same rhythm of clapping all together. For instance: clap twice on the lap, 1 clap with the hands, and 1 silent move with the hand. If everyone got this, call your name during the 1st 2 claps, and someone else's name in the move. Now this one starts with her/his name and then calls another name.

Did you ever...?

Make a circle of chairs, numbering the total number of players minus 1. 1 person is in the middle, asking: "Did you ever ... (won a first place, danced on a stage, visited Italy, etc.)?" Everyone who can answer the question with "yes" need to swap chairs, including the one in the middle who asked the question. The one who is now left without a chair, can ask a new question.

Seek & Find

Players make teams with people who have the same 'characteristics. For example: ask them to find people with the same number of siblings as them, people who like their favourite candy, people who have the same colour of eyes as them, etc. Give them a set amount of time to find people with similarities. An air horn or whistle makes this fun!
Exercise 3 of the Exercise Book is an elaboration on this game.

Silent Line-up

Without using words, have team members communicate and line up according to birth month, birth date, how many siblings, place they live, the last digit of their phone numbers, etc.

3.4 Teambuilding Games

These games can help in creating togetherness in a team:

Smile & Greet

Stand in a circle, give your neighbours a hand. Then choose one of your neighbours, give each other a smile and greet each other.
It's quick and easy way to recognize each other and feel welcome.

True or False

Each person is asked to make three statements about themselves, one of which has to be false. The rest of the group then votes on which "fact" is actually false.

Crazy Races

Make teams of 2 and hold some crazy races. For example, a back-to-back race with a volleyball between them. Variations:

- Carry another object, like a tennis ball, dodgeball, water balloon, etc.
- Carry it in a different position: Forehead to forehead, Elbow to elbow, Hip to hip, or Shoulder to shoulder.
- Without a ball: a wheelbarrow race, three-legged race.

Hot Dog Tag

Indicate the field and assign a tagger. When a player is touched, she/he must lie on the ground. To get back in the game, two teammates must lay along each side of the person and all three yell "hot dog!" They may not be tagged while forming their hot dog. Play for 2-5 minutes and then assign another tagger.

The floor is Lava

Each team has 2 islands (2 mats): 1 to start from and one to finish at. Make teams of 3-4 players. Every team gets 2 newspaper or flip-over sheets. The floor in between the islands is lava. The goal is to get their sheet turned over while keeping anyone from stepping (or falling into!) the hot lava. If anyone touches the lava, they need to start all over. With more than 1 team you can also make it a match.

Clothing Relay Race

Preparations: Gather two piles of oversize pants, large blazers, a necktie, a dress and some funny accessories. Indicate the start and end of the track. Make 2 or more teams, each team get an equal set of clothes and accessories.
The game: The first player puts on the clothes and accessories, do the relay, and put everything off again. The next player can start with all the clothes and accessories on. The team to finish first wins.

Water Cup Relay

Preparations: Have as many plastic cups as players. Draw a similar 'fill line' in each cup with a marker. And fill 2 cups with water until the 'fill line'.
The game: Break into two teams. All players stand in a line. The first players get the cup with water, all the rest get an empty cup. Pass the water from the original cup by lifting it up over head and pouring into the cup of the person behind them. The winning team has its final cup filled closest to the beginning fill line.

Tips: Also reflect on (non-verbal) communication and teamwork afterwards.

3.5 Energizers

Sometimes you feel that the group needs some energy after a long day, or a long conversation. Use these small funny games to energize your group:

Eyes on the ball

Preparations: Have a variety of balls and soft things that you can throw and catch. Around 3-5 per group of 6-8 people.

The game

Stand in a circle and ask everyone to throw and catch the ball once, until everyone had it once. Ask if they can remember the following-order and have them to repeat the round in the exact same order. Now that everyone knows, try it with balls.
Variations: Still fun? Make a rematch with 5 balls. Have more teams? Make it a match.

Invisible Band

Each team member must make the noise of an original instrument. On the count of three, your team will improvise an original song by combining the sounds of each of your individual instruments.

