

ReadySetGO

Multiply Schools

Version 3

NOT FOR RESALE

English Language Version

This is Version 3 (released May 2019).

Multiply Schools

A Multiply School is a live-in transformational leadership training school that operates for a minimum of 21 days to develop effective influencers in the world of sport and play.

Purpose and definition of a multiply school

It is intentionally residential for an extended time to allow for the challenge of living in community with a diverse group of people. The compounding effect of intensity, tiredness, stress and being away from the comfort of home and family, leads to challenge, conflict and “masks” slipping away to reveal the real person. When a person submits to such experiences, God does His work towards true transformation that influences all spheres of life.

Although the experiences may at times be challenging to facilitate, the outcomes lead to transformational leaders who become true disciples of Christ with passion, vision and calling that impacts life in a deep way.

Some important things to consider when facilitating a school:

- Simplification does NOT mean generalisation - we need to be specifically targeted.
- It's not a place to just teach content – it is training and wrestling with the issues in the regional context.
- There are 4 pillars to the training structure
 1. To KNOW - head knowledge
 2. To DO - develop skills
 3. To BE - training the heart
 4. To BE COMMUNITY - how to live daily in a Kingdom way

Our schools have an important spiritual responsibility -

- Is the Spirit of God present?
- Are we training people to be followers of the sport movement OR be followers of Christ first?
- We are custodians of the heart values - we want to take them as personal values rather than “the values of the movement”.

We need to beware of information overload and allow opportunity for spiritual conviction. We must be 100% Holy Spirit led.

Models of multiply schools

In order to have an effective training experience, it is crucial to know the purpose and clear outcomes before proceeding. This then allows for some variation in models which are impacted mostly by timing and location.

Once-Off : There may be a specific event (ie major sport event) or need (ie pioneering new territory) that requires intentional focus for a period of time. This form of school would typically attract participants from that localised area to build new teams relevant to the context.

Rotational : A collective group of cities or countries may wish to take turns in hosting the school for building their leaders and teams. Through mutual collaboration and agreement, the hosting areas can specifically target the needs for their context in partnership with the other city/country participants and facilitators.

Ongoing : These schools usually serve a regional need and are located at the same country/city/place with regularity. It becomes a central gathering place for the region it serves and therefore can include a diverse range of nationalities, cultures, educational standards and life experiences. The trainee leaders from these schools develop perspectives and relationships that span the whole regional area and allows for ongoing collaboration and partnership. We encourage to have at least one for every Big Region.

The purpose of a Multiply School

There is no point in planning to run a Multiply School unless you have a clear purpose and desired outcomes. You must be intentional in the way that the school is structured and the training content delivered so it meets the needs of the participants and the relevant teams.

Core teaching content is recommended for all advanced trainings, but additional topics or focussed themes may be used to deepen the learning or increase knowledge and skills for specific purposes.

We would not expect many schools to need to do basic vision casting or introductory sessions except for the purpose of intensively training leaders who are absolute pioneers in new areas.

The main target group for this training would be experienced teams who come to learn and grow together in a deeper way.

During the process of the training, they can build on their experiences and grow from their failings as they work through case studies relevant to their context.

As much as it is important to share information in the training sessions, you must ensure that it is useful and relevant to the context of where your leaders are serving, so they can use the knowledge and apply it for themselves to address challenges and situations they face in a constructive manner.

Some possible outcomes could be:

- Growing teams for new territories
- Strengthening & stretching experienced teams
- Restricted access strategies
- Cross cultural mission
- Oral learners
- Elite sport context
- All Ability mission
- Refugee and trauma specialisation

What takes place at a Multiply School?

Living	Learning
Living together in community (becoming like family)	Ice breaker games, fun games & experiential learning
Community service tasks	Fitness testing & exercise sessions
Team Challenges & stress activities	Sports coaching, playing & competitions
Missional outreach experiences	Classroom training : teaching, case studies, group discussions, role play, facilitated discovery
Practicums	Ministry strategic planning
Mentoring, discipleship and accountability	Training of Trainers

Who should attend?

- Christian adults with clean living habits who have a passion for God & lost people.
- They have previously attended sports ministry training and have built practical experience.
- Members of a team who serve together in the field - they can learn from their mistakes & challenges, and grow deeper in their knowledge, calling and commitment to ongoing sport ministry.

- They are capable and willing to be servant leaders in their local or regional situation, and have the support of their church leaders and sports facilitation team.

Outcomes of a Multiply School

The Multiply School is NOT an academic institution, nor a Bible school giving out qualifications - it provides a community experience where participants are challenged to **grow in their relationship with God and to understand themselves in such a way that there is transformation in their minds, hearts, choices and behaviours.**

Personal transformation becomes evident when there is an understanding that identity is found in Christ and choosing to live as an obedient disciple of Christ. Coming to know the specific call on one's life and choosing in faith to respond to it.

The journey of change is a process, so each individual may well be at different phases of growth. Throughout the process of the Multiply School the facilitation team will create experiences where the the Holy Spirit might impact lives.

Teams should grow together in their understanding of each other, their vision, mission , purpose and skills.

There are basically 2 types of teams we can develop -

- **A team with a clearly defined leader**, with members who fill their roles under the leader's vision and guidance. Tasks are given and directed from a central point.
- **A Team of leaders** who all have different functions to fill, but they together develop and own the vision of what they are trying to achieve. They also are empowered and released to make necessary decisions and take action to achieve their responsibilities. Together, the team of leaders keep refining the vision, pathways, roles and duties.

** The 2nd model is what we are working towards - it sometimes feels harder to manage but is worth pursuing to be more effective and inclusive.

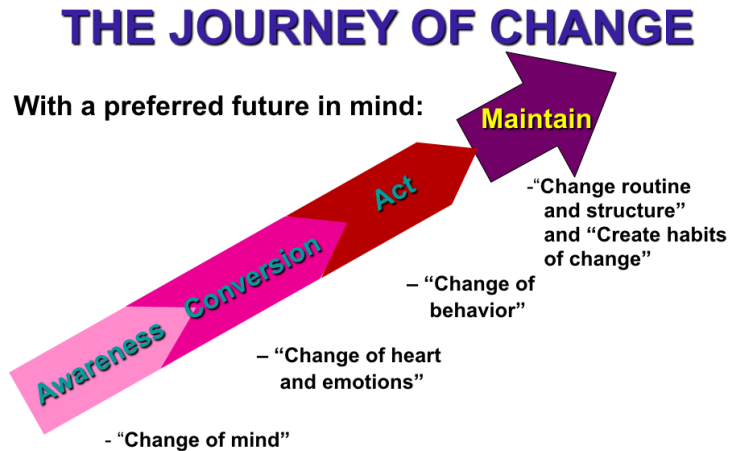
Each team should carry the heart values and vision of the movement, celebrating and valuing diversity (i.e. roles, gender, age, background, etc)

Progression of team development to a deeper level is a desired outcome.

