

Athletics for Development

A4D



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Athletics for Development

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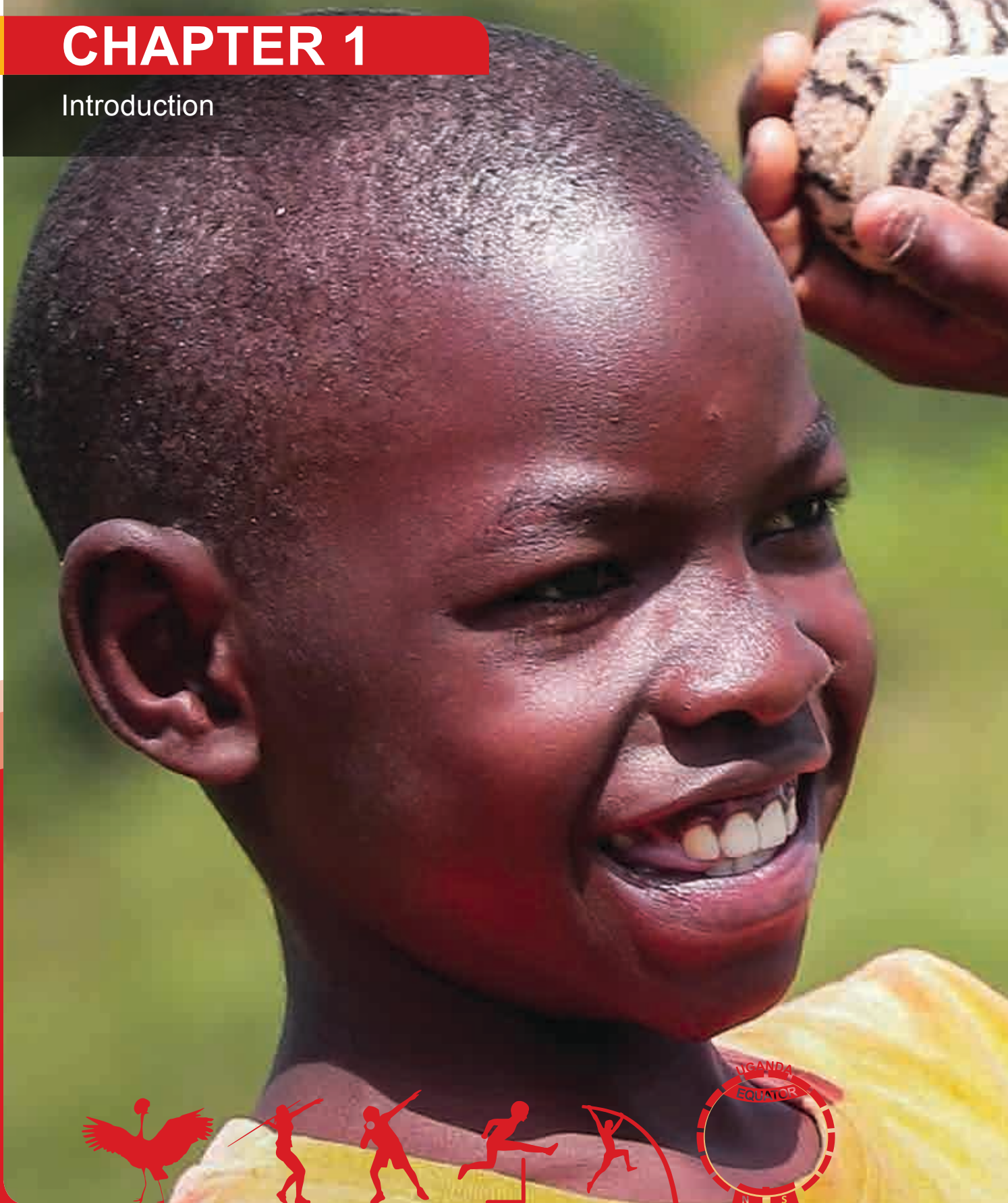
“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair.”

Nelson Mandela



CHAPTER 1

Introduction





Introduction

This chapter provides an elaboration of the concept of Sport for Development (S4D), highlighting what S4D is about and how sport contributes to the Sustainable Development Goals (SDGs). The chapter further provides information about athletics in Uganda in terms of History of the sport, athletic communities and sample testimonies of individual's experiences in Athletics. The Athletics for Development (A4D) approach is described in this chapter, highlighting the initiation of this concept and methodology to be used in the project, SDGs that the project seeks to contribute to and the aims of the project and target group.

This chapter provides the trainers with fundamental background knowledge, which will enable them to implement the A4D concept.

Sport for Development means the deliberate use of a sport as a powerful driver for sustainable development



Sport for Development

Sport for Development means the deliberate use of a sport as a powerful driver to sustainable development. Sport is a cost-effective enabler of sustainable development and peace. *“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair.”* - Nelson Mandela. Sport has historically played an important role in society, be it in the form of competitive sport, recreational activity or play. Competitively, sport brings fame, and as a recreational activity it contributes to physical fitness and better health outcomes.

Globally, the notion that sport can contribute towards the Sustainable Development Goals (SDGs) has received increased attention over the last decade. In 2003, the United Nations (UN) General Assembly adopted the resolution No. 58/3 under which the UN calls on its Member States to use sport more intensively to achieve development goals. The year 2005 was declared as the International Year of Sports and Physical Education by the UN and in 2013, every 6th April was declared as the International Day of Sport for Development and Peace (IDSDP), representing an annual celebration of the power of Sport to drive social change, community development and to foster peace and understanding.

Sport is recognised for its growing contribution towards the realisation of development and peace objectives in promotion of tolerance, respect, and empowerment of women and young people, individuals and communities; and the achievement of health, education and social inclusion objectives.

Sport brings people together and encourages participation. It improves the health and well-being of children and youth. It is enjoyable and transmits values such as fairness, team spirit, tolerance and understanding. When utilised in an educational and appropriate manner, sport enhances self-esteem, self-confidence and promotes readiness to take on responsibility.

Through participating in sports, children and young people learn to handle victory as well as defeat. They acquire life skills that enable them to deal with challenging situations and improve their future perspective. More than any other field, sport is connected to the heart of civil society, facilitates participation and creates a sense of belonging that transcends ethnic and social divides. As an innovative approach to development cooperation, sport can provide individual and social incentives for change and sustainable development. The strength of the S4D approach lies in its cross-cutting nature, where it can contribute to designated development goals like health, gender equality or social cohesion. Several sport disciplines such as Athletics can be adopted in play situations to develop life skills to contribute to the realisation of certain development objectives.



Sport and the Sustainable Development Goals

The Sustainable Development Goals (SDGs) are 17 political objectives of the United Nations intended to secure sustainable development at the economic, social and ecological level. The goals were adopted in 2015 with a term of 15 years until 2030. That is why it is also referred to the SDGs as 2030 Agenda as well as the Global Goals. Through the SDGs, the international community expresses its conviction that global challenges can only be solved jointly. Moreover, the goals create the basis for shaping global economic progress in harmony with social justice and within the framework of the Earth's ecological limits. The SDGs apply to all countries of the world and range from "No poverty" to "Climate action" to "Life under water".

These are the 17 SDGs with their respective Icons:

THE GLOBAL GOALS For Sustainable Development



What does this have to do with sports?

Sport is also highlighted in the United Nations' comprehensive political declaration. The member states declare (A/RES/70/1 paragraph 37): "Sport is also an important enabler of sustainable development. We recognise the growing contribution of sport to the realisation of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and young people, individuals and communities as well as to health, education and social inclusion objectives." And indeed, sport tackles a lot of cross-cutting issues. Sport levels the playing field. Each and everyone is welcome regardless of their social, economic or ethnic background. Sport speaks a language that everyone understands and has the power to drive social change.

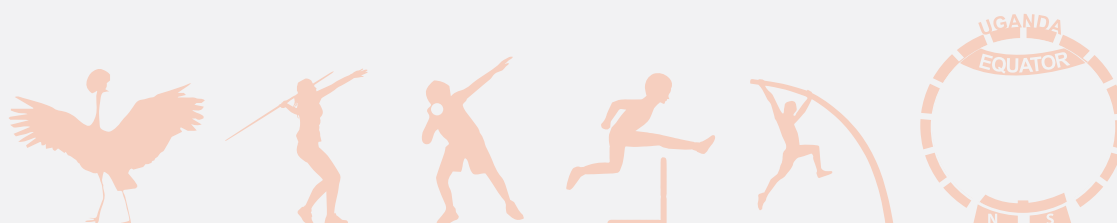
Applied consciously, sport sets impulses for personal, social and societal developments worldwide and conveys values such as teamwork, fair play, and respect. At the individual level, sport strengthens physical and mental health and promotes personality development. At the social level, sport promotes respectful coexistence and makes a valuable contribution to strengthening social cohesion.

Through its participatory structures, sport promotes the participation of all social groups and contributes to the development of pluralistic and peaceful societies. This makes the sport a playmaker of sustainable development - for each individual as well as for society as a whole. Needless to say, that to some SDGs sport contributes more than to others. Here is a selection of SDGs that sport can contribute to – in Uganda and worldwide.



SDG 3: Good health and well-being: "Ensure healthy lives and promote well-being for all at all ages."

Sport is central to physical and mental health. Promoting active lifestyles sport reduces the likelihood of numerous health risks, Non-Communicable Diseases (NCDs) such as cardiovascular diseases, obesity, diabetes and various types of cancer. Moreover, sport is an effective means of preventive health education. Through sport, fears of contact with topics such as HIV/AIDS can be reduced and knowledge about these can be conveyed. Finally, sport can strike an internal balance and help to cope with stressful situations and psychological burdens.





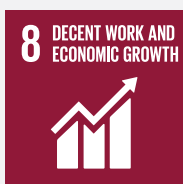
SDG 4: Quality education: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Sports fields are fields of experiences in which children and young people can meet, exchange ideas, test and develop. Sports fields offer a diverse learning environment for co-determination and social responsibility. In addition, sport offers the opportunity to gain group experiences and to practice social skills such as cooperation, empathy and the ability to work in a team. This strengthens informal learning in particular and teaches life skills. It is therefore, no coincidence that sporting children often perform better at school. In addition, sports courses can be specifically combined with offers for vocational training.



Goal 5: Gender equality: “Achieve gender equality and empower all women and girls.”

Challenging gender stereotypes, sport can empower women and girls, strengthen their self-confidence and equip them with skills needed to progress in society. Sport can create situations in which boys and girls participate on an equal footing acquiring mutual respect and trust.



Goal 8: Decent work and economic growth: “Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.”

At the economic level, sport as a consumer good creates numerous direct jobs and has a positive influence on other sectors of the economy such as tourism, hotels, transport and the media. On a personal level, sport also teaches teamwork, stamina and self-confidence - values that are important for a successful start to a career. Sport-based development projects can combine sports activities with vocational training in a targeted way and thus contribute to the employability of young adults.



Goal 15. Life on land “Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse degradation as well as biodiversity loss.”

In an effort to contribute to this goal, sport can serve as a best practice model if sports facilities are constructed with sustainability in mind. Sports events, Sports role models, educational initiatives and other sport-based awareness campaigns can be a platform to champion biodiversity.



Goal 16: Peace, justice and strong institutions: “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”.

Through its universal rules sport simplifies encounters and getting to know each other. Sport promotes tolerance and respect and enables friendships across social borders. Through joint sports activities, prejudices and fears can be reduced and a sense of togetherness can be created. In sport, people learn to handle challenges cooperatively and to resolve conflicts nonviolently. Moreover, sport creates possibilities for civic participation and engagement. In this way, sport contributes to the development of pluralistic and peaceful societies.



Goal 17: Partnerships for the goals: “Strengthen the means of implementation and revitalise the global partnership for sustainable development”.

As one of the largest actors in civil society, the organised sport is an attractive, motivating and inspiring force that offers optimal conditions for international partnerships. Everywhere in the world, sport unites people through shared values and motivates young people to get involved. By offering multi-sectoral platforms, pooling resources and including stakeholders from politics, academia, NGOs and the private sector, sport can serve as a catalyst for achieving the UN’s sustainability goals.

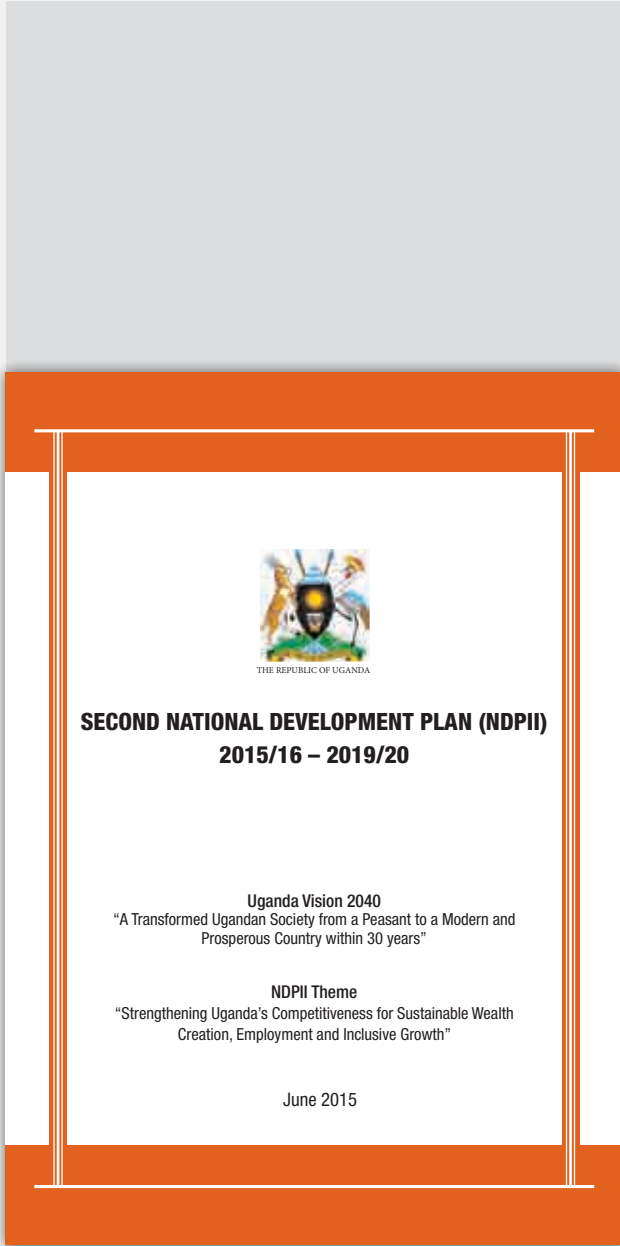


”Leaving no one behind” – the SDG wheel symbolises all goals

The United Nations often use the slogan “Leaving no one behind” when referring to the SDGs. The slogan gives a commitment to togetherness to both individuals and groups. In sports “leaving no one behind” is an attitude to which athletes live up to on a daily basis. As only collaborative work can bring out the best performances. A sprinter needs his or her trainer and training partners. A goalkeeper needs his or her field players. In a good team, everyone is needed, and no one is left behind.

Surely these are only selected examples of how sport can contribute to the SDGs. Combined in a meaningful way, sport can also foster other SDGs that have not been mentioned explicitly. For example, in a training session, a coach could deal with environmental pollution in a playful manner. By explaining the importance of keeping one’s own sports ground clean and healthy, e.g by NOT using old engine oil for marking the play field. Similar connections can be created with a lot of other SDGs as there is no limit to the creativity of coaches and athletes. The overarching characteristic is the use of sport as a tool to foster sustainable development.





“Leaving no one behind” – the SDG wheel symbolises all goals. The slogan gives a commitment to togetherness to both individuals and groups. In sports, its an attitude to which athletes live up to on a daily basis.

What does that mean for this manual?

This manual wants to enable athletics coaches, young leaders and sport enthusiasts to contribute to the realisation of the SDGs. Offering practical advice as well as theoretical guidance, the manual aims at unleashing the power of athletics to foster sustainable development and making the world a better place.

Uganda’s National Development Plan and the SDGs

In order to fulfill the SDGs, all levels be it international, regional or national must contribute. This means to down cascade the far-reaching goals. In Uganda, currently the Second National Development Plan (NDP II) is in place. It is themed with the slogan:

“Strengthening Uganda’s Competitiveness for Sustainable Wealth Creation, inclusive Growth and Employment.”

Hereby the government points out four specific objectives:

1. Increase sustainable production, productivity and value addition in key growth opportunities.
2. Increase the stock and quality of strategic infrastructure to accelerate the country’s competitiveness.
3. Enhance human capital development.
4. Strengthen mechanisms for quality, effective and efficient service delivery.

Sports can support the achievement of these goals. Through Sports for Development, important life skills such as discipline, teamwork, resilience, and respect among others can be learned. This then contributes to human capital development and empowers people to actively participate in society, be it in sports clubs, families or the labour market. This project intends to use Athletics as a sport for development through which various skills shall be learned and developed in order to contribute to the NDP 11 objects and further contribute to the 17 SDGs.

Athletics as a Sport for Development

Since time immemorial, children and adolescents have been interested in participating and in seeking comparison with others through multiple movement abilities. Athletics as a sport with its variety of skills provides an excellent opportunity for this type of peer interaction. Athletics contributes to the following:



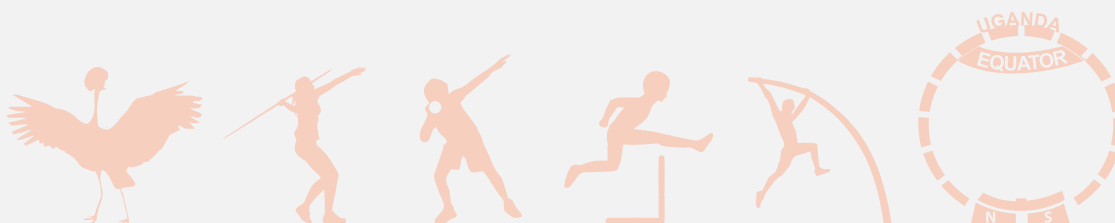
Health promotion – One of the main objectives of all Athletics activities is to encourage children to play and use up their energy in order to promote long-term health benefits. This manual is uniquely designed to contribute to this objective through the varying nature of the playing activities, the physical exertion and practice required. The increasing demands for the forms of games and play activities provided to children and youth contribute to their harmonious general development.



Social interaction – Athletics activities are profitable factors for integration of children and youth in a given social setting. Team events and relays/mixed relays in which everyone contributes their effort are the opportunity for children to meet, appreciate and accept their differences. The simplicity of the rules and the friendly nature of the offered situations allow children and youth to play the part of officials and team coaches ably well. This also builds their competence to lead others.



Opportunity for adventure – To be stimulated, children and youth need to have the feeling they can master the event they take part in. The play situations conspire to keep the event outcome unpredictable until the last event. This is a driving element of children's motivation. Overall development in leadership, decision making, self-realisation, trust, teamwork and motivation are necessary in daily life for children as well as youth. Training in Athletics activities presents an opportunity to incorporate life skills for wholesome development of children and youth.



ATHLETICS IN UGANDA

Athletics (Track and Field) as a national sport in Uganda dating back to the 1890's is governed by Uganda Athletics Federation (UAF) an affiliate of the Confederation of African Athletics (CAA); World Athletics (WA)- formerly the International Association of Athletics Federations (IAAF) since 1925 as Uganda Native Athletics Association (UNAA); Uganda Olympic Committee (UOC) and is registered by the National Council of Sports (NCS). UNAA oversaw the growth of Athletics through participation in competitions such as the inter-territorial Athletics meeting since 1934, the year it was renamed to Uganda Amateur Athletics Association.

Uganda's national governing body of Track and Field (Uganda Athletics Federation) conducts business in accordance with the rules of World Athletics. It is a voluntary, non-profit making body with the mandate of developing and promoting athletics in Uganda in line with the WA Statutes. UAF draws membership from districts, municipal athletics associations and clubs.

UAF is mandated to develop, promote and control Athletics in Uganda through organising courses, seminars, and lectures; preventing all forms of discrimination; preparing National Athletics Teams

for all International Athletics events, eradicating improper methods or practices in Athletics particularly to discourage doping, substance abuse, and protecting Athletics from abuse among other roles.

Team Uganda first competed at the Eastern and Central African Games in Luanshya, Northern Rhodesia (Zambia) in 1953, at the Empire Games, Vancouver, Canada 1954, The English Amateur Athletics Association Championships at Crystal Palace, London; and later Commonwealth Cardiff 1958, 1962, 1966 etc.



Late John Akii Bua

Uganda became known to the Athletics World in 1972 at the Olympic Games in Munich with John Akii Bua winning an Olympic Gold Medal. Akii Bua sprinted 400m Hurdle race in less than 48 seconds setting a new world record. He was the first Ugandan to win an Olympic gold medal and the first African to win a gold medal in any race under 800m.



Dorcus Inzikuru

In 2005, at the World Championships in Helsinki, Finland, Dorcus Inzikuru ended Uganda's 33-year wait for an athletics world title since 1972, winning the inaugural women's 3000m steeplechase event, as well as the first Commonwealth title event in 2006 in Melbourne.



Stephen Kiprotich

Many Ugandans have since then been involved in various athletics events and performing well. Stephen Kiprotich is an Olympic marathon champion having won a gold medal at the 2012 London Summer Olympics. He also won gold at the Moscow 2013 World Championships in Athletics. He is the second person in history after Gezahegne Abera, who achieved to win an Olympic marathon gold medal with a World champion gold medal for the same event. In addition to his sports career, Kiprotich is known for his cheerful personality, sense of humor and determination.



Joshua Cheptegei

In primary school, Cheptegei first played football and tried out the long jump and triple jump but switched to running when he discovered his talent in distance running. In 2018 Cheptegei set a world record for the 15km road race and became the World Cross Country champion in 2019. He won a gold medal in the 10,000m men's finals in Doha 2019. On 1st December 2019, Joshua set another world record in 10km road race in Valencia.





“Other than my career in Athletics, I am an inspector of police and an undergraduate student of literature and English language, studying to become a secondary school teacher. I believe that it is important to pursue a dual career because once the sporting career is over I can easily adjust to the other career, continue with life and manage the demands of the world so that I am not left alone. It is about mind set change, accepting and believing in oneself and then it becomes easier to accomplish the set goals. I encourage and advise young people to continue working hard, have a future plan with set goals, to be determined and believe in themselves. It doesn't matter what people say but what does God and the bible tell you as a child of God. In life when something happens you do not have to regret but rather let the bygones go and focus on what the future will unfold for you and keep positive”

Joshua Cheptegei

Only the recent generation of Ugandan elite athletes have pursued a “dual career”. In addition to high motor skill abilities athletes should develop social and life skills which nature their livelihood as a whole. With a high motor skill level and their dedication and discipline for the sport, elite athletes inspire many young people. In Ugandan schools today many children and youth are interested and are active in athletics with a hope of becoming champions one time. Whereas this dream may not come true for all young people, this interest creates a platform to develop their social and life skills such that they can lead a healthy and responsible life and become role models for others themselves. This is the starting point for the Athletics for Development (A4D) Approach.

Athletics for Development (A4D)

Athletics for Development (A4D) is a project component of the Sector Programme Sport for Development which is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) in cooperation with the German Olympic Sports Confederation (DOSB), World Athletics (WA) formerly the International Association of Athletics Federations (IAAF), the German Athletics Association (DLV), the Ugandan Ministry for Education and Sports as well as other local stakeholders in Uganda. The A4D project was conceived during a joint fact-finding mission of BMZ, GIZ, DOSB and WA which took place in September/October 2017 in Uganda.

During the mission, relevant local stakeholders from 28 different institutions met to discuss challenges as well as the potential of the targeted project interventions were discussed. All consulted partners during the mission expressed interest in working together to address pressing societal needs. The First Lady and Minister of Education and Sports is Patron of the S4D programme.

Uganda as the pilot country within the “Athletics for Development” project boasts a network of institutions working jointly as a team. The A4D

project builds up on the networks and structures of the DOSB athletics long-term project (2009-2013) and has a wide range of stakeholders, such as Ugandan line government sectors i.e. Ministry of Education and Sports (MoES), Ministry of Gender, Labour & Social Development (MoGLSD), Ministry of Health (MoH), Office of Prime Minister (OPM); Ugandan Sports Associations i.e. Uganda Olympic Committee (UOC), Uganda Paralympic Committee (UPC) and Uganda Athletics Federation (UAF). International organisations i.e. WA, CAA and FEASSSA; UN Agencies i.e (UNICEF, UNFPA); Schools’ Sports Associations; local NGOs and District Local Governments.

The Ministry of Education and Sports (MoES) is the political counterpart on behalf of the Uganda Government for the project, which ensures practical coordination, smooth implementation, communication of the project and identifying synergies for the project in current Government programmes.

The MoES is the convener of the Advisory Board, an organ that advises and promotes A4D; and the Training and Resources Network (TRN), the working group of partner institutions on the project.

Focus areas of A4D project identified by the Ugandan counter-partners

Athletics for development contributes to the following SDGs in Uganda:

- Goal 3:** Good health and well-being
- Goal 4:** Quality education
- Goal 5:** Gender equality
- Goal 8:** Decent work and economic growth
- Goal 15:** Life on land
- Goal 16:** Peace justice and strong institutions
- Goal 17:** Partnership for the goals



In order to contribute to the achievement of the identified SDGs, the A4D project in Uganda targets to focus on development objectives in the following areas;

- Education and training of master trainers on the Athletics for Development methodology using a locally produced training manual and utilisation of local and recycled materials for creative self-production of required equipment;
 - Creating inclusive access for marginalised and vulnerable groups;
 - Strengthening social cohesion and peace-building especially in communities;
 - Creating meaningful social and educational activities for children and youth in and out of school;
 - Conveying important messages and information (e.g. vocational training); and supporting training opportunities where sports and life skills are offered
- in an integral manner to increase job prospects for the youth;
 - Promotion of vocation training (skills development) for self-reliance;
 - Supporting young leaders and volunteers in communities;
 - Enhancing educational performances through A4D;
 - Improving the image of sports (e.g. with regard to employment perspectives) and creating “enabling environments” (e.g. in institutions) to promote healthy lifestyles; dialogue and environmental protection;
 - Supporting the coordination of simultaneous development approaches and initiatives in sports and encouraging active networking of existing programmes and projects using the Sport for Development approach in a Training and Resources Network.

Methodology

The “play and learn” teaching methodology of athletics with its focus on running, jumping and throwing is being used to foster development objectives. The WA Kids Athletics model which is age-development-related set of team activities has been revised to include bilateral (right and left arm/leg), motor development (jumping/throwing/turning) and extended with a life skills development perspective. The A4D project aims to use this model and further support local resources and structures, integrating local traditional games, inclusion of marginalised and vulnerable groups and the education of master trainers. The master trainers are expected to conduct multiplier workshops capacitating teachers, instructors, coaches and young leaders to create sustainable impact among children and youth.

The athletics activities presented in the subsequent chapters of this manual are uniquely tailored to the developmental needs of children and youth. Any proposal along the same lines must constantly consider the following requirements: To offer children and youth attractive running, jumping and throwing activities; to offer children accessible and achievable basic motor and life skills; to consider the safety and security of the children and youth. In addition to the above requirements, the Athletics coaches for children and youth should ensure that the forms of training offered is age - appropriate and aligned to the training materials during the delivery of training sessions.

Target group

The A4D project targets marginalised young people up to 30 years of age






CHAPTER 2

Theoretical Knowledge Athletics for Development (A4D)





Theoretical Knowledge Athletics for Development (A4D)

Athletics for Development has its main focus on developing motor skills and life skills of children and youth. As a trainer for youth, it is good for your athletes to gain good positions and results. However, with the concept of Sport for Development the success of a trainer is not determined by the position of the athletes and their results in the events performed but rather by the individual development of each of the youth in terms of motor and life skills, values, livelihood and well-being.

Sport is effective in developing motor and life skills. However, this can only be achieved if the training process is understood and implemented as a whole. This requires turning the working area into an experimental ground for the youth to improve their abilities, build life skills including social and behavioural attributes and also develop athletic skills in a safe environment (e.g. neuronal variability). Training under A4D shall therefore involve integration of concepts so as to wholly contribute to each individual's well-being.



Concept of Integral Training

What is training?

Training is provoking adaptations and teaching or developing one’s self or others in skills and knowledge, values and attitudes that relate to specific useful competences. It is the action of teaching a person a particular motor/life skill or type of optimal behaviour. Training is a systematic process with the objective of improving an athlete’s performance determining factors in a selected activity. It is a long-term process that is progressive and recognises the individual athlete’s needs and capabilities. Training consists of continuous leadership, mentoring and guidance to help an individual or group to increase the level of their skills in a joint manner. It is necessary in most aspects of life but is most pronounced in sports where teams go through structures and training in order to achieve the proposed goals and increasing skill levels. Children and youth gain positive experiences through the support and encouragement given by trainers. However, it is important to realise that young children should not be exposed to unrealistic expectations.

Integral training

Integral training is an approach to training which combines a number of key concepts and develops them equally in order to achieve a specific objective and goal. With integral training, everything matters. Although trainers have specialisms, they should look beyond them and get interested in everything because everything is having an effect.

Trainers therefore need to understand how to promote the concept of integral formation. This refers to the development of athletics motor skills, the balanced formation of physical and coordination capabilities as well as the conscious development of life skills. In a group of young people, vocational skills and the inclusion of special needs have the same level of importance. During integral training, the trainer envisions and supervises the athlete’s long-term development. This means; it is developing the youth in terms of their motor skills, life skills and vocational skill abilities that can aid development.

As a trainer, the children and youth that you train often come from diverse backgrounds with diverse abilities. Therefore A4D requires the trainer to create inclusive access for special needs of groups of children/youth such as: inclusion of people with disabilities (such as hearing and visual impairment/ albinos among others); integration of host communities and refugees; empowerment of girls and youth in the activities. As one of the objectives of Athletics for Development, the training shall include children and youth with impairments as well as girls so as to give them opportunity to improve on their well-being. This then requires clear understanding and hence strategies on how to handle such cases as guided in chapter 8. The training under A4D should therefore have activities or exercises that contribute in one way or the other to the skills indicated in figure 2.1 in a balanced form.

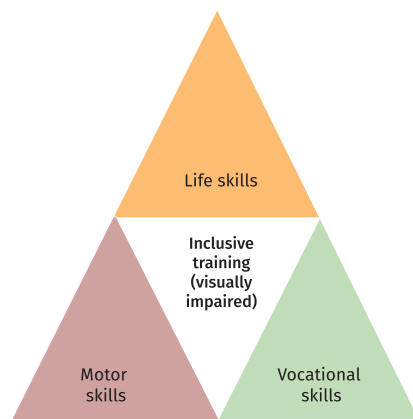


Figure 2.1: integral training of skills in A4D





Motor skills

The training of various motor skills in athletics is an important aspect to increase the personal skill level and the understanding of the children and youth. Such motor skills include: balance, coordination, climbing, swinging, rotational movement, space awareness, rhythm, sprinting, bilateral jumping and throwing.

Self-confidence
trust | motivation
responsibility | resilience
goal orientation | adaptability
creativity | empathy | solidarity
cooperation | respect
fair play | communication | critical
thinking | decision making
problem solving



Life skills

The development of life skills is of great significance for individual well-being. The development of a child towards becoming a responsible and sociable citizen in society is not an easy or automatic process. A number of skills and abilities must be acquired; competencies must be developed and capabilities must be tested and strengthened. The ability to communicate is surely one of the core competencies that enables an individual to be involved in group relationships. The ability to think critically and solve problems in daily life depends on the development of their capacity to analyse individual ideas and the opinion of others. In addition, characteristics such as self-esteem, confidence and leadership skills, are individual characteristics that, far beyond the sport facilities, are part of everyone's personality. Supporting the development and manifestation of these properties is one of the central aspects of the integral formation.



Vocational skills

Athletics for Development in Uganda also intends to provide awareness of vocational skills training in the areas of carpentry, fashion and catering with athletics as a foundation to attract children and youth. The development of vocational skills is attributed to the concept of “Skilling Uganda”. These vocational skills are intended to contribute to the cost of living of the youth whereby they shall be able to start up projects, small scale businesses, get a foundation to further training and also use such skills to acquire employment in those field. Trainers should note that Integral training also includes consideration of the perspective of time. Each training session is embedded in a concept of long-term development, which on the one hand is oriented towards youth’s needs in terms of employability and on the other towards their level of development.

Life skills, motor skills, vocational skills and the SDGs

Through integral training, A4D can contribute to the seven selected Sustainable Development Goals using the development objectives that were identified in Chapter one. The concept is to equip children and youth with life skills that enable them to positively achieve the development objectives and vocational skills to boost their well-being as well as employability (generate income). Athletics shall be used as a tool for mobilisation of specific target groups through A4D who will be trained and equipped with motor skills and life skills as enablers to contribute to their development. This can be simplified by the graphic in figure 2.5. It should however be noted that the skills when developed can as well contribute to all SDGs.



Life Skills

What are life skills?

Life skills are psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are grouped into three categories of: **cognitive skills** for analysing and using information, **personal skills** for developing personal agency and managing oneself, and **inter-personal skills** for communicating and interacting effectively with others. These skills enable us to translate knowledge and values into actual abilities, i.e. “what to do and how to do it”. Examples of life skills include:

- ▶ Self-awareness ▶ Critical thinking ▶ Creative thinking ▶ Problem solving ▶ Decision making ▶ Empathy
- ▶ Effective communication ▶ Interpersonal relationships ▶ Coping with stress ▶ Managing emotions

Self-awareness

It is good for young people to know and understand themselves, their feelings and emotions, capabilities and weaknesses. This awareness of oneself leads one to do actions and make informed choices consistent with one’s abilities. The more the individual is aware of his/her abilities, the more capable he/she is of using life skills and the more they are able to make informed choices and decisions. Self-awareness can help one to recognise when he/she is stressed or under pressure. Awareness of the good in you and how that goodness can grow is self-esteem and is strongly influenced by an individual’s relationship with others.

Critical thinking

As you grow up in the world today you will meet many contradicting issues, messages, expectations and demands from parents, peers, teachers, the media, religion, advertisements, music etc. All these have an influence on one’s ambitions, interests and in particular, the way he/she may be convinced to behave. One therefore needs to analyse each situation, weigh alternative courses of action and pick the best or most suitable one. Critical thinking helps one to come up with a good decision or choice on major issues to attend to after considering all the available alternative choices.

Creative thinking

This skill helps one to think of various ways of doing something. Coming up with new things, new ideas, new ways of doing things, is called creative thinking. For example finding ways of reducing problems among the youth, promoting cleanliness and public health in the community, all require the development of this skill. One should not always stick to the old way of doing things; the world is not static!

Problem solving

This skill goes hand in hand with decision making and other skills, like critical thinking. Problem solving is a way of overcoming an obstacle in order to reach a goal or to achieve one’s objective/intention. Understanding the nature of the problem or obstacle and finding the best way of getting over it demonstrates that one has the skill of problem solving. This skill can be developed over time with a lot of training and practice.

Decision making

Each day, each moment we find we have to make decisions some of which directly affect our lives. We are confronted with serious decisions in regard to relationships, future life etc., which cannot be made at the same

Life skills enable individuals to deal effectively with the demands and challenges of everyday life

time. Therefore one has to make an informed choice, but only after he/she has fully understood the consequences of the choice. This is called decision making. It is a form of problem solving in which one evaluates/weights alternatives at hand and makes the best choice from the alternatives.

Empathy

If friends, peers or neighbours have a challenge, imagine you are the one with the same challenge and see how to assist your colleague facing that challenge. Also try to lessen the burden by careful expression of sympathy, offering free assistance and looking out for knowledgeable persons who can best help them. For example, one can help an injured person to the health facility for treatment, help a friend who has lost a parent to be firm and accept it because no one can stop death. Showing empathy goes beyond showing sympathy. Action should be taken to reduce stress under such situations.

Effective communication

When a trainer gives an instruction to an athlete, the athlete listens and responds by doing exactly what was required in the instruction. In case the response is wrong, the trainer has to clearly give the instruction again and once the athlete responds correctly the trainer will approve the response. This is an example of effective communication. This skill involves giving a message to another person so that the message is clearly understood. Effective communication enables you to send exactly the message that you want to others without leaving them in doubt. Communication is what is received by the educandus. Therefore, in order to respond well and to understand what others are telling you, you need to listen attentively. Some behaviours that indicate this skill include using language that is understood, using suitable examples to make the point clear, stating or writing the points in order (logically) using appropriate facial expression and asking questions to understand better what you cannot communicate.

Coping with stress

Life is full of challenges and they come any time. Some challenges may be difficult for one to deal with on their own. These may come as a result of broken homes, wars, competition, examination pressure or death of a relative. When one is going through any of these challenges, they come along with stress. A person gets into a state of mental or emotional tension as a result of the challenges they are going through. It's important to share the problem with those who can help in identifying causes and suggesting solutions. In all such situations one needs to remain calm and continue to operate. Accepting such stressful situations is part of life and trying not to wear a sad face under such situations helps one to cope with stress. Young people and most of grown-ups need to be able to recognise stress and its causes, its effects and how to deal with those effects.



Managing emotions

Emotions are strong feelings derived from one's circumstances, mood, or relationships with others such as joy, sorrow, fear, love, anger, disgust, grief and the desire to be accepted. Being in any of the states mentioned can lead one into excitement or depression. Therefore, it is always important to manage one's emotions. This life skill helps one to learn to control such emotions. Emotions may come about in an individual by good or bad news, delightful or sorrowful situations such as winning in a competition or losing a relative. Coping with emotions means that whether there is good or bad news one should not lose control of yourself. The following are some of the ways in which one can manage emotions:

- ▶ Thinking through the possible outcomes of a situation and taking a positive alternative line of action in good time
- ▶ Keeping calm in words and actions
- ▶ Accepting reality
- ▶ Recovering quickly from a sad event
- ▶ Seeking or accepting suitable advice or assistance.

Thus, controlling one's emotions makes him/her a better person to live with.

Interpersonal relationships

The human being is a relational being. This means that whenever we meet, we form relationships with the people we meet. Some people are good at this, while others find it very difficult. This skill involves getting along with other people. One needs to note that he/she is not alone in this world. He/she lives with other people who are different in very many aspects e.g. of different tribe, culture, religion, family background and different ways of thinking. Therefore, one needs to learn to speak, act and behave in a manner that is acceptable to the different groups of people he/she meet every day in their life. This can be done by:

- ▶ Listening to others
- ▶ Being sensitive to individual needs
- ▶ Giving views without imposing them on others
- ▶ Sharing in conversation without preventing others from talking

Athletics for development and the focus on life skills

The Athletics for Development approach focuses on developing an athlete's life skills based on the attractive motor skills. The life skills focused on under A4D are intended to support the athletes on track and off the track in their daily lives. The life skills focused on under A4D include:

- ▶ Self-confidence
- ▶ Trust
- ▶ Motivation
- ▶ Responsibility
- ▶ Resilience
- ▶ Goal orientation
- ▶ Adaptability
- ▶ Creativity
- ▶ Empathy
- ▶ Solidarity
- ▶ Cooperation
- ▶ Respect
- ▶ Fair play
- ▶ Communication
- ▶ Critical thinking
- ▶ Decision making
- ▶ Problem solving

It is envisioned that once the youth are equipped with these life skills, they would then responsibly act and contribute to their development and their communities. Life skills are considered to be enablers in the contribution to the achievement of the SDGs. Furthermore, it should be noted that all the issues addressed by the UN SDGs i.e. hunger, gender equality, life on land etc. are pronounced due to lack of life skills. The people (children, youth and adults) have a role to play in achieving development and if possible synergise with the government of the nation.

The A4D approach is to equip the children and youth with life skills and this can be done best through enforcement of social competences with the different activities/exercises using educational and traditional games. A4D is designed to facilitate the practice and reinforcement of life skills in a culturally and developmentally appropriate way using the methodology of Kids Athletics (running, bilateral jumping and throwing), contributing to the promotion of personal, social, emotional, health and physical development and the prevention of health and social problems.

Importance of life skills

The selected life skills under A4D are intended to enable the children and youth to develop various capabilities which again can enable them to improve on their well-being. The table below lists the life skills children and youth gain when participating in well designed and conducted A4D activities. They are not to be considered as complete and may not be automatically gained by all participants. It however provides a good highlight of what can be gained by the children and youth taking part in the A4D activities.

| Life skills children and youth gain in Athletics for Development (A4D) | |
|--|--|
| Psychomotor life skills: Children and youth are able to ... | Self-confidence ... develop a positive self-perception. ... resort to their strengths. ... be confident in their own power, abilities, qualities and judgment. |
| | Trust ... believe in their own power, abilities, qualities, and judgement. ...place trust in others and their abilities. ... realise when they need help to manage life's difficult situations and be able to accept support. |
| | Motivation ... set goals and become active in attaining them. ... realise their objectives and try to fulfil these in a self-disciplined manner. ... continually evaluate and further motivate their own actions. ... deal with their own emotions and desires experienced in everyday life. |
| | Responsibility ... realise that they are responsible for their own actions, to anticipate the consequences, and to act properly and accordingly. ... have courage to take over responsibility for others. |
| | Resilience ... recover from or adjust easily to misfortune, changes and/or difficulties in life. ... follow one's goal despite failure or defect. |
| | Goal orientation ... consider the steps necessary in order to succeed/reach a certain goal. ... focus on tasks and the results of completing a task. ... resist distractions and remain focused in achieving a goal. ... act in a self-disciplined manner. ... think or act for themselves, not acting based off influence or being controlled by others in matters of opinion, conduct etc. |
| | Adaptability ... incorporate knowledge gained in former experiences into current actions. ... adjust themselves to different/new conditions. ... alter their responses and reactions to changed circumstances and environment. |
| | Creativity ... combine rules, patterns, relationships, knowledge and experiences in a new way that generates new ideas and solutions to problems. ... collectively develop and implement innovative actions. |



Life skills children and youth gain in Athletics for Development (A4D)

Affective life skills:

Children and youth are able to ...

Empathy

- ... put themselves in the position of others and comprehend their values, attitudes, feelings, thinking and actions.
- ... put themselves in the position of others and reflect how others might judge their own values, attitudes, feelings and actions.
- ... respect the needs, perspectives and actions of others.
- ... relate to and be sensitive towards others.

Respect

- ... take care of their bodies.
- ... maintain a sense of dignity.
- ... be polite.
- ... value themselves and others.

Fair play

- ... accept defeat or a win situation honourably.
- ... follow rules and regulations.
- ... use culturally appropriate coping mechanisms.

Solidarity

- ... develop and maintain a mindset of solidarity that supports the ideas, values and activities of others.
- ... unite/agree with feelings or actions of other(s) with a common interest.
- ... develop mutual support within a group.
- ... collaborate with others.
- ... feel a sense of belonging to the community.

Communication

- ... develop and maintain the capacity of articulating themselves.
- ... develop and maintain the disposition of wanting to communicate well.
- ... develop, construct and ask questions.
- ... listen to others and comprehend what the other person is saying verbally and through body language.
- ... know about their own roles as a “sender” or “receiver”, as well as the behaviours and the reactions (i.e. verbally and physically) associated with each role in terms of communication.

Cooperation

- ... work together for the achievement of an individual and/or collective goal.
- ... combine efforts for the successful obtainment of a common goal.
- ... recognise individual strengths of group members and use these to reach a common goal.

Cognitive life skills:

Children and youth are able to ...

Critical thinking

- ... perform disciplined clear, rational, open-minded thinking that is informed by evidence.
- ... assess relevant information, interpret it effectively and come to well-reasoned conclusions and solutions.
- ... perform actions in a purposeful way.
- ... question norms, practices and opinions.
- ... reflect on their own values, perceptions and actions.

Decision-making

- ... evaluate the situation and select a course of action among several alternative possibilities.
- ... consider all options and weigh positive and negative aspects of each option to produce a final rational and logical decision.
- ... forecast outcomes of options/decisions and determine the best option/decision for a particular situation.
- ... assess the consequences of actions; and judge whether one is willing and capable to cope and manage consequences.

Problem-solving

- ... detect, analyse and correct errors.
- ... define a problem, analyse it and develop strategies in order to be able to reach a solution and implement it.
- ... apply different problem-solving frameworks to complex problems and develop viable options to resolve the problems.
- ... use vocational skills.

Age-Specific Training

While preparing a training activity, one of the considerations is the need to question whether the people you are going to train will be able to take in what you are training them on. This consideration is what will make your training effective and enjoyable. One key consideration is the age and development of your trainees. Sport offers opportunities to establish good social values and healthy living habits in young children, and plays a pivotal role in a child's education. The concepts of fair play and sportsmanship are vital elements during any participative sporting activity. Trainers are strongly encouraged to put more emphasis on promoting fun and enjoyment rather than focusing on results and winning during competitions. However, it should be noted that the idea of keeping it fun is relative with age. It is more required with the children and moderately with the youth and adults.

In addition, when dealing with young children, attention should focus on the development of fundamental skills and understanding of the athlete. Trainers should be patient in their approaches and efforts in order to provide children with the opportunity to mature and perfect skills in a place where they feel comfortable. To understand age specific training, it is important for the trainers to understand: the concept of play, sport and competition. This knowledge guides in the understanding of how to train the various age categories of youth and children. These are explained below.

Play and sport are not necessarily the same thing and play has different functions for adults and children. For adults, playing means relaxing away from work and possibly taking some recreation. For children, play provides opportunities for interesting learning experiences. The world of play for children is the world in which they should live for long periods. It provides a path for stepping upward from childhood to adulthood. Competition is a form of comparison and means different things to the child than to the adult. As a trainer you can develop the competitive ability of children when they are mature enough. How athletes see and meet the challenge of competition is greatly influenced by the attitude of the coach.

Children's play

The nature of children's play changes with age. In early childhood, children practice moving in different ways and using toys and balls. It might be called a period of "playing with ...". Middle childhood is a time when children create fantasies. They spend time in make-believe and might be described as "playing at ...". So, for example, a young runner might claim he is a famous athlete when he is running. It is only during the later stages of childhood that children come to simply "playing ...". The games with rules which form such a large part of adult play are now more meaningful. Understanding these stages in the development of play is valuable for trainers. Children enjoy things which are presented as play and they learn much more. Play can be a useful tool for the trainer to use to the advantage of the educandus.

Adult play

Sport is the adult form of play. The rules of sport determine which technical and tactical skills are needed. The understanding of these rules comes when experienced athletes are able to think about the consequences of their actions. Children do not usually reach this stage of full understanding until adolescence.

Age and development specific training under Athletics for Development

Young children have special needs in sport and should follow programmes which are specific to their needs. It should also be noted that any individual who has just commenced any physical activity has different needs from and capabilities for training than someone who has been doing this activity for a longer time. This is true no matter what age an athlete starts being involved in athletics. The A4D target group of children and youth is categorized into the following i.e. under 12, under 14 and under 16+. Knowing the characteristics of your trainees in the different age groups helps to know how best to make the training most suitable to them.





Under 12 years (U12)

Characteristics of this age

Boys and girls within this age bracket are characterised as curious and experimental. They desire to learn and improve their capacities for reflection and communication although learning and thinking is focused on individual items and connections are not paid attention to. They also develop a sensitivity to the differences between the sexes. At this age, they are competitive yet resistant to frustration. Therefore, it is important to gradually take them from spontaneous movement to systematic sports preparation including standards and behaviour in sports. In addition, they are honest and recognise rules. In this pre-pubertal time, the children go through a crisis phase of childish egocentrism and begin to show mental and emotional imbalances. Development of self-esteem at this stage allows them to make objective decisions. They still focus on the trainer or other adult figures, as a role model.

In this phase, girls and boys experience an increase in their physical capacity and begin to recognise their physiological abilities and limits. They are much more open-minded and are prepared for a concentrated, step-by-step learning experience because the change from the game to the learning age is accomplished! Their development is usually uneven, and significant differences in size and weight are observed. Girls and boys of this age are characterised by great agility, playfulness and performance. Speed and skills requiring movement are effortless. Concentrated learning, especially “Running, Jumping and Throwing”, is possible!

Objectives

At this age the training objectives would focus more on:

- ▶ Fun and enjoyment while running, jumping and throwing and skills of other sports.
- ▶ Developing running, jumping, throwing and other sports (e.g gymnastics).
- ▶ Use of the basic technical model.
- ▶ Support of positive personal characteristics life self-confidence and willingness to perform.

Training content

While training this age group (U12), the activities should be motivating and care must be taken to ensure that the equipment is of the right weights as well as distances used. While training this age group, athletics is adapted to their needs by:

- ▶ Modifying techniques.
- ▶ Adapting and improvising equipment and implements of a suitable size and weight.
- ▶ Modifying rules to help learning and performance to take place.

Below are the activities with their measurements that are used for athletics training for U12:

- ▶ Sprints (60m: 30/60m).
- ▶ Sprint Hurdles (50m, start to first hurdle 8m; between hurdles 7m; last hurdle to finish 7m and height 0.43m boxes).
- ▶ Sprint relays (4x50m).
- ▶ Multiple (5) jumps (right and left leg).
- ▶ High jump (scissors).
- ▶ Long jump from right and left side/turning (take-off zone: 0.80m at 1m).
- ▶ Throwing (sticks 30cm long; M: 500g, F: 400g) right and left arm.
- ▶ Shot put (medicine balls M: 3kg, F: 2kg) right and left arm
- ▶ Rotational throw (tennis rings M: 600g, F: 350g) right and left arm.
- ▶ Cross-country relay (4x1500m).



Under 14 years (U14)

Characteristics of this age

During this age bracket, there are uneven biological changes with faster growth due to hormones. Boys and girls at this age experience a temporary loss of coordination due to fast growth. Differences between boys and girls start to manifest and due to this girls shy away from active participation in sports activities. Hence, the need for increased involvement of girls in A4D activities.

This is a period of pronounced bodily activity and competitiveness but also of aggressiveness. Children this age enjoy exploring their physical abilities and seek recognition of their achievements. Physical and technical requirements must be increased and the training should offer a safe space to receive support and recognition. It is necessary that youth at this age begin to assume responsibilities in the organisation, during training sessions and activities in and within the community. It is a key age to prevent delinquent and violent behaviour.

Objectives

At this age the objectives when training focus more on:

- ▶ Fun and enjoyment while running, jumping and throwing
- ▶ Developing the technical skills
- ▶ Use of the right techniques with a slight increase in distance and weights used
- ▶ Use of real equipment for field events

Training content

While training this age group, the activities should be motivating. Care must be taken to ensure that the equipment is of the right weights as well as distances used for those youth under 14. Below are the activities with their measurements that are used for athletics training for: Under 14

- ▶ Sprints (60m: 30/60m).
- ▶ Sprint Hurdles (60m start to first hurdle 12m; between hurdles 7.50m; last hurdle to finish 10.5m and height 0.60m).
- ▶ Sprint relays (4x50m).
- ▶ Triple jump (take-off zone: 0.40m at 7m/9m).
- ▶ High jump (Fosbury flop).
- ▶ Long jump.
- ▶ Javelin Throw (M: 500g, F: 400g).
- ▶ Shot put (M: 3kg, F: 3kg).
- ▶ Discus (M: 800g, F: 600g).
- ▶ Cross-country relay (4x2000m).
- ▶ Middle distance runs (800m).





Under 16+ years (U16+)

Characteristics of this age

This age bracket is for adolescents. Adolescence is a phase of change characterized by the physical and mental development of children as they move towards maturity. Physical development generates challenges related to coordination and motor skills and highlights differences between the sexes. Psychological and emotional changes bring insecurities with them. The infatuation, but also the possible consumption of drugs and alcohol, are only some elements that contribute to the decrease of the attention that this age group shows.

The search for identity and rule-breaking are characteristic of this age and, in some cases, can lead to violent crimes or acts. Youth are often easily influenced by their peers, but isolation and marginal behavior are also common. At the same time, they show better communication skills and are more reliable and responsible.

Objectives

At this age the objectives when training would focus more on:

- ▶ Developing the technical skills
- ▶ Use of real equipment for field events
- ▶ Condition training; complex and simple improvement of condition and the conditioning factors (strength, speed, endurance).
- ▶ Support of personal conduct and ability of communication with additional activities

The training at this age seeks to improve the athlete's technical knowledge and ability as well as life skills including vocational skills abilities. These involve engaging these youth in extra vocational training activities other than athletics so as to improve on their abilities. For youth, the trainer is a sports expert and a model for off-court behaviour. The youth recognises him/her for his/her expertise and so s/he has to demonstrate his/her mastery of the sport. At the same time, the trainer is real a life role model: youngsters observe how they behave and relate with others to solve problems through practical means. The trainer has to act with conscience and live the values s/he wants to convey.

Training content

While training this age group, the activities should be motivating. Care must be taken to ensure that the equipment is of the right weights as well as distances used for those youth under 16+. Below are the activities with their measurements that are used for athletics training for: Under 16+

- ▶ Sprints (60m: 30/60m)
- ▶ 100m sprint
- ▶ 300m sprint
- ▶ 100m Sprint Hurdles (start to first hurdle M:13m, F: 12m; between hurdles M: 8.50m, F: 8m; last hurdle to finish M: 10.5m, F: 16m and height M: 0.84m, F: 0.76m)
- ▶ 300m Sprint Hurdles (start to first hurdle 50m; between hurdles 35m; last hurdle to finish 40m and height M: 0.84m, F: 0.76m)
- ▶ Sprint relays (4x100m, 4x300m)
- ▶ Triple jump (boards at 7m,9m or 11m)
- ▶ High jump (Fosbury flop)
- ▶ Long jump
- ▶ Javelin Throw (M: 600g, F: 500g)
- ▶ Shot put (M: 4kg, F: 3kg)
- ▶ Discus (M: 1kg, F: 800g)
- ▶ Cross-country (M: 4km, F: 3km)
- ▶ Middle distance runs (800m)
- ▶ 1500m steeple chase (four 0.76 high barriers per lap; no water jump)

**"You can't win until you learn
how to lose."**

Kareem Abdul



CHAPTER 3

Practical Knowledge
Athletics for Development





Practical Knowledge Athletics for Development

This chapter provides practical knowledge for the trainers on how to carry out a number of activities during the course of training. It is very important for the trainer to know how to plan a training session let alone how to pass on this knowledge, understanding, skills and creating a suitable environment to work with for the different age groups. The chapter will also guide on considerations to be taken in order to get everyone involved, create safe spaces, set up a good atmosphere and implement a good reflection.

How to Plan a Good Training Session

A training session is an organised description of the activities and resources the trainer will use to guide the children and youth to a specific learning objective and adaptation. It details main focus, length of each phase, methods of instruction and measures that will be used to check if learning has taken place. Good training sessions are not coincidental if you are to ensure that you have everything you need for a training session or an adaptation is provoked.

Planning a good training session that encompasses all the skills intended to be passed on is a challenging process, especially when the trainees are of different backgrounds and with varying ambitions. Each training session should be planned carefully so that all children and youth are able to learn new skills and build confidence. This means being aware of individual differences within the group and appreciating that all people develop at different rates. The emphasis at training should be on acquisition of life skills, development of motor skills and enjoyment.

Considerations when planning a training session

It takes time to plan a good training session. However, all parties shall always benefit from the preparation. There is need to visualise each phase of the session, because this helps to ensure that everything that needs to be done has been thought about and presented in a logical manner. In the end, the trainer will use the session plan to work out what went well and what didn't so that they can adapt it for future sessions.



When planning a training session the following are essential factors to consider:

1. Age and abilities of the trainees
2. Physical state of the trainees
3. Time available for training
4. Type and amount of equipment needed
5. Number of trainees to plan for
6. Condition of the field
7. Intended life skills and choice of exercises that demonstrate them
8. Use of motor skills as a pathway for the life skills development

Steps to Follow When Planning a Training Session

When planning a training session, it is important to use a standard template. This helps to organise the material consistently over sessions and avoid duplications. During preparation of a training session a trainer will answer questions such as “when, where, for whom, how and why”? The following steps can be followed when planning a training session:

1. Ascertain the working circumstances

This involves the trainer finding out a number of key requirements which support the training process such as:

- Training field; is the space available for running, jumping and throwing events? Is the field in good condition (grass slashed short)?
- Trainees; how many children or youth are to be trained? What are their abilities? Are there any that need special attention?
- Training materials; what equipment is needed? How much material is needed? Where and how can the material be got? (Refer to Chapter 5 for guidance)

2. Define the focus of the training

The focus of the training is determined by the learning objectives of the particular session. Your learning objective should be clear and well stated. A clear learning objective should precisely indicate the thematic area that the training will focus on and also bring out the life skill that shall be developed. The trainer also identifies the specific motor skills and life skills to be developed and highlights activities that shall be used to develop the skills. Care should be taken to be specific, avoid monotonous activities, and ensure that there is fun and enjoyment.

3. Organise activities into a session

Once you have a general idea of what you need to cover in the training, draft the session and list all of the activities that you need to cover in the order in which you will cover them. This step involves organising and arranging the ideas into a structure of a training session. As elaborated under the structure of the training session, the training session shall comprise:

- Introduction (initial phase) i.e. exercise to introduce the life skill.

- Warm-up (initial phase) i.e. basic movements to prepare the body for the activities in the main part.
- main part (main phase) i.e. different activities to develop the motor skills and further concretise the life skill.
- Cool down (final phase) i.e. slow long stretches and movements to relax the body from the activities engaged in the main part.
- Reflection (final phase) i.e. discussions on feedback about the session as well as the life skills and how they can be applied off the field.

When structuring the training session, care should be taken to include activities that will keep the trainees active, plan for breaks to re-hydrate and to train both sides (right and left) in the motor skills.

4. Plan for presentation techniques

This partly involves thinking about how the trainer will train the trainees. The trainer will use a number of approaches to keep the trainees engaged and attend to their differing abilities. Such training methods could be discussions, demonstrations, role plays, among others that the trainer can devise to clearly pass on the motor skills and life skills so as to achieve the learning objectives.

As the trainer organises for the training (s)he should consider the following:

- There should be sufficient repetitions for the trainees as they practice the planned skills (motor density).
- The space should be enough for a number of trainees to try at a time and the equipment or materials should be available for each trainee.
- The materials can be improvised and provided in plenty as guided in Chapter 5.
- Include some moments of competitions to induce achievement but with caution of the weights used.

5. Decide on reflection

Reflection is one of the best ways to gather feedback through face to face conversations with the trainees. This step involves thinking about how the reflection shall be conducted, what questions to ask or what situations to create so as to concretise the life skill such it has an impact on and off the field.



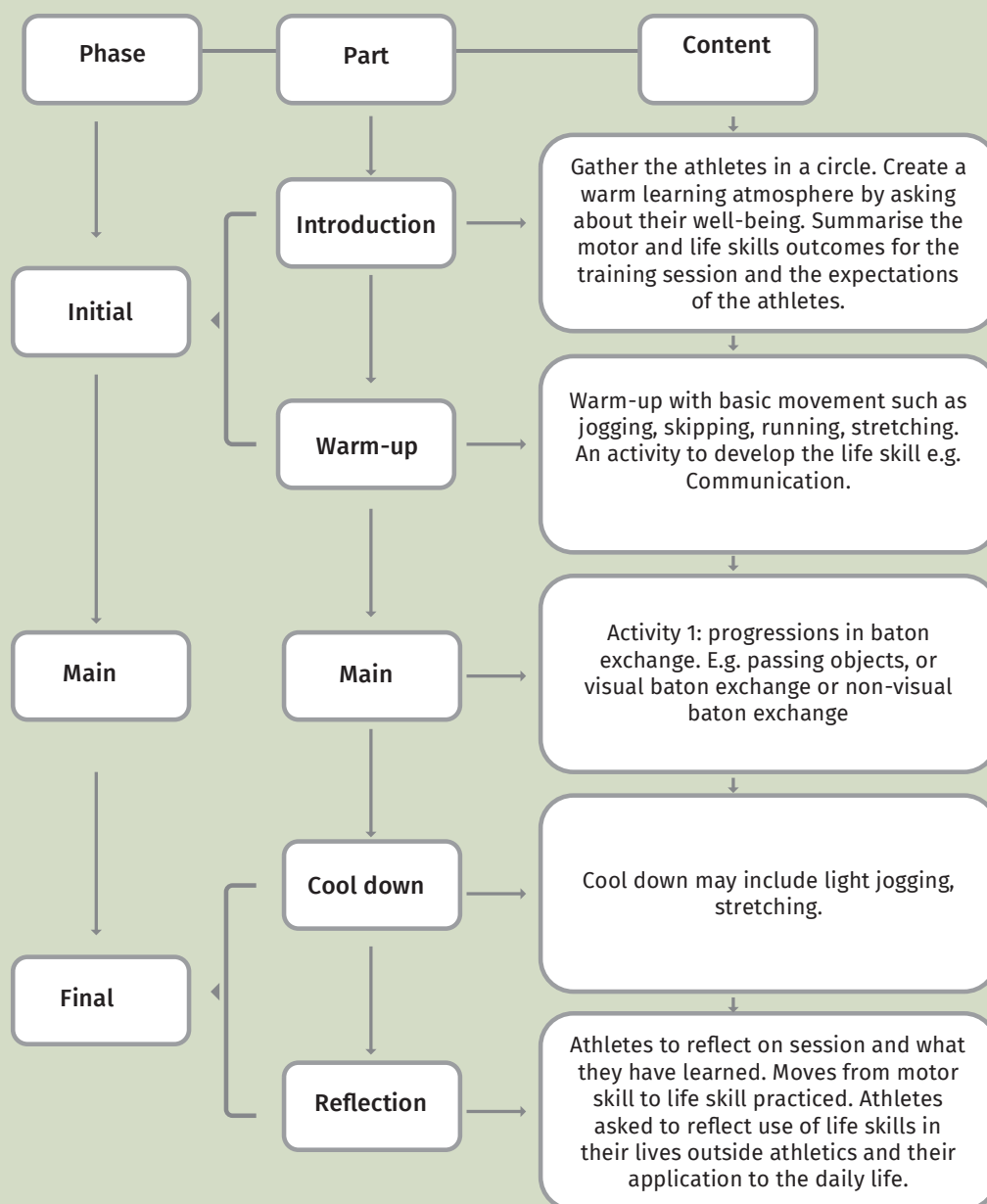
It is important to plan for the reflection well because in S4D activities it is the moment when all ideologies are crowned up well to make a positive impact.

6. Focus on timing

Finally, think about timing of the training session. Some concepts or skills will take more time to master than others, so there is the need to identify these upfront and allow ample time for the trainees to absorb and practice the skills. Record the time that will be taken on each phase of the training session and even the activities there in and ensure that there is enough time to focus on the core skills.

7. Structure of a training session

Figure 3.1 structure of a training session



Introduction (Initial Phase)

Sensitisation is the first section of the initial phase. The goal of sensitisation is to introduce the social skill of the training session (e.g. Effective communication). This exercise must be designed to incorporate and teach the importance of the life skill. The sensitisation section may not have to be Athletic-based, but needs to be a fun and interactive game that prepares the athletes for the rest of the training. It is important during this initial phase to reinforce the selected life skill and explain its value so that it becomes ingrained in the mind of the trainees throughout the training session.

Warm-up

A proper Warm-up needs to work on basic movements (e.g. jogging, skipping, running, stretching) to increase agility, balance, coordination to Warm-up the body and prevent injuries. This part of the training also serves to introduce the motor skill of the training session. The Warm-up starts slowly and gradually involves all muscles and body parts in exercise which prepares the athlete mentally and physically for the units which follow. All exercises should be ones that the athlete can do well. The Warm-up is not the time to be teaching skills although feedback may be provided to remind athletes of the correct movement. In order to enable development of technique, trainees should work individually or in pairs to allow maximum touches and repetition. An emphasis on technique should be a priority. When the technique is performed at a satisfactory level, then the speed of the drill is gradually increased.

Main part

The main part of the training is target-oriented, that incorporates both the life skills and motor skills that were introduced in the introduction phase but at a more complex level. A good training session should progress from simpler to complex skills and should incorporate the life skills and motor skills. The main part should involve activities to develop motor skills and life skills using the educational cards and traditional game cards provided in Chapters 6 and 7. Care must be taken to ensure that the activities are appropriate for the group of children or youth being trained. The trainer can as well creatively come up with activities that can further engage the trainees to ensure that there is fun and learning.

Cool down (Final Phase)

An effective cool down is as important as the Warm-up, but is frequently neglected by the inexperienced trainers. The cool down gradually reduces the body's temperature and heart rate and speeds up the recovery and adaptation process before the next class room session. A typical cool down consists of: Activities such as Easy aerobic walk or run, Light stretching exercises which are intended to lower the body temperature, gradually reduce heart rate and to recover any loss of flexibility from the training. The cool down can take a duration of 5 to 10 minutes.

Reflection (Final Phase)

The reflection section serves as a tool to look back at the training session, what was learned and the importance of the selected life skill. This is where the trainer will discover how well the content was received and what level of understanding his/her trainees attained. The trainer can use several methods to emphasise the importance of the life skill. Asking open-ended questions, storytelling and sharing personal examples relatable to the trainees can help open their minds to the benefits of life skills on and off the field. It is especially important that an environment is created where the trainees feel comfortable to take part in the reflection and an open discussion. The phase is one of the best ways to gather feedback through face to face conversations with the trainees.



How to teach and train life skills through athletics

Life skills cannot only be learned through lecturing or direct teaching but mainly through engaging in activities and discussions of lessons learned from these activities. One of the aims of the A4D Manual is to develop the young people's ability to learn cooperatively by encouraging open discussion between the trainees and between trainees and trainers. Trainees are expected to contribute their ideas and thoughts as equally as possible. The role of the trainer is to create a safe environment where the trainees can feel relaxed and happy to speak and play without being criticised. Trainees will only develop their confidence as communicators if they communicate and receive positive feedback, otherwise they will avoid entering discussion with their fellow trainees or contributing questions or answers.

The A4D approach is to use the "running, jumping, throwing" kids' athletics methodology as well as to deliver life skills to the young people. This will be through educational games of motor skills and through the traditional games. It should be noted that the ideology is that if these life skills are developed among the youth then they will be able to positively contribute to the development of the thematic areas being addressed by A4D and hence contribute to the achievement of the sustainable development goals.

For each of the training sessions planned and activities planned for, the trainer should clearly know and identify the life skills to be developed therein. It is important to clarify in the introduction what is to be done such that the youth are aware of the objective of the activity they are engaged in.

The A4D approach emphasises play and active participation. Therefore, the training on life skills should be hands on as well. At the reflection phase, life skills should be discussed clearly, therefore the trainer should give the youth an opportunity to discuss what life skills they have acquired from the session and how they can be helpful in their daily life if not in sports.

Discussions shall be very useful to concretise the life skills practiced during the training session. Through discussions, the youth should be encouraged to carry on the practice and use of the life skills acquired. The trainers should assign tasks or ask the youth to make a change in their communities even in the smallest way. Before starting a training session, the trainer can ask questions as part of the introduction such as: what did you do as a way of applying the life skill acquired in the previous training session? By making this a routine, the youth shall take caution to put to practice what they acquire and hence further develop these skills.



Exemplar best practice of teaching or training life skills

The HIV/AIDs awareness game through running, jumping and throwing (By DOSB/G. Lange). This is one example that develops both motor skills, life skills and creates awareness on the vice of HIV/AIDs. **“The HIV virus”** has to catch e.g; **“infect”= becomes also “hunter”**. All of his/her groupmates as soon as possible, who again can protect themselves from the HIV virus only by three condoms.

The youth run, jump, sprint, throw and catch in this activity. By using three condoms each covering a tennis-ball, the youth not only learns to overcome their hesitation to touch condoms but especially develop their option and necessity of protecting themselves against HIV virus through the use of condoms. This game is an example that develops life skills such as: self-awareness, critical thinking, effective communication and interpersonal relationships. Therefore, during the reflection phase after such a game, the trainer should explicitly engage the youth in a discussion about the game, what they have learnt, which life skills they have acquired and how they can be applied during daily life to foster development especially in the area of good health. For example as highlighted in the picture below, one of the youth mentioned what they had learnt after the game: “you cannot run away from Aids, but with a condom you can protect yourself”.

“You cannot run away from Aids, but with a condom you can protect yourself”



© Günter Lange



Player in red shirt acts as the infected

Material is a tennis ball with a condom

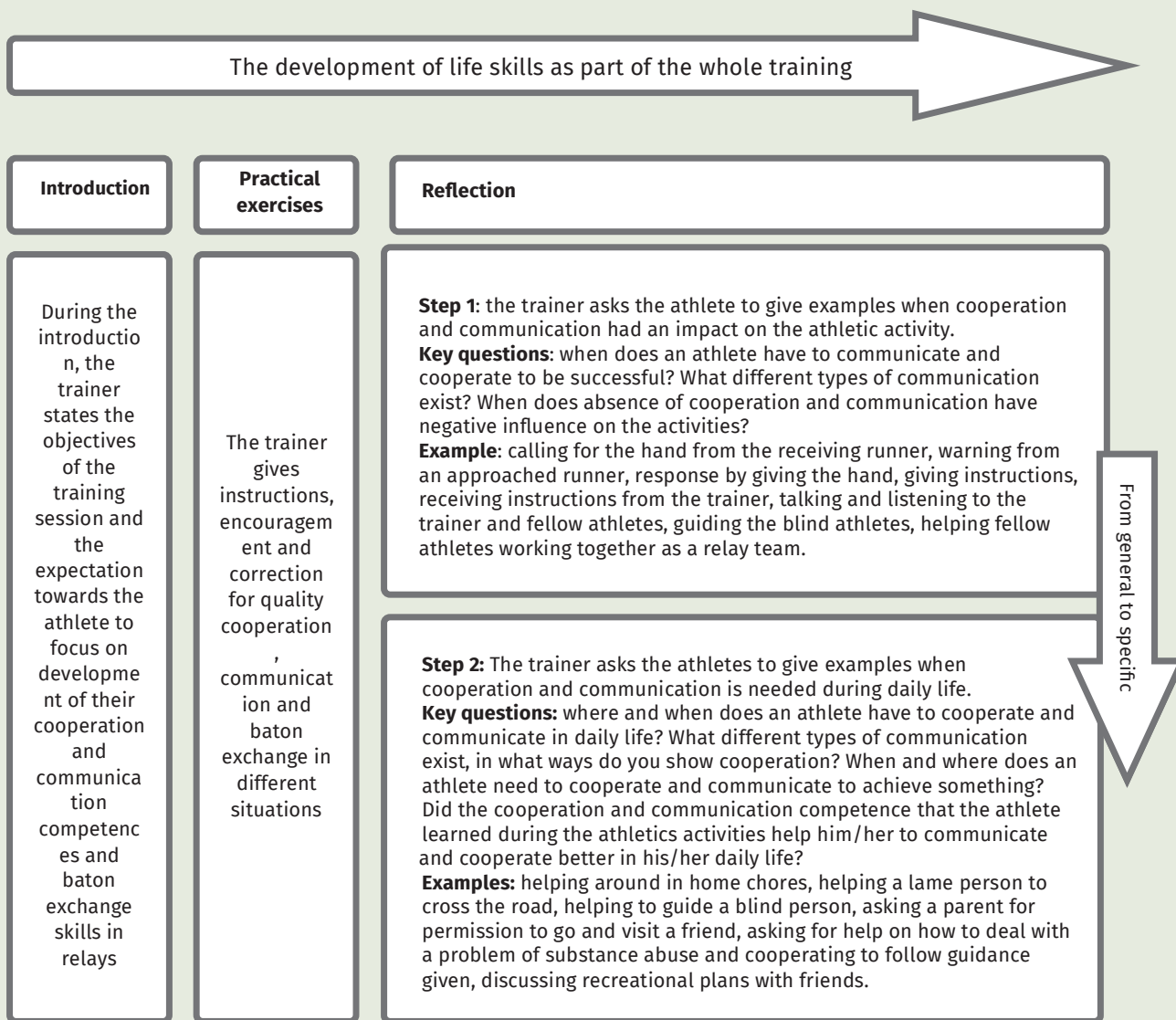
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Hints on Teaching Life Skills

- ▶ Highlight the life skills to be acquired and/or developed in the training session.
- ▶ Ensure that motor skills don't over-ride the life skills and vice-versa (integral training); this can be by balancing the engagements of the youth
- ▶ Talk to the youth and emphasise clearly what should be done in the training session and the benefits there in.
- ▶ Use simple language that is understandable by the level of the youth. You may not need to call out the life skills by name i.e. problem solving but rather task them to do things or actions which in the end can be translated into the life skill of problem solving.
- ▶ Use a reflection phase for further discussion about the life skills acquired and how to further use them in daily life.
- ▶ Let the training be fun, not so strict but rather focussed on acquiring key concepts and skills. For instance, if there are breaks in between to make discussions about life skills, it will turn out to be boring.
- ▶ **Remember:** We use play and fun through running, jumping and throwing to develop other life skills.