7Up

Stand in a circle, and one by one start counting to 7, and then start back at 1. Got this? You do not say '7' now, but '7Up'. Got this too? The last rule is that while saying your number you must indicate the direction of the next speaker with your hands. The one who says '7Up' can change the direction backwards.
Anyone making a mistake is out of the circle, until there is/are 1 or more winners. Rematch if time allows!

Tic Tac Toe

Preparations: Bring 4 (hockey) sticks into a big roster (like you would draw for tic tac toe) on the field. Indicate the starting line for the teams and put 4 bibs from a different colour for each team. And make 2 teams.

The game

The first players of each team start running up to the roster with the bib of their team colour in their hand. When a player is at the roster, she/he can do 1 move: either place 1 bib in the roster or replace a bib of the team colour.
The team that first has 3 in a row wins. Rematch if time allows!

Riverbank and Water

Everyone stands on a line, they are at the riverbank. Before them is the water. Call "water" or "riverbank" and everyone needs to jump backward or forwards to the place that is called out. Try to distract the players by calling "water" if they are already in the water, or by jumping yourself when it is not needed. To make it harder, say "lion" (the riverbank is unsafe, because the lion comes, and you need to go into the water!) and "crocodile" (the water is unsafe, so you need to go to the riverbank).

Splash!

Stand in a circle and have someone in the middle. The person in the middle points at someone, and this person must kneel down. Try a few times, and then explain that the 2 persons neighbouring the person who kneels down, have a water gun. They need to 'shoot' each other. The one who points first at the other and says 'Splash!" wins. The other player is out of the circle. Also, players who forget to kneel are out. Play until there is/are 1 or more winners. Rematch if time allows!

Lion, Rabbit and Hunter

Make 2 teams that stands opposite each other. Each team secretly decided if they are a lion, rabbit or hunter. And which move they are going to show.
Count down from 3 to1, and each player of both teams show their move.
The lion wins from the hunter, the hunter wins from the rabbit, and the rabbit wins from lion. (We have a lion that fears rabbits). Rematch a few times.

3.6 Wrap-up activities

Of course, you can do the wrap-up reflection just by sitting and discussing, but to make it more active and to alternate different styles it makes it more fun.

Thumbs Up and Thumbs Down

Have the team go around and share something from their day (or week) that was a thumbs up and something that was a thumbs down. This gives members time to hear about their teammates lives outside of sports.

Talking Ball

Stand in a circle, the one with the ball speaks, others listen. When the speaker is done, she/he can pass the ball to someone else.

Vote with your feet

Make a line, whereby the very ends represent 1 and 10. Ask them to stand according to the extent they agree to the statement: 1 for 'not at all' and 10 for 'very much true'.
Ask a few participants to explain their answer, so you get an idea of successful learning goals, and the participants are sharing their insights, from which they all can learn.

It works with evaluation questions, as well as with statements, discussing topics around gender equality or obstacles for women and youth in leadership.
Exercise 15 of the Exercise Book is an elaboration on this game.

Making groups

Participants discuss amongst each other and make groups of people with a shared opinion. Then ask each group to briefly share their insights.
The discussions will give you insightful information if the learning goals are successfully met, and the participants learn from each other while sharing their insights.

Online survey

A brief online survey, for instance with Mailchimp, Google Forms or Mentimeter.
Questions could be: How did you like the day in general? Have you learned something new today? Did you have fun? An advantage can be that it is more private. A disadvantage could be that there are no joint learning opportunities.
Tip: Ask them to fill in during the last minutes of the Club Session, so that everyone takes the time to do so.

Hoops Race with Questions

Want to test if they still know what was learned?
Preparations: Prepare a set of questions to check. Prepare the field with as many hoops as teams. Make teams of 3 or 4 players.
The game: Each team starts at the same starting line. Give a question. The team can discuss their answer first, and then - in relay-form - everyone needs to go through the hoop with the entire body and comes back. The team that arrives back first, can answer the question first. The team with most questions right wins.