Starting Team(s) > Growing Team(s) > Multiplying Teams

Disciple Making ministry should happen in various models and places. The contexts of sport, play, adventure, action, health & fitness all provide a variety of opportunities and models to GO and make disciples. The whole purpose is to

intentionally influence (redeem) the entire physically active world and it's associated cultures. Sports ministry can be Incarnational, Missional and Attractional ministry.



3 key training outcomes:

1. **KNOW** - Know God and know yourself
2. **MULTIPLY** - Disciples, leaders and teams of leaders
3. **INFLUENCE** - the physically active world by GOING where they are.

Value Adding

Besides the Core content of Advanced training, there are many extra options which add value to the experience. Choose topics and courses which fit with the needs and purposes of your school.

For example:

- Specialised health & fitness
- Whole life coaching
- Youth leadership
- Festivals
- Fatherhood & motherhood training

- Sport coaching certificates
- Deeper disciple making
- Global Community Games
- Chaplaincy
- Sports camps & academies

Add section note

Curriculum

CORE CONTENT FOR MULTIPLY SCHOOLS

The training is a process where each session and activity has a link with themes of growth in knowledge & skills as well as personal transformation.

Although different people may deliver the facilitation or training sessions, there must be someone who ensures that the participants understand how the topics are like pieces of a puzzle – they all interconnect with each other to create the picture (outcome).

This person has the skill to recognise if some content needs to be revised or if there needs to be a change in the schedule to allow for deeper understanding or Holy Spirit conviction.

The structure of the training schedule may vary according to availability of specialist trainers or logistical considerations, but there is a certain “Flow” that occurs when sessions are thoughtfully planned, to recognize that there are physical, spiritual, psychological & emotional “highs & lows” that take place and they affect the dynamics of the training community in a strong way.

There are many sources for training content – the ReadySetGO black book, old ISLT training manuals, training content or other resources from within the sport movement (that are constantly being developed) or beyond. At this stage there will not be a collection of detailed training notes, but the following topics are strongly recommended.

Core Teaching Content

KNOW	
Know God	Know Yourself
Engaging with the Gospel	Heart Values
Bible Handling	Character sessions (new)
Discovery Bible Study	Sports Ministry Map
Prayer, Worship and Solitude	Calling & Purpose
Devotions	Table of Support
Reflection times	
MULTIPLY	

Cultural Studies		
Missional Practice		
Understanding and Valuing Sport		
GO Strategies		
Disciples	Leaders	Teams of Leaders
Disciple-Making strategies	Team challenges	Leadership principles
Discipleship training & practical application	Team building	Effecting change
Life Accountability	Leading effective teams	Time management, etc
	Team roles	Sustainability
	Multiplying teams	Dealing with Conflict
		Partnership
Follow up generations	Fundraising	Planning & recruiting
	Mobilization	Training of Trainers
INFLUENCE		
Practical Ministry Plan		
Communication		
Mentoring		
Encouragement		
Reporting		

Know

Knowing God

It is not a one session process, it is an ongoing journey as each individual engages with God's Word, through group discovery, Holy Spirit revelation and times of worship. Bible handling and Discovery Bible study tools (as found in RSG black book) are useful foundations to lay at the beginning of the Multiply School these skills and disciplines can then be practiced and reinforced throughout the time so they become daily habits that transfer into everyday life.

Some schools use DBS for morning devotions spiritual discipline ... working through a book of the Bible or readings from creation to Christ.

Knowing Yourself

Knowing yourself in a deeper way comes throughout the entire school process through studies, team challenges, stress activities, Bible studies, teaching sessions and useful self-discovery surveys and tools.

The Heart Values content can be taught in full 90-minute sessions, overviews, through devotions and woven into activities & other training topics. These values need to become personal, rather than "the values of the movement".

A new series of 12 sessions on Character Values have been developed to intentionally take participants deeper into Kingdom living principles and examine who we truly are. IT IS ESSENTIAL that a full measure of time is given to these sessions as they have been designed to challenge the core of who we are called to be as people In Christ & to express it in the DNA of the movement.

In engaging with the sport ministry map the participants need to recognise where they fit in their own sport experience profile and also to identify where their target groups for ministry may fit.

Understanding personal Calling and Purpose will become clearer throughout the training process and encouragement to develop a Table of Support will add to a wholistic care and accountability plan.

Multiply

Knowledge and skills sessions encompasses many areas that are helpful for multiplying DISCIPLES, LEADERS & TEAMS OF LEADERS.

Culture studies sessions are best begun early in the school schedule to allow participants from the different countries & cultures to share their pride in their own homelands – this helps to establish a bit of an identity of who they are and is a way to celebrate diversity in life experiences. Throughout the training, additional studies on Worldviews and how they form our opinions will help to then examine cultural practices against the Kingdom of God culture, to live as He has designed and desires.

Sessions on understanding & valuing sport help to provide an understanding and framework for the context of the sport world – the place and community that our movement seeks to serve and influence.

Learning the theory and skills of various GO strategies along with practical experience in doing mission outreach will move the concept of multiplication into useful tools for ongoing effective outreach ministry.

DISCIPLES are the primary focus for sport ministry – having specialised training on Disciple-making strategies & Discipleship training will also give core foundations for people to practice the process throughout the training time in order to become more comfortable with adopting that heart and mind into every aspect of life. Developing and practicing the process of life accountability, and follow-up of individuals within the context of the school, will also establish a practical understanding of why it is important in our life journey to continue with these models.

Our movement is focused on building LEADERS who live as servants. There are many “soft skills” (i.e. character, awareness of other people’s needs, etc.) that are difficult to measure, but there are also leadership principles, effecting change, time management & delegation training sessions that give useful knowledge in how to lead people. Training in sustainability, partnership principles and dealing with conflict adds even more helpful tools.

