

## THE IKHAYA SPORT PROGRAMS IN THE KAYAMANDI TOWNSHIP

### LOS PROGRAMAS DE DEPORTE IKHAYA EN EL MUNICIPIO DE KAYAMANDI

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#### ABSTRACT

The Ikhaya Sport Programs were designed and implemented in an underserved South African township in partnership with a Non-Governmental Organization (NGO) serving children and youth in that township. These programs were framed by Hellison's Teaching Personal and Social Responsibility (TPSR) Model (Hellison, 2011), although the program design was adapted to fit the culture and context of the township. Approximately 70 students participated in two of the one week-long programs, with the students playing a combination of fútbol, netball, and indigenous games. A doctoral student designed and ran the two programs with the help of the Program Director and community facilitators who were employed by the NGO. There were three overarching goals of the Ikhaya Sport Programs: to keep the students safe during their winter break from school, to help the students stay active and have fun, and to help the students learn how to be personally and socially responsible in their lives and in the township. In this article, the program design will be shared, along with the strategies that were critical for program success as well as the challenges that were faced during the design and implementation phases of the program.

#### RESUMEN

Los Programas de Deporte Ikhaya fueron diseñados e implementados en un municipio marginado de Sudáfrica en colaboración con una Organización No Gubernamental (ONG) que atiende a niños y jóvenes en ese municipio. Estos programas responden al modelo de Enseñanza para la Responsabilidad Personal y Social (TPSR) de Hellison (2011), aunque su diseño se adaptó a la cultura y el contexto del municipio. Aproximadamente 70 jóvenes participaron en dos programas de una semana de duración, durante el que jugaron al fútbol, netball y juegos autóctonos. Un estudiante de doctorado diseñó y dirigió los programas con la ayuda del Director del centro en el que se llevó a cabo y de los facilitadores comunitarios empleados por la ONG.

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Los Programas de Deporte Ikhaya tenían tres objetivos generales: mantener a salvo a los jóvenes durante sus vacaciones escolares de invierno; ayudarles a mantenerse activos y a divertirse, y ayudarles a aprender a ser personal y socialmente responsables en sus vidas y en el municipio. En este artículo, compartimos el diseño del programa, las estrategias más vitales para su éxito, y los desafíos que tuvimos que afrontar durante las fases de diseño e implementación.

**KEYWORDS.** TPSR, South African youth, youth development, underserved youth, international youth development, sport-based youth development.

**PALABRAS CLAVE.** TPSR, juventud Sudafricana, desarrollo juvenil, jóvenes marginados, desarrollo juvenil internacional, desarrollo juvenil a través del deporte.

## 1. Introduction

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When Don Hellison first crafted the Teaching Personal and Social Responsibility (TPSR) Model in the 1970s (Hellison, 2011), it was probably hard for him to imagine that a young Xhosa girl in a black South African township who lost both parents to HIV/AIDS would be learning about personal and social responsibility in the same way 30 years later. Nor could he have imagined community members in that same township learning about this model and then incorporating the ideas into their own youth programming. This is the story of my three month stay in Stellenbosch, South Africa, during which I became involved with a non-profit organization within the Kayamandi Township, organized two sport programs framed by the TPSR model, and ran a training program on the TPSR model for community facilitators.

## 2. Kayamandi Township

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From the outside, the Kayamandi Township in Stellenbosch, South Africa, may seem similar to some low income, underserved communities in the United States. Illiteracy and unemployment are higher than average, the school system is fraught with problems, and public services are insufficient (Gwele, 2005; Statistics South Africa, 2001). However, a closer look at this community reveals a deeper set of problems which can be traced back to the town structure during Apartheid, when Kayamandi served as the 'black' area of residence for the town of Stellenbosch. The township has only undergone minor changes since the end of Apartheid in 1994, and the low income, largely Xhosa-speaking community remains plagued

by malnutrition, unsanitary conditions, disease, familial problems, substance abuse, robbery, sexual abuse, and insufficient governmental support. With estimates ranging between 22,000 and 50,000 people living in an area just over 1 square kilometer (Manhattan holds roughly 26,000 in that same space), Kayamandi also suffers from severe overcrowding.

Despite these harsh realities, community members see Kayamandi as a welcoming place with friendly people who are proud of their community. There is a sense of resiliency deep within many of the community members, along with a common goal of creating a better future for the next generation. In many ways, small steps are being taken in the right direction. A brand new community high school was just completed, tourism is up, and a number of South Africans who formerly would have avoided the area now frequent Kayamandi's best restaurant. In addition, a new generation of non-governmental organizations (NGOs) has appeared to provide services for the community members.