Example: Development of life skills (communication and cooperation) as part of a training session

A trainer working with children/youth aims to develop life skills. In this training session, he/she is focusing on the trainee's cooperation and communication life skills.



This example was modified from the GIZ Sport2Work Manual.

An intentional connection between the development of life skills during athletics activities and the translation of these life skills in daily-life contexts is achieved mainly through the design of the training activities and also through the facilitation of a reflection with the children and youth. Delivered as described, experiences gained through A4D training can have further impact.



How to Get Everybody Involved

Involvement does not stop at individual level but goes beyond to contribute to social and community development; and this implies trying to address the community challenges through A4D activities. It should be noted that using sports can contribute to solving community challenges especially with children and youth; a category focused on in this project. Therefore, the trainer's overall focus is therefore to contribute to the community development through development of the children and youth of that community.

The A4D manual is intended to be used as a tool to contribute to social and community development. There should be a needs assessment to identify what the community requires most, since demands are different from one community to another. The trainers shall also be identified from within that community and trained on how to use this manual. Thereafter, they can go ahead to train the children and youth of that particular community. It should also be noted that there are different needs in terms of contribution to the SDGs: some communities might need more strength on SDG 4 Quality Education while another might be in SDG 16 Peace, Justice and strong Institutions. Therefore this manual is designed in such a way that the trainers can make use of it to develop skills that can contribute to the various SDGs depending on the demand.

In order to foster the above, care has to be taken to ensure that all the children and youth selected for a particular training are involved. During any training session, some children and youth are usually more active than others. At times, some get laid back and end up being passive participants. This is vivid with adolescents. For children, exercise or sports means playing and being physically active. The youth also need to be kept active or engaged to maintain focus. Getting everybody involved therefore requires proper planning by the trainer prior to the activities or sessions.

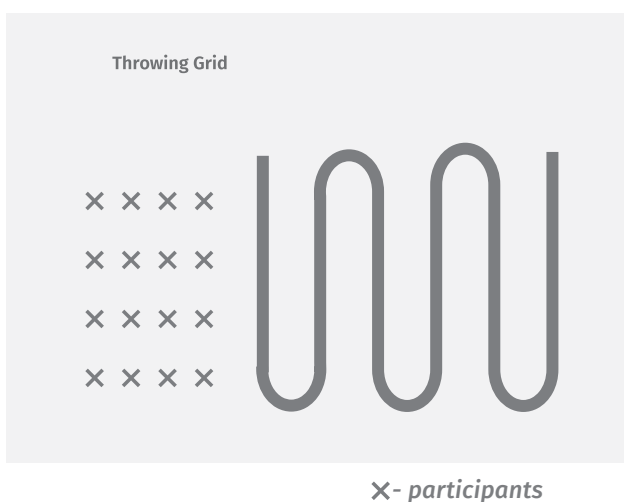
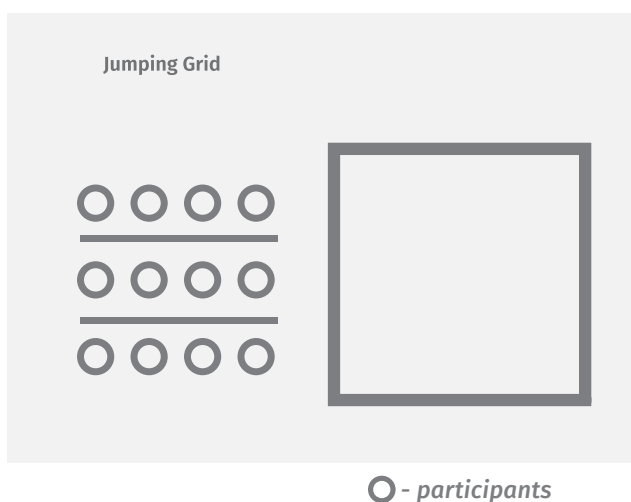
The trainer can get everybody involved by doing the following:

▶ Choice of activities

The activities used in the various parts of the training session should be engaging and exciting for the children/ youth. The trainer should choose to include appropriate activities that engage as many participants as possible to include in the training session.

▶ Organisation of working area

Organise the working area for the activities in such a way that a big number of youth are engaged at a time (motor density). Following the Kids Athletics approach, for the motor skills; the throwing and jumping areas should be made in grid form as illustrated below.



▶ **Language**

The trainer should use a language which is clear and understandable to all the participants such that some are not left out. A4D is gathering children and youth in and out of school therefore the language is a key aspect for the trainer to note in order to have everybody involved. Hence, the trainer should hence be inclusive to allow working together and where applicable the trainer might have to use local language to clarify issues to the trainees.

▶ **Enjoyment is key**

Make the training fun! The training should be interesting for the children and or youth and therefore the trainer has to create such moments for the trainees. Activities should be made fun and objectives should be met.

▶ **Team building**

Often involve team building activities in the training sessions. These can be specific or general such that the children and youth learn to work together and hence are free to interact and get fully involved in the training. Examples of team building activities include among others:

▶ **Don't wake the monster**

The youth are villagers in a town under attack by a monster and have to save themselves. They must form a line in order from tallest to the shortest without talking. Once they have completed the task they one by one shout out "boo" to scare off the monster.

▶ **Crossing the ocean**

Form groups of youth, each is tasked to cross the demarcated area i.e. "ocean with obstacles called sharks and rocks" without stepping in the water to the landing site. The groups are provided with two pieces of cloth or board to act as boats for crossing over. The teams think critically and plan on how to cross their members to the landing site as fast as possible without falling into the ocean. As a trainer you can design team building activities to engage the children/ youth and encourage teamwork. Encourage everyone to be involved in the various activities when it comes to training.

▶ **Vary the activities**

Always avoid being monotonous. Vary the activities as much as possible. This starts at the point of planning the training session. Make sure that the activities are not the same for every training. Variety keeps the youth wanting and anxious for the training sessions.

▶ **Be flexible**

Flexibility is vital if everyone is to be involved. The trainer should be ready and willing to change an item in case it doesn't seem to involve everyone. However, it is upon the trainer to also devise ways of developing the skill of flexibility among the trainees because the trainer should not "dance to their tune" all the time. For example, the trainer can be close and frequently talking to the trainees to ensure they are comfortable and understand why they are engaged in certain activities.

▶ **Feedback and inclusive discussions**

In order to have everyone involved, they have to feel important and therefore there has to be effective communication between the trainer and the trainees. Include everyone in the discussion. For example, while making some decisions, reflecting on the training by giving the trainees proper/useful feedback. Once the trainees feel confident and valued, then they are willing and encouraged to be involved in the activities.

▶ **Boys and girls**

Always refer to both the boys and girls when giving instructions or even any sort of communication. Many times trainers forget and keep referring to only one groups of either boys or girls yet the team is mixed sex. The slogan should be boys and girls such that everyone knows that they are referred to.



▶ **Inclusivity**

By inclusivity, care has to be taken to be gender sensitive and involve the children and youth with special needs.

▶ **Gender sensitivity**

The A4D programme gives opportunity to both boys and girls to participate in each of the activities that are designed. As a trainer, you should endeavour to see that this is fulfilled. You should provide designated spaces for women and girls in the athletics activities since this can have practical benefits and also a symbolic character in the community. "Gender sensitivity" is the way service providers treat male or female clients in service delivery facilities and thus affects client willingness to seek services, continue to use services, and carry out the health behaviors advocated by the services. The trainers of A4D are implored to be gender sensitive in all the activities. It should be noted that the A4D activities are designed to cater for both male and female children and youth, more so one of the SDGs to be contributed to is SDG 5 on Gender equality. They are encouraged to equally participate and care has been taken to ensure that the equipment and tools suggested are appropriate for the different categories. The trainer can also make use of traditional games as a good platform to involve both boys and girls since this is what takes place in the community.

▶ **Persons with special needs**

The trainer should include children and youth in the activities of the training session, and for inclusivity he/she should make use of the activities provided in Chapter 8 for those with visual impairment. It is advised that the trainer can have both the sighted and unsighted work together on these different activities. By this everyone will be involved and actively participating.



It is advised that the trainer can have both the sighted and unsighted work together

How to Create Safe Spaces

The development of a country depends on how productive and creative its young population is. By creating safe spaces, the youth get an opportunity to share, discuss and participate in a number of activities. This in the end enables them to make informed decisions on how to live their lives. Safe spaces are vital for providing an opportunity for youths from diverse backgrounds to come together. Many times children and youth have various challenges such as: lack of social skills; victims of bullying, abuse, harassment or negative and unsupportive peer and adult influences; or being fearful of accessing mainstream support services. A safe space is somewhere children and youth can learn and practice new skills and receive constructive feedback; a type of refuge where they can be assured of physical and psychological safety; and access information and support.

Factors to consider when creating safe spaces

When creating safe spaces a range of factors need to be considered some of which include:

▶ **Physical and psychological safety**

This requires a safe and health-promoting neighborhood and facilities with supervision and maintenance. It can therefore be a safe out of school or community setting or a virtual space with security to ensure psychological safety.

▶ **Appropriate supervision**

There should be clear and consistent rules and expectations, with boundary management among the youth as well as between youth and trainers. There has to be continuity and predictability as well as age appropriate monitoring.

▶ **Supportive relationships**

Ensure that there is good communication, support, guidance and responsiveness. There should be warmth, closeness, connectedness and secure attachment. With this, the children/ youth feel safe and comfortable to come for training.

▶ **Sense of belonging**

There needs to be meaningful inclusion of the children and youth such as the marginalised (hearing and visually impaired/albinos) training under similar conditions with others.

▶ **Positive social norms**

There should be group behaviour rules, values and morals in accordance to national values.

▶ **Opportunity for skill building behaviour**

There has to be provision for physical, intellectual, psychological, emotional and social skill building; Opportunity for vocational skills development for future employment and continued education as well as provision of international learning experience and ability to learn and develop life skills.

▶ **Participant's safety**

Screening and monitoring as well as moderation of participant input has to be provided to ensure the space remains positive and safe.

▶ **Staff: availability of trained staff and volunteers including supervision**

Therefore, the safe space guidelines to be consider include:

Physically safe environment, Psychological and emotional safety, Boundary management, Ethical practice, Behavioural management process, Participants safety, Trained Safety Staff and volunteers.



How to set up a good atmosphere

Training individuals with different backgrounds and varying challenges can sometimes create tension. Many times there is need to set up a good atmosphere for proper learning to take place. By atmosphere, we refer to a particular environment or surrounding influence during the training process. The following factors indicate how you can set up a good atmosphere:

▶ **Develop a code of conduct**

Together with the trainees, come up with a code of conduct. These are the “dos” and “don’ts” during training. They should list the things that they wouldn’t want others to do unto them and what each is expected to do while at the training ground. The trainer can develop the list with the children (ownership) and it is pinned up clearly where everyone can see.

▶ **Give positive reinforcement**

Positive reinforcement is the process of encouraging or establishing a pattern of behaviour by offering reward when the behaviour is exhibited. Doing this routinely sets up a good atmosphere among the trainees. For example, the trainers can make use of such phrases as:

I appreciate the way you _____

I am impressed with _____

I really enjoy training with you because _____

You are really good at _____

Such phrases make the trainees feel motivated and create a good relationship between the trainer and the trainees.

▶ **Show gratitude**

In addition to positive reinforcement you have to be thankful and appreciate the good things done by the trainees. This doesn’t only apply to the trainer but also tasks the trainer to instill this virtue in the trainees so that they can practice it among themselves.

▶ **Spread happiness**

This is the state of positive emotions or expression of joy. As a trainer you should spread happiness and also encourage the children and youth to do the same. This can be in a number of ways such as: being kind, smiling, having good thoughts. However, avoid to become a “clown”, balance “delectare and prodesse”.

▶ **Provide feedback**

Feedback is a great way to connect with the trainees and to set their learning efforts in the right direction. Feedback is vital for the trainees as it helps them in tracking their progress. It helps them recognise their weak areas while improving the developed skill. It is not only one way of motivating the trainees but this timely and consistent feedback ensures an interactive and a good atmosphere.

▶ **Celebrate wins/success**

In addition to feedback and appreciation, another way to establish a positive and effective learning atmosphere is to celebrate success or any win during the training. This could be anything from a shout out to a reward. This creates a sense of achievement and fosters healthy learning behaviour. Trainers can on a weekly basis recognise each trainee for any specific accomplishment. It could also be one in form of group activities.

▶ **Encourage positive thinking**

Despite the various background of the trainees, the trainer should always encourage positive thinking. This can be through guidance and counselling the trainees and encouraging positive talk. Trainees respond better to praise than to punitive measures. Appreciation is the key to motivation, unlike humiliation, that is highly discouraging. Learners appreciate the freedom to express their opinions. Similarly, the opinions of their peers also play a crucial role in defining their learning attitude.

How to Implement a Good Reflection

The reflection part is the final phase of a training session as earlier explained in this chapter. Reflection 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. It involves face to face discussions between the trainer and the trainees and among the trainees about the training session undertaken. The reflection is very important to recollect what was learnt and emphasise concepts that were focused on in the training session to how they relate to life situations and the development themes. During reflection, all the athletes/trainees should be given opportunity to share their feelings about the training session and the trainer can also use this opportunity to carry out self-evaluation in regard to the way he/she conducted the training session.

Many times the trainer can plan for a particular skill in the session but because of the way the session is done, the trainees may acquire or pursue the whole process differently. It is during the reflection that the trainees share their understanding and then the trainer can emphasise the key points. The reflection phase is the best moment to emphasise the life skills acquired and trainees can further be engaged on how they can utilise these skills during their daily life. For sustainability, reflection should be made a routine for all the training sessions. It is a good platform to task trainees on change of behaviour, uplifting values and social norms and increasing the application of skills acquired so as to achieve development in their communities.

Ways of conducting a reflection

There are many ways of conducting a reflection with the trainees, depending on what the trainer planned for the day. Below are examples of ways/methods the reflection can be done and how the trainees can be organised, however the trainer can also use his/her own variations depending on the number of trainees and the space available.

Method one: Cone movement. Gather the trainees together, place two cones ten metres from each other, and explain that one cone represents the motor skills and the other represents the life skills that were focused on in the training session. Ask the trainees what skills they acquired from the session and accordingly they move to the cone that represents the skill they acquired. Some may stand in the middle to signify that they acquired both life skills and motor skills. After this the trainer can give the trainees opportunity to explain the skill they acquired and how it can be useful in their daily life. The trainer should have a few question that can focus the trainees and further task them to apply what was learned in training back in their communities.

The advantage of this method is that each trainee is given opportunity to reflect on what they think they learned by moving to the cone applicable. However, not every trainee may get opportunity to speak due to time.

Method two: Act out. Gather the trainees together and start by asking the skills that were focused on in the training session. For others, recap exactly the skills as was trained in the session and ask the trainees to work in smaller groups within a demarcated area and they act out positive examples of the life skills showing how they can apply them in other situations. Keenly observe the trainees and gather them together after three or five minutes. In a discussion with the trainees reflect on the particular life skill and how it can be useful in life situations.

The advantage of this method is that it is interesting for children and youth although if not controlled well the children as well as youth might get distracted.



Ways of Conducting a Reflection

Method three: Reflection baton. Allow the children and youth to think about the most important thing that they have learned. Then pass a relay baton to one of them to share what they learnt who after passes the baton to another colleague and this continues to another. Depending on the time available, try to give opportunity to as many as possible to share. This then can be followed by asking them how they use what was learned in their daily life.

This is a quick way to hear from the trainees however if not handled well, the dominant children/youth might end up being the only ones to respond. So as a trainer should ensure to equally give opportunities.

Method four: Interviews in pairs. The trainer can ask the trainees to pair up, and interview one another using questions given by the trainer on a flip chat. These can include:

- What interested you most in the session?
- How has the training changed your thinking?
- How can you link what was learned to your own experience?
- What will you change in your daily life because of the experience got?

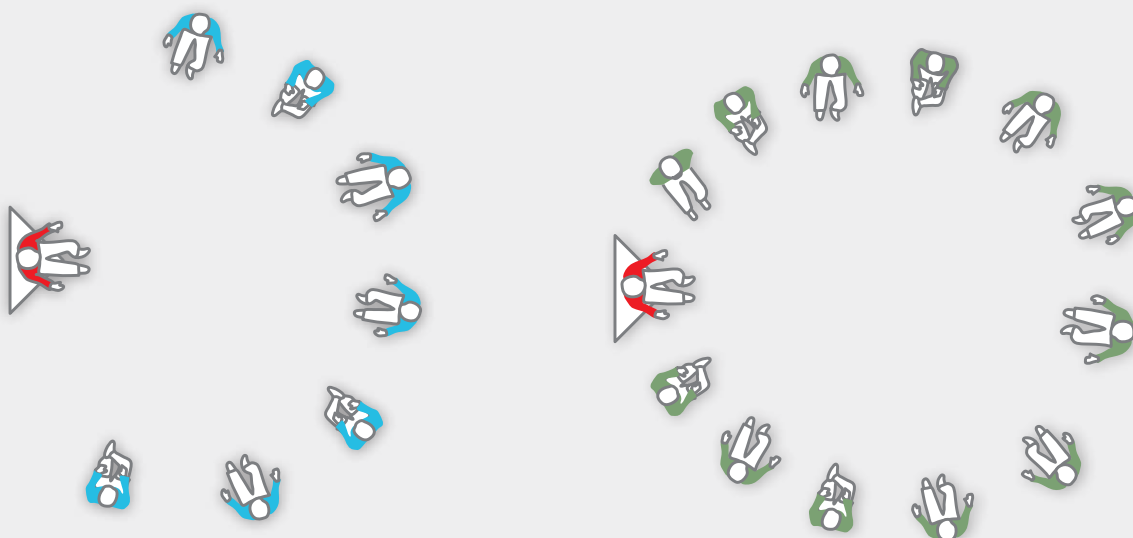
After each has responded, you can ask each pair to work with two other pairs forming 6. Then, let them share their organisational experiences and later to the whole group of trainees.

This method is good with youth i.e. U16+ since they can concentrate better. It has an advantage that while in pairs trainees will feel free to share easily however it requires good listening skill. On the other hand it is relatively time consuming.

Sample organisation formats for the reflection

Below are examples of ways that the trainer can organise the children/youth for the reflection discussions. Variations can be made by the trainer.

Sample organizational formats



Below are examples of questions (not in order) that the trainer can use during the reflection phase. However, the trainer can as well design varied questions depending on the category of trainees (age, language level, abilities).

- ▶ How did you like the session?
- ▶ What did you like most?
- ▶ What didn't you like?
- ▶ What did you feel during the session?
- ▶ What did you learn from the activities?
- ▶ What skills did you learn/develop/practice?
- ▶ How can you use the skills learned in your daily life?
- ▶ What are you going to do differently when you return to your community?
- ▶ Alternatively the teacher/trainer does not ask questions as expected but stays silent and allows the children and youths to first share their observations. This allows more stable learning since the discussion is led by the learners.

Points to Consider During Reflection

- ▶ Reflection should not take very long; ten to fifteen minutes is good enough for the discussion.
- ▶ The trainer should be neutral and facilitative to guide the discussion and focus on the development objectives.
- ▶ Always vary the ways and organisation formats for the reflection to avoid boredom.
- ▶ Reflection should be a routine. This consistency creates a sense of togetherness among the trainees.
- ▶ The trainer should be calm, friendly and focused.
- ▶ Always start on the positive: This motivates the trainees and creates a good atmosphere to freely share ideas.
- ▶ Do it within the workout area to save on time.

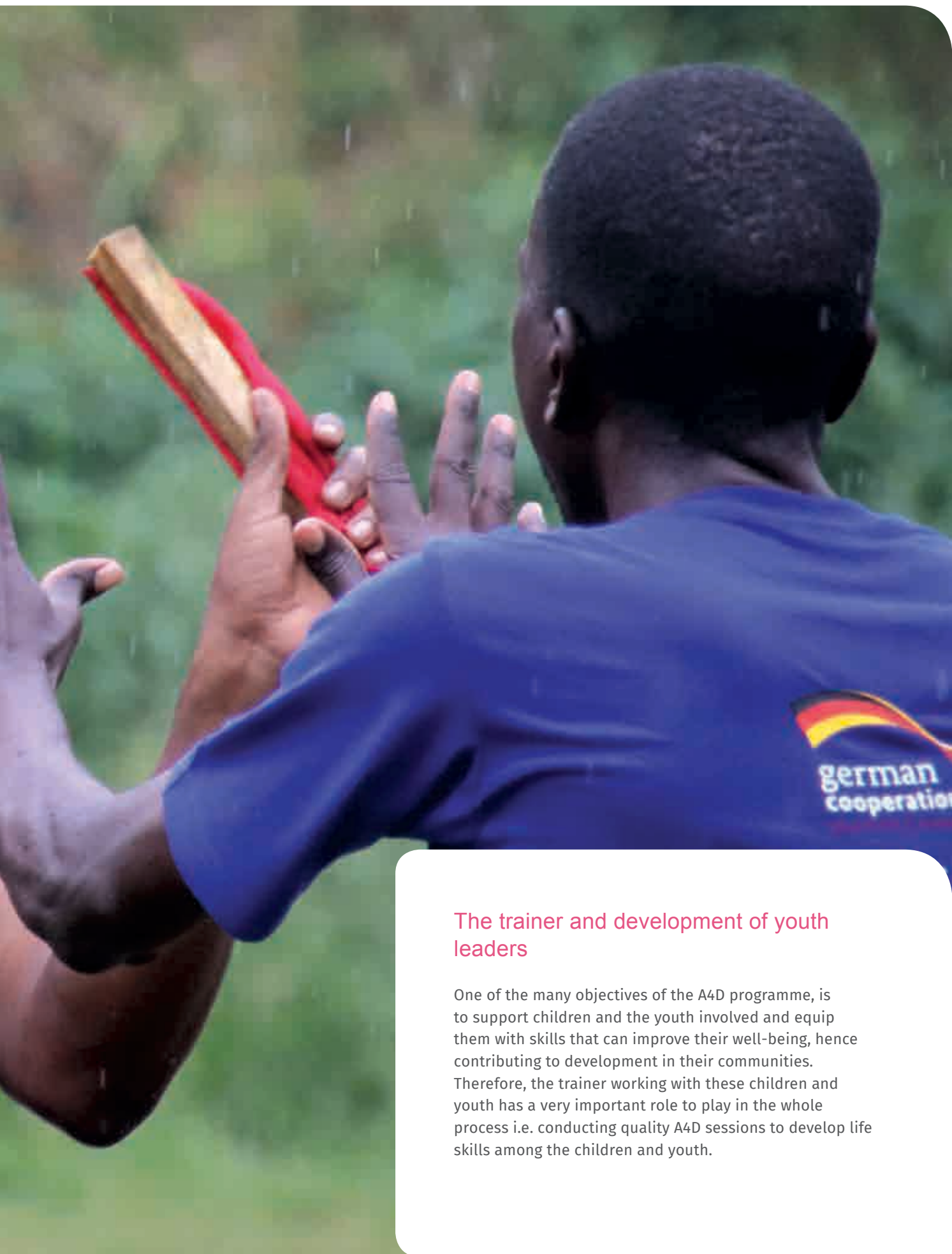


Reflection helps to recollect what was learnt and emphasise concepts that were focused on in the training session to how they relate to life situations

CHAPTER 4

The trainer and development of youth leaders





The trainer and development of youth leaders

One of the many objectives of the A4D programme, is to support children and the youth involved and equip them with skills that can improve their well-being, hence contributing to development in their communities. Therefore, the trainer working with these children and youth has a very important role to play in the whole process i.e. conducting quality A4D sessions to develop life skills among the children and youth.

In working with children and youth the trainer will play roles and therefore have several responsibilities in order to successfully cause a change in the lives of the children and youth. The trainer has to go an extra mile and dedicate more time in supporting the children and youth for example; following up and giving feedback on their behaviour in terms of application of life skills but most importantly to ensure that there is fun while doing the various athletics activities.

Whereas the trainers shall be always working with the children and youth, there are positive chances that some youth are profoundly active in the performance and the A4D activities, appropriately apply the life skills and potential to lead others given their positive peer influence within the groups. It is therefore envisioned that the trainers should be able to identify such youth with the potential of leading others, and to build their leadership skills and empower them to also conduct A4D trainings with peers.

This chapter presents two sections namely:

- ▶ A narrative of the roles and responsibilities of the trainer as well as a summary profile of an A4D trainer.
- ▶ Guidance to the trainer on development of leadership skills and how to develop youth leaders among the youth being trained under the A4D project.

Roles and responsibilities of the trainer

Working with children and youth with various abilities, challenges and needs including those that are marginalised is not an easy task. This requires the trainer to take on a number of changing roles in order to contribute successfully to the development of the children and youth as well as the overall community. Most important is to always be a role model to these children and youth such that they not only learn from the trainer but also strive to change their behaviour, conduct and well-being. Therefore, being a trainer involves much more than organising and teaching the athletics activities.

The trainer should promote the development of the children and youth both on and off the track/field. Since the later requires the trainer to adjust to the ever changing needs and abilities of the children and youth, he/she ought to fulfill a number of different roles including: teacher, friend, mentor, counsellor, advisor, expert, evaluator, motivator, supporter, mediator, guardian, and demonstrator among others. To be all these is not an easy task and therefore requires one's ability to be flexible, passionate and dedicated to working with the children and youth.



The trainer therefore needs to always evaluate their behaviour in relation to:

- ▶ Their appearance in front of their own/other team(s).
- ▶ Developing and strengthening the life skills of the children and youth.
- ▶ Showing interest, leadership and passion for your work.
- ▶ Knowing the personality of the children and youth as well as their surroundings
- ▶ Self-control and conflict management.
- ▶ Dealing with their own mistakes.
- ▶ Providing a good team atmosphere.
- ▶ Praising, encouraging and rewarding.
- ▶ Efforts to further education.
- ▶ Giving freedom, but also protecting.
- ▶ Providing opportunities for developing innovation.
- ▶ Giving rules and following them.

The ability of a trainer to take on the different roles mentioned earlier requires one to have qualities that can enable them to be flexible. Some of the common characteristics and/or qualities of a trainer include among others:

▶ **Empathy**

The ability to put oneself in the shoes of another. This enables the trainer to recognise the fears and uncertainties in the minds of the children and youth when learning additional techniques or skills. Empathy enables a trainer to point out personal difficulties encountered by him in similar learning situations, so as to put the trainees at ease.

▶ **Patience**

This is shown in the willingness to compliment slow progress and refrain from the anger when mistakes are made. It includes the techniques of repeating instructions, breaking down a task into small units and allowing time for children and youth to try out.

▶ **Pace**

This is closely integrated with empathy and patience. This is an external speed governor, which acts more to slow down than to speed up. It is far better to move slowly and attain complete understanding, than to push for rapid and sloppy completion.

▶ **Democracy**

This refers to the kind of atmosphere created when learning takes place. The trainer should be supportive and non-threatening in presentation. The tone of voice and facial expression should lead the children and youth to feel comfortable in raising questions, offering suggestions, reinterpreting instructions and generally to feel relaxed while they learn.

▶ **Purpose**

This emphasises the element of persistence in achieving the training goals. A good trainer should carefully move a group of children and youth along to a pre-set destination. There may be stops and shifts, but the eye is always fixed on certain performance standards and levels.

▶ **Effective Communicator**

A trainer should be able to explain ideas clearly. Clear communication means setting defined goals, giving direct feedback and reinforcing the key messages. Acknowledging success is also essential for good communication. Language is a key part of coaching, and keeping everything simple and easily understandable is a indicator of a successful coach.

▶ **Ability to listen**

The trainer must hear questions raised by trainees and understand if the questions reflect other problems, which are not being mentioned. He should have the posture of a listener through training towards the speaker and maintain eye contact.



The trainer has to actively promote the development of skills of the children and youth and ensure that they apply these life skills so as to improve their well-being. Achieving this requires that the trainer assumes their responsibilities and supports these young people. The responsibilities of the trainer in this case include among others the following:

- ▶ Ensuring the long-term balanced development of the children and youth in terms of life skills and motor skills.
- ▶ Taking into account the needs of the children and youth.
- ▶ Ensuring the health and safety of the children and youth involved in the athletics activities you organise and lead.
- ▶ Taking care of the children and youth.
- ▶ Planning and evaluating your training classes.
- ▶ Offering opportunities for children and youth to perform athletics activities and have fun.
- ▶ Helping the youth to develop as young leaders.
- ▶ Being a positive role model for the children and youth.
- ▶ Taking responsibility for the behaviour of the children and youth on the track.
- ▶ Undergoing training and up-dating your own knowledge.
- ▶ Responsibly managing athletics materials, spaces and the environment.

While working with children and youth, it is important for the trainer to know some of the bad practices and avoid falling victim of such deeds. These include among others:

- ▶ Proposing excessive or inappropriate training for the age or stage of development of the children and youth that can cause injury.
- ▶ Focusing attention on the most talented children and youth, not involving all members of the group equally yet the focus is to involve everyone.
- ▶ Ridiculing and criticising children and youth who make a mistake during training.
- ▶ Allowing trainees to abuse their groupmates, bystanders or trainers.
- ▶ Neglecting health, hygiene and safety guidelines.
- ▶ Intentionally ignoring the needs of the children and youth.



The A4D master trainer's profile

From the Pilot Master Trainer Workshop held in Uganda, participants developed a profile that describes an A4D trainer. It was agreed that the A4D trainer should display the following capabilities:

▶ **Teaching skills such as:**

- Instructional competency in athletics activities
- Ability to demonstrate all the athletics activities
- Communication competency
- Ability to structure the learning environment
- Ability to identify and address individual differences
- Ability to use appropriate methodology to impart knowledge
- Ability to evaluate and provide appropriate feedback
- Planning/organising competency

▶ **Learning skills such as:**

- Ability to learn from others
- Team work
- Group dynamics
- Looking for information through reading and doing research
- Time management
- Learning to communicate with various groups of individuals

▶ **Ethics and Values such as:**

- Integrity
- Sportsmanship
- Leadership skills
- Trustworthiness
- Fair play
- Honesty

▶ **Life skills such as:**

- Problem solving
- Critical thinking
- Decision making
- Effective communication
- Managing stress and coping with emotions
- Confidence
- Creativity

The trainer has to development his/her teaching, learning and life skills to ensure that these skills transfer to children and youth



Development of youth leaders

The trainer among all other roles should be a mentor, an instructor as well as a coach. These roles require that the trainer supports the children and youth to take on responsibility especially when it comes to working with peers. The A4D programme intends to develop young leaders among those that participate in the trainings. This is intended to empower youth to take up leadership positions within their communities and possibly use the A4D approach to train and work with peers and children within their communities. It should be noted that in most cases, the children and youth will feel more comfortable working with trainers who relate and understand their situations, and are from the same community as them. The trainer should be capable of identifying such potential leaders and to train them to develop their leadership skills.

This section therefore provides guidance to the trainer on how to develop youth leaders among the youth being trained under the A4D project. The training for youth leaders can be planned alongside the A4D training sessions as guided through the organisational requirements and the practical session descriptions within the toolkit in this section. The target group/potential audiences of this leadership training programme are mainly young people (about 12-19 years) which are active in the A4D activities. There is a special focus on direct practical exercises, actual problem-solving and use of Athletics for development. The youth are all expected to apply the A4D skills acquired and therefore do not need an academic degree or background to benefit from the material.

Aims of youth leadership development

Sport is more than physical exercise. Sport is one of the most powerful drivers to help (young) people in their personal and social development. Sport coaching activities, offered in a pedagogically valuable way, impart and strengthen different competences not only for daily life but also for career development. Only recently, researchers have begun to explore social identity principles in sport and exercise settings.

Their conclusion: The sports coaching leadership process is a demanding complex social process with a high need of actual problem-solving. Therefore sports coaching has the great ability to help young people to learn to act in a leadership position. Trainers do have a great opportunity not only to train children and youth but also learn to lead people and also develop leaders.

To achieve general leadership competences it is necessary to help youth to develop specific competences. Competences, which are related to sports, but are usable for other social contexts. The following leadership competence framework is a guideline with many different templates how to give youth a great chance to develop leadership skills in the context of sports and especially over and above sports. The main goal of the framework & templates is a sustainable, ongoing, systematical improvement of leadership skills of young leaders.

But what exactly is leadership? What is our understanding? Leadership is the action of leading a group of people or an organisation towards achieving a common goal.

Leadership is not a position. It is the ability to influence people by being creative, inspiring, meaningful, effective, and visionary. This differentiation is most important, because in many economic poor countries young people do not have a great chance to get a leadership position, but they can improve their situation by enhancing their leadership skills.

Therefore, this training is all about “training the youth” through sports to develop their leadership skills. After successfully completing the leadership training, youth will be able to develop/improve their: strategic thinking; mental toughness; communication skills; and emotional intelligence. These are the identified main areas of coach leadership.

Leadership building activity areas



Developing strategic thinking includes to:

- ▶ communicate clearly;
- ▶ communicate concisely;
- ▶ communicate overall goals;
- ▶ develop a vision/mission statement.

Developing communication skills includes to communicate:

- ▶ clearly;
- ▶ concisely;
- ▶ verbally;
- ▶ non-verbally.

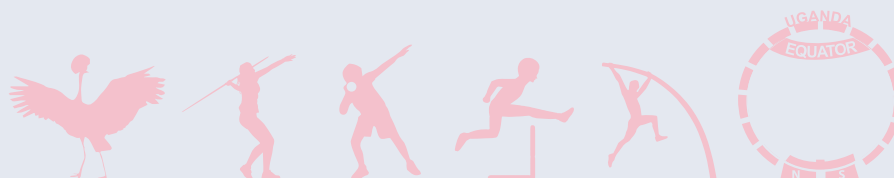
It is all about challenge, control, commitment & confidence.

Developing mental toughness includes:

- ▶ seeing challenges as opportunities rather than threats;
- ▶ recognising that setbacks are normal occurrences in a sporting and daily life environment;
- ▶ developing a clear goal-setting strategy;
- ▶ seeking to build up feelings of self-worth.

Developing emotional intelligence includes to:

- ▶ recognise own emotions;
- ▶ those of others;
- ▶ discern between different feelings and label them appropriately;
- ▶ use emotional information to guide thinking and behaviour;
- ▶ manage and/or adjust emotions to adapt to environments or to achieve one's goal(s).



All exercises are based on scientific approaches and studies. Therefore, their effectiveness is examined and evaluated. Some of them can be found in leadership lectures, others are tested by the author(s) himself/herself. It is important that, throughout this course, lecturers should make the members aware of the relevance of the concepts in everyday life. The exercises are not specified for the field of sports, but they can be implemented very effectively in this environment. Specific content has been limited in order to encourage this approach, and to allow flexibility in the design of educational trainings. All exercises are chosen in order to be very simple. Youth do not need foreknowledge. They can start straight away. The material is thought to be a mobile tool kit – it is adoptable to specific environments & to specific needs/focuses.

Didactic-pedagogic concept

To reach the main goal it seems to be necessary to pursue a methodical-didactical approach that helps to solve real life problems in a most realistic framing. Moreover, the approach should be able to mediate expertise in applicable knowledge. To ensure such a methodical-didactical approach this concept works with three intertwining teaching approaches:

Problem based Learning

The basic idea of this teaching approach is to impart a problem based, autonomous learning/acting. To reach this goal, there is a big amount of exercises, combined with a small number of front units. Every exercise/unit is closely linked to a practical problem, which has to be solved.

Natural Learning Environment

The basic idea of this teaching approach is to solve real existing problems in a most protected learning environment. In such a situation learners get enabled to be more risky. They are enabled to develop ideas and routine, concepts and approaches. Moreover, they can check them out without to fear the worst.

Deep Learning Approach

The basic idea of this teaching approach is to implement knowledge, which can be used in many cases. Knowledge is used as a contemplation of similar practical problems. The presented concept tries to implement such a structure of knowledge through the application of showcases/prototypes and helpful teaching and learning material (checklists, scripts, brief summaries, design templates).



Sample leadership training schedule

There is a focus on flexible implementation of the leadership training material. This is an example how exercises can be combined in a two day seminar, however the trainer can adjust to suit the situation in their training areas.

Day 1

| Time | Name | Time | Unit | Learning Control |
|---------------|-------------------------------------|--------------------|--------------------|---|
| 9:00 - 10:30 | Zone in on Your Purpose | 90 min. | Strategic Thinking | Youth should be able to define their mission & to inspire people by their thoughts. |
| | | SHORT BREAK | | |
| 10:45 - 12:00 | The Checklist of Improvement | 75 min. | Strategic Thinking | Youth should be able to work out a plan with their peers to develop & control improvement on an individual level. |
| 12:00 -13:00 | | BIG BREAK | | |
| 13:00 - 14:00 | Caterpillar Travers | 60 min. | Strategic Thinking | Youth should be able to examine team building & act in the most effective way |
| 14:00 - 15:30 | Performance Profiling | 90 min. | Mental Toughness | Youth should be able to motivate their peers in long terms. |
| | | SHORT BREAK | | |
| 15:45 - 17:00 | The Line of Positivity | 75 min. | Mental Toughness | Youth should be able to help their peers to improve their confidence. |

Day 2

| Time | Name | Time | Unit | Learning Control |
|---------------|-------------------------------------|--------------------|------------------------|---|
| 9:00 - 10:30 | The Jigsaw-Technique | 90 min. | Communication Skills | Youth should know about the importance how to set groups together to develop excellence. |
| | | SHORT BREAK | | |
| 10:45 - 12:00 | Effective Presentation Style | 75 min. | Communication Skills | Youth should be able to present their main idea/the main challenge in an effective way to their audience/peers. |
| | | BIG BREAK | | |
| 13:00 - 14:30 | Non Verbal Skills | 90 min. | Communication Skills | Youth should be able to convince by body movement, eye contact, para-language, posture, facial expression. |
| | | SHORT BREAK | | |
| 14:45 - 16:00 | The Egg Drop | 75 min. | Emotional Intelligence | Youth should be able to design a number of aspects within team working. |
| 16:00 - 17:00 | Quote the Challenge | 60 min. | Emotional Intelligence | Youth should be able to motivate their peers in a short & effective way. |

Development of strategic thinking

Zone in on Your Purpose

It is most important that coaches are absolutely sure about their aims & long-term goals. Very often they act situationally. **They have to ask themselves: What do I want to communicate? What is my most important message? What do I stand for?** They have to develop a mission. This mission clearly and concisely communicates overall goals, and can serve as a tool for strategic decision-making.

To develop a “mission” coaches should find answers to the following questions:

What are my the core values?

How do my core values help me to serve my participants in and through sports?

- ▶ What do we do right now that aligns with these values?
- ▶ Where are we not aligned with these values?
- ▶ How can we stay aligned with these values as we grow over the next year, five years, long term (10 years +)

Fictional Examples: Inspiration on Sport for Development

“I want my participants to enjoy doing sports in a group while strengthening their sense of group belonging and self-confidence.”

“To create access to meaningful athletics activities to as much youth as possible in my community – that is my aim.”

“My athletics courses strengthen informal learning. Together we use the sports field as a place of learning and encounter.”

“I contribute with my sport activities to the health promotion of children and youth. Through athletics we foster physical and psychological well-being.”

“In my workshops girls and boys participate equally. This way I promote equality through athletics.”

Based on expert sources’ advice, here are some tips to keep in mind:

- ▶ Project into the near future
- ▶ Dream big, and focus on the power of athletics to foster positive development on an individual and societal level
- ▶ Use the present tense, use clear, concise language
- ▶ Infuse your vision with passion and emotion
- ▶ Paint a graphic mental picture of a plan/strategy you want
- ▶ Have a plan to communicate your vision to others
- ▶ Be prepared to commit time and resources to the vision you establish.

Source(s): Business News Daily, 2017



Try to answer these questions in about 30 minutes time:

What are my core values?

- ▶ How do my core values help me use athletics as a tool for development?
- ▶ What do we do right now that aligns with these values?
- ▶ Where are we not aligned with these values?
- ▶ How can we stay aligned with these values as we grow over the next years?

Try to compress your thoughts into one single sentence – your mission statement.

Take 30 minutes time & then write down the sentence on the flip chart & present your mission statement in about five minutes time.

Characteristics of a good coach

Name: Character of a good coach

Aim: To be successful, coaches should know the strenghts and weaknesses of their own character and should be willing to learn from others so as to continuously build their abilities. Character is a virtue, something that is indicates moral strength, goodness, personal integrity, and conscience. Aim of this exercise is to find & develop coaches' character strengths.

Action: Write down next to each trait (and any other you might add) an example of how they demonstrate it in your daily coaching.

What you need: Paper & Pencil

| CHARACTER TRAITS | ACTION IN DAILY COACHING |
|------------------|--------------------------|
| Truthfulness | |
| Honesty | |
| Kindness | |
| Patience | |
| Dependability | |
| Consistency | |
| Openness | |
| Humility | |
| Fairness | |
| Integrity | |
| Trustworthyness | |
| Curiosity | |
| Cooperativeness | |
| Sportsmanship | |
| Leadership | |

Source: Lynch, 2001, A4D Master-Trainers

Caterpillar travers

Name: Caterpillar travers

Aim: This is an entertaining team building activity where delegates get to practice working together towards a common objective while following certain rules. It's ideal for exploring leadership, planning, strategic thinking, communicating and creative thinking.

Action: While physically attached to your neighbour, traverse an area from one location to another while adhering to challenges.

What you need: Duct tape or strings. You will need these to attach ankles together. Use a variety that does not damage cloths or shoes. Masking tape. An area about 4 by 4 metres or larger.

Source: Skillsconverged

Development of mental toughness

Performance profiling

Name: Performance profiling

Aim: This exercise helps to identify important training needs and maximise the motivation levels of the athlete to adhere to the resultant of the training programmes. This technique helps to lift up commitment & enhancement.

Action: The action starts with an independent typification by an athlete of her/his discipline. Each athlete produces a list of the qualities (both technical & psychological) that typify a player in his/her particular discipline. Once all the attributes had been given a rating based on their importance, the athletes then rate themselves in relation to the list of attributes. The final performance profile then clearly provides a representation of the athletes' strengths and potential areas of improvement.

What you need: Paper, pencil (video material of ideal athletes & self-performance)

Source: Clough & Strycharczyk, 2015



The line of positivity

Name: The line of positivity

Aim: The aim of this exercise is first, to create awareness of different levels of confidence in the squad, and secondly, to provide a sound basis for developing a confidence enhancement strategy.

Action: Athletes form a line in order of their perception of their own positivity/confidence. At this point athletes can be asked to write down three positive self-affirmation statements. These statements can be used as self-affirmation reminders throughout the year.

What you need: Paper & pencil

Source: Clough & Strycharczyk, 2015



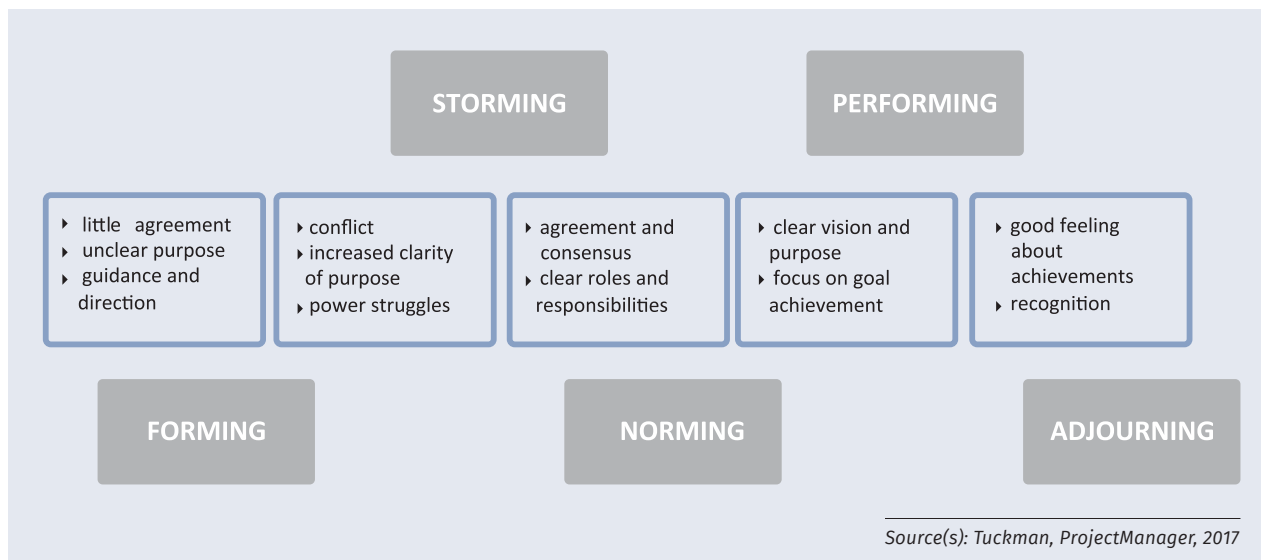
Development of Communication Skills

Management of crisis

It is Important to note:

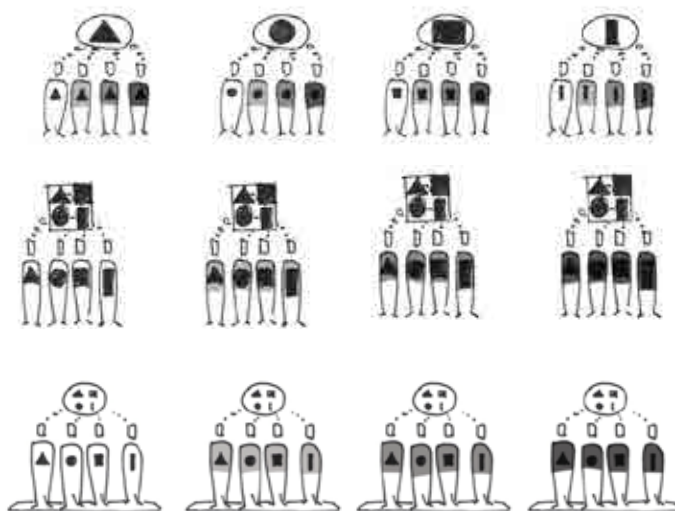
Do not understand communication crisis as generally bad, it might help you to get to know your participants better and to set up the ways of working.

How to manage team conflict.



The jig-saw-technique

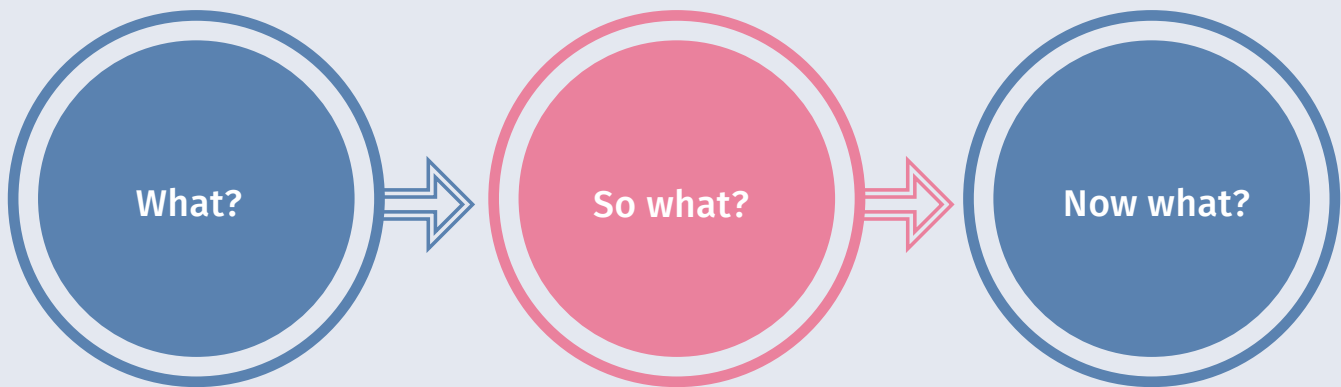
The jig-saw technique is a method of organising project activity that makes everybody dependent on each other to succeed. Try to mix all participants to groups of different strengths and/or diversity.



Useful Structure #1



Useful Structure #2



Please tell the most important facts about you, your ideas & your organisation/team in a one-minute-presentation

Non Verbal Skills

Interpersonal communication is much more than the explicit meaning of words, the information or message conveyed. It also includes implicit messages, whether intentional or not, which are expressed through non-verbal behaviours.

Body movements: e.g. hand gestures, nodding or shaking the head

Posture: e.g. whether your arms are crossed, feet/leg movements and position when sitting

Eye contact: e.g. where the amount of eye contact often determines the level of trust and trustworthiness

Para-language: e.g. voice apart from speech, such as pitch, tone and speed of speaking

Closeness or personal space (proxemics): e.g. determines the level of intimacy

Facial expressions: e.g. smiling, frowning, blinking with the highest amount of muscles the face is enabled to express/communicate common contra productive habits: being “cool” hiding eyes behind sunglasses reduce the communication options!

Physiological changes: e.g. sweating

Non-verbal communication cues can play five roles:

Repetition: they can repeat the message the person is making verbally.

Contradiction: they can contradict a message the individual is trying to convey.

Substitution: they can substitute for a verbal message. For example, a person's eyes can often convey a far more vivid message than words do.

Complementing: they may add to or complement a verbal message. A coach who pats a person on the back in addition to giving praise can increase the impact of the message (respect the socio-cultural differences in body contact).

Accenting: they may accent or underline a verbal message. Pounding the table, for example, can underline a message.

Source: Werthheim, 2017

Important to note:

People normally trust non-verbal communication more than verbal communication.

What you can do:

- ▶ Be aware of what you're feeling and your own body language
- ▶ Trust your instincts and don't dismiss your gut feelings which are the result of your observations
- ▶ Pay attention to inconsistencies between words and actions
- ▶ Maintain eye contact without sunglasses
- ▶ If you're overwhelmed by stress, take a time out

Evaluating non-verbal signals (1):

Eye contact – Is eye contact being made? If so, is it overly intense or just right?

Facial expression – What is their face showing? Is it masklike and unexpressive or emotionally present and filled with interest?

Tone of voice – Does their voice project warmth, confidence, and interest or is it strained and blocked?

Posture and gesture – Are their bodies relaxed or stiff and immobile? Are shoulders tense and raised or slightly sloped?

Touch – Is there any physical contact? Is it appropriate to the situation and to the gender/cultural background? Does it make you feel uncomfortable?

Evaluating non-verbal signals (2):

Intensity – Do they seem flat, cool and disinterested or over-the-top and melodramatic?

Timing and place – Is there an easy flow of information back and forth? Do non-verbal responses come too quickly or too slowly?

Sounds – Do you hear sounds that indicate caring or concern?

Source: helpguide.org 2017



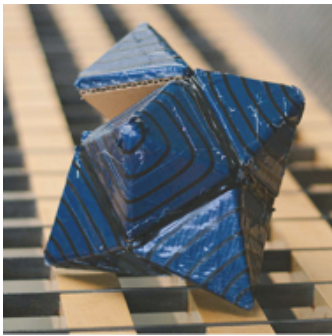
Development of Emotional Intelligence

The egg drop

Name: The egg drop

Aim: This is an exercise designed to highlight a number of facets within teamworking.

Action: Athletes are asked to build a device made from a limited or unlimited amount of materials to support an egg when dropped from various heights. The team can be split into teams of around 4-6 athletes, and each team gets a number of articles that can be used in their design.




Source: Clough & Strycharczyk, 2015; Pictures: D. Scott Douglas

Teamworking & Projectleading

Research shows that the most effective teams have someone who can take on each of the nine key roles.



Source(s): Leadershipsolutions; Belbin 2017

| Team Role | | Contribution | Allowable Weaknesses |
|-----------------------|---|--|---|
| Plant |  | Creative, imaginative, free-thinking. Generates ideas and solves difficult problems. | Ignores incidentals. Too preoccupied to communicate effectively. |
| Resource Investigator |  | Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts. | Over-optimistic. Loses interest once initial enthusiasm has passed. |
| Co-ordinator |  | Mature, confident, identifies talent. Clarifies goals. Delegates effectively. | Can be seen as manipulative. Offloads own share of the work. |
| Shaper |  | Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles. | Prone to provocation. Offends peoples feelings. |
| Monitor Evaluator |  | Sober, strategic and discerning. Sees all options and judges accurately. | Lacks drive and ability to inspire others. Can be overly critical. |
| Teamworker |  | Co-operative, perceptive and diplomatic. Listens and averts friction. | Indecisive in crunch situations. Avoids confrontation. |
| Implementer |  | Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done. | Somewhat inflexible. Slow to respond to new possibilities. |
| Completer Finisher |  | Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects. | Inclined to worry unduly. Reluctant to delegate. |
| Specialist |  | Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply. | Contributes only on a narrow front. Dwells on technicalities. |

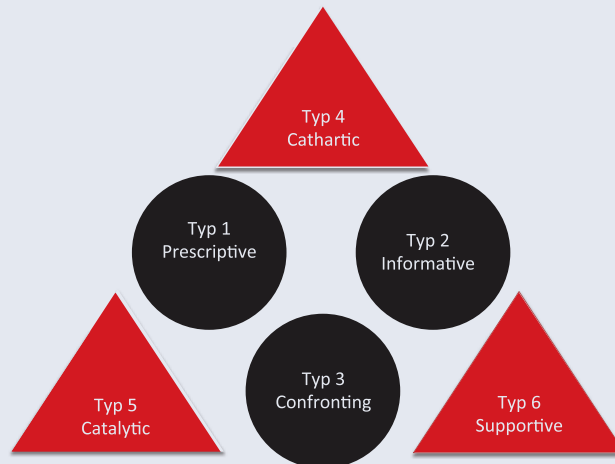
Source(s): Leadershipsolutions; Belbin 2017

That doesn't mean that a team has to contain nine people, as most people can take on two or even three roles at a time. Coaches should find out about the roles of participants in their team & how to put people together to set up a fun atmosphere and foster social learning through athletics.



Heron's Model: What to Say and Ask

The following diagram can help an intervener analyse and plan communications by indicating what to say and what to ask when using each of the categories of the Heron model.



Authoritative Intervention

Typ 1:

Prescriptive interventions

Like the name suggests, prescriptive interventions include offering advice and making suggestions.

- ▶ Giving a direct order e.g. **“Stop”**
- ▶ Providing specific direction e.g. **“Please remove that solution now”**
- ▶ Giving advice e.g. **“Take this solution!”**

Typ 2:

Informative interventions

- ▶ The aim of informative interventions is to impart new knowledge, information and meaning that is relevant to the needs of the client.
- ▶ Giving factual information, providing a rationale for actions.

Typ 3:

Confronting interventions

- ▶ Seeks to raise the client's consciousness about an attitude or behaviour.
- ▶ Using challenging statements, confronting questions and challenging inconsistencies.

Facilitative Intervention

Typ 4:

Cathartic interventions

- ▶ Aims to facilitate the abreaction of strong or painful emotions such as fear, grief or anger. These interventions tend to have most benefit in therapeutic or counselling relationships.
- ▶ Discharging grief.

Typ 6:

Supportive interventions

- ▶ Seek to validate and confirm the worth of the client's person, qualities, attitudes or actions.

How do you intervene . . . ?

Coaches should take 30 minutes to list some situations & their reasonable intervention.

| No. | Situation | Intervention | Reason/Benefit |
|-----|-----------|--------------|----------------|
| 1 | ... | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |

Quote the Challenge

Aim: Use (famous) quotes of athletes to lift up motivation & emotional intelligence.

| | Play, Enjoyment, Group Belonging |
|-------------|--|
| Play | "Do you know what my favorite part of the game is? The opportunity to play." (Mike Singletary) |
| Challenge | "The ability to conquer one's self is no doubt the most precious of all things that sports bestows." (Olga Korbut) |
| Joy | "Beauty comes first. Victory is secondary. What matters is joy." (Sócrates Brasileiro) |
| Empowerment | "Sport is a fantastic tool for empowerment." (Marta Viera da Silva.) |

| | Training & Skills Development |
|-------------|--|
| Confidence | "You can't win until you learn how to lose." (Kareem Abdul-Jabbar) |
| Teamwork | "No matter what accomplishments you make, somebody helped you." (Althea Gibson) |
| Skills | "In sport you acquire 'life skills' such as discipline, self-confidence and a sense of responsibility. This teaches to master everyday life." (Britta Heidemann) |
| Competition | "I've learned that something constructive comes from every defeat." (Tom Landry) |

Source: Clough & Strycharczyk, 2015





**"Do you know what my
favourite part of the game
is? The opportunity to play."**

Mike Singletary



CHAPTER 5

A4D Local equipment production





A4D Local equipment production

This chapter introduces the potential producer of local materials to basic information and guidelines with samples regarding local equipment production. It is pivotal in the production and improvisation of materials required for the practical sessions in the manual. Play equipment which is specific to youth is instrumental in introducing movement.

Children and young people are easily attracted to colourful and good-looking materials to play with (in terms of shape or size). Through basic movement, the three domains of learning i.e. cognitive, psychomotoric and affective are enhanced. Teachers, coaches and instructors should be encouraged to engage in the production of local materials to facilitate the delivery and execution of various topics and activities be in physical education sessions or co-curricular activities at the school and in the community.

Local equipment in this manual refers to all materials that are manually made on site for purposes of introducing the basic and fundamental movement abilities such as running, jumping, throwing, catching etc.

The equipment is normally produced from available recyclable and environment-friendly materials. Equipment production by the instructors and end users (e.g. children and youth) will address the perceptions by certain individuals for not engaging in games and physical activity due to lack of appropriate or adequate instructional materials. The provided ownership will also increase the children's willingness to "maintain" their own produced equipment (less vandalism).

Common local materials used in equipment production

The most common raw materials which can be utilised in the production of local materials include;
Banana stems - Sisal - Cartons - Sticks - Pipes - Ropes - Rubber - Strings - Grass/wood shavings/husks - Old/used garments - Plastic bottles - Paper - Ash - Clay/soil - Reeds - Old bicycle tyres etc.



Source of raw materials

Raw materials for production of local equipment can be found in any of the following areas:
Around school - Community - Shrub/wilderness - Carpentry workshop
Plantations - Rubbish bins - Market - Construction sites

Guidelines in the production of materials

The following guidelines will enable the producer to make the most functional, safe, environmentally-friendly and least expensive equipment;

Knowing the kind of equipment to be produced. The instructor has to know the equipment they intend to make. For improvised materials, attention must be paid to use/function, size, shape, outlook, weight etc. of the equipment. The equipment should not be exaggerated.

Safety of the equipment to the user. The producer of the materials should ensure that the products conform to safety measures and should not cause harm to the user. For example, the wooden batons should be smoothed not to cause bruises on the hands of participants. Hurdles construction/organisation- Hurdles easily fall down when touched.

Environmentally-friendly materials should be encouraged. The producer has to ensure that the materials being used are not detrimental to the environment. For example, avoid the use of burnt oil but rather adopt environmentally friendly options such as ash, lime or soil to demarcate play spaces.

Affordability. The main reason as to why some people think participation in physical activity, exercise and sport is expensive, is due to the high cost of industry made equipment. Production of local equipment on the other hand is cost friendly whereby some raw materials may require less or no cost at all.

Technical knowledge on materials assembly. The producer has to devise a way of putting the materials together for use. It is one way of material assembly and another to transform them into usable equipment. This may require measuring, fitting, joining to come up with the end products.

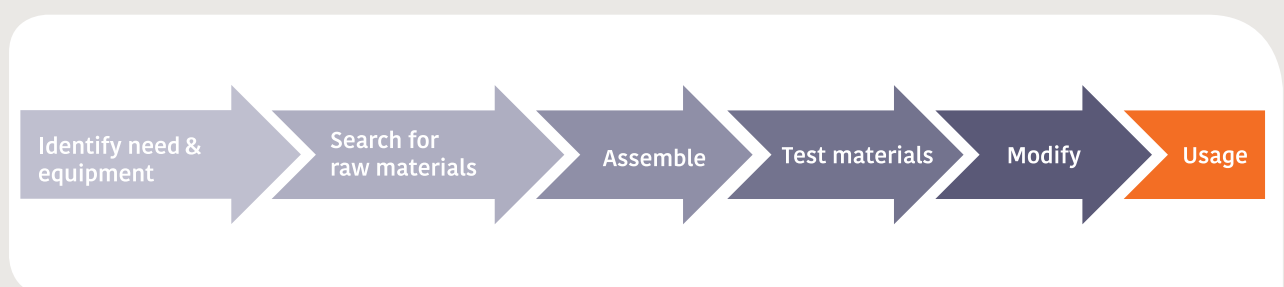
Involve the end user in the production. If the materials are being made at a school or community, it is advantageous to involve participants in the production as this will not only motivate them to use the materials but also learn how to safeguard and care for their equipment.

Produce as many units of the same equipment as possible. This will ensure that many items will be made which contributes to high motor density during practice.

Proper storage. The materials produced should be well kept for use during the next series of sessions. Worn out materials should be repaired.

Process

The production of local materials must be systematically done with control measures to ensure that the end-product meets the need for which it was made. The process illustrated below is important to produce local equipment:



1. Identify need/equipment. The instructor and young people should be able to identify the need and which equipment is required to organise a particular activity. For example, the instructor shall require hurdles or obstacles in case they must introduce sprint hurdles.



2. Search for raw materials. The instructor together with everyone involved in making equipment should look out for possible raw materials. These materials may include banana cartons, old garments, waste paper, rubber, sisal, fibre, etc. This calls for the creativity of the instructor to learn to utilise and preserve the environment.



3. Assemble. Once the materials have been collected, the instructor will engage the production team in assembling the materials. This may also involve brushing or painting to make materials look attractive for practice. Traditional ways to colour the materials by using local plants herbs should be encouraged.



4. Test materials. The assembled materials will be tested to establish whether they can serve the purpose for which they are made.



5. Modify. Modification of materials will be necessary for the instructor to ensure quality control and the materials match the specified functions.



6. Usage. Once the materials have been modified, after being tested then they can be availed for use during practice.





1



2



3



4



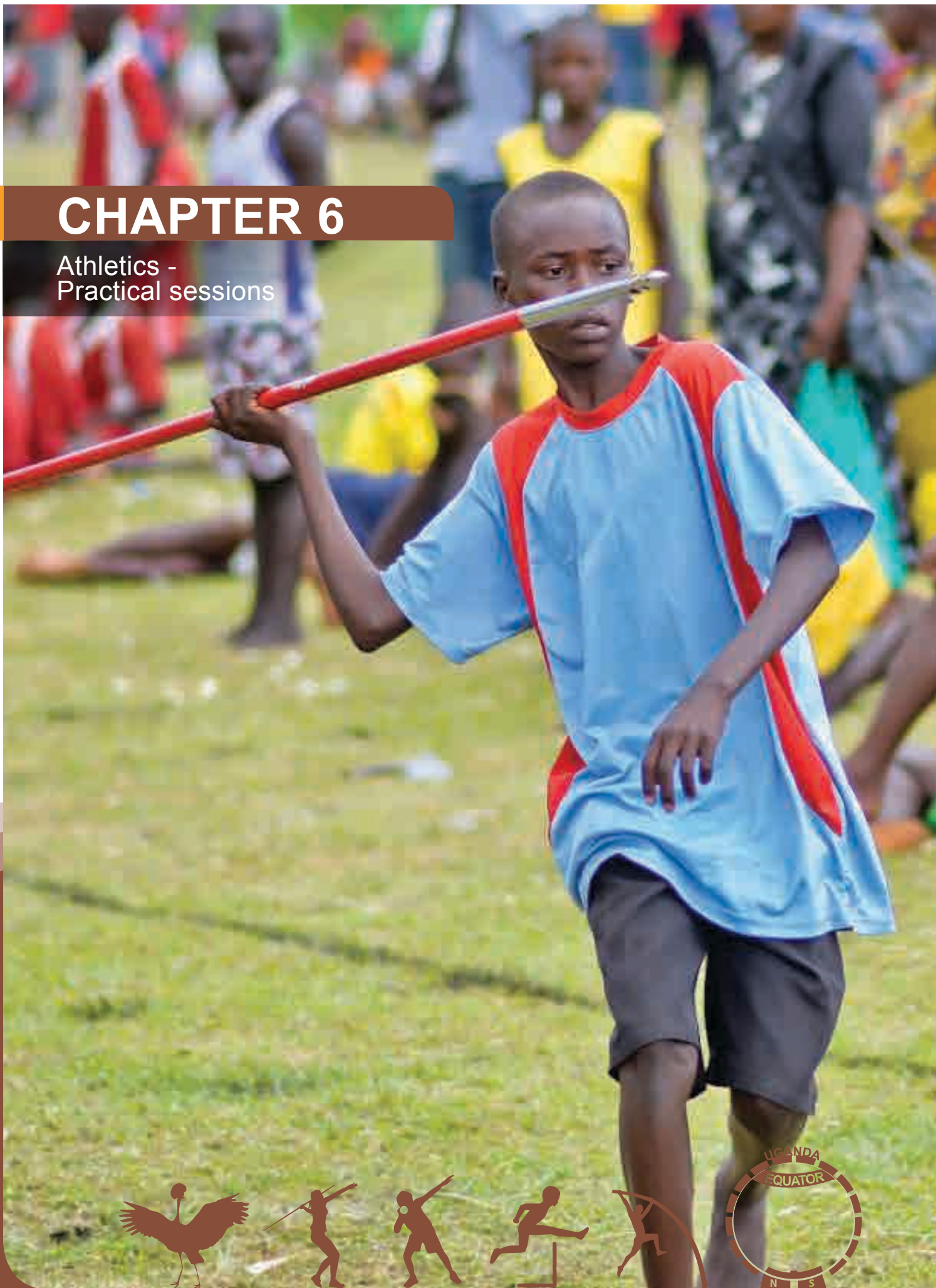
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6

CHAPTER 6

Athletics -
Practical sessions





Athletics - Practical sessions

Athletics provides children and youth the fundamentals of all sports (running, jumping and throwing experiences). Through games, young people learn and enhance not only their social skills but other related competences such as basic arithmetic. For the purpose of this manual, Athletics activities for children and youth have been categorised into 3 age-development related groups i.e. U12, U14 and U16.

By the age of 12, children should have been exposed to all athletic movements and several other sports activities. This enables them to acquire numerous skills from the multiple athletic sports activities, which requires the child to be eager to execute actions with both the left and right side of his/her body - be it in throwing, jumping or turning right/left (take off). These athletics activities can be implemented anywhere due to low cost and feasibility, with low cost local materials.

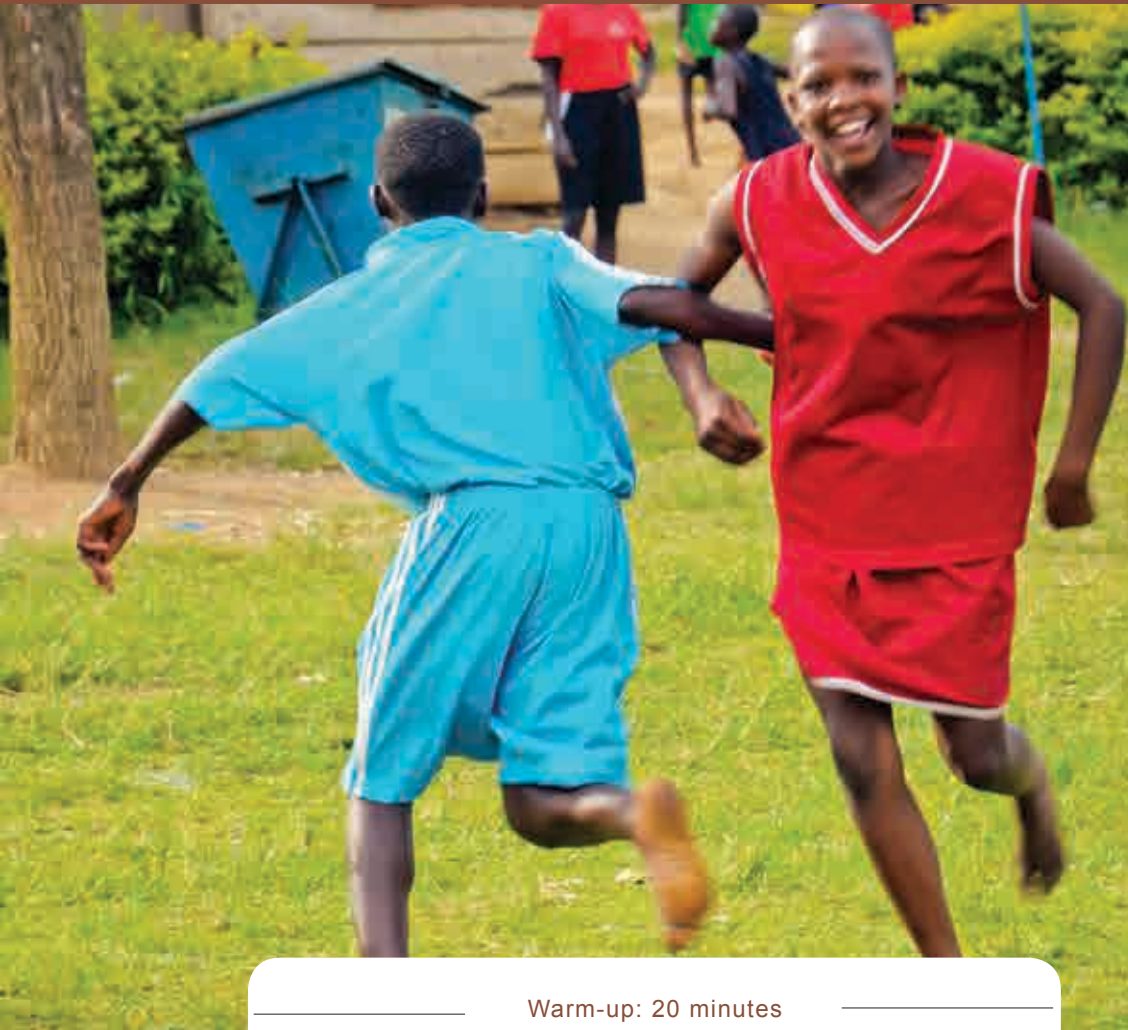


U12

The U12 practice sessions bring excitement in practicing athletics. The athletic activities provide children with the opportunity to make the most of the beneficial practice of athletics in terms of improving their health, grades in school, self-fulfillment and contribution to realisation of other development measures.