The development of TEAMS of LEADERS and the associated skills is an ongoing process that takes place in a range of ways – team challenges & team building exercises, lessons on Leading effective teams, team roles & how to multiply teams are all part of the basic content. The aim is to develop teams of people who can work well together with an attitude that allows each one to feel empowered to lead appropriately within a team, and as they multiply new teams to go to new places and people.

Additional sessions on fundraising, planning & recruiting, and mobilisation are strategic skills for effective multiplication.

TRAINING OF TRAINERS is necessary for equipping people to have the skills for delivering training sessions and facilitating processes with new people, leaders & teams in new places. It is good for participants to have at least 2days to learn skills on facilitation and training principles, be familiar with ReadySetGO resources & clearly understand the vision and heart values. A practical experience in preparing & delivering training of various content to a group of participants, helps to build confidence and allows for constructive feedback to help to improve skills.

A recommendation is to do ToT throughout the whole month, where facilitators & Trainers (Master Trainers ideally) give advice and tips about training for multiplication as the sessions are being conducted.

Influence

Influence the culture and world of sport by thoughtfully and strategically preparing a ministry plan that is effective for the context. Have an ongoing communication plan and intentional training and strategies for mentoring, encouragement and reporting. Each of these components are absolutely necessary for taking the movement of God's kingdom DEEPER, LONGER & WIDER THROUGH CHRIST in the world of play, sport, action and adventure.

Flow of Training

Making the training meaningful

There is no recommendation for the sequencing of modules for a Multiply School as we don't want the schools to be uniform, recognising the diversity of countries and cultures that make up each school. This is not to say that flow is not important. As you prepare your school, you would want there to be discussion within the training team as to the best process for delivering the training at your school.

For the training to be most effective, it is necessary for each component to be seen to link with all other content and experiences as “building blocks” for transformational leadership development. No topic stands alone.

Questions to consider:

1. What are the key components that you want in place before introducing other concepts? (One recommendation is to put teambuilding near the start of the school. Most participants will be part of a team in their ministries and it helps if participants can think through how best to function as part of a team, even if other members of their team are not at the school. Teams will be a thread running throughout the training, but it makes sense to put the framework in place near the start.)
2. Is there intentionality in enabling the teams to work through the developmental stages as outlined in the leading effective teams module?
3. Is there a good balance and integration of the theoretical and more practical components of the training? (Aim for 50:50 classroom: practical ratio)
4. Are you optimising the training times which require high levels of concentration and ensuring that times of the day when concentration can be a challenge contain higher levels of activity?
5. Does the training process allow time for reflection and the opportunity to think through how they will apply what they are learning?
6. When planning practical outreaches, have you covered the appropriate equipping training & given sufficient preparation time to run the outreach effectively?
7. How will the training team determine if the flow needs to be changed?

A few tips:

- Ensure that you allow plenty of time to debrief challenge activities – ask open questions that make participants go deeper into themselves (feelings, identity, motives, reactions) to expose weaknesses and areas for growth.
- Keep linking concepts and experiences with other sessions so “threads” are connected.
- At the end of each day have time scheduled for personal reflection / journaling and accountability small groups (3-4 people together for the whole training)

Management and Administration

Considerations and processes of a multiply school

There are different responsibilities before, during, and after the training that an administration team of a Multiply School needs to do to prepare and run the best experience possible for the leaders trained.

Preparation process (Before the Multiply School)

There are several ways in which you can help your participants get the most out of the training:

1. Pray and plan

Ask people to pray for the training and its impact on the individual participants and for the impact of the Gospel in the relevant country and region. Recruit a prayer team and develop a prayer plan to execute before, during and after the training.

This team will pray asking God to bring the right leaders, participants and also for people to fill the gaps according to the training goals (Prayer, Sports, Fitness, new locations, etc.)

2. Budget

Set a budget based on the needs of what you have planned. Form a plan to raise funds and gifts in kind based on the budget considering how much you are charging the participants.

3. Curriculum

Select the training curriculum based on the goals you want to accomplish with the Multiply School.

There are two important things to keep in mind. First, is the quantity of content. Set this up according to the phases of the training and the balance between content delivery and the other elements of the MS. Second, is the contextualisation. In addition to the core modules you can customise the training to better meet the needs of your regional context.

4. Dates and Schedule

With the curriculum in place, it is now possible to set the schedule for the school. Shape the transformational experience mixing all the elements of the school (lectures, physical challenges, mission trip, solitude, sightseeing, rest days, etc.).

Also ensure that you have organised in the schedule, the arrival and departure of the students and facilitators, and also celebrations such as an opening and closing ceremony.

In selecting the dates for the MS, ensure that you choose a period suitable for the participants and for facilitators and be aware about climate issues for your program.

5. Venue

As a residential training, you will need to arrange a place to host the school. There are some things to be aware of as you decide about the location: Enough sleeping accommodations and wash rooms for participants and facilitators? Distribution of rooms separating men and women? Office space? Storage? Space for sports and other activities?

6. Facilitators

Based on your curriculum needs, build your team of facilitators. Prepare a document to send them with your time table or schedule for the entire school program. This will help facilitators see the entire program which will help them understand your desired outcomes.

If you have international facilitators coming, then arrange to have a good translator if needed.

7. Recruitment

1. Send the recruitment application to all alumni six months in advance.
2. Receive all applications 3 months before the starting date and conduct a Skype or video interview.
3. Ensure you have the reference form from the church and sending team.
4. Get the indemnity form signed.

8. Resources and Equipment

Be sure to arrange any training resources needed well in advance of the training. Below is a list of resources and equipment that you might need to provide depending on your context.

- Buy all the stationery required
- USB drives to give to the participants, or ask them to bring their own
- Certificate
- Projector
- Flip-chart
- Sports equipment

9. Communication

For effective communication before and during the school, below is a list of communication tips:

- Families and local teams: Provide one cell number where all the families can call in case of emergency.
- Facilitators: Ensure that you communicate with facilitators in advance and that you have prepared them for your desired outcomes. Upon their arrival, brief them before the lecture and coaching sessions about important particularities of the group.
- Students: Before the training ensure that they are aware about what to bring (dress code, shoes, bible, notebook, pens, toiletries) and what not to bring (jewellery, expensive devices). During the school have a good communication system to have everyone on the same page about the program. You can use a communication app like Telegram to facilitate information access to the whole group.

