

Outline of a Training Course for *Sport for Development-Volunteers* in the Balkan Region



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Introduction

- This course outline was developed as a follow-up of 3 training-of-trainer courses, conducted by GIZ in September 2017 in Serbia, Kosovo and Albania.
- 70 local experts from the sport and social sector have participated in 5-day training courses on sport for development / sport for inclusion.
- Participation in these training courses was linked to the opportunity of applying for local funds to implement small scale pilot projects in the region.
- The period in which pilot project must be implemented was at this stage limited from Oct-Dec 2017.
- Due to this time restriction it is not possible to carry out the training of additional trainers and volunteers in a structured and incremental manner through GIZ in 2017.
- Therefore some participants have asked for guidance on how to share the acquired knowledge with colleagues or volunteers who will immediately assist in the implementation of the proposed pilot projects.

Objectives

- The objective of this paper is to outline how participants of the above mentioned training-of-trainer courses can pass on the acquired knowledge in a peer-to-peer approach.
- Therefore, the proposed structure will be similar to the one applied for the training-of-trainer courses held in September 2017.
- The most important exercises and activities are taken up again and it will be explicitly explained which learning objectives are linked to these activities.
- The course is designed to provide participants with a basic understanding of what sport for development is. At the end of the course, participants should be able to apply the proposed games and activities (see section B) in the sense of sport for development.

Limitations

- Obviously, a shortened training can only give a first impression of sport's large potential for development and inclusion. Such a brief introduction can only indicate how sport and play should be used as an instrument to actually achieve the desired development goals.
- For none of the specific development goals (e.g. violence prevention, gender equality, or health promotion), specific methods and activities can be discussed in depth. However, further material can be downloaded from the GIZ website.
- Also, multipliers cannot be expected to directly convey the concept of sport for development to others after just having received their own 5-day training.
- Therefore a training of sport for development-volunteer as suggested below can be a very helpful and pragmatic step to create a first pool of sport for development volunteers in the Balkan region. However a comprehensive training of trainers and master-trainers should be a long-term goal for all stakeholders.

Requirements

Requirements (Multipliers)








- Multipliers should have teaching or coaching experience.
- Multipliers should have participated in a GIZ training-of-trainer courses held in September 2017 in Serbia, Kosovo and Albania

Requirements (Participants)

- Participants should have some previous experience in teaching or coaching
- Participants should have previous experience in working with youth and/or vulnerable groups
- Participants should be sports active or at least be ready to participate in sport and physical activity
- The number of participants should be between 10 and 20 persons, as some of the activities require a minimum number of players.

Requirements (Facilities and Equipment)

- The course has a clear focus on practical activities, therefore the group should have access to a sports field or at least a large open space.
- Only few theoretical inputs will be given to participants. This can also be done on the sports field (i.e. no seminar room is required)
- To play all games and activities suggested, the following equipment will be needed:

bibs	cones	markers	2 footballs
			
4 blankets	25m rope	blindfolds	
			

- If some of the equipment is not available just be creative. Blankets can be replaced by flip-chart papers, cones can be replaced by empty plastic bottles etc.

Learning Objectives

After the completion of the following 6 learning units, the participants of your course should...

- understand the general idea of *sport for development* and know how *sport for development* differs from other approaches to sport
- understand in which context *sport for development* can be applied
- know that sport is a flexible tool which can be used in different ways to promote personal and social development (e.g. sport can be used to reach out to different target groups, it can help to improve self-confidence or it can be used to raise awareness for important policy issues)
- know a few small games and understand how these games can be used as a tool (e.g. what kind of game they can play to train their players communication skills)

- know how to invent an engaging story around a game in order to create points for discussion and reflection and to initiate learning through playing
- understand why rules are important to play and know how these rules can be changed, to make a sport or a game more inclusive
- be aware that being a coach also means being a role model for kids and youth on and off the pitch
- understand that as a sport for development coach one might be confronted with difficult situation and be aware that in some situations the sports coach must get experts from other sectors involved (e.g. the police, a psychologist, doctor or legal advisor)

Course Structure

To achieve the above mentioned learning objectives the course outline includes six learning units. Two of these learning units are designed as a theoretical input (T) the others showcase practical activities (P) which exemplarily show how an inclusive sports offer can be designed in order to achieve certain development goals.