Recall Relay

Preparations: Make a flip-over sheet with a roster that fits in around 12 items. Place it in the middle of the field with as many markers as teams. Make teams of 2-3 players that start equally far from the sheet.
The game: In the 1st round, ask the players to write down 1 item at the time in the roster, about something they feel everyone should remind after the training programme. Teams can discuss their answers if they wish. When there are no more new ideas the 2nd round starts. Each team sends 1 person to view at the roster for 10 seconds at a time. They leave and stay silent, until everyone had a turn. Then teams are challenged to recall all the items. The team that recalls the most is the winner.
Exercise 10 of the Exercise Book is an elaboration on this game.

Annex 1 Table listing all learning goals & exercises

Find the entire table of all 48 exercises below. It facilitates you to find the exercises and relating learning goals easily.

How to read the table

Session	Learning Goals in this phase	Other (learning) goals that you find here	Exercise
In this column you find what kind of session takes place: TD (in blue) = Training Day CS (in orange) = Club Session SW (in white) = Self-work Session Visit RM (dark blue) = Visit Role Model	This column tells you what specific learning goals we focus on per topic. **Learning goals of YLs:** "I" or "we"-statements For example: "I take on new challenges", or "We set goals" **Programme goals:** "-ing"-statements] Examples are: "Teambuilding" or "Building on the YLs' motivation".	This column lists all other (learning) goals that are touched in the exercises. This can also help you to highlight some learning goals more or less or repeat one if relevant to your group.	In this column you see all exercises listed. In case you have less time, you could skip the less priority-exercises marked with*.

Learning goals and exercises per trainings phase:

2.1 Understand barriers & opportunities in leadership

Session	Learning Goals in this phase	Other (learning) goals that you find here	Exercise
TD1*		Teambuilding I can create a sense of togetherness	Exercise 1 Be Welcoming Exercise 2a Getting to know each other Exercise 2b Getting to know each other's clubs
		Teambuilding Building on the Young Leaders motivation	Exercise 3 Seek & Find
	I understand the barriers for women and youth in leadership I listen carefully to others and consider their input I know my point of view, and act upon it		Exercise 4 Gender Relay Race Exercise 5 Power Walk Exercise 6 What about youth in our club?*
	I know ways to overcome these barriers (power from within, and a as a team) I can choose different roles in different circumstances		Exercise 7 Power from within Games Exercise 8 In or
	I listen carefully to others and consider their input	Teambuilding We set goals	Exercise 9 Create a Team Agreement

TD1*	I know ways to overcome these barriers	Reflecting on the learnings and results so far	Exercise 10 Wrap-up: Recall Relay
		We set goals	Exercise 11a Team Goal Setting
		We plan for concrete steps towards achieving my goals Inspiring each other	Exercise 11b Team Goal + Action Steps
		Teambuilding I can reflect on my actions and learn from it	Exercise 12 Queen of the Court*
		We set goals Inspiring each other	Exercise 13 Create a Rough Activity Plan for youth (13-15)
		We plan for concrete steps towards achieving my goals	Exercise 14 Create a Teamwork Plan
		Reflecting on the learnings and results so far	Exercise 15 Wrap-up: Vote with your feet

2.2 Explore my talents

Session	We focus on these learning Goals in this phase	Other (learning) goals that you find here	Exercise
CS 1		Teambuilding	Exercise 16 Playing with Dices
	I communicate clearly and effectively	Teambuilding	Exercise 17 Silent Five-ball
	I can reflect on my actions and learn from it	We set goals	Exercise 18 Review Team Plans
	I know my strengths and weaknesses I feel proud of my talents		Exercise 19 Team Qualities
SW 1	I know my strengths and weaknesses I feel proud of my talents		Self-Assessment Leadership Skills (in *Workbook for Young Leaders*)
CS 2	I know how to deal with emotions and disappointments		Exercise 20a Rock, Paper, Scissors
	I can reflect on my actions, and learn from it		Exercise 20b Give & Receive Feedback
		Reflecting on the learnings and results so far	Exercise 21 Wrap-up