One of these NGOs, the Ikhaya Trust Center, serves as a beacon of hope for many Kayamandi residents. Ikhaya ('happiness' in Xhosa) focuses on sustainable projects, including educational, cultural, and artistic programs for children, entrepreneurial programs for adults, and overall support for micro-businesses. The Macias Restis After-Care Project, a key part of Ikhaya's work, is a safe environment for young children and adolescents to go to after school, providing a warm meal, academic support, and cultural activities. At the time of my visit, the project was serving 148 children and adolescents, including 91 orphans who came from families destroyed by HIV/AIDS.

Given the difficulties that many of these students face on a daily basis, the organizers of Macias Restis are always thinking about how to provide as much support as possible. Macias Restis does an amazing job during the academic year, but there is a gap in their provision of services during winter and summer breaks. With the children out of school and regular after-school activities at the Ikhaya Trust Center suspended, the organizers of Macias Restis and their funders have been concerned that the students were not being adequately cared for during breaks, so they were searching for programs to fill this need.

### **3. How I Became Involved with Ikhaya**

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My involvement with TPSR in South Africa resulted from a series of happy coincidences, beginning with a brief trip to South Africa the year before. During this

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trip, my academic advisor and I visited Kayamandi, where we happened to come across the Ikhaya Trust Center and meet the Project Manager of the Macias Restis After-Care Project. We quickly realized this could be the beginning of a long-lasting partnership between the Ikhaya Trust Center and the Institute for the Study of Youth Sports at Michigan State University. Back in America, I kept in touch with the Project Manager and began to plan for my return to South Africa the following year. Along with designing the research projects that I would conduct during my three month stay, I thought about how I could help the Ikhaya Trust Center and, more importantly, the children and adolescents from Kayamandi. When I found out that Macias Restis was searching for programming for their students during the winter holidays, I realized that I could design and run a program based on the TPSR model. In many ways, this seemed too good to be true, since I had just finished running my first TPSR program with young refugees in Lansing, and I strongly believed in the underlying values of this model. I ran the idea by the Project Manager of Macias Restis, and he immediately welcomed this program and asked if I could also conduct training for the facilitators who work with the students on a daily basis.

### **4. On the Ground in the Kayamandi Township**

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When I arrived in South Africa the next year, I was presented with a few challenges that would limit the programming and training I was able to do. Although winter break was three weeks long, I would be given just one week to run the sport program and train the facilitators. This decision was made by the Project Manager of Macias Restis. He explained that the facilitators were not used to working during the winter break and he did not want to ask too much of them. Additionally, there was a limited period of time during each day in which programming and training could occur, as the Project Manager explained that asking the facilitators to arrive earlier than 10:00 each morning or stay for a debriefing session at the end of programming each day would be met with resistance. Upon hearing this from the Program Director, I explained the importance of the debriefing session, as I believed that it was critical for the facilitators to be able to share their experiences with one another, identify their successes, and discuss their challenges. After sharing my concerns with the Program Director, he agreed that a debriefing session was necessary, but it was clear that I could not also ask for a longer period of time at the beginning of each day, which left me with a one hour pre-program training session and a one hour post-program debriefing session. Such a short

time table would naturally limit the training I could conduct with the facilitators as well as the concepts that we could teach the students, but these were the conditions within the community and the NGO in which I was working. With this in mind, I worked with the Project Manager to create a schedule for the week's programming. As we worked together, I began to realize that there was no way of knowing how many students would participate in each session, especially since there had never been a winter break program before. I learned that ages could range from 6 to 14, so we decided that it would make the most sense for there to be two sessions a day, one for the younger students (ages 6 to 10) and one for the older students (ages 11 to 14). In this way, we could try to address the major developmental differences that may be present. At the same time, we would also be prepared for large numbers of students, if that did occur.

All of the Macias Restis participants (male and female) were provided with lunch each weekday, even during the winter break, so we decided to schedule the sessions around lunchtime. Although this was not optimal for the students in the second, after-lunch session because of their full stomachs, we believed that the schedule gave the best chance of a large turnout. During the first week of the winter break, this was our daily schedule:

10:00 – 11:00	Facilitator Training
11:00 – 12:00	Ikhaya Sport Program – Session 1
12:00 – 13:00	Lunch
13:00 – 14:00	Ikhaya Sport Program – Session 2
14:00 – 15:00	Facilitator Debrief

## 5. Facilitator Training

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With scheduling figured out, I began working with the Program Director to determine the goals for the training and programming that would occur. Beginning with the facilitators, these were year-round employees of Macias Restis who were charged with leading the after-school programming activities, ranging from teaching specific school subjects and tutoring the young students to overseeing many of the activities that were offered. Five of the facilitators were from the Kayamandi Township, while one facilitator was from outside of the community. In