WARM UP	P	Activating Participants	<ul style="list-style-type: none"> ■ Grab the Goats´ Tails ■ Meet and Greet
Learning Unit A	T	Context and Concept	<ul style="list-style-type: none"> ■ Understanding Social Exclusion ■ What is Sport for Development?
Learning Unit B	P	Small Games	<ul style="list-style-type: none"> ■ Octopus Tag ■ Tic Tac Toe ■ Spider Net ■ Rely on Me ■ Blind Snake
Learning Unit C	T	The Coach in Sport for Development	<ul style="list-style-type: none"> ■ Roles of the Coach ■ Coach as a Role Model ■ Responsibilities and Limitations
Learning Unit D	P	Rules in Sport and Play	<ul style="list-style-type: none"> ■ Why do we need Rules to Play? ■ Crazy Soccer Tournament
Learning Unit E	P	Active Learning	<ul style="list-style-type: none"> ■ What is Active Learning ■ Polar Bear Subway ■ Invent your own Active Learning Game
Learning Unit F	P	Initiating Reflection and Discussion	<ul style="list-style-type: none"> ■ Reflection and Discussion in SFD ■ Safe Places ■ Creating Opportunities

Depending on how much time you have, the six learning units could be presented in a compact 1.5 - 2-day training course or individually over a longer period of time. The order in which the learning units are presented may be changed. Learning Unit A however should be delivered at the beginning as it provides some basic information.

Learning Units

- Each of the learning units starts with a cover paper on which the learning objectives are presented
- Then a description of the activities or theoretical input will follow. Of course you are always free to adapt the suggested content to the capabilities of your group and the conditions you have while teaching the course
- Most of the game descriptions are taken from existing GIZ Handbooks and/or the material presented during the training of trainers in September 2017
- The course outline has a rather practical approach, so the theoretical input was cut down to the most important information

Warm Up

WARM UP

Activating Participants

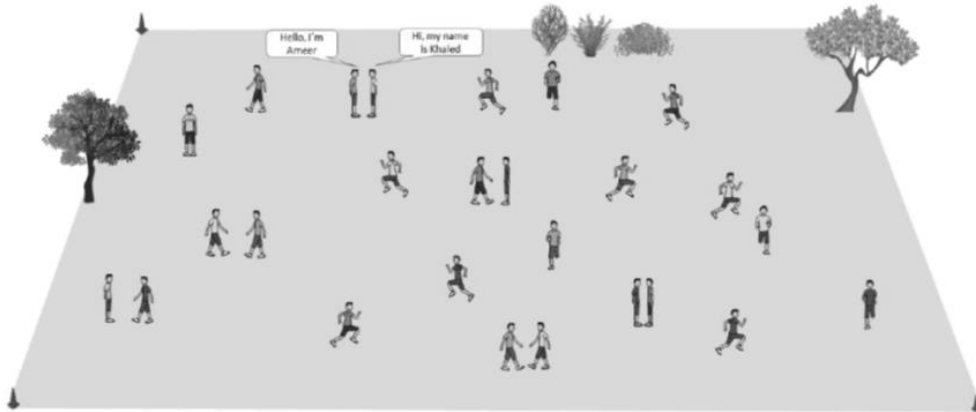
- **Grab the Goats´ Tails**
- **Meet and Greet**

Learning Objectives:

- Activate participants physically and mentally
- Establish a positive atmosphere before providing the first theoretical input
- Make sure participants have made first contact to each other, in case participants already knew each other before the course, try out some of the suggested variations of `meet and greet´