Ensure that all involved are aware and obedient to the need for security in their communications.

10. Transportation

Provide transportation and arrivals & departures information. Also have a transportation plan for mission trips, outing and solitude etc.

11. Ground rules

Below are some areas that you need to think about and have rules in place:

- Careful use of property.
- Acceptable social behaviour at premises.
- Use of electronic devices and internet.

12. Medical Assistance

Ensure you:

- have the first aid kit at the premises.
- know about the medical needs of the participants.
- have the phone number of local hospital and you have a standby vehicle.

13. Security

Ensure the venue is safe and secure. When going out for mission and solitude ensure that all the security arrangements are in place.

Administrative Support - (During the Multiply School)

1. Book keeping

To manage the finances of the Multiply School, assign one person to deal with this. For accountability reasons, ensure you get proper receipts for all purchases.

2. Handouts

Provide the printed handouts for each lecture if needed.

3. Time keeping

Manage the time, but also be aware of any needed flexibility.

4. Review from students and facilitators perspective

Get feedback from the participants and facilitators and adjust as needed.

5. Assessments

Schedule and provide what are needed for the assessments during the program.

6. Others

Other things to think about and monitor:

- Nutrition (Food and coffee breaks).
- Church services on Sundays.
- Birthdays, National holidays.

Post Management - (After the Multiply School)

1. Financial report

Present a financial report to your team and to your partners.

2. Alumni Development

After the school, give support to the alumni. Keep them informed about your big region strategy, remind them about any commitments they made and encourage them to continue in their ministry plans.

3. Storage of equipment and materials

Make a list of the remaining materials and storage that can be useful for the next training.

4. Prayer

Keep praying for the alumni when they are back to their cities, build a network of intercessors and support their action plan in prayer.

5. Analysis of the whole process

The Multiply School Team should do a SWOT Analysis to learn from their experience and keep improving for the next school.

Multiply School Facilitation Team

Roles and responsibilities

Each Multiply School will have a distinctiveness of its own, yet there are certain roles and areas of responsibility that are common to each Multiply School. How you divide up these roles and responsibilities is up to you, but you should ensure that all the roles and responsibilities are covered! This should be done well in advance.

Before you start to allocate these areas of responsibility, your primary question should be “do the people who will take on these areas of responsibility carry the heart values of the sports movement?”

For anyone who has not done so, it is recommended that they work through the online training which can be accessed via www.traininginsport.com.

Specific Roles and Responsibilities

1. Principal of the School

This person has oversight for the school and is responsible for shaping it as well as taking responsibility for reading the emotion of the team and determining the flow and the pace of delivering the curriculum. It is the principal's responsibility for leading and liaising with the team of facilitators and administrators. They will also be responsible for applying for any budgetary support as well as reporting to the Regional Facilitation Team at the end of the school. There is an Excel spreadsheet for school principals to fill in to help do this. The principal is ultimately responsible for ensuring that the training remains within budget and managing any shortfall. Recommendations for ISLS nominations should come from the school principal after the end of the school, in consultation with the training team.

The recommendation for the role of principal is to have an ISLS alumni fill this role in order to bring the heart of the movement to the Multiply School.

2. Administrator

There are several areas that needs to be covered, before, during and after the school. There needs to be communication between the principal and the administrator in these areas. Below are some of the responsibilities but read also the section Management and Administration.

Before

- To send out letters of invitation and application forms to potential trainees.
- To process all applications and to follow up references.
- To liaise with the principal to determine who is accepted for training.

- To send out letters/e-mails of acceptance/rejection.
- To circulate information about the training, including dates, cost and course expectations.
- To manage the booking of the accommodation for trainees and staff.
- To liaise with caterers and if relevant book accommodation for caterers.
- To liaise with other facilitators regarding travel arrangements, training requirements (e.g. handouts, projector, flipchart, paper, etc.) and other practical details.

During

- To be responsible for arranging to pick up and drop off visiting facilitators.
- To orientate facilitators with regards to accommodation, training facilities and schedule.

After

- To assist in the completion of the report for the Regional Facilitation Team.
- To ensure that information for follow up is sent to country, mini-region and big-region facilitators, as appropriate. Also, to liaise with church/organisation leaders of individual trainees.

3. Treasurer

The treasurer should work closely with the school's principal and administrator in keeping the school within budget. Their other specific responsibilities include:

- To receive fees from trainees in advance or on arrival at the school.
- To keep a record of all monetary transactions and to issue receipts and payment vouchers where relevant.
- To complete a financial summary of the training and to send to relevant parties, e.g. school principal, mini region facilitator, funders. (See Excel document for the framework for this.)

4. Shepherd

This person is responsible overall for the pastoral well-being of each of the trainees, while they are at the school. Other members of the team can be approached to share this responsibility if he/she is not available for the whole time. They should be ready and willing to reinforce the heart values in their contact with trainees. (Read the session about Shepherding).

5. Fitness Co-ordinator

This person has overall responsibility for overseeing the fitness of the group. This will involve ensuring that the trainees have regular fitness sessions and managing those with injuries.

6. Sports Co-ordinator

This person should oversee any specific sports that are covered during the training, although the delivery may be delegated to other coaches. They should be responsible for booking any facilities and for ensuring the relevant sports equipment is made available.

Facilitators and Coaches

The requirement for the facilitators and coaches of the Multiply Schools are:

- Reflect the heart and ethos of the movement.
- They should be specialists in the content they will deliver.
- Have strong relational skills and be able to help the leaders to apply the content in their context.

Team Dynamics

The principal of the School needs to ensure that the whole team is “on the same page” in terms of knowing the emotional atmosphere and having synergy in the combinations of the Multiply School's experiential elements.

To do it well, it is important to set a schedule for team feedback meetings to share their own perspectives about the feelings of the group.

Advisory Board

It is strongly recommended that each Regional Multiply School has an Advisory Board of 3 or 5 mature Christian leaders who are willing to promote the values and protect the processes necessary for the school to function well in a sustainable way. Their expertise and contacts will help to raise funds, navigate through challenges and ensure that the Leadership Facilitation Team is supported to effectively function well.

Leaders Profile and Recruiting

TARGET OF THE MULTIPLY SCHOOLS

As the purpose of the Multiply Schools is transformational leadership development, there are profiles and practical directions for those responsible for recruiting and admitting the leaders who are applying for the training.