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our conversations about the direction and design of the facilitator training, the Program Director described his concern for the approach that some of the facilitators took in their interactions with the Macias Restis students, which he described as a top-down approach where the facilitators often provided advice and feedback in a lecture format that did not allow for much participation from the students. When I described my personal experiences with TPSR, explaining how this is a student-centered approach that engages the children and adolescents in their own development and often leads to empowerment, the Program Director became very interested in the facilitators learning more about this approach. In fact, this became the overarching goal of the facilitator training, helping these individuals learn about TPSR and the underlying positive youth development approach and then transferring this knowledge to the Macias Restis After-Care Project.

The design of the facilitator training was a combination of direct instruction about the TPSR model and the positive youth development approach, personal exploration and reflection on the facilitators' roles as teachers and mentors, and discussions about how the TSPR model must be adapted in order to be culturally sensitive, relevant, and effective within the Kayamandi Township. During the one hour pre-program training sessions, the focus was on increasing knowledge about the TPSR model and the positive youth development approach and discussing the format, content, and implementation of the Ikhaya Sport Programs. A handout that I created for the facilitator training is presented in **Figure 1**, which was used as the focal point for discussions about the implementation of the Ikhaya Sport Programs as well as a "cheat sheet" for the facilitators to use when they were leading the Ikhaya Sport Programs. Since I strongly believed that adaptations needed to be made to the programming to ensure that it was effective in this context, I included blanks in this handout, with the hope that the facilitators would fill in their own strategies. I also encouraged the facilitators to share their thoughts about the program design during the pre-program training sessions, as I knew that these individuals were knowledgeable about the environment, the culture, and the students in the Kayamandi Township. Along with a focus on program design and implementation during the one hour pre-program training sessions, there was also time for personal exploration and reflection. For example, there was an activity that helped the facilitators explore why they wanted to serve as teachers and mentors to the children and adolescents of Kayamandi, which was designed to help these individuals reflect on their motivation for serving in this role and allow me, as the

leader, understand how I could help these individuals connect to the TPSR model and the positive youth development approach.

During the actual programming for the Ikhaya Sport Programs, the facilitators' role began in the form of observers of the program and translators for the participants who could not speak English. However, by the third day of programming, the facilitators' role shifted to leading certain parts of the sessions, and by the final day of programming, the leadership of the Ikhaya Sport Programs was in the hands of the facilitators, while I stepped back into a support role. The purpose of this shift in leadership was for the facilitators to try the strategies that they were learning in the training sessions, so that they would have a chance to adapt these strategies to be more culturally sensitive, relevant, and effective in the Kayamandi Township. These experiences were reflected on during the one hour post-program debriefing session, where there was an opportunity for open and honest reflection and discussion surrounding the program implementation. To help with this reflection, I created a reflection sheet (see **Figure 2**) that the facilitators completed during each post-program debriefing session. Overall, the leadership opportunity in the Ikhaya Sport Programs and the discussions in the debriefing sessions also allowed the facilitators to explore how they may adapt the TPSR model and the positive youth development approach in their roles as facilitators of the after-school programming at Macias Restis. So not only were we focusing on the implementation of the Ikhaya Sport Programs, but I was also trying to help the facilitators consider how they may transfer this knowledge to their positions as facilitators of the After-Care Project, as this was the central goal of the facilitator training.

## **6. Ikhaya Sport Programs**

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Shifting to a focus on the Ikhaya Sport Programs, I worked with the Program Director of Macias Restis to identify the program goals, which would be targeting the young Kayamandi students. At the most basic level, the Program Director was interested in keeping the students busy during the winter break, so that they would not become involved with any sort of trouble. Based on my own research in the Kayamandi Township, substance abuse, robbery, and sexual abuse are serious problems in the community, so I agreed that the safety of the students was the biggest concern. The Program Director was also interested in the students being active during the day and having fun through sport participation. This would certainly be achieved within the TPSR model, since the activity portion of the

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program would have the largest time block during each session. Finally, after I presented the TPSR model and described the different programs that have found success with this model, the Program Director agreed that our third goal should be helping the students learn how to be more personally and socially responsible. This goal seemed to match the concerns of many community leaders and youth leaders within Kayamandi. Community leaders often talked about the younger generation having a sense of learned helplessness; an expectation that others (their parents, their teachers, the government) should take care of them and provide for them at all times. It is clear that learning how to be more personally responsible could be quite impactful in this situation. On the issues of crime and violence in Kayamandi, community members I spoke with often pointed to the younger generation's troubling lack of concern or care for the community and its residents. Teaching these students how to be more socially responsible could indeed be the right approach. So all in all, our three central goals were to keep the students safe during winter break, help the students stay active and have fun, and help the students learn how to be personally and socially responsible in their lives and in their community.

