

S4D Training Sequence: “Self-confidence and trust“

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General background information

This training sequence developed by partner organisations in [Bosnia and Herzegovina](#) contains **four training sessions** with the focus on **the development of the competences¹ self-confidence and trust**. The main focus lies on teaching children how to be confident in their own abilities. Generally, confidence consists of feeling sure about oneself and one’s own abilities, however, in a realistic and secure manner. Confidence is not about feeling superior to others. It is an intrinsic knowledge about one’s own capabilities. Improving physical strength and endurance can help build confidence. Playing a sport allows children to improve their physical strength and endurance while having fun with their peers. However, if the sport is not enjoyable anymore, due to it becoming, for example, overly competitive or requiring an increase of commitment, children who lack confidence will most likely drop out. If you would ask, “what do you think is the most important psychological factor needed to excel in sport?”, people will most likely respond with “self-confidence” or “self-belief”. The general consensus is that self-confidence helps athletes thrive in their chosen sport, helping them to overcome obstacles they experience along the way. Some even consider confidence as the single, most-important mental factor in sports.

Throughout the following training sessions, children will openly communicate about their own strengths and competences, which will further strengthen their self-confidence and trust. Strengthening their self-confidence is key, as it does not only help them achieve their goals within sports but help them to be more secure in their everyday life. Hereby, the role of the coaches becomes particularly important as their encouragement will help children to believe in their own abilities, teaching them that hard work and dedication can lead to success.

Main competences/skills	Self-confidence and trust
Subtopics/ Focus of the training sessions	<ol style="list-style-type: none"> 1. Communicating about children’s strengths and competences 2. Strengthening trust in oneself and others 3. Reflection on one’s strengths in relation to one’s learning aspirations 4. Raising self-confidence through communication
Sport	Mixed
Sporting Competences targeted throughout the session	<ul style="list-style-type: none"> • Motor competences: Coordination, speed, flexibility • Technical competences: Throwing, running, dribbling

¹ S4D Competences should be part of every S4D Activity and S4D Training Session. [HERE](#) you can find a collection of general S4D competences children and youth can gain through their participation in S4D Activities and Training Sessions. To get an idea of how we define S4D Competences, Life Competences/Skills, Sporting Competences and Learning Objectives, please have a look in our [Glossary](#) . Further useful links regarding the competences: [Video 1](#) and [video 2](#)

	<ul style="list-style-type: none"> • Tactical competences: Working together as a team, making clever choices
Target Group	<ul style="list-style-type: none"> • <i>Age group:</i> under 12; <i>Gender composition:</i> mixed; <i>Size of group:</i> max. 20 • <i>S4D experiences of the group:</i> no experience; <i>General sporting abilities:</i> medium
Duration of the sessions	60 min for each of the 4 sessions

1. S4D session: Communicating one's strengths and competences

Duration of the session	60 min
Life Competences/skills:	<ul style="list-style-type: none"> • The children and youth are able to describe their strengths and competences. • The children and youth are able to communicate their strengths and competences to teammates, friends, parents, peers, and teachers/coaches in their respective learning environments. • The children and youth feel more confident in their own abilities and are able value those.

Theoretical background information


Being able to communicate is important for developing self-confidence and trust, especially when it comes to children under the age of 12. As a result, they are less likely to seek validation from others and therefore less likely to succumb to peer-pressure. Children with high self-confidence, trust in their ability to make decisions. They are able to make their own decisions confidently. Strengthening their self-confidence while teaching them to respect others and their opinions will foster a healthy level of self-esteem and help them become leaders in the future.

It is important that communication skills are nurtured from an early age. This development is greatly influenced by interactions, starting with parents, siblings, and friends, and continuing with others, such as schoolteachers or coaches.²

² Useful sources / materials / links for further information: <https://www.erttheo.com/blog/en/youth-soccer-camp-child-self-confidence/#2>

Practical Session

Introduction

	<p>Welcome and Introduction (5 min)</p> <ul style="list-style-type: none"> ☐ Gather the players in a team circle. ☐ Welcome the participants and create a pleasant setting and atmosphere. ☐ Have a look back at the last training session: What happened after the last training session? ☐ Have a look ahead to the upcoming training session: What will happen in this session? <ul style="list-style-type: none"> ○ Introduction of learning objectives ○ Sensitisation for the topic
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See [Structure of an S4D Training](#) and [S4D Training Session Cycle](#) to find more information about how to structure a S4D training session. To plan your own training session, you can use the [Template “Planning and Reviewing Sheet for S4D Training Sessions”](#).