Recruitment and Sending Team

The sending team should ensure that the Leader:

1. Has raised the required registration fees, funds for his transportation and out of pocket allowance
2. Has been briefed on expectations and been prepared for the School, including any required equipment
3. Understands the scope of local work already being done, and knows the needs and vision of the City and Country teams
4. Is welcomed back from training. The team is ready to hear his/her vision & passion and should try to create an opportunity to allow the leader to grow.

Admission Requirements

1. Leaders need to discuss their interest in the training with their country and regional coordinator for sports ministry who should send a recommendation. Information about current sports ministry & team involvement needs to be included.
2. The Multiply School is advanced leadership training. The leader needs to have completed a ReadySetGO (basic) training before they can be recommended by the country team for Multiply School.
3. One must be a Bible Practicing Christian for at least 3 years and demonstrates complete commitment to honouring Christ and furthering His Kingdom.
4. Has a passion for sport and play and is currently involved in sports ministry and leadership for at least one year preceding the recommendation.
5. Leaders should exhibit outstanding leadership qualities.
6. Preferably aged between 21 and 35 years
7. They should have leadership potential and capacity to serve at both the National and regional Level
8. Should be able to read and write in the primary language used for facilitation at the Multiply School.

9. The leader should be encouraged to obtain support from their sending organization, church and/or other ministry networks because this will indicate what level of influence they may have as a sports ministry leader upon completion of the course.
 - Obtain a written commitment from the leadership of the church and/or the ministry network that the leader is involved in, to give spiritual covering and that they will support the particular leader in implementing what they will learn at the School.
 - The leader commits to staying connected to the national sports and/or ecumenical networks in their country.
10. It's important to pass on information to the leaders of sending organizations that the Multiply School or sports movement does not provide finances to pioneer or sustain sports ministry or for personal needs.
11. There is a financial cost to attend the school – create a system that encourages payment of required fees on time and if possible ahead of admission
12. Leaders should be encouraged to arrive at the School at a fitness level of 70% or more with no serious medical conditions and sport injuries. They are responsible to declare their medical history and where applicable request for a medical report from a certified Medical practitioner
13. Each applicant should process their relevant travel documents or apply for one immediately. Ensure to send the right information in regard to a visa (if it's a requirement) where applicable.
14. You should ensure to have completed online forms, or application form and the two reference forms 3- 6 months prior to commencement date. In addition to this the leadership of the School should constitute a nominating team that shall be responsible for the selection screening process.

Sports and Activities Concepts

SPORTS AND EXPERIENTIAL LEARNING IN A MULTIPLY SCHOOL

The Multiply School is not a training for content delivery. It is an intentional program designed for transformational leadership development, sports, experiential learning and challenge where purposeful activities are essential elements of its experience.

1. Why use sports and stress activities in a multiply school?

Sports

Sport is the primary product of our movement. Furthermore, sport is a microcosm of life. Hence, we use sport first, to better understand the people we serve and to increase our understanding and skill. Secondly, sport serves as an effective tool to contribute to the holistic development of the participants and to teach invaluable lessons.

Experiential Learning

Experiential learning is the primary teaching style used in the training. This style of teaching effectively facilitates every learning style, is student based, reinforces the learning, is fun and engaging.

There should be a methodology of learning in all aspects and phases of learning.

2. Different types of activities and place in the schedule

Below you will find a list of different types of activities and the purpose of their incorporation into the Multiply School experience:

TYPE OF ACTIVITY	PURPOSE	WHEN
Team Building	Designed to create trust and synergy among team to increase their capacity and performance.	Beginning of school Throughout the school as required
Ice Breaker & Games	Tools to help participants relax when there is tension or to energize when there is lethargy.	Beginning of school Throughout the school as required.

TYPE OF ACTIVITY	PURPOSE	WHEN
Experiential Learning	Designed to reach every learning style represented in the room and to lead participants on a journey of discovery.	Throughout the school. This should be the primary teaching style.
Exercise Fitness Gym	To cater for the physical and mental health of participants during school and to model the importance of fitness in their local context.	Recommended to have physical exercise 5-6 days a week Gym can be 2-4 days if facilities are available.
Fitness Test	To measure the physical growth and development of participants during their time at the school.	Mandatory to have at BEGINNING of school to see where each student is at and at the END of school to see progress. Optional to have in the middle of the school to monitor progress
Stress Activities	Designed to cause participants to remove mask and pretence to reveal their true selves.	At the beginning of the school to remove mask. After 21 days when masks have been removed and participants are becoming comfortable.
Sports Leisure Time	To create intentional downtime for participants.	Throughout the school find time to give students opportunity to play and have a shift from class education.
Sports Coaching	To empower participants with basic skills to teach/coach a sport discipline(s).	When students are in a good mood and are not experiencing extremes in the program and ready to receive new knowledge.

TYPE OF ACTIVITY	PURPOSE	WHEN
Sports Competition	Similar to the stress activities, competition will create an environment to remove any mask from participants and allow them to reveal their true selves. It is also a space to measure the growth and maturity of participants during the school.	When students are down emotionally, and mentally tired after hard theoretical studying and they need to emotionally recharge themselves.

Risk Management

Before any activities are undertaken

Liability

Insurance & indemnity in place?

3. Stress Day

The stress day is a 24 hour, intense, team dynamic, designed to push leaders to the limit physically and emotionally, to remove all masks or blockages, hindering them from revealing their true selves.

The stress day should be done around the 21st day. Day 21 is usually the tipping point of conflict and the stress day is intended to expose the conflict so it can be addressed. Do adjust accordingly if the Multiply School is less than 21 days.

Multiply School Fitness

BEST PRACTICES

The aim of this overview is to help leaders understand the full range of fitness parameters to avoid generalization of fitness.

Purpose & Importance

The specialized focus of the training program is within the context of physical activity – be it organized sport, recreational play or adventure and action sports, all need a high standard of health and fitness. We must demonstrate the importance of maintaining a healthy lifestyle whilst at the same time modelling best practices.

By understanding the profile/target group of your trainees, you match the fitness program to suit their needs (i.e. elite athletes must maintain strength & conditioning standards).

Process

As a facilitation team it's important to draw out the outcomes of your fitness programs by the end of the Training program. This comes through developing an intentional process.