U12

Running without implement (partner activities)



Warm-up: 20 minutes

Description

Participants work in a 20m x 20m marked area.
 2 participants will execute these tasks when they meet: - stop and shake hands - clap their hand against the partner's hand (hi five)
 - link arms with one another and perform a turn.

Materials

6 cones define 20m x 20m area

Points to note:

Ensure safety of participants by matching space to the number.

Motor Skills

Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ☑
 Rhythm
 Sprinting ☑
 Jumping
 Throwing

Life Skills

Self confidence
 Trust
 Motivation
 Responsibility ☑
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation ☑
 Respect
 Fair play ☑
 Critical thinking
 Decision making
 Communication
 Problem solving

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part I: Start variations-
Start from lying, kneeling, squatting, standing start and accelerate for 10-12m



Main Part: 40 minutes

Description

Participants are arranged on a line. They face the same direction in kneeling, squatting or standing positions. On a signal they react swiftly and accelerate 10-12m away. They walk back to the starting line.

Materials

- 60m track with start/finish-line
- 30m acceleration zone
- 8 cones
- 1 whistle

Points to note:

The response to the signal should be as fast as possible
The upper body should be slightly bent forward during the acceleration. Arm action should be maintained.



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.

Part II: Running as a group

Motor Skills



- Balance ✔
- Coordination ✔
- Climbing
- Swinging
- Rotational Movement ✔
- Space Awareness ✔
- Rhythm ✔
- Sprinting ✔
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust ✔
- Motivation ✔
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity ✔
- Cooperation ✔
- Respect
- Fair play
- Critical thinking
- Decision making ✔
- Communication
- Problem solving

Main Part: 40 minutes

Description

Athletes will be grouped and assigned a distance e.g. 30m to run. They will run within the rope held around the waist. Athletes must ensure that the rope doesn't fall below the waist.

Materials

20m x 20m field
8 cones
1 whistle

Points to note:

Participants must work collectively together.

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

60m Sprinting



Conclusion: 20 minutes

Description

Participants stand behind the start line and compete in 60m. Race is from standing start. "On your marks" & start-clapper. No disqualification for fault start.

Materials

- 60m Track with start/finish-line
- 30m acceleration zone
- 6 cones
- split stop watch
- defined lanes
- 1 start-clapper

Assessment

Sum of total time of each team. The acceleration (0-30m) time is also given.

Points to note:

- Be ready to sprint not waiting to hear the clapper
- Accelerate maximal.
- Gradually lengthen the strides after the start with acceleration.



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.

Obstacle clearance in pairs

Motor Skills



Balance
 Coordination ☑
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ☑
 Rhythm ☑
 Sprinting ☑
 Jumping
 Throwing

Life Skills



Self confidence ☑
 Trust
 Motivation
 Responsibility ☑
 Resilience
 Goal orientation
 Adaptability ☑
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking ☑
 Decision making ☑
 Communication ☑
 Problem solving

Warm-up: 20 minutes

Description

In a group, athletes run within a 40m x 40m area.
 The obstacles (2 cartons) will be placed side by side randomly on the field.
 In pairs they run to clear obstacles together holding each other's hand.

Materials

20 cartons
 8 cones

Points to note:

Keep the body close to obstacle (avoid jumping) during clearance.

3 GOOD HEALTH AND WELL-BEING



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.



Motor Skills



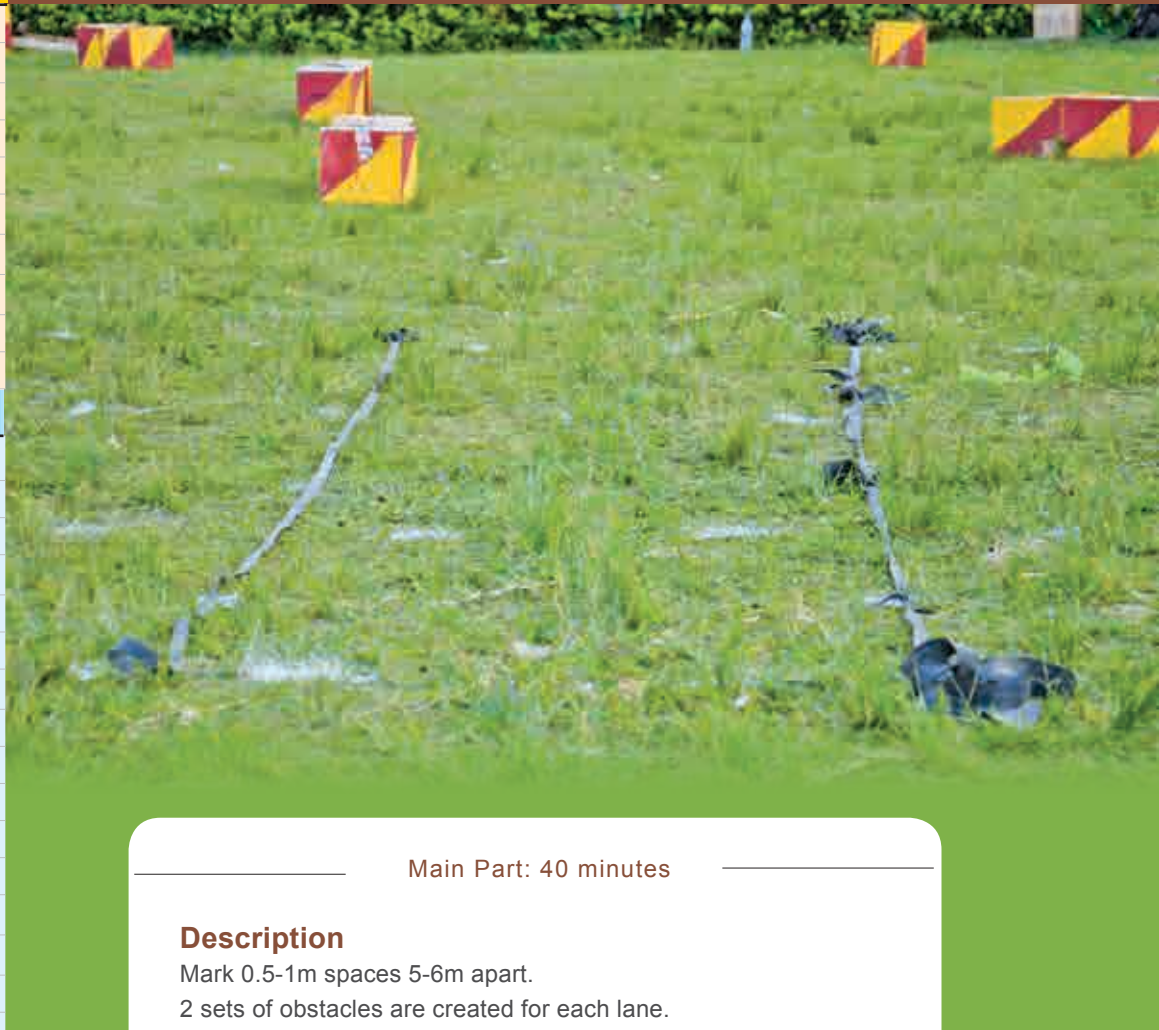
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Rhythmic sprinting over obstacles



Main Part: 40 minutes

Description

Mark 0.5-1m spaces 5-6m apart.
 2 sets of obstacles are created for each lane.
 Small obstacles (i.e. boxes, balls) are put in the spaces.
 Sprint over the spaces with 3 strides in between.

Materials

- 60m track with start/finish-line
- 10 cartons
- 5 balls

Variation

Gradually increase the height of obstacles (maximum height is 0.5m)

Points to note:

- Sprint naturally without jumping over the obstacles.**
- Feel the 3-stride rhythm.**
- Adjust the position of obstacles as needed.**



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

50m Hurdle Sprinting

Motor Skills

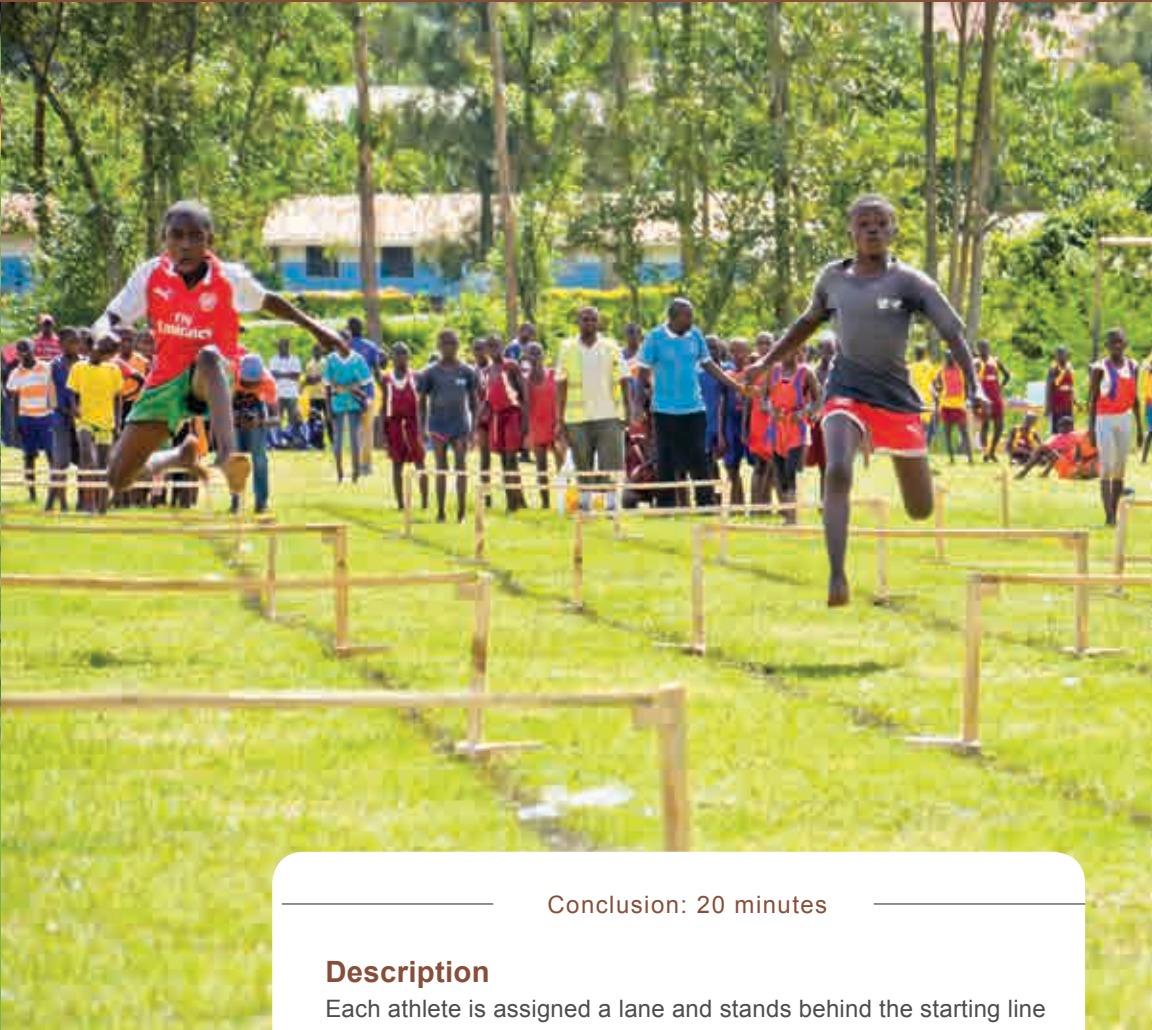


Balance
 Coordination ☑
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ☑
 Rhythm ☑
 Sprinting ☑
 Jumping
 Throwing

Life Skills



Self confidence ☑
 Trust
 Motivation
 Responsibility ☑
 Resilience
 Goal orientation
 Adaptability ☑
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play ☑
 Critical thinking ☑
 Decision making
 Communication
 Problem solving



Conclusion: 20 minutes

Description

Each athlete is assigned a lane and stands behind the starting line
 Race will begin from standing start.

“On your marks” & start-clapper.

6 obstacles will be placed in each lane: same type and height
 (43cm height), same distance (8m; 7m; 7m).

No disqualification for fault start.

Materials

50m Track start/finish-line

1 split/ stop watch

start-clapper

24 cartons hurdles

24 sticks measuring 1.2m

Assessment

Individual: Time and;

Team: Sum of eight athletes/team

Points to note:

Rhythmically sprint over obstacles, don't jump.

Focus ahead and don't look for the obstacles.

Accelerate off the obstacle.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Passing objects (handing over and receiving objects)



Warm-up: 20 minutes

Description

Participants work in pairs within a 20m x 20m area. One of the partners will jog and carry an object, while the other will jog as they await to receive the object. Handover and receive objects from in front/facing you.

Materials

- 10 cartons
- 20m x 20m field
- 4 cones

Points to note:

- Jog naturally looking ahead when carrying the object.
- Pass to one directly in front of you.



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

Baton exchange (group activities with a baton)

Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Main Part: 40 minutes

Description

Work in pairs to pass and receive the baton from walking then jogging (non-visual).

Introduce the down-sweep technique (receiving the baton on open palm).

Repeat in groups of four, passing right-left-right-left.

Materials

8 batons
 20m x 40m field
 4 cones

Points to note:

Wait for the signal before extending the hand backwards to receive the baton.

The palm of the receiving hand should be open and facing upwards to provide a large surface area for the baton.

No turning back/visual.



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



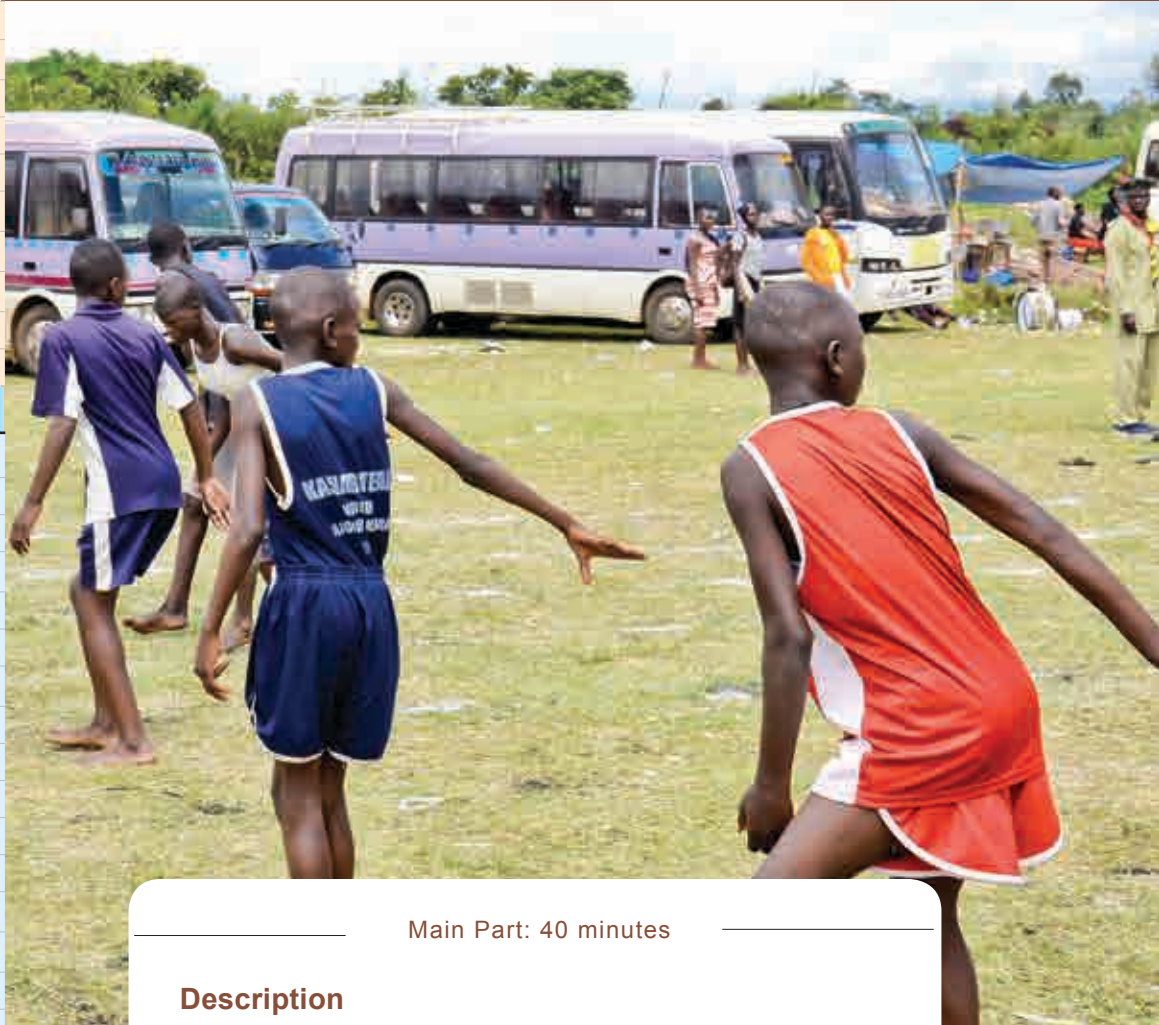
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part II: Acceleration



Main Part: 40 minutes

Description

Work in pairs to pass the baton within a 10m exchange zone. The outgoing runner should wait from outside the exchange zone. When the incoming runner approaches a predetermined point then the outgoing runner starts to move. The baton should be passed within the exchange zone beyond the half-way point.

Materials

- Marked 10m exchange zone on the track
- 4 batons
- 8 cones

Points to note:

Outgoing runner accelerates maximally away from the incoming runner.

3 GOOD HEALTH AND WELL-BEING



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.

4 x 50m Relay

Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving



Conclusion: 20 minutes

Description

In groups of 4s, they compete in 4 x 50m relay.
 "On your marks" & start-clapper (no crouch start).
 No disqualification for fault start.

Materials

200m segment of track with start -/50m/100m/150m and finish-line
 1 split stopwatch
 8 relay batons
 1 start-clapper
 15 cones

Assessment

TEAM: Total Time of four athletes/team

Points to note:

Maintain concentration .
 Sprint maximally into the exchange.



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Target throw and sprinting



Warm-up: 20 minutes

Description

Participants will work in teams. Standing 10m away, each of the team members will sprint with a box to set up a target. On placing the box on top of the bench at the opposite side, they sprint back to the throwing line. Then throw balls to knock down the targets. After the targets are knocked, they sprint back to collect the boxes.

Materials

- 10 cartons
- 20m x 20m field
- 8 cones
- 20 small balls

Points to note:

Run naturally looking ahead when carrying the box. Ensure safety of throwers by allowing more space between teams.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Part I: Standing throw

Motor Skills

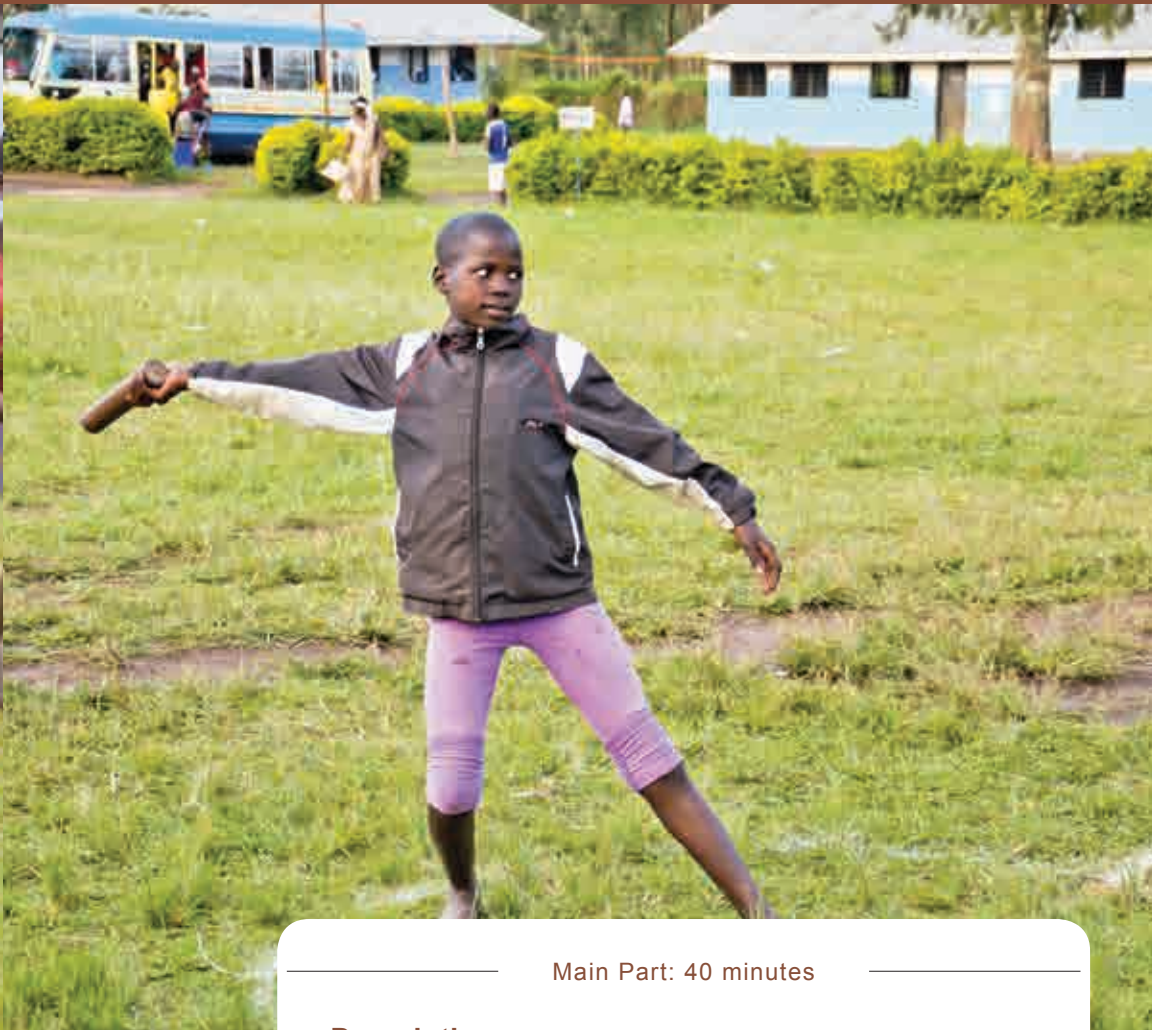


- Balance ✔
- Coordination ✔
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✔
- Rhythm ✔
- Sprinting
- Jumping
- Throwing ✔

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility ✔
- Resilience
- Goal orientation ✔
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making ✔
- Communication
- Problem solving



Main Part: 40 minutes

Description

Throwers stand with one foot slightly ahead of the other with both feet pointing in the direction of throw.

Withdraw the stick keeping the palm above the shoulder level.

Lift the left leg slightly to initiate movement, keeping the bent right leg

For left handed thrower: lift the right leg while the left leg is bent.

Drive the hip forward and throw.

Achieve a forward rotational movement of the stick.

Materials

10 cartons

20m x 20m field

8 cones

8 throwing sticks

Points to note:

Emphasize relaxed effort rather than trying to throw for distance

Keep the front side strong e.g. target throws.

The palm of the receiving hand should be open and facing upwards to provide a large surface area for the baton.



The local materials used in playing this game reminds us to collectively care for the environment through better trash/garbage disposal.



Motor Skills



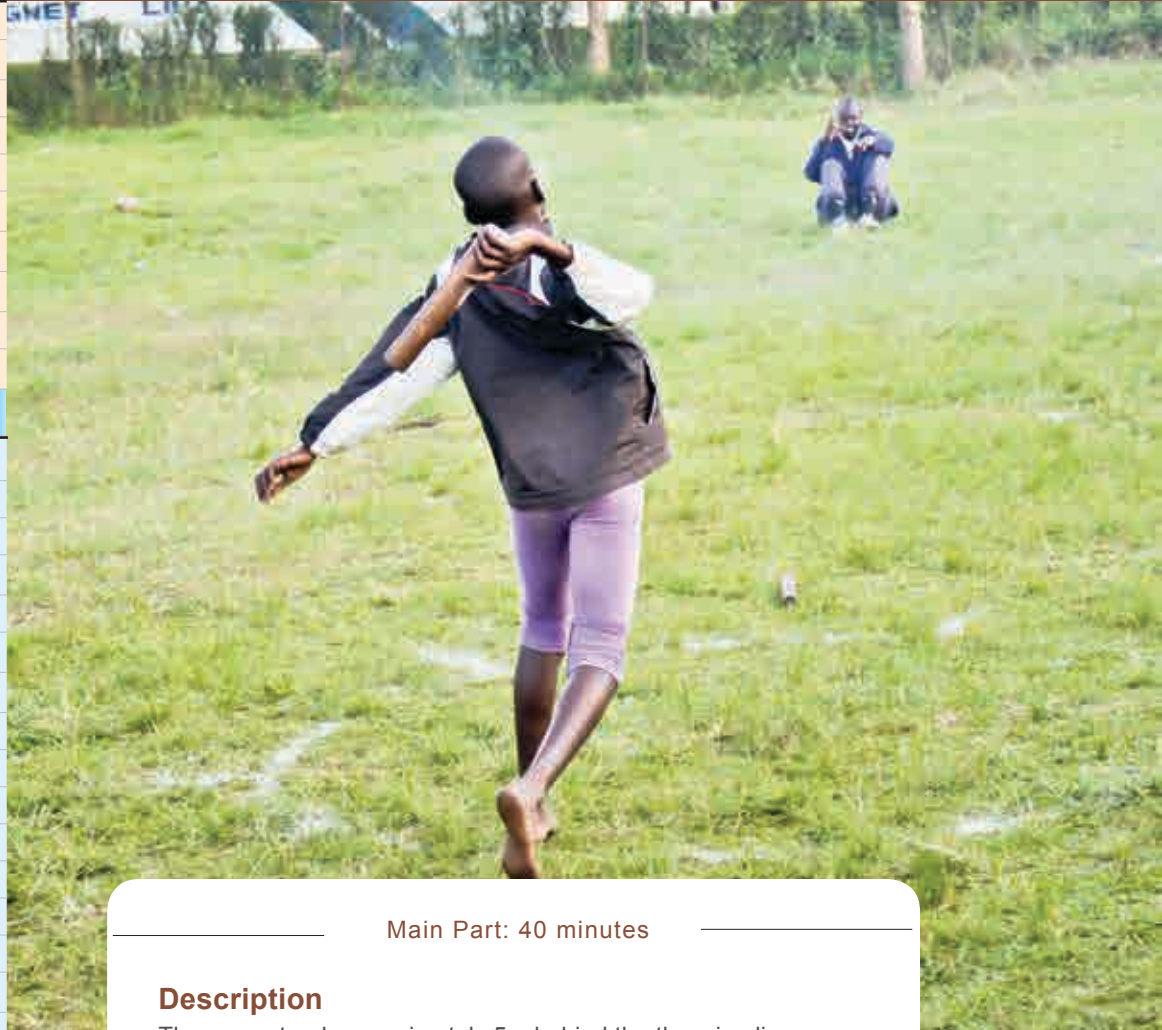
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part II: 3 stride rhythm and throw



Main Part: 40 minutes

Description

Throwers stand approximately 5m behind the throwing line. They start the movement with the right leg forward and stick withdrawn. Step onto the sole of the left foot and push off into the impulse stride, with feet landing quickly one after the other. Continue into the throw.

Materials

10 throwing sticks
20m x 40m field
8 Cones

Points to note:

Count the rhythm: 1-2/3.
Keep the throwing arm fully extended and don't bend too soon.
Keep the palm facing upwards.

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.

Throwing

Motor Skills

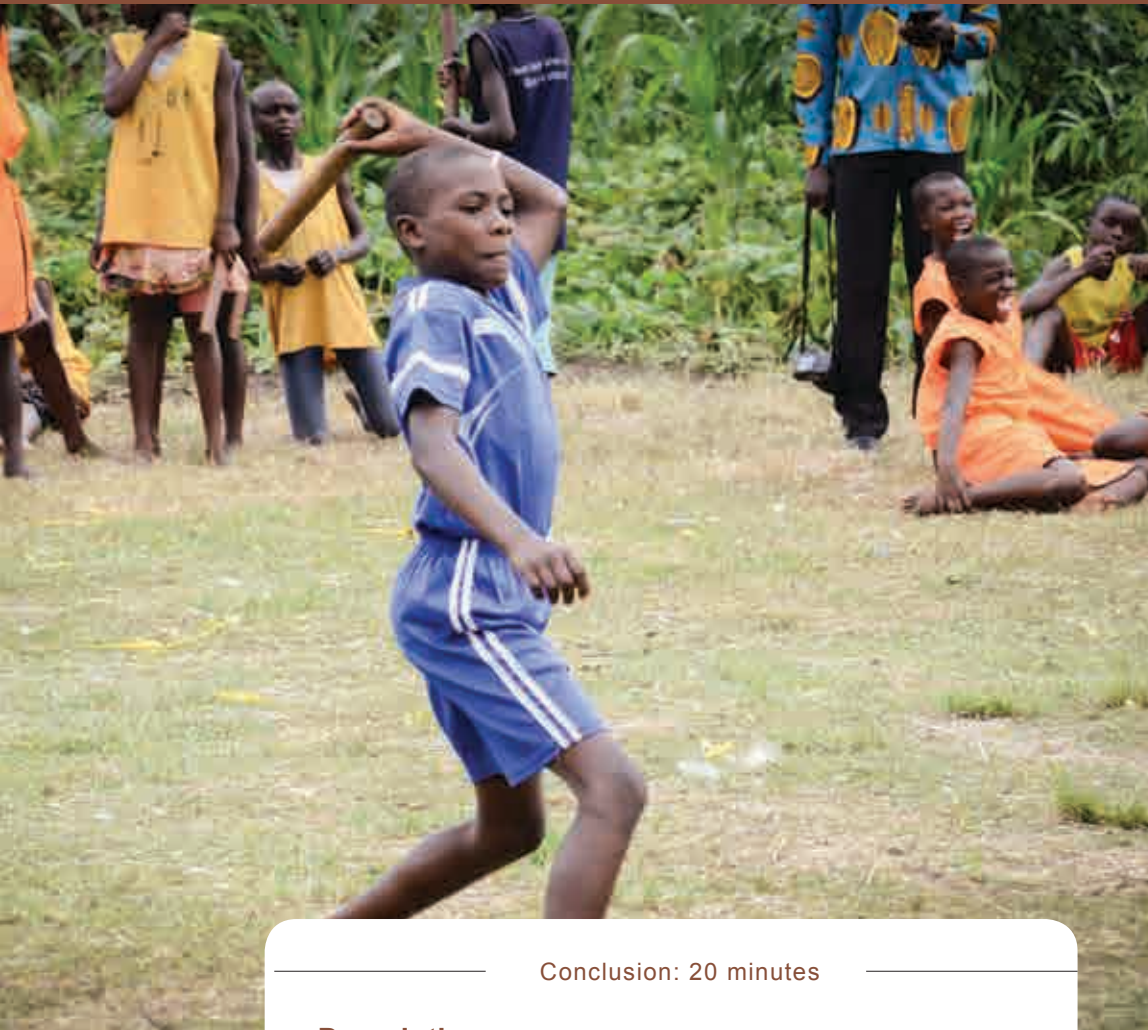


Balance
 Coordination ✔
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✔
 Rhythm ✔
 Sprinting ✔
 Jumping
 Throwing ✔

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility ✔
 Resilience
 Goal orientation ✔
 Adaptability ✔
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play ✔
 Critical thinking
 Decision making ✔
 Communication
 Problem solving



Conclusion: 20 minutes

Description

2 teams per throwing area (2m x 18m).
 Free running approach.
 Throwing stick (30cm) forward rotational movement.
 Weight of stick: Female: 400g; Male: 500g.
 Zones (0.5m wide each) = points.
 After throwing child has to stay behind throwing line.

Materials

20m x 40m throwing area
 Zones-marker (tape)
 20 points indicators
 10 throwing sticks
 Throwing line marking

Assessment

Sum of all athletes/team
 Best throw counted (1 right & 1 left arm)



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



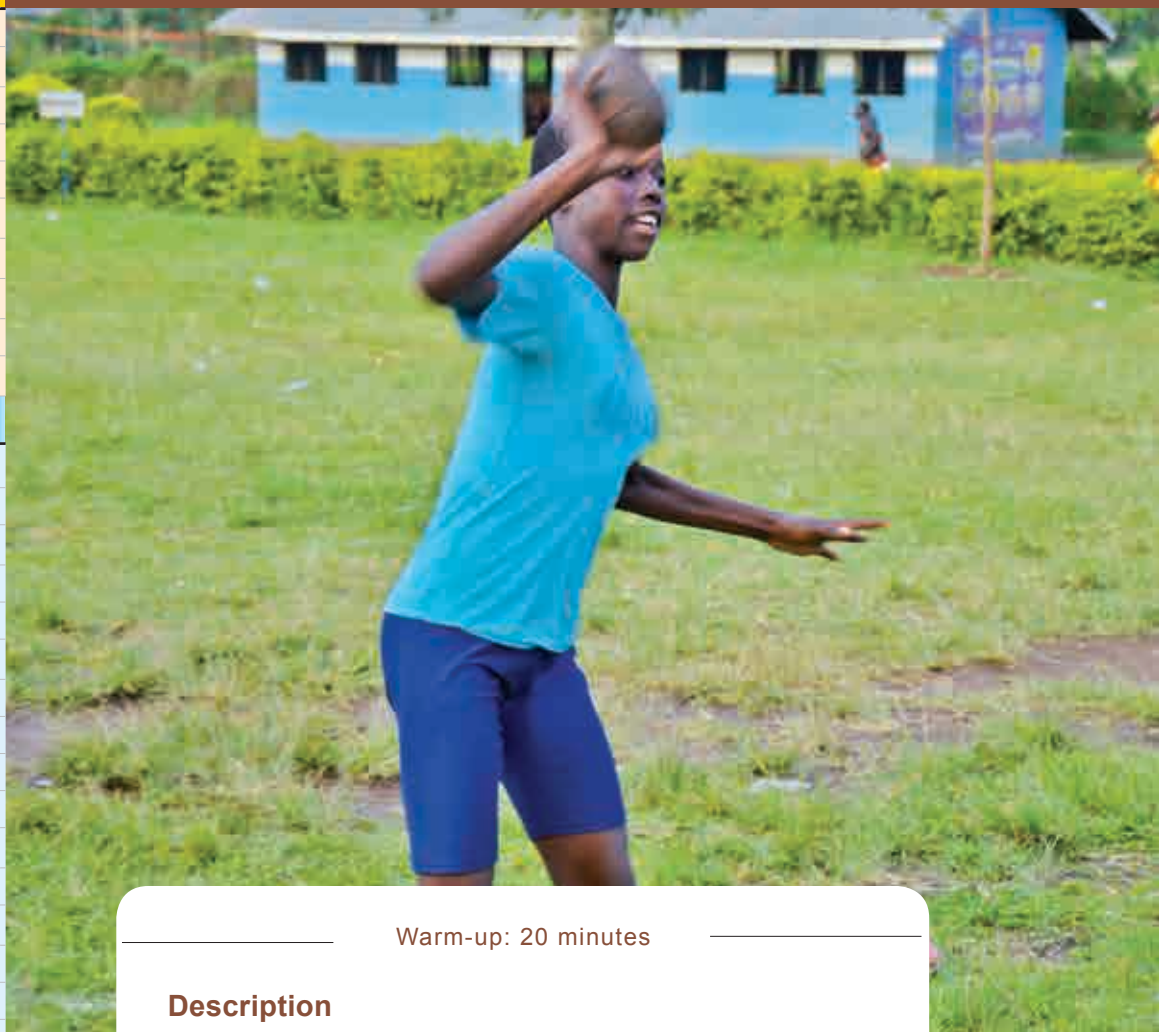
- Balance
- Coordination ✔
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✔
- Rhythm ✔
- Sprinting ✔
- Jumping
- Throwing ✔

Life Skills



- Self confidence
- Trust
- Motivation ✔
- Responsibility
- Resilience
- Goal orientation ✔
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation ✔
- Respect
- Fair play ✔
- Critical thinking
- Decision making
- Communication ✔
- Problem solving

Follow the ball



Warm-up: 20 minutes

Description

Teams are split into two and stand facing each other with a distance of 3m-5m between them. Each athlete throws or puts a medicine ball to an athlete at the other end of the throwing area. Then he/she runs after the ball and stands at the back of the file.

Materials

- 20m x 20m field
- 4 cones
- 4 medicine balls

Points to note:

Ensure full extension of the body at the release of the ball.
Ensure safety of throwers by allowing more space between teams.



This activity involves numbers which contributes to better education (arithmetic) outcomes besides the fitness required for academic work.

Part I: Throw from kneeling and standing position

Motor Skills

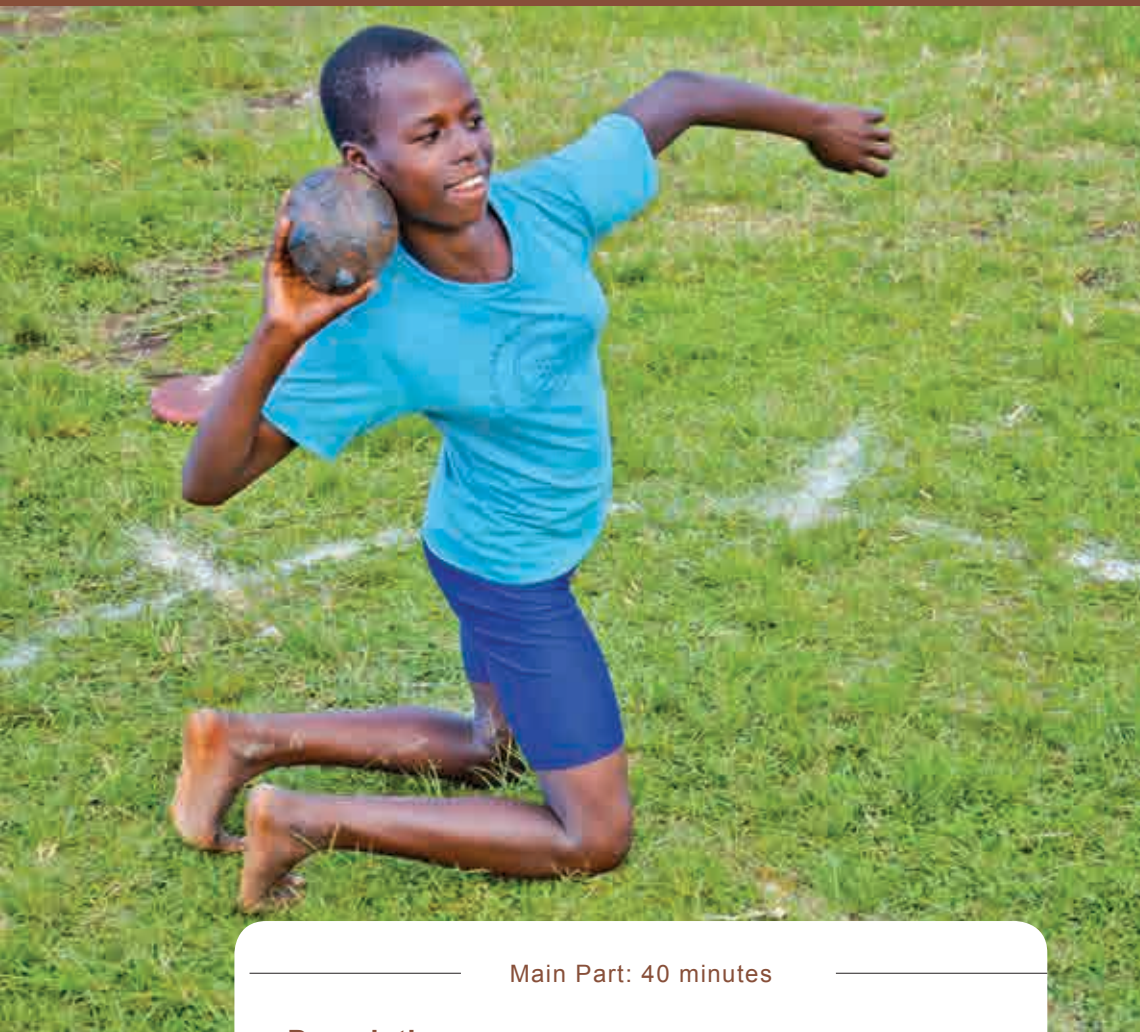


Balance
 Coordination ✔
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✔
 Rhythm ✔
 Sprinting
 Jumping
 Throwing ✔

Life Skills



Self confidence ✔
 Trust
 Motivation ✔
 Responsibility
 Resilience
 Goal orientation ✔
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect ✔
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving



Main Part: 40 minutes

Description

From the kneeling position, carry out throws with various suitable objects.

The throwing movement is started from the left shoulder, then the right one, from the chest, from a rotational movement to the right and the left, of the outstretched arm.

In the recovery phase, remain in a stable position or unbalanced in the direction of the throw.

Materials

10m x 20m throwing area
 6 medicine balls of 1kg
 10 cones

Points to note:

Block the pelvis.

Generate acceleration from a side backward position and move forward.



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part II: Gliding with partner



Main Part: 40 minutes

Description

Participants will work in pairs. Gliding is done along a line. The glide is executed with a partner holding the free arm. At the end of gliding phase, the right foot should be at 45 degrees. Stop in power position without release of imaginary implement.

Materials

- 20m long line
- Lime for field marking

Points to note:

- Shoulders must be kept in the rear during the glide.
- Avoid hopping, pull the right foot back under the body.
- Keep hips open with correct right heel, left toe alignment.



This activity delivers a whole body workout which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Shot put

Motor Skills



Balance
 Coordination ☑
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ☑
 Rhythm ☑
 Sprinting ☑
 Jumping
 Throwing ☑

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility ☑
 Resilience
 Goal orientation ☑
 Adaptability ☑
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play ☑
 Critical thinking
 Decision making ☑
 Communication
 Problem solving

Conclusion: 20 minutes

Description

2 teams per throwing area (2m x 18m).

Weight: Female: 2kg; Male: 3kg.

Standing Throw (Power Position).

2 times right arm (best result counted).

2 times left arm (best result counted).

Gliding Throw

2 times from the preferred side (best result counted).

Zones (0.5m wide each) = points.

After throwing athlete has to stay behind throwing line.

After the throw the participant has to leave the throwing sector via the cones (back).

Materials

10m x 20m throwing area

Zones-marker (tape)

20 points indicators

6 medicine balls (2kg & 3kg)

Throwing line marking

10 cones

Assessment

Sum of all athletes/team per team member (6 throws) best 3 throws counted (PP: 1 right & 1 left & 1 gliding).



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



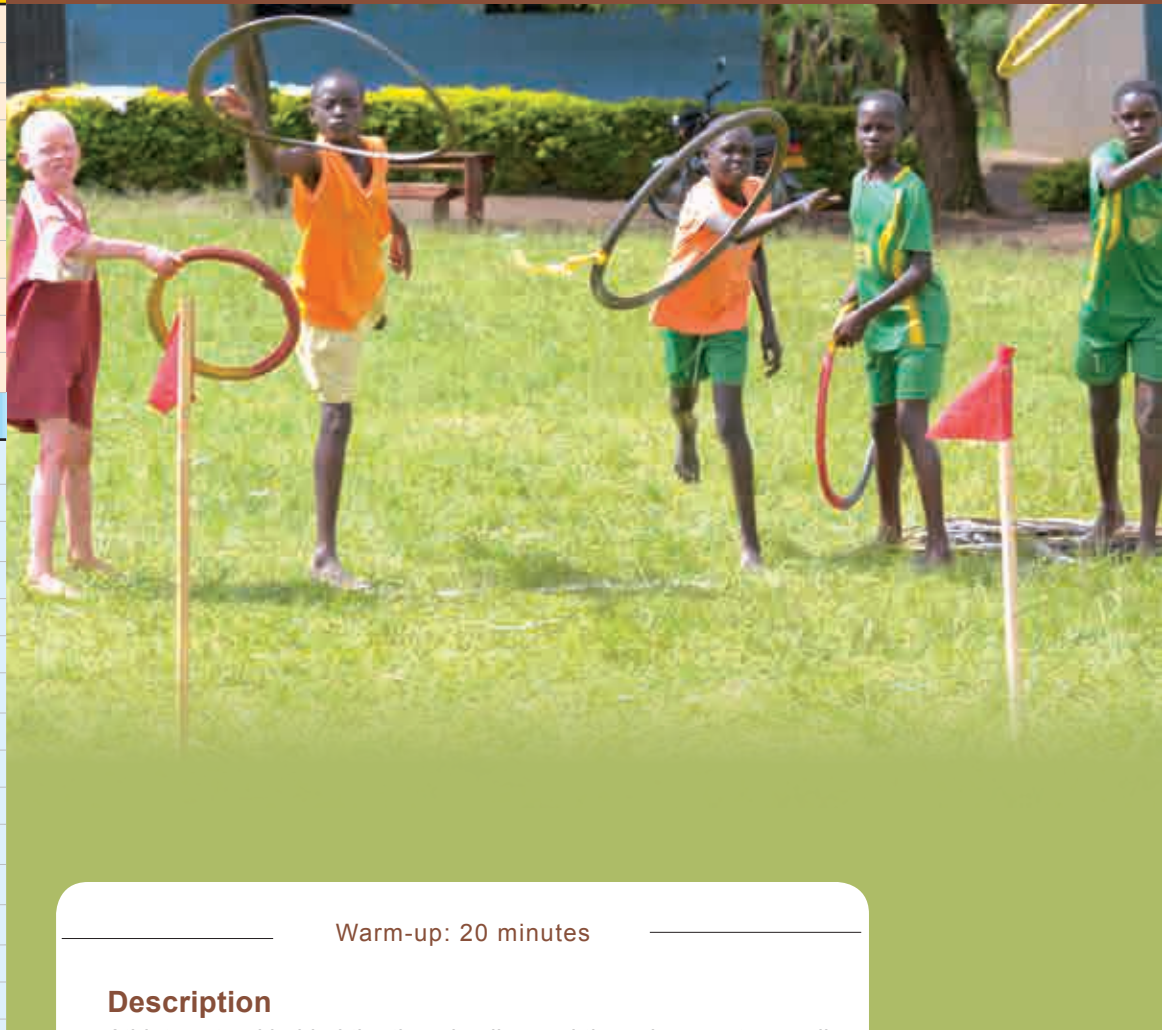
- Balance
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- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
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- Critical thinking
- Decision making
- Communication
- Problem solving

Throwing hoops around flagpole



Warm-up: 20 minutes

Description

Athletes stand behind the throwing line and throw hoops at a small flagpole, trying to land exactly over it. The flagpoles are placed 3m away from the throwing line. The hoops move in an anti-clockwise direction. The task is to score as many points as possible.

Materials

- 15m x 20m field
- 4 cones
- 20 hoops
- 2 flagpoles

Points to note:

Throwing arm is fully extended .
Ensure safety of throwers by allowing more space between teams.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Part I: Standing front throw

Motor Skills

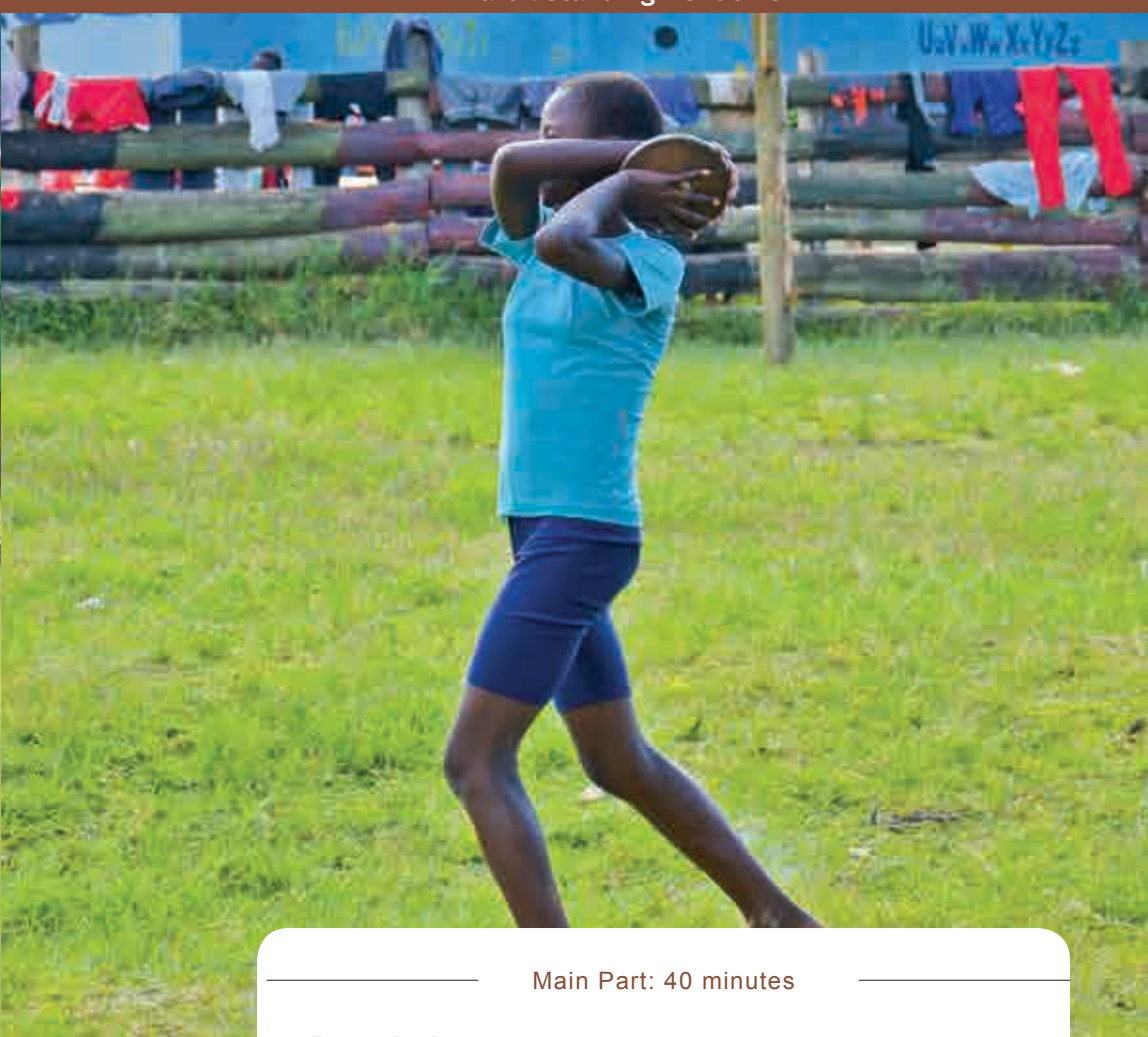


- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Main Part: 40 minutes

Description

Stand in split-leg position.

Swing the discus backwards, pivoting on the right foot.

Turn the right heel out while pushing the right hip forwards, block with the left leg.

Materials

20m x 20m throwing area

6 discoi of 500g

10 cones

Points to note:

Keep the discus moving to prevent it from falling out of the hand.

Keep the discus about head height.

Feel the release of the index finger.



The local materials used in playing this game reminds us to collectively care for the environment through better trash/garbage disposal.



Motor Skills



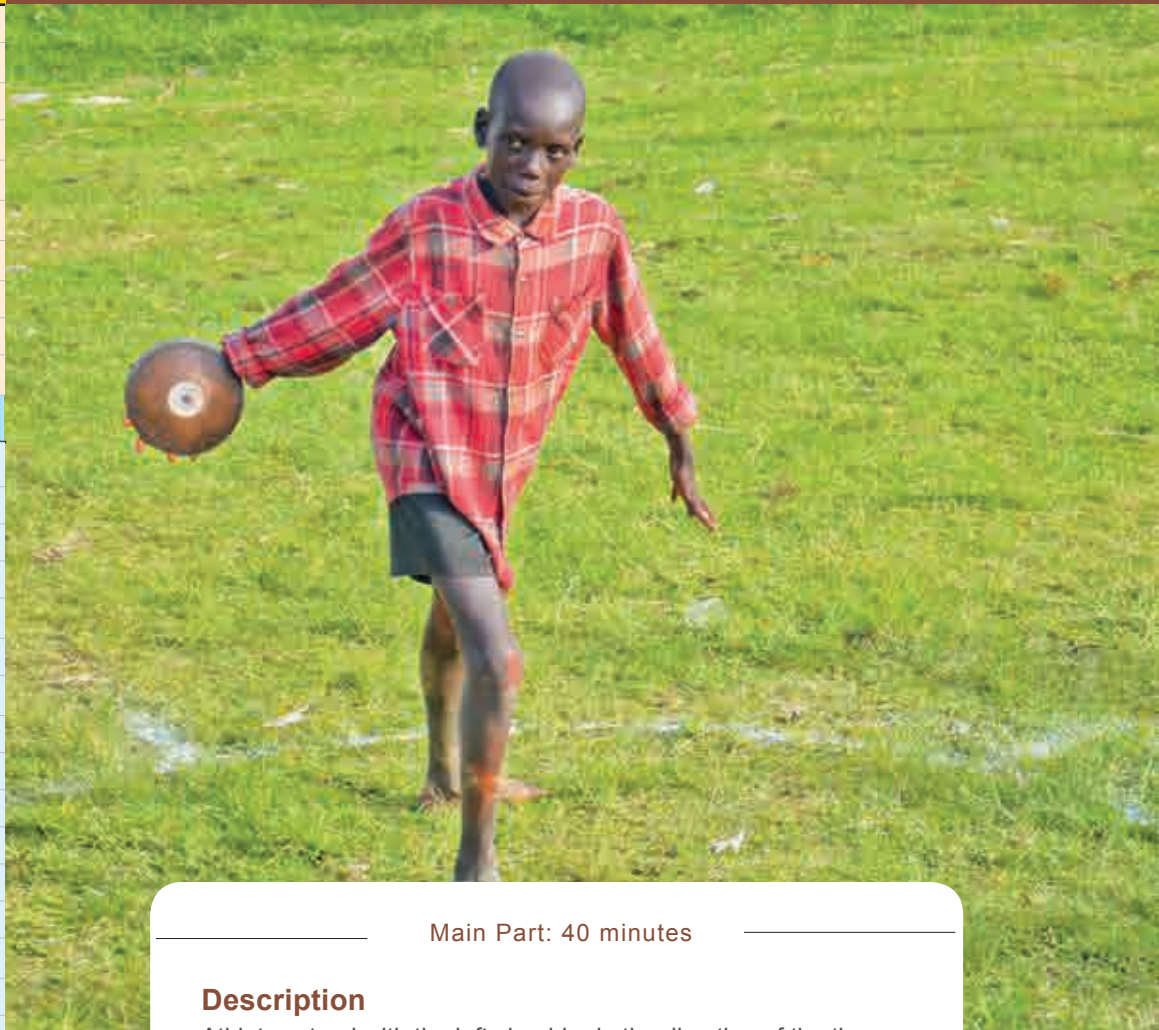
- Balance
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- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
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- Empathy
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- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part II: Standing side throw



Main Part: 40 minutes

Description

Athletes stand with the left shoulder in the direction of the throw. Discus is swung back while athlete pivots on his right foot. Right heel is turned out while pushing the right hip forwards, block with left leg.

Materials

- 20m x 20m throwing area
- 6 disco of 750g
- 10 cones

Points to note:

- Discus should be kept at head height.**
- Feel the release of the index finger.**
- Recover naturally from the throw.**



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Rotational throw

Motor Skills



| | |
|---------------------|---|
| Balancing | |
| Coordination | ✓ |
| Climbing | |
| Swinging | ✓ |
| Rotational Movement | ✓ |
| Space Awareness | ✓ |
| Rhythm | ✓ |
| Sprinting | ✓ |
| Jumping | |
| Throwing | ✓ |

Life Skills



| | |
|-------------------|---|
| Self confidence | ✓ |
| Trust | |
| Motivation | |
| Responsibility | |
| Resilience | ✓ |
| Goal orientation | |
| Adaptability | ✓ |
| Creativity | |
| Empathy | |
| Solidarity | |
| Cooperation | |
| Respect | |
| Fair play | |
| Critical thinking | ✓ |
| Decision making | |
| Communication | |
| Problem solving | |



Conclusion: 20 minutes

Description**Rotational Throw** (free technique) in direction of sector.

2 times right arm (best result counted).

2 times left arm (best result counted).

Zones (0.5 m wide each) = points.**Throwing implement discus** (F:350g; M:600g).

After throwing, the child has to stay behind throwing line.

After the throw, the child has to leave the throwing sector via the back.

Materials

15m x 20m throwing area

Zones-marker (tape)

20 points indicators

6 small Discoi (F:350g; M:600g)

Throwing line marking

Assessment

Individual: Sum of best throw right and left arm.

The Sum of all athletes/team; per team member best 2 throws counted (1 right & 1 left).

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Obstacle Take Off Position (LJ)



Warm-up: 20 minutes

Description

An obstacle course is set up for each team. The number of obstacles are gradually increased at consecutive positions. The members of each team are split into two groups which are then positioned at opposite ends of the course. When the first runner completes the course, he/she starts the second runner with a hand slap. The activity is over when all runners have returned to their original positions.

Materials

- 15m x 20m field
- 8 cones
- 20 cartons

Points to note:

- Avoid looking for the take off leg.**
- Ensure safety of throwers by allowing more space between teams.**



This activity involves numbers which contributes to better education (arithmetic) outcomes besides the fitness required for academic work.

Part I: Jumping off a platform

Motor Skills



Balance
 Coordination ✔
 Climbing
 Swinging ✔
 Rotational Movement
 Space Awareness ✔
 Rhythm ✔
 Sprinting ✔
 Jumping ✔
 Throwing

Life Skills



Self confidence
 Trust
 Motivation ✔
 Responsibility
 Resilience ✔
 Goal orientation ✔
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking ✔
 Decision making ✔
 Communication
 Problem solving



Main Part: 40 minutes

Description

Position the platform in such a way that one lands in the middle of the sand pit.

While standing on a raised platform provided by a box, take off and land in the sand pit maintaining the take off position.

Materials

Long jump sand pit
 stable box
 4 cones
 1 rake

Points to note

Take off and hold position.

The landing pit should have sufficient sand to prevent cases of injuries.

Clean the sand pit/check for glass/dog excrement and remove before using the sand pit.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part II: Target jumping



Main Part: 40 minutes

Description

Bicycle tyres, or hoops are placed in the sand pit at different distances.
 With a short approach of 5 steps, the athlete takes off to land in the hoop.
 Land on both legs inside the hoop.

Materials

- Long jump sand pit
- 8 tyres/hoops
- 4 cones
- 1 rake

Points to note:

Take off and hold position.



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Long Jump

Motor Skills

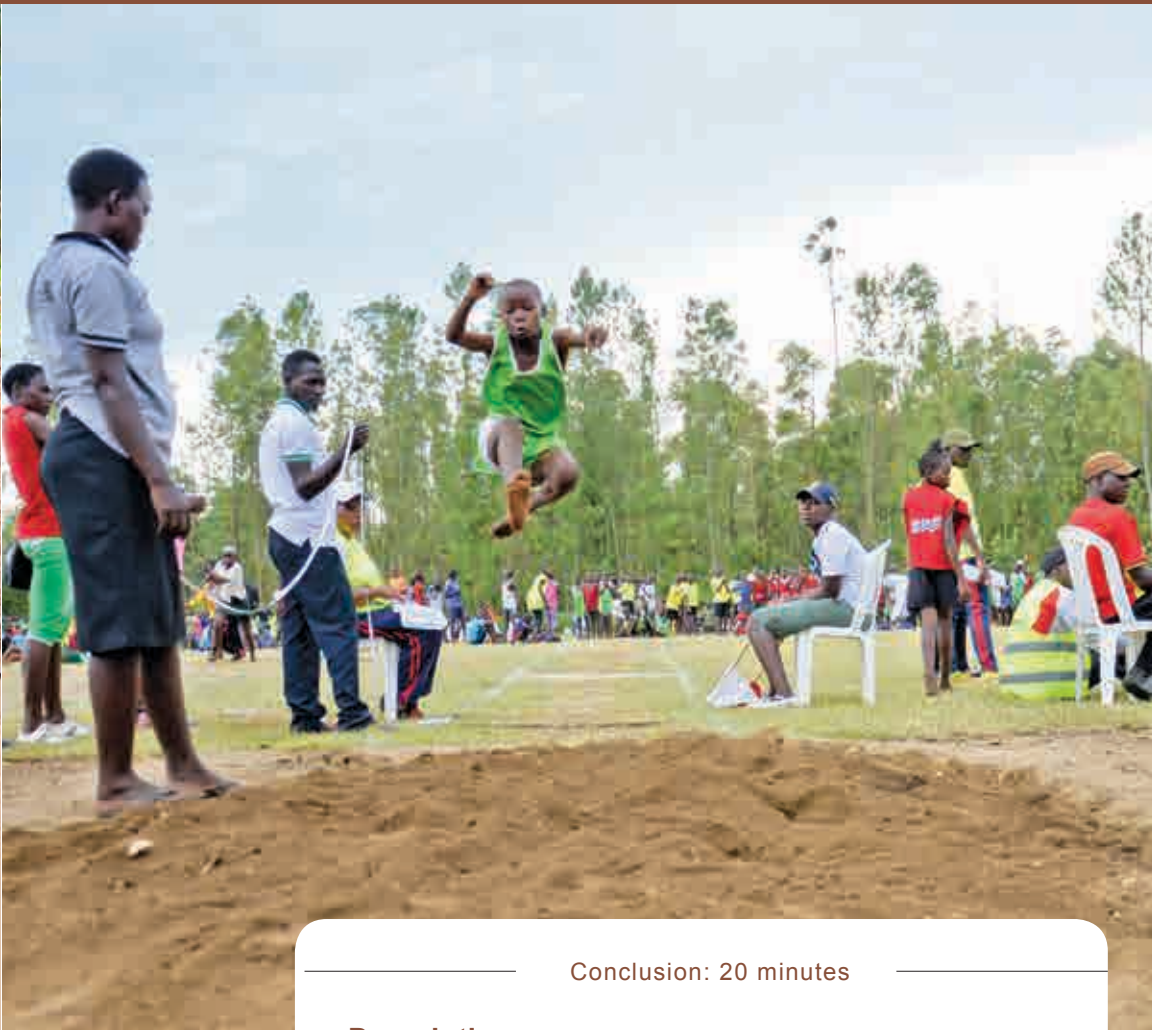


Balance
 Coordination ☑
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ☑
 Rhythm ☑
 Sprinting ☑
 Jumping ☑
 Throwing

Life Skills



Self confidence ☑
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation ☑
 Adaptability ☑
 Creativity
 Empathy ☑
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making ☑
 Communication ☑
 Problem solving



Conclusion: 20 minutes

Description

Free running approach for the jumper.
 Take-off zone (80cm) at 1m.
 Ever jump measured precisely incm.
 Every jump counts for the team result.

Long Jump (one leg take off)

2 times right leg
 2 times left leg

Materials

1 long jump pit
 2 measurement tapes
 Marking for the take-off zone (chalk)
 2 rakes

Points to note

Sum of best right leg and best left leg jump of all athletes.



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



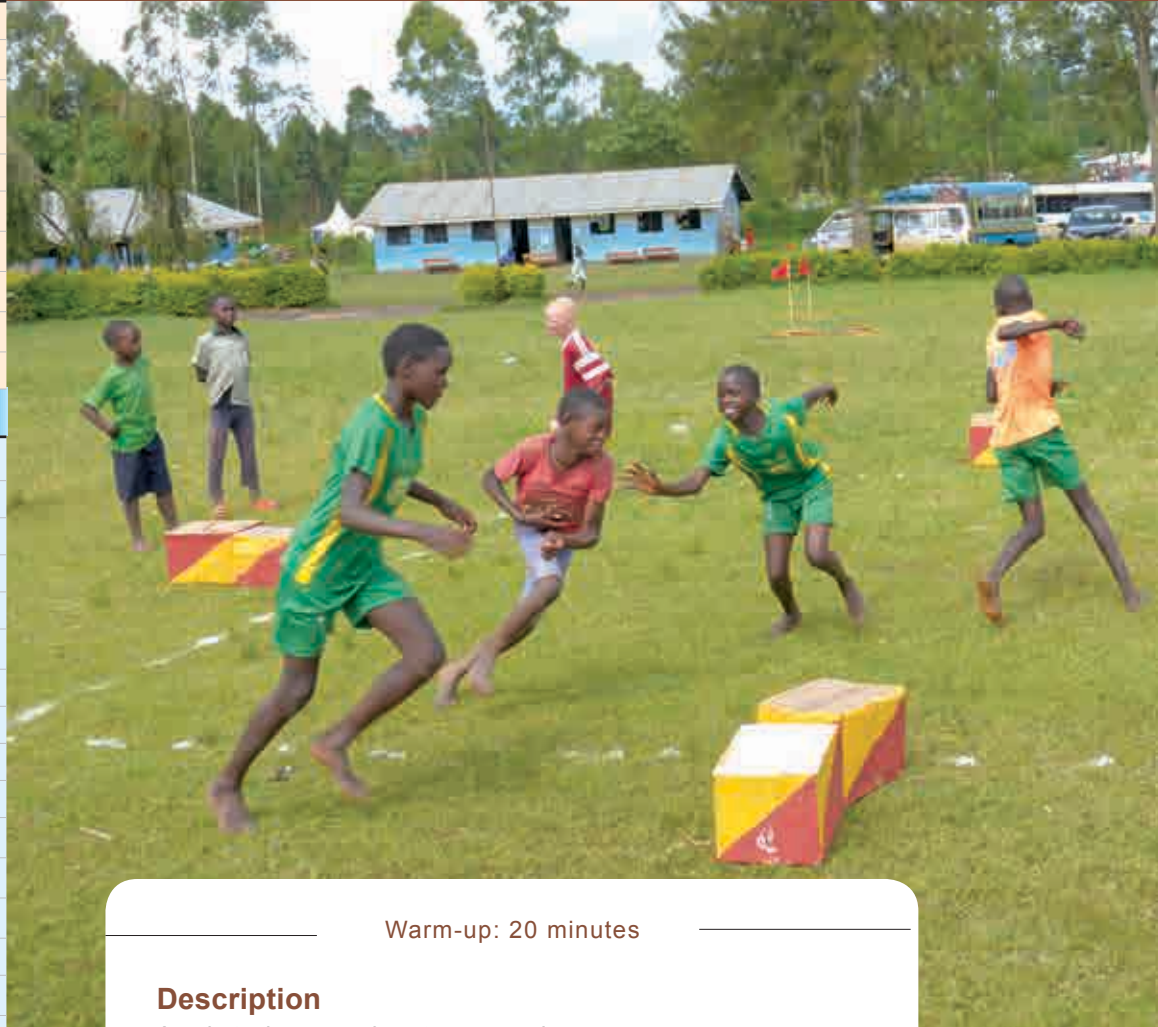
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Obstacle jumps



Warm-up: 20 minutes

Description

An obstacle course is set up around a square area. A number of hunters are designated. Their task is to capture other athletes. Captured athletes must run a lap of the obstacle course before being allowed back inside the square. The goal of the hunter is to get all the other athletes out of the square at the same time.

Materials

- 10m x 10m field
- 8 cones
- 8 cartons

Points to note:

- The duration of this exhausting task should be limited to a number of rounds.
- A new team of hunters is designated for each new round.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Part I: Jumping sideways over a line

Motor Skills

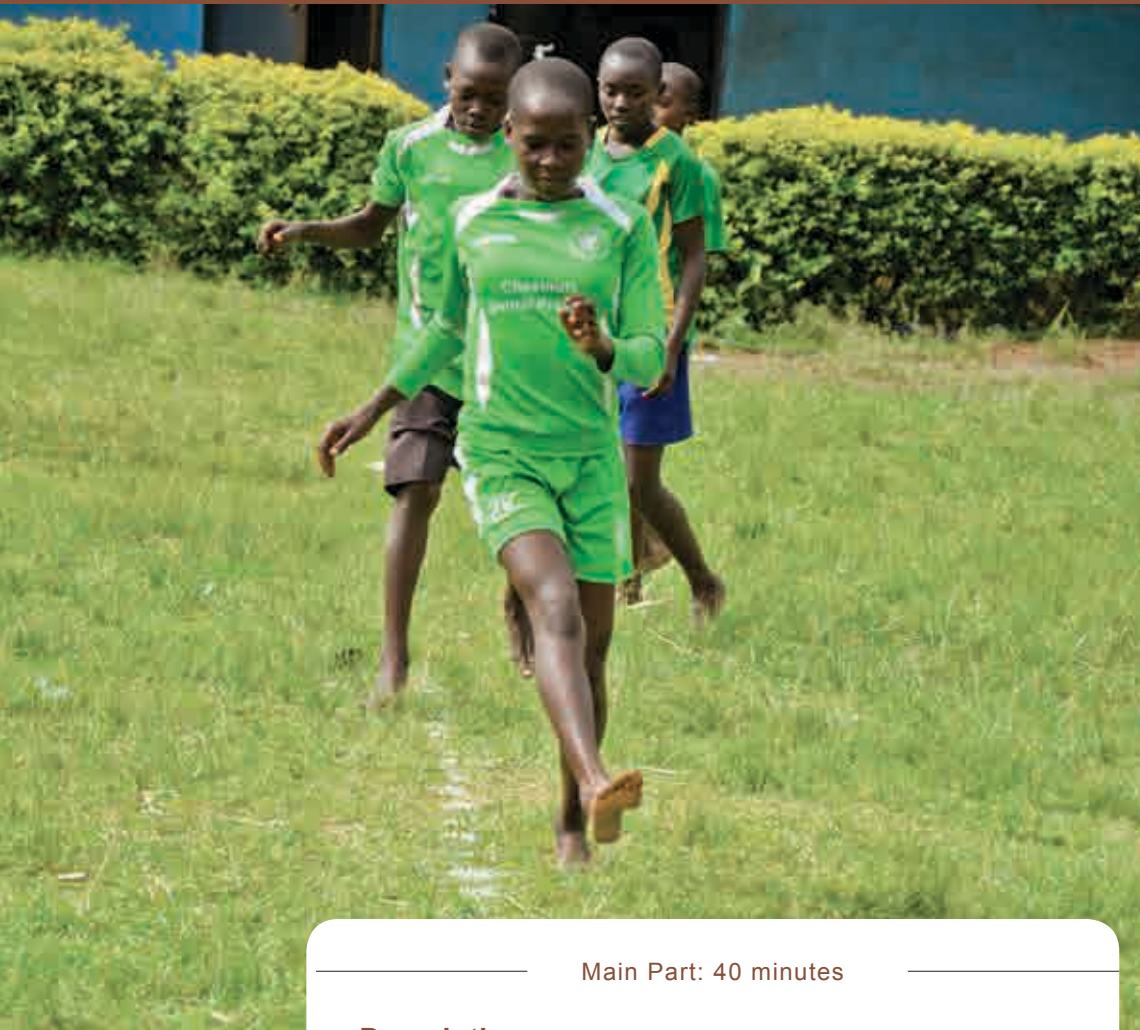


- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Main Part: 40 minutes

Description

Athletes stand in a file along a line.
Athletes attempt to take off and land on the opposite leg.
Start from walking to jogging and rhythmic jump as a group.
This continues to the end of the line and back.