WU.1 Meet and Greet

Meet and Greet



TIMING

- 10 min +/-

EQUIPMENT

- Cones

SETUP

- Mark an area large enough for the participants to jog around

DESCRIPTION

- Objective - Participants introduce themselves to each other in an active way
- All participants jog around the marked area [1,2]. When they come close to another person they briefly stop, greet each other and introduce themselves [1,3]

- When introducing themselves participants give their name, and one piece of information about themselves
- This piece of information can refer to anything, from their age, where they're from or their favorite sportsperson
- They then move on, greet another person and provide them with a different piece of information
- When finished, the trainer picks a participant and the group tries to remember as many pieces of information about them as possible

TRAINER TIPS

- This activity can be used as part of a warm-up

- Participants may be shy. Include a minimum number of people to greet

VARIATION

- Suggest topics for the kind of information the participants should give (place of birth, hobbies etc.)
- Change the way the participants move through the marked area (jump, walk backwards etc.)

LEARNING and SKILLS DEVELOPMENT

- Knowing each other's names is a first step for further communication and cooperation [4]
- Participants learn to formally present themselves to other people [5]
- Participants learn to overcome their own shyness

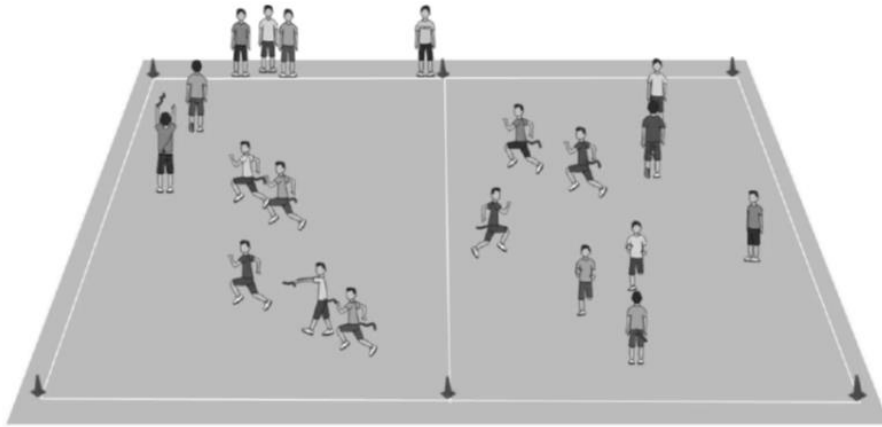
Skills: Effective Communication, Self-Confidence



Source: GIZ: Learn toPlay – Play to Learn

WU.2 Grab the Goats' Tails

Grab the Goats' Tails



TIMING

- 10 mins +/-

EQUIPMENT

- Bibs, cones

SETUP

- Mark an area large enough for the participants to move around in safely

DESCRIPTION

- Objective – Participants grab a bib (goat's tail) hanging from someone else's waistband, whilst protecting their own [2]
- The participants try to protect their tail by moving around [3]

- Participants have to stay in the marked area
- Once they lose their tail the participant must leave the marked area [1]
- Participants cannot touch their own tail
- There are two winners: The participant that has collected the most tails and the one who stays in the longest

TRAINER TIPS

- As the number of participants in the marked area reduces, reduce the size of the area also to maintain the speed of the game

- Make sure participants are not holding on to their own tail using their hands

VARIATION

- Those players on the outside can return to the action by stealing tails from those in the field without stepping over the line into the marked area

LEARNING and SKILLS DEVELOPMENT

- This game is a very good game to activate a group
- In the game, participants must decide whether they will play more offensively or defensively and balance how much risk they want to take:

- If they only focus on stealing other bibs the risk of losing their own bib and thus being out of the game is rather high. On the other hand if all participants are only defensive avoiding any risk, the game comes to stop