The key question:

- Where do you want to see their fitness levels at the end of the 3+ weeks?

Content

As you do this consider looking through the following fitness Goals:

1. Balance - The ability to stay upright or stay in control of body movement.
2. Coordination -The ability to move two or more body parts under control, smoothly and efficiently
3. Agility-The ability to move and change direction and position of the body quickly and effectively while under control
4. Accuracy -Ability or quality of being correct or precise. Accuracy plays an important role in the execution of technique during movement
5. Power-The ability to exert maximal force in as short time as possible
6. Speed -The ability to perform a movement or cover a distance in a short period of time
7. Flexibility-The capacity of a joint or muscle to move through its full range of motion

8. Strength-The ability to perform work against resistance (maximum force you can apply against another force)
9. Stamina-The amount of time that a muscle or a group of muscles can perform
10. Cardiovascular Endurance-The ability of the heart, lungs and blood vessels to deliver oxygen to your blood tissues

Note:

It's important to be aware that not all students/leaders will arrive at the school in the same physical fitness shape. As a result, consider designing a program that caters for all categories of people and allows for personalized goals and outcomes.

A continuous record keeping of individual scores, time and measurements helps one to effectively monitor the fitness development of a leader/team.

Models & tests used:

- Morning Runs
- Sports Competitive games
- Gym times
- Swimming
- Aerobics
- Functional movements
- High Intensity Interval Training (HIIT)
- Experiential activity

Tests

- 2.5km run
- Bleep test
- Push-ups per minute
- Sit-ups per minute
- Planks
- Digs
- Stationery Jump
- Hands Reach
- Agility run between cones in T formation

Key considerations before designing any physical fitness activity:

Warm Up

A warm up helps in raising the body temperature, blood flow to your muscles and may also prevent soreness to the muscles therefore lessening risk to injury

Cool Down

Cooling down after a workout is as important as warming up. Stretching helps reduce the build-up of lactic acid, which can eventually lead to muscle cramping and stiffness. It's also important to note that stretching is good during cool down while your muscles are still warm.

Rest

Fitness facilitators should be able to build in enough time for rest and recovery of muscles. This allows the body to repair and stretch itself in between work outs

Hydration

On average every active person needs 3-4 litres of water per day so ensure that the leaders are rehydrating through the day

Sleep

It's recommended that every leader to get enough sleep to replenish the energy for the next work out

Shepherding

LEADERS' SPIRITUAL CARE

Shepherd care during Multiply Schools is the provision of spiritual, emotional and psychological care and support to primarily the students but also school leaders. This role helps cushion stress, dissatisfaction and other needs that would arise during the school. The need for prayer, counselling, and encouragement during the school cannot be over-emphasised. People come to the school with brokenness and hurt which might manifest because of injury or conflict.

Role of the Shepherd

The role of the Shepherd is to offer pastoral care and spiritual input for the students, being available and listening to their physical, emotional and spiritual needs. To maintain the role of a father or mother for all the students with unconditional love.

Key areas of influence:

- Conflict resolution
- Facilitating the process of healing
- Encouragement and prayer
- Confidence building

Profile of the Shepherd

- Focus on the person. People are more important than process.
- Should be approachable, welcoming and friendly. This will build trust and hope
- Live and lead a disciplined life of prayer
- Committed to daily scripture engagement
- Sensitive to the spiritual needs of the students

Best Practices

- Praying always
- Positive and not biased
- Feel the spiritual temperature of the group
- Show empathy
- Emotionally and spiritually stable themselves
- Not talkative and gossiping
- Physically present
- Not serving as "spiritual" advisor

- Build lasting relationship even beyond the school
- Careful and wise with male-female interaction

Missions and Outreaches

WHY AND HOW OF MISSIONS IN THE MULTIPLY SCHOOLS

Purpose of Missions and Outreaches

A short-term mission experience is important to:

1. Grow Students
2. Guide Facilitators
3. Serve Communities

1. Grow students as servant-leaders

- Faith Application - Taking what they learned in the classroom, they now implement outside the classroom.
- Provide opportunities where success and failure are both possible. Speak about conflict management; finding your calling; how to handle failure. [Acts 15:36-41]
- Increase learning and help students see the bigger picture.
- Strengthen confidence to stand in front of people and lead people. Teaching the Bible using Discovery Bible Study (DBS), in the moment. Evangelism *Appendix: The Four (4) Spiritual Laws / Airplane Cross Demonstration / My Story, Your Story, His Story (previously the six windows).
- Help students see the need in the community [Mt. 9:36], Pray specifically [Mt. 9:38] and if possible act on the need [testing of generosity]; be open to new things / spontaneity / creativity in being led by the Holy Spirit.
- Confirm personal calling, purpose and ministry niche: with the experience received, give them the choice to continue in ministry or not. Identification of Five-Fold ministry. Leadership without TITLES *Annex - learning their Spiritual Gifts; Ensure to leave out Titles (i.e. Apostles, etc)
- Capture ideas / open-mindsets and ministry models when stuck (enlarge their vision). Train and encourage creativity in outreach models.
- Discover their strengths and weaknesses: learn how to complement one another (fill each other's spaces) - giving roles based on strengths especially in ReadySetGO Strategies [Pray Give Go]. Acts 13 - The church prayed.

2. Guide Facilitators to Train Practically

- Demonstrate and mentor students while in the field. Examples:
- Take one or two students to an envisioning with a Pastor: help them become aware of the practicalities in ministry and processes (Communication, Transport, Finances, etc). Divide the students into groups and have them join the process of envisioning Pastors.
- Search for the "Right Pastors" - those with a passion for sports ministry and training them in sports ministry (e.g. one soccer ball project: take a ball to a pastor and don't give it to them until they tell you - WHY & HOW they will use it.)
- Schedule time with students for one-on-one coaching and mentorship in the field - create platforms for open conversation.
- Connect theory with practical learning and experience. Take individual training concepts and live them out in the community each day.
- Remind students of the roots of the movement - Back to the purpose of evangelism and discipleship.
- Ask deep questions that allow the students to evaluate their own heart and motives.

3. Serve Communities

- Creates catalytic opportunities for the local church.
- Helps local church have a visible presence in community.
- Helps community to see the local church in a positive light.