Materials

Line marked out of chalk/lime
2 cones
Rubber ropes

Points to note

Avoid facing down to see the line but rather focus ahead.
The instructor can clap during the jumping movement to ensure rhythmic movement.



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part II: Jumping over obstacles



Main Part: 40 minutes

Description

Athletes jump over cartons placed in front of a high jump facility
 Clearance is by scissors technique.
 Landing is on the free leg.
 Practice is from both left and right leg take off.

Materials

- High jump landing mat with cross bar (rubber strings)
- 3 cartons
- 2 cones

Points to note:

Freeze take off position to gain more height.
 Ensure that participants start one a time to avoid collision in the take-off area.



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.

High Jump

Motor Skills

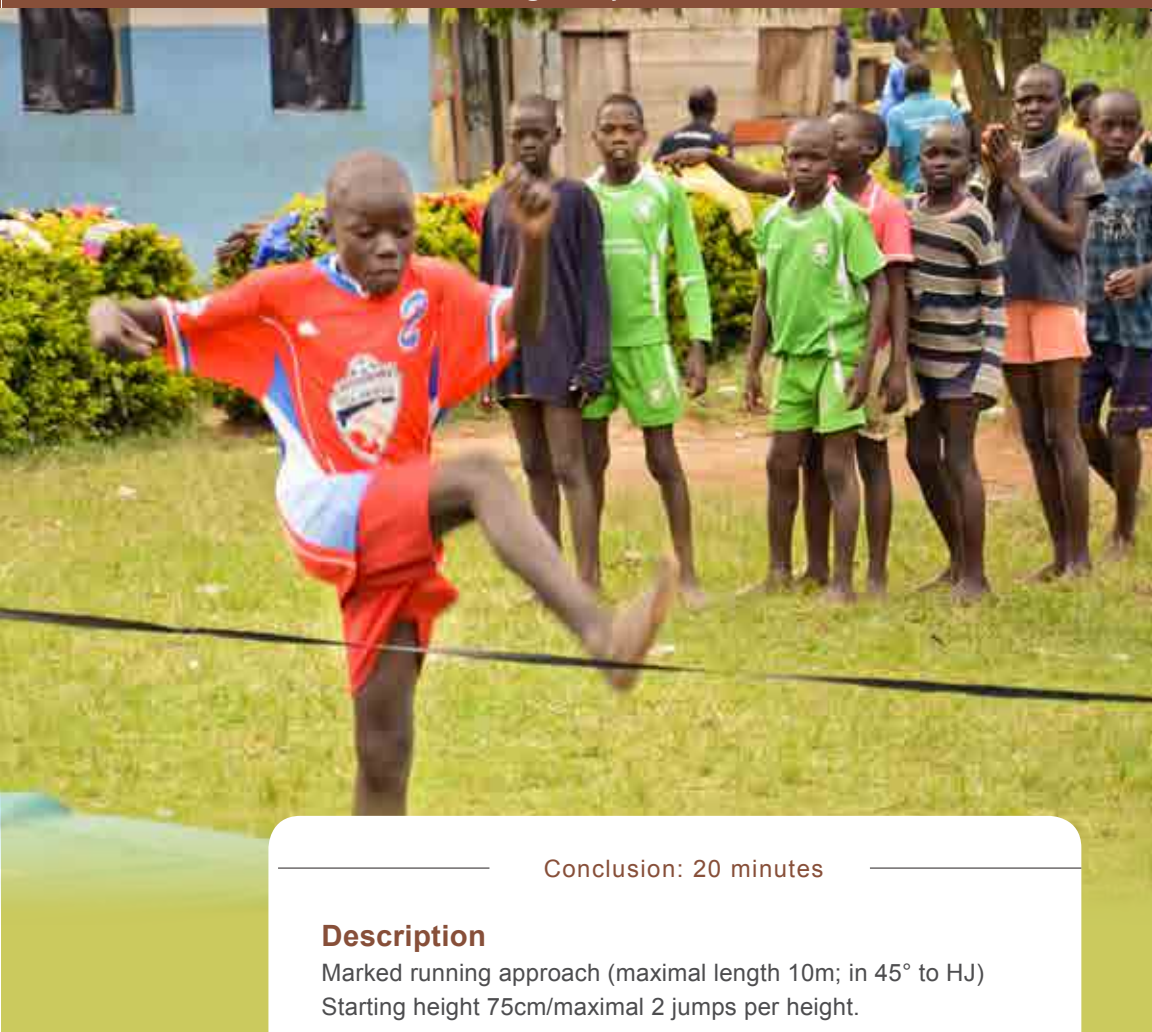


Balance
 Coordination ✔
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✔
 Rhythm ✔
 Sprinting ✔
 Jumping ✔
 Throwing

Life Skills



Self confidence ✔
 Trust
 Motivation
 Responsibility
 Resilience ✔
 Goal orientation
 Adaptability ✔
 Creativity
 Empathy ✔
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking ✔
 Decision making ✔
 Communication
 Problem solving



Conclusion: 20 minutes

Description

Marked running approach (maximal length 10m; in 45° to HJ)
 Starting height 75cm/maximal 2 jumps per height.

Increase: 10cm until 95cm; from 95cm increase by 5cm.

Both teams compete first from right side/left leg take off and than left side/right leg take off.

HJ "Scissors" (one leg take off)

Right and left leg Take-off (TO).

- left leg TO with approach from right side
 - right leg TO with approach from left side
- Landing on swinging/free leg.

Materials

- 2 high jump mats
- 4 high jump stands
- 2 high jump bar
- 12 markers (cones to replace hurdle)
- 2 tape measures

Assessment

Sum of best right leg and best left leg jump of all jumpers.



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



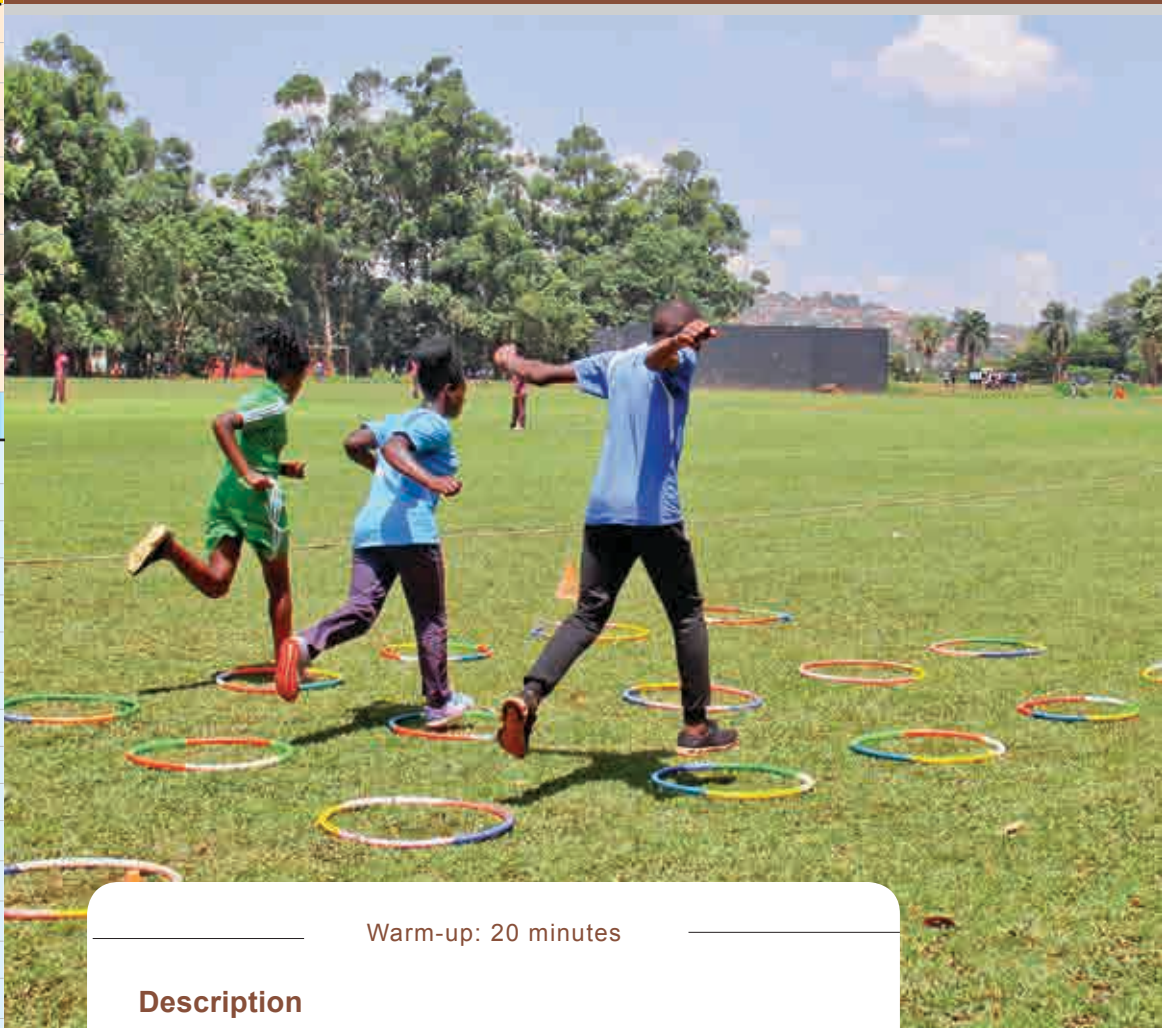
- Balance
- Coordination ✔
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✔
- Rhythm ✔
- Sprinting ✔
- Jumping ✔
- Throwing

Life Skills



- Self confidence ✔
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation ✔
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation ✔
- Respect ✔
- Fair play ✔
- Critical thinking
- Decision making ✔
- Communication ✔
- Problem solving

Jumping into hoops



Warm-up: 20 minutes

Description

Hoops are organised on the field with 20cm distance between them. Athletes practice the left-left-right-right-left-left rhythm.

Materials

- 10m x 10m field
- 4 cones
- 18 used bicycle tyres/
- Marked hoops on the field using lime

Points to note:

Gradually increase the distance between tyres/hoops.

3 GOOD HEALTH AND WELL-BEING



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.

Jumping over obstacles into hoops

Motor Skills



Balance
 Coordination ☑
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ☑
 Rhythm ☑
 Sprinting ☑
 Jumping ☑
 Throwing

Life Skills



Self confidence ☑
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation ☑
 Adaptability ☑
 Creativity
 Empathy ☑
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking ☑
 Decision making ☑
 Communication
 Problem solving

Main Part: 40 minutes

Description

Cartons are placed between the hoops to stress each step in the jumping sequence for the limping (hop) and stride jumps (step).

Materials

10m x 10m field
 4 cones
 18 used bicycle tyres/
 Marked hoops on the field using lime
 10 cartons

Points to note

Minimise vertical jumping.



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



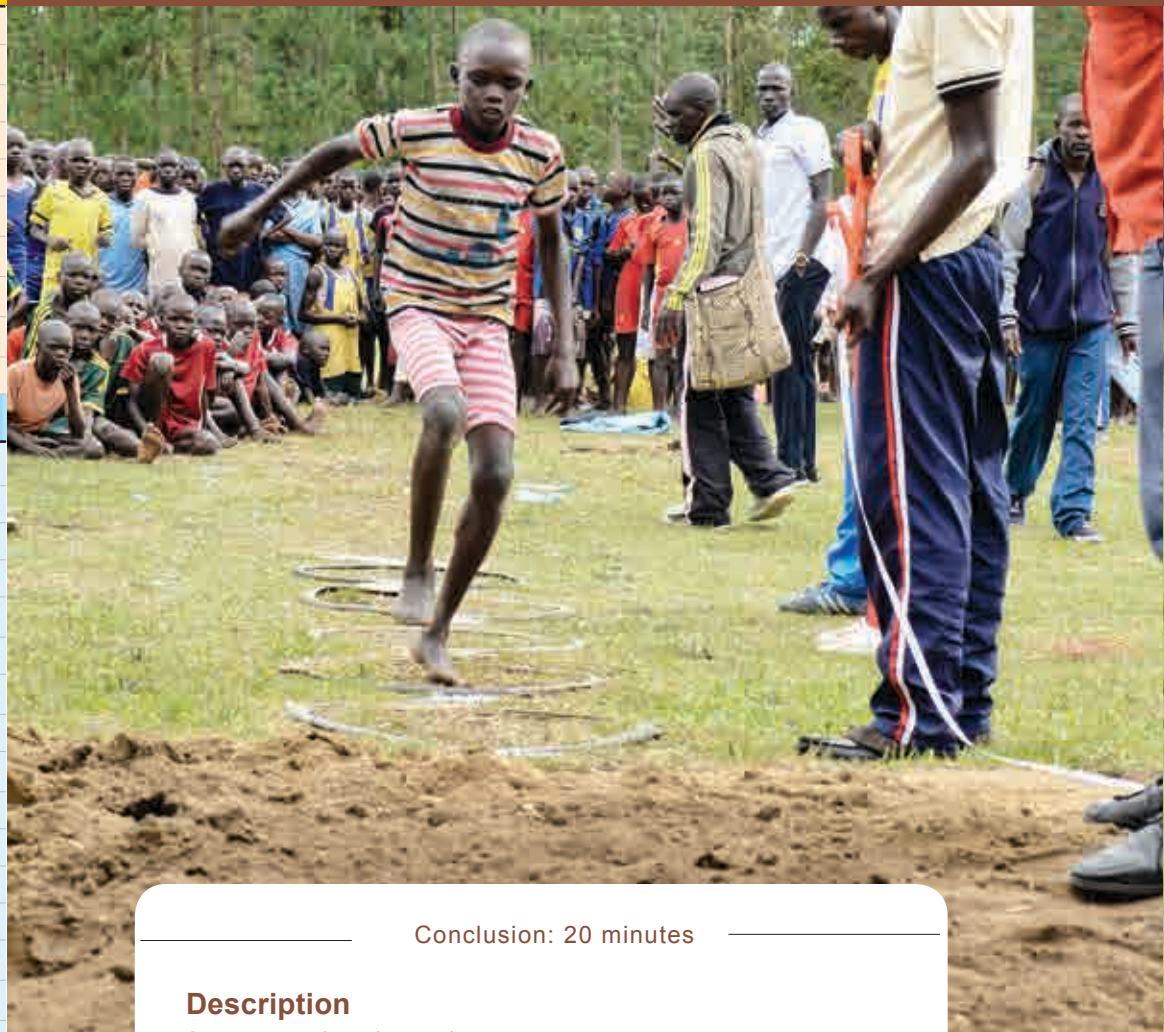
- Balance
- Coordination ✔
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✔
- Rhythm ✔
- Sprinting ✔
- Jumping ✔
- Throwing

Life Skills



- Self confidence ✔
- Trust
- Motivation
- Responsibility
- Resilience ✔
- Goal orientation
- Adaptability ✔
- Creativity
- Empathy ✔
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking ✔
- Decision making ✔
- Communication
- Problem solving

Multiple (5) Jump



Conclusion: 20 minutes

Description

2 teams per long jump pit.
 5 bicycle tyres in one feet distance in front of sand pit
 Starting line 50cm before the first tyre.
 4 jumps per athlete.
 -2 jumps: right - right - left - left - right - landing (double foot)
 -2 jumps: left - left - right - right - left - landing (double foot)
 Measurement of last "jump" by the cm (from outer edge of last tyre to print in sand).

Materials

- 1 Sand pit
- 10 bicycle tyres (two colours to indicate TO leg)
- 2 rakes
- 1 take off line

Assessment

Sum of best right leg and best left leg jump of all athletes.



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.

Introducing visual exchange

Motor Skills

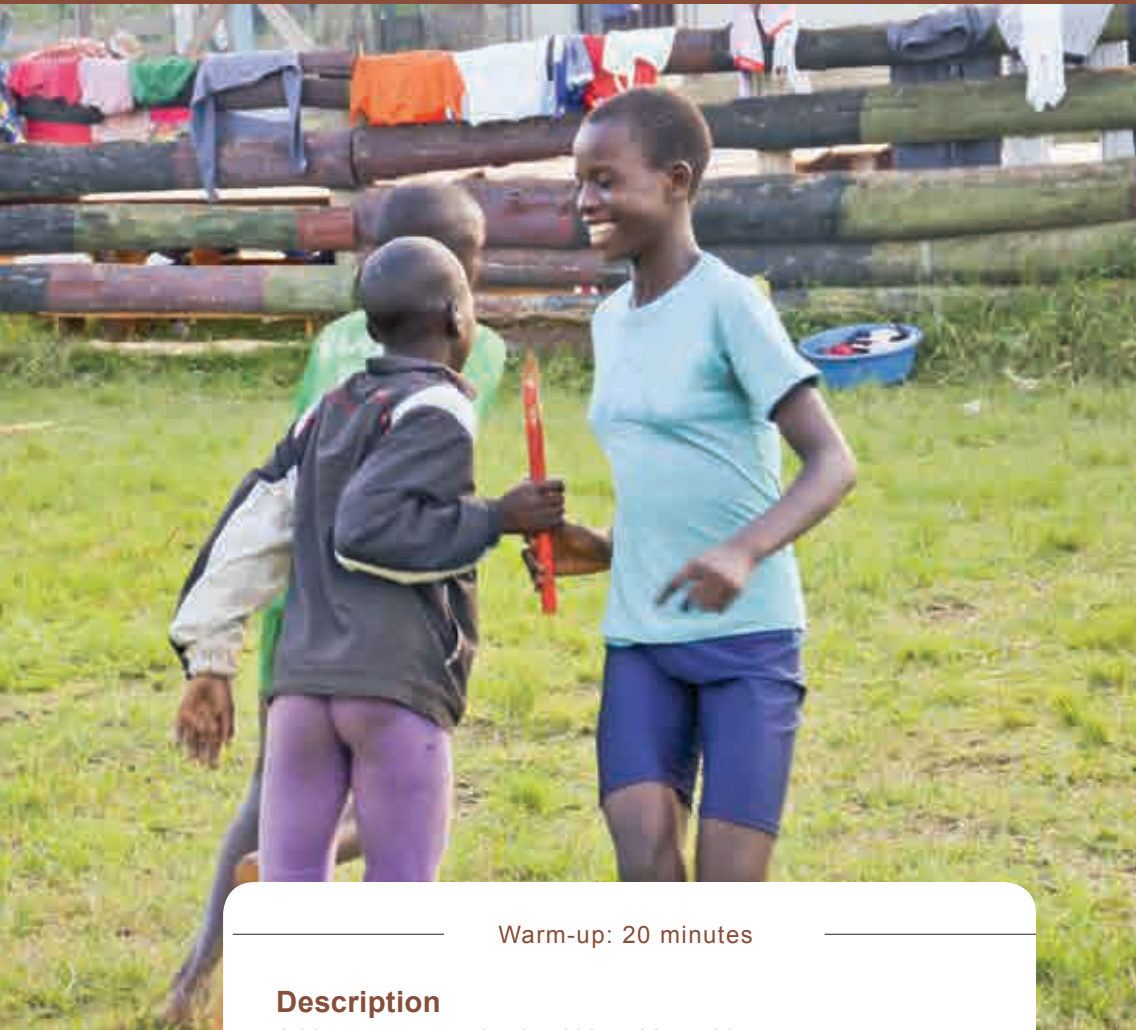


- Balance
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm
- Sprinting ✓
- Jumping
- Throwing

Life Skills



- Self confidence ✓
- Trust ✓
- Motivation
- Responsibility
- Resilience
- Goal orientation ✓
- Adaptability
- Creativity
- Empathy
- Solidarity ✓
- Cooperation ✓
- Respect
- Fair play
- Critical thinking ✓
- Decision making ✓
- Communication ✓
- Problem solving ✓



Warm-up: 20 minutes

Description

Athletes move randomly within a 20m x 20m area.
Every 2 athletes are given a baton.
The baton is passed from the front, side and rear.
Working in pairs, practice visual exchange within 20m exchange zone.

Materials

20m x 20m field
4 cones
8 batons

Points to note

Run naturally when carrying the baton.
Outgoing runner should take the baton.



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



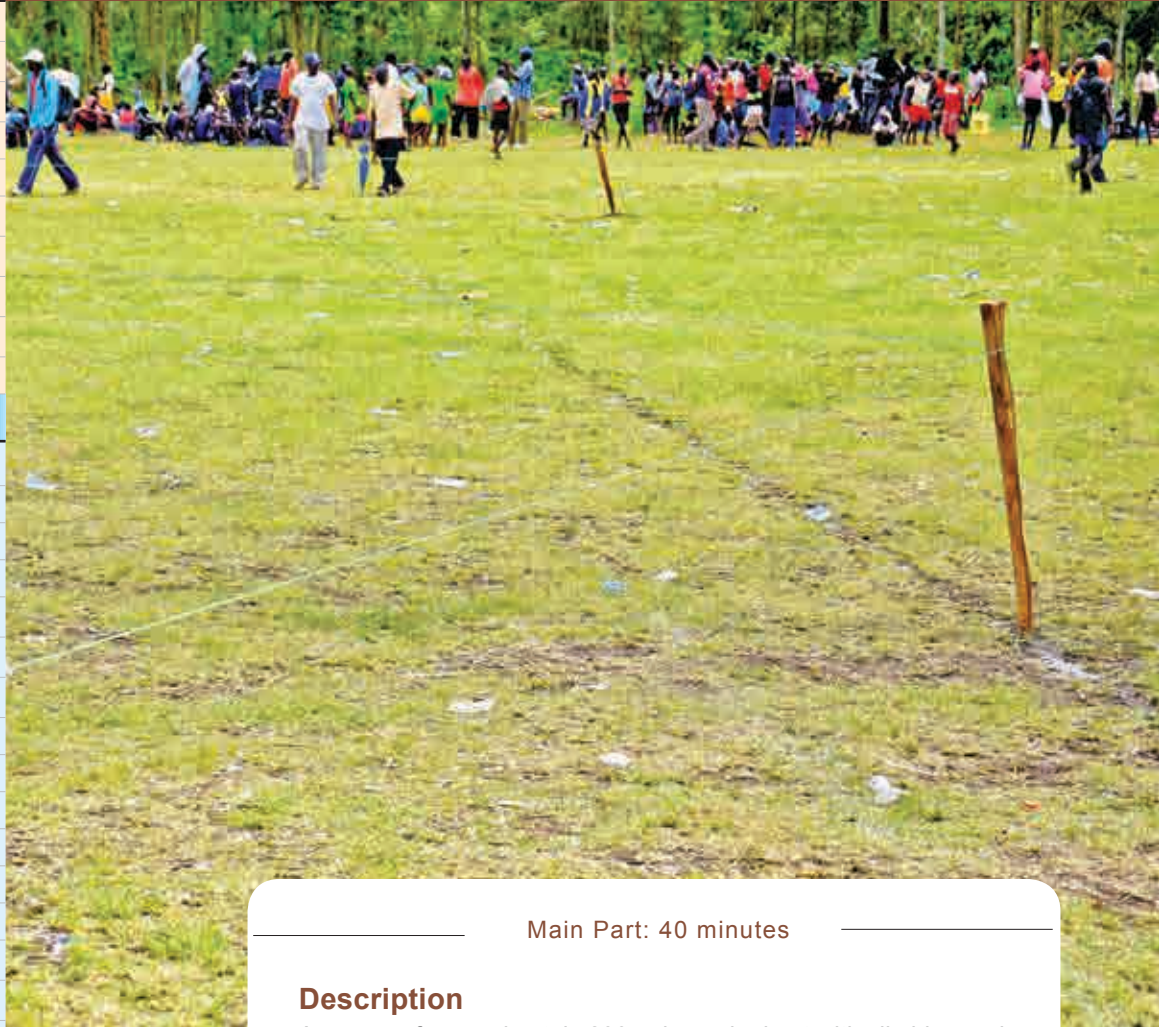
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
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- Resilience
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- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Progressive endurance



Main Part: 40 minutes

Description

A course of approximately 200m is marked out with climbing and descending slopes as shown above. The athlete runs with varying speed (faster, slower, faster etc.).

Materials

- 50m x 50m field
- 4 Cones
- 18 used bicycle tyres/
- Marked hoops on the field using lime
- 10 cartons

Points to note:

- Feel one's own pace deeply.
- Listen to one's breathing.
- Keep running rhythm as regular as possible in spite of the varying nature of the course.



This activity is conducted on various surfaces thus creating awareness of need and responsibility to conserve environment thus promoting better life and co-existence on land through proper land use mechanism.

4 x 1500m XC Relay

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Conclusion: 20 minutes

Description

Marked 1500m XC lap on the track; in the field, outside the stadium.

Obstacles are placed along the course to challenge the runner

Implement available obstacles and add obstacles (logs).

Include curved running; various change of directions.

1 lap per athlete/4 athletes per team.

Materials

1 stop watch

Various marking aids

9 obstacles/logs (3m x 3m) not higher than 30cm

Start-clapper

Marking of exchange zone (30m)

Start/finish-line

5 team colours

5 relay batons

Points to note

Total time of all 4 athletes.



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.







"Sport is a fantastic tool for empowerment."

Marta Viera da Silva



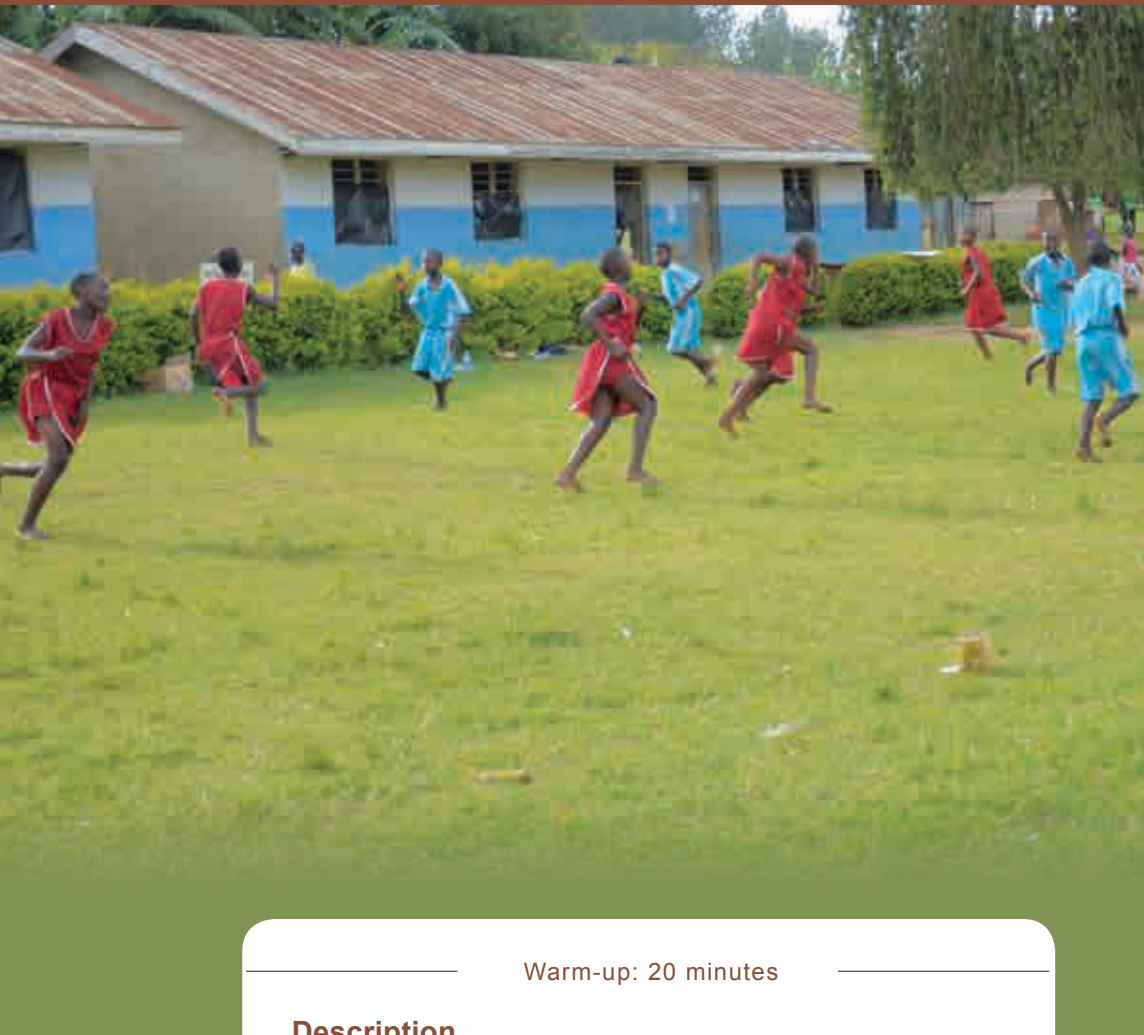


U14

In the U14 category, the participant is either expected to have gone through the U12 practical sessions or being introduced to these activities for the first time. The trainer has to understand their entry point into Athletics activities to support them realise their motive to participate.

U14

Running in defined area (Animal game)



Motor Skills



- Balance ✓
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm ✓
- Sprinting ✓
- Jumping ✓
- Throwing

Life Skills



- Self confidence
- Trust ✓
- Motivation
- Responsibility ✓
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity ✓
- Cooperation ✓
- Respect ✓
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Warm-up: 20 minutes

Description

Participants work in a 20m x 20m marked area. They will run and once the instructor claps, they will stop and quickly move forward like an animal. After 30 seconds the instructor will clap again for them to run.

Materials

4 Cones
Defined 20m x 20m area

Points to note:

Ensure that participants move and not just wait for the signal to sound. Various signals can also be given on instruction by the trainer.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



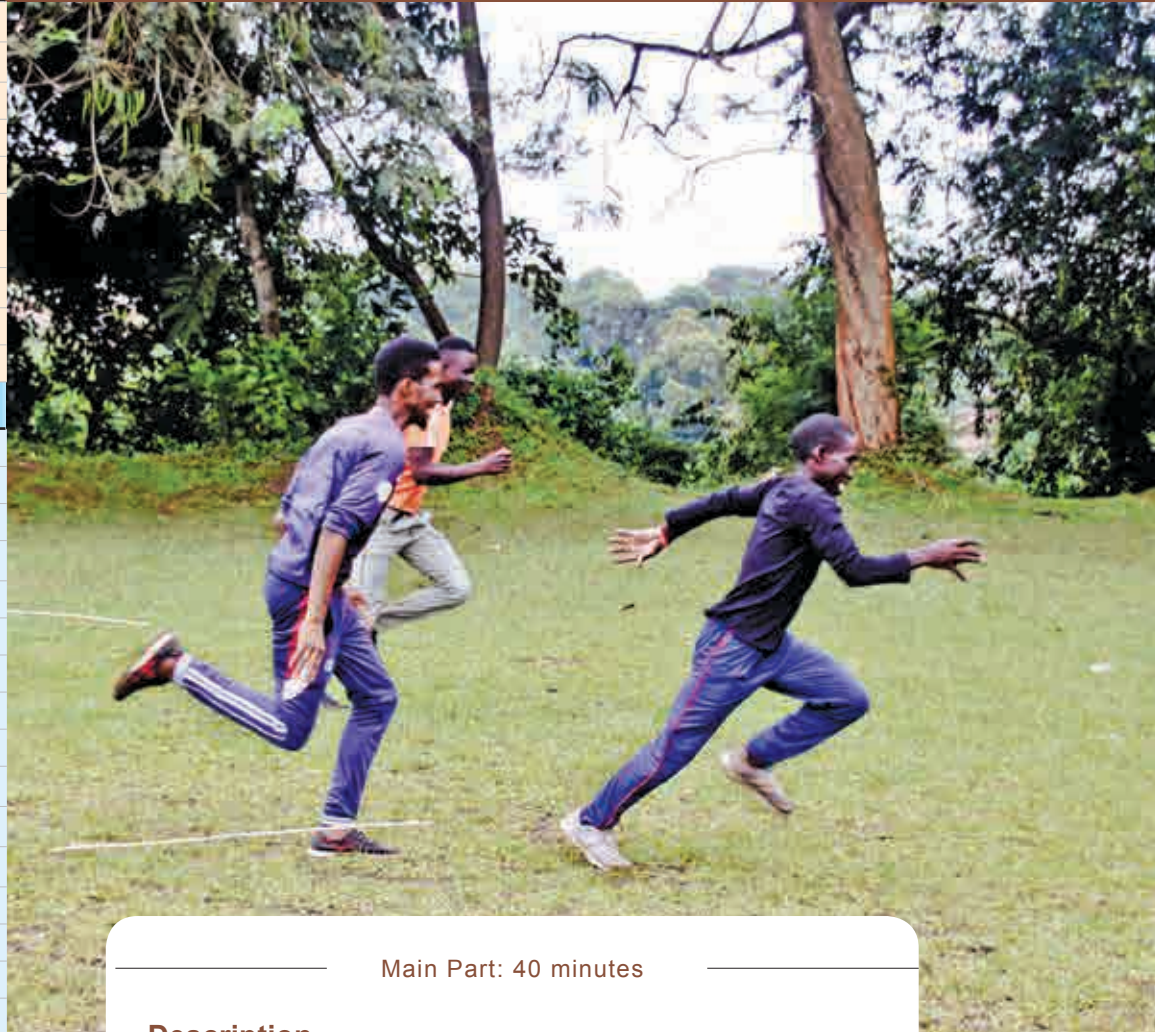
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
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- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part I: Handicap Sprint



Main Part: 40 minutes

Description

2 participants jog behind one another at the distance of a skipping rope. When a signal is sounded the rope is dropped. The runner at the back sprints to overtake the front. Participants change roles .

Materials

20m x 40m space
8 ropes

Points to note:

The response to the signal should be as fast as possible. Arm action should be maintained during the initial stages of the activity.



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

Part II: Number sprint on a circle



Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation ✓
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect ✓
 Fair play
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving

Main Part: 40 minutes

Description

Each participant stands on a position denoted by a number. Two participants of different teams have identical numbers. The numbers whose participants are called sprint to change positions. The team whose participants reach their positions first win a point.

Materials

20m x 20m space
 12 hoops/ tyres
 Lime

4 QUALITY EDUCATION



This activity involves numbers which contributes to better education (arithmetic) outcomes besides the fitness required for academic work.



Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

60m Sprinting



Conclusion: 20 minutes

Description

Participants stand behind the start line and compete in 60m.
 Race is from standing start.
 "On your marks" & start-clapper.
 No disqualification for fault start.

Materials

60m track with start/finish-line
 30m acceleration zone
 6 cones
 Split stop watch
 Defined lanes
 1 Start-clapper

Assessment

Sum of total time of each team
 The acceleration (0-30m) time is also measured/given

Points to note:

Be ready to sprint not waiting to hear the clapper
Accelerate smoothly.
Gradually lengthen the strides with acceleration.

3 GOOD HEALTH
AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Running over a bench star

Motor Skills

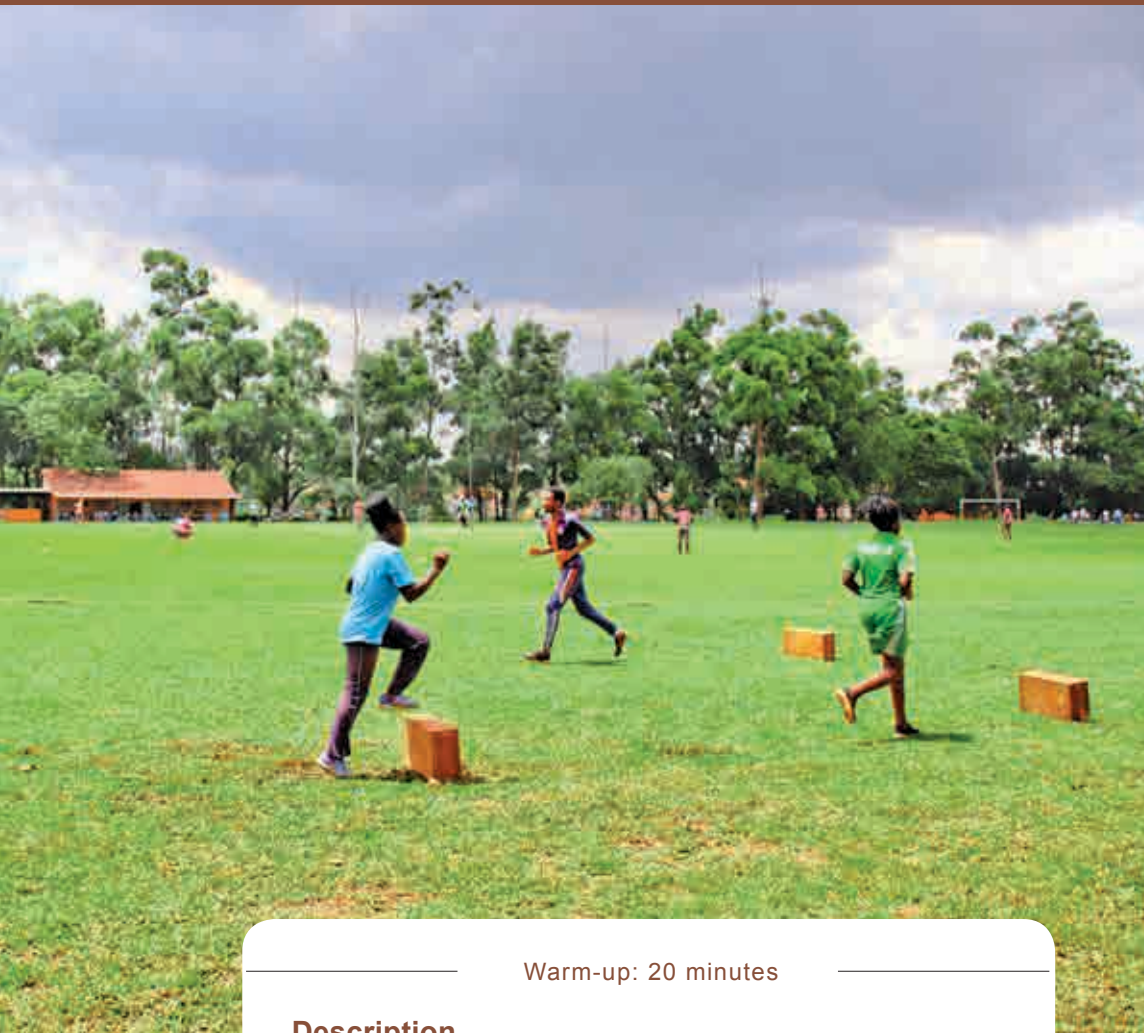


- Balance ✓
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm ✓
- Sprinting ✓
- Jumping ✓
- Throwing

Life Skills



- Self confidence ✓
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation ✓
- Adaptability ✓
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play ✓
- Critical thinking
- Decision making ✓
- Communication
- Problem solving



Warm-up: 20 minutes

Description

6 benches are placed in a way to form a star as above
Different obstacles are formed.

Running from the centre of the star, participants take one step to clear.

At the extreme end of the bench, three or more steps are required before clearing the bench.

Materials

- 20m x 20m area
- 6 benches
- 6 cones

Points to note:

Maintain the rhythm between the benches.

8 DECENT WORK AN ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part I: Up and down



Main Part: 40 minutes

Description

The cartons are placed in the form of steps.

The courses are created with an increasing and decreasing number of obstacles.

Cones are used to define the course.

Participants will hop-step over the obstacle with a variety of rhythms develops the specific leg play of the hurdle stride.

Materials

20m x 40m area

9 cartons

6 cones

Points to note:

Approach the cone with well-controllable speed, so that the direction of sprinting can be changed.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.

Part II: Trail-leg-hop-stepping over hurdle

Motor Skills

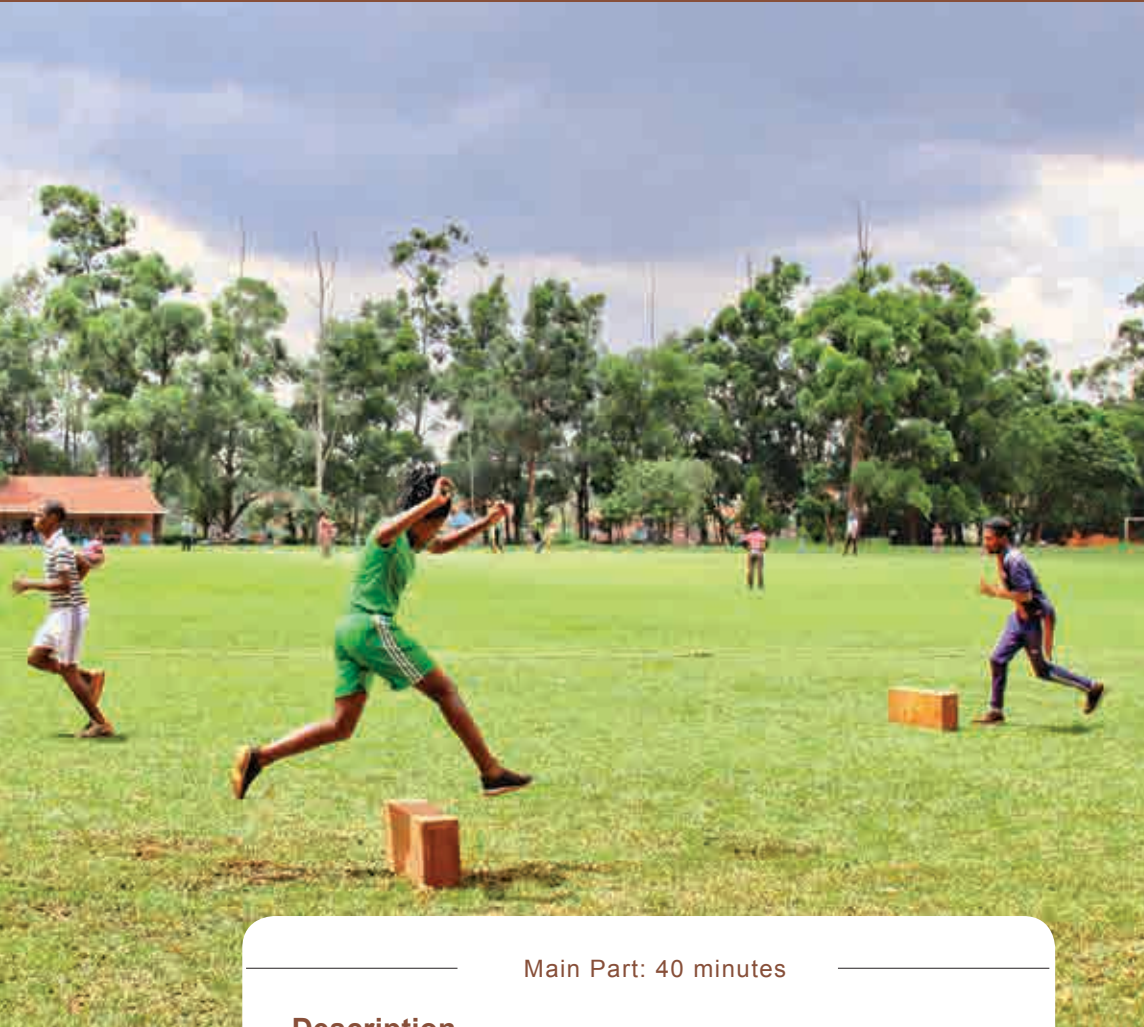


Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation ✓
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect ✓
 Fair play
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving



Main Part: 40 minutes

Description

A hurdle step course is created by placing a carton on top of the bench.

2 participants sprint jointly over the obstacles.

One of them uses the right leg as the trail leg while the other uses the left leg.

Materials

20m x 40m area

3 benches

3 cartons

Points to note:

Approach the cone with well-controllable speed, so that the direction of sprinting can be changed.

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.



Motor Skills



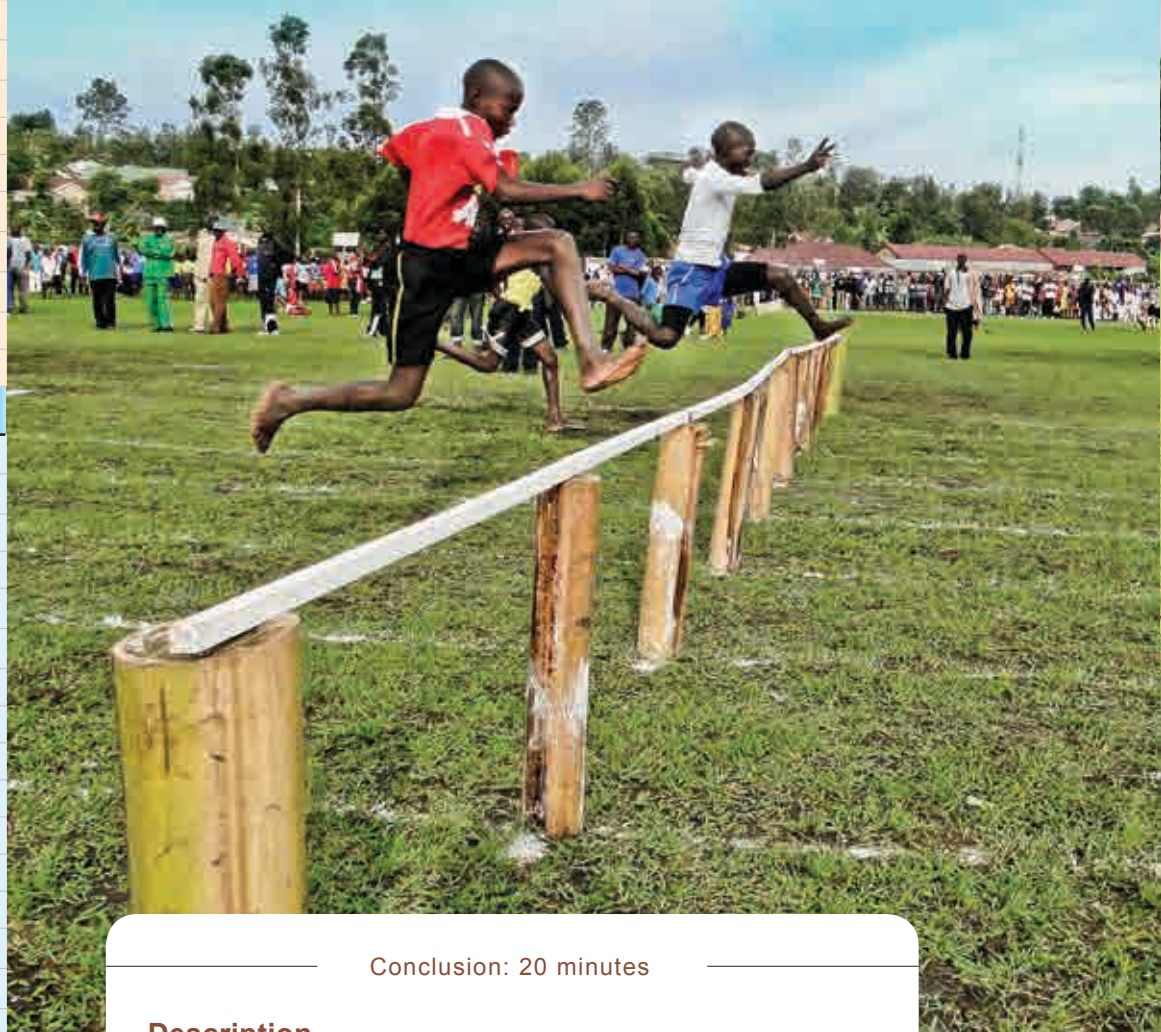
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

60m Hurdle Sprinting



Conclusion: 20 minutes

Description

Each athlete is assigned a lane and stands behind the starting line.

Race will begin from standing start.

“On your marks” & start-clapper.

6 obstacles will be placed in each lane.

- same type and height: 60cm

- distance: 12m to first hurdle; 7.5m between and 10.5m to the finish

No disqualification for fault start.

Materials

60m track start/finish-line

1 split/ stop watch

Start-clapper

24 cartons as hurdles

24 sticks measuring 1.2m

Assessment

Individual: Time and;

Team: Sum of eight athletes/team

Points to note:

Rhythmically sprint over obstacles, don't jump.

Focus ahead and don't look for the obstacles.

Accelerate off the obstacle.

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.

Taking the hoops/ tyres in pairs

Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement ✓
 Space Awareness ✓
 Rhythm
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence ✓
 Trust ✓
 Motivation
 Responsibility ✓
 Resilience
 Goal orientation
 Adaptability
 Creativity ✓
 Empathy
 Solidarity
 Cooperation ✓
 Respect
 Fair play ✓
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving



Warm-up: 20 minutes

Description

Participants will carry a hoop in pairs.
 Hoops will be placed around the cones.
 In the second round the hoops will be carried back to the starting line.

Materials

10 cartons
 20m x 20m field
 2 cones

Points to note:

Jog naturally looking ahead when carrying the object.
 Pass to one directly in front of you.



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part I: Check mark and acceleration



Main Part:40 minutes

Description

Set a check mark 10-12 feet behind the acceleration.
 Start from standing position.
 Use various standing positions (e.g. one-handed support).
 Incoming runner approaches at maximum speed.

Materials

Cones
 Lime
 4 batons

Points to note:

Outgoing runner starts when the runner hits the check mark.
Incoming runner runs through the check mark.
Never look back.



This activity involves numbers which contributes to better education (arithmetic) outcomes besides the fitness required for academic work..

Part II: Passing within 15m

Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence ✓
 Trust ✓
 Motivation
 Responsibility ✓
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity ✓
 Empathy
 Solidarity
 Cooperation ✓
 Respect
 Fair play ✓
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving



Main Part: 40 minutes

Description

Work in pairs to pass the baton within a 15m exchange zone. The outgoing runner should wait from outside the exchange zone. When the incoming runner approaches a predetermined point then the outgoing runner starts to move. The baton should be passed on within the exchange zone and beyond the half-way point.

Materials

Cones
 Lime
 4 batons

Points to note:

Outgoing runner accelerates maximally away from the incoming runner.



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

4 x 50m Relay



Conclusion: 20 minutes

Description

In groups of 4s, they compete in 4 x 50m relay.
 "On your marks" & start-clapper (no crouch start).
 No disqualification for fault start.

Materials

200m segment of track with start-/ 50m/ 100m-/ 150-/ and finish-line
 1 split stopwatch
 8 relay batons
 1 start-clapper
 15 cones

Assessment

TEAM: Total time of four athletes/team

Points to note:

Maintain concentration.
Sprint maximally into the exchange.

17 PARTNERSHIPS
FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.

Tail ball throw

Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm
 Sprinting
 Jumping
 Throwing ✓

Life Skills



Self confidence
 Trust
 Motivation ✓
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making ✓
 Communication
 Problem solving



Warm-up: 20 minutes

Description

Participants will work in pairs.

Standing 20m away from another, each team member will throw the tail ball to the other.

The overarm throw will be used to throw the ball.

Materials

10 tail balls
 20m x 40m field
 4 Cones

Points to note:

Execute a straight throw.

Follow through by stepping forward.



The local materials used in playing this game reminds us how to collectively care for the environment through better trash/garbage disposal.



Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Part I: Target throw



Main Part: 40 minutes

Description

Throwers stand with one foot slightly ahead of the other with both feet pointing in the direction of throw.
 Javelin is held slightly over the head to the side of the throwing arm with the elbow in front.
 The tip of the javelin is lower than its tail.
 Throwers step back with the right leg to assume power position.
 Drive the hip forward and throw to the targets (hoops) placed 4m away on the ground.

Materials

6 hoops/tyres
 20m x 40m field
 6 javelin
 8 cones

Points to note:

Introduce the grips and the participant decides which grip is most comfortable.
Allow the javelin to rest on the palm with fingers gripping firmly but relaxed.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Part II: Impulse step

Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting ✓
 Jumping
 Throwing ✓

Life Skills



Self confidence ✓
 Trust
 Motivation ✓
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability ✓
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making ✓
 Communication
 Problem solving



Main Part: 40 minutes

Description

Place the targets (hoops) at an adequate distance to facilitate an arched throw from the three-step run-up.

Throwers stand approximately 5m behind the throwing line. They start the movement with their right leg forward and the javelin withdrawn.

Step onto the sole of the left foot and push off into the impulse stride, with feet landing quickly one after the other. Continue into the throw.

Materials

10 throwing sticks
 20m x 40m field
 8 cones

Points to note:

Count the rhythm: 1-2/3.

Keep the throwing arm fully extended and don't bend too soon.

Keep the palm facing upwards.

17 PARTNERSHIPS FOR THE GOALS



The local materials used in playing this game reminds us how to collectively care for the environment through better trash/garbage disposal..



Motor Skills



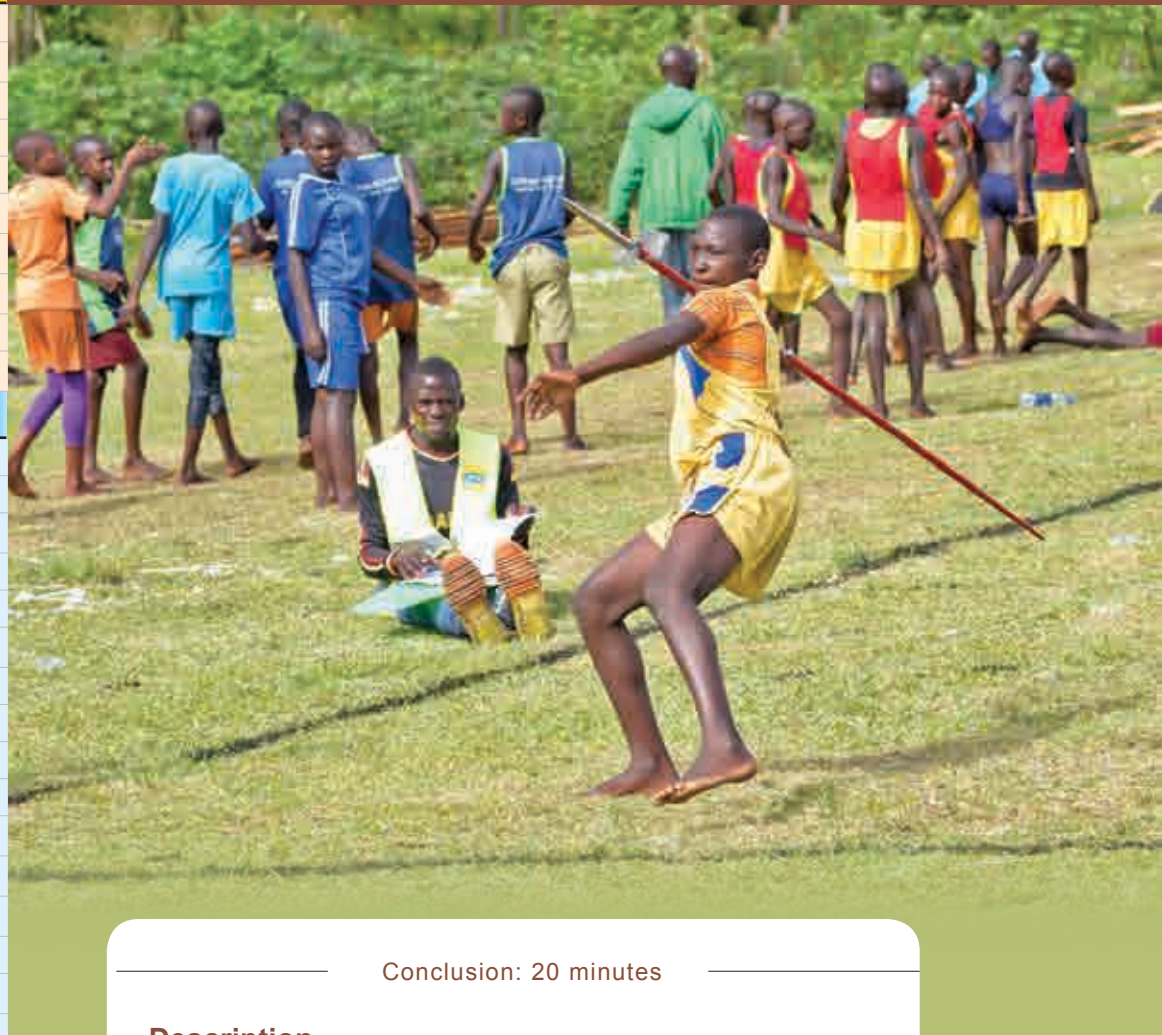
Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Javelin throwing



Conclusion: 20 minutes

Description

Demarcated javelin throwing area.
 Free running approach.
 Participants perform a three-stride approach to throw.
 Weight of javelin: female: 400g; male: 500g.
 3 throws will be permitted for each participant.
 After throwing, the thrower has to exit backwards.
 The distance thrown is measured on the tape.

Materials

50m x 30m throwing area
 Lime
 Flags
 Javelin 400g (5), 500g (5)
 Tape measure

Assessment

Sum of all athletes/team.
Best throw of the 3 is counted.

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.

Putting with the left and right arm while seated

Motor Skills

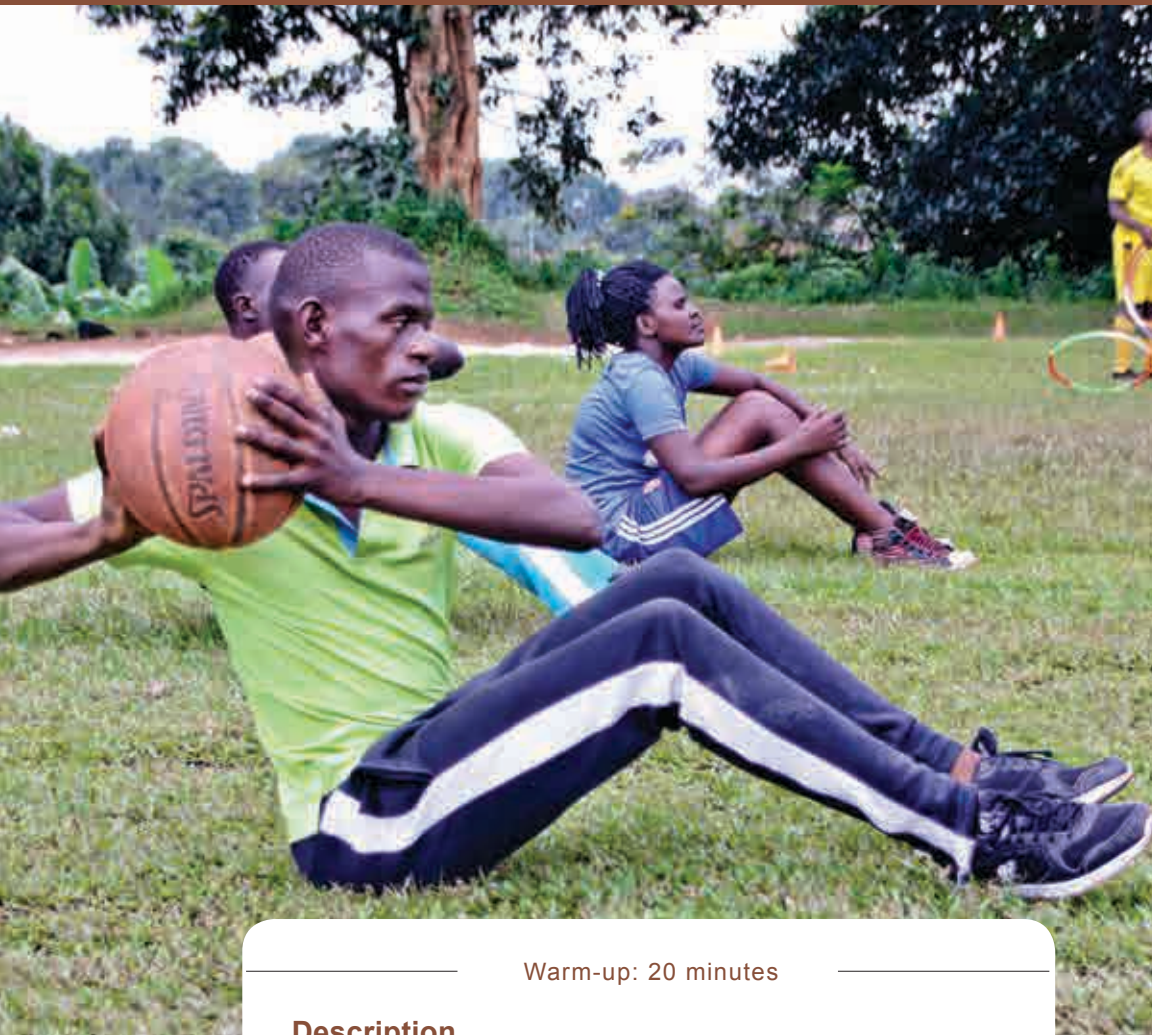


- Balance ✔
- Coordination ✔
- Climbing
- Swinging
- Rotational Movement ✔
- Space Awareness ✔
- Rhythm
- Sprinting
- Jumping
- Throwing ✔

Life Skills



- Self confidence ✔
- Trust
- Motivation
- Responsibility
- Resilience ✔
- Goal orientation ✔
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Warm-up: 20 minutes

Description

Teams are split into two and sit 3m-5m away facing each other. Each athlete throws or puts a medicine ball to the partner at the other end of the throwing area. The thrower turns the upper body to the side to execute a powerful throw. For every throw the hand is switched and they change roles.

Materials

20m x 20m field
4 cones
4 medicine balls

Points to note:

Ensure full extension of the upper body at the release of the ball.
Ensure safety of throwers by allowing enough space between teams.



The local materials used in playing this game reminds us how to collectively care for the environment through better trash/garbage disposal.



Motor Skills



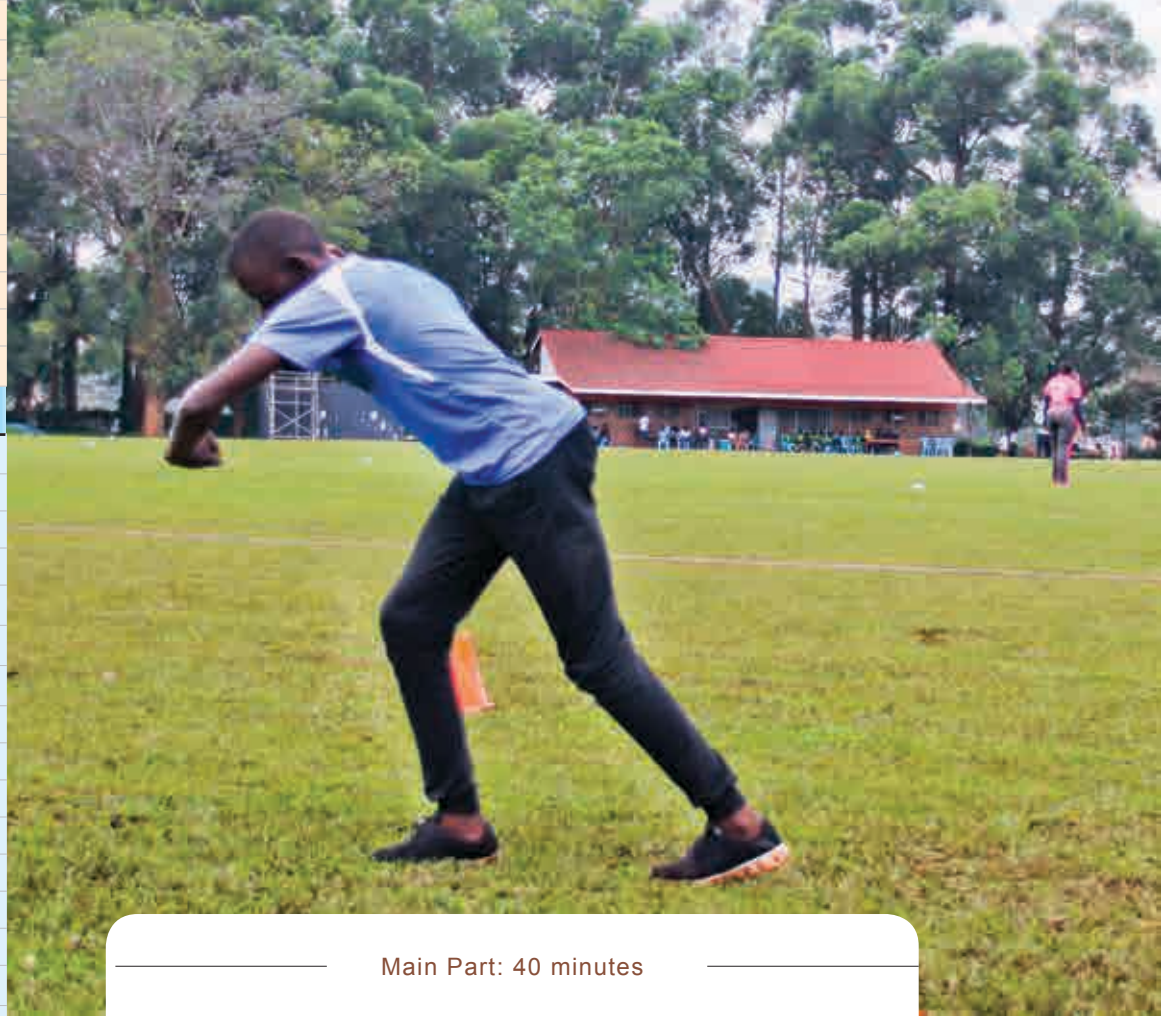
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part I: Put from power position



Main Part: 40 minutes

Description

The thrower stands with her feet in the power-position. She turns her shoulder away from the direction of the throw. Weight is transferred over the rear leg. The put begins with the rear leg and hip. Weight is transferred from the rear to the front leg. This action is accompanied by extension of the body.

Materials

10m x 20m throwing area
6 medicine balls of 2kg
10 cones

Assessment

TEAM: Total distance of four athletes/team

Points to note:

The thrower should achieve the vertical alignment: chin-knee-toe. The recovery requires extensive practice.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.

Part II: Glide

Motor Skills

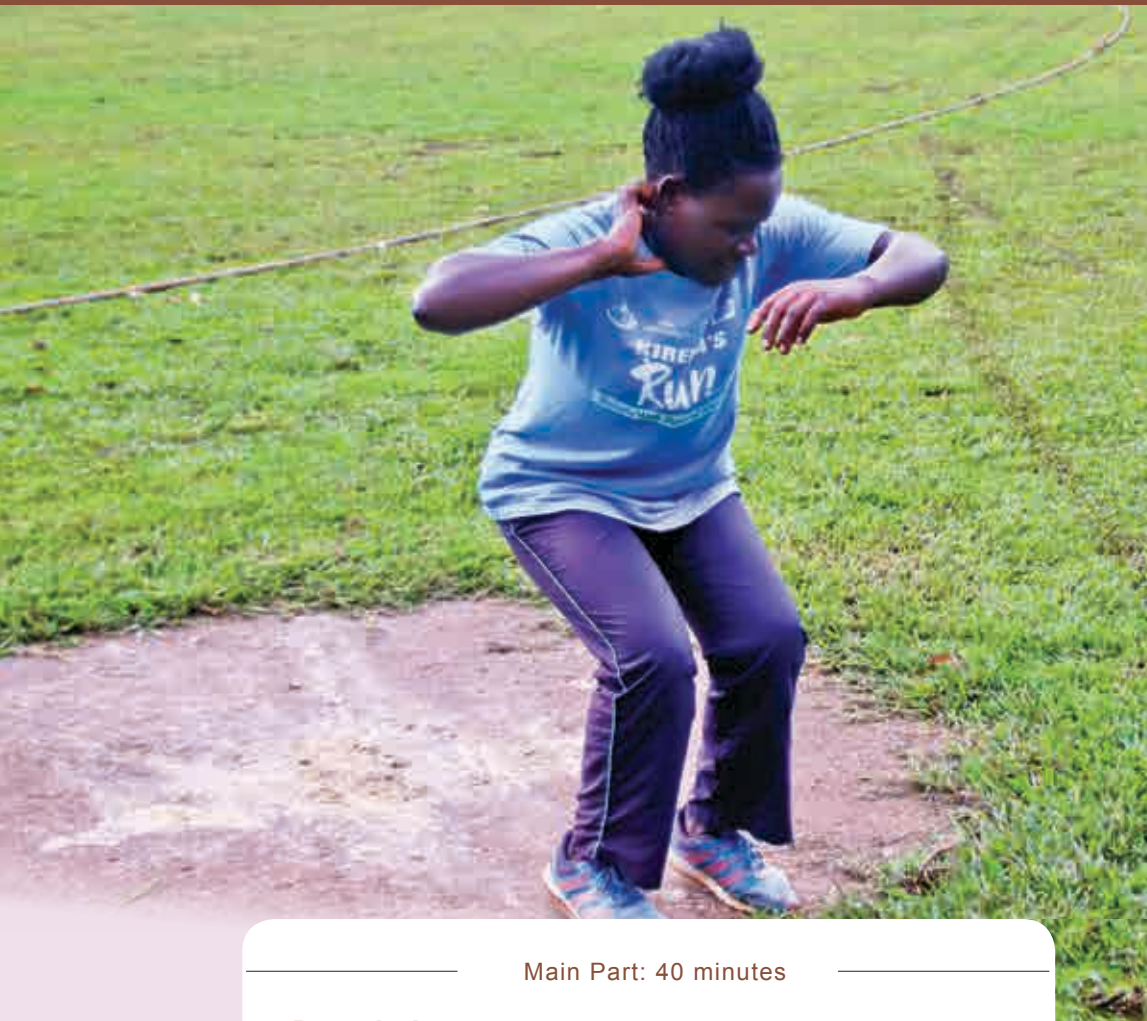


- Balance ✔
- Coordination ✔
- Climbing
- Swinging
- Rotational Movement ✔
- Space Awareness ✔
- Rhythm
- Sprinting
- Jumping
- Throwing ✔

Life Skills



- Self confidence ✔
- Trust
- Motivation ✔
- Responsibility
- Resilience ✔
- Goal orientation ✔
- Adaptability ✔
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making ✔
- Communication
- Problem solving



Main Part: 40 minutes

Description

The right-handed putter glides on the right leg.
 The right foot glides off its heel and lands on the balls of the foot.
 The feet land almost simultaneously with the right foot first.
 The left foot lands on the ball and inside of the foot.
 The thrower is in the standing put position.

Materials

10m x 20m throwing area
 6 medicine balls of 2kg
 10 cones

Points to note:

Shoulders must be kept in the rear during the glide.
 Avoid hopping, pull the right foot back under the body.
 Keep hips open with correct right heel, left toe alignment.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.