Warm up


Game 1: Caterpillar

Duration	5 min
Setting	We arrange the children in rows, standing behind each other, i.e. at a short distance to one another. To begin with, the first person at the front of the line who is standing with their back to everyone else, holds the ball in their hands. The coach clarifies that communication is highly important throughout this game and that in no circumstance is the ball to be thrown.
Material, Equipment	<ul style="list-style-type: none"> - One ball for each row - Or any safe object that can be passed easily between the participants
Activity & Description	<p>The children are separated into two teams. Each team lines up one by one with each participant facing their teammate’s back. On the first signal, the person at the start of the line lifts the ball above their head, passing the ball to the person behind them. After receiving the ball, the second person in line continues with their arms lifted above their head, again passing the ball behind them. This continues until the ball has reached the end of the line. The ball is not thrown but rather passed gently from person to person. Once the first round is completed, the participants repeat the game, however, this time passing the ball through their legs. Variation: The last person in line, who is facing their teammates backs, has to pass the ball forward either above the head, between the legs or along their left or right side. As the other participants cannot see the ball coming, the person passing the ball must signal or verbally explain how they are intending to pass the ball. The game is over when the ball arrives at the front of the line.</p>


Learning Objective	As the participants do not see the person to whom they are passing the ball, it is very important that they ensure the safe flow of the ball by communicating clearly. The participants hereby build trust amongst each other. Good communication will enable the ball not to fall out of their hands and help the participants to become more confident in passing and receiving the ball. This will ultimately increase their self-confidence for more complex games where the ball will be thrown.
Reflection	<p>Ask your participants...</p> <ul style="list-style-type: none"> • How did you like the activity? • What did you enjoy the most throughout this activity? • What did your team do well? • What could be improved next time? • Did you speak to each other during the game? Was that helpful in order to win the game? • How did you communicate with each other? When did communication work well/not well? Why? • What can you do once communication is not working well within the group?

Main Phase


Game 1: Send the mail³

Duration	20 min	
Setting	We divide the children into two teams and all participants go into pairs. All pairs are lined up behind each other at one end of the hall. The participants in each pair are facing each other. Both participants hold on to both sticks, connecting the participants. A ball is placed in front of each pair. At the other end of the hall are two hoops on the wall (or circles on the ground) adjusted to the height of the participants.	
Material, Equipment	<ul style="list-style-type: none"> - 2 balls - 2 baskets - 20 sticks 	

³ [HERE](#) you can find a demonstration of the game.

<p>Activity & Description</p>	<p>The participants are divided into two teams. Each participant receives a plastic stick. Both teams are again divided into pairs, standing at one end of the hall. When the participants hear the first signal, the first pair of each team picks up the ball in front of them with their sticks, carries it to the other side of the hall and throws it through the hoop. The participants are not allowed to touch the ball with their hands. If the ball falls to the ground, the pair can pick it up again with their sticks. The following pair repeats the task. Variation: If there are no basketball hoops available, regular hoops or other objects can be placed on the ground, symbolising a circle. The participants can then place the ball into the circle on the ground.</p>	
<p>Learning Objective</p>	<p>The participants must coordinate and communicate effectively in order to balance and transport the ball to the hoop (or circle). As they share the sticks between them, they must communicate respectfully and work as a team, building trust between each other.</p>	
<p>Reflection</p>	<p>Ask the participants...</p> <ul style="list-style-type: none"> • How did you manage to lift and carry the ball? • How well did you work with your partner? • What was helpful in working together? What did not go well? • How did you speak to each other? How did you feel about the way you spoke to each other? 	

Game 2: Wands - trains

<p>Duration</p>	<p>20 min</p>	
<p>Setting</p>	<p>The participants are divided into two teams and each team lines up in a row. Every participant has one stick in their hand. The first in line has a cone on a stick. Everyone is approximately 2 metres apart from each other.</p>	
<p>Material, Equipment</p>	<ul style="list-style-type: none"> - 20 sticks - 2 cones (possibly more) 	

Activity & Description	<p>The participants are divided into two teams and both teams line up. All participants hold on to a stick while the first person in line is holding up a cone with their stick.</p> <p>At the sound of the first signal, the first in line approaches the second person in line and tries to exchange the cone onto the other persons stick. The participants are not allowed to touch the cone with their hands. The participants have to make sure that the cone can transfer easily on to the other stick. The team that transports the cone to the last person first, wins.</p> <p>After the first round, the game is repeated but with different variations.</p> <p>Variation 1: the participants have to jump to their teammates on one leg.</p> <p>Variation 2: Each team is only given two sticks. Hereby the first and second participant would have a stick. Once the first participant hands over the cone to the second participant, the former needs to pass their stick on to the third participant in line. This has to continue until the last person has received the stick and the cone.</p> <p>Variation 3: multiple cones. The first participant would then have to hand over the first cone to the next person in line and then pick up another cone to hand it over again to the second person in line. They will have to repeat this until all cones have been transferred over.</p>
Learning Objective	<p>The participants must maintain effective communication at all times to make the transfer of the cone(s) easier between the participants.</p> <p>During the second variation, the participants have to be in constant communication in order to remind each other to pass on their stick to the next participant. The participants will most likely forget to pass on the stick after they handed over the cone.</p> <p>Throughout the last variation, the participants have a lot to remember within one round of play. Hereby it becomes clear that communication within the team is extremely important in order to remember the upcoming steps. Everyone is responsible for the flow of the game.</p>
Reflection	<p>Ask your participants...</p> <ul style="list-style-type: none"> • What was most important to succeed in this game? • How was the communication in your team? Was your communication helpful for winning the game? • Were team members criticised when they lost the ball or were they encouraged to try again?