Given that I was limited to 5 sessions with each group of students, I knew that I would have to modify the TPSR model to fit the time constraints. As an added complication, I didn't speak Xhosa or Afrikaans, and only some of the students knew English as a second language. Speaking through translators (who were the facilitators) slowed the pace of discussion during the Awareness Talk, Group Meeting, and Reflection Time, and I had to be extra careful to make sure the concepts we were teaching were simple and easy to translate into Xhosa. With these limitations in mind, I decided to focus on three of the developmental levels of the TPSR model: respect, teamwork, and transfer. Since respect and teamwork would be discussed specifically during the Awareness Talk, I made sure to confirm with the program facilitators and Project Manager that focusing on these two concepts would not be an issue in the Xhosa language or culture.

Given that the students have never participated in a TPSR program, I decided to focus on the first developmental level of the TPSR model, *respect*, in the first two sessions. Next, I decided to teach the concept of *teamwork* instead of *participation*. This was based on findings that students in out-of-school programs like Macias Restis were already quite interested in participating but may be unfamiliar with the concept of *teamwork* (Hellison et al., 2000). Additionally, after speaking with the Program Director and learning about the young participants' eagerness to

participate, we understood that participation would not be a major challenge in this program. We introduced the concept of *teamwork* into the curriculum towards the middle of the week, with the Awareness Talk on Wednesday and Thursday focusing on teamwork. During this time, we asked the students to define teamwork and to provide examples of teamwork within the sport context. This allowed the participants to learn more about the concept of teamwork. Throughout the week, I also tried to incorporate *transfer* whenever possible, such as asking the participants how they could be respectful at home or good teammates during the After-Care Project with Macias Restis. This was a conscious effort to help the participants link the concepts they were learning in the program (*respect* and *teamwork*) with their everyday lives in Kayamandi. I understood that we were not likely to see drastic changes in the behaviors of the participants outside of the program after one week, but I did not want to give up on this idea of transferring these concepts into the “real world.” I was convinced that we could at least get some of the students to start thinking about these concepts in their everyday lives, and perhaps the facilitators would see a few small changes and continue to encourage them after the program was finished.

When running the sessions, I followed the basic design of the TPSR model, with Relationship Time serving as the bookends to each session. For each part of the session, there were specific goals and strategies that were outlined with **Figure 1** providing an overview of this information. Beginning with Relationship Time, the overarching goals were to interact with each of the students and try to build relationships with them as they arrived and began conversing with one another. I was aware that I would be leaving Kayamandi shortly after this program ended, but I still focused on these interactions because I knew that even for a short program, it was essential to get to know the participants and to show that you care about who they are as individuals. Also, I wanted to model this behavior for the facilitators, who were observing the sessions and learning from my interactions with the students. After the introductory Relationship Time, 20 to 35 participants gathered in a circle in one of the larger rooms at the Ikhaya Trust Center, cramming shoulder-to-shoulder to try to fit. I would sit in the circle with the students and two facilitators, who also acted as translators. During the Awareness Talk, we focused on introducing the concepts of respect and teamwork, with “respect” and “teamwork” signs in both English and Xhosa to help the participants learn the concepts. Contrary to the typical TPSR program, I did not expect all of the students to speak. The number of participants was just too large, and some students didn't feel comfortable speaking in Xhosa or Afrikaans, let alone English. However, to encourage the participation of

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as many students as possible, I would begin the Awareness Talk with a very broad focus on the topic for discussion, asking if anyone had heard of “respect” or “teamwork” before, which allowed for most participants to nod their heads and participate non-verbally. Then, I would ask more pointed questions that empowered the students to come up with their own definitions for these concepts, asking questions like, “What does respect look like on the *fútbol* field?” and “How can we be good teammates in rugby?” This resulted in a few hands shooting into the air, and these participants then providing a range of responses to the questions, such as “not fighting” for what respect looks like on the *fútbol* field. Based on these responses, I would provide additional information about the topic and/or ask additional questions that explored the topic in more depth.