Motor Skills



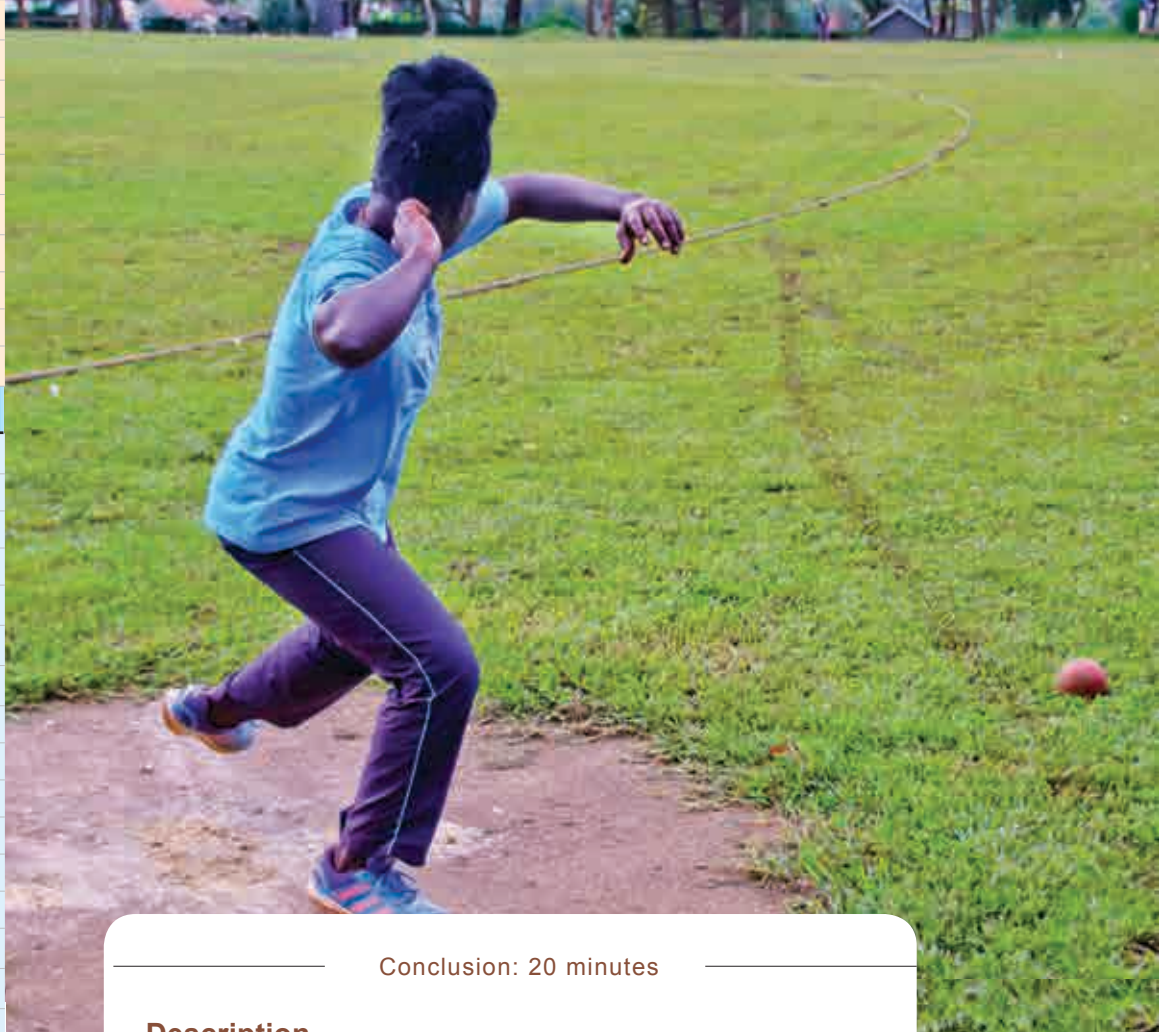
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Shot put



Conclusion: 20 minutes

Description

2 teams per throwing area (2m x 18m).

Weight: Female: 3kg; Male: 3kg.

Gliding Throw.

3 times from the preferred side and the best result is counted.

After throwing, the athlete has to stay behind the throwing line.

After the throw, the athlete has to leave the throwing sector via the cones (back).

The distance thrown is measured of by tape.

Materials

Well marked throwing sectors

Lime

Tape measure

Shots F: 3kg, M: 3kg

10 cones

Assessment

Sum of all participants/team.

Of the 3 throws per participant the best throw is counted.

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.

Target throwing

Motor Skills



Balance

Coordination

Climbing

Swinging

Rotational Movement Space Awareness Rhythm

Sprinting

Jumping

Throwing

Life Skills

Self confidence

Trust

Motivation

Responsibility

Resilience

Goal orientation Adaptability

Creativity

Empathy

Solidarity

Cooperation

Respect

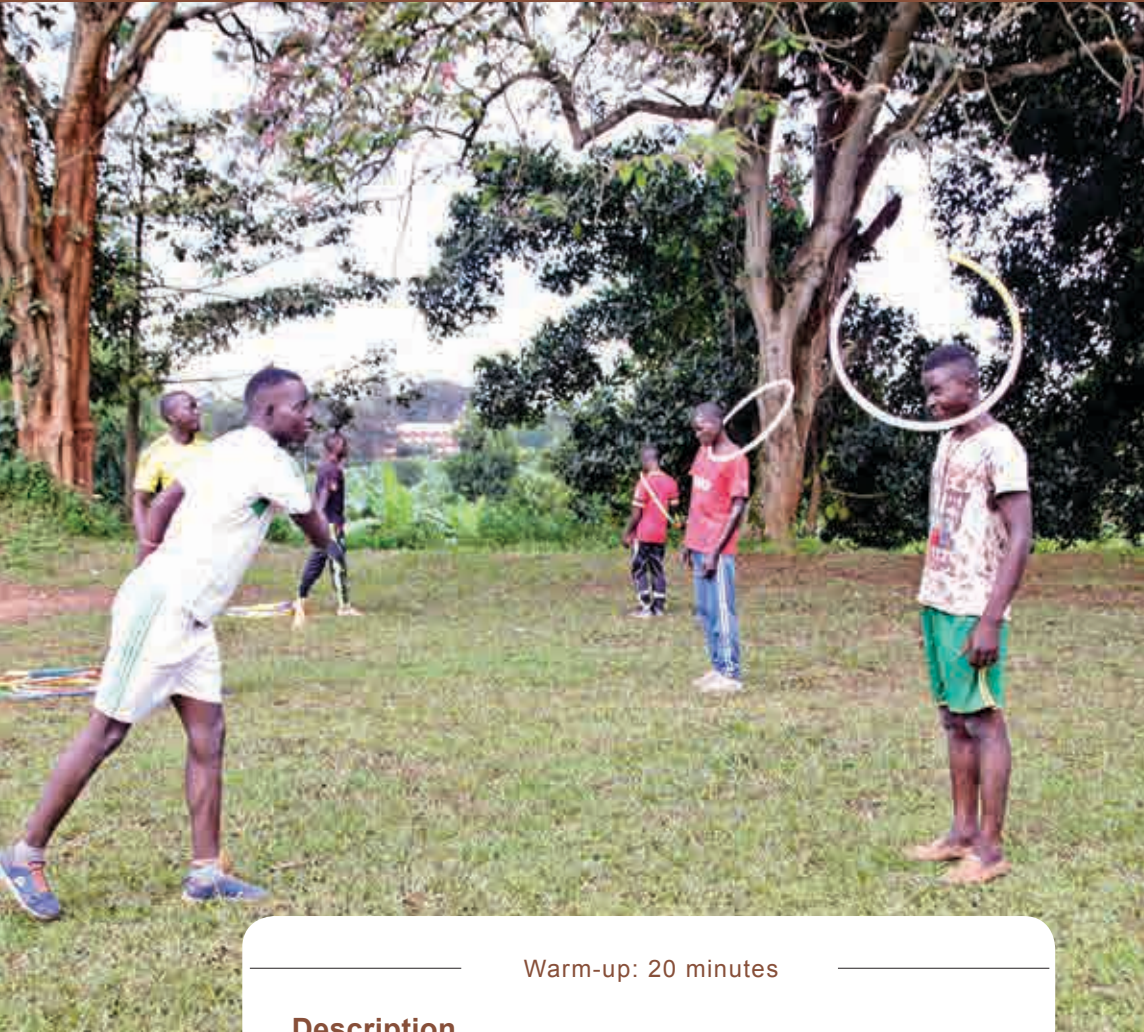
Fair play

Critical thinking

Decision making

Communication

Problem solving



Warm-up: 20 minutes

Description

Participants work in pairs.

They stand approximately 5m apart while facing each other.

The hoop/tyre is thrown and the partner on the opposite side catches and slips into it. Participants change roles.

Then the receiving partners slip into the hoop with their arms first.

Materials

15m x 20m field

4 cones

20 hoops/ tyres

Points to note:

Ensure safety of throwers by allowing more space between teams.

4 QUALITY EDUCATION



This activity involves numbers which contributes to better education (arithmetic) outcomes besides the fitness required for academic work.



Motor Skills



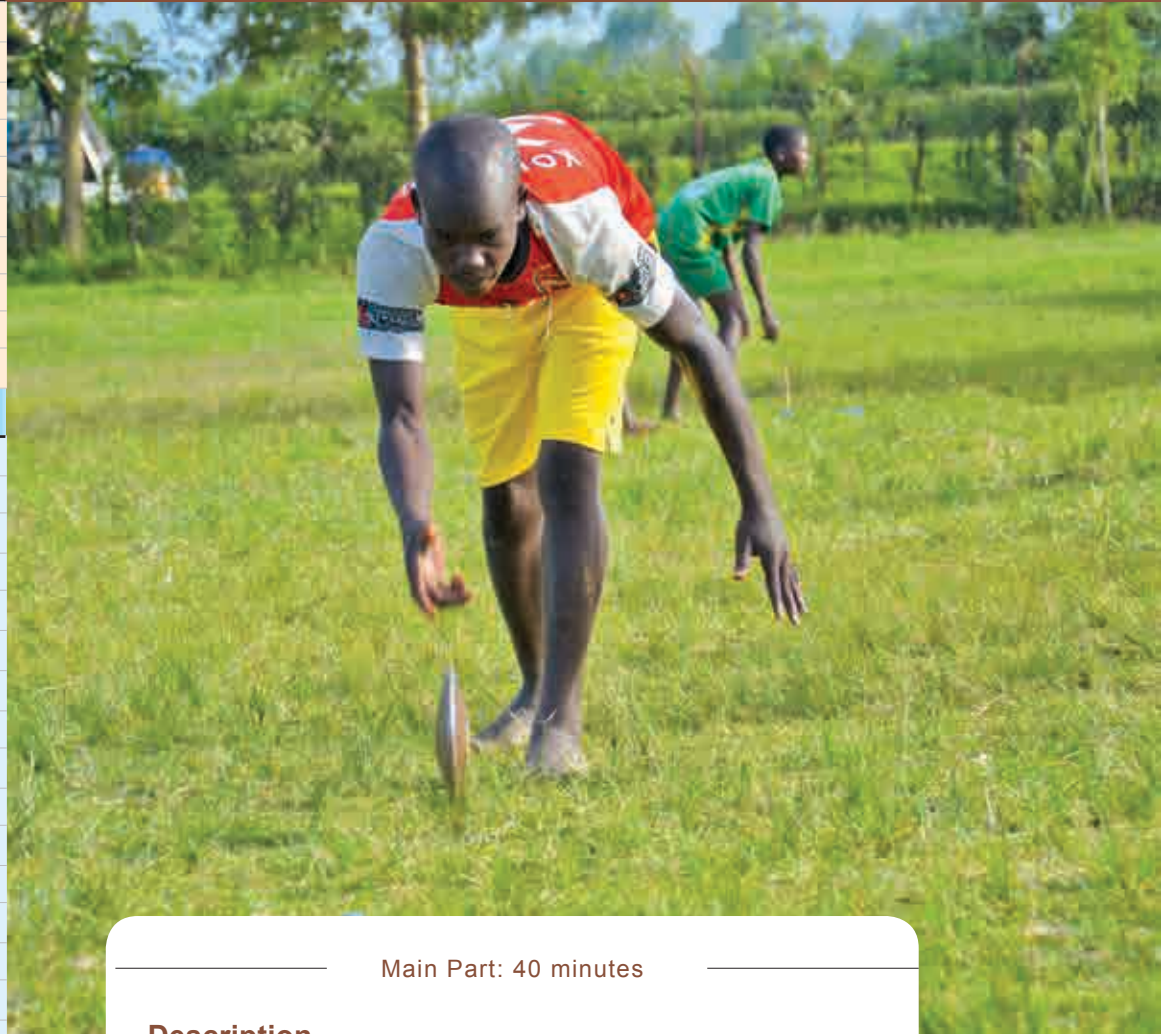
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part I: Rolling the discus



Main Part: 40 minutes

Description

Throwers are introduced to the discus, safety measures and grip. Throwers work in pairs and stand at 5m between them. They bowl the discus on the ground to a partner, releasing it off their index finger. Modify the bowl to flip/toss the discus in the air.

Materials

20m x 20m throwing area
Lime
5 discoi
10 cones

Points to note:

Don't grab the discus.
Bend the legs to release the discus when bowling on the ground.
Feel the rotation off the index finger.

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS

This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

Part II: Throwing from a run-up

Motor Skills

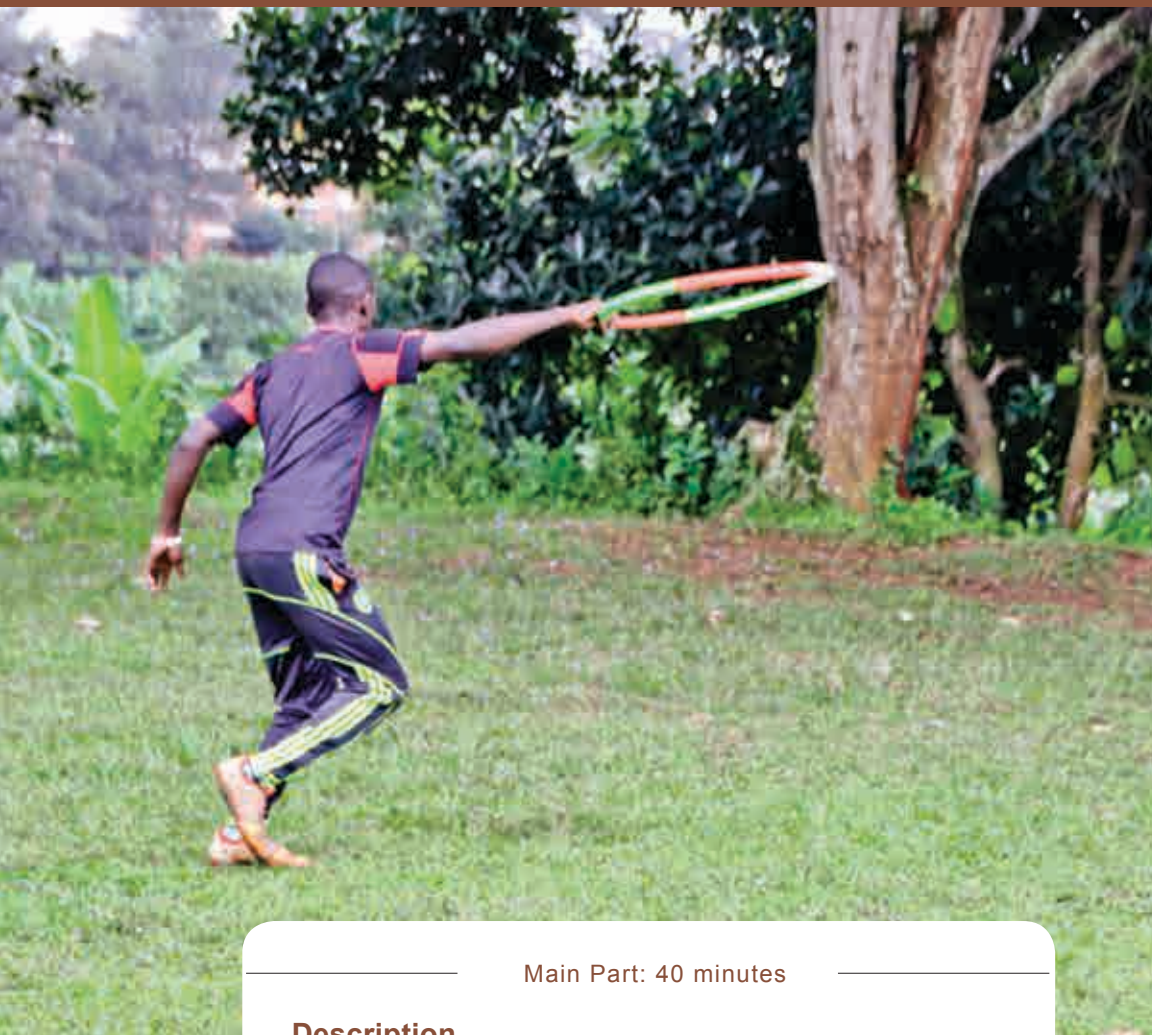


- Balance
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement ✓
- Space Awareness ✓
- Rhythm ✓
- Sprinting
- Jumping
- Throwing ✓

Life Skills



- Self confidence ✓
- Trust ✓
- Motivation ✓
- Responsibility
- Resilience ✓
- Goal orientation ✓
- Adaptability ✓
- Creativity
- Empathy ✓
- Solidarity
- Cooperation ✓
- Respect ✓
- Fair play ✓
- Critical thinking
- Decision making ✓
- Communication ✓
- Problem solving



Main Part: 40 minutes

Description

Stand in split-leg position.

The run-up consists of a rotation of three steps.

Right handed throwers start with both feet side by side.

Then perform the 3 steps - left-right-left.

These steps are initiated by a simple forward movement of the left leg. and a simultaneous reaching back of the throwing arm.

The actual rotation leading into power position follows from left to right.

The last step from right to left is the bracing step before the release.

Materials

20m x 20m throwing area

Lime

10 hoops/tyres

10 cones

Points to note:

Control the rotation.

Keep the throwing arm extended during the rotation.

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Discus throw



Conclusion: 20 minutes

Description

Rotational Throw (free technique) in direction of sector. 3 times using the preferred hand and the best distance is counted. Throwing implement discoi (F:600g; M:800g). After throwing, the participant has to stay behind the throwing line. After the throw the thrower has to leave the throwing sector via the back.

Materials

15m x 20m throwing area
Lime
10 discoi (F: 600g; M: 800g)
Throwing line marking

Assessment

Individual: The best of 3 throws using either arm
Sum of all athletes/team per team member.

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.

Circuit jumping

Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting ✓
 Jumping ✓
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation ✓
 Respect ✓
 Fair play ✓
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving



Warm-up: 20 minutes

Description

An obstacle course is set up for the session as above. Obstacles are of different heights giving each jumper the opportunity to test their jumping ability. If one succeeds at the lowest heights, they progress to the next height of obstacles.

Materials

25m x 25m field
 Lime
 8 cones
 32 cartons

Points to note:

Take-off is made from either legs to avoid shortening the strides towards the obstacles.

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.

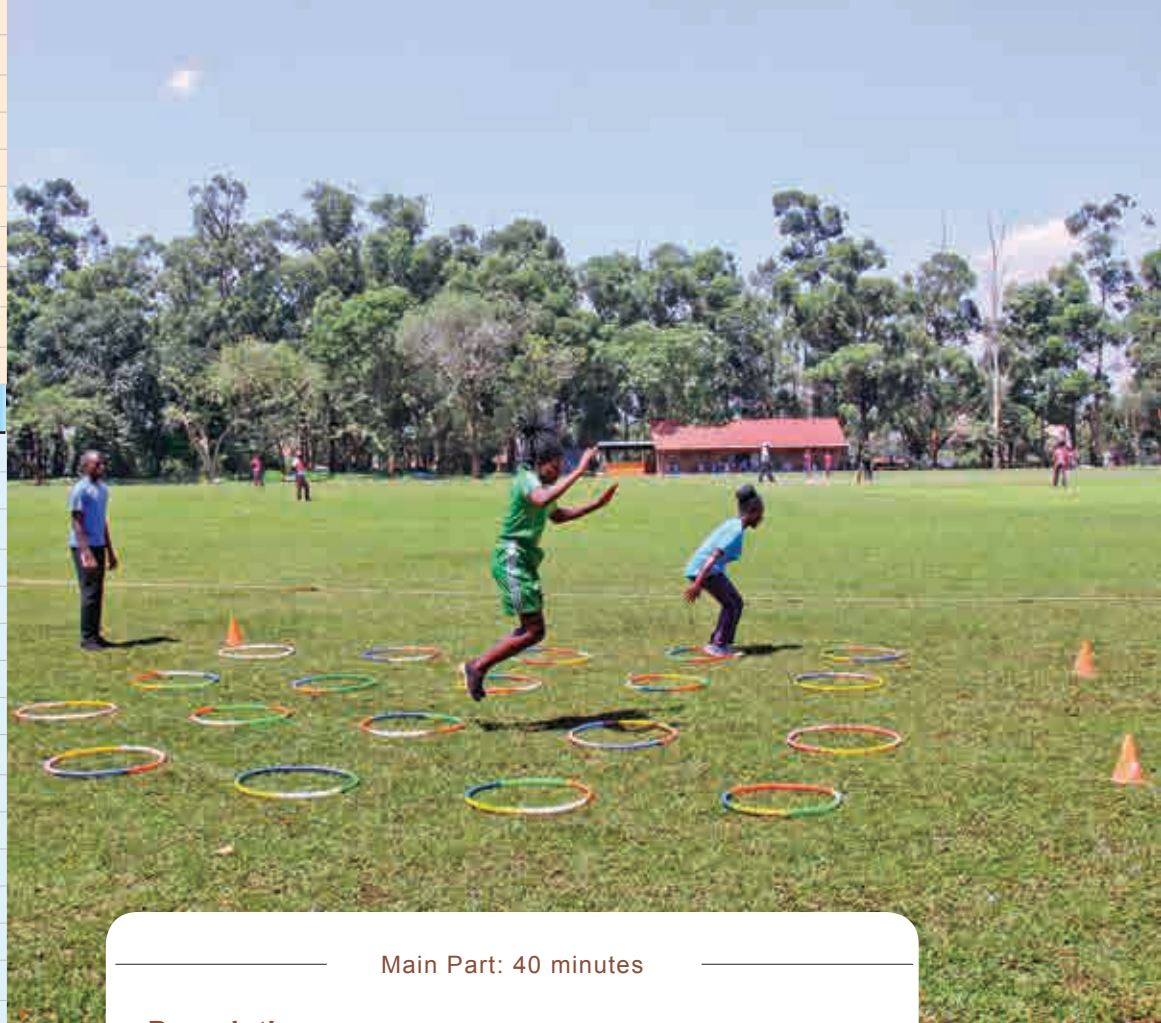


Motor Skills

Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills

Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Part I: Alternation of jumping and running

Main Part: 40 minutes

Description

Bicycle tyres are arranged as shown above. Participants are grouped and each group is positioned accordingly. The participant will jump and land on both legs in the first row of tyres. They will then sprint back on the second row.

Materials

Bicycle tyres/hoops
 4 cones
 Lime

Points to note:

Focus ahead and not on the hoops during this activity.

3 GOOD HEALTH AND WELL-BEING

This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Part II: Telemark jump

Motor Skills

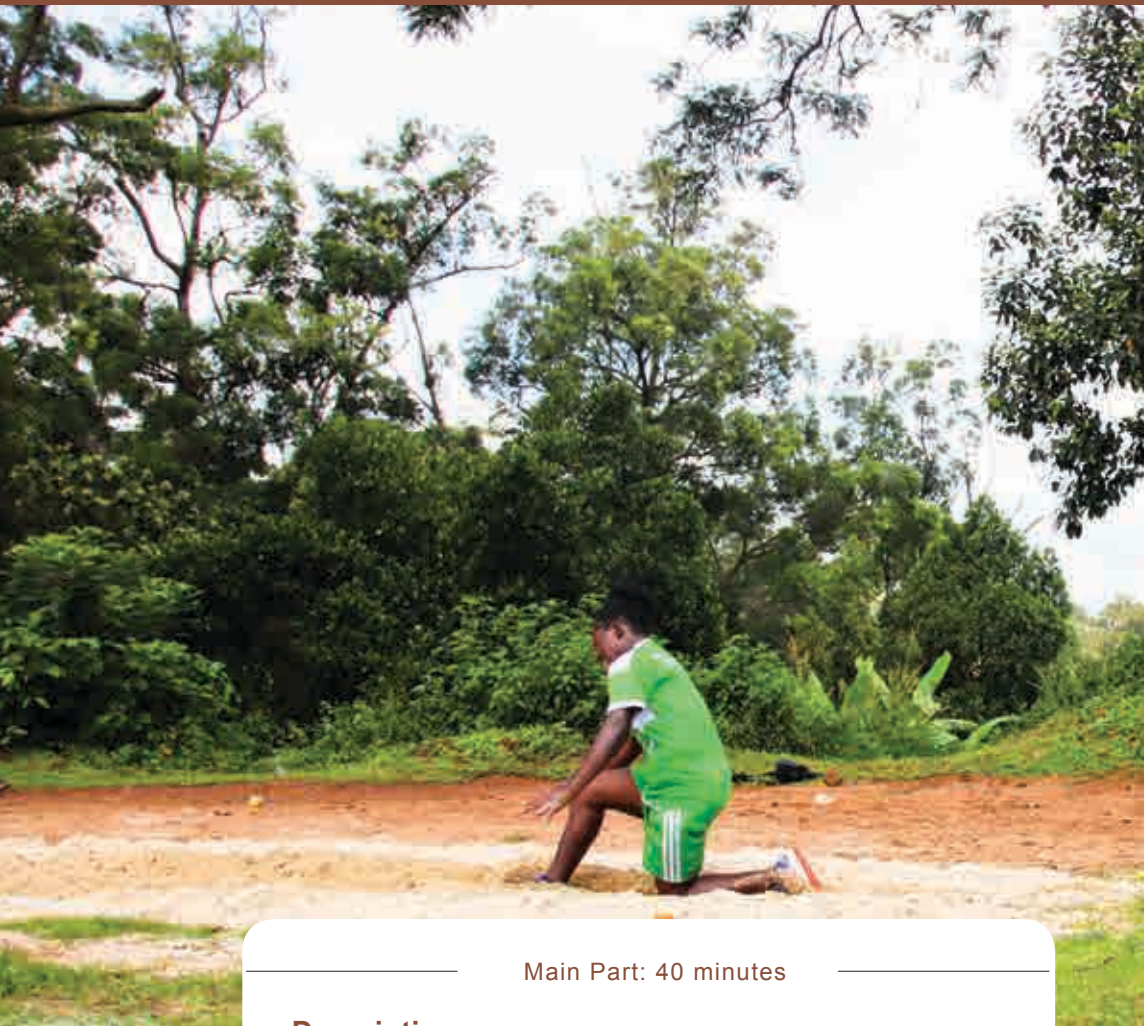


Balance
 Coordination ✓
 Climbing
 Swinging ✓
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting ✓
 Jumping ✓
 Throwing

Life Skills



Self confidence
 Trust
 Motivation ✓
 Responsibility
 Resilience ✓
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking ✓
 Decision making ✓
 Communication
 Problem solving



Main Part: 40 minutes

Description

Use a 5-7 step approach.
 Hold the take-off position in the air.
 Approach from the side of the pit for slightly large groups.
 Land in a 'stride' position (telemark).

Materials

Sand pit
 2 cones
 Lime

Points to note:

Adjust the take-off so that participants land in the middle of the sand pit.

Keep the approach to 5-7 strides.

Hold the take-off position.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



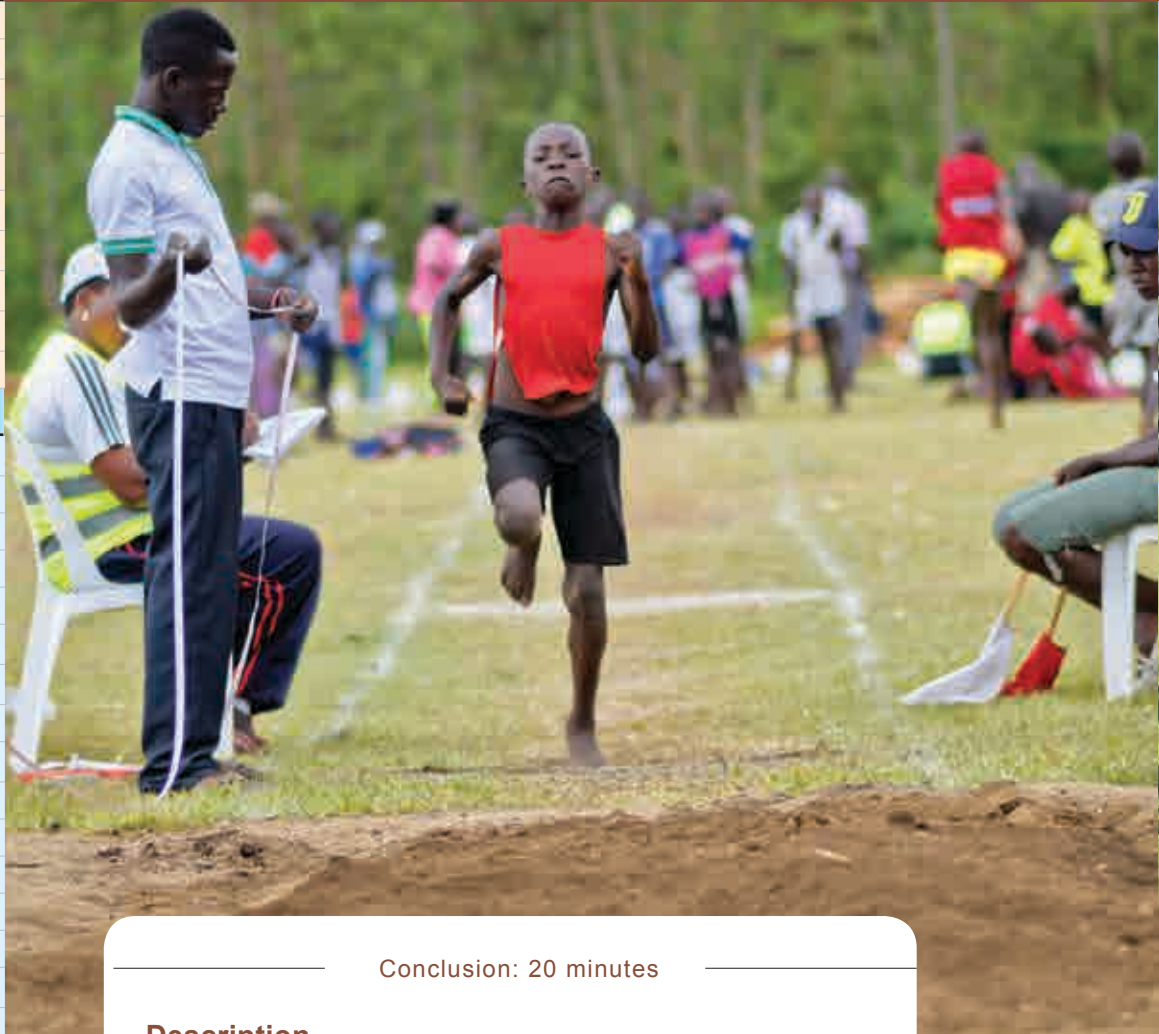
Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Long Jump



Conclusion: 20 minutes

Description

Free running approach for the jumper.

Take-off zone (40cm) at 1m.

Every jump measured by cm precision.

Every jump counts for the team result.

Long Jump (one leg take-off).

3 times take-off from preferred leg.

Materials

1 long jump pit

2 measurement tapes

Take-off zone marking (chalk)

2 rakes

Assessment

The best one of the 3 jumps for each individual jumper.

Sum of all athletes/team per team member.

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.

Sideways jump

Motor Skills

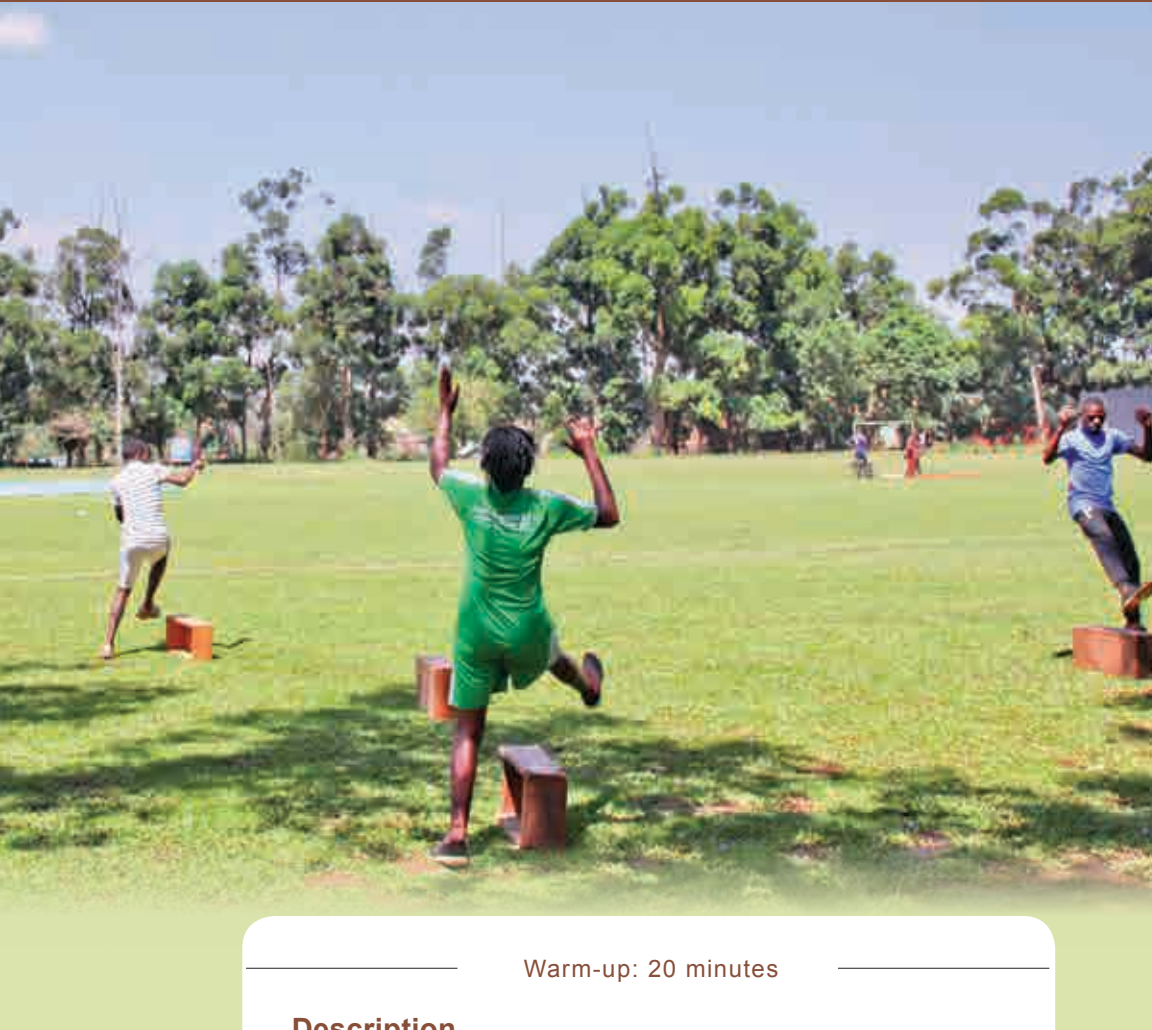


Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting ✓
 Jumping ✓
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
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 Solidarity
 Cooperation ✓
 Respect ✓
 Fair play ✓
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving



Warm-up: 20 minutes

Description

An obstacle course of cartons is set up as above. Participants will execute a rhythmical scissors jump over the obstacles. Alternate the take-off legs on the next attempt.

Materials

10m x 10m field
 8 cones
 8 cartons

Points to note:

Ensure an active take-off.



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.



Motor Skills



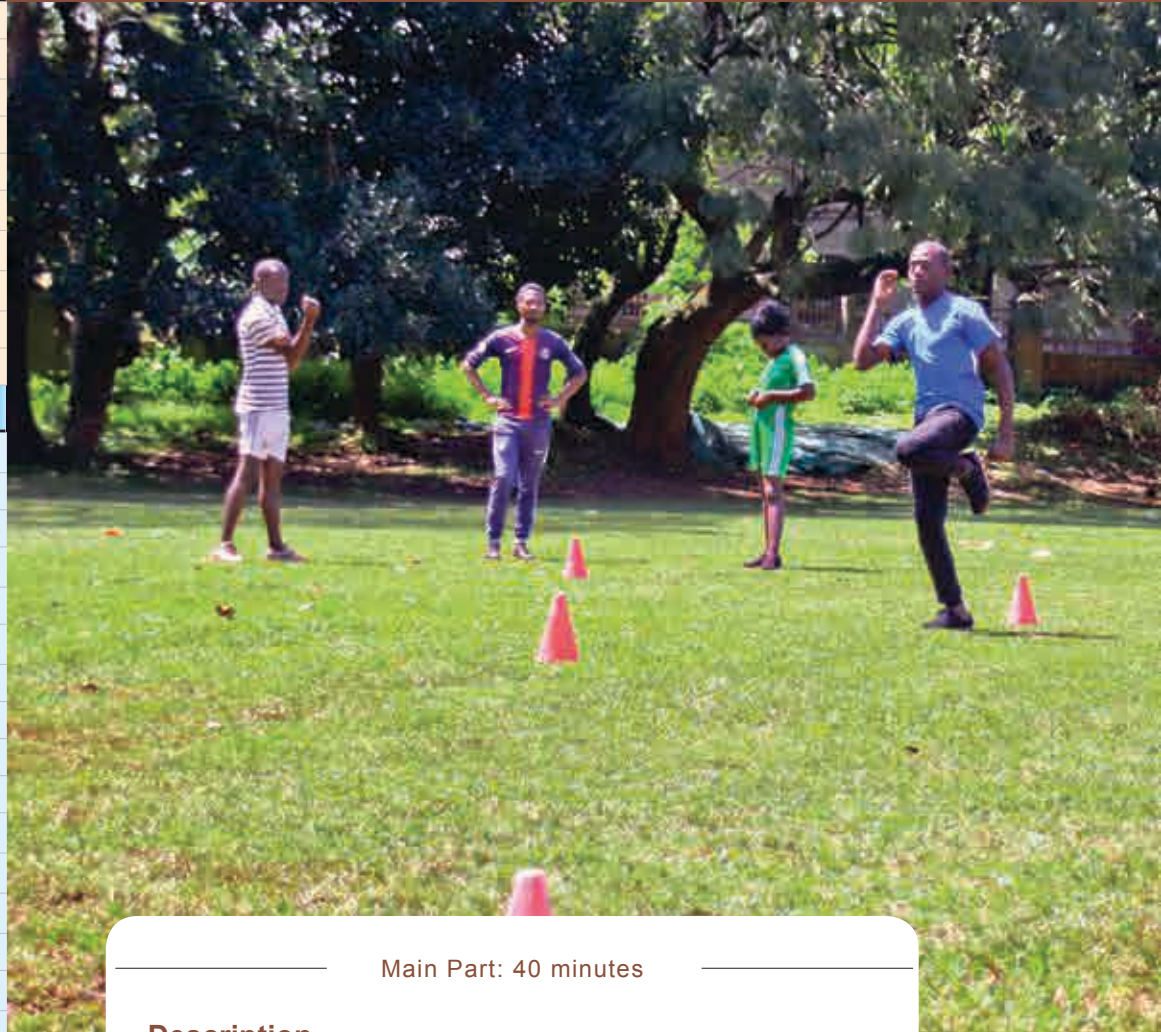
Balance
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Life Skills



Self confidence
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 Communication
 Problem solving

Part I: Curved running



Main Part: 40 minutes

Description

Run in and out of cone markers.
 Run fast but controlled.
 Increase speed when entering each curve.
 Variations: high knees or high frequency.

Materials

Lime
 Tape measure
 10 cones

Points to note:

Run into the curves fast.
Look ahead rather than at the markers.
Run 'tall' even when leaning.

3 GOOD HEALTH AND WELL-BEING



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.

Part II: Active take-off

Motor Skills

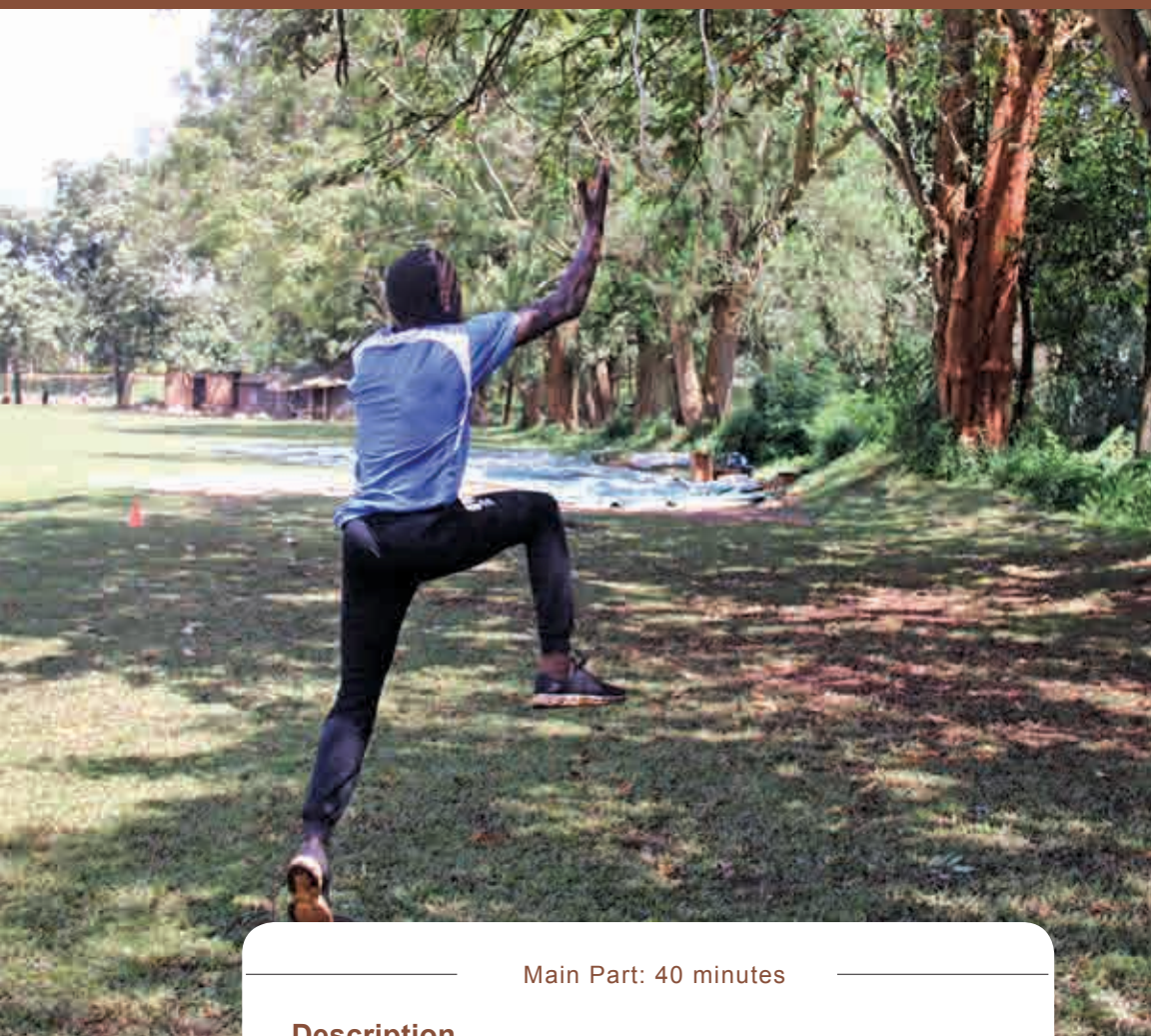


Balance
 Coordination ✓
 Climbing
 Swinging ✓
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting ✓
 Jumping ✓
 Throwing

Life Skills



Self confidence
 Trust
 Motivation ✓
 Responsibility
 Resilience ✓
 Goal orientation ✓
 Adaptability
 Creativity ✓
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking ✓
 Decision making ✓
 Communication
 Problem solving



Main Part: 40 minutes

Description

A take-off position is clearly marked below a basketball ring.
 A piece of cloth is suspended high enough on the ring.
 The jumper approaches from curved run and takes off.
 He/she freezes the take-off and turns to land on both feet facing the starting position.

Materials

Goal/basketball ring
 Piece of cloth
 Lime

Points to note:

Freeze take-off position to gain more height.

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
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 Fair play
 Critical thinking
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 Communication
 Problem solving

High Jump



Conclusion: 20 minutes

Description

A starting position will be marked to ensure a J-shaped approach. Starting height is 85cm/maximum of 3 jumps per height.

Increase: 10cm until 95cm; from 95cm increase by 5cm.

High jump "Fosbury flop" (one leg take off)

- right side approach - left leg take-off
- left side approach - right leg take-off.

Materials

High jump mats
 High jump stands
 High jump bar
 4 cones
 Tape measures

Assessment

Individual best jump from 3 trials.
 Sum of best jumps of all jumpers.

17 PARTNERSHIPS
 FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.

Rhythmic jumping

Motor Skills

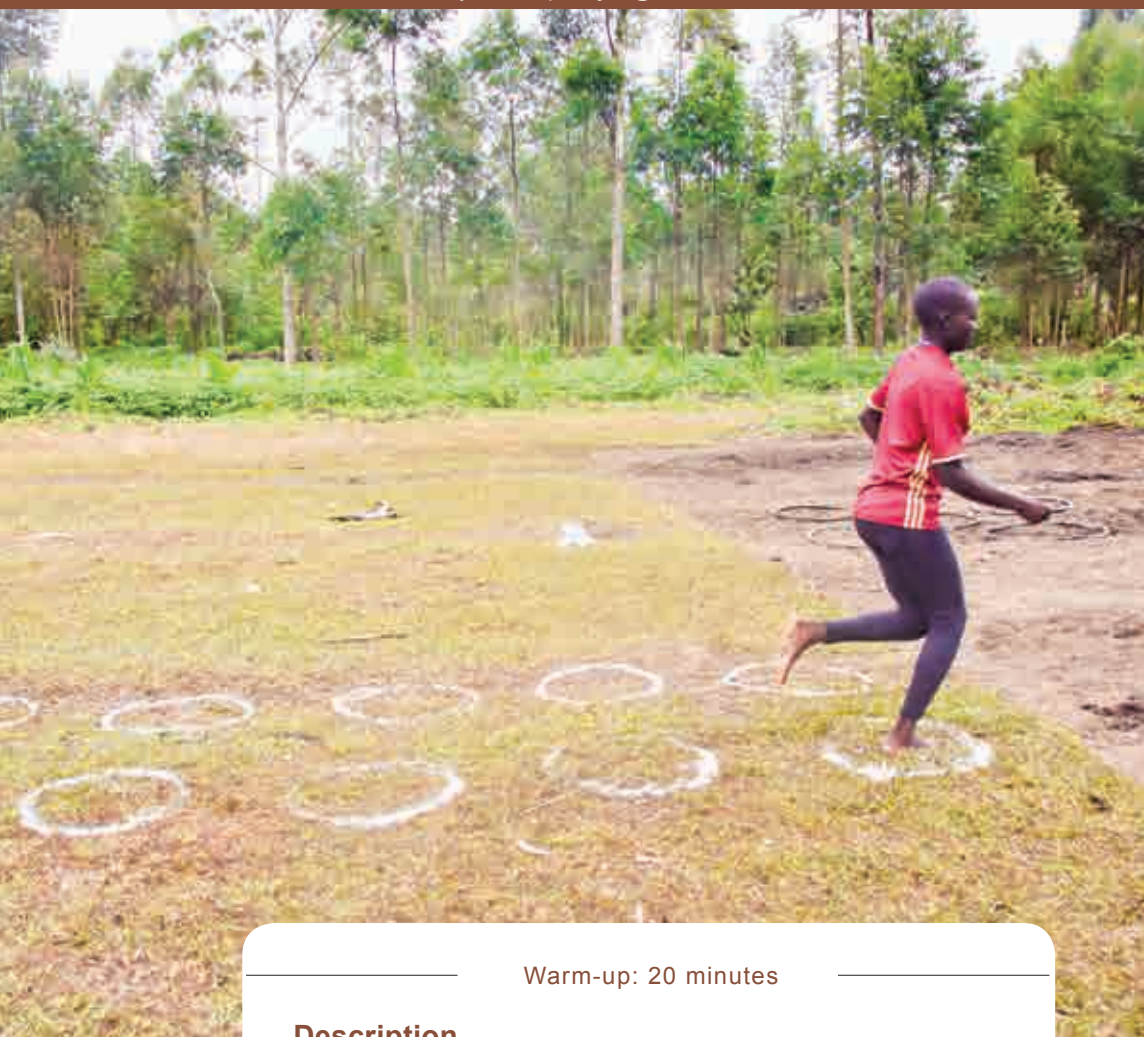


Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting
 Jumping ✓
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation ✓
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy ✓
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication ✓
 Problem solving



Warm-up: 20 minutes

Description

Hoops are arranged as above.

Jumpers practice rhythmic right-right-left-left-right-right change of legs.

2 different colours of hoops are used to distinguish the left from the right leg contact in the hoops.

Materials

10m x 10m field

4 cones

10 used bicycle tyres/

Marked hoops on the field using lime

Points to note:

Gradually increase the distance between tyres/hoops.

4 QUALITY EDUCATION



This activity involves numbers which contributes to better education (arithmetic) outcomes besides the fitness required for academic work..



Motor Skills



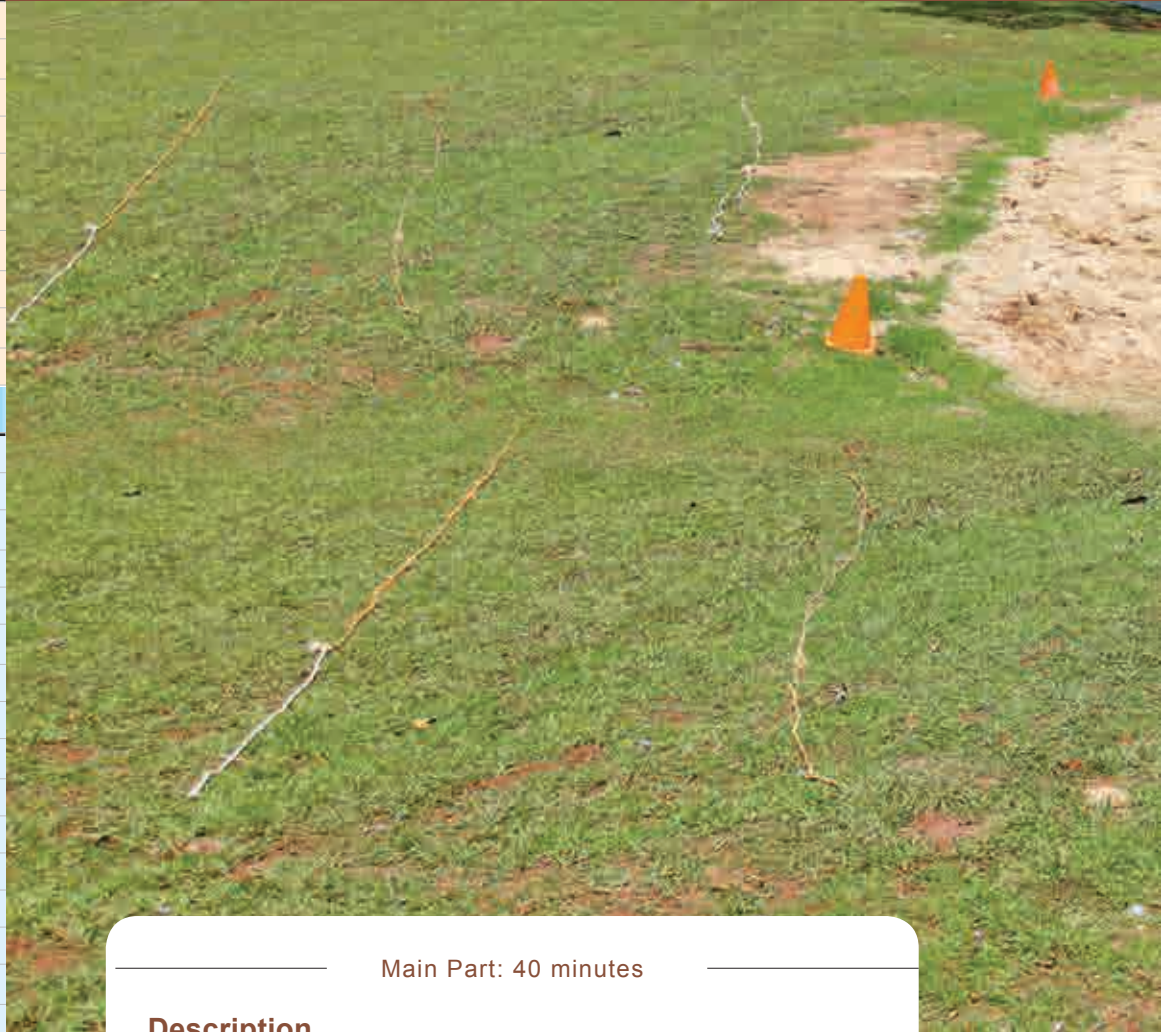
Balance
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Life Skills



Self confidence
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 Fair play
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 Problem solving

Jumping along the grid



Main Part: 40 minutes

Description

A grid is marked on the ground with take-off at 4m; 5m; 6m and 7m. Participants are organised to practice triple jump on a grid. Jumpers approach from 5m. This activity provokes the participants to test their performance ability.

Materials

10m x 10m field
 8 cones
 18 used bicycle tyres
 Marked grid

Points to note

Participants should exercise at the level on the grid.

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.

Triple Jump

Motor Skills

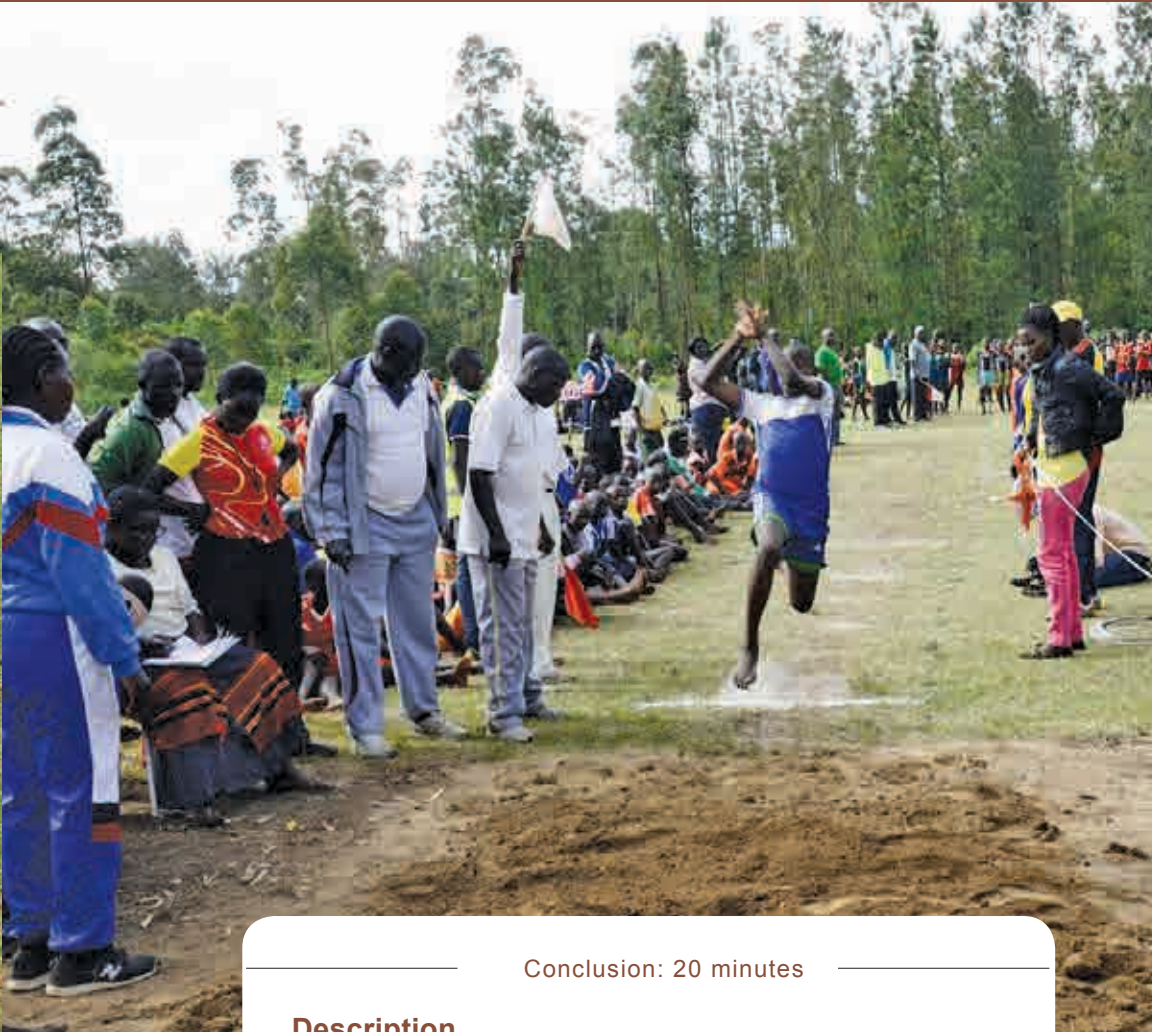


Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting
 Jumping ✓
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation ✓
 Responsibility ✓
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy ✓
 Solidarity
 Cooperation
 Respect
 Fair play ✓
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving



Conclusion: 20 minutes

Description

Well demarcated triple jump facility.

Take-off area is 40cm; 7m and 9m from the sand pit for girls and boys respectively.

Free run-up approach.

3 jumps per athlete.

Measurement of last "jump" by the cm.

Materials

1 sand pit

2 rakes

Tape measure

Assessment

Individual best distance of the 3 jumps.

Team result is the sum of best jumps of all athletes.

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Jog relay sprint



Warm-up: 20 minutes

Description

Participants are organised in files as above. The leader of each team carries the baton. All participants will jog to the marks and back. On a signal, the leader will sprint to the mark, around it and back. The baton will be handed to the participant in front. After passing the baton, the participant will go to the back of the file.

Materials

20m x 40m field
8 cones
8 batons

Points to note:

Run naturally when carrying the baton.
The team should jog at the same pace.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Progressive endurance

Motor Skills

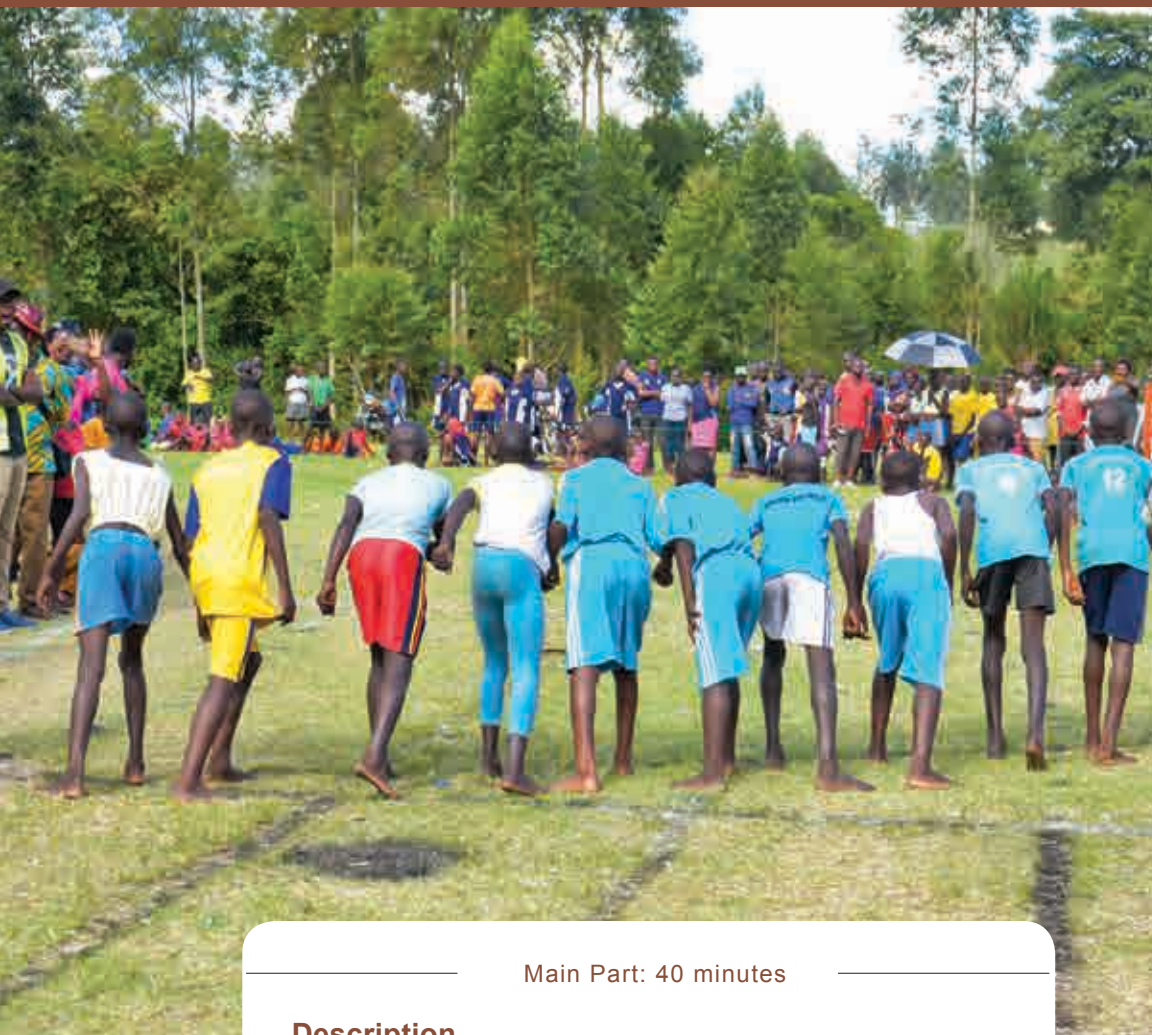


- Balance ✓
- Coordination ✓
- Climbing ✓
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm ✓
- Sprinting ✓
- Jumping ✓
- Throwing

Life Skills



- Self confidence ✓
- Trust
- Motivation
- Responsibility
- Resilience ✓
- Goal orientation ✓
- Adaptability ✓
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking ✓
- Decision making ✓
- Communication
- Problem solving



Main Part: 40 minutes

Description

A course of approximately 200m is marked out with climbing and descending slopes as shown above.

The athlete run with varying speed (faster, slower, faster etc.)

Materials

- 50m x 50m field
- 4 cones
- 18 used bicycle tyres/
- Marked hoops on the field using lime
- 10 cartons

Points to note:

Feel one's own pace deeply.

Listen to one's breathing.

Run as regularly as possible in spite of the varying nature of the course.



This activity is conducted on various surfaces thus creating awareness of need and responsibility to conserve environment thus promoting better life and co-existence on land through proper land use mechanism.



Motor Skills



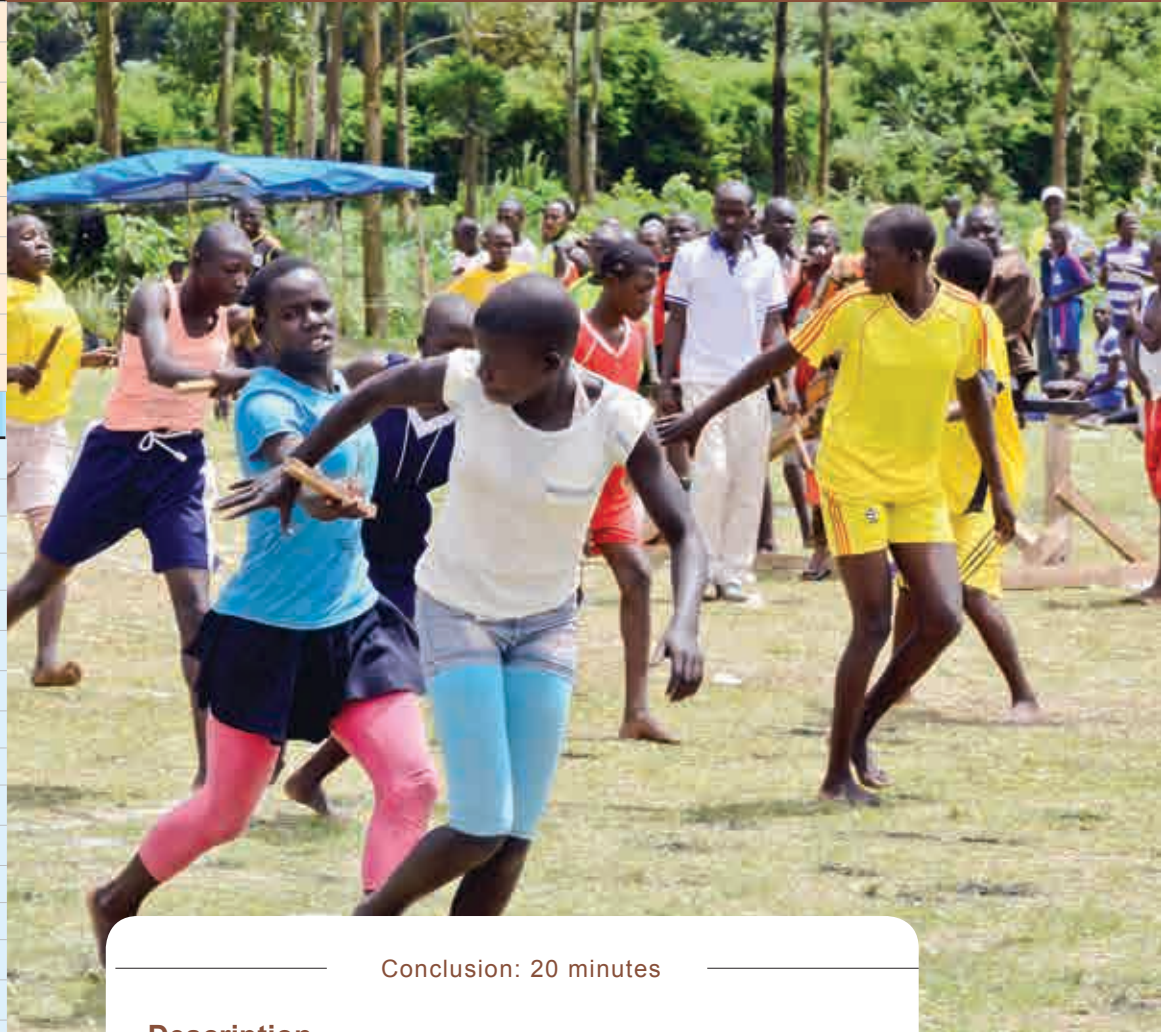
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

4 x 2000m XC Relay



Conclusion: 20 minutes

Description

Marked 2000m XC lap on the track; in the field, outside the stadium. Obstacles are placed along the course to challenge the runner. Use available obstacles and add obstacles (logs). Include curved running; various changes of direction. 1 lap per athlete/4 athletes per team. Visual baton exchange.

Materials

1 stop watch
 Various marking aids
 9 obstacles/logs (3x3) not higher than 30cm
 Start-clapper
 Marking of exchange zone (30m)
 Start/Finish-line
 5 team colours
 5 relay batons

Assessment

Total time of all 4 athletes.

15

LIFE
ON LAND

This activity is conducted on various surfaces thus creating awareness of need and responsibility to conserve environment thus promoting better life and co-existence on land through proper land use mechanism.

Running drills

Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation ✓
 Responsibility
 Resilience ✓
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy ✓
 Solidarity
 Cooperation
 Respect ✓✓
 Fair play
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving



Warm-up: 20 minutes

Description

Preferably mark out lanes on the field.

Participants will execute heel flick, high knees and striding for 8m.

At the end of each exercise the participant will run out for 15m.

Materials

20m x 50m field

8 cones

Points to note:

Focus straight ahead and stride out smoothly at the end of each exercise.

Ensure from beginning that there is no practice of “butt kicks” exercise (correct back mechanics).

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.



Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
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 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
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 Problem solving

Flying Sprint



Main Part: 40 minutes

Description

Mark out an acceleration zone of 30m and a speed zone of 10m. Participants will accelerate maximally from a standing position to be at maximum speed before the speed zone. They will run through the speed zone at maximum speed. Allow full recovery of (minimum) 1 minute per 10 metres.

Materials

20m x 60m field
 8 cones

Points to note:

Maintain frequency throughout the speed zone.
Keep arms fast and relaxed.
Stop practice if participants can not maintain speed.
Control/ensure sufficient recovery time in between the sprints.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.

▼ ACTIVITY

U14

✓ SKILLS GAINED

800m

Motor Skills

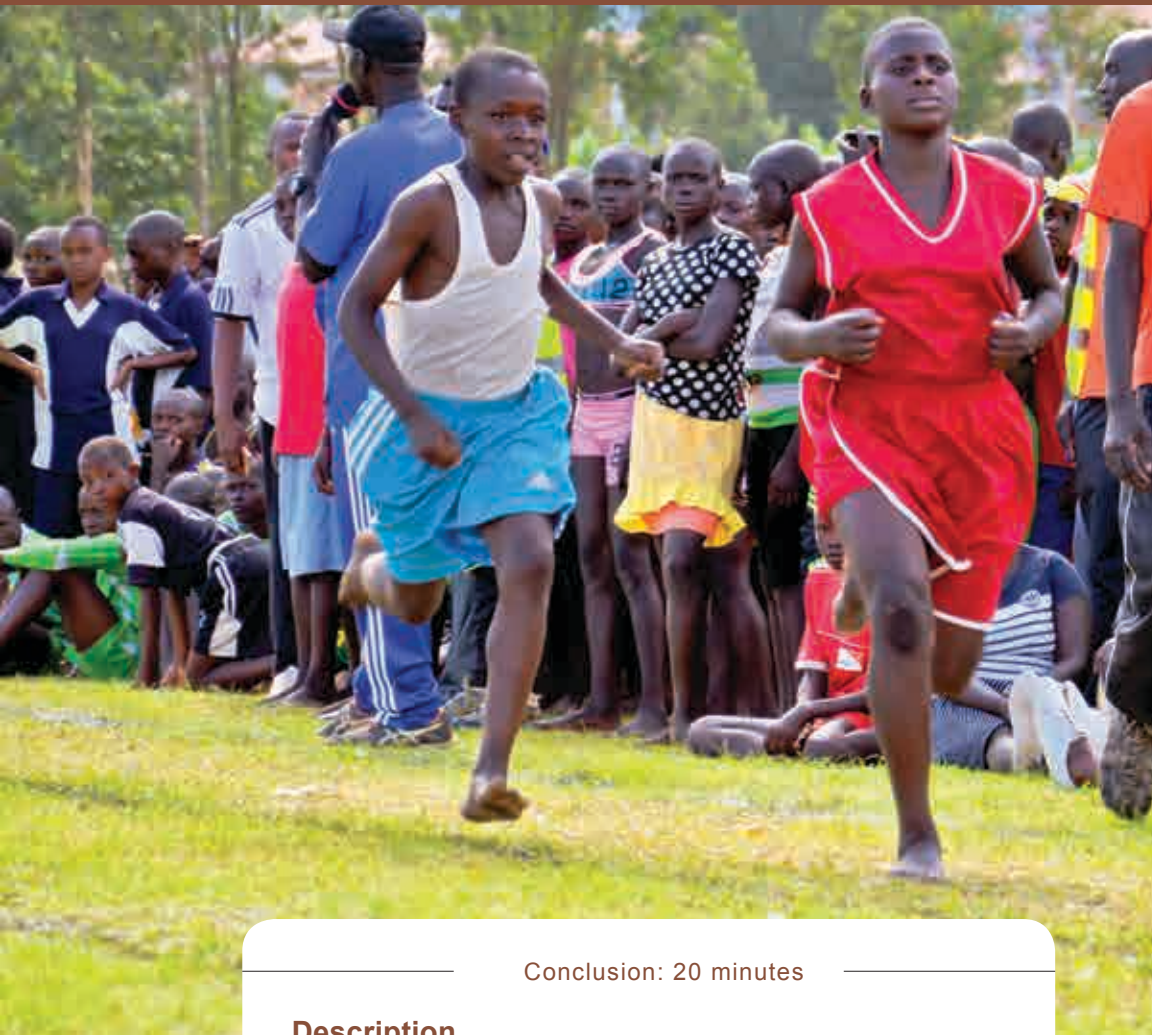


Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation ✓
 Responsibility
 Resilience ✓
 Goal orientation ✓
 Adaptability ✓
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect ✓
 Fair play
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving



Conclusion: 20 minutes

Description

On a marked 400m track, participants will run 800m.
 The result will be the time each participant takes to complete the 2 rounds on the track.