Cool Down

Game: Broken phones

Duration	5 min
Setting	The participants are split into two groups and each group forms a circle and sits on the ground, stretching. Participants within the circle must be at least 1 metre away from each other.
Material, Equipment	-

Activity & Description	<p>We split the participants into two groups and both teams make a circle. The coach chooses one participant from one circle, pulls them aside (so the others cannot hear them) and whispers a word into their ear. The coach then goes to the other group, pulls another participant aside and whispers the same word into their ear.</p> <p>Both participants return to their groups and whisper the word to another teammate. The second teammate has to whisper the word to a third teammate. This continues until the last teammate has received the word and says it out loud. The team that communicates the word throughout the team correctly, wins. During the game, all participants are stretching.</p>
Learning Objective	<p>The participants have to communicate directly to one another and have to trust that each of them understands the word correctly. If the word is not passed on correctly, the team will not be able to identify who made the mistake. No participant will be put on the spot.</p>
Reflection	<ul style="list-style-type: none"> • Was your word correct in the end? • If yes, what worked well in your group? • If not, what could you improve? • Were there a lot of misunderstandings within your group? • What can happen if a person does not properly understand what you want to say? How can you avoid conflict? • Do we sometimes interpret the same information differently? What can you do if you do not understand what the person is trying to tell you? • In case of misunderstandings, what can you do, to better understand each other?

Reflection (10 min) – According to the reflection cycle⁴

	<input type="checkbox"/> Gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion.
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⁴ The first reflection of this training sequence provides an example of a reflection structured according to the four-step reflection cycle: Reflect - Connect - Apply - Action. This serves as an example. In general, all reflections should be structured following the four-step reflection circle. [HERE](#) you'll find a guideline including examples of ways/methods on how the reflection can be structured in four steps and how participants can be best organised.



	<ul style="list-style-type: none"> <input type="checkbox"/> Ask whether the session was good and which part of the session was most interesting/ fun. <input type="checkbox"/> Give a short recap of the session and ask the participants what they have learned or what sticks to their minds after the session. You can ask more specifically about what they have learned regarding their personal role in teams and the general importance of teamwork.
<p>STEP 1: Reflect Ask the participants about their experiences during the different S4D Activities</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Which activity of the session did you like/not like? Why? <input type="checkbox"/> In which activities did you manage/not manage to communicate effectively? What were the reasons for that? <input type="checkbox"/> How was the communication, for example, in your team during the warm-up game? Were you able to communicate effectively as a team to win the game? <input type="checkbox"/> Can you name crucial aspects for good communication? (e.g. listening to each other, speaking friendly, etc.)
<p>STEP 2: Connect Make a connection to daily-life situations</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Why do you think communication is important when playing in a team or doing an exercise with a partner? <input type="checkbox"/> In what situations in your daily life would communication be highly important? <input type="checkbox"/> Can you think of situations in your school where you had to be confident to speak up about something that is important to you? How did that make you feel? <input type="checkbox"/> Have you been in a situation before where you were too shy to say something? Do you have an idea about what held you back in that moment?
<p>STEP 3: Apply Ask them about specific Actions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> How could you create a more positive communication between you and the person you are talking to? Are there specific strategies, words or gestures you can think of? <input type="checkbox"/> What could help you to speak up and share what you think or feel especially in situations where you would usually not feel confident enough? <input type="checkbox"/> How can you encourage others to speak up with more confidence? <input type="checkbox"/> How could you as a team create an atmosphere where everyone feels confident enough to speak and share their thoughts or feelings?

STEP 4: Action Agree with the participants on a specific action/task to fulfil until the next session	<ol style="list-style-type: none">1. Sit down with your team and think about the important aspects of communication. What would you like to integrate into your team so that everyone feels safe and able to express/share their thoughts and feelings?2. Come up with five "rules" that everyone agrees on.
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2. S4D session: Strengthening trust in oneself and others

Duration of the session	60 min
Life Competences/skills:	<ol style="list-style-type: none"> 1. Self-confidence <ul style="list-style-type: none"> • Children and young people will find it easier to embark on new ventures. □ Children and young people will take on the role of a leader. 2. Trust <ul style="list-style-type: none"> • Children and young people will find it easier to develop friendships. • Children and young people will talk openly about problems.