Training Concepts

- To demonstrate Obedience to the Great Commission. Use the Connect-Show-Find-Equip [Mt. 28:19-21; Luke ...] -See attached annex on Pray-Connect-Show-Find-Equip.
- To expose students - helping them understand what they will encounter in the field: Cross-cultural Experiences, Emotional Intelligence (EQ), etc. Annex Cross-Cultural Experiences Training Charts, EQ tests and questionnaires.
- To Kick-start or enforce Team Multiplication in the chosen mission station. How?
 - If the team member is a local, contact a church member from someone on the team and do an outreach in that church.
 - Find a person who is a potential student for the next school - Introduce them to the vision (based on what the church needs, e.g.

KidsGames). Envision pastors, etc with the students. This exposes the students to the details involved in envisioning.

- Integrate a 1-week Mission Outreach (Global Community Games, Play Camps, Ubabalo) training / KidsGames [on the 3rd week].
- Link with High-Profile Athletes at a Professional Centre.
- Conduct a Community Cup.
- Hold Sports Clinics.
- Big Screen Shows during Major Sporting Events (marathons, Pan-American Games, etc.) - partner with teams in holding events as training grounds. Hold a Compassion Project for the community.
- Set aside practical demonstrations into the community (e.g. KidsGames, Whole Life coaching, Chaplaincy - take the teams to connect with the players and coaches).
- Luke 10 & Matthew 10 - Finding the Person of Peace by going out without money, food, shelter, etc. for 2 days. This should be done with an understanding of the context and wisdom based on timing, place and security. A strategy can be developed to find the POP in any place.
- Find the POP with those in the Gym as you visit regularly.
- Find the POP in crowded areas/towns/university campus' etc. and contribute to the process.

Debriefing

When returning from the mission to debrief it is important to:

- Share challenges & experiences
- Deepen the vision from head to heart
- Help with Reporting: Help reignite passion to get back out and celebrate what God has done

Assessment

ASSESSMENT IN THE MULTIPLY SCHOOLS

In recent years the number of Multiply School trainings and schools has continued to increase. Many of the course leaders and facilitators have asked for more help in planning, assessing and evaluating their courses. What follows is a set of guidelines to help shape your course. Included in the guidelines for each category are some suggestions about how you can assess that component. This document is not a 'one size fits all' model. Rather these guidelines should help you to think through why you are running your training and what outcomes you are working towards.

Purpose of the Assessment

- To determine what the students know and understand. Adults have a need to actually realize that they truly know and understand all the information.
- Through their assessment we are examining ourselves (The leadership of the school) and what we need to improve.
- Assessment is the second best way to retain what you learned after teaching.
- Assessment is also important for leaders that will come after us, so that they will learn from our wins and failures.
- Through assessment we can really test the selflessness, team homework and high values that we promote in training.

Assessment overview

There are 4 pillars to the assessment.

1. To KNOW - head knowledge.
2. To DO - develop skills.
3. To BE - training the heart.
4. To BE COMMUNITY - how to live daily in a Kingdom way.

Within this framework, we can see the relevance of core training content & other elements that contribute to the process.

Assessment of Curriculum (TO KNOW and TO DO)

The Multiply School manual strongly recommends what should now be covered at a Multiply School. It is absolutely essential that the training team grasp the heart values of the sport movement and work to reinforce these throughout the training.

Try to have some information about the trainees that will be at your school so you know what weight to give different aspects of the curriculum, especially with the GO Strategies. So, for example, if your group are all serious sports players then GO Sport (High Profile Athletes) strategies should feature strongly in the training. If many of the trainees work in the local community using sport as a tool to reach that community, then Go Play strategies is the most logical mode to focus on. If there is an imminent major sports event within the mini region, then it makes sense to highlight Sport Event strategies.

You may need to recap some of the foundational modules from the ReadySetGO basic training before moving on to the equivalent module at the Multiply School as the material builds on what is covered previously to go deeper than the basic training.

There is a logic and flow to delivering the curriculum. As different facilitators come to deliver training, it is invaluable if they understand how their training element contributes to the big picture of the training and where the participants are in the training process.

There are several possibilities of assessment for curriculum. You may decide to use all or some of the following. Whichever one(s) you decide to use, you want to ensure that trainees have understood the training material and have some idea of how to implement what they have learnt when they return home.

- Trainees make a summary of each module shortly after completion of that module.
- Select two of the modules as the basis of a discussion with one of the facilitators.
- Submit a ministry plan. This is particularly important for those who are not part of a well-established sports ministry organisation and who will need to think through what they will do when they return home.
- For trainees to discuss their ministry plan with another trainee and/or a facilitator.
- To set an exam to check understanding of each module covered.

Personal Transformation (TO BE)

One of the intentions of the Multiply School is to bring about personal transformation in the lives of the trainees. Therefore, it is vital that the school leader gives due weight to this element; inevitably, the longer the training the greater the likelihood of this happening. There are two key components to this process:

First and foremost, we need to understand that transformation (character change) is a work of the Holy Spirit in the life of a Christian, as we understand what His word says and means, then what it means for the trainees (and us!) today, and how we will obey it.

Secondly, we need to provide opportunities for the trainees to work through this process. Some possible ways to do this are:

- Through the daily devotions – to let God's word do God's work as trainees work through a section of the Bible, processing it in accordance with the skills taught in Handling the Bible.
- To use experiential games/activities as a springboard for exposing our inclination to protect ourselves and to avoid being transparent and then to use the Bible to shape a response to this.
- For facilitators to be prepared to ask the hard questions that will help the trainees to understand themselves and their motivations.

Community Transformation (TO BE COMMUNITY)

This follows the same principles as personal transformation. However, as we partner in gospel work, it is essential that trainees understand how important teamwork is, recognising that gospel work is rarely, if ever done in isolation. We also want to develop an attitude that says that we are all willing to serve one another for God's glory and for the extension of His kingdom. These qualities are captured in the heart values of the sport movement, and this is why they should be reinforced throughout the training.

It is very easy for these components to go unchecked as they cannot be assessed in the same way as curriculum content. It is about a change of heart that comes about as God's Word is allowed to do its work in the hearts and lives of the trainees, and this process continues throughout our lives. However, it would be worth putting a framework in place to help this to happen while at the school.