Materials

400m running track
 Start-clapper
 2 flags (red and white)
 Stop watch

Assessment

Time of each runner and total time of the team result.



This activity is conducted on various surfaces thus creating awareness of need and responsibility to conserve environment thus promoting better life and co-existence on land through proper land use mechanism.







"Beauty comes first. Victory is secondary. What matters is joy."

Sócrates Brasileiro





U16

In the U16 category, the participant is expected to have practiced the U14 activities. For participants joining these activities for the first time, the trainer has to assess the ability of participants and support them realise their goal of taking part in Athletics for Development training sessions.

U16

Shadow running

Motor Skills

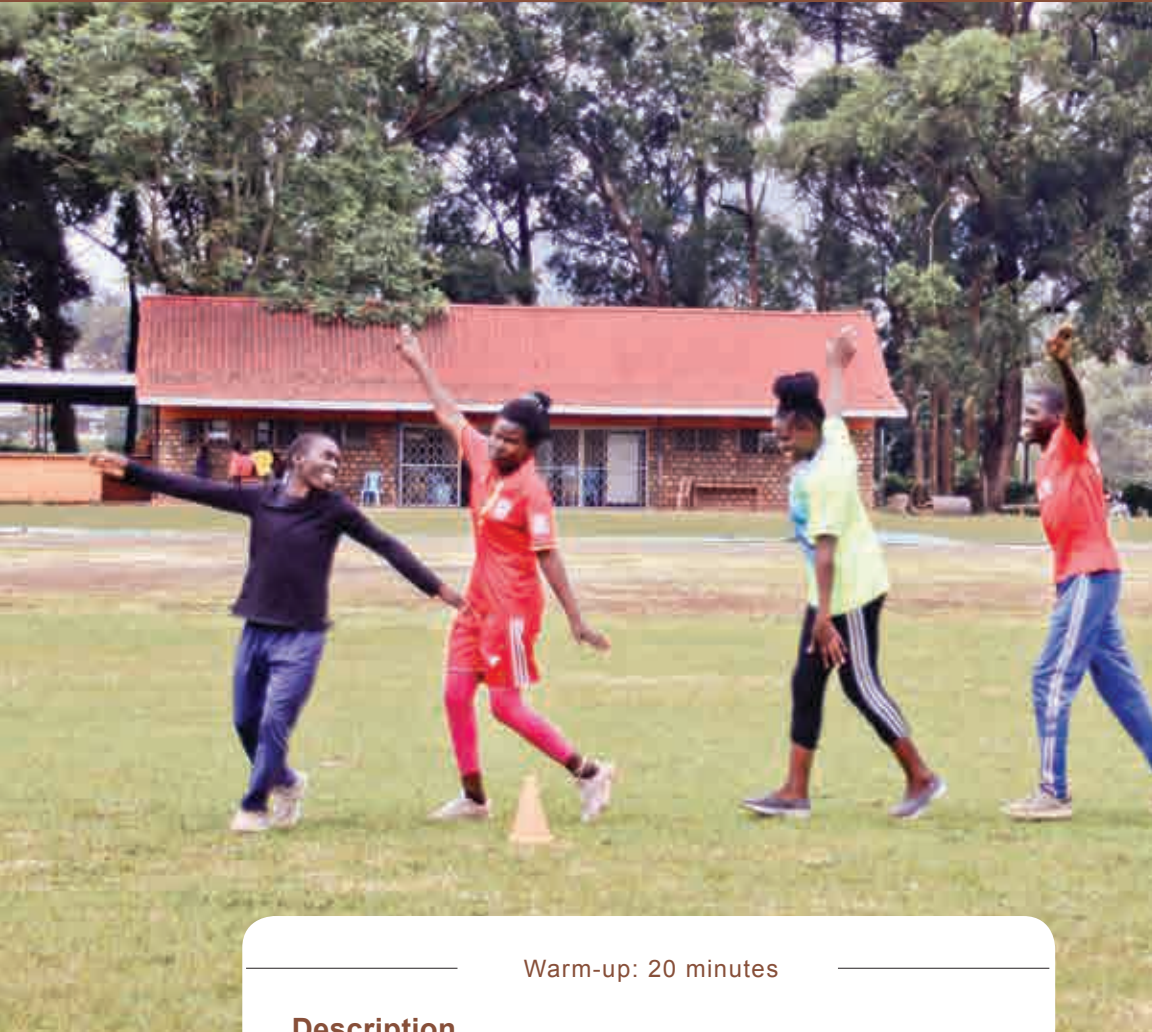


- Balance ✔
- Coordination ✔
- Climbing
- Swinging ✔
- Rotational Movement ✔
- Space Awareness ✔
- Rhythm
- Sprinting ✔
- Jumping
- Throwing

Life Skills



- Self confidence ✔
- Trust ✔
- Motivation
- Responsibility
- Resilience
- Goal orientation ✔
- Adaptability
- Creativity ✔
- Empathy
- Solidarity
- Cooperation ✔
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication ✔
- Problem solving ✔



Warm-up: 20 minutes

Description

Participants are grouped in teams and stand in a file. Each team will be assigned a leader who will stand at the front. The leader will demonstrate turning, bending, rolling movements that the group will execute. The rest of the team members will imitate what the leader demonstrates.

Materials

4 cones
Defined 20m x 20m area

Points to note:

Participants should keep moving as naturally as possible.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



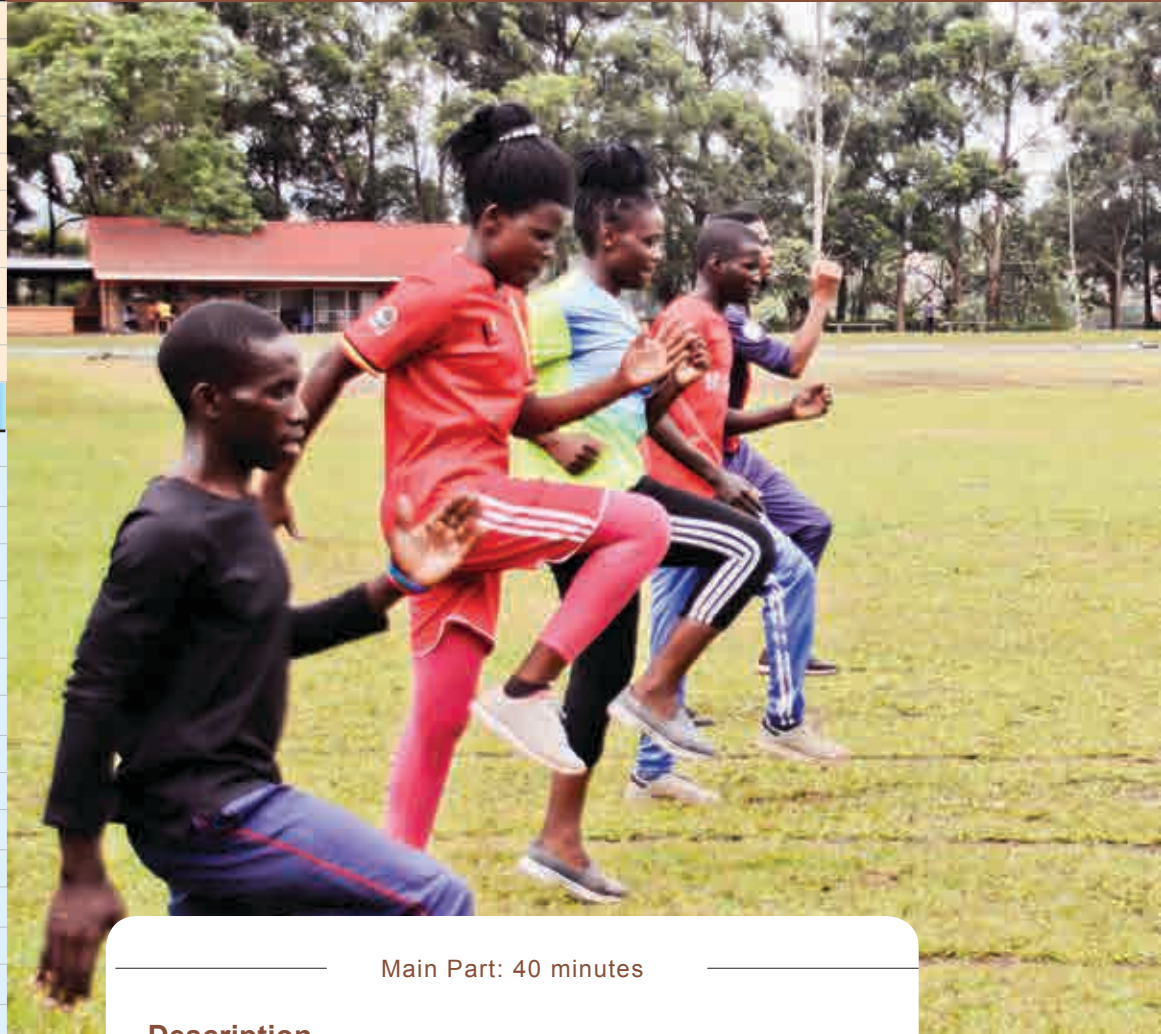
Balance
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Life Skills



Self confidence
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 Communication
 Problem solving

Part I: Sprint ABC



Main Part: 40 minutes

Description

Participants will stand along the line and perform the following exercises:

- ankling
- high knees (with extension)
- butt kick

These exercises will be executed within 8m distance.

At the end of the exercise, participants will stride smoothly for approx. 12m.

Materials

10 x 20m space
 4 cones

Points to note:

The thigh should be kept parallel to the ground during the high knee exercise.

Focus should be ahead during the exercise.
 Allow for short recovery between exercises.

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.

Part II: Speed ladder

Motor Skills

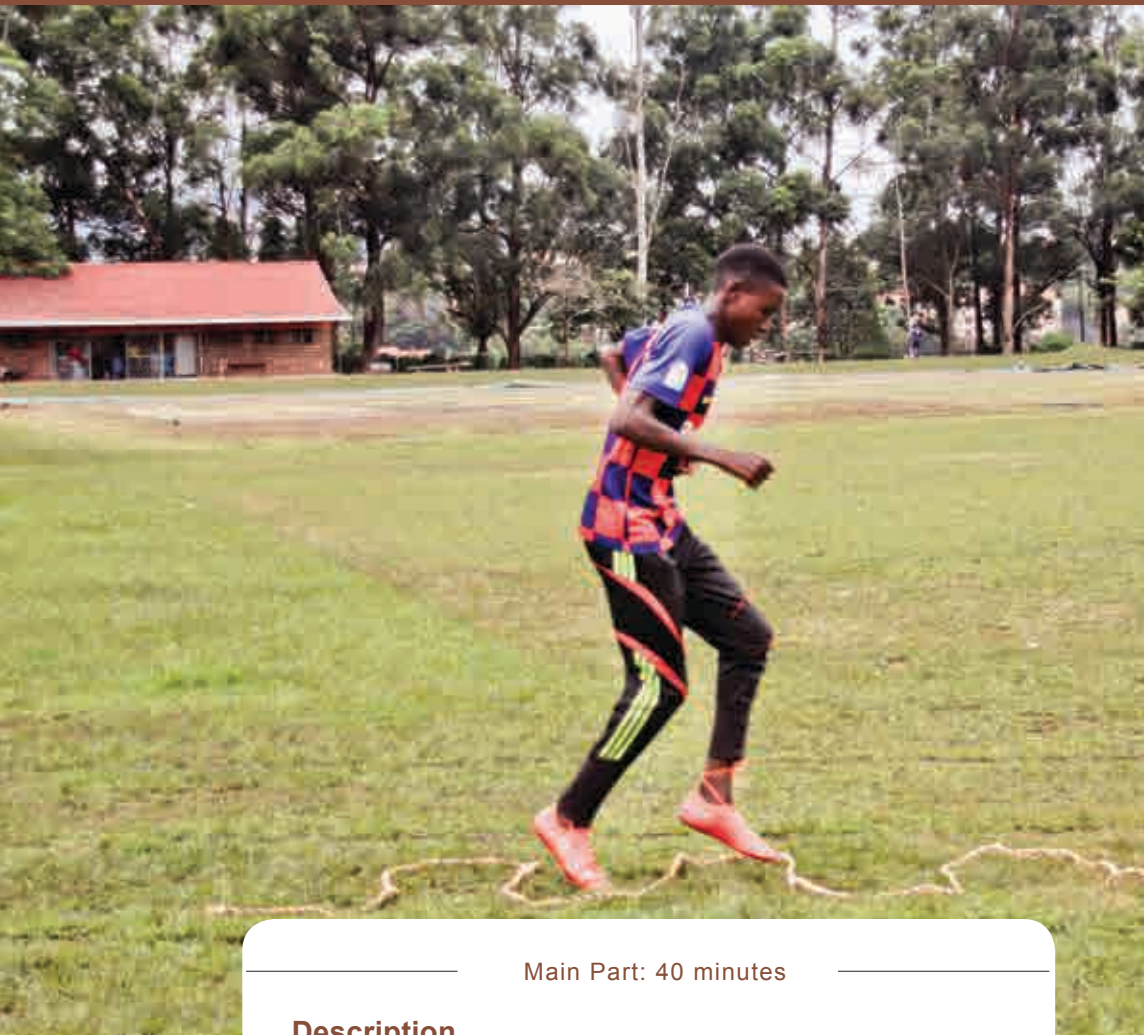


Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation
 Responsibility
 Resilience ✓
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect ✓
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving ✓



Main Part: 40 minutes

Description

A speed ladder is marked on the ground using lime.
 Participants will line up and run on the speed ladder with high leg frequency.
 The length of the ladder shall be 5m.

Materials

10 x 20m space
 2 cones
 Lime

Assessment

Avoid focusing on the ladder but rather look ahead.
 Arm movement should synchronize with the leg action.



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



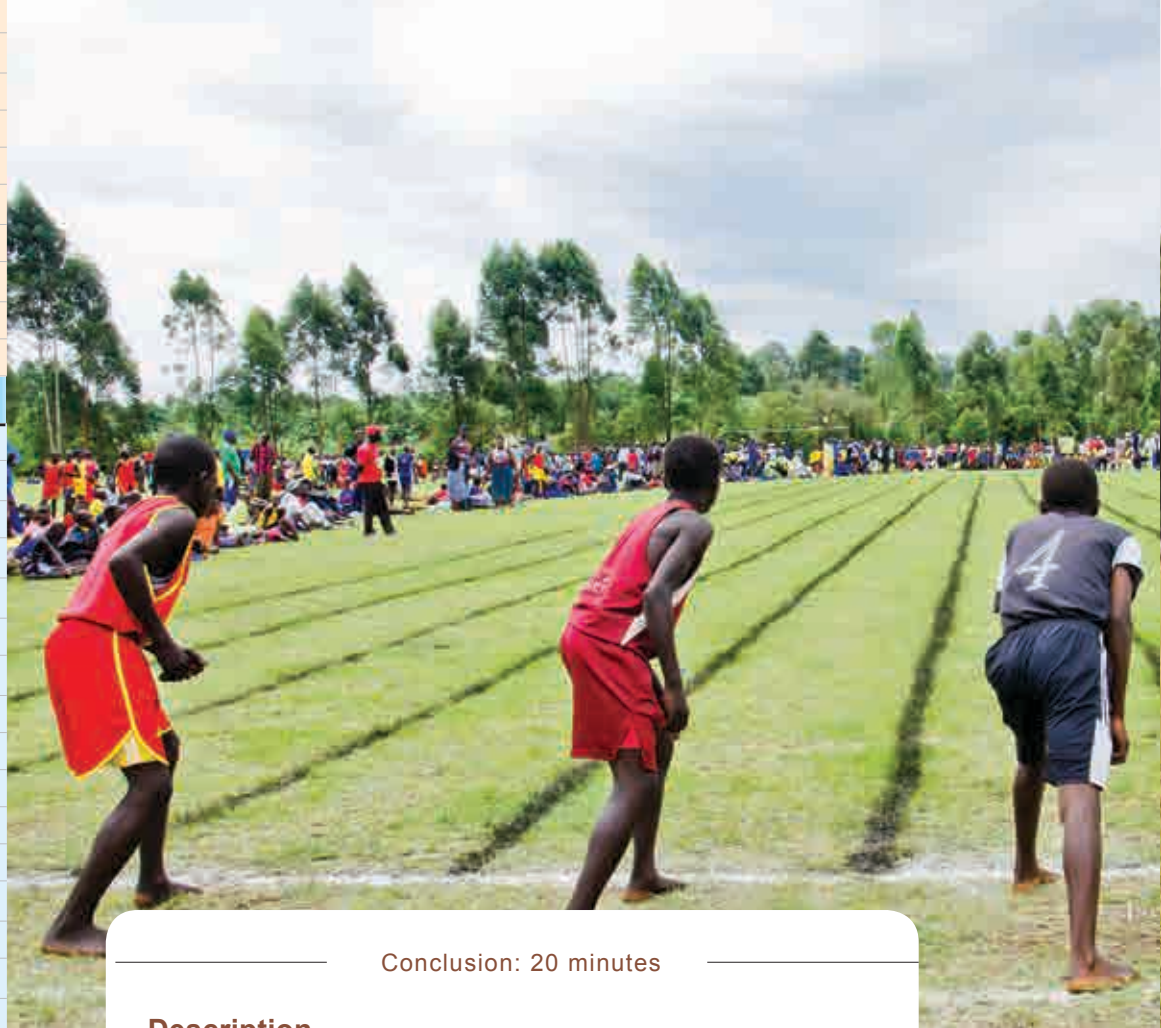
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Life Skills



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60m Sprinting



Conclusion: 20 minutes

Description

Participants stand behind the start-line and compete in 60m
 Race is started from crouch start.
 "On your marks" "set".... & start-clapper.
 No disqualification for fault start.

Materials

60m track with start/finish-line
 30m acceleration zone
 6 cones
 Split stop watch
 Defined lanes
 1 start-clapper

Assessment

Sum of total time of each team
 The acceleration (0-30m) time is also measured/given

Points to note:

Participants should be ready to sprint not waiting to hear the clapper.
 Accelerate smoothly.
 Gradually lengthen the strides after the start during acceleration.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Paired run over obstacles

Motor Skills



Balance ✓

Coordination ✓

Climbing

Swinging

Rotational Movement

Space Awareness ✓

Rhythm ✓

Sprinting ✓

Jumping ✓

Throwing

Life Skills



Self confidence ✓

Trust

Motivation

Responsibility ✓

Resilience

Goal orientation

Adaptability

Creativity

Empathy

Solidarity ✓

Cooperation ✓

Respect

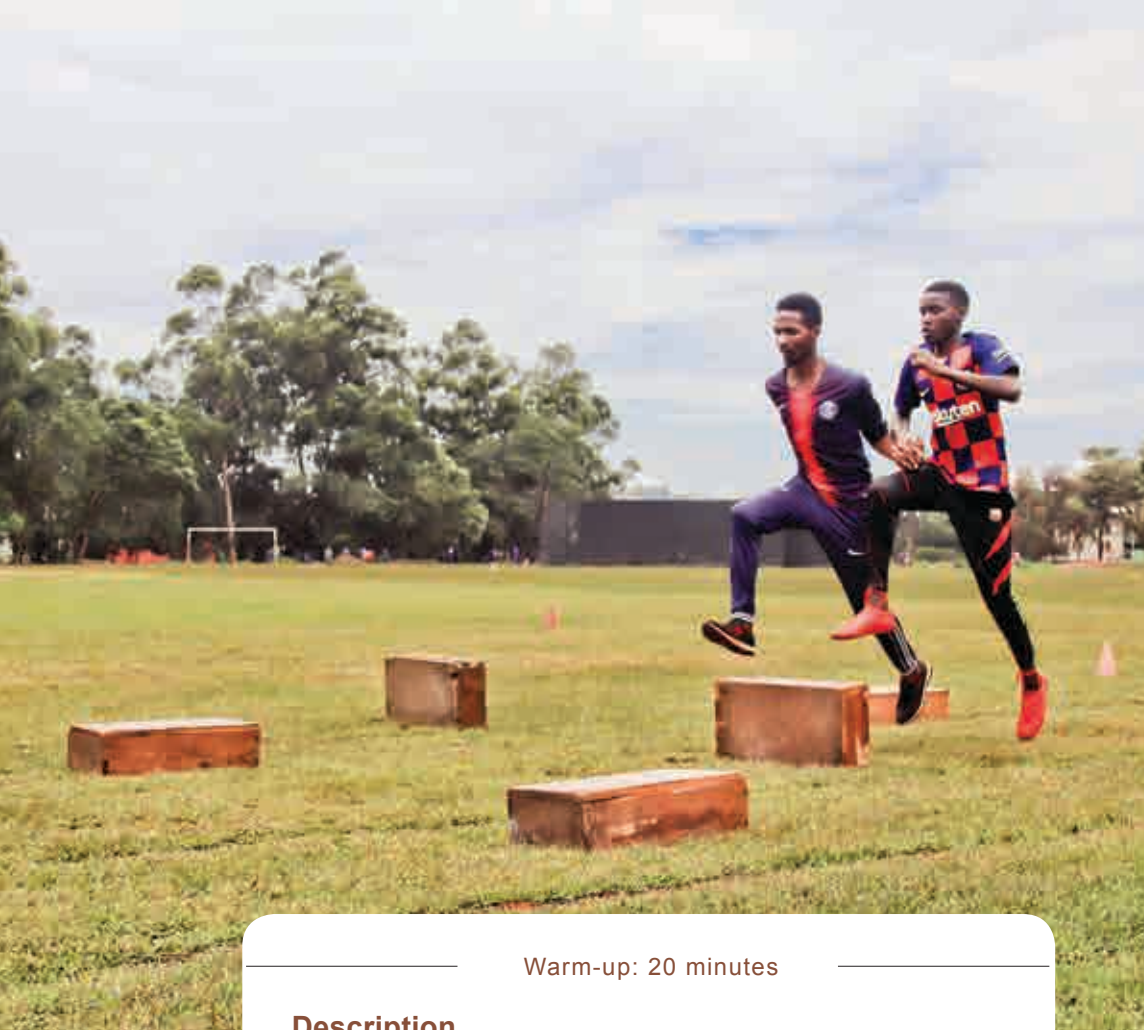
Fair play

Critical thinking

Decision making ✓

Communication

Problem solving



Warm-up: 20 minutes

Description

6 cones are placed parallel to each other in 3m intervals

2 boxes are placed half-way between the cones.

Participants will exercise in pairs by holding each others hand.

They run and clear the obstacles (boxes) together.

Materials

20m x 20m area

2 boxes

6 cones

Points to note

Move together and focus ahead.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



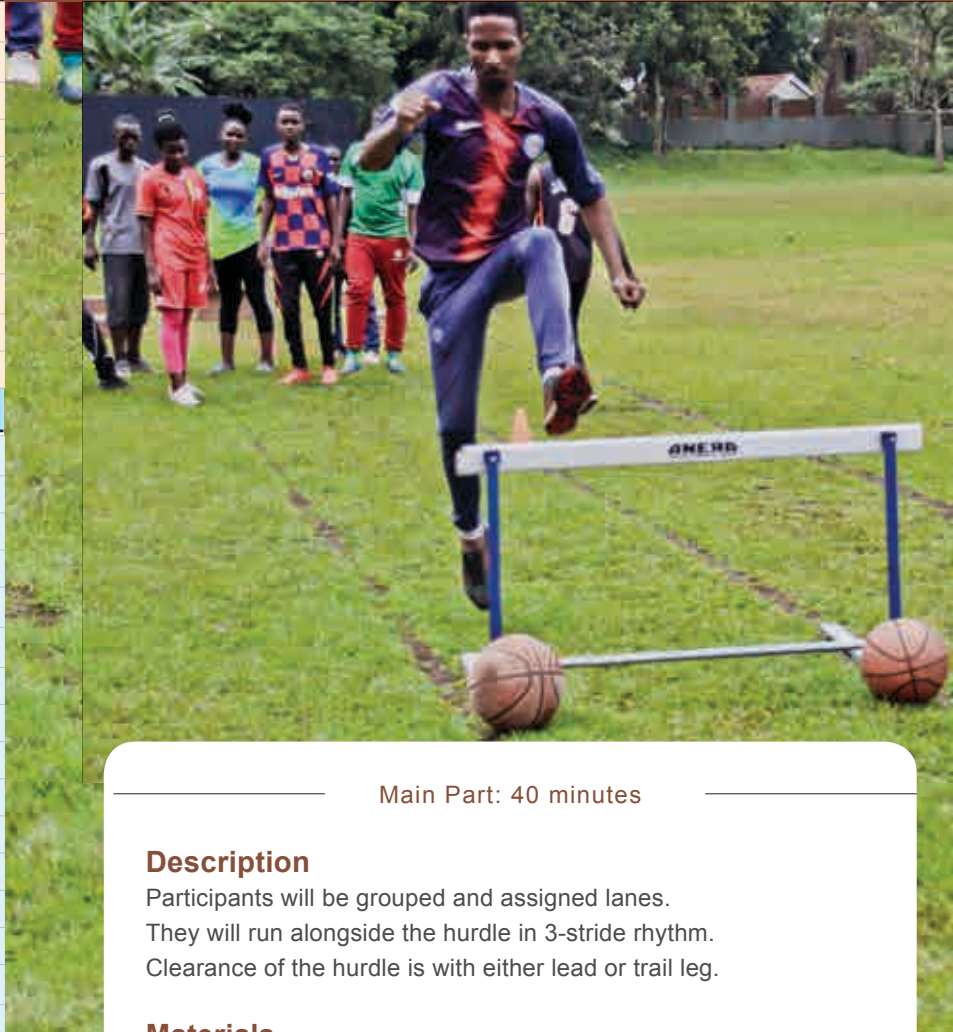
- Balance
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Life Skills



- Self confidence
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- Decision making
- Communication
- Problem solving

Lead leg drills and trail leg drills



Main Part: 40 minutes

Description

Participants will be grouped and assigned lanes. They will run alongside the hurdle in 3-stride rhythm. Clearance of the hurdle is with either lead or trail leg.

Materials

20m x 20m area
3 hurdles of 0.75m height

Points to note:

Appropriate hurdle height should be used.
The lead leg should be stiff and active but not soft or rigid.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.

100m/ 300m hurdles

Motor Skills



Balance ✓

Coordination ✓

Climbing

Swinging

Rotational Movement

Space Awareness ✓

Rhythm ✓

Sprinting ✓

Jumping

Throwing

Life Skills



Self confidence ✓

Trust

Motivation

Responsibility

Resilience ✓

Goal orientation ✓

Adaptability

Creativity

Empathy

Solidarity

Cooperation

Respect

Fair play ✓

Critical thinking

Decision making ✓

Communication

Problem solving



Conclusion: 20 minutes

Description

Each athlete is assigned a lane and stands behind the starting line
Race will begin from standing start.

“On your marks” & start-clapper

For 100m hurdles, 10 hurdles will be placed in each line

- Height M: 0.84m and F: 0.76m
- Distance M (13m to first hurdle; 8.5m between and 10.5m to the finish) and F (12m to first hurdle; 8m between and 16m to the finish).

For 300m hurdles, 8 hurdles will be placed in each lane.

- Height M: 0.84m and F: 0.76m
- Distance (50m to first hurdle; 35m between and 40m to the finish).

Materials

- 60m Track Start/finish-line
- 1 split stop watch
- Start-clapper
- 32 hurdles for 100m/300m

Assessment

- Individual: time and;
- Team: sum of all team athletes.

Points to note

Rhythmic sprint over hurdles.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



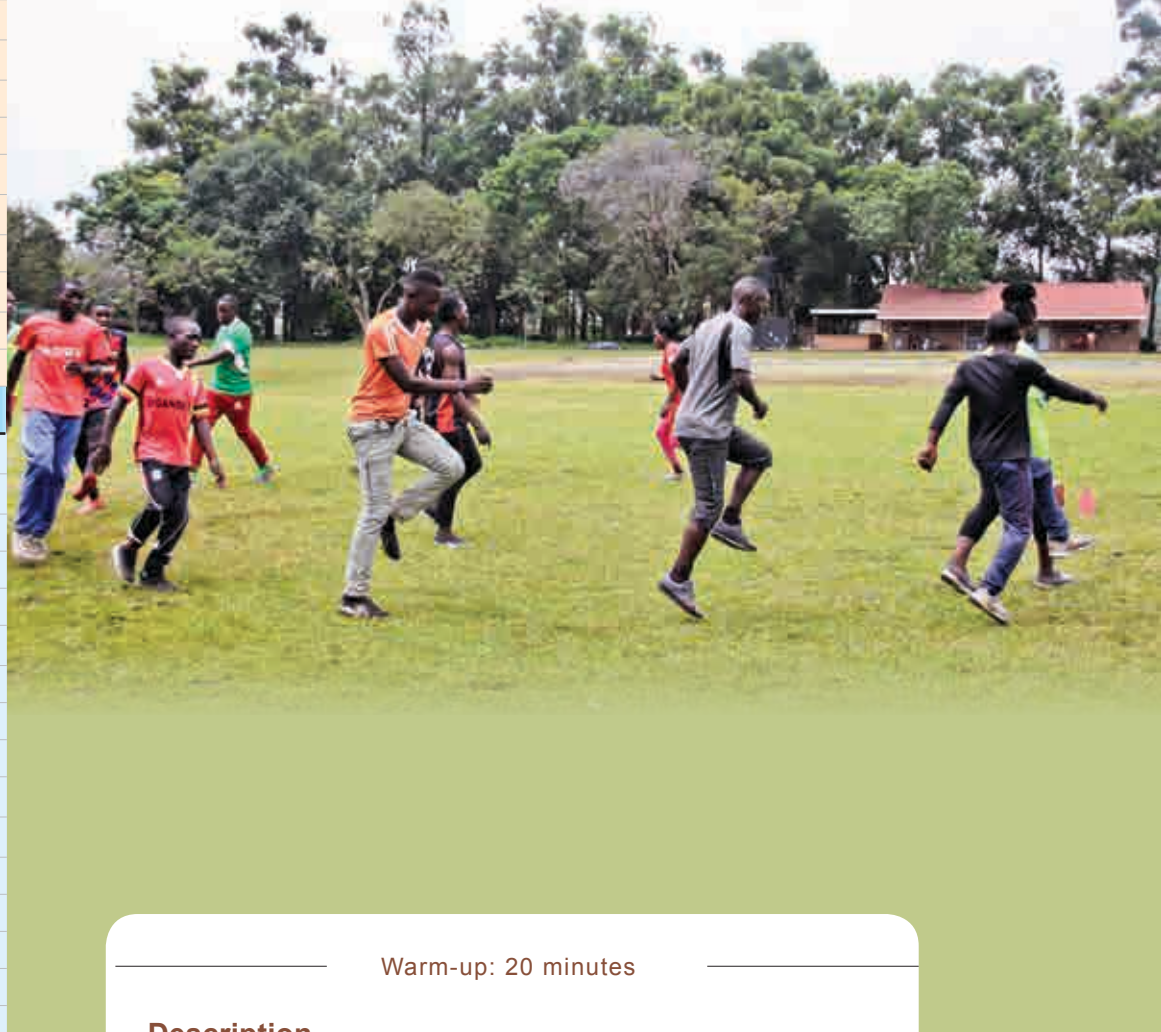
- Balance
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Life Skills



- Self confidence
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Running on a circle



Warm-up: 20 minutes

Description

Participants form a circle.
One participant moves to the circle to demonstrate activities.
He/she moves to the opposite direction.
High knee, skipping, butt kick will be executed.

Materials

20m x 20m field
Lime

Points to note:

Jogging should be natural.
Arms should synchronise with the legs during the movement.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.

Part I: On your marks

Motor Skills

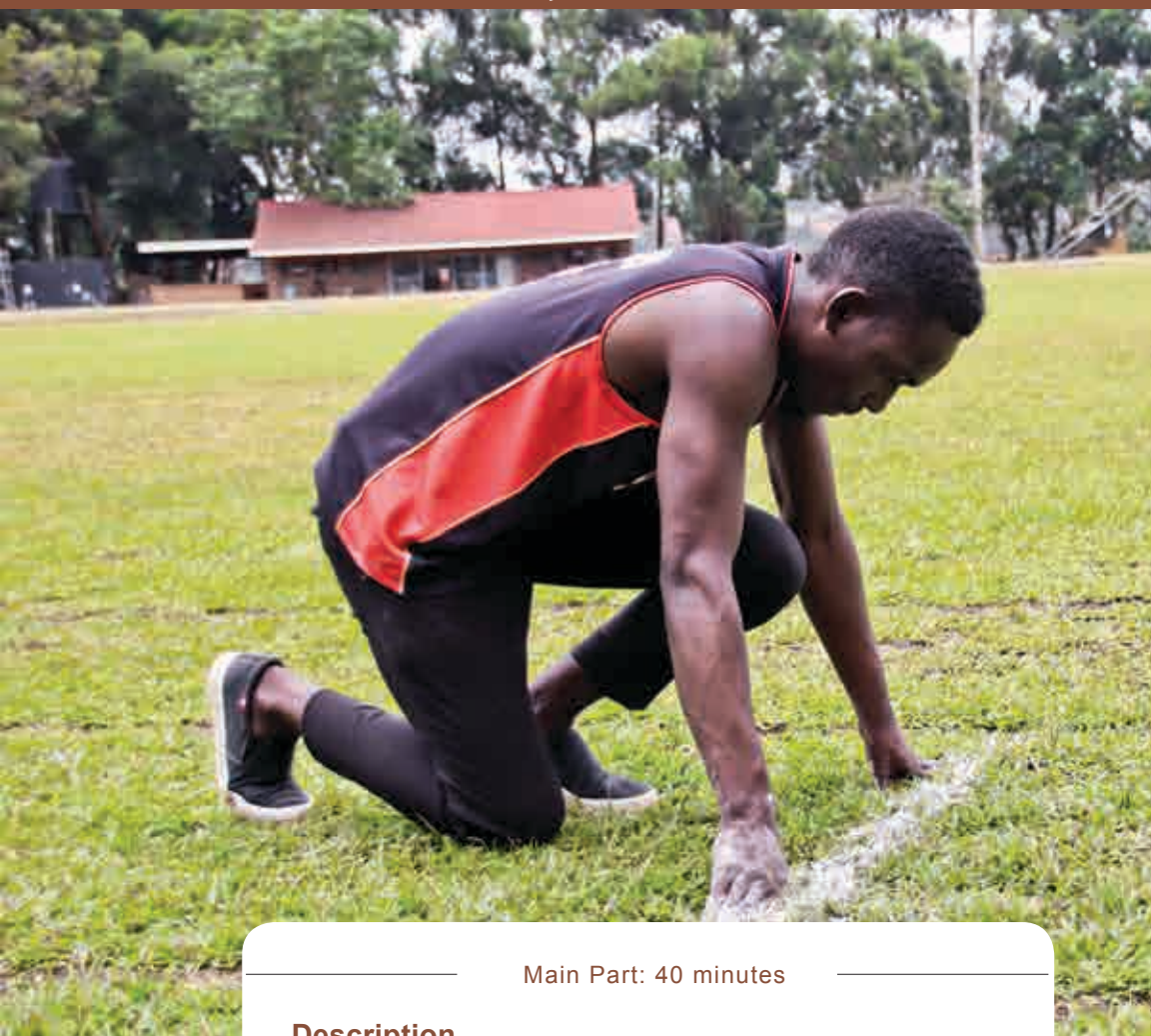


- Balance ✓
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence ✓
- Trust
- Motivation
- Responsibility
- Resilience ✓
- Goal orientation
- Adaptability ✓
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making ✓
- Communication ✓
- Problem solving



Main Part: 40 minutes

Description

- Both feet are in contact with the ground.
- Knee of the rear leg rests on the ground.
- Hands are placed on the ground with a distance slightly more than shoulder width and fingers are arched.
- The head is in level with the back, eyes looking straight down.

Materials

- Clearly defined lanes
- Cones
- Lime

Points to note

- The stronger foot is placed in front.
- Hands are placed on the straight line for straight races. Adjust for races on bends.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part II: Set position



Main Part: 40 minutes

Description

- Press heels backwards.
- Knee of the front leg is at 90 degree angle.
- Knee of the rear leg is at 120 degrees – 140 degree angle.
- Hips are slightly higher than the shoulders, trunk inclined forward.
- Shoulders are slightly ahead of the hands.

Materials

- Clearly defined lanes
- Cones
- Lime

Points to note:

- Don't rush the action.**
- Don't hold the set position for too long.**

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS

This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

100m/ 300m Sprint

Motor Skills

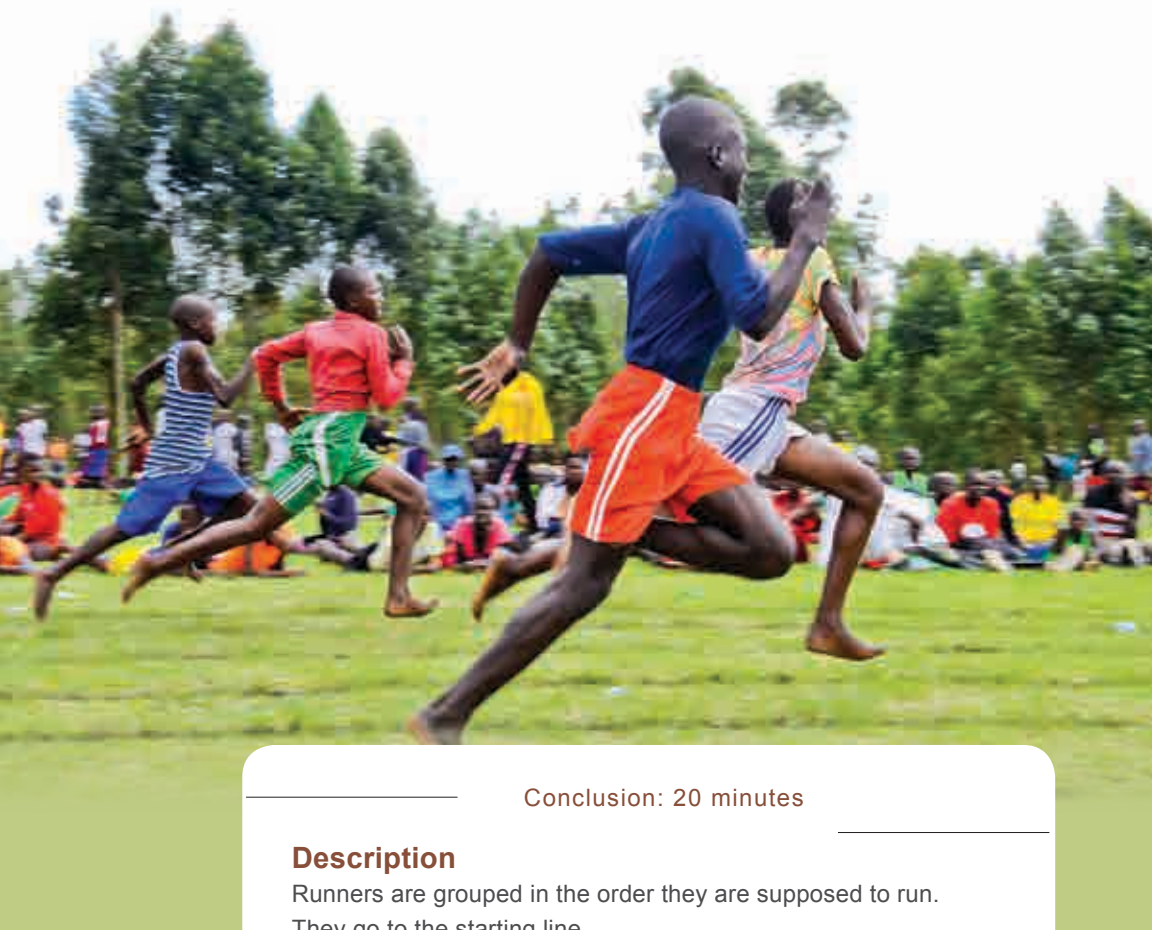


Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation
 Responsibility
 Resilience ✓
 Goal orientation
 Adaptability
 Creativity
 Empathy ✓
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking ✓
 Decision making ✓
 Communication
 Problem solving



Conclusion: 20 minutes

Description

Runners are grouped in the order they are supposed to run.
 They go to the starting line.
 “On your marks”, “set” and “start-clapper”.
 On the sound of the start-clapper they drive off into acceleration.
 The trunk gradually straightens after 20-30m.

Materials

100m/300m track with start- and Finish-line
 1 Start-clapper
 15 cones

Assessment

Time for each individual athlete is recorded.
TEAM: Total Time of four athletes/team.

Points to note

Maintain concentration.
Be ready to sprint not waiting to hear the gun.
Accelerate smoothly.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.



Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Shuttle relay



Warm-up: 20 minutes

Description

The course will be organised as above.

Participants will be grouped into the teams which will be split into two as above.

One box is placed on third of the course while the other is placed after two thirds of the course.

Participants will run the box far away and touch it and run to the box close, touch it with their hand.

Then, the participant on the opposite side starts after clapping his team mate's hand.

Materials

20m x 20m field

4 cartons

4 cones

Lime

Points to note:

Outgoing runner should wait for a hand clap before he/she can set off.

Contact should be made with the boxes.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.

Part I: Non-visual exchange

Motor Skills

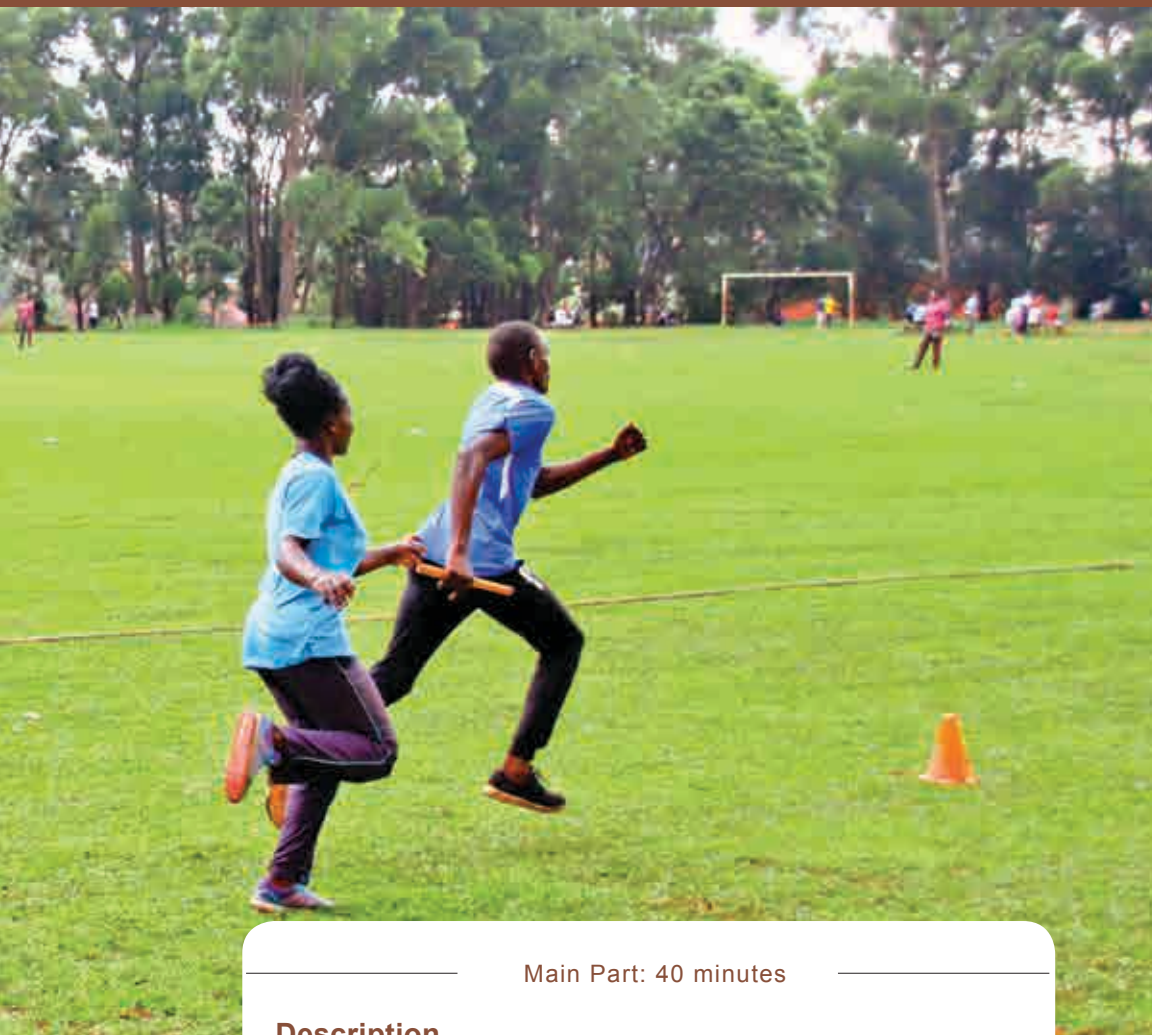


Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence ✓
 Trust ✓
 Motivation
 Responsibility
 Resilience ✓
 Goal orientation
 Adaptability
 Creativity
 Empathy ✓
 Solidarity ✓
 Cooperation ✓
 Respect
 Fair play
 Critical thinking ✓
 Decision making ✓
 Communication ✓
 Problem solving ✓



Main Part: 40 minutes

Description

Work in pairs, participants take turns to pass and receive the baton at walking speed; then at jogging speed.

The downsweep and upsweep passing techniques are introduced. This is repeated in groups of four, passing right-left - right-left.

Materials

4 cones
 Lime
 4 batons

Points to note

Incoming runner gives command for outgoing athlete's hand to receive the baton.

Provide a stable target to receive the baton.

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



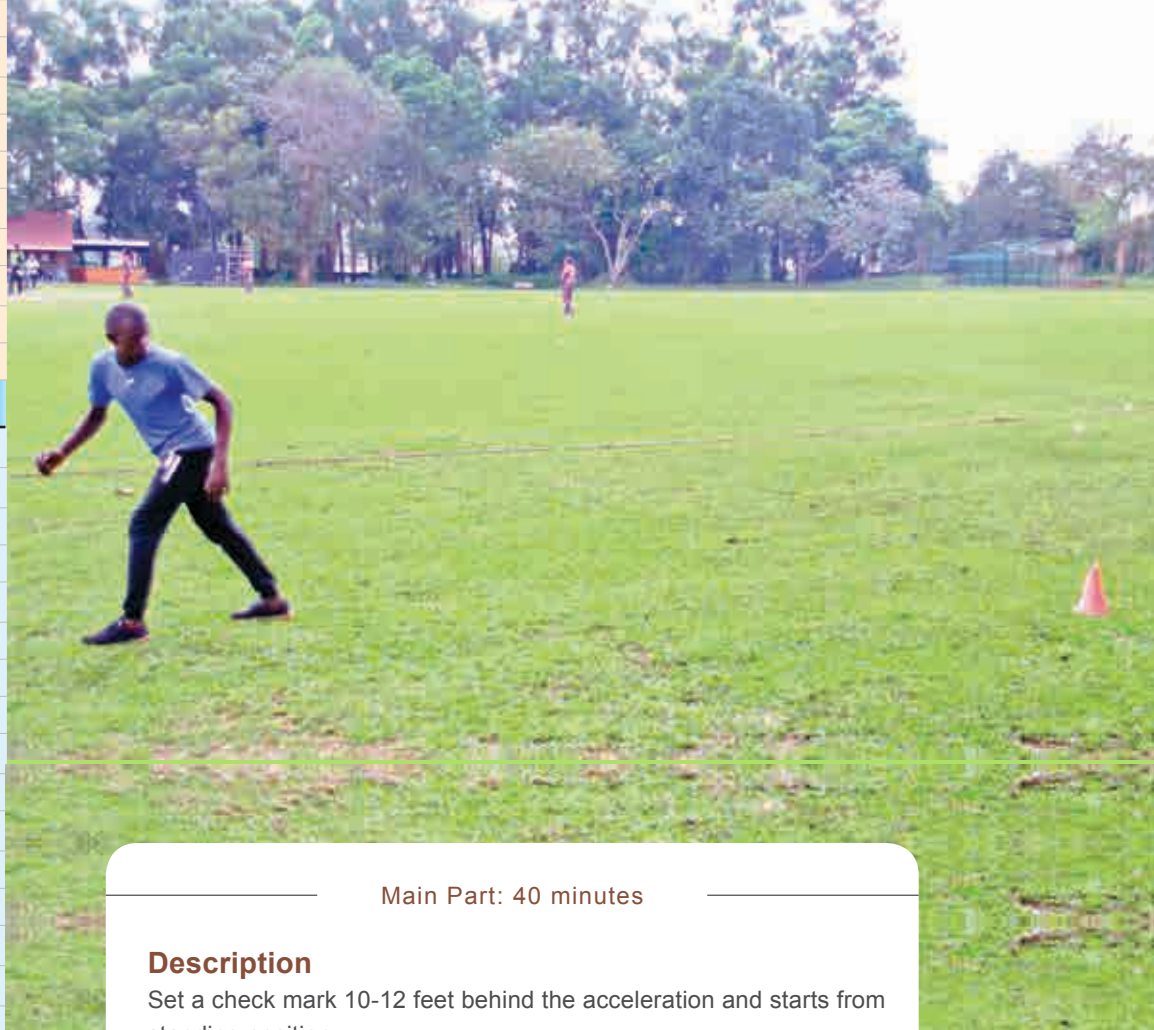
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part II: Check mark and Starting position



Main Part: 40 minutes

Description

Set a check mark 10-12 feet behind the acceleration and starts from standing position.

Use various standing positions (e.g. one-handed support). Incoming runner approaches at maximum speed.

Materials

- 4 Cones
- Lime
- 4 batons

Points to note:

- Outgoing runner starts when the runner hits the check mark.
- Incoming runner runs through the check mark.
- Never look back.



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

4 x 100m / 4 x 300m Relay

Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence ✓
 Trust ✓
 Motivation
 Responsibility ✓
 Resilience ✓
 Goal orientation
 Adaptability
 Creativity
 Empathy ✓
 Solidarity
 Cooperation ✓
 Respect
 Fair play
 Critical thinking ✓
 Decision making ✓
 Communication ✓
 Problem solving



Conclusion: 20 minutes

Description

In groups of 4s, participants compete in 4 x 100m/ 4 x 300m relay. "On your marks", "set" and drive on the sound of the start-clapper. Participants keep in their lanes during the entire race in 4 x 100m relay. For 4 x 300m relay, the first leg runners will run in their lanes, and the rest cross to lane one.

Materials

400m track for 4 x 100m/300m relay
 1 split stopwatch
 8 relay batons
 1 start-clapper
 15 cones

Assessment

TEAM: total time of four athletes/team

Points to note

Maintain concentration.
Sprint maximally into the exchange.
Accelerate maximally away from the incoming runner.

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Target throw



Warm-up: 20 minutes

Description

Participants will stand along a line with one leg slightly ahead of the other.

Empty boxes will be placed 5m from the throwing line.

Participants will hold the stick/javelin and from standing position throw to hit the targets (boxes).

One who hits the target progresses to the further targets at 6m, 8m and 10m distance.

Materials

20 long sticks (1.5m)

20m x 40m field

10 boxes

4 cones

Points to note:

The elbow of the throwing arm should be straight as the javelin is withdrawn.

15

LIFE ON LAND



The local materials used in playing this game reminds us how to collectively care for the environment through better trash/garbage disposal..

Part I: Standing throw

Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting
 Jumping
 Throwing ✓

Life Skills



Self confidence
 Trust
 Motivation ✓
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation ✓
 Respect ✓
 Fair play ✓
 Critical thinking
 Decision making ✓
 Communication
 Problem solving



Main Part: 40 minutes

Description

Throwers stand with one foot slightly ahead of the other and with both feet pointing in the direction of throw.

Javelin is held slightly over the head to the side of the throwing arm with the elbow in front.

The tip of the javelin is lower than its tail.

Step back with the right leg to assume power position.

Drive the hip forward and throw to the targets (hoops) placed 4m away on the ground.

Materials

6 javelins
 20m x 80m field
 8 cones

Points to note

Emphasise relaxed effort rather than trying to throw for distance.

Keep the left side strong.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part II: Approach and withdrawal



Main Part: 40 minutes

Description

Withdrawal of the javelin starts with landing of the left foot. Left shoulder faces in the direction of the throw, the left arm is held forward for balance. Throwing arm extends backwards during first and second strides. Throwing arm is at shoulder height. Tip of the javelin is close to the head.

Materials

10 throwing sticks/javelins
20m x 40m field
8 cones

Points to note:

Practice withdrawal at walking, then running speed.
Maintain running speed throughout the withdrawal.
Ensure a safe practice area.

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.

Javelin throw

Motor Skills

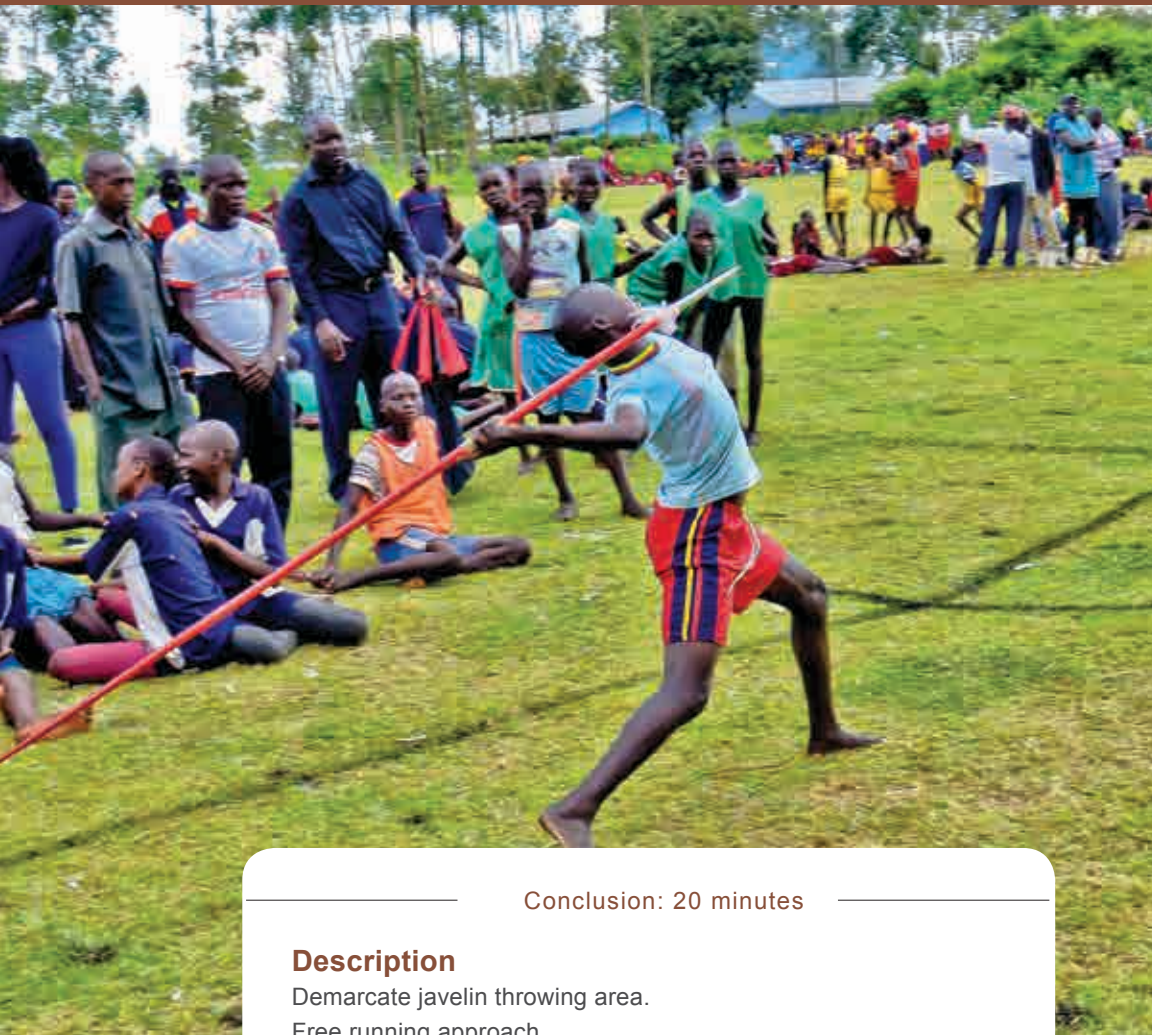


- Balance
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm
- Sprinting ✓
- Jumping
- Throwing ✓

Life Skills



- Self confidence ✓
- Trust
- Motivation ✓
- Responsibility ✓
- Resilience
- Goal orientation ✓
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation ✓
- Respect ✓
- Fair play ✓
- Critical thinking
- Decision making ✓
- Communication
- Problem solving



Conclusion: 20 minutes

Description

Demarcate javelin throwing area.

Free running approach.

Participants perform a 3-stride approach to throw.

Weight of javelin: Female: 500g; Male: 600g.

3 throws will be permitted for each participant.

After throwing, the thrower has to exit backwards.

The distance thrown is measured by tape.

Materials

80m x 30m throwing area

Lime

Flags

Javelin 500 (5), 600g (5)

Tape measure

Assessment

Best throw out of the 3 is counted.

Sum of all athletes/team.

17 PARTNERSHIPS
FOR THE GOALS

This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



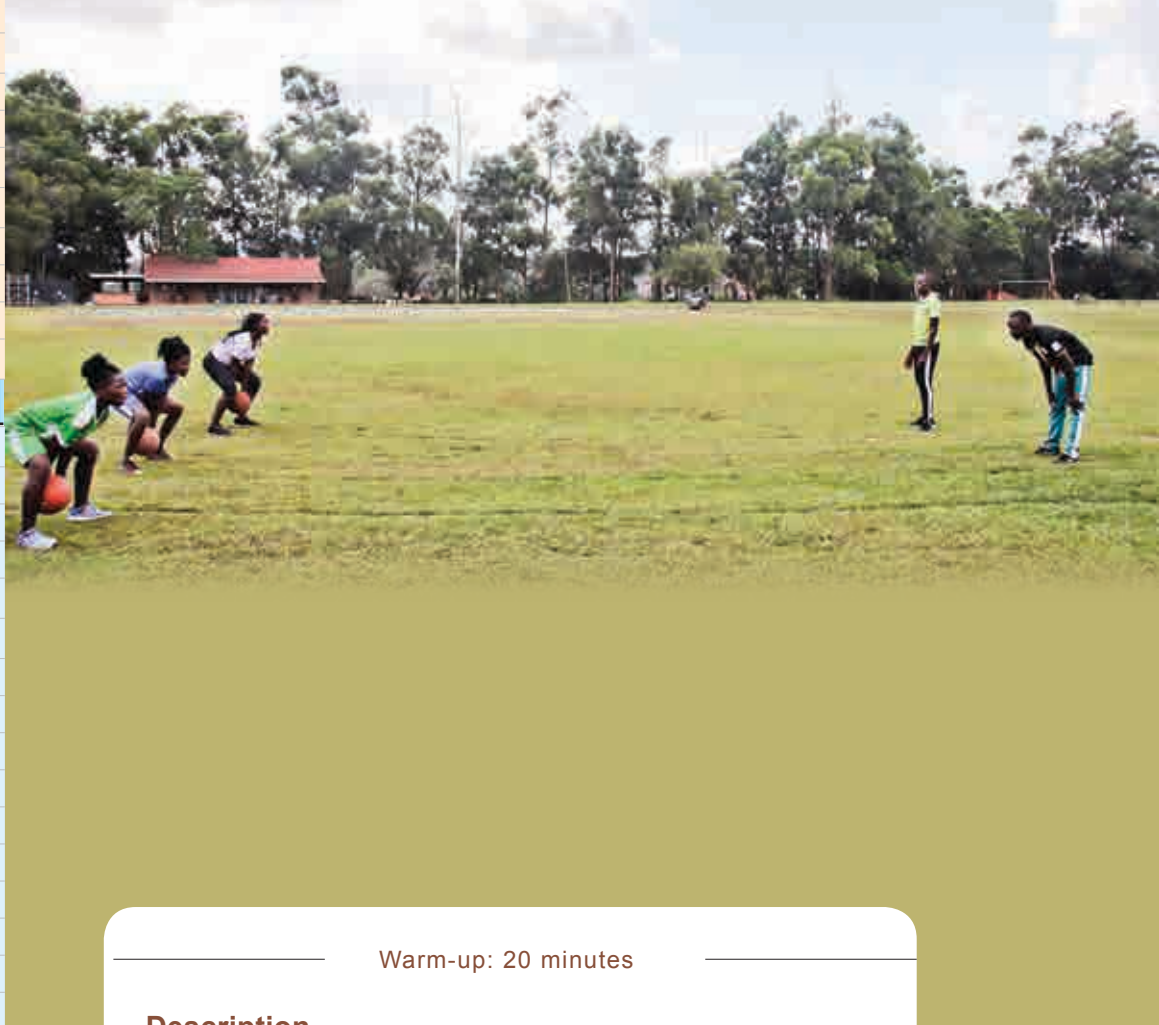
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Forward and backward overhead throw



Warm-up: 20 minutes

Description

Working in pairs, participants stand 3m-5m away facing each other. Each athlete throws a medicine ball to the partner at the other end of the throwing area.

Forward and backward throw over the head is executed.

For every throw the hand is switched and they change roles.

Materials

20m x 20m field

4 cones

4 medicine balls

Points to note:

When the medicine ball is at the lowest point, the thrower bends his knees.

Ensure full extension of the upper body at the release of the ball.

Ensure safety of throwers by allowing enough space between teams .

15

LIFE
ON LAND

The local materials used in playing this game reminds us how to collectively care for the environment through better trash/garbage disposal..

Part I: Turn exercises

Motor Skills

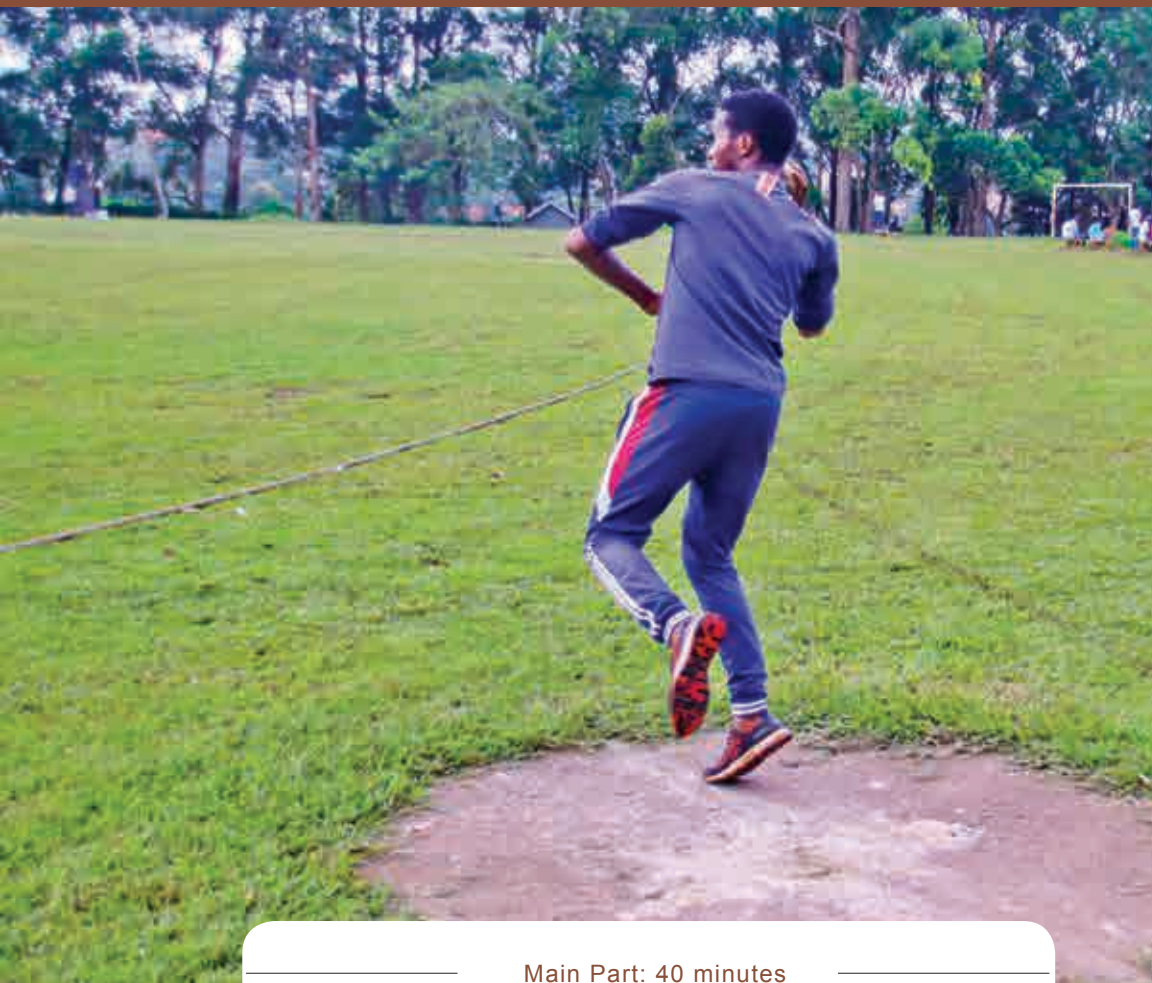


- Balance ✓
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement ✓
- Space Awareness ✓
- Rhythm
- Sprinting
- Jumping
- Throwing ✓

Life Skills



- Self confidence ✓
- Trust
- Motivation
- Responsibility
- Resilience ✓
- Goal orientation ✓
- Adaptability ✓
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making ✓
- Communication
- Problem solving



Main Part: 40 minutes

Description

- Turn continuously along a straight line.
- Control the power position after each turn.
- Remain on the ball of the feet.
- With and without the shot, no release.
- Execute the turn holding other implements.

Materials

- 10m x 20m throwing area
- 10 medicine balls of 1kg
- 10 cones

Points to note

- Use the legs and twisting action to initiate the movement.
- Feel the correct foot placement and balance in the power position.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.



Motor Skills



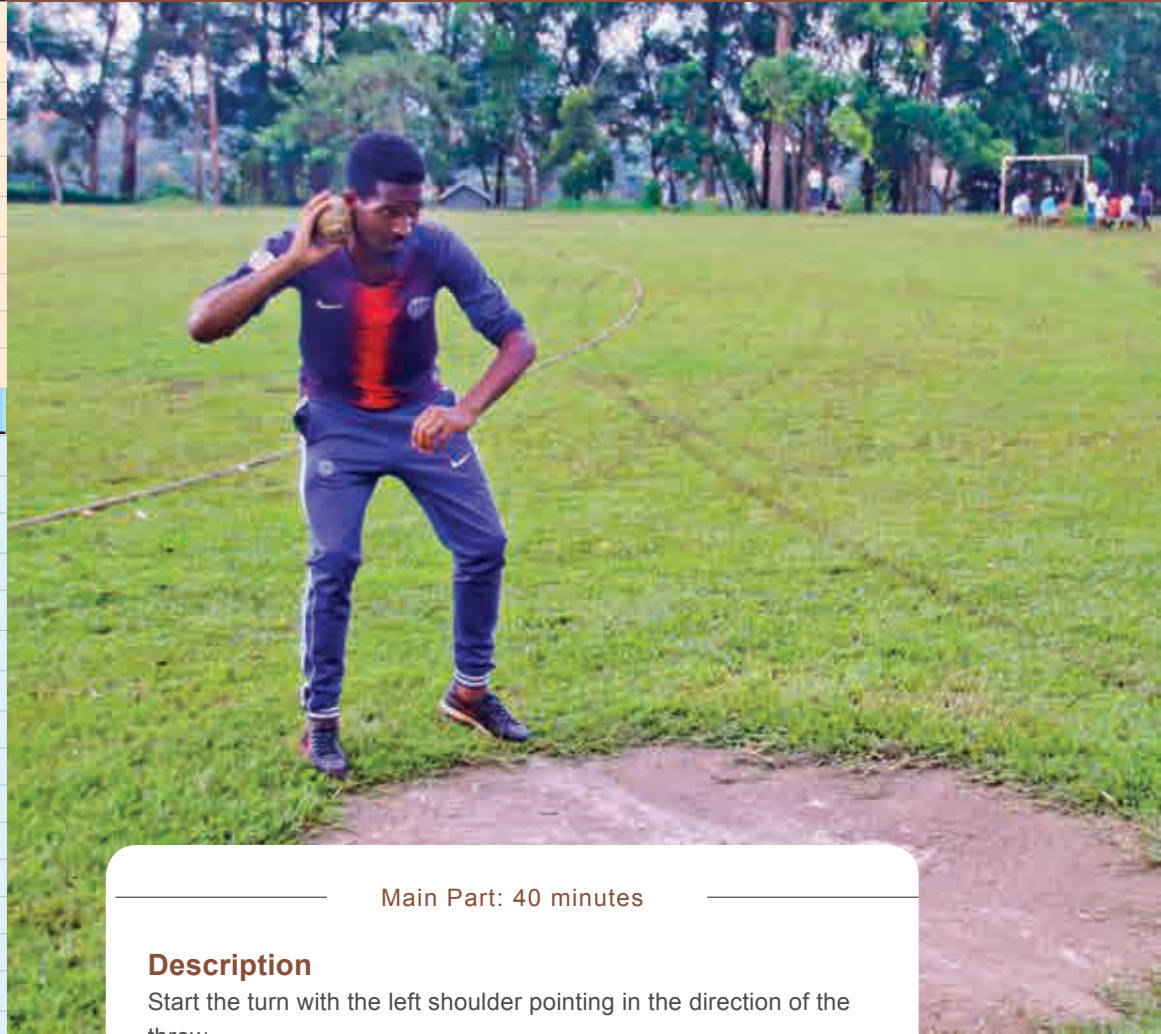
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part II: One-turn throw



Main Part: 40 minutes

Description

Start the turn with the left shoulder pointing in the direction of the throw.

The left foot is inside while the right foot is outside the circle.

Turn on the ball of the foot.

Right leg is swung outside, then to the centre of the circle.

Materials

10m x 20m throwing area

6 shots of 3kg and 4kg

10 cones

Points to note:

Shoulders must be kept level during the turn.

Keep the hips open with correct right heel, left toe alignment.

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.

Shot put

Motor Skills



- Balance ✓
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement ✓
- Space Awareness ✓
- Rhythm
- Sprinting
- Jumping
- Throwing ✓

Life Skills



- Self confidence ✓
- Trust
- Motivation
- Responsibility
- Resilience ✓
- Goal orientation ✓
- Adaptability ✓
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking ✓
- Decision making ✓
- Communication
- Problem solving



Conclusion: 20 minutes

Description

2 teams per throwing area (2m x 18m).