Theoretical background information

Some young athletes may have the fear of embarrassing themselves or are afraid of making mistakes. Some athletes compare themselves with others, which can be unhealthy for their own confidence. Being confident in their ability to perform a physical skill or task will have a great influence on their athletic success. While the encouragement and belief of others can boost confidence in some ways, the intrinsic belief in one's own abilities is key to a confident and successful performance.

One factor that contributes to team success is trust. The coach must be aware of the important role that trust plays within the team and how they can encourage it further. Trust is one individual believing in another individual or group to perform a task to a certain standard and consistent with one's own goals and objectives. When a person trusts another, they believe that this person will act accordingly.

Practical Session

Introduction

	<p>Welcome and Introduction (5 min)</p> <ul style="list-style-type: none"> □ Gather the players in a team circle. □ Welcome the participants and create a pleasant setting and atmosphere. □ Have a look back at the last training session: What happened after the last training session? □ Have a look ahead to the upcoming training session: What will happen in this session? <ul style="list-style-type: none"> ○ Introduction of learning objectives ○ Sensitisation for the topic
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Have a look into the [S4D Training Session Cycle!](#)



Warm up

Duration	5 min
Setting	In one corner of the hall, an area of 4x4 metres is marked by cones, representing the castle. 20 balls, such as sponge, rubber or small plastic balls are placed outside of the castle. It is important that the balls cannot hurt any participant when being thrown.
Material, Equipment	<ul style="list-style-type: none"> - 4 cones - 20 balls (sponge, plastic, or rubber)
Activity & Description	<p>Choose 3 knights who are standing in the castle and the rest of the participants are placed outside of the castle, acting as thieves. On the first signal, the thieves start attacking the castle with balls which represent “small bombs”.</p> <p>The knights have to take the balls and throw them back, away from the castle. One round lasts about one minute. Afterwards the coach counts how many “bombs” still remain in the castle and how many were successfully thrown away.</p> <p>During the next round, three other participants are chosen to be the 3 knights in the castle.</p> <p>The game is repeated until all the participants have played both, knight and thief. The team of knights that had the least number of “bombs” remaining in the castle, wins.</p>
Learning Objectives	<p>Being part of a team will boost participants’ confidence and sense of belonging.</p> <p>The participants have to work together and help each other in order to win the game, building trust between each other.</p>
Reflection	<p>Ask your participants...</p> <ul style="list-style-type: none"> • How did you like the game? • How did it feel to be one of the knights? □ How did it feel to be one of the thieves? • Did you feel like you could trust your team members to either protect your castle or help attack the castle?

Main Phase



Game 1: Nine lives of a cat

Duration	20 min
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<p>Setting</p>	<p>Create an area with a 6-metre-long diameter and mark it with cones. 9 large cones are placed close together within the bigger circle. The three participants within the circle have to protect these 9 cones. The other participants receive balls and line up around the big circle.</p>	
<p>Material, Equipment</p>	<p>- 9 big cones, small cones, 20 balls</p>	
<p>Activity & Description</p>	<p>Three participants are inside the circle protecting the cones (representing the cats) and the rest of the participants are standing outside of the marked area. On the first signal, everyone outside the circle with a ball in their hands tries to hit the cones in order to knock them down. These participants are not allowed to enter the circle. The three participants inside the circle are trying to protect the cones (cats) from falling over. The outside participants are allowed to fetch the ball from within the circle but have to leave the circle straight after. The game is over when all 9 cones are knocked over. Repeat the game so every participant had the chance to protect the cones (cats).</p>	
<p>Learning Objective</p>	<p>The participants will develop self-confidence by protecting the cones (cats) successfully and by believing in their teammates. The participants inside the circle acquire the need and desire to prevent any demolition or violence. Teamwork is very important throughout this game and participants will develop a sense of belonging and trust, knowing that they have teammates they can rely on.</p>	
<p>Reflection</p>	<p>Ask the participants...</p> <ul style="list-style-type: none"> • How did you like the activity? • What role did you play? Which role did you feel most comfortable with? • Was it difficult to protect the cones? Was it difficult to knock the cones over? • How would you describe your teamwork? Could you trust your team members to protect the cones behind you? • Can you think of everyday situations where it is important to trust someone else or to protect someone else? 	