After the Awareness Talk, we moved into the Activity portion of the program, which tended to last for approximately 35 minutes. We often played *fútbol* and netball, though one day we focused on indigenous games from the Kayamandi Township, as the community facilitators believed this would be well received by the students. I tried to integrate respect and teamwork into all the activities, whether it was on an individual or team level. One example of this was calling timeouts at certain times in each game, during which I would ask questions about the students' levels of respect or teamwork being displayed in the game at that time. I also looked for opportunities to help the students think about transferring these ideas outside of sport, such as asking the participants in a huddle how they could be respectful in their own home. During the beginning of the week, the facilitators helped to oversee these activities, served as translators, and observed my interactions with the students; however, as the Ikhaya Sport Programs progressed, the facilitators began to take more of a leadership role with the Activity portion of the program. Following the Activity in each session, we headed back to the meeting room in the Ikhaya Trust Center to circle up once again. Once we were set, I began the Group Meeting, which tended to last for approximately three to five minutes. In this meeting, we provided the students with an opportunity to discuss what they liked or didn't like about the session that day. Similar to the Awareness Talk, I did not expect all of the students to actively participate, but I worked hard to give each student a chance to speak or at least nod or shake their head. **Figure 1** provides a few examples of the types of questions that were asked during this meeting, with the overarching goal of empowering the students to share their own thoughts and feeling about the program. Finally, we ended the day with the Reflection Time, where each student was asked to rate themselves based on their levels of respect and/or teamwork for that day's session. Once I explained what we were doing, I

made sure that these instructions were translated into both Xhosa and Afrikaans, as I thought that it was important for the students to be able to give a “thumbs up,” “thumbs down,” or “thumbs sideways,” which was indicative of their levels of respect and/or teamwork that day. Typically, the students' responses tended to be mostly “thumbs up,” although there were some students who acknowledged that they did not reach a high level of respect and/or teamwork for that day's session. After this opportunity for self-reflection, we came together for a team huddle to complete the session on a positive note.

Overall, this program was well-attended by the students of Macias Restis, with 20 to 35 students attending each session. While the program was just 5 sessions over one week, I believe that the three goals of the program were reached: the students who attended the program were safe, they were active and had fun during the programming, and the behaviors linked with personal and social responsibility were taught as effectively as possible. In terms of whether the students learned and were applying the concepts linked with personal and social responsibility, I believe we were relatively successful. There were many instances where it was evident that respect and teamwork were understood and applied during the sessions. This included times when the students defined respect and teamwork during the Awareness Talk and were able to provide examples of these concepts in the sport setting. During the Group Meeting, some of the students even commented that the respect or teamwork shown during the Activity time was their favorite part of that day's session. I also noticed some students making slight adjustments in their behavior towards their teammates, such as giving more high fives to one another and there being less negative feedback given throughout the Activity portion of the session. There was even one instance of a student helping someone from the opposing team off the ground after falling during a *fútbol* game. As for the transference that occurred outside of the Ikhaya Sport Programs, I cannot comment on whether the students' actual behavior changed due to the program. However, their knowledge of how these concepts transferred to the 'real world' did improve throughout the week. I would often ask the students how they could be a good teammate at home or respectful in the classroom, and they slowly began to provide answers such as: “help each other” and “listen to each other.” These answers suggested that the students were at least thinking about how they could transfer the personal and social responsibility they were learning in the Ikhaya Sport Programs to their everyday lives, which was very exciting for all of us involved in the winter programming.

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Shifting to the effectiveness of the facilitator training, the overarching goal was to expose the facilitators to the TPSR model and the positive youth development approach, with the hope that these individuals would take some of this knowledge into their roles as facilitators of the Macias Restis After-Care Project. While there were certainly some challenges related to the training sessions, including the time limitations of one week and one hour training and debriefing sessions, the goal of exposing the facilitators to this new model and approach was reached. In fact, there were visible changes in the facilitators' behavior within the Ikhaya Sport Programs, including an overall increase in the number of questions that the facilitators asked of the students as well as the types of questions that they asked. Instead of asking closed questions where the students understood what the "right" and "wrong" answers were, the facilitators began to ask open questions that encouraged the students to share their thoughts and feelings, leading to more engagement from the students and, ultimately, greater feelings of empowerment. Additionally, one facilitator approached me towards the end of the week and explained how she would be changing her approach when interacting with her students as well as her own children. She explained how this training had opened her eyes to the value of engaging young people in conversations about their experiences and their own development, and she identified several concrete ways that she was going to change her approach as a teacher and as a parent.