Weight: Female: 3kg; Male: 4kg.

Gliding Throw

3 times from the preferred side and the best result is counted.

After throwing, the athlete has to stay behind the throwing line and leave the throwing sector via the cones (back).

Use the tape to measure the distance thrown.

Materials

Well-marked throwing sectors

Lime

Tape measure

Shots F: 3kg, M: 4kg

10 cones

Assessment

Sum of all participants/team.

Of the 3 throws per participant the best throw is counted.

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.



Motor Skills



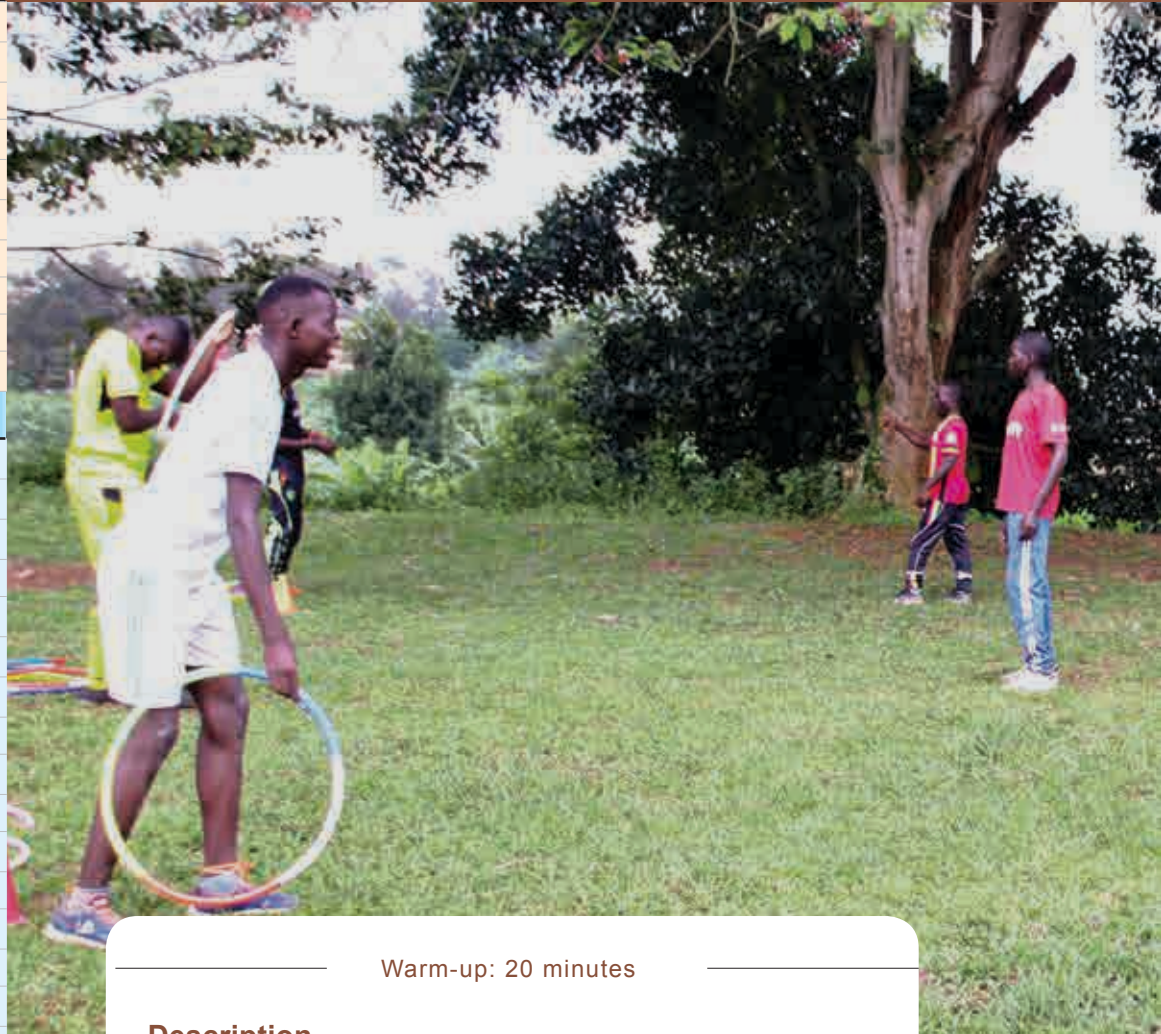
- Balance
- Coordination
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- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Slinging action with lighter weights



Warm-up: 20 minutes

Description

Participants work in pairs
They stand approximately 5m apart while facing each other
The hoop/tyre is thrown and the partner on the opposite side catches it. Participants change roles.
Throwing is done at once for all throwers on the throwing line.

Materials

15m x 20m field
4 cones
20 hoops/tyres

Points to note:

Ensure safety of throwers by allowing more space between teams.

4 QUALITY EDUCATION



This activity involves numbers which contributes to better education (arithmetic) outcomes besides the fitness required for academic work..

Part I: Standing throw from power position

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Main Part: 40 minutes

Description

Throwers stand with their back facing the direction of the throw. Initiate the throw with a vigorous action of the right hip turning to the front. Swing the discus backwards-upwards with the palm facing upwards. The more spin on the discus, the more stable it is in the air. Feel the index finger releasing the discus.

Materials

20m x 50m throwing area
Lime
5 discoi (800g)
10 cones

Points to note

Do not break the swinging movement of the discus.
Keep the alignment of chin-knee-toe in power position.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part II: One-turn throw



Main Part: 40 minutes

Description

Stand outside the circle facing the direction of throw.
The discus is behind the body.
Step into the circle with inward turned left foot (pointed to the left).
Turn forwards on the left foot, continue with active right foot into power position and throw.

Materials

20m x 50m throwing area
Lime
5 disconi (800g)
10 cones

Points to note:

Keep throwing arm up.
Run across the circle while turning, do not jump.
Keep hips open with correct right heel, left toe alignment.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.

Discus throw

Motor Skills



- Balance ✓
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement ✓
- Space Awareness ✓
- Rhythm
- Sprinting
- Jumping
- Throwing ✓

Life Skills



- Self confidence ✓
- Trust
- Motivation
- Responsibility
- Resilience ✓
- Goal orientation ✓
- Adaptability ✓
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking ✓
- Decision making ✓
- Communication
- Problem solving

Conclusion: 20 minutes

Description

Rotational Throw (free technique) in direction of sector.
 Three throws are executed from the preferred hand and the best distance is counted.
 Throwing implement disconi (F:800g; M:1kg).
 Be explosive through the delivery and release.
 After throwing, the participant has to stay behind throwing line and exit the throwing sector via the back.

Materials

15m x 20m throwing area
 Lime
 10 disconi (F:800g; M:1kg)
 Throwing line marking

Assessment

Individual: The best of 3 throws using either arm.
 Sum of all athletes/team.

17 PARTNERSHIPS
 FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
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 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Circuit Jumping



Warm-up: 20 minutes

Description

An obstacle course (star) is set up for the session as above. Short distances are created between the ropes on the inner lane and long distances on the outer lane. Participants will run and jump at the shortest and longest distances. Roles will be changed after participants have mastered the jumping skills.

Materials

25m x 25m field
 Lime
 8 cones
 10 rubber strings

Points to note:

Take-off is made from either legs to avoid shortening the strides towards the obstacles.

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.

Part I: Sail technique off a platform

Motor Skills



- Balance ✓
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement ✓
- Space Awareness ✓
- Rhythm
- Sprinting ✓
- Jumping ✓
- Throwing

Life Skills



- Self confidence ✓
- Trust
- Motivation
- Responsibility
- Resilience ✓
- Goal orientation ✓
- Adaptability ✓
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking ✓
- Decision making ✓
- Communication
- Problem solving

Main Part: 40 minutes

Description

- Use a 5-7 steps approach.
- Hold the take-off position in the air.
- Extend the free leg before landing.
- Draw the take-off leg forwards-upwards.
- Land with feet level.

Materials

- Long jump facility
- Take-off box
- 4 cones
- Lime

Points to note

- Let the action in the air develop naturally
- Relax into the landing.

5 GENDER EQUALITY



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



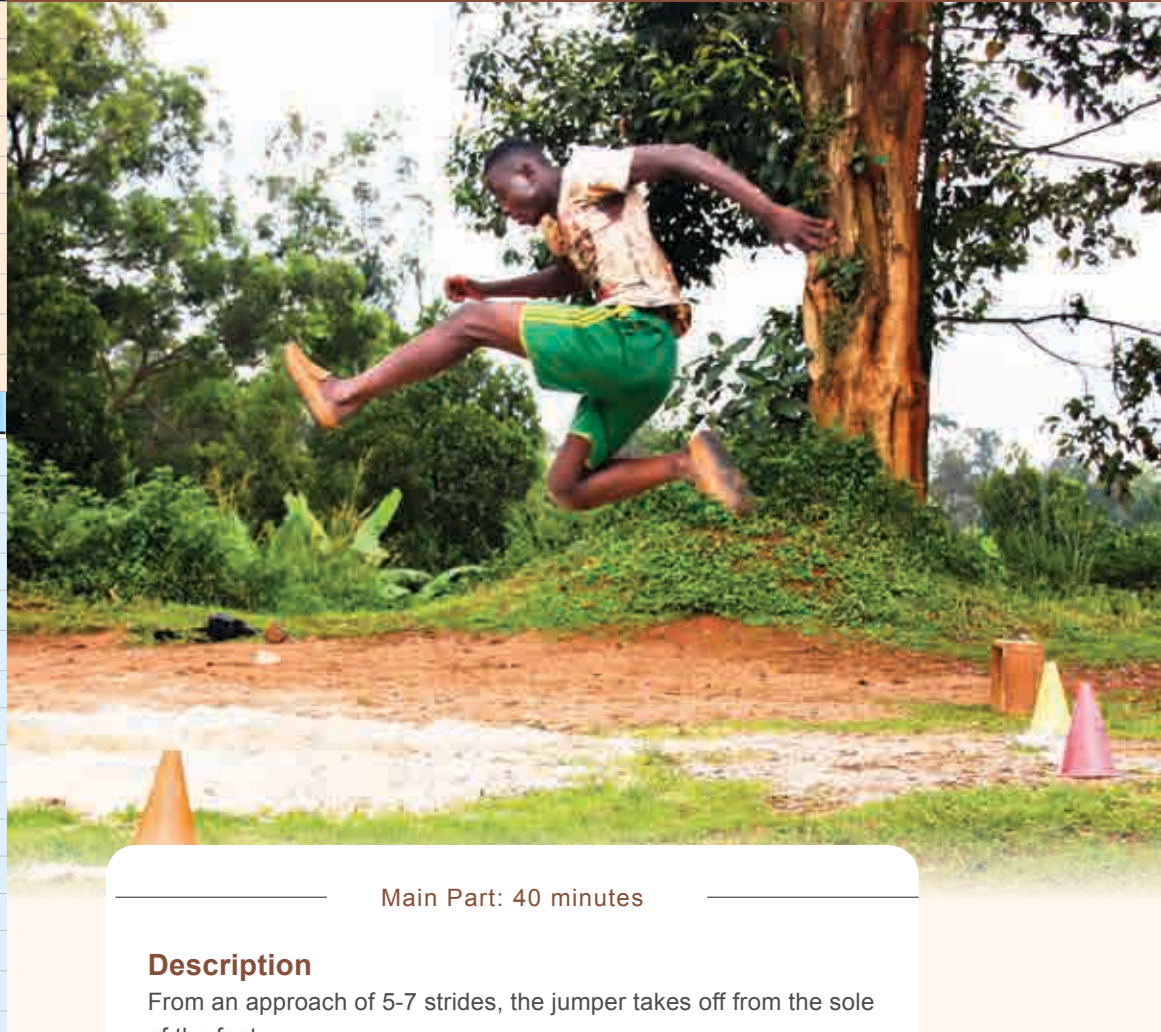
Balance
 Coordination
 Climbing
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 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
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 Creativity
 Empathy
 Solidarity
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 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Part II: Sail technique from a short approach



Main Part: 40 minutes

Description

From an approach of 5-7 strides, the jumper takes off from the sole of the foot.

The take-off position is held in the air as long as possible.

The take-off leg is brought forwards-upwards - Free leg is extended before landing.

Landing is on both feet at level.

Materials

Sand pit

2 cones

Lime

Points to note:

Adjust the take-off so that participants land in the middle of the sand pit.

Keep the approach to 5-7 strides.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Long Jump

Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting ✓
 Jumping ✓
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability ✓
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving

Conclusion: 20 minutes

Description

Free running approach of the jumper.
 Every jump measured by cm precision.
 Every jump counts for the team result.

Long Jump (one leg take off)

3 times take-off from preferred leg

Materials

1 long jump pit
 2 measurement tapes
 2 rakes

Assessment

The best one of the 3 jumps for each individual jumper.
 Sum of all athletes/team per team member.

8 DECENT WORK AND ECONOMIC GROWTH



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Frontal high jump



Warm-up: 20 minutes

Description

An obstacle course of cartons is set up. Participants will execute a forward high jump over the obstacles. Landing is on the mattress.

Materials

10m x 10m field
 8 cones
 High jump upright
 2 rubber strings
 8 cartons

Points to note:

Ensure an active take-off.

3 GOOD HEALTH AND WELL-BEING



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

Part I: Scissors jump from curved running

Motor Skills

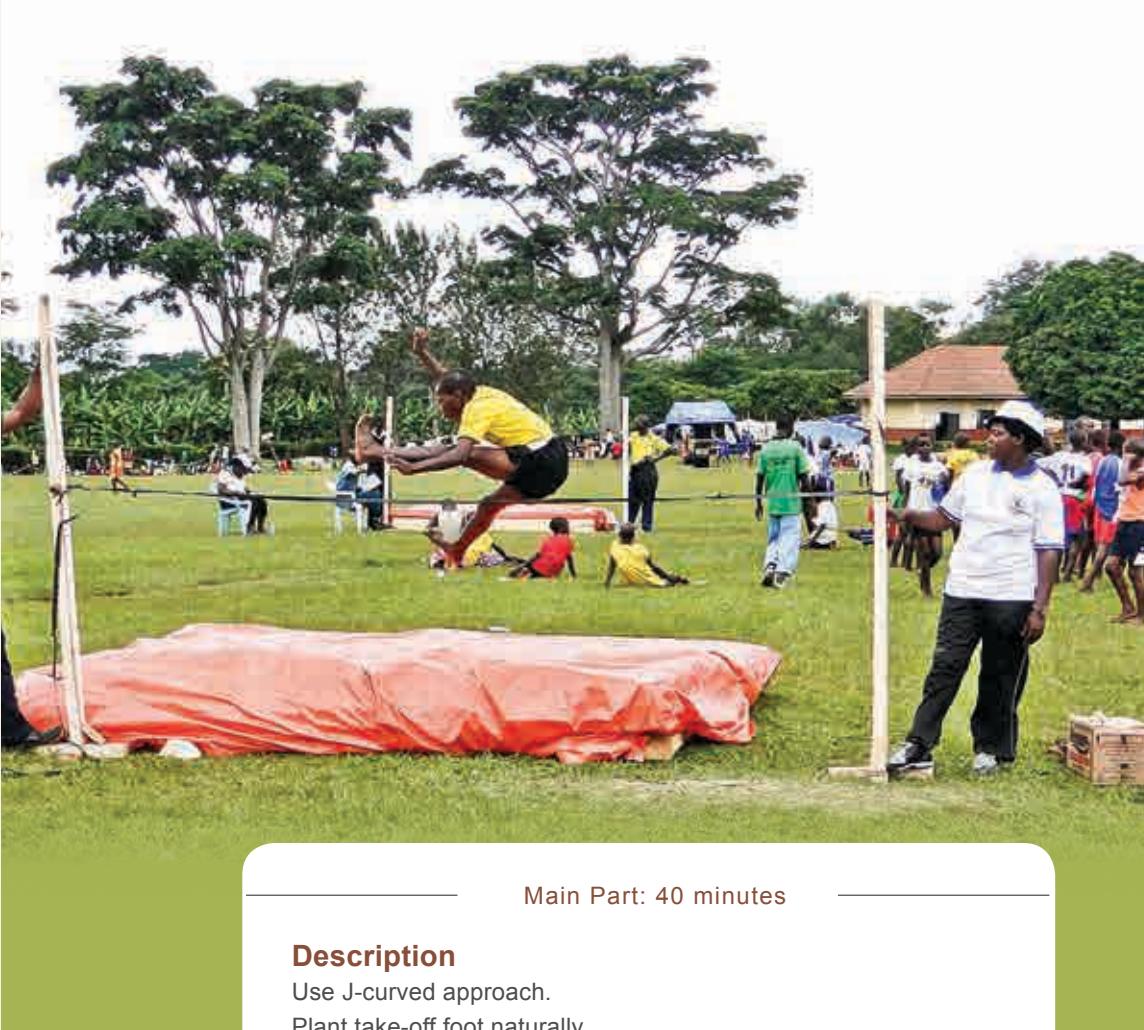


Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting ✓
 Jumping ✓
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation
 Responsibility ✓
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation ✓
 Respect ✓
 Fair play ✓
 Critical thinking
 Decision making ✓
 Communication
 Problem solving



Main Part: 40 minutes

Description

Use J-curved approach.
 Plant take-off foot naturally.
 Gradually increase height.
 Use standing landings in the sand with free leg.

Materials

High jump facility
 Lime
 Tape measure
 10 cones

Assessment

Run fast into the curves but controlled.
 Accelerate into the jump.
 Take off and hold upright position.

3 GOOD HEALTH AND WELL-BEING



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.



Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Part II: Flop from a high-knee approach



Main Part: 40 minutes

Description

A J-curve and starting point are marked.
 Use 5-7 stride high-knee approach.
 Use high stride frequency.
 Do not lower the hips in preparation for take-off.

Materials

High jump facility
 4 cones
 Lime

Points to note:

Accelerate into the curve and take off.
 At take off bring the free leg quickly into a horizontal position and hold the take off position.

17 PARTNERSHIPS
 FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.

High Jump

Motor Skills

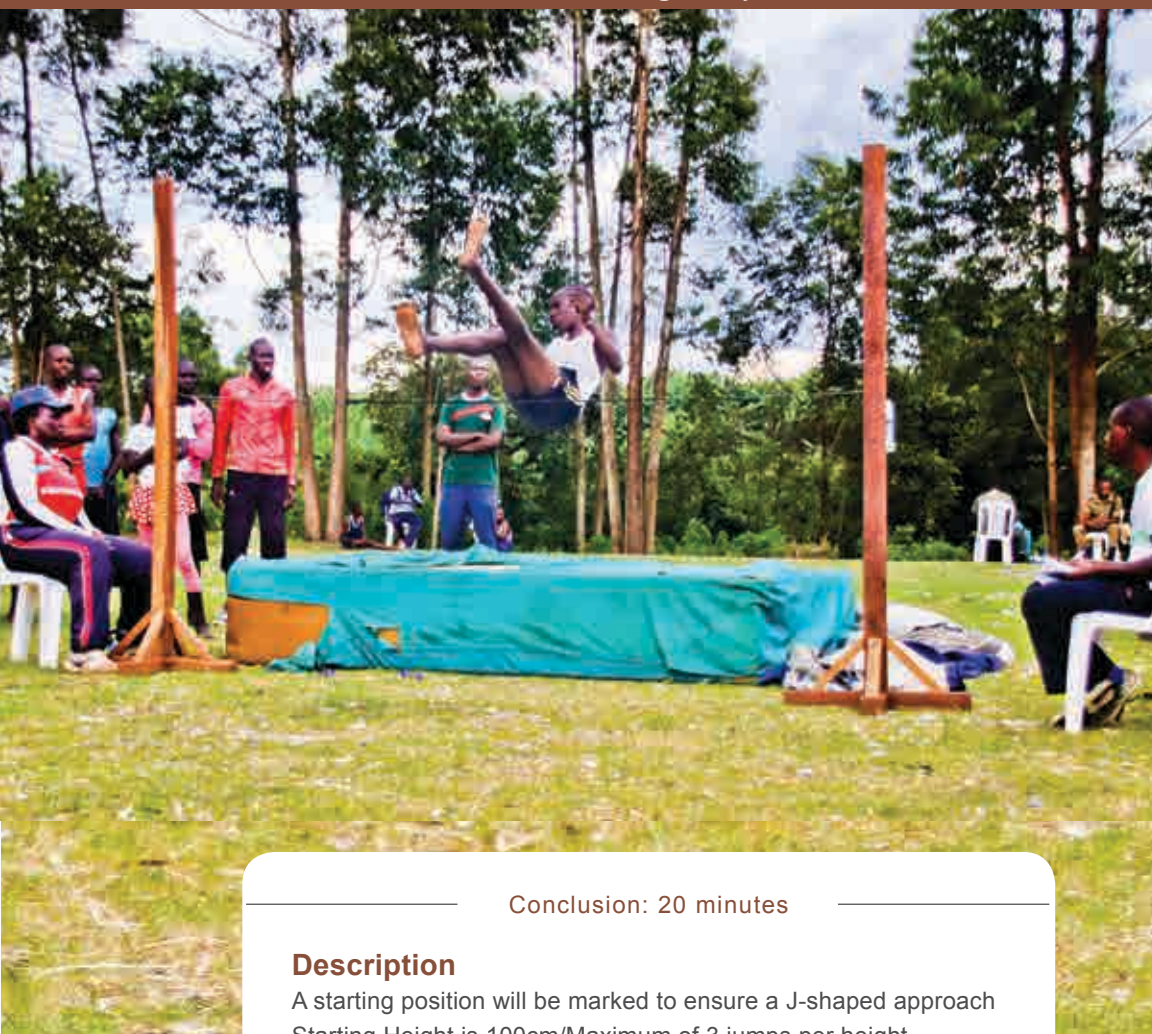


Balance
 Coordination ✓
 Climbing
 Swinging ✓
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting ✓
 Jumping ✓
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation ✓
 Responsibility
 Resilience ✓
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play ✓
 Critical thinking ✓
 Decision making ✓
 Communication
 Problem solving



Conclusion: 20 minutes

Description

A starting position will be marked to ensure a J-shaped approach
 Starting Height is 100cm/Maximum of 3 jumps per height
 Increase the height by 10cm until they can not clear any more after 3 attempts

High Jump "Fosbury flop" (one leg take off)

- right side approach - left leg take-off
- left side approach - right leg take-off

Materials

High jump mats
 High jump stands
 High jump bar
 4 cones
 Tape measures

Assessment

Individual best jump from 3 trials.
 Sum of best jumps for all jumpers.

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



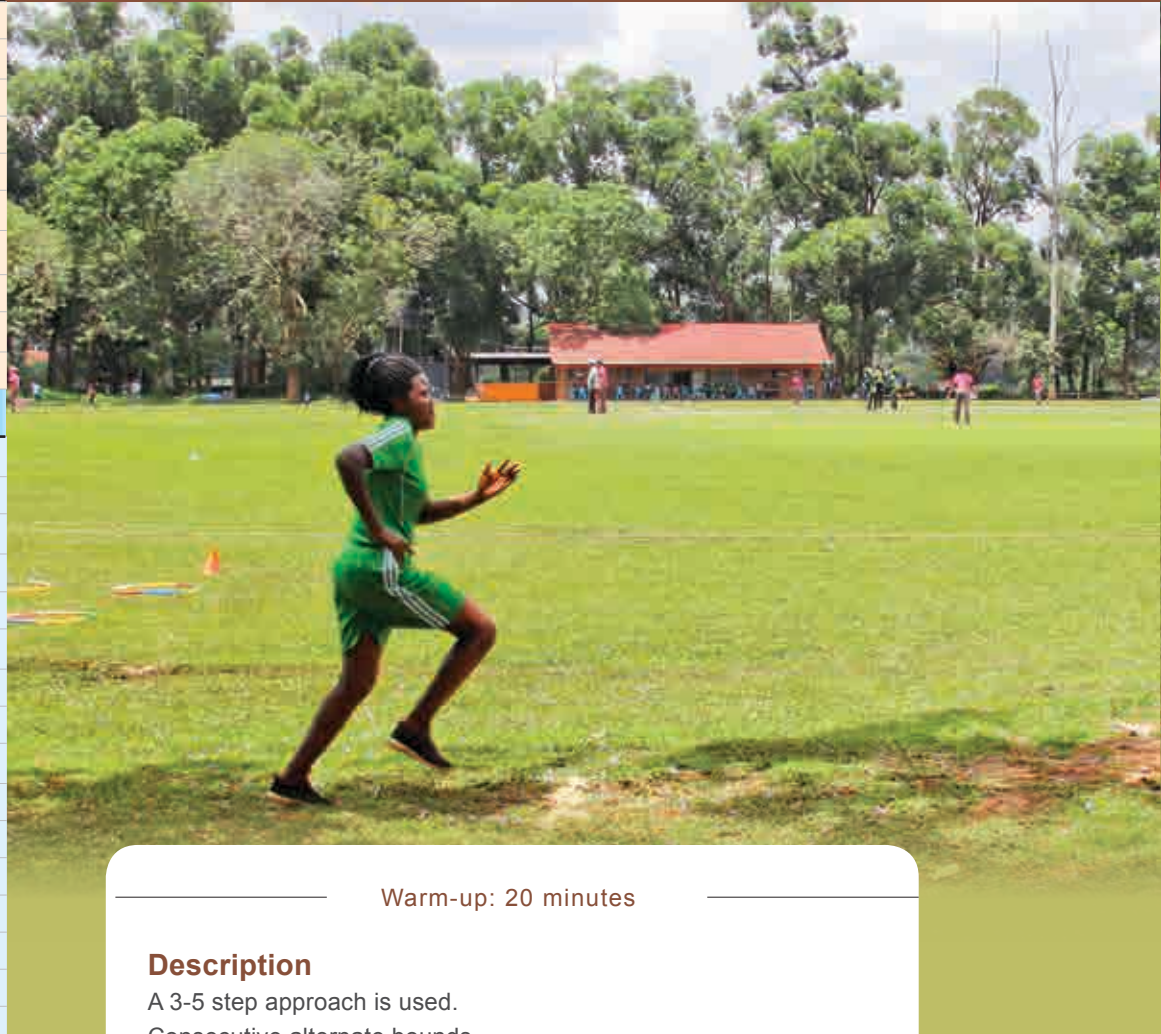
Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Rhythmic jumping



Warm-up: 20 minutes

Description

A 3-5 step approach is used.
 Consecutive alternate bounds.
 Consecutive hops.
 Various combinations of bounds and hops are used.

Materials

15m x 20m field
 4 cones

Points to note:

Feel the rhythm
Allow more time for beginners to determine their take-off leg.



This activity involves numbers which contributes to better education (arithmetic) outcomes besides the fitness required for academic work.

Jumping along the grid

Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting
 Jumping ✓
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation ✓
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy ✓
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving



Main Part: 40 minutes

Description

An angled grid is marked along the side of the sand pit.
 A 5-7 step approach is used from the side of the pit.
 Hop and step into the grid.
 Move down the grid, increasing distance as long as rhythm is maintained.

Materials

Triple jump facility
 4 cones
 Lime

Points to note

Partners can work in turns to observe each other's take-off.
 Focus on rhythm over distance.
 Keep your legs active at all times.



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.



Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Triple jump from a medium approach



Main Part: 40 minutes

Description

The run way is used for the approach.
 A 7-9 step approach is used.
 Keep the rhythm of the hop and step even.

Materials

Triple jump facility
 8 cones
 2 rakes

Points to note:

Develop speed approach that can be maintained throughout the whole jump.
 Look ahead to maintain balance.

4 QUALITY EDUCATION



This activity involves numbers which contributes to better education (arithmetic) outcomes besides the fitness required for academic work.

Triple Jump

Motor Skills

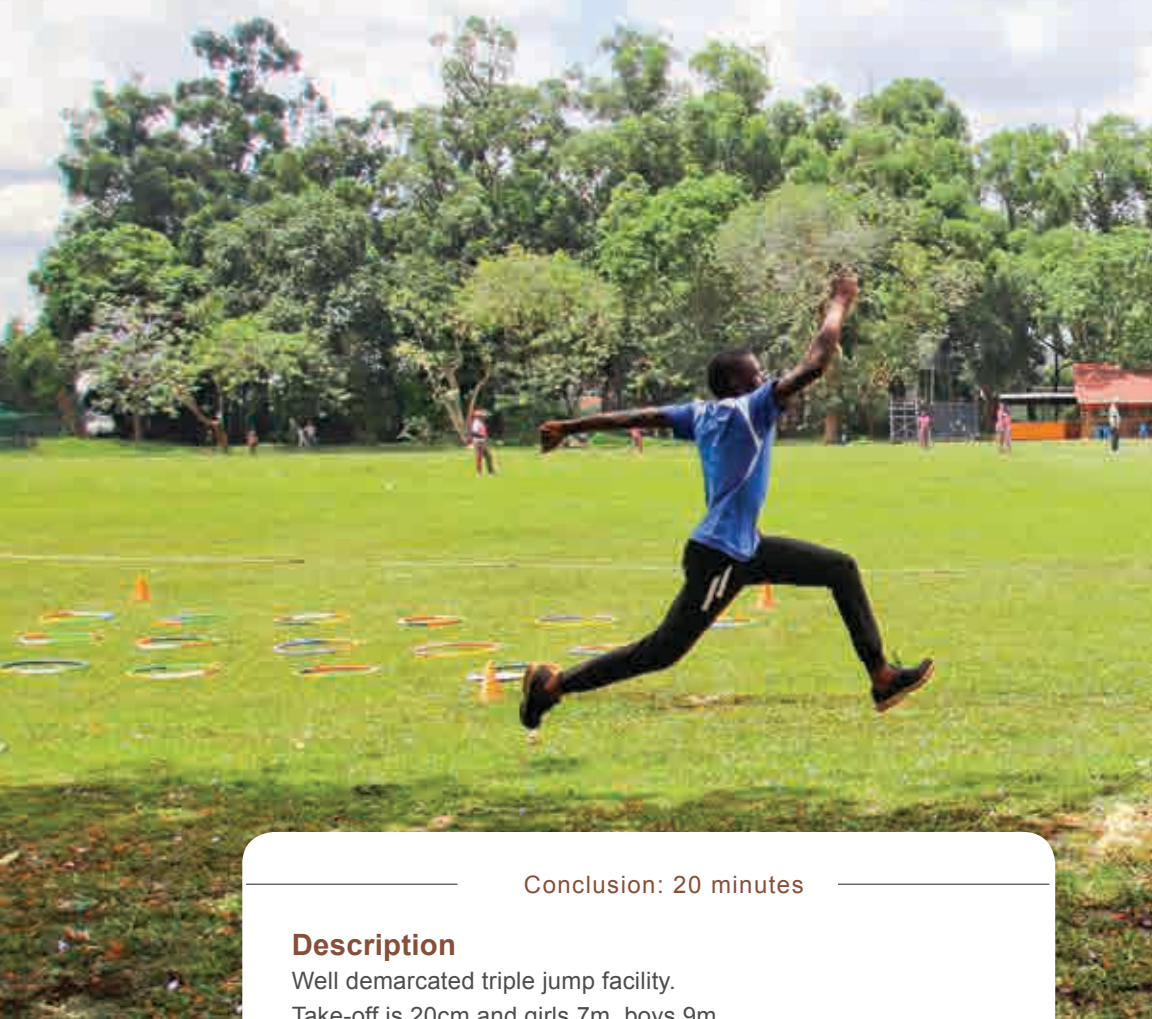


Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting ✓
 Jumping ✓
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation ✓
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy ✓
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving



Conclusion: 20 minutes

Description

Well demarcated triple jump facility.
 Take-off is 20cm and girls 7m, boys 9m
 Free run-up approach.
 3 jumps per athlete.
 Measurement of the "Jump" is by the cm.

Materials

Triple jump facility
 2 rakes
 Tape measure

Assessment

Individual best distance of the 3 jumps.
 Team result is the sum of best jumps of all athletes.

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.



Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Pursuit runs



Warm-up: 20 minutes

Description

A stick or rope of 1.5m length is used.
 The lead runner accelerates quickly and smoothly.
 The rear runner focuses on reacting to the lead runner.
 The front runner releases the stick to initiate the pursuit by the rear runner.

Materials

20m x 50m field
 10 sticks/ropes (1.5m)
 8 cones

Points to note:

Participants should jog in line.
 The starting pace should be varied naturally.

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

Rhythmic running

Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm ✓
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence ✓
 Trust
 Motivation ✓
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability ✓
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect ✓
 Fair play
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving

Main Part: 40 minutes

Description

Individual runs executed on the track as above.
 Running rhythms should vary.
 The rhythm can be done for 3 laps.
 Rhythms are used creatively to develop gears.

Materials

400m track
 8 Cones
 Stop watch

Points to note

Feel the running rhythm.
 Focus on ones running rhythm and ignore other runners on the track.

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.



Motor Skills



800m

Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving



Conclusion: 20 minutes

Description

On a marked 400m track, participants will run 800m. The result will be the time each participant takes to complete the 2 rounds on the track.

Materials

400m running track
 Start-clapper
 2 flags (red and white)
 Stop watch

Points to note:

Time for each runner and total time for the team result.

17 PARTNERSHIPS FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.

Barrier clearance

Motor Skills

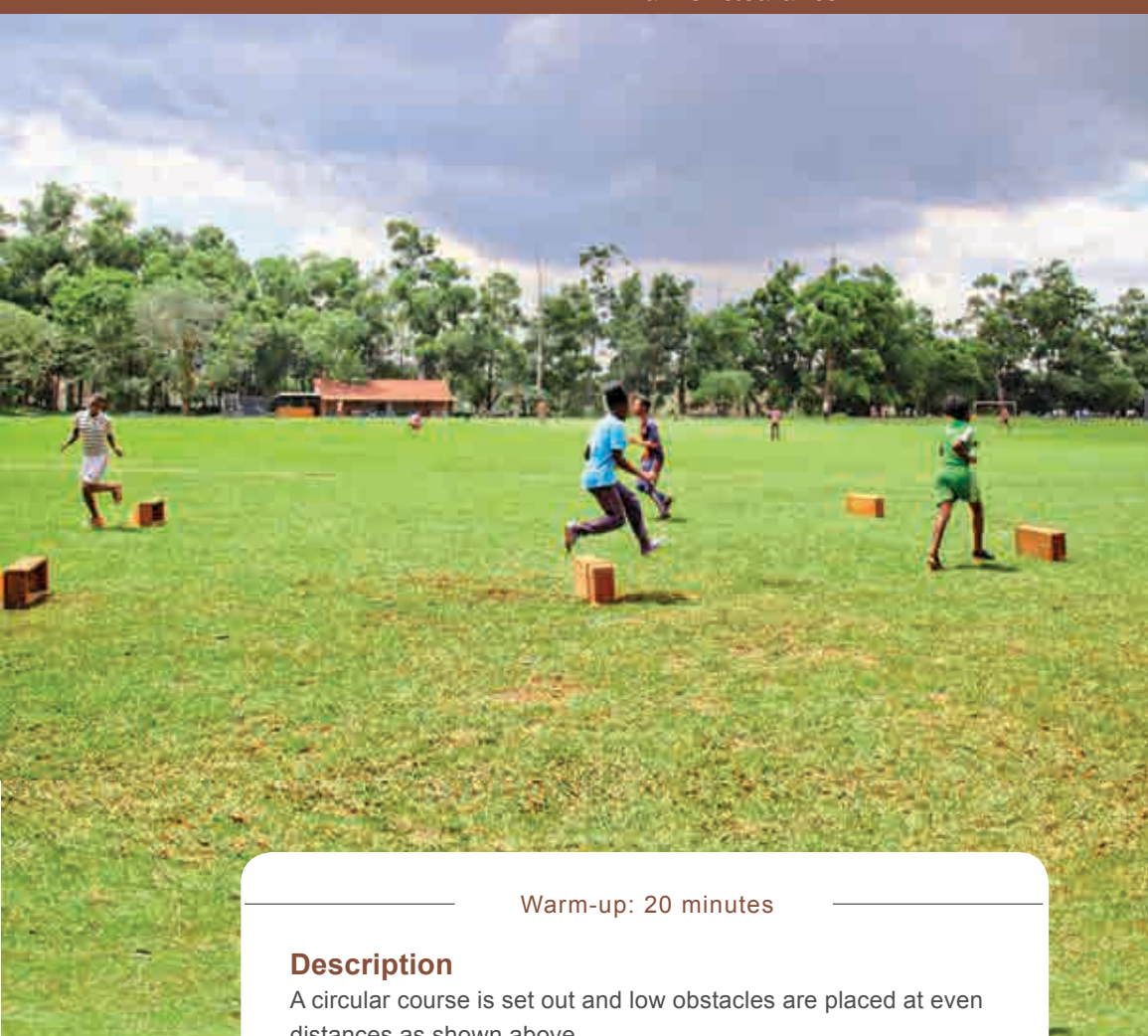


- Balance ✓
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm ✓
- Sprinting ✓
- Jumping
- Throwing

Life Skills



- Self confidence ✓
- Trust
- Motivation
- Responsibility
- Resilience ✓
- Goal orientation ✓
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play ✓
- Critical thinking
- Decision making ✓
- Communication
- Problem solving



Warm-up: 20 minutes

Description

A circular course is set out and low obstacles are placed at even distances as shown above.

Run around the course.

Adapt the stride length and frequency to clear each obstacle

Maintain the running rhythm.

Materials

20m x 40m field

8 cones

8 boxes

Points to note

Feel equally natural with either lead leg.

Look ahead and adjust for obstacles as early and smoothly as possible.



The local materials used in playing this game reminds us how to collectively care for the environment through better trash/ garbage disposal..



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Part I: Step technique



Main Part: 40 minutes

Description

Clear a barrier with a step technique with a minimum of 30m approach run and 30m run out.

Use a box for take-off at the beginning.

Don't mark the starting sport. Strides must be adjusted each time.

Materials

Steeplechase barrier

4 Cones

1 take-off box

Points to note:

Use boxes or lower barrier to develop confidence.

Avoid standing up on the barrier.

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.

Part II: Hurdle clearance technique

Motor Skills



- Balance ✓
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm ✓
- Sprinting ✓
- Jumping ✓
- Throwing

Life Skills



- Self confidence ✓
- Trust
- Motivation
- Responsibility
- Resilience ✓
- Goal orientation ✓
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play ✓
- Critical thinking
- Decision making ✓
- Communication
- Problem solving



Main Part: 40 minutes

Description

Hurdle a sequence of 2-3 barriers.

Vary take-off leg.

Increase approach speed to race rhythm before and after the barrier.

Materials

Steeplechase barrier

4 cones

Points to note

See the barrier early and adjust the strides.

Keep low and flow over the barrier.

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.



Motor Skills



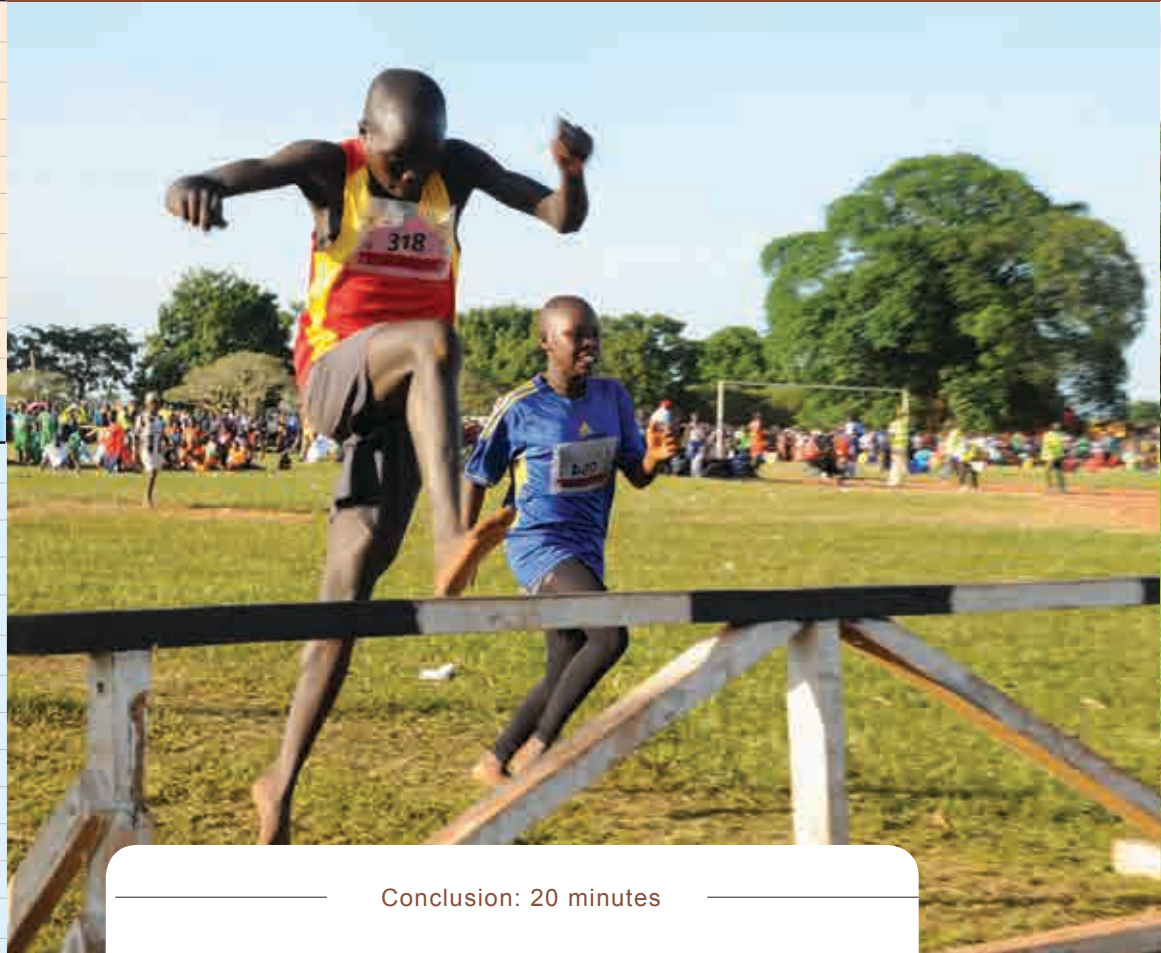
- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

1500m Steeplechase



Conclusion: 20 minutes

Description

On a marked 400m track, 4 barriers of 0.76m will be placed on the course.

No water jump will be placed on the course.

The result will be the time each participant takes to complete the 1500m distance.

Materials

- 400m running track
- Start-clapper
- 2 flags (red and white)
- Stop watch

Assessment

Time for each runner and total time for the team result.

17 PARTNERSHIPS
FOR THE GOALS



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.

Running drills

Motor Skills

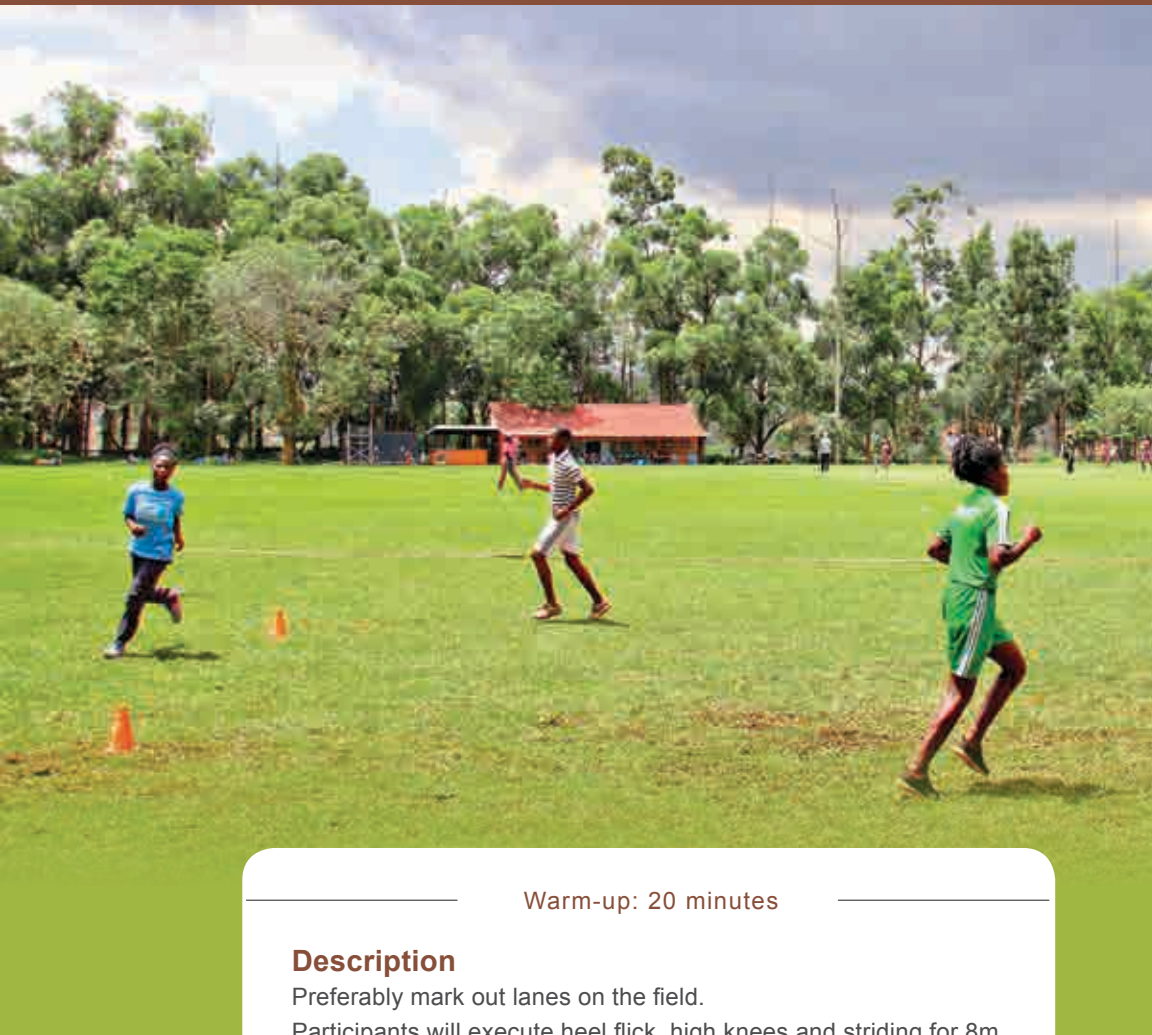


Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence
 Trust ✓
 Motivation
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation ✓
 Respect
 Fair play ✓
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving



Warm-up: 20 minutes

Description

Preferably mark out lanes on the field.
 Participants will execute heel flick, high knees and striding for 8m.
 At the end of each exercise the participant will run out for 15m.

Materials

20m x 50m field
 8 cones

Points to note

Focus straight ahead and stride out smoothly at the end of each exercise.

For high knee, the thigh should be parallel to the ground.



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.



Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

Part I: Standing start



Main Part: 40 minutes

Description

Stand about 2m behind the starting line.
 On your marks: place one foot to the start line.
 Other foot should be about shoulder width behind.
 Slightly lean forward with the weight on the front foot
 Arms synchronise with the legs.
 At the sound of the start-clapper, drive is off the front foot.

Materials

20m x 60m field
 8 cones
 Start-clapper

Points to note

**Use the rear foot lightly to assist stability.
 Don't bend too low.**

8 DECENT WORK AND ECONOMIC GROWTH



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.

Part II: Resistance runs

Motor Skills



Balance
 Coordination ✓
 Climbing
 Swinging
 Rotational Movement
 Space Awareness ✓
 Rhythm
 Sprinting ✓
 Jumping
 Throwing

Life Skills



Self confidence
 Trust ✓
 Motivation
 Responsibility
 Resilience
 Goal orientation ✓
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation ✓
 Respect
 Fair play ✓
 Critical thinking
 Decision making ✓
 Communication ✓
 Problem solving



Main Part: 40 minutes

Description

Use the resistance of a partner or implement.
 Do not exaggerate the resistance.
 Ensure full extension of the support leg and short ground contacts.

Materials

Resistances attached to a rope
 20m x 60m field
 8 cones

Points to note

Run tall and without leaning into the resistance.
 Walk back on all drills.



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.



Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Cross country (3km/4km)



Conclusion: 20 minutes

Description

Marked 3km and 4km lap on the track; in the field, outside the stadium.

Obstacles are placed along the course to challenge the runner. Implement available obstacles and add obstacles (logs). Include curved running; various changes of direction.

Materials

- 1 Stop watch
- Various marking aids
- 9 obstacles/logs not higher than 30cm
- Start-clapper
- Start/Finish-line

Points to note

Time of each individual athlete.

15

LIFE
ON LAND

This activity is conducted on various surfaces thus creating awareness of need and responsibility to conserve environment thus promoting better life and co-existence on land through proper land use mechanism.



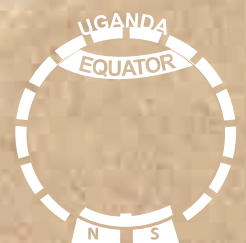
"The ability to conquer one's self is no doubt the most precious of all things that sport bestows."

Olga Korbut



CHAPTER 7

Local Traditional Games





Local Traditional Games

Local traditional games possess a unifying factor and as such are an integral part of intangible cultural heritage of any society in which they are practiced. The local traditional games in Uganda have been practiced since time immemorial by the young and the aged. In the recent past however, the practice has declined and games are getting extinct- especially due to urbanisation which is related to commercialisation and influence of foreign sport and broadcast media. These developments have taken up the would be spaces of society gatherings and introduced spectator sports that people especially the young generation enjoy to watch.

The non-practice of local traditional games may contribute to the loss of cultural heritage and identity in which society and its people miss out on the benefit of the games and eventual risk of not being conversant with their culture diversity. Participation in these games by the youths ensures continuity of indigenous recreational activities as part of cultural inheritance. Traditionally, the practice of local games has primarily been due to the following:

- ▶ As a tradition on several social functions to facilitate the transition of young people from one development stage to another. For example, in communities where hunting was practiced, male youth would be tasked to go hunting and would first kill an animal for them to be transitioned to adulthood.
- ▶ The skills and values learnt through songs performed during the certain games prepared the youngsters to take up their adult roles. They would learn mainly from peers at home during free time through the process of socialization with the same age cohort. The games provided interactive apprenticeships between the old and young, which guided the learners to learn and perform.
- ▶ The defense and internal security of communities greatly depended on how skillful people were in defence-related exercises. Therefore, society took it upon itself to ensure that young people played games to enhance their defense skills against any external aggression and during intertribal wars.
- ▶ Local traditional games provide exercises which the Physical Education teacher, instructor or coach can use as a warm-up, introductory games to your sport, as well as use them to keep young people busy and physically active.
- ▶ Local traditional games can also be used to teach children physical literacy i.e. competence in fundamental movement skills, having good insight in sports, being competent and confident in a variety of sporting contexts and environments that benefit the healthy development of the whole person.

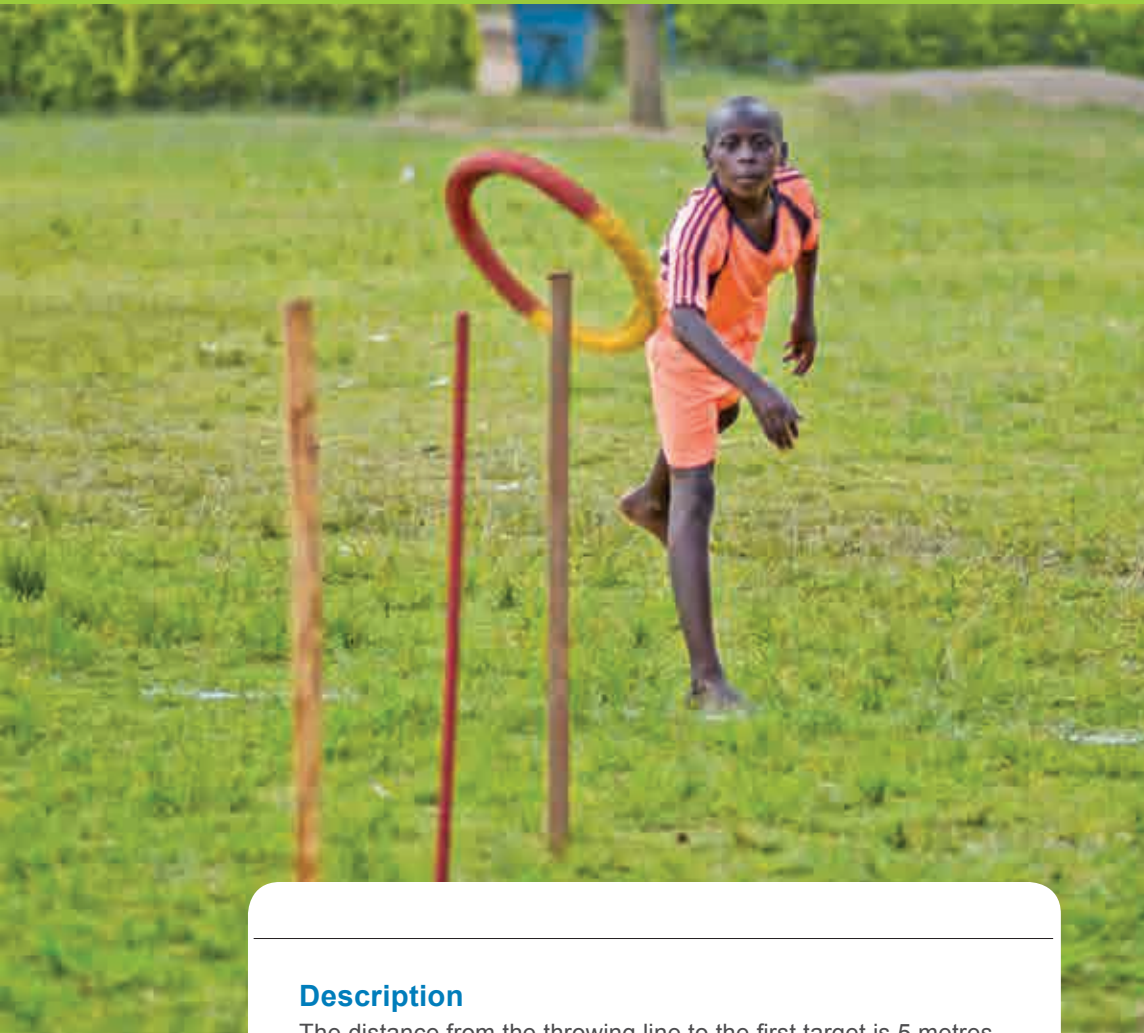
The inclusion of local traditional games in the A4D manual does not only provide a document reference to the games to facilitate knowledge transfer to the next generations and save the games from extinction but most importantly provide a rich extension of movement experiences for young people and to inculcate motor and life skills into the children and youth for individual and societal development. Children and youth can explore the social context of games and play through songs with guided apprenticeship depending on the nature and social origins and functions of the games. Participation in traditional games provide for learning of practically varied virtues and values. Some of them are good behavior, hard work, and competition, handling success and failure and leadership. The values and virtues, which are learnt in these games and play songs, become useful later in life. The coach, teacher or instructor can adopt these games to complement the range of activities provided in this manual at the introductory phase of each main activity.

The inclusion of local traditional games in the A4D manual provides a documented reference to the games to facilitate knowledge transfer to the next generations, save the games from extinction and provide a rich extension of movement experiences for young people to inculcate motor and life skills into them

▼ GAME

☑ SKILLS GAINED

NANZIGA



Description

The distance from the throwing line to the first target is 5 metres. The 3 targets (A, B & C) are placed 1m apart. From a standing position of 5 metres in front of the targets, the participant throws a ring (or any other similar object). The arm should be fully extended at the target in a way resembling discus throw. Each participant is allowed a total of 10 attempts (5 attempts with the “dominant” arm and 5 with the “less dominant” arm). Each of the participant’s attempts will be scored.

Assessment

- ▶ Points will be scored by the thrower having thrown the ring and if it lands in the targets.
- ▶ The table below gives a summary of the scoring system.
- ▶ If the thrower misses the target or steps beyond the throwing line in the process of throwing, no additional trial on top of the 5 trials will be given.

| | Arm Target A (Points) | Target B (Points) | Target C (Points) |
|-------------------|-----------------------|-------------------|-------------------|
| Dominant arm | 05 | 10 | 15 |
| Less dominant arm | 10 | 20 | 30 |

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.



SKILLS GAINED

GAME

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

SSONKO



Description

An activity area of 40 square centimetres is marked on the ground.

The bottle top is thrown in grid 1 on the right side.

The participant then hops on his/her left leg approaching through the left side of the grid.

As he/she approaches the end of the grid, he/she turns and hops through the right hand grid using the right leg

After getting to grid 1, he/she picks the bottle top and hops out of the grid.

This process continues until a person has gone through all the 5 grids. The bottle top will be thrown to the D where it will be picked and immediately thrown over the head to land in any of the grids. The grid in which the bottle top lands must be shaded/coloured a house for this participant.

House owners will always land with both legs in their housed and the opponent will always hop over it.

Failure to throw in the right grid and hoping out of the designated areas is a foul.

The opponent will then take their turn after a foul.

Assessment

► Points will be awarded depending on the number of houses one has constructed e.g. 3 houses = 3 points



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.

| Team | Houses | Points |
|------|--------|--------|
| U | 03 | 03 |
| G | 02 | 02 |

OKWEPENA

Motor Skills



- Balance
- Coordination ✓
- Climbing
- Swinging ✓
- Rotational Movement ✓
- Space Awareness ✓
- Rhythm
- Sprinting
- Jumping
- Throwing ✓

Life Skills



- Self confidence ✓
- Trust
- Motivation
- Responsibility ✓
- Resilience
- Goal orientation ✓
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation ✓
- Respect
- Fair play ✓
- Critical thinking
- Decision making
- Communication ✓
- Problem solving



Description

The game is commonly known as “Cano got” in Northern Uganda. The distance between throwers is about 10 m. The throwing team targets to hit the opponent at the centre. They also attempt to catch the ball so as not to give the opponent advantage. The player in the centre tries to dodge the balls thrown by the opponents. At the same time, he/she needs to stack the stones one on top of the other. In case the centre player catches the ball, he/she throws it as far as possible to allow them more time to arrange the stones and earn points. The moment all the 7 stones have properly been arranged, the team earns a point. Once the last player on the team wins a point, the rest play again before the opponents get a chance. The participants then change roles. In an event where the number is not even, the most skilful helper will be chosen to contribute points to each of the teams.

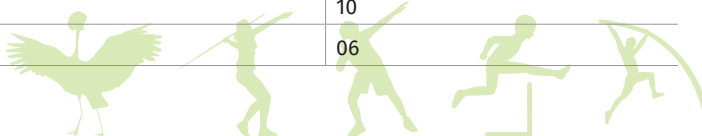
Materials

Small ball, 7 stones

Assessment

- ▶ Teams shall decide the ceiling of points they have to realize e.g. 20 points
- ▶ A point will be scored by the participant’s team that arranges the 7 stones properly
- ▶ All the points accumulated by teammates shall be added
- ▶ The winning team shall be that one with the highest number of points
- ▶ In case of a draw, players will go to the wall and dodge a ball that will be thrown to them

| Team | Points |
|------|--------|
| U | 10 |
| G | 06 |



This activity is conducted on various surfaces thus creating awareness of need and responsibility to conserve environment thus promoting better life and co-existence on land through proper land use mechanism.



SKILLS GAINED

GAME

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

OKUBUUKA OMUGUWA



Description

The game is commonly known as “Pyeel ki tol” in Northern Uganda.

2 participants stands approx. 5m away facing each other. They swing the rope for the other team to jump.

Participants are allowed to either begin from inside or entering to skip one by one.

Once all the participants of the team have entered, the counting begins by every swing.

Jumpers have to synchronise their movements in order to stay in the game and reduce mistakes.

For every set of jumps a team will earn a point.

Failure to skip the rope by any one of the teammates shall lead to a foul for the entire team.

Materials

Rope

Assessment

- ▶ Teams shall decide the ceiling of points they have to realize e.g. 50 points
- ▶ The number of points for every trial shall be added
- ▶ The winning team is the one that clocks the maximum number of points set at the beginning of the event

Variations

Participants enter one by one and when all are in, the counting starts.

Individually counting the number of jumps.

| Team | Points |
|------|--------|
| U | 50 |
| G | 46 |

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

▼ GAME

☑ SKILLS GAINED

SADAM SADAM

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Description

A grid of 18 squares each measuring one square foot is marked on the ground.

One participant is selected per team who enters in the starting box.

The game is started by singing “sadam sadam yes”.

The response “yes” indicates that the participants are to continue and they are ready.

They move in clockwise directions and anti clockwise directions and start from opposite sides.

Each foot is in its own box.

The participant repeats this until he/ she finishes all the directions and boxes.

He or she becomes the winner.

No participant is allowed to step on the line.

No participant is allowed to put the two feet in the same box.

Only one participant is needed per team in the starting box.

Materials

Space, grid (marked with lime/stick)

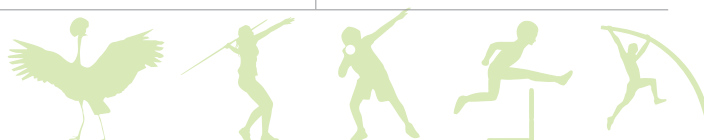
Assessment

▶ The winner is the one who completes more games



The local materials used in playing this game reminds us how to collectively care for the environment through better trash/ garbage disposal.

| Team | Points |
|------|--------|
| U | 2 |
| G | 0 |



SKILLS GAINED

GAME

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

AKOT/ CUBU LAWALA



Description

Two teams stand along the same line facing opposite directions. The distance from the thrower to the opponent (hunters) is approximately 5m. A thrower is assigned for each team. When the hoop being thrown is targeted, that team scores. The winning team moves a distance sideways. The opposing team follows suit in the direction of the other team. The hoop is released from stationery or after a short run-up and it is rolled on the ground. Each team is given the same number of attempts.

Materials

Space, hoops, sticks/spears

Assessment

▶ The number of times the target is hit for each team will be counted

Variations

Change the distances depending on the ability of participants counted.



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

| Team | Points/ Kills |
|------|---------------|
| U | |
| G | |

▼ GAME

☑ SKILLS GAINED

CAWA

Motor Skills

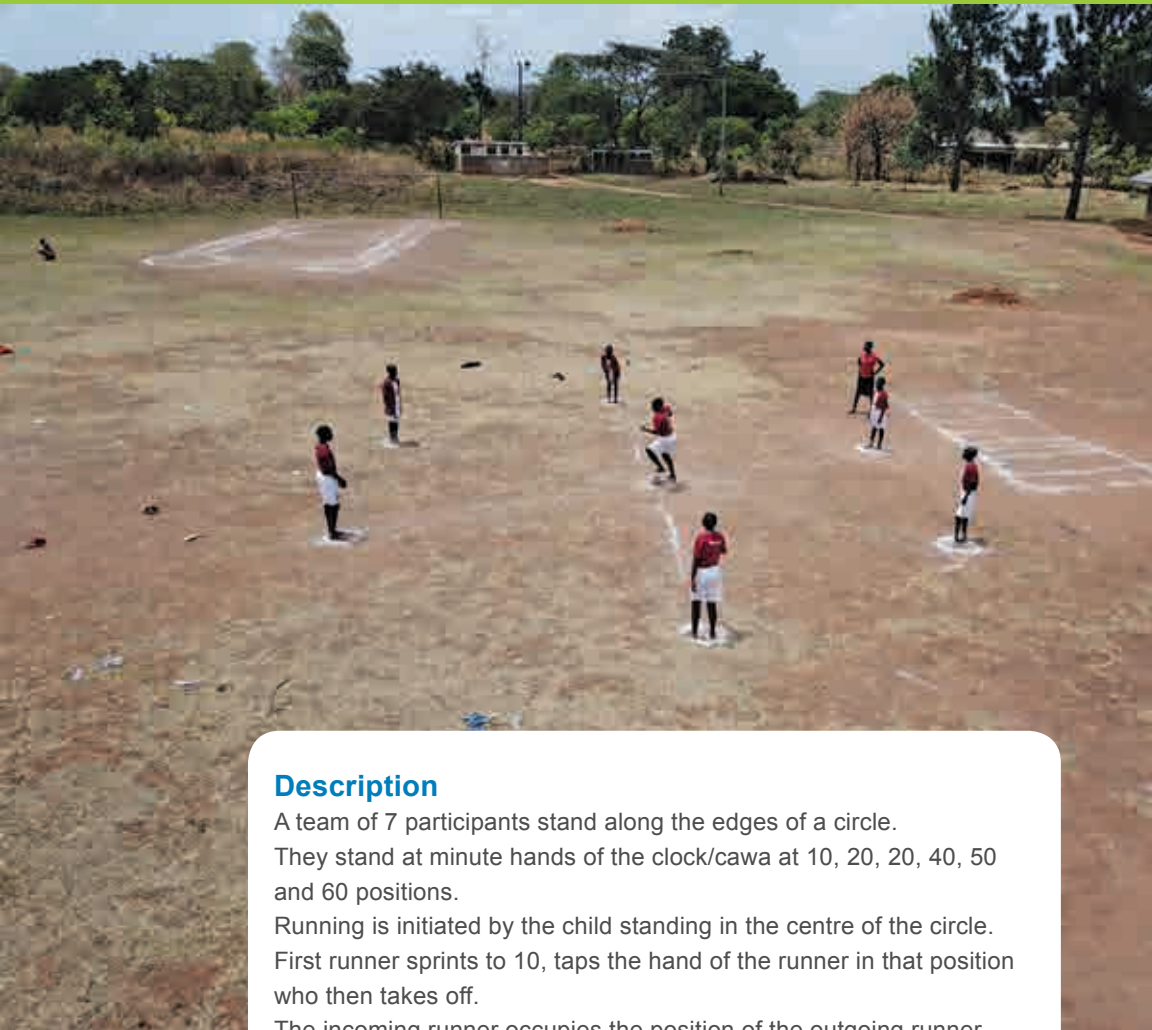


- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Description

A team of 7 participants stand along the edges of a circle. They stand at minute hands of the clock/cawa at 10, 20, 20, 40, 50 and 60 positions. Running is initiated by the child standing in the centre of the circle. First runner sprints to 10, taps the hand of the runner in that position who then takes off. The incoming runner occupies the position of the outgoing runner.

Materials

Space, lime, stop watch

Assessment

- ▶ The best time to complete cawa



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.

| Team | Time |
|------|------|
| U | 20' |
| G | 45' |



✔ SKILLS GAINED

▼ GAME

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement ✔
- Space Awareness ✔
- Rhythm
- Sprinting
- Jumping
- Throwing ✔

Life Skills



- Self confidence ✔
- Trust
- Motivation
- Responsibility ✔
- Resilience
- Goal orientation ✔
- Adaptability ✔
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play ✔
- Critical thinking ✔
- Decision making ✔
- Communication
- Problem solving

ENTAANGA



Description

In pairs, participants play in turns.
 A slightly bigger berry is placed 3m away.
 The participant stands behind the throwing line and throw the small berries.
 The aim is to land the small balls closer to the big stationary berry.
 The bigger berry can be dislodged by the smaller berries to take advantage.
 The participant with closest berry wins a particular game.

Materials

Space, berries

Assessment

- ▶ The games are tallied to determine the winner



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realizing common development objectives

| Team | Time |
|------|------|
| U | 5 |
| G | |

▼ GAME

✓ SKILLS GAINED

MOTOKA



Motor Skills 

- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm ✓
- Sprinting ✓
- Jumping
- Throwing

Life Skills 

- Self confidence
- Trust
- Motivation ✓
- Responsibility
- Resilience
- Goal orientation ✓
- Adaptability
- Creativity ✓
- Empathy
- Solidarity
- Cooperation ✓
- Respect
- Fair play ✓
- Critical thinking ✓
- Decision making ✓
- Communication
- Problem solving

Description

Participants are given a used car tyre and stick two sticks on them as handles.

Water is put in the tyre for lubrication.

The tyre is pushed forwards to the finish-line and back and handed over to a team mate.

Materials

Space, used car tyre, stop watch, sticks

Assessment

▶ The best team is the one that gets back home first



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.

| Team | Time |
|------|------|
| U | 20' |
| G | 25' |



SKILLS GAINED

GAME

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

STICK BALANCE



Description

Participants form a line and extend one finger forward. A stick is placed on the fingers of participants on the line. They attempt to move the stick from one point to another. The stick should be balanced not to fall.

Materials

Space, 1m stick

Assessment

▶ The team that moves the stick from one point to another first is the winner



The local materials used in playing this game reminds us how to collectively care for the environment through better trash/garbage disposal

| Team | Time |
|------|------|
| U | 15' |
| G | 10' |

▼ GAME

☑ SKILLS GAINED

TOUCH GAME

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ☑
- Rhythm ☑
- Sprinting ☑
- Jumping ☑
- Throwing

Life Skills



- Self confidence ☑
- Trust ☑
- Motivation
- Responsibility ☑
- Resilience
- Goal orientation ☑
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation ☑
- Respect
- Fair play ☑
- Critical thinking ☑
- Decision making
- Communication ☑
- Problem solving



Description

This game is commonly referred to as “Gute” in Northern Uganda. Participants are organised in 2 teams. One team guards while the other runs from one side to the other to make scores. The ones guarding moves only in the track. Once a participant is touched, he/she goes out.

Materials

Space, lime

Assessment

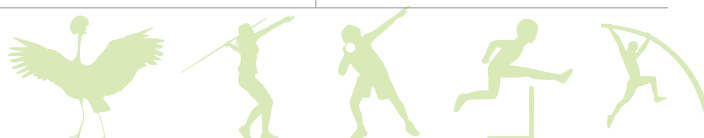
► The score for each individual participant will be tallied to get the team result

3 GOOD HEALTH AND WELL-BEING



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.

| Team | Time |
|------|------|
| U | 4 |
| G | 2 |



SKILLS GAINED

GAME

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

ROUND GAME



Description

This game is played by 2 teams in a rectangular field. The field has 4 circles representing 2 even and 2 odd numbers. One team is in the field while the other is outside throwing and catching a ball. The team in the field initiates play from the centre circle. During the runs, when the throwing team asks the number of points and they don't match with the circle in which they are standing, they will be sent out. If a participant on the team is hit with the ball before they enter the circle, they are sent out. Tallies of points are made every time they cross the circles. A game is won with 24 points. When all the members of a team have been sent out, the teams change roles, the fielding becomes the throwing team.