Game 2: Sinking of the ships


<p>Duration</p>	<p>20 min</p>
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<p>Setting</p>	<p>The participants are divided into two equal groups. Each group lines up at one end of the hall, facing the other group. The cones are placed in front of them. The teams are 5 to 10 metres away from each other, depending on the average age of the group.</p>	
<p>Material, Equipment</p> <p>Activity & Description</p>	<p>- 20 cones, 20 balls</p> <p>Place ten cones on each side of the field. Behind every cone is one participant. Each participant has a ball in their hands. Once the participants hear the signal, they have to throw the ball and try to knock over all cones on the opposite side of the hall. The team that knocks over all cones first, wins. The participants are only allowed to throw the ball from behind the cones. The participants can only step in front of the cones in order to grab their ball. Once they have the ball they have to return to their spot behind the cones. The participants are not allowed to prevent any ball from knocking over their own cones. Variation: A guard is placed in front of the cones. The guard must try to defend the cones and stop the balls from knocking them over.</p>	
<p>Learning Objectives</p>	<p>The role of the guard is particularly special as their success will install confidence and trust in themselves as well as by their teammates.</p>	
<p>Reflection</p>	<p>Ask your participants...</p> <ul style="list-style-type: none"> • How did you like the activity? • Was it easy or difficult to hit the cones? • What changed when the guard was introduced to the game? • How did you feel when you were chosen to be the guard? Did you feel responsible to protect the cones of your teammates? • As the person standing behind the guard, did you feel more relaxed because there was someone who could protect your cone? Were you able to focus better on throwing the ball? • Can you describe situations in your daily life when you have some sort of protection or where you protect others? 	

Cool Down

Duration	15 min
Setting	Mark off an area with cones, roughly 20 x 20 metres. Participants are divided into pairs, and one is blindfolded.
Material, Equipment	- Cones
Activity & Description	The participants are divided into pairs. In each pair, one participant closes their eyes and is blindfolded while the other stands behind them and places their hands on the other's back. They represent the eyes of the one who is blindfolded and helps them walk around, making sure they do not collide with someone else. The participants do not talk. The participant can signal the other person where to go by tapping the right or left shoulder or in the middle of their shoulders. The participant moves accordingly to the right, left or keeps on walking straight. If the participant should stop, they can gently tap the head. The participants switch roles after 2 minutes.
Learning Objectives	The participant leading the other gains a sense of responsibility for their partner. They have control over the situation and become more confident in leading another person. The participant has to trust their partner to lead them around the room safely, making sure they take responsibility for them.
Reflection	<ul style="list-style-type: none"> • How did you like the exercise? • What do you think was the goal of this game? • How did you feel being blindfolded? Could you trust your partner? • How did you feel when you had to guide your partner and be responsible for their safety?

Reflection (10 min)⁵

	<ul style="list-style-type: none"> <input type="checkbox"/> Gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion. <input type="checkbox"/> Ask whether the session was good and which part of the session was most interesting/ fun. <input type="checkbox"/> Give a short recap of the session and ask the participants what they have learned or what sticks to their minds after the session. You can ask more specifically about what they have learned regarding their personal role in teams and the general importance of teamwork.
<p>Example Questions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What was the topic of today's session? <input type="checkbox"/> What was the most interesting part for you? <input type="checkbox"/> How do you feel about the teamwork in today's session? Were you able to work together effectively? <input type="checkbox"/> Did you like defending the cones during the main part? Do you remember a particular defence? How did that make you feel? <input type="checkbox"/> How did you feel after preventing the sinking of ships (cones) in the second game of the main part? Do you feel more confident to provide protection to someone who needs it? <input type="checkbox"/> When thinking of today's topic of trust, are there specific situations in your daily life where you have to trust someone? Is that easy for you or do you sometimes struggle to trust others? <input type="checkbox"/> Are there situations in your daily life where you take over responsibility for someone else? How does that make you feel? <input type="checkbox"/> What motor skills were dominant today?

⁵ you'll find a guideline including examples of ways/methods how a reflection can be structured in four steps and how participants can be best organised.

3. S4D session: Reflection on one's strengths in relation to one's learning aspirations

Duration of the session	60 min
General learning objective	Reflection is a specific component of S4D and must be practiced. To be able to reflect about situations or behaviour is extremely valuable but must be practiced continuously. The following session will focus on the skill of reflection, helping the participant to become more familiar with this concept on the pitch as well as in everyday life.
Life Competences/skills:	<ul style="list-style-type: none"> • Children/youth are able to become more aware of their knowledge and skills that they have previously developed. • Children/youth are able to identify strengths and areas for development. • Children/youth are able to gain a greater understanding of themselves and how they learn.

Theoretical background information⁶

Reflection is considered a key factor in expert learning and refers to the extent to which individuals are able to appraise what they have learned and to integrate these experiences into future actions, thereby maximising performance improvements.

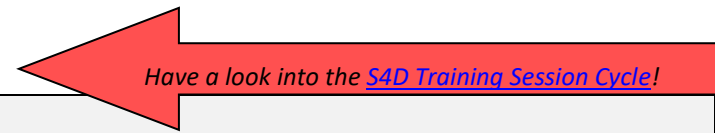
Reflection brings learning to life. Reflective practice helps learners to find the relevance and meaning of a lesson and creates connections between educational experiences and everyday life situations. During reflection, participants learn how to talk about their strengths and weaknesses.