## **7. Strategies to Success**

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While the overall format of the TPSR model did not undergo drastic changes for the Ikhaya Sport Programs, there were specific strategies that I found to be quite successful for program implementation in an unfamiliar community with different customs, traditions, and languages than my own. First and foremost, it was important for me to learn as much as I could about the community, the culture, and the residents of Kayamandi. Luckily, my research schedule required me to arrive in South Africa more than a month before programming began, and I spent as much time as I could in Kayamandi. My goals were to learn as much as possible about the community while also building relationships with the facilitators and getting to know some of the students who would be attending the program over winter break. This time in the community led to a few critical changes in the program format, such as realizing that translators would be required to communicate with the students. I brought this issue up to the Program Director several weeks before the program started, and we decided that the Macias Restis facilitators would take the role of

translators. This allowed me to discuss this role with each of the facilitators before the programming began and answer any questions they had about their responsibilities. Another benefit to arriving early and spending time in the community was the ability to observe the students in different settings: in the classroom, at home, on the street, and playing sports in both organized and informal settings. Through these observations, I learned a lot about the students' relationships with their parents, teachers, coaches, and even their peers. For example, children are often expected to be seen but not heard by their parents and many children are rarely asked questions that lead to personal exploration. This knowledge proved to be especially helpful during programming when I was interacting with individual students. At the beginning of any conversation, I would often encourage the students to share their thoughts and opinions with me, even if they were contradictory to my own. While this was not always effective, I do believe that it broke down some of the barriers between us.

Another strategy that proved to be effective in my programming efforts was the open line of communication that I created with the Program Director. During the week of programming, I reviewed my lesson plans with him on a daily basis and discussed any questions or concerns that I had regarding the Ikhaya Sport Programs and the facilitator training. These open meetings provided me with the guidance and support that was necessary for a strong program. It was particularly helpful during the program to conduct a daily review of issues from that day's session, and then brainstorm possible solutions. The meetings also allowed me to continue learning about the culture and traditions with which I was unfamiliar. One such lesson was that the male facilitators could not sit on the ground with the students because this isn't acceptable in the Xhosa culture. Once I learned this from the Program Director, we searched for a solution from the community members, who explained that the male facilitators needed something small to sit on that would symbolically place them on a different level than the students. We decided that a brick was the best solution, as it would achieve this symbolic difference but would not serve as a barrier during group discussions.

I also found that frequent check-ins with the students about the formatting of each session was very important. Not only did this create a sense of ownership of the program by the students, but it also helped me identify major issues that needed to be addressed. One example of this occurred during the second session of the older Ikhaya Sport Program, when I noticed that the female students were sitting on the sideline instead of participating in the *fútbol* game. This was the second day that

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the females chose not to participate, and when I asked them why they weren't playing, they explained that they didn't want to play with the boys and would rather play netball. Although I wanted to create a team environment that involved all of the participants, I realized that it was possible that the females would not participate in the Activity portion of the program for the entire week. So I decided that it made more sense for the girls to play netball while the boys played *fútbol*. This change in the program was well received by the girls, who ran over to the netball court and immediately began to play with each other. This is just one of many instances where I tried to listen and respond to the needs of the participants. It is probable that the girls felt empowered by this experience, as their voices were heard and the program was changed to reflect their needs. This also demonstrates the importance of being flexible during the sessions, as there are unexpected issues and challenges that may appear and require a different plan of action. After the program ended, I learned that it is a sign of maturity in the Xhosa culture for females to stop playing with males. Although the females in this program were not yet at that age, it is probable that these students wanted to feel and appear older than they were.

One of the most powerful yet simple strategies that helped during the discussions was learning how to say respect and teamwork in Xhosa: *imbeko* and *intsebenziswano*. Signs were created with each word written in large letters and then used during the Awareness Talk and Reflection Time as an aid helping the students learn about these concepts. This also showed that I was interested in their language and was trying to learn some of the key words, even if it was hard for me to say the words correctly. The students also really enjoyed when we brought indigenous games into the Activity portion of the program. While the facilitators helped to organize these games, the students taught me the rules, demonstrating that even as an adult, I could still learn from the students. These experiences served to empower the students as well as help me continue building relationships with them.

## **8. Programming Challenges**

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There were some basic challenges I faced during programming that limited its overall impact. The most obvious challenges were insufficient facilities and a general lack of sports equipment. The meeting room where we held the Awareness Talk, Group Meeting, and Reflection Time was too small for the number of students in each session. Students had to squeeze together tightly to fit into the circle, and even then, a few did not fit. This is not optimal for these discussions, as the goal is

for each student to feel as if they are part of the larger group and that they can speak up when they want. In addition, the room was part of a walkway between the Ikhaya Trust Center and the reception area, which meant that individuals sometimes interrupted the discussions and walked through the circle. We were also limited in the sports that we could play, given that the Ikhaya Trust Center only had a very small netball court and a small open area where fútbol could be played with trashcans serving as the goal posts.