- This game can work as a good analogy for the challenges of Entrepreneurship, where you need to take initiative and accept some risk but never should lose sight of the threats to your business

Skills: Self-Awareness, Risk Assessment, Focus and Concentration

Source: GIZ: Learn to Play – Play to Learn

Learning Unit A: Context and Concept

LEARNING UNIT

A

Context and Concept

- **Understanding Social Exclusion**
- **What is Sport for Development?**

Learning Objectives:

- Participants should be able to give a description of how social exclusion happens in their own community.
- They should also understand that sport cannot solve structural problems like unemployment or poverty, but that sport can be used to strengthen the community and empower the individual.
- Participants should understand that in sport for development sport is not the primary goal but an instrument or vehicle that brings a person or a community nearer to their actual development goals.
- Participants should also be able to identify potential goals of social and personal development
- Participants have a more specific idea of how sport can contribute to personal and social development and how it can be used to tackle social exclusion.
- By providing examples from their own work as a coach or a volunteer, participants will probably recognize that they have already used 'sport for development' before.

A.1 Understanding Social Exclusion

To give the first theoretical input, ask participants to gather around you in a circle.

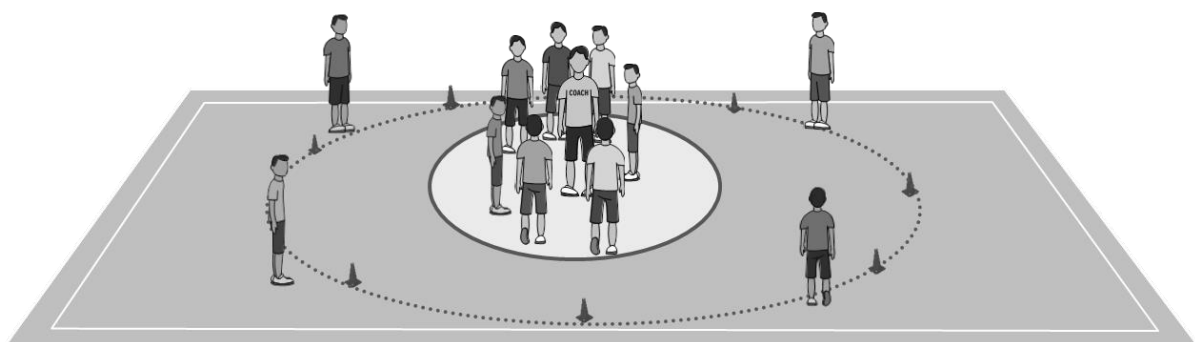
Tell some of the participants to stay further away than the others. However, they should still be able to hear you (see below).