Learning depends upon the level of aspiration to achieve. If the aspiration level is high, the learner will work hard and achieve more. However, the aspiration level should be in accordance with the ability of the learner. Therefore, while understanding their own strengths and weaknesses, participants will aspire to improve their skills and abilities in order to achieve better results.

⁶ Useful sources / materials / links for further information: <https://www.youtube.com/watch?v=D9OOXCu5XMg>; <https://www.youtube.com/watch?v=hSONmpnvLdA>
[HERE](#)

Practical Session

Introduction



	<p>Welcome and Introduction (5 min)</p> <ul style="list-style-type: none"> □ Gather the players in a team circle. □ Welcome the participants and create a pleasant setting and atmosphere. □ Have a look back at the last training session: What happened after the last training session? □ Have a look ahead to the upcoming training session: What will happen in this session? <ul style="list-style-type: none"> ○ Introduction of learning objectives ○ Sensitisation for the topic
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Warm up

Game 1: Mirror

Duration	5 min
Setting	The participants are divided into pairs.
Material, Equipment	-
Activity & Description	The participants are divided into pairs. The first participant of each pair has 90 seconds to do any kind of movement they want, such as running forward or backwards, crawling, climbing, squatting, etc. Their partner has to copy these movements as accurately as possible and act as a reflection – a mirror. After the first 90 seconds are over, the participants have 20 seconds to switch roles.
Learning Objective	The participants are able to reflect on their own abilities and on the abilities of their partner and will adjust movements accordingly. All participants will be able to participate and therefore strengthen their self-confidence individually and within in the group.
Reflection	<p>Ask your participants...</p> <ul style="list-style-type: none"> • How did you like the activity? • What did you like better: showing the movements or imitating them? Why? • How did you decide what movements to demonstrate?

Main Phase

Game 1: Bring your friends⁷

⁷ you can find a demonstration of the game.

Duration	15 min
Setting	The participants are divided into two teams and lined up at one end of the hall. About 10-15 metres away is a cone placed in front of each team.
Material, Equipment	- 2 cones
Activity & Description	<p>The participants are divided into two teams. Both teams line up at one end of the hall. On the other end of the hall are two cones placed on the ground, one for each team. On the first signal, the first participant in line runs up to the cone, walks around the cone and runs back to their team. Once they are back at the line, the first participant grabs the hand of the next participant in line. Together, holding hands, both run up to the cone, walk around it and run back towards the team. This is repeated until all team members have become a part of the chain.</p> <p>The participants must hold hands at all times. If the chain breaks, they must grab their hands again and continue with their round. The team that manages to complete the last round with all members first, wins.</p> <p>Variation: instead of running around the cone, the participants have to solve a task (mathematical or any other). With each continuing round, the participants can work together to solve each task.</p>
Learning Objectives	<p>The participants must communicate effectively in order to remain within the chain and especially when they have to solve tasks. They have to trust themselves to make the right decisions but also help others.</p> <p>In order to solve the tasks, the participants must be aware of their own strengths and weaknesses and of those of their teammates.</p>
Reflection	<p>Ask the participants...</p> <ul style="list-style-type: none"> • How did you like the game? • Were you able to hold hands the whole time? • Is there anything you could improve for next time? • Did you help each other with the tasks? • How did it feel being the one in front of the line, leading everyone else? How did it feel being led by someone else?

Game 2: Crazy circle

Duration	25 min
Setting	<p>All participants make a circle and hold hands.</p> <p>Only one participant leaves the circle and chooses another participant that they are trying to catch. They signal their choice by standing in front of them.</p>

[HERE](#)


Material, Equipment	-
Activity & Description	The participants create a big circle, but one participant remains outside of the circle. The participant left outside chooses someone within the circle they want to catch. On the first signal, the whole circle turns and moves in a way that protects the chosen participant. The participant outside of the circle will try to catch the chosen participant.
Learning Objective	The participant who tries to catch the other will have to be able to reflect on their own abilities in order to successfully catch them. Once caught, they will have a great sense of accomplishment and an increase of self-confidence. The participant that is being chased has to put all of their confidence and trust into their surrounding group, knowing that they will protect them for as long as possible.
Reflection	Ask your participants... <ul style="list-style-type: none"> • How did you like the game? • What was the game about? • What was easy/what was difficult? • Did the circle protect the one who was chosen to be caught effectively? • As the one chosen to be caught, did you feel well protected by your team? • Did you feel confident enough to catch the chosen participant?