Attendance was another challenge. Twenty to 35 participants in each session was too large of a group, making it difficult to maintain order while also facilitating a discussion around specific topics. Further, some students attended every session while others only attended a few sessions throughout the week. This inconsistency made it difficult to create a team atmosphere, although we tried our best with team names, high fives, and team huddles. Since the primary goals were keeping the students engaged and safe during the winter holiday and getting them to be active and have fun playing different games, I decided that it was best to allow any and all students to attend the Ikhaya Sport Programs on any day rather than restrict the program to those who showed up consistently. Each day, I focused on creating a welcoming environment that encouraged individual participation and fostered a team atmosphere. Although this was not perfect, we did the best we could with these limitations and received positive feedback from the Program Director for the work we were doing.

Perhaps the biggest challenge was collaborating with the program facilitators, whom I relied on heavily throughout the week. During the first few sessions, the facilitators' role was to observe the sessions and to serve as translators when necessary. As the week progressed and the facilitators received more training in the TPSR model and the positive youth development approach, they began to take a larger role in the program delivery. By the end of the week, they led the sessions on their own, in accordance with the plan to turn the program over to them. From the start, it was difficult to convince the facilitators that they needed to have a lot of energy and enthusiasm when speaking with the students. This lack of enthusiasm became more apparent as their involvement in the program increased. There were a number of potential explanations for their behavior: discomfort with the TPSR model and the new way of interacting with students, distrust of me as an outsider, cultural differences in the style or structure of programming, lack of confidence in their ability to learn and correctly apply these new ideas, or even annoyance at having to work during the winter break. It is also possible that this was the way the

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facilitators were used to interacting with the students at Macias Restis. Nonetheless, this negatively impacted the programming. I believe that students quickly pick up on the energy levels and enthusiasm of those working with them. A lack of those traits translates directly into a perceived lack of interest in speaking with the students and learning about their lives. During the Awareness Talk and Group Meeting, the students needed a great deal of encouragement and support when answering questions about respect, teamwork, and their thoughts about the day's session, but this was not provided as well as it could have been.

I also struggled to solicit feedback from the facilitators. I tried to explain that I needed their help and support because they were community members who worked with the students on a daily basis, so they were the experts in this setting. Similar to my meetings with the Program Director and my check-ins with the students, I was hoping for feedback regarding the format and delivery of the TPSR model, the efficacy of the positive youth development approach, and the cultural sensitivity, relevance, and effectiveness of the program within the Kayamandi Township. Unfortunately, I received less feedback than I had hoped, although the feedback that I was able to obtain from the facilitators was incredibly helpful and had a huge impact on the programming. It could be that five days was just not enough time for the facilitators to understand the model and provide constructive criticism. There also could have been communication problems similar to the ones faced by the students in the community when speaking to an unfamiliar outsider, considering the fact that I was a white female from a different culture and who also happens to be an academic.

## **9. Overall Lessons Learned**

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The most significant lesson learned was the fact that the TPSR model seemed to be effective with the children and youth of Kayamandi. While it was not possible to measure any significant changes in behavior, I believe that a TPSR program with more resources, fewer participants, more engaged facilitators, and more time could be quite powerful in changing the lives of the participants. Despite the challenges with the facilitators' involvement, I still believe that including them was the right choice. It is unrealistic to think that outsiders can come into Kayamandi and conduct a successful program with children and adolescents without involving community members in the programming efforts. Effective programs that are sustainable within Kayamandi have either been founded by community members or the organizers have invited community members into their programs, leading to

a sense of ownership and support from the community. Ideally, a successful program would find the right local person who is heavily involved in the community and is respected and trusted by the population that is being served. Working with this individual would lend credibility in the eyes of the community and provide a local community partner who understands the culture and can give advice about any programmatic issues that may arise. Such an individual would have enhanced the quality of the sessions by providing critical feedback and could also have taken charge of the program when I left. While I did not find this kind of person among the community facilitators for the Ikhaya Sport Programs, I now recognize that I cannot search for the “ideal community partner”. Instead, I must try to identify the individual or individuals with the greatest potential, who are open to new ideas but are also not afraid to provide critical feedback. I would then try to work directly with these leaders during training, encouraging them to help their fellow facilitators and providing extra support to prepare them to take charge of the program in the future.