2.3 Practice & Build skills

Session	We focus on these learning Goals in this phase	Other (learning) goals that you find here	Exercise
CS 3	I understand leadership in volleyball		Exercise 22a Puzzle with Volleyball Organisations Exercise 22b Be the coach or referee
	I explore my values and leadership styles		Exercise 23a My values Exercise 23b What leadership styles do you know?
SW 2	I take up new challenges I set goals		Personal Goal Setting a+b (in *Workbook for Young Leaders*)
CS4	I set goals I plan for concrete steps towards achieving my goals		Exercise 25 Smash the balls* Exercise 26 Present your Goals
	I ask for help when I need it and I support others		Exercise 27a Buddy-Up to Reflect & for Support Exercise 27b Mentor session to Reflect & for Support
Visit RM		Providing learning opportunities to YL	Exercise 28 Presentation at club by Role Model
SW 3-4	I take up new challenges I plan for concrete steps towards achieving my goals I ask for help when I need it	I know how to deal with emotions and disappointments I can reflect on my actions and learn from it	Work on Personal Goal + Action Steps And continue preparing for the 1 or 2 activities for youth
CS5	I know how to deal with pressure		Exercise 29a Number game* Exercise 29b What gives & takes energy? *
		I can reflect on my actions and learn from it	Exercise 30 Review Action Steps
		Reflecting on the learnings and results so far	Exercise 31 Wrap-up

2.4 Build leadership skills in teamwork

Session	We focus on these learning Goals in this phase	Other (learning) goals that you find here	Exercise
SW5	I understand leadership in volleyball		Complete Activity Planner (see exercise 32 in *Workbook for Young Leaders*)
CS6	We make decisions	I listen carefully to others and consider their input	Exercise 32 CoResolve Activity for youth
	I solve conflicts		Exercise 33 Healthy Communications Game
	I can easily adapt to changes	We plan for concrete steps towards achieving our goals	Exercise 34 Track your progress
SW6	I can easily adapt to change	We take concrete steps towards achieving our goals We can find supporters to realise my goals	Continue preparing for the 1 or 2 activities for youth And track your progress
CS7	I can create a sense of togetherness		Exercise 35 Invent a Welcoming Exercise
	I demonstrate the behaviour I wish to see in others		Exercise 36 Be a Role Model
SW7			Continue preparing for the 1 or 2 activities for youth And track your progress
TD3*		Creating a welcoming environment Have fun and team building amongst clubs	Exercise 37 Warming-up
		Sharing and learning from each other	Exercise 38 Live Q&A
		Provide inspiration as Facilitators and Club Mentors to Young Leaders Have fun and team building amongst clubs	Exercise 39 Bronze, Silver or Gold
	I can easily adapt to changes		Exercise 40 Present & Inspire
		Reflecting on the learnings and results so far	Exercise 41 Cooling-down
SW8-9			Continue preparing for the 1 or 2 activities for youth And track your progress
1 or 2 activities for youth		Practice leadership skills, tasks and roles	Exercise 42 The 1 or 2 activities for youth (13-15)
In next CS		Reflecting on the learnings and results so far	Exercise 43 Wrap-up

2.5 Celebrate our achievements!

Session	We focus on these learning Goals in this phase	Other (learning) goals that you find here	Exercise
CS8		I can reflect on my actions and learn from it	Exercise 44 Final Recording on our learnings
		I can create a sense of togetherness	Exercise 45 Organise Final Celebration
SW10		I can reflect on my actions and learn from it	Record 3 learnings (individually, see *Workbook for Young Leaders*)
		I can reflect on my actions and learn from it	Record 1-2 best practices (as a group, see *Workbook for Young Leaders*)
SW11		I set goals I plan for concrete steps towards achieving our goals	Goal-setting and action plan for future leadership
CS9		I set goals I plan towards achieving my goals I ask for support when I need it	Exercise 46a Take your skills to the next level
	I can find supporters to realise my goal	I set goals	Exercise 46b Mentor session: Take your skills to the next level
	I can find supporters to realise my goal	I know ways to overcome these barriers (i.e. power with supporters)	Exercise 47 Prepare the Final Presentation
SW12			Last preparations celebration and presentation
CS10	I can influence decision-making		Final celebratory session & Presentation
		Reflecting on the learnings and results so far	Exercise 48 Wrap-up

Colophon

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