Cool Down

Duration	5 min
Setting	The participants sit in a circle and prepare to stretch.
Material, Equipment	-
Activity & Description	One participant leaves the room, and the others choose one participant who will be the “boss”. The “boss” demonstrates the first stretching exercise and everyone else has to copy them. The participant who left the room can now join the group again and figure out who was chosen to be the “boss”. Whenever the participant is not looking into the direction of the “boss”, the “boss” changes into another stretching position. The game continues until the participant has identified who the “boss” is. Variation: the participant has only two tries to identify the “boss”. After that another participant must leave the room and a new “boss” will be chosen.
Learning Objectives	The participants are aware of their surroundings and are able to observe and react to their changing environment. The participants have to be confident in the choices they make.

Reflection	<ul style="list-style-type: none"> • How did it feel being the boss/the detective? • How were you able to pay attention to the “boss” without being caught?
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Reflection (10 min)⁸

	<ul style="list-style-type: none"> <input type="checkbox"/> Gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion. <input type="checkbox"/> Ask whether the session was good and which part of the session was most interesting/ fun. <input type="checkbox"/> Give a short recap of the session and ask the participants what they have learned or what sticks to their minds after the session. You can ask more specifically about what they have learned regarding their personal role in teams and the general importance of teamwork.
Example Questions	<ul style="list-style-type: none"> <input type="checkbox"/> What was the topic of today's session? <input type="checkbox"/> What was the most interesting part for you? <input type="checkbox"/> Has the session helped you to learn more about what you are good at? Have you had moments during the session where you felt very confident? Can you share an example? <input type="checkbox"/> Has the session helped you to become more trustful in the people around you? If yes, what was a key moment for you? <input type="checkbox"/> Can you think of daily life situations where you feel shy and not confident enough to do something? What could help you in those situations?

4. S4D session: Raising self-confidence through communication

Duration of the session	60 min
General learning objective:	Self-confidence allows an individual to thrive in their environment as they stand behind their decisions and actions. Self-confidence can make individuals believe that they can overcome obstacles and achieve any goal they aspire to.

⁸ you'll find a guideline including examples of ways/methods how a reflection can be structured in four steps and how participants can be best organized.

[HERE](#)

Life competences/skills:
Self-confidence and trust

- Children and youth are able to become more open to communicating with other children.
- Children and youth are able to become more perceptive of their abilities through communicating with others.
- Children and youth are able to develop communication skills through active socialisation, socialising, and play.

Theoretical background information

Having the self-confidence to speak up, understand others and have effective communication skills enables one to excel in their work and social interactions. When an individual is self-confident, they can communicate more easily with others, they have more successful relationships while being more successful in everyday life.

It is very important to communicate effectively. In some cases, how one communicates is more important than the subject that is being communicated. The body language and rhetoric can hereby signal the other person how one feels about oneself, for example, whether one feels confident or rather insecure.

Practical Session

Introduction



Welcome and Introduction (5 min)

- Gather the players in a team circle.
- Welcome the participants and create a pleasant setting and atmosphere.
- **Have a look back at the last training session:** What happened after the last training session?
- **Have a look ahead to the upcoming training session:** What will happen in this session?
 - Introduction of learning objectives
 - Sensitisation for the topic

Have a look into the [S4D Training Session Cycle!](#)

Warm up

Game 1: Iceman

Duration	5 min
Setting	Participants are spread within a marked area of approximately 20x20 meters. Three students have markers on them and represent the iceman.
Material, Equipment	- 4 cones - 3 markers
Activity & Description	The participants are spread within the marked area. On the first signal, the participants start running and the iceman is trying to catch them. By touching the participants, the iceman turns them into “ice”. Once a participant is caught, they should stand with their legs shoulder width apart and lift their arms. The other participants, who are still playing the game, can help the ones who are “frozen” by crawling between their legs. The game ends when the iceman freezes all the participants or when the teacher/coach chooses new participants as the iceman.
Learning Objectives	The participants that are being rescued by another will feel grateful for their help. The participants will develop a sense of belonging which will increase their self-confidence. Helping others can make the rescuer feel proud and confident about their actions. The participants will build confidence in others who came to help them and in turn will feel responsible to help others throughout the rest of the game.
Reflection	Ask your participants... <ul style="list-style-type: none"> • How did you feel when someone came to rescue you? Did you show your appreciation to this player? • How did you feel when you were able to help someone else? • Can you think of situations in your daily life when you were able to help someone? Or someone asked you for help? How did that make you feel?

Main Phase

Game 1: Build the box




Duration	25 min
Setting	In a field of 20 x 20 metres, mark four squares at each corner of the field. Place as many balls as possible in the middle of the field.