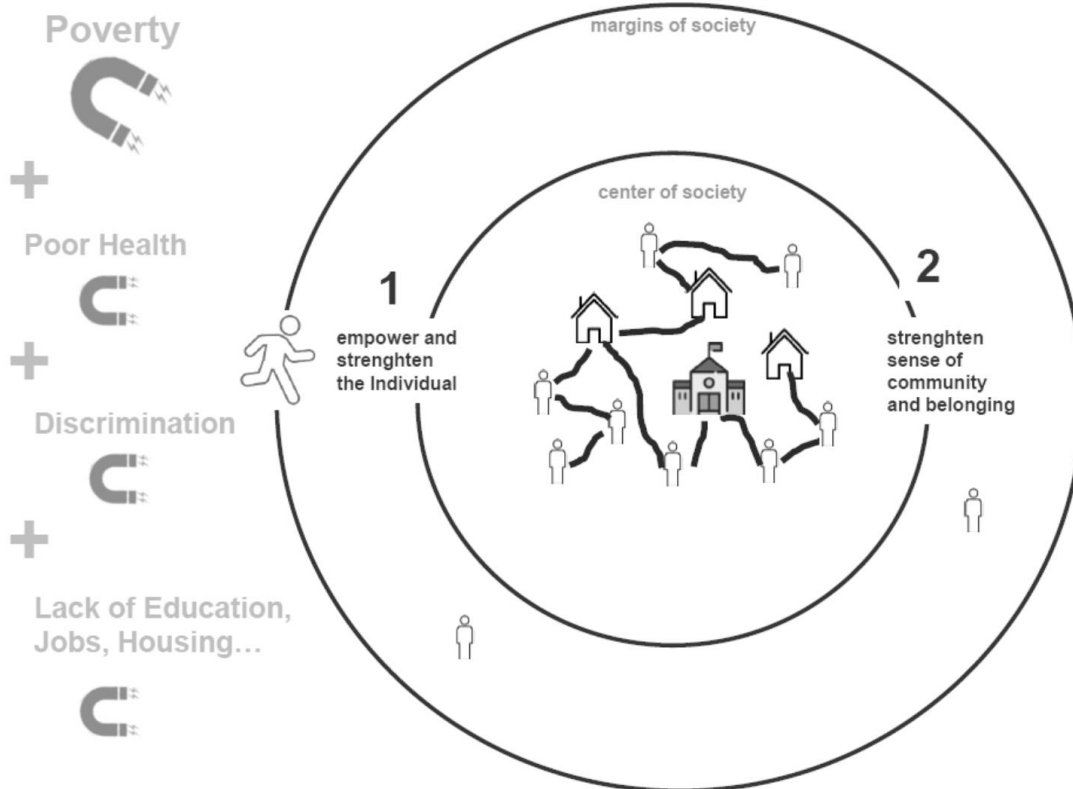
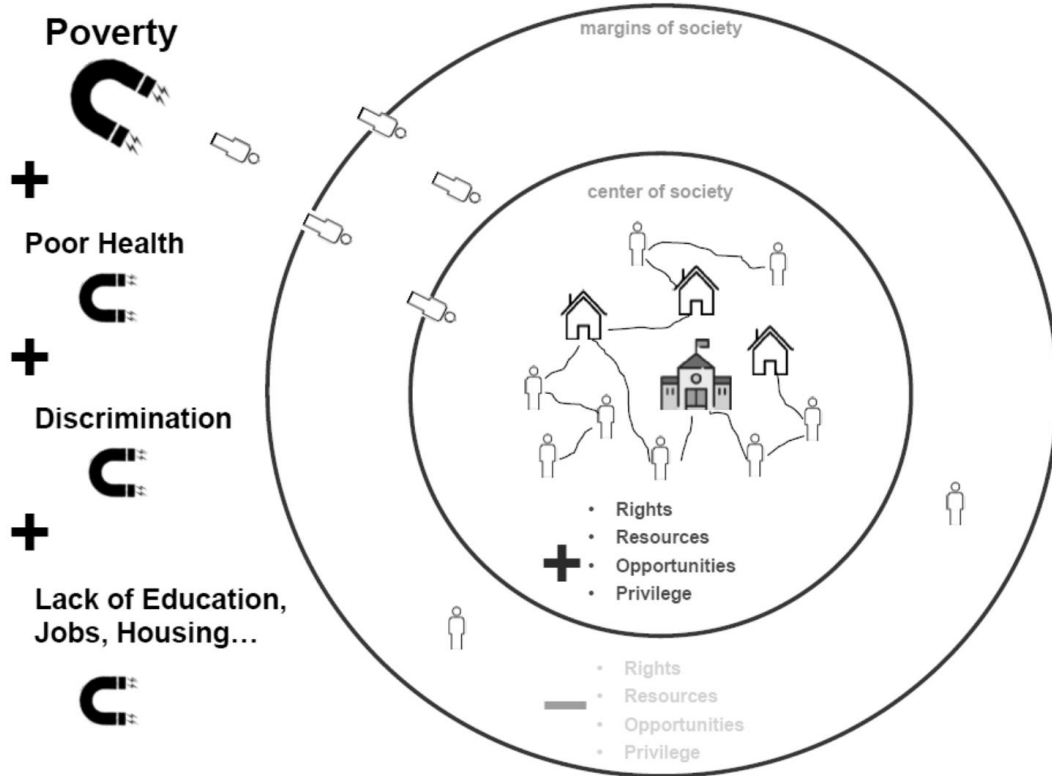
Use this constellation as a picture of society and start a discussion about social exclusion / social inclusion.