Materials

Space, chalk

Assessment

► The team which accumulates the greatest number of games is the winner

| Team | Points |
|------|--------|
| U | 4 |
| G | 3 |



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

▼ GAME

✓ SKILLS GAINED

CHOICE OF THE COUNTRY

Motor Skills

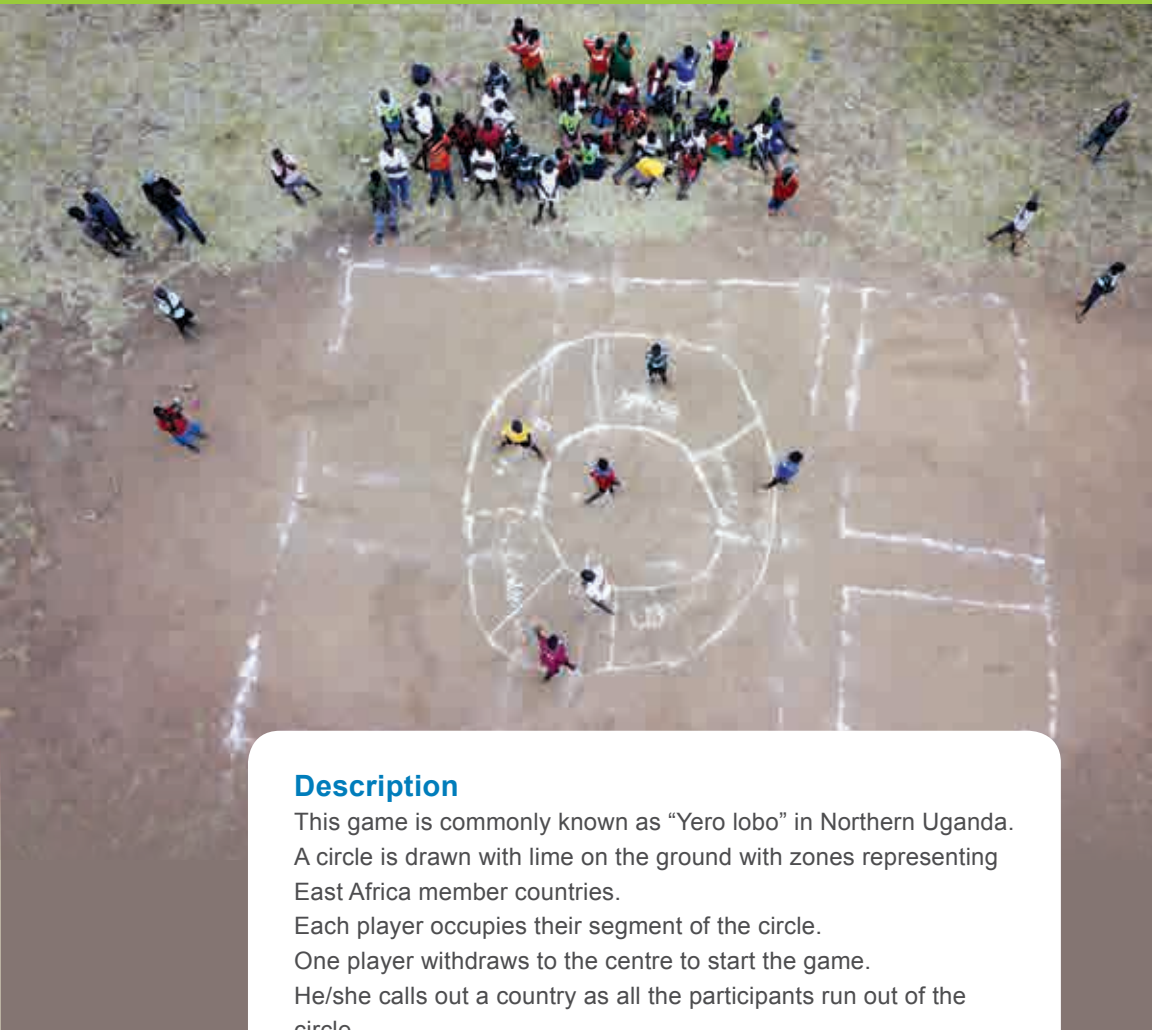


- Balance ✓
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm
- Sprinting ✓
- Jumping ✓
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation ✓
- Responsibility ✓
- Resilience
- Goal orientation ✓
- Adaptability ✓
- Creativity
- Empathy ✓
- Solidarity
- Cooperation ✓
- Respect
- Fair play ✓
- Critical thinking ✓
- Decision making
- Communication ✓
- Problem solving



Description

This game is commonly known as “Yero lobo” in Northern Uganda. A circle is drawn with lime on the ground with zones representing East Africa member countries.

Each player occupies their segment of the circle.

One player withdraws to the centre to start the game.

He/she calls out a country as all the participants run out of the circle.

The country called out also has to shout out another country.

The participant upon hearing his/her country must stop moving.

The participant will then attempt to jump/slide from the centre to land where the other participant had stopped.

Once he/she contacts this area, the participant in that zone loses 10% of the total 100% points that each participant has at the start of the game.

Materials

Space, chalk

Assessment

- ▶ The winner is the participant who maintains his/her 100% points intact after one of the participants is reduced to 0%

| Team | Time |
|------|------|
| U | 100 |
| G | 80 |



This activity is conducted on various surfaces thus creating awareness of need and responsibility to conserve environment thus promoting better life and co-existence on land through proper land use mechanism.



SKILLS GAINED

GAME

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

TRAFFIC LIGHTS



Description

A starting and an end point will be defined. Participants will start to run (green) when the whistle is blown. When the whistle is blown again, they will slow down (yellow). When the whistle is blown again for the third time they will stop. This will continue until participants reach the finish line. The colours: green, yellow and red symbolise the traffic lights.

Materials

Space, whistle

Assessment

- ▶ The participant who reaches the finish line first is the winner
- ▶ Those who fail at any of the commands will be pushed back to the starting line

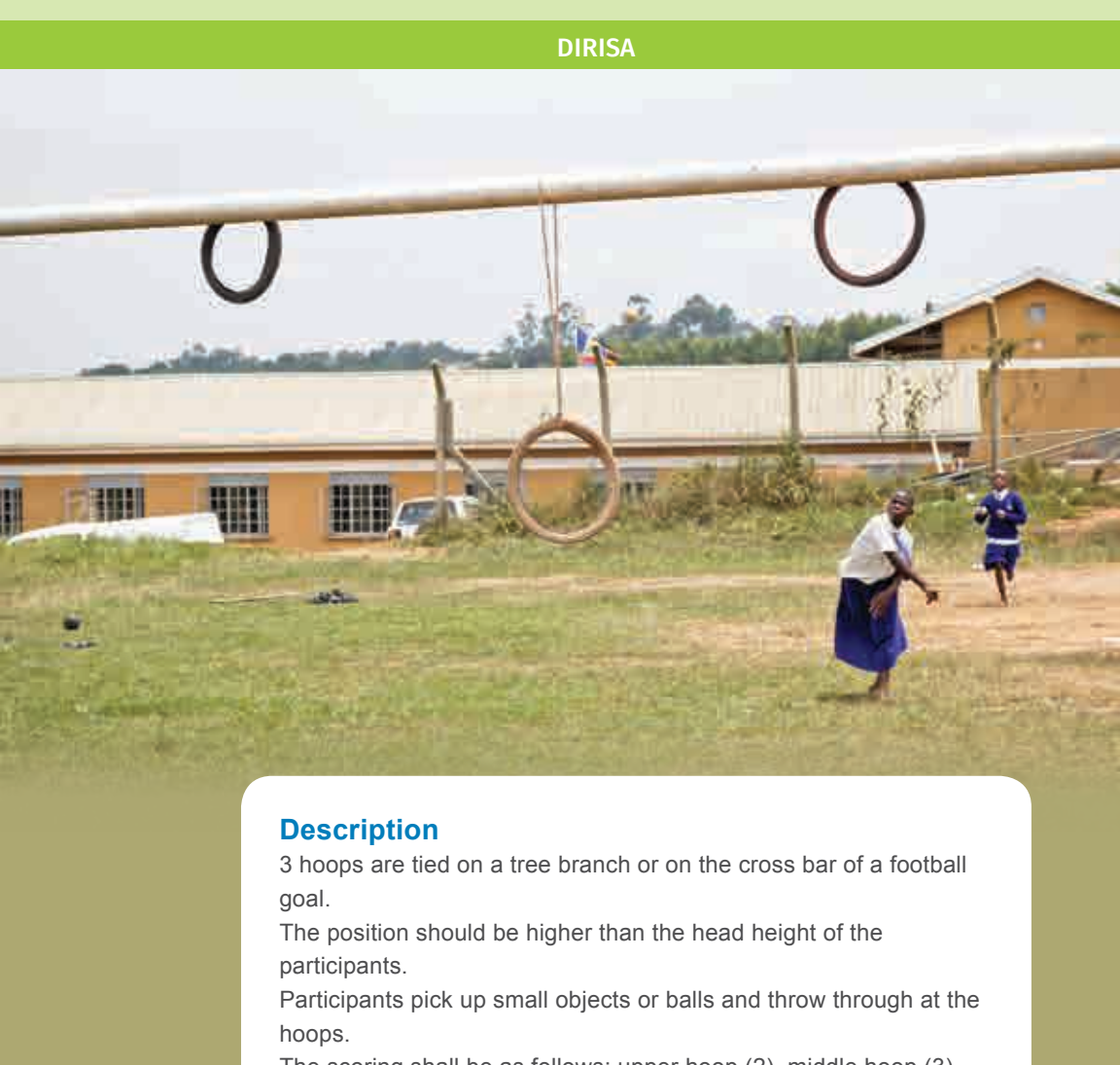


This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.

| Team | Position |
|------|----------|
| U | 1 |
| G | 2 |

▼ GAME

☑ SKILLS GAINED



DIRISA

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Description

3 hoops are tied on a tree branch or on the cross bar of a football goal.
 The position should be higher than the head height of the participants.
 Participants pick up small objects or balls and throw through at the hoops.
 The scoring shall be as follows: upper hoop (2), middle hoop (3), and lower hoop (1)

Materials

Space, hoops, small balls

Assessment

▶ The winner is the player who accumulated most scores



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.

| Team | Scores |
|------|--------|
| U | 10 |
| G | 6 |



SKILLS GAINED

GAME

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

SHOPPING



Description

Participants form a certain number of teams depending on the number.

Each team has a home.

A shop is opened at each of the 4 corners of the rectangular space.

Participants in each home attempt to carry as many items as possible from the shop to their homes. One item is allowed for each run.

Materials

Space, objects

Assessment

▶ The winner is the team with the greatest number of items at home at the command stop



This activity involves numbers which contributes to better education (arithmetic) outcomes besides the fitness required for academic work.

| Team | Items |
|------|-------|
| U | 12 |
| G | 10 |

▼ GAME

☑ SKILLS GAINED

CIRCUS

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Description

Participants make a circle and maintain standing position. They then hold each others' hands. On the count of 1-2-3, they jump forward. On the count of 1-2-3, they jump back to the starting point. Those who lose contact with the group are kept at the centre of the circle.

Materials

Space

Assessment

▶ Participants who keep contact with others in play are winners

3 GOOD HEALTH AND WELL-BEING



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.

| Team | Games |
|------|-------|
| U | 3 |
| G | 1 |



✔ SKILLS GAINED

▼ GAME

Motor Skills



- Balance ✔
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✔
- Rhythm ✔
- Sprinting
- Jumping ✔
- Throwing

Life Skills



- Self confidence
- Trust ✔
- Motivation
- Responsibility ✔
- Resilience
- Goal orientation
- Adaptability
- Creativity ✔
- Empathy
- Solidarity
- Cooperation ✔
- Respect ✔
- Fair play ✔
- Critical thinking
- Decision making
- Communication ✔
- Problem solving

FACE 2 FACE



Description

A grid is marked on the ground.
 2 participants stand in the grid facing each other.
 At the start of the game, they jump on both feet forward and back.
 Then they turn to face the opposite direction and proceed.
 The game goes on as face 2 face; back to back.

Materials

Space, chalk

Assessment

▶ The winner is the player who continues to jump after the opponent loses the pace



This activity delivers a whole body workout which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

| Team | Games |
|------|-------|
| U | 4 |
| G | 2 |

▼ GAME

✓ SKILLS GAINED

CATCH A TAG

Motor Skills

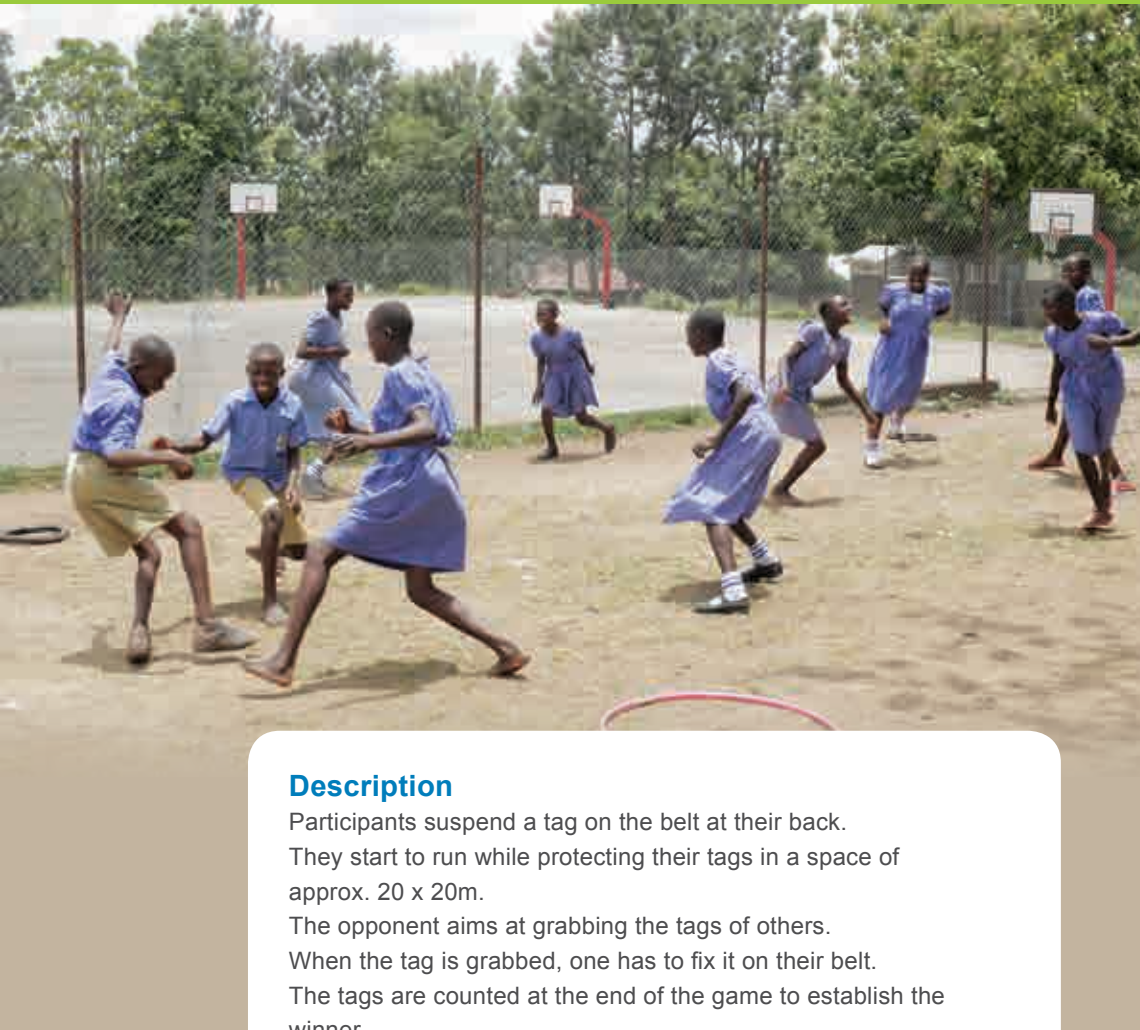


- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm
- Sprinting ✓
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity ✓
- Empathy
- Solidarity
- Cooperation
- Respect ✓
- Fair play ✓
- Critical thinking
- Decision making
- Communication ✓
- Problem solving



Description

Participants suspend a tag on the belt at their back. They start to run while protecting their tags in a space of approx. 20 x 20m. The opponent aims at grabbing the tags of others. When the tag is grabbed, one has to fix it on their belt. The tags are counted at the end of the game to establish the winner.

Materials

Cones, tags (cut cloth/ piece of paper)

Assessment

▶ The participant with the greater number of tags is the winner

3 GOOD HEALTH AND WELL-BEING



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

| Team | Tags |
|------|------|
| U | 4 |
| G | 2 |



✔ SKILLS GAINED

▼ GAME

Motor Skills



- Balance ✔
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✔
- Rhythm ✔
- Sprinting
- Jumping ✔
- Throwing

Life Skills



- Self confidence
- Trust ✔
- Motivation
- Responsibility ✔
- Resilience
- Goal orientation
- Adaptability
- Creativity ✔
- Empathy
- Solidarity
- Cooperation ✔
- Respect ✔
- Fair play ✔
- Critical thinking
- Decision making
- Communication ✔
- Problem solving

NAMUTTA



Description

Teams are organised in files.
 Teams start with held up hands from one side.
 Each team member steps on each of the materials while the others follow from the first to the last.
 Once all the members have reached the other side, the team sprints back to the starting line.
 In case a member of a team steps off the objects, the entire team will repeat.

Materials

Ash/saw dust/sand, boxes, hoops

Assessment

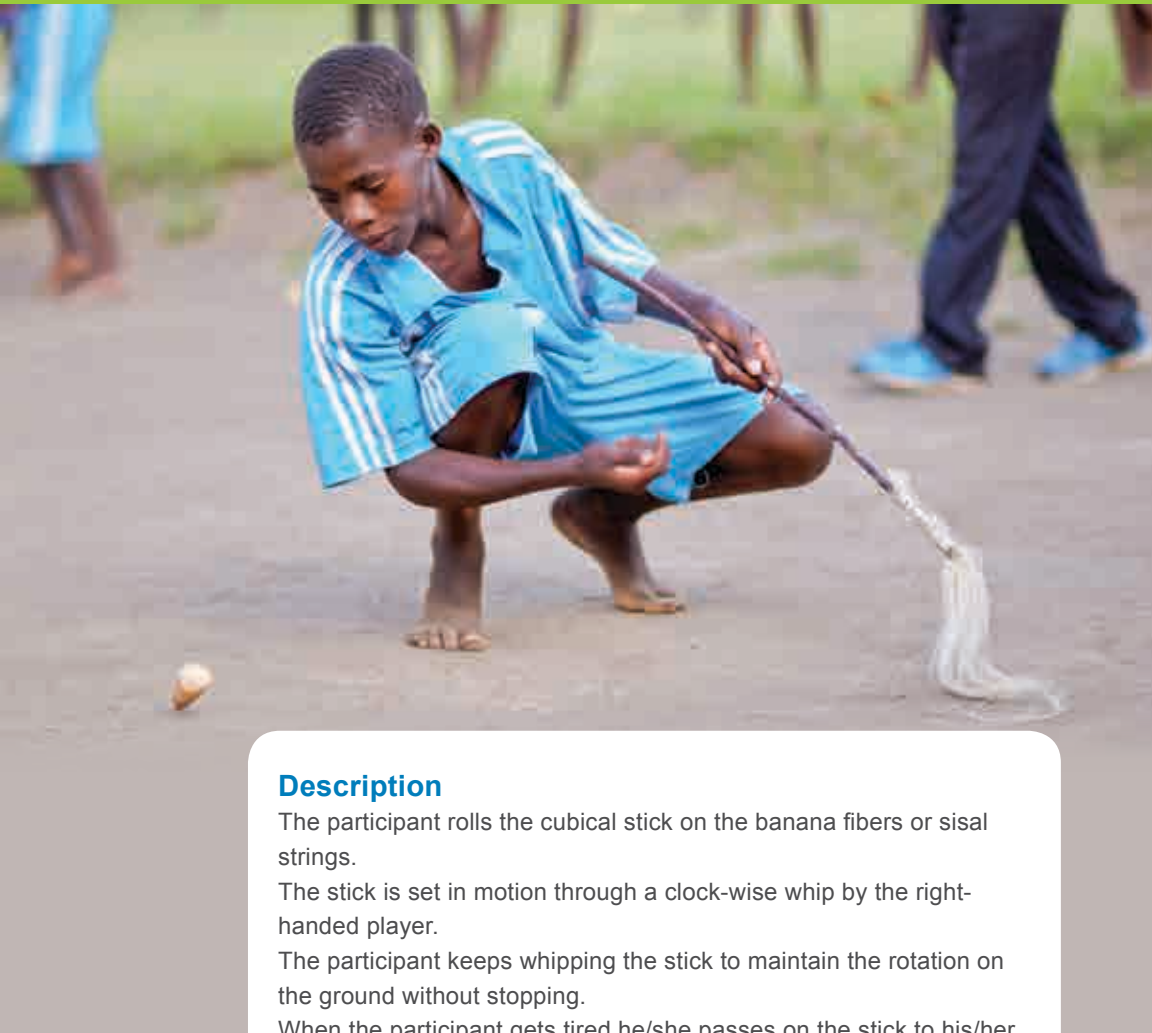
► Teams are awarded positions of arrival as 1st, 2nd, 3rd, etc. after having crossed the river safely 3 times



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.

| Team | Time |
|------|------|
| U | 50' |
| G | 59' |

ENKUYU



Description

The participant rolls the cubical stick on the banana fibers or sisal strings.
 The stick is set in motion through a clock-wise whip by the right-handed player.
 The participant keeps whipping the stick to maintain the rotation on the ground without stopping.
 When the participant gets tired he/she passes on the stick to his/her team mates.

Materials

- Levelled space
- Banana fiber tied on a stick
- A hand made cubical short stick with a narrow base

Assessment

► The winner is the team which keeps the stick in motion longer than other teams

| Team | Games |
|------|-------|
| U | 6 |
| G | 3 |
| A | 2 |
| N | 1 |

Motor Skills

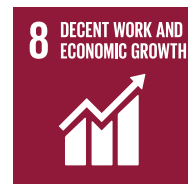


- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.



✔ SKILLS GAINED

▼ GAME

Motor Skills



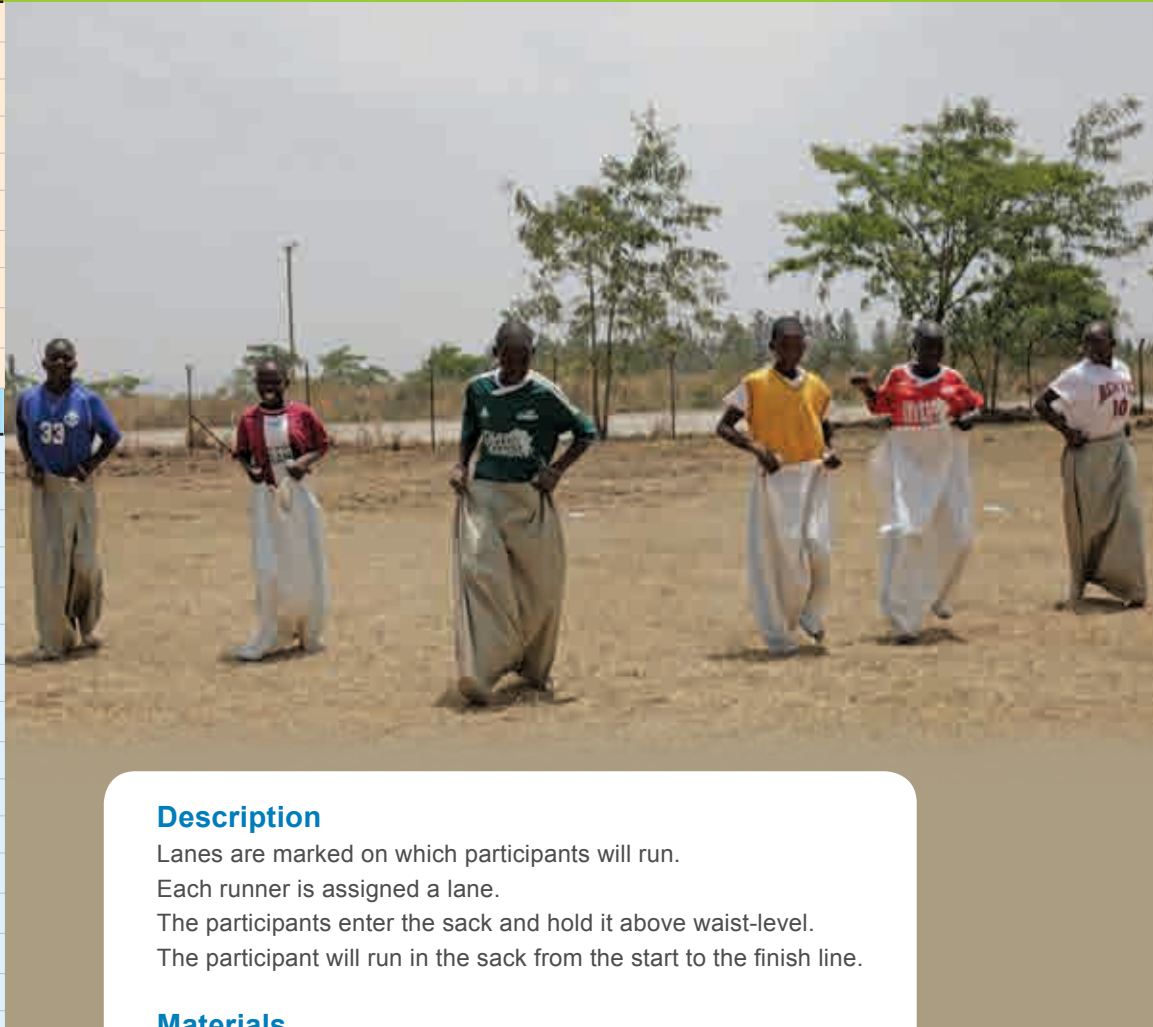
- Balance ✔
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✔
- Rhythm
- Sprinting ✔
- Jumping ✔
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility ✔
- Resilience
- Goal orientation ✔
- Adaptability
- Creativity ✔
- Empathy
- Solidarity
- Cooperation
- Respect ✔
- Fair play ✔
- Critical thinking ✔
- Decision making
- Communication
- Problem solving

SACK RACE



Description

Lanes are marked on which participants will run. Each runner is assigned a lane. The participants enter the sack and hold it above waist-level. The participant will run in the sack from the start to the finish line.

Materials

Space, empty sacks, lime

Assessment

▶ The winner is the player who crosses the finish line first



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.

| Team | Time |
|------|------|
| U | 20' |
| G | 45' |

▼ GAME

☑ SKILLS GAINED

KAGUWA

Motor Skills 

- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills 

- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Description

The players stand in a circle with one holding the string at the centre. Play is begun by the centre player swinging the ball around. The other players attempt to jump so as not to get hit by the ball. They maintain their position in the circle. The participant who gets hit by the ball is eliminated.

Materials

Space, ball attached to a string

Assessment

▶ The participant who remains in play for the longest time is the winner



This activity delivers athletics and life skills which can improve one's productivity and economic potential and therefore enhancing one's possibilities in the job market.

| Team | Games |
|------|-------|
| U | 4 |
| G | 3 |



SKILLS GAINED

GAME

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

OMWESO



Description

Omweso is commonly known as “Tuku coro” in Northern Uganda. A rectangular board is drawn on the ground.

32 holes (8x4) are made on the board or in the ground.

The participants start by placing an equal number of beads (2) in each hole.

They then play by moving beads from one hole and distributing them into own holes.

Each participant continues until he is out of beads at the holes.

When one stops at one’s hole with no beads in the hole, they pick the opponents beads in the 2 holes ahead.

Materials

Space, beads/small stones, board/flat surface

Assessment

► The winner of a particular game is the one who collects the greatest number of beads from the opponent’s holes



This activity involves numbers which contributes to better education (arithmetic) outcomes besides the fitness required for academic work.

| Team | Games Won |
|------|-----------|
| U | 5 |
| G | 2 |

▼ GAME

☑ SKILLS GAINED

KUSIKA MUGUWA

Motor Skills

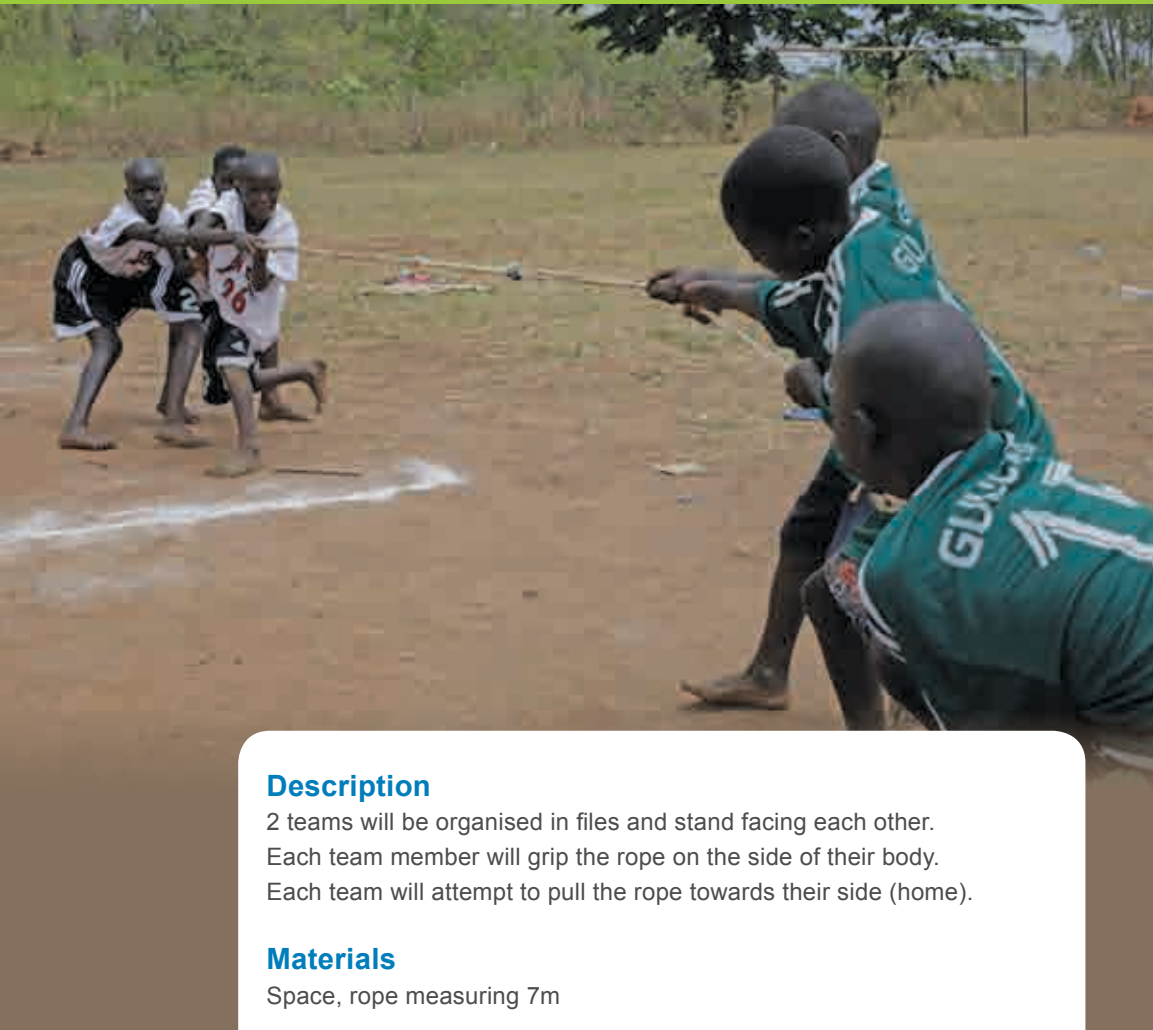


- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Description

2 teams will be organised in files and stand facing each other. Each team member will grip the rope on the side of their body. Each team will attempt to pull the rope towards their side (home).

Materials

Space, rope measuring 7m

Assessment

▶ The team which pulls the rope home more often wins



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

| Team | Games |
|------|-------|
| U | 3 |
| G | 1 |



SKILLS GAINED

GAME

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

CHICKEN FIGHT



Description

2 participants squat facing each other with a short distance between them. They extend their hands forward with palms facing the opponent. Their hands contact and try to push the opponent's away. This continues until one loses balance and falls.

Materials

Space

Assessment

The participant who concedes the least falls is the winner



This activity encourages participants to compete not as opponents but partners which fosters team work necessary for realising common development objectives.

| Team | Wins |
|------|------|
| U | 5 |
| G | 2 |

▼ GAME

✓ SKILLS GAINED

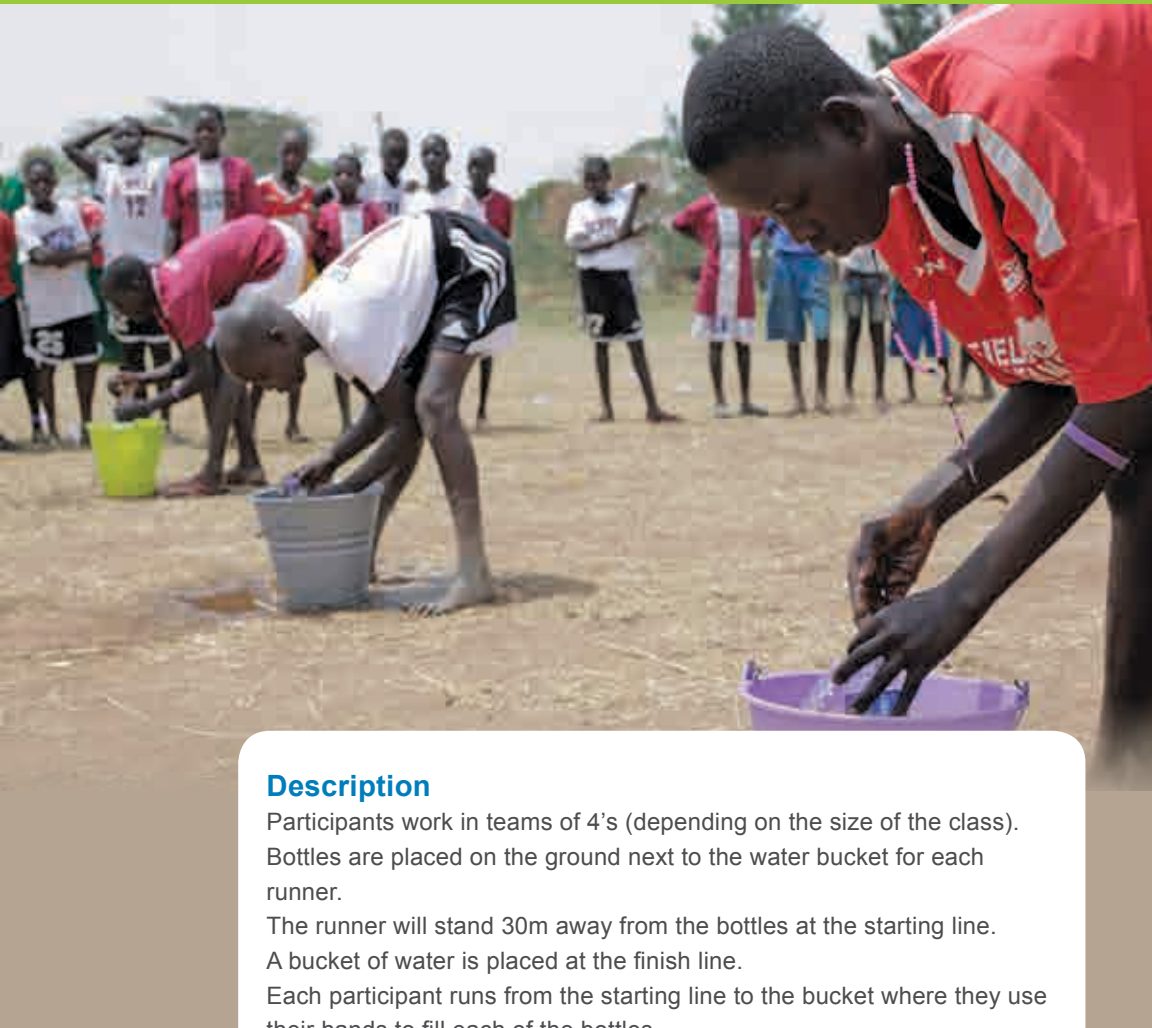
BOTTLE FILLING

Motor Skills

- Balance ✓
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm
- Sprinting ✓
- Jumping
- Throwing

Life Skills

- Self confidence ✓
- Trust
- Motivation ✓
- Responsibility ✓
- Resilience
- Goal orientation ✓
- Adaptability
- Creativity ✓
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play ✓
- Critical thinking
- Decision making ✓
- Communication ✓
- Problem solving ✓



Description

Participants work in teams of 4's (depending on the size of the class). Bottles are placed on the ground next to the water bucket for each runner.

The runner will stand 30m away from the bottles at the starting line. A bucket of water is placed at the finish line.

Each participant runs from the starting line to the bucket where they use their hands to fill each of the bottles.

Once the bottle is full, they place it on the ground and sprint back to tap the team mate's hand, who then runs to the bucket, pours the water from the bottle into the bucket.

He/she then has to refill the bottle with water.

Play continues until the last participant has run.

Materials

Space, empty bottles, bucket, water

Assessment

► The winner is the team whose last participant gets to the starting line first after filling his/her water bottle

| Team | Time |
|------|------|
| U | 55' |
| G | 120' |



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.



SKILLS GAINED

GAME

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

EKIGWO



Description

Sacks are laid on the ground to provide cushion for landing. 2 participants hold each other around the shoulders or waist. Participant attempts to wrestle his/her opponent down. One who is wrestled down will lose that particular game.

Materials

Space, sacks

Assessment

▶ The participant who wrestles his/her opponent to the ground more times is the winner



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

| Team | Games |
|------|-------|
| U | 5 |
| G | 1 |

▼ GAME

✓ SKILLS GAINED

PUZZLE

Motor Skills



- Balance ✓
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm
- Sprinting ✓
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility ✓
- Resilience
- Goal orientation ✓
- Adaptability
- Creativity ✓
- Empathy
- Solidarity ✓
- Cooperation ✓
- Respect
- Fair play ✓
- Critical thinking ✓
- Decision making ✓
- Communication ✓
- Problem solving ✓



Description

2 teams will be organised with each having its home. Teams will stand 10m away from their home. A box containing several alphabetical letters will be put in each home. On the command start, teams run to their homes and begin to arrange the letters to form words as instructed.

Materials

Space, boards, cut-out alphabetical letters

Assessment

► The team that completes the assigned number of words first is the winner

| Team | Words |
|------|-------|
| U | 5 |
| G | 2 |



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.



✔ SKILLS GAINED

▼ GAME

Motor Skills



- Balance
- Coordination ✔
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✔
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation ✔
- Adaptability
- Creativity ✔
- Empathy
- Solidarity ✔
- Cooperation ✔
- Respect
- Fair play
- Critical thinking
- Decision making ✔
- Communication ✔
- Problem solving

YANI



Description

Participants form a circle and sit down. The leader/teacher calls out a description e.g. colour of dress or shoes, badge. Those who match the description stand up immediately. Participants who fail to respond to the commands will be asked to step out of the circle.

Materials

Space

Assessment

▶ Participant who stays in the game after all others have been eliminated is the winner



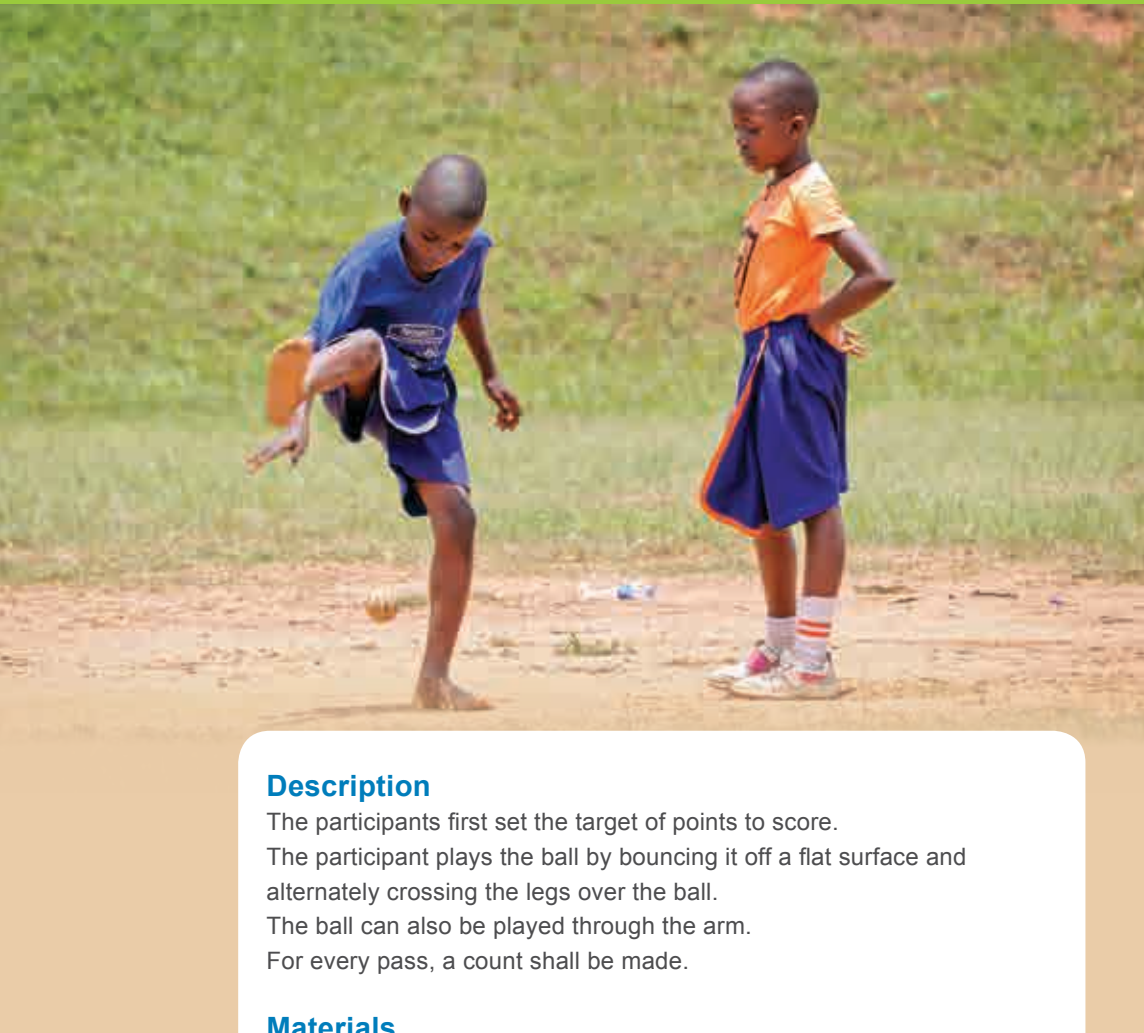
This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

| Team | Wins |
|------|------|
| U | 2 |
| G | 0 |

▼ GAME

☑ SKILLS GAINED

AKAPIIRA



Description

The participants first set the target of points to score. The participant plays the ball by bouncing it off a flat surface and alternately crossing the legs over the ball. The ball can also be played through the arm. For every pass, a count shall be made.

Materials

Space, ball made of rubber

Assessment

► The participant who reaches the target points first is the winner

| Team | Points |
|------|--------|
| U | 100 |
| G | 75 |

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



This activity involves numbers which contributes to better education (arithmetic) outcomes besides the fitness required for academic work.







"No matter what accomplishments you make, somebody helped you."

Althea Gibson.



CHAPTER 8

Athletics for Development:
Games for Visual impaired
children and youth
(Including albinism)





Athletics for Development: Games for Visual impaired children and youth (Including albinism)

This chapter presents how to use athletics as a tool for inclusion, education, sport and motor for development, well-being as well as social development of children and youth with visual disabilities. It provides a number of games for children and youth with visual impairment including cases of albinism. The games are categorised in three levels of difficulty to provide opportunity for progression.

Inclusion

Inclusion refers to and focuses on adjusting the society at large so that children have opportunity to interact, play, learn, experience the feeling of belonging and develop in accordance to their potentials and difficulties. By so doing, they obtain a good quality of life within their natural environment. In simpler terms, accepting and adjusting to include an individual with special needs without completely changing the environment to disadvantage others.

Who are the learners with special needs?

These are people with barriers to learning as a consequence of under-stimulation; socio-emotional problems or abuse; a traumatic experience; impairments or other conditions that make it difficult for them to follow the regular curriculum.

Individuals with Visual Impairment

A person having a visual impairment does not only mean that he/she is blind.

The Visually Impaired/Blind people; are those who have difficulties in seeing or cannot see at all. They are not necessarily sick nor do they have eye infections as the cause of them not seeing well or not seeing at all. This status is usually a result of damage of the eye or a condition one is born with. For these groups of athletes, specific and specialised forms of training delivery are required. Specifically, we could categorise these athletes as follows:

Those with low vision; are people with some residual eyesight.

This refers to a condition where the person has some amount of eye sight which could be used for learning purposes such as seeing the blackboard, moving round the class or even writing in their exercise books. The Albinos usually fall under this category. The Blind; are people who cannot see at all. Some might just be only able to see or perceive light while others are ever in total darkness.

As one of the objectives of Athletics for Development, the training shall include youth with impairments so as to give them opportunity to improve on their well-being. This then requires clear understanding and hence strategies on how to handle such cases. The information in table 1 describes the condition of visual impairment, causes of the condition, indicators that can show you that someone could be having the condition and strategies that you can lay in order to include such a person in all the activities that you do as a trainer.



| IMPAIRMENT | CAUSES | INDICATORS | STRATEGIES |
|---|--|--|---|
| <p>Visual impairment:</p> <p>Is a term used to refer to persons with vision/seeing difficulties? They are split up into categories:</p> <p>Low vision or partial sight and blindness (cannot see anything)</p> | <ul style="list-style-type: none"> ▶ Hereditary/genetic causes ▶ Alcoholism and smoking mothers during pregnancy. ▶ Pre-maturity and very low birth weight, with retinopathy of prematurity. ▶ Malnutrition/failure to feed on diets that can improve sight for example; lack of vitamin A. ▶ Diseases like: measles, meningitis, malaria, red eyes, cataract, river blindness, trachoma, diabetes ▶ Accidents like: serious injuries which hurt the eyeball or head operations that affect the optic nerve. ▶ Poor hygiene ▶ Hereditary/genetic causes like albinism, congenital cataracts and degeneration of the retina | <ul style="list-style-type: none"> ▶ Do the opposite of what they have been told to do. ▶ They bump into objects and fall easily. ▶ Eyes may look cloudy or some have abnormal shape of the eye. ▶ Hold reading materials very close or very far from their eyes. ▶ Sometimes have watering eyes. ▶ Have difficulty in describing objectives or reading close or far symbols. ▶ May complain of headaches and itchy eyes. ▶ React to bright light. ▶ Make many mistakes when copying things or reading pictures and write off the lines. ▶ May participate in individual or group activities | <ul style="list-style-type: none"> ▶ Using a sighted guide ▶ Find out more information from their parents/guardians on helping him/her ▶ Use different methods which encourage the use of other senses such as hearing, tasting, touching, and smelling through practical experience and use of materials. ▶ Write bold and large letters, figures and pictures (use large print). ▶ Let such learners be close to their ordinary colleagues. ▶ Use real objects when training and allow them to feel them. |

With the information provided about visual impairment, the trainer should endeavour to be keen and support the children and youth with visual impairment. It should be noted that some of the causes due to lifestyle such as poor hygiene, malnutrition, and a smoking pregnant mother among others should be discussed during reflection when the trainer is for example focusing on the contribution to health as a goal.



PEOPLE WITH DISABILITIES MUST BE TREATED AS PEOPLE IN THEIR OWN RIGHT WITH THEIR UNIQUENESS

Trainers should take note that people with disabilities must be treated as people in their own right with their uniqueness. This facilitates inclusion to live and share the experience of the visually impaired and the blind and to improve understanding, respect and mutual aid. In the context of inclusion, sighted children and youth participate in situations under two major conditions i.e.:



Blind (e.g. Blind-folded)



Blind and guide; where the guide helps to ensure success of a common activity involving two participants

The motor, physical, psychological and social development of the blind children and youth



When working with visually impaired children and youth, it is important to know them so as to improve their motor, physical, psychological and social development. The lack or absence of visual cues makes it more complex for children to familiarise and move around, as well as to calibrate their space. Thus, improving posture control, balance and awareness of landmarks in space will be of crucial importance.

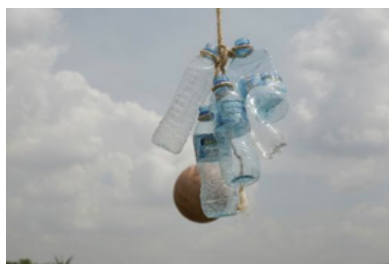
It will be desirable for the trainer to be much more patient and tolerant with these children and youth, both in explaining, understanding and performing the exercises. Similarly, the right calibration of the difficulty of situations will be of extreme importance for a progressive evolution and the achievement of the objectives of success.

The environment and equipment

When working with visually impaired children and youth:

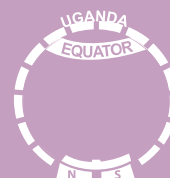
- ▶ Ensure that the environment is as safe as possible.
- ▶ Be aware to use a relatively flat surface, without holes or bumps that could cause children to fall, and without potentially dangerous obstacles.
- ▶ Promote the safe displacement of children through marked paths with landmarks that children can follow, or with other children who accompany and guide them safely.

Examples of the equipment:



The equipment used must not present a danger to children. It will be simple and made with local materials to promote sustainable and ecological development goals. This will ensure the use of local materials such as wood, and will pursue recycling targets by making good use of compacted plastic bottles and bags to build targets, medicine balls, and other marking tools.

KNOW BLIND CHILDREN TO IMPROVE THEIR MOTOR, PHYSICAL, PSYCHOLOGICAL AND SOCIAL DEVELOPMENT.



Educational situations for games of marginalised children and youth

THE EDUCATIONAL SITUATIONS ARE EVOLVING ON 3 LEVELS OF DIFFICULTY AND ARE CLASSIFIED INTO 4 MAJOR REGISTERS:



INDIVIDUAL SITUATIONS



SITUATIONS IN PAIRS



TEAM SITUATIONS



GAME SITUATIONS

The taxonomy used to categorize the activities makes it possible to select situations according to the three main types of objectives i.e.

▶ Motor skills ▶ Life skills ▶ Sustainable development goals

The three categories of classification mentioned above have been aligned to the right hand side column of the activity page and for each item a box is provided to identify the achievement from that particular activity. The skills that are learned are highlighted with a red box while the SDG is highlighted with a black box. The following situations provide examples of the full program. You will find in order:

- ▶ Individual situations
- ▶ Situations in pairs
- ▶ Team situations
- ▶ Game situations

The exercises are classified by levels (indicated by the number of stars), then by motor ability, and finally by life skills learned and the SDG contributed to. On the video application, which will be available on smartphones, these items will be keywords that will allow you to browse videos according to your needs.



The educational situations are evolving on 3 levels of difficulty and are classified into: individual, pairs, team situations & game situations.





INDIVIDUAL SITUATIONS

Forward/backward oscillations

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Materials

None

Conditions

All children are blind or blindfolded

Description

Standing on 2 feet, oscillate slowly to provide a balanced support on the front of the feet (heels off), then on the back of the feet (toes off), and so on.

Assessment

- ▶ Can he/she do 10 repetitions holding alignment and without losing balance?
- ▶ The shoulder line remains horizontal

Variation/Evolution

Do the exercise with your arms stretched vertically, vary the height

LEVEL

1 ★



This activity develops ones ability to improve on their personal abilities which enhances their survival and livelihood on land



SKILLS GAINED

INDIVIDUAL SITUATIONS

ACTIVITY

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

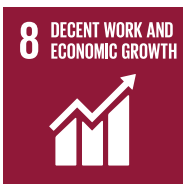
Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

LEVEL

★ 1



This activity delivers life skills which can enhance one's possibilities in the job market to better productivity and economic potential.

Walking Forward



Materials

Cones

Conditions

The child is blind or blindfolded. A guide places him/her initially in the axis of the corridor.

Description

The child is placed in front of a narrow lane in a straight line. He/she walks forward, in a narrow corridor, without leaving the corridor.

Assessment

- ▶ A corridor width is defined and the distance travelled within the corridor is measured
- ▶ As soon as you walk out of the corridor (not right) we stop and measure

Variation/Evolution

Increase speed or distance, put targets in front and measure deviation from target

Balance one foot in front of the other

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Materials

None

Conditions

All children are blind or blindfolded.

Description

Jump with two feet, on the spot, as high as possible, touch your ankles with both hands and Land on both feet, in balance.

Assessment

- ▶ Count valid jumps made without losing balance

Variation/Evolution

Jump with hands wide, legs astride and clap hands before landing

LEVEL

2 ★ ★



This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.



SKILLS GAINED

INDIVIDUAL SITUATIONS

ACTIVITY ▼

Motor Skills



Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills



Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

▼ LEVEL

★ ★ 2



This activity develops ones ability to improve on their personal abilities which enhances their survival and livelihood on land

Throw from one hand to the other hand



Materials

A Ball

Conditions

All children are blind or blindfolded.

Description

Throw the ball with 1 hand from bottom to top, upwards (at least above the head) and catch it with only one hand. Alternate right and left hand.

Assessment

▶ Count the throw-catches made without losing the ball. Do it right and left hand

Variation/Evolution

Start with two hands then try with one hand
 Two to two, one to two, one to one
 Use two balls
 Move legs as you move the balls



Develop the ability of visually impaired children to use both the left and the right side of their bodies.





SITUATIONS IN PAIRS

Walk synchronously

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Materials

Elastic band + tracing (or cones)

Conditions

Both children are blind or blindfolded.

Description

The 2 children hold hands or are connected with the elastic band. Ask them to walk in a straight line in a lane, at the same pace and coordinated.

Assessment

- ▶ A lane width is defined
- ▶ The distance travelled within the lane is measured
- ▶ As soon as you walk out of the lane (not right) or make a coordination error, you stop

Variation/Evolution

Reverse the positions to hold your partner by his/her right hand and then by his/her left hand

LEVEL

1 ★



This activity encourages participants to improve communication skills which is key in sharing health messages especially on HIV/AIDS.



SKILLS GAINED

SITUATIONS IN PAIRS

ACTIVITY ▼

Motor Skills


Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills


Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

▼ LEVEL

★ ★ 2



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

Round trip on a bench by 2

Materials

A low bench (or board on the ground) + Stopwatch

Conditions

The 2 children are blind or blindfolded.

Description

2 children stand on a low bench (or a board on the ground), each at one end.

Walk on the bench to reach the other side crossing in the middle, without falling.

Assessment

▶ Count the number of valid round trips.

Or:

▶ Measure the time taken to make one (2, 3) round trips

Walk synchronously

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Materials

Elastic band + tracing (or cones)

Conditions

1 child is blind (or blindfolded) and 1 sighted guide.

Description

Connect the 2 children by hand with an elastic band.
Do together, synchronized simple running exercises (ABC): butt-kicks, stretched legs, skipping.
The guide also tries in a blindfolded situation with another guide.

Assessment

- ▶ A lane width is defined, and the distance travelled within the lane is measured
- ▶ As soon as you walk out of the lane (not right) or make a coordination error, we stop

Variation/Evolution

Vary the running exercises
Reverse the positions to hold your partner by his/her right hand and then by his/her left hand

2 ★ ★



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.



SKILLS GAINED

SITUATIONS IN PAIRS

ACTIVITY ▼

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

▼ LEVEL

★ ★ 2



This activity brings along participants from various backgrounds and thus can foster peaceful co-existence and harmonious living.

Rope jumps in pairs



Materials

Skipping rope

Conditions

1 child is blind (or blindfolded) and 1 sighted guide

Description

2 children hold hands and hold the end of the rope with the other hand.

They jump while coordinating their jumps and the rotation of the rope.

Reverse the positions to hold the rope with the other hand
The sighted child tries the situation blindly as well.

Assessment

- ▶ Count the number of jumps performed without error

Variation/Evolution

Vary the ways of jumping (hopping, 2-feet-1: foot, RR, LL etc.)
Face different directions

Throwing and catching

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Materials

Ball + wall

Conditions

2 children per pair, one blind (or blindfolded), and the other sighted

Description

The blind thrower faces the wall and throws his ball against it. The other sighted child must catch the ball once it has touched the wall and before it falls to the ground.

Assessment

▶ How many successes on 10 throws?

Variation/Evolution

Modify the forms of throwing, the device and the distances to the target

3 ★ ★ ★



This activity involves children and youth to work together to achieve a goal which build their peace and justice and hence strong relationship





TEAM SITUATIONS

The Caterpillar walk

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills

- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

LEVEL ▾

1 ★



This game brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality



Equipment

Tracing + Stopwatch

Conditions

All children are blind or blindfolded.

Description

Form teams with the children (6, 8, 10, ...).

Each child holds the hip of the partner in front of him/her in a line. They walk together at the same pace, in rhythm and coordinated so as not to break the line.

An instructor guides the children by clapping his hands.

Assessment

- ▶ Measure the distance travelled by the Caterpillar
- Or:
- ▶ Measure the time over a given distance

Variation/Evolution

Reverse the positions so that each in turn finds him-/herself in a leadership position

Create different shapes as they move

Do different forms of movement

Put balloons between the children



SKILLS GAINED

SITUATIONS IN PAIRS

ACTIVITY ▾

Motor Skills


Balance
 Coordination
 Climbing
 Swinging
 Rotational Movement
 Space Awareness
 Rhythm
 Sprinting
 Jumping
 Throwing

Life Skills


Self confidence
 Trust
 Motivation
 Responsibility
 Resilience
 Goal orientation
 Adaptability
 Creativity
 Empathy
 Solidarity
 Cooperation
 Respect
 Fair play
 Critical thinking
 Decision making
 Communication
 Problem solving

▾ LEVEL

★ ★ 2

 16 PEACE, JUSTICE
 AND STRONG
 INSTITUTIONS


This activity involves children and youth to work together to achieve a goal which build their peace and justice and hence strong relationship

The slalom

Materials

None

Conditions

All children are blind or blind-folded

Description

Children are placed in line one behind the other.

The first child starts at the beginning of the line and moves up, slaloming around his partners to place himself at the end of the line and so on.

Assessment

- ▶ Does the team manage to do a complete cycle without an error?
- Or:
- ▶ Measure the time taken to realize a complete cycle without an error

Variation/Evolution

Move up the line backwards or sideways

Move in between the lines (zigzag movement)

Throwing at Targets



Motor Skills

- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills

- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

Materials

Balls (medicine balls) + various objects forming targets

Conditions

Teams are made up of children in blind condition or blind-folded and a sighted person

Description

Various objects are placed in a space.
 The throwers are 10m (8,12,) from the targets.
 The sighted child places the throwers in turn, and gives them instructions to drop the targets.
 The game stops when all targets have been reached.

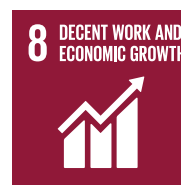
Assessment

▶ How many targets fell after 5 (10,) attempts

Variation/Evolution

Vary the ways of throwing and the distances

2 ★ ★



This activity equips the children with a number of life skills that enhances their potentials in the job market to better productivity and economic potential.





GAME SITUATIONS

Find your home

Motor Skills



- Balance ✓
- Coordination ✓
- Climbing
- Swinging
- Rotational Movement
- Space Awareness ✓
- Rhythm ✓
- Sprinting
- Jumping
- Throwing ✓

Life Skills



- Self confidence ✓
- Trust ✓
- Motivation
- Responsibility ✓
- Resilience
- Goal orientation ✓
- Adaptability
- Creativity
- Empathy ✓
- Solidarity ✓
- Cooperation ✓
- Respect ✓
- Fair play ✓
- Critical thinking ✓
- Decision making ✓
- Communication ✓
- Problem solving ✓



Materials

Hoops

Conditions

Form pairs by associating a blind child (or blind-folded) with a sighted person

Description of the exercise

The players are in pairs and choose a hoop placed in space. At the first signal they must go for a walk in pairs, both being blind. At the second signal the sighted person removes his blindfold, and must find his house (hoop) with his partner.

Assessment

▶ Who arrives first scores the higher number of points (5 if 5 teams), and so on. We add up the points

Variation/Evolution

Include objects to be picked and on locating the objects they take them to their home

1 ★



This game develops a number of life skills that enhance the children abilities to work together in order to achieve a common goal.



SKILLS GAINED

GAME SITUATIONS

ACTIVITY ▼

Motor Skills


- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills

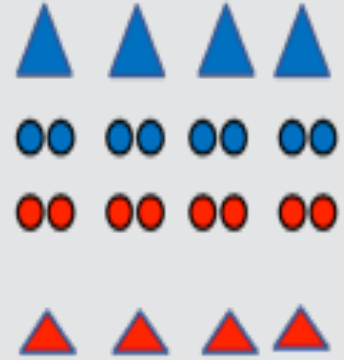

- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving

▼ LEVEL

★ ★ 2

3 GOOD HEALTH AND WELL-BEING


This activity delivers a whole body work out which is crucial in minimising the onset of non-communicable related ailments thus contributing to better health outcomes.

The Hunters

Materials

Cones of 2 colours

Conditions

Form pairs of 2 children with 1 blind (or blindfolded) with a sighted child

Description

The teams are face to face 3m apart.

There is a blue camp and a red camp.

The referee shows or announces a colour and as soon as it is announced the teams corresponding to that colour run towards their camp to reach the end line, without being touched by the other teams chasing them.

Assessment

- ▶ The team scores 1 point each time a pair reaches the end line without being touched

Variation/Evolution

Vary the distances

Throw and run

Motor Skills



- Balance
- Coordination
- Climbing
- Swinging
- Rotational Movement
- Space Awareness
- Rhythm
- Sprinting
- Jumping
- Throwing

Life Skills



- Self confidence
- Trust
- Motivation
- Responsibility
- Resilience
- Goal orientation
- Adaptability
- Creativity
- Empathy
- Solidarity
- Cooperation
- Respect
- Fair play
- Critical thinking
- Decision making
- Communication
- Problem solving



Materials

Tracing + balls + box + stopwatch

Conditions

Form 2 teams made up half of blind children (or blindfolded) and half of sighted children
 One team of throwers (blind) and one team of receivers

Description

The throwers, blind or blind-folded, take turns throwing
 Receivers must retrieve the thrown balls and bring them into a box.
 If it is a sighted person who catches the ball, it is a guided blind person who brings it into the box, or the opposite (cooperation)

Assessment

- ▶ After 2 or 3 minutes, count the number of balls in the box and reverse the roles
- ▶ The team that brought home the most balls wins

Variation/Evolution

As soon as the ball is caught, the catchers must form a chain by holding hands and the next throw starts as soon as the chain is complete
 We count the number of chains/time

3 ★ ★ ★



This activity brings together boys and girls to participate under similar conditions thus increasing everyone's access to athletics and promoting gender equality.







CHAPTER 9

Planning A4D Festivals





Planning A4D Festivals

A festival is an event ordinarily celebrated by a community and centering on some characteristic aspect of the community and its religion or culture. It is often marked as a local annual holiday. Festivals often serve to fulfill specific communal purposes, for example in regard to giving back to the community or disseminating to the community members. Such celebrations offer a sense of belonging with the community and/or society of the project.

An Athletics for development project is focused to make a positive contribution to the children, youth and communities in Uganda. The contributions of the project can be celebrated by putting aside a number of days with an organised series of special events and performances to display the concept, approach and activities done under A4D.

Using a festival is a way of reaching back to the community to inform and showcase about the project and reach out to more vulnerable and potential beneficiaries on the project. This creates an attachment to the society.

Why a Festival for A4D

Festivals generally have benefits and in the long run have an impact on the project, project team, beneficiaries and the community. On a general basis, below are some advantages which can be translated into justification for holding a festival for the A4D project:

- ▶ Creating an opportunity for the people in the community to share their feelings and exchange their ideas and thoughts.
- ▶ Increasing relations among people and encouraging a sense of community pride and cohesiveness.
- ▶ Providing a platform to showcase new ideas in sport and how it can be used as a tool for development in the area of Athletics.
- ▶ Giving an opportunity for the youth to demonstrate and exhibit their skills.
- ▶ Having fun and being happy together with colleagues. The youth involved in the project would love to enjoy and share moments with colleagues about their progress.

Aspects Considered when Planning a Festival

When planning a festival it is important to have specific athletic activities in mind and plan to do them well. Creating a festival cannot be done by one person but rather requires to work as a team and form committees to handle different aspects of the festival. As the team plans to create a festival, the following should be considered.

Writing clear objectives:

The most important step in planning a festival is to write down the objectives of the event. These should outline what is going to be done, who is going to do it, who will benefit and what specific results are desired. Writing clear objectives helps the planners to keep within the boundaries of their goals and these are also an option to evaluate and measure the event's success.

Festival theme:

This needs to be catchy and memorable, something to which the local community can relate and that has enough interest to attract visitors. The theme should give the event a unique identity and should prevent it from being a carbon copy of other events. The theme should be indigenous to the community's personality, legends, nature or other attraction.

The theme gives an event an overall focus, gives the participating group a common point from which they can develop a programme of activities, gives the event structure and makes publicity much easier. It should be noted that the themes chosen should be appropriate for the different age groups of the trainees and relevant to the community needs and interests. For example, whereas health, environmental protection concerns everyone, "vocational training" or vocational skills development might be too specific for the youth depending on what was addressed in a particular community.

NB: The example provided at the end of this chapter is one focusing on “Athletics for life skills and vocational skills development.” There can be different themes chosen by the trainers depending on the community they are working in, for example “Athletics for all” (gender equality), “Athletics for a better life” (life skills). It can be health, education, gender equality or peace e.t.c.

Deciding on a venue, date and time

This is another important aspect. The venue should be strategically located for the participants to access, but also should be well equipped to comfortably host such an event. The date and time should also be decided.

Budgeting

Budgeting informs the planner on the viability of the festival and also indicates the need for seeking sponsorship.

Creating a Marketing Strategy

Promoting a festival is not like promoting a show. If the marketing strategy is on point, then it is most likely that the event may attract big numbers which makes everyone happy. There are a number of ways that marketing can be done from, advertising on radios, televisions, printing posters and flyers, community radios and use of megaphones. There is a need to be mindful of where you hang the poster and handout the flyers. All this can be boosted using social media such as Facebook, WhatsApp and other social media options that is easily accessible to your target community.

Finding Sponsors to Offset Some Costs

During such a festival, a number of costs come in. It would be wise to involve other potential sponsors who share a vision similar to the project’s overall goal of holding the festival. Example of sponsors could be beverage companies (no alcohol or unhealthy drinks like energy drinks), communication/ media companies, NGOs, local government and government institutions, and community organizations, sports organizations, well established community leaders and village chiefs among others. It is always to look to companies that have sponsored other events within the area. In return you can offer such things as logo placement on all flyers and posters printed, advertising as a way of popularising the sponsors.

Writing a work plan

The work plan guides the team in the whole process of creating a festival and it provides a platform to follow-up different actions well knowing the timelines and the responsible person. The work plan can be drafted following a template which indicates the tasks to be done, action plan, responsible person, timeframe (when), status and comments i.e.

Template of a work plan for a Festival

| Task | Action plan | Resp. person | Timeframe | Status | Comment |
|-------------|--------------------|---------------------|------------------|---------------|----------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

Health and Safety

Health and safety is very crucial. When it comes to the festival, it should not be under-estimated. It is important to ensure that all participants and stakeholders are safe during the festival. The festival should meet environmental health requirements such as cleanliness, healthy food, and for safety purposes there should be medical services available during the whole time of the festival.

Equipment

Among other things to consider is the equipment to use - both basic and specific equipment for the technical activities. It is important to plan for both the equipment that needs to be bought and that which needs to be made using local materials.



Committees

You will need to set up committees that will be in charge of the different categories of work to run the festival. These make the work easier and manageable, for example there should be committees in charge of:

- ▶ venue ▶ security ▶ first aid ▶ entertainment ▶ activity stations ▶ record keeping ▶ feedback and evaluation
- ▶ refreshment ▶ officials ▶ any others that are suitable

Permissions

There is need to get permission to hold such an event. This can be from the community authorities, security protocols as well as the households to which the children and youth belong. Other requirements such as entertainment, refreshments and security authorisation are very important for such a festival to ensure that the event is fun and comfortable to attend.

Organising an A4D Festival

The A4D festival is a good venture to showcase the activities that shall be done with the children and youth. Given the main concepts of motor skills, life skills and vocational training built under A4D, it serves right to share the concepts with the community through a festival set-up where people can move in, watch, try-out and possibly contribute to further improve the concept. While planning the A4D festival, consideration must be made for all the aspects highlighted earlier in this chapter. The festival can target participants such as children and youth in and out of school among others.

The A4D Festival can be planned to take three (3) days or as feasible, with consideration of visiting participants who would wish to take part in a number of activities. The festival model can be designed in such a way that consideration is made for the activities in A4D since it is intended to showcase what the children and youth are engaged in during the trainings. Parents and community members would be interested in understanding what their children and youth are involved in and how this benefits the community and country at large.

The number of stations to be used for the festival will depend on the expected number of participants when it comes to the core activities to be done. The core activities that can be prepared for the A4D festival include:
▶ running activities ▶ jumping activities ▶ throwing activities ▶ traditional game activities ▶ vocational skills training where applicable.

Among the stations to be included, there must be the following: information desk; medical and first aid; lost and found; refreshment among others. At the information desk, participants should be able to register their particulars, receive information about the festival and receive any prepared documentations for further reading. You should select youth who can ably, clearly and briefly explain what A4D is and what is taking place at the festival, the benefits of the activities done and most importantly how the skills acquired there can be used in daily life for personal and community development. A flyer should be given as a way of sharing or disseminating the information about A4D.

The other stations for the different core activities should have well demarcated working points, officials to guide the participants, and enough materials for use. Opportunity can be given for the visitors to participate in the activities they are interested in where possible. The participants should all be awarded certificates indicating their performance in the different activities engaged in and for inclusivity, all participants should perform together despite their abilities.

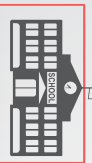
Exemplar Athletics for Development Festival model

Attractive for children and youth are running, jumping, throwing activities that are inclusive

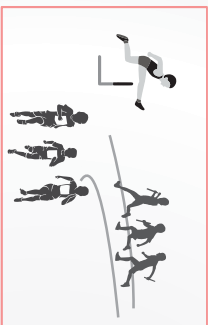
Children and Youth
U12, U14, U16+

Divided into groups

Children and Youth from school, villages/community, are invited through school administration and village councils



Running activities



emphasis of life skills

Jumping activities

Station 1
For long jump

Station 3
For high jump

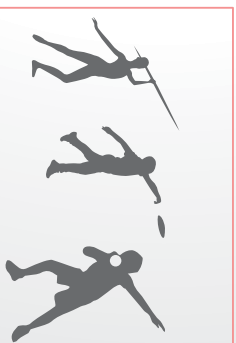
Station 2
For multiple jumps (triple jump)



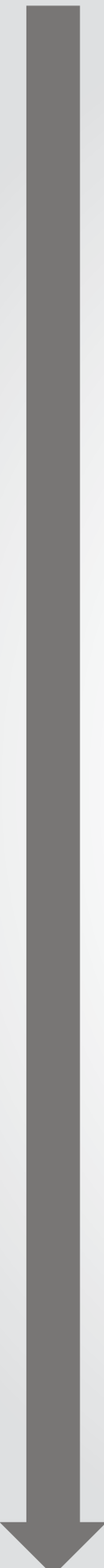
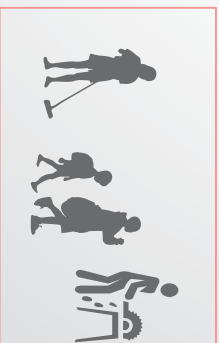
Each group visits all the jumping stations one at a time

First AID/Refreshment / Record DESK

Throwing activities



Children and Youth make informed decisions about life





Athletics for D

fe.st

an
tion
SARAH HARRIS

100%



Move,
Learn and
Discover together through
Athletics.