Material, Equipment	<ul style="list-style-type: none"> - 9 big cones - 16 small cones - 20 balls
Activity & Description	<p>Create 4 groups and place each in one square. At a sign, all participants get out of their boxes simultaneously and try to take a ball from the middle. Before they can return to their own box, they must find one of their teammates and exchange the balls. Once they exchanged the balls they can return to their box and place the balls into the box. They continue like this until there is no ball left. The team that collected the majority of the balls, wins.</p> <p>Variation 1: the participants have the same task, however, this time they must dribble the ball at their feet and then exchange it.</p> <p>Variation 2: the participants dribble the ball but instead of exchanging it with their teammate they have to shoot it through their teammate's legs and vice versa.</p>
Learning Objectives	<p>Choosing each other will install a sense of confidence within the participants.</p> <p>The participants have to help each other in identifying the other teammate and therefore work together in order to win the game. The participants have to listen and trust each other in order to make appropriate decisions.</p>
Reflection	<p>Ask the participants...</p> <ul style="list-style-type: none"> • How was the communication in your team? What went well or what could be improved? • Why do you think communication is important when playing in a team? • How can good communication help you in your daily life? Can you think of specific examples?



Game 2: Memory


Duration	15 min
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<p>Setting</p>	<p>The participants are split into two teams. Create 8 pairs of paper, with each pair having a matching picture or symbol on them. These are placed underneath a plate, so the drawing is not visible. All participants must be able to view the entire constellation of pictures.</p>		
<p>Material, Equipment</p>	<ul style="list-style-type: none"> - 2 cones - 8 pairs of papers or pictures with corresponding symbols on them - 16 paper plates 		
<p>Activity & Description</p>	<p>At a sign, one participant from each team goes to the cone, walks around the cone, and approaches the plates at the other end of the hall. The participant can choose two pieces of paper that are covered by the plates and turn them around. If the participant did not find a corresponding pair, they must return the pieces of paper to their original position. The participant then returns to their team and the next participant can try. If a participant finds a pair, they put the pair aside and are able to choose another two pieces of paper until they do not find another matching pair. The team that finds 8 pairs first, wins. The participants can help each other by communicating.</p>		
<p>Learning Objectives</p>	<p>The participants have to help each other and are all equally responsible for their team to win. Remembering a matching pair will improve self-confidence.</p>		
<p>Reflection</p>	<p>Ask your participants...</p> <ul style="list-style-type: none"> • How did you like the game? • What was easy/difficult? • Did you help each other to find the right pairs? What was your strategy and how did it work? • Did anyone refuse to collaborate? Can you explain why? • Can you think of situations in your daily life where you have to work together to accomplish a goal? Do you feel more confident when you are supported by others? 		

Cool Down

Duration	5 min
Setting	The participants sit in a circle at least 2 metres apart.
Material, Equipment	-
Activity & Description	The coach asks the participants for a volunteer to demonstrate a stretching exercise and tell everyone three sentences about themselves. The coach repeats this with three other participants. To continue, the coach picks out the participants that do not seem overly confident and asks them to repeat the exercises they just saw and say three sentences about themselves.
Learning Objective	In some cases, participants are too shy to be the first to volunteer as they are afraid of making a mistake. Therefore, asking them to repeat an exercise they saw only moments ago will minimise the fear of doing a mistake. The focus of this exercise is to get the participants to speak up and say something about themselves in front of the whole group. Whether the stretching exercise they are demonstrating in that moment is particularly important, is in this case irrelevant.

Reflection (10 min)⁹

	<ul style="list-style-type: none"> <input type="checkbox"/> Gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion. <input type="checkbox"/> Ask whether the session was good and which part of the session was most interesting/ fun. <input type="checkbox"/> Give a short recap of the session and ask the participants what they have learned or what sticks to their minds after the session. You can ask more specifically about what they have learned regarding their personal role in teams and the general importance of teamwork.
Example Questions	<ul style="list-style-type: none"> <input type="checkbox"/> What is the main thing you have learned from the games in this session? <input type="checkbox"/> How did you feel when you were able to rescue someone during the first game? <input type="checkbox"/> Which activity of this session did you like/not like? Why? <input type="checkbox"/> During which activities did you manage/not manage to communicate effectively? Can you explain why?

⁹ [HERE](#) you'll find a guideline including examples of ways/methods how a reflection can be structured in four steps and how participants can be best organized.

	<ul style="list-style-type: none"><input type="checkbox"/> How can communication and trust help you to become more self-confident? Can you think of a situation during the session where you felt very confident?<input type="checkbox"/> What can we do to help someone become more confident in their own abilities? Name specific actions (e.g. giving someone a compliment, offering help, etc.)
	<ul style="list-style-type: none"><input type="checkbox"/> After the four sessions, do you feel that something has changed? Do you feel more self-confident or did your trust in your team members increase? If you feel like nothing has changed, was there something that prevented you from feeling selfconfident or trusting?<input type="checkbox"/> Have you learned something that you would pass on to your friends in order to help them become more confident in themselves?<input type="checkbox"/> How can you implement what you have learned during our sessions in your daily life? Is there something you want to change?<input type="checkbox"/> Can you think of situations where you could act more self-confident?