After the Ikhaya Sport Programs were finished and my time in South Africa was nearing its end, I tried to provide the facilitators with the means to continue using the TPSR model and the positive youth development approach in the Macias Restis After-Care Project. This included a comprehensive Training Manual and other resources that would guide and support the facilitators. While I have since learned that the TPSR model is not being purposefully implemented during the after-school activities, I hope that the facilitators have taken the lessons learned during the Ikhaya Sport Programs and incorporated these into their everyday work with the students. I have been in contact with the Program Director about potentially re-instating parts of the Ikhaya Sport Program into Macias Restis as well as bringing the TPSR model to a local youth program. All in all, I am hopeful that the Ikhaya Sport Programs were just the first step towards a long partnership with the Ikhaya Trust Center, whereby the basic concepts and underlying values of TPSR can help the children and adolescents of Kayamandi take personal responsibility for their lives and social responsibility for their community.

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**Figure 1: Cheat sheet for facilitator training.**

**Relationship Time**

Goals:

- Try to touch base with as many students as possible
- Show that you care about the students and begin to build strong mentoring relationships with each young person

Strategies:

- "How was your day at school?"
- "I like how your hair is braided!"
- "What did you learn today at school?"
- "How are you doing today?"
- "It is great to see you!"
- "I like your new shoes."
  
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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Awareness Talk**

Goals:

- Teach life skills such as respect and teamwork by involving the students in the conversation
- To empower the students to take control of their actions

Strategies:

- Respect
  - o What does respect mean?
  - o What does respect look like?
  - o How can you be respectful?
  - o How does someone treat you with respect?
  - o If I were watching you, how would I know you were being respectful?
  - o How can you be respectful today in the activity?
  
  - o \_\_\_\_\_
  - o \_\_\_\_\_
  - o \_\_\_\_\_

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- Teamwork
  - o What does teamwork mean?
  - o What does good teamwork look like?
  - o How does someone treat you if they are a good teammate?
  - o How can you be a good teammate?
  - o If I were watching you, how would I know you were being a good teammate?
  - o How can you be a good teammate today in the activity?
  
  - o \_\_\_\_\_
  - o \_\_\_\_\_
  - o \_\_\_\_\_

### Activity

Goals:

- Have fun
- Play different sports
- Integrate teaching responsibility with the activity
- Empower the participants

Strategies:

- Have each team huddle up before the game and come up with a strategy
- If someone is disrespectful or isn't being a good teammate, call him/her over to you and ask – "Are you being respectful or are you being a good teammate?"
  - o If they say no, ask them if they want to change their behavior
- If the games get disorganized, encourage the students to call their own "time out" and huddle up to get reorganized
- Listen to what they are saying to each other and how they treat each other
  - o Use a teachable moment if you see it!

### Group Meeting

Goals:

- Give the students a chance to express their opinions about the day's lesson
- By allowing the students to be part of the program evaluation process, you can empower the students to express their views and take ownership of the program

Strategies:

- Favorite part – every student should answer
  - o What did you like the best about today?
  - o What was your favorite part of today?
- Least favorite part – asked to the whole group, not every student is required to answer
  - o Was there anything that you didn't like about today?
- What to change – asked to the whole group
  - o Is there anything you would like to change for next time?

### Reflection Time

Goals:

- Give the students an opportunity to self-reflect on the concepts being taught and their behavior in the activity
- Help the students develop a sense of personal responsibility
- Help the students think about how to apply these concepts to others areas in their life

Strategies:

- How did each of you do with "respect" or with "teamwork" in today's sports activity?
  - o Rate themselves with a thumbs up, sideways, or down
- How can you be respectful or be a good teammate for the rest of today?
- How can you be respectful or be a good teammate at home or in school?
- How can you be respectful or be a good teammate with your friends or with your parents?
  
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Relationship Time**

Goals:

- Try to touch base with as many students as possible
- Show that you care about the students
- Follow up on any successes or issues from that day with individual students

Strategies:

- "Have a great day!"
- "See you next time?!"
- "Great job today!"
- "Did you have fun today?"
- "How are you feeling?"
  
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Figure 2: Reflection sheet for post-program debriefing session.**

**Facilitator Comments**

Please fill out these questions after you have led a session.

- 1) As a facilitator, what was new for me today in leading the session?
  
  
  
  
  
  
  
  
  
  
- 2) What did I like the most about leading the session and this new model?
  
  
  
  
  
  
  
  
  
  
- 3) What did I not like about leading the session and this new model?
  
  
  
  
  
  
  
  
  
  
- 4) What was the most difficult for me about today?

**Facilitator Observations**

Please fill out these questions after you have observed a session.

- 1) What did I learn from the other facilitators today?
  
  
  
  
  
  
  
  
  
  
- 2) What worked the best with the students?
  
  
  
  
  
  
  
  
  
  
- 3) How can we change this program to make it even better for the kids?