Firstly, you might want to have someone on the team who has particular responsibility for overseeing these components. That does not and should not mean that they have to do all the work on their own! The following elements should be considered:

Certain sessions could be designated to help the trainees in their reflections. This might include some of the practical aspects of what it means to be a team.

- Some of the devotional times could be used to help the trainees to see the importance of God's word in shaping their thinking, and subsequently their behaviour.
- Living a Kingdom lifestyle becomes evident when right choices are made even when no one is looking – a servant heart, attitude & behaviours shown to all in the community (family). This can be evaluated through peer responses in a survey.
- Facilitators can be designated to follow up trainees either in small groups or one to one.

The facilitating team could meet regularly during the school to review where individuals and groups are in this process.

Fitness and Sports Coaching

Fitness

Be clear why you have included fitness in your training as this will help shape the content, methodology and then the assessment.

- Is it part of the team building process?
- Is it to teach principles of fitness?
- Is it to introduce methods of training?
- Is it to model and explain good practice for those who will coach?
- Is it to ensure good stewardship of our bodies, i.e. a healthy lifestyle?
- Is it a combination of some or all of the above?

Sports Coaching

This can be a component of a Multiply School but be clear what your motivation is in including this:

- Is it to expose your group to sports they may have not played before but could easily be used in their ministry contexts?
- Is it because many of your group already use this sport but need guidelines on how to coach the techniques and tactics of the game?
- Is it to model and explain good practice for those who will coach? This might include how to plan a session, manage a group, plan sequential activities etc.
- Is it as a way to show how the Ubabalo Whole Life Coaching style of coaching can be implemented?

Assessment in Fitness and Sports Coaching

The questions given above will help determine the nature of your assessment, so:

- Will you use Q&A to see if the participants have understood whether they have understood principles/methods of training and/or how to coach?
- Will you use fitness tests, e.g. the bleep test or 2.5km run, to monitor improvements in fitness levels?
- Will you ask them to run a coaching session so they can demonstrate how to plan and execute a training session?

Best practices for Assessment

- Do assessment throughout the whole school. Do not wait until the last day.
- Do continue assessments after the school is over, so that you can see how students continue to progress. This can be done every month or every six months. Pick a rhythm that you can sustain.
- Balance the pressure during assessment. Know when to push students and when to relax.
- Do not allow unhealthy competition. Make sure that students are competing against their old self. Help them to compare themselves to their version of yesterday.
- Do use different types of assessments. Know that not everybody can be assessed the same way.
- If teams are coming together then they can write their ministry plans together by writing down their milestones.

- Assessment also reveals whether our facilitation skills are effectively communicating the messages.

Ministry Plan

LEADERSHIP PLAN DEVELOPMENT

The ministry plan is a detailed document that captures the participant's intended course of action over the next 3 years immediately after the school. The ministry plan is a marriage between what the participant believes God is calling them to and the tools and strategies they receive during the training.

The ministry plan is not primarily an assessment to be graded but a road map to be followed.

Each participant is required to complete a ministry plan.

Purpose

The goal of the school is to produce transformational leaders who can significantly impact their various spheres of influence. Hence, the ministry plan is designed for each participant to capture the essentials necessary for them to achieve the vision that God has laid on their heart.

The ministry plan serves to ensure participants actively apply what they learned during the school, while providing the trainers with something tangible to hold each participant accountable to and to pray for them.

Production process

The ministry plan should be facilitated both before and during the school. Prior to arriving at the school participants will be required to begin the process of capturing the direction they believe God is leading them.

Time will be intentionally given during the school to allow participants to develop their plan and submit it to the leaders for assessment and feedback.

Content

Each participant will be provided with a guideline to complete the ministry plan. The guideline should capture all essential components of an effective plan, including the current movement priorities. Core principles:

1. Context
2. Vision
3. Philosophy
4. Identity and Belonging
5. Strategy and Tactics
6. Disciple Making Principles

7. Operations
8. Monitoring and Evaluation
9. Celebration

Follow up

The ministry plan will be helpful as you serve the participants in their leadership development post Multiply School.

Alumni Development

MULTIPLY SCHOOL FOLLOW-UP STRATEGY

During the multiply school participants will be challenged to commit to the process of multiplying disciples, leaders and teams of leaders. A major part of this process will be to provide a detailed ministry plan outlining exactly how this would be achieved. If the ministry plan is done well, the participant would need to experience a significant amount of growth to be able to achieve it. Hence, the alumni development process is designed to help facilitate each participant's growth toward success.

Areas of Development

The alumni development process should focus on the alumni's G.A.P.:

Growth

Providing them with guidance to build their character, strengthen their skills and increase their knowledge for success.

Accountability

Keeping alumni accountable to living like Christ and completing their ministry plan.

Productivity

Ensuring alumni are committed to the process of multiplying disciples, leaders and teams of leaders.

Mentoring

One of the best ways to follow up the alumni in their development is to provide mentoring. The alumni development process should be led by:

- Previous alumni's of Multiply Schools or mature individuals who share the heart and values of the sports movement.
- Individuals with experience in multiplying disciples, leaders and teams of leaders.
- Individuals with time available to connect with the alumni on a consistent basis.

Our goal with the alumni's mentoring is not to monitor them, but to empower. For this, there are 3 main goals of mentoring:

Relationship

Build a relationship of trust and integrity with the participants and their teams that they are going to be part of. He/she needs to have a strong relationship with other school graduates, local church and partners.

Believe

Assure the alumni that your team believes in them and that they can achieve and implement their ministry plan in cooperation with their local team.

Connect

Through regular communication we want to keep them connected, and as they serve locally they still understand their contribution globally.

When does the alumni development takes place?

It begins immediately after the school - returning back to “reality” can be challenging, so encouragement and support in that process is extremely helpful.

The first 100 days after the school as they are starting to move in the implementation of their ministry plans can be the most difficult time – guide them to stay focused.

- Develop your own strategy in the months ahead
- Invite the alumni to serve as a mentor in the next schools.
- Identify the ones that can serve as trainers and invite them to co-facilitate some sessions providing coaching for them.

Ways to keep connected

- Prayer
- Communication – Email and a group message App (Telegram, WhatsApp, etc.).
- Communicate with their church/organization to build trust with them.
- Follow up the whole team
- Personal visit by the Multiply School team
- Engage them in the Multiply School recruitment process, give opportunity for them to nominate people.
- Share with them what God is doing in the sports movement to encourage and motivate them.