Ask the following questions:

- What is different in the center and the margins of society?
- How does it feel to stay in the center and at the margins?
- Why are people pushed or pulled away from the center of society?
- Which groups are at the margins of society in your community?
- Are the “magnets” that pull people away independent or do they reinforce each other?
- What are the consequences of being pulled away from the center of society?
- Why is it so difficult to come back into the center again?
- What can help people not to be pulled away even when some of the forces like unemployment or poor health start pulling on them?
- How can sport be used to fight exclusion/ promote inclusion?

SOCIAL EXCLUSION





A.2 What is Sport for Development

At this stage give participants a very short (10 minutes), first idea of what Sport for Development is:

Show them the picture below or make your own drawing. Then ask participants about possible goals for *social development* and *personal development*

- **Social development** (e.g. less violence, less obesity, gender equality, less discrimination....)
- **Personal development** (e.g. being reliable, being self-confident, showing leadership skills, not giving up when things become difficult ...)



In „Sport for Development“ Sport is the **VEHICLE** that can carry us on our way to personal and social development

Depending on how interested and experienced your participants are, you may want to go a little bit more into detail at this stage or rather move on to some practical activities.

If you decide to go into more detail, then start to discuss how sport can contribute to personal and social development and how it can be used to tackle social exclusion.

Ask for specific examples from their own experience as a coach or volunteer.

Potential answers are:

Sport can help...

- to create visibility for marginalized groups in the community
- to reach out to groups which are otherwise difficult to get connected to

- to bring different groups inside the community together and enable communication and exchange between these groups
- to reclaim public spaces for the use of the community
- to create a framework which gives structure and stability to vulnerable individuals
- to create an environment (safe, trusted, fun) in which it is easier to address relevant topics of development
- to make an impact on a person's sense of self-efficiency and self-confidence
- to make an impact on a person's health through physical activity
- to include individuals into a group or the larger community
- to acquire knowledge, skills or experience



Learning Unit B: Small Games

LEARNING UNIT

B

Small Games

- **Octopus Tag**
- **Tic Tac Toe**
- **Spider Net**
- **Rely on Me**
- **Blind Snake**

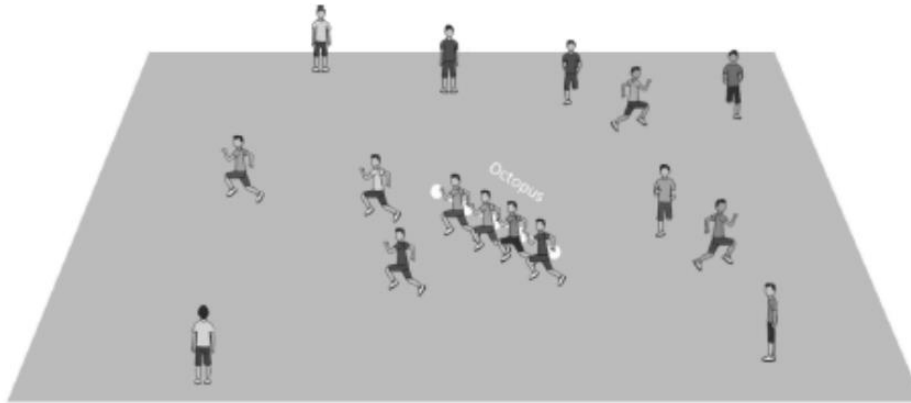
Learning Objectives:

Small Games are simple, playful activities which can be used to create a wide range of learning opportunities. Playing the selected small games will help participants to be more aware of the variety of purposes that can be achieved by “just playing a game”

- Small Games can for example
 - be used to activate a group physically or mentally before starting a session,
 - they can be applied to support 19rganizational tasks ((e.g. building teams of equal numbers) or
 - be targeted towards socio-dynamic processes such as team building or cooperation.
- Participants are supposed to identify the specific learning opportunities in each of the selected small games
- They should also experience, that the learning process will be reinforced, by having some type of guided reflection at the end of each game

B.1 Octopus Tag

Octopus Tag



TIMING

- 5 mins +/-

EQUIPMENT

- Cones

SETUP

- Mark an area large enough for the participants to move around in safely

DESCRIPTION

- Objective – Participants avoid the tag of the Octopus for as long as possible
- Two people from the group hold hands and are the 'Octopus'
- The Octopus tries to tag the rest of the group [1]
- If a participant is tagged by the Octopus they also join the Octopus, holding hands. This continues until one participant is left

TRAINER TIPS

If the Octopus is getting to big and too slow to catch more participants, split it into two

VARIATION

- Introduce a ball/Frisbee for those avoiding the Octopus to pass between them, making the person in possession immune to a tag

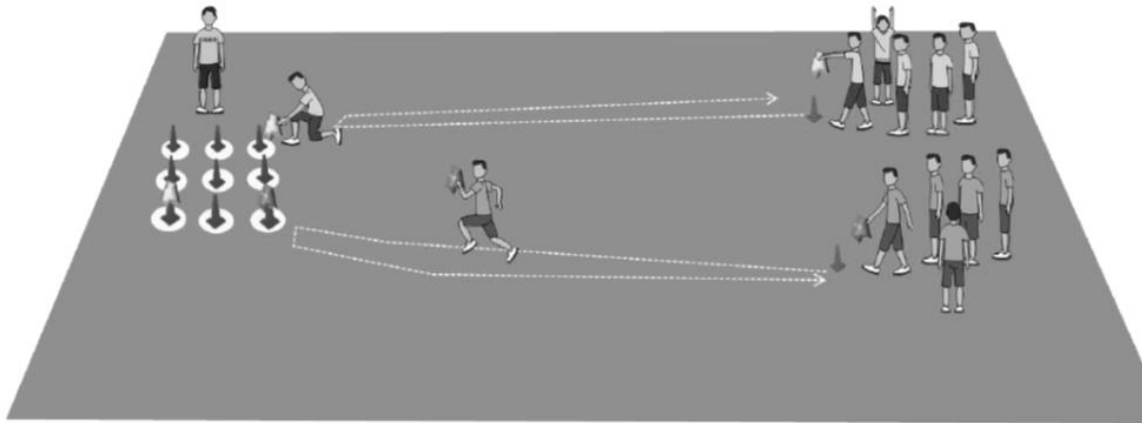
LEARNING and SKILLS DEVELOPMENT

- Players on the Octopus team need to coordinate their efforts to catch the other participants. This requires effective communication and team-work
- Learning could relate to strategy, i.e. that it is better to concentrate on one target as a team instead of having everybody on the team following their own agenda. Meaning they are working together effectively to achieve a common goal

Skills: Effective Communication, Team Work, Focus

B.2 Tic Tac Toe

Tic Tac Toe



TIMING

- 15 mins+/-

EQUIPMENT

- Cones, markers (e.g. bibs)

SETUP

- Using the cones, create a grid with 9 cones
- Set a starting point approx. 20 m away [1]

DESCRIPTION

- Objective – Both teams try to be the first to place three markers in a row on top of the cones (horizontal, vertical or diagonal) [5]

- Two teams of equal numbers start at the same time [2]
- The first participant from both teams carries a marker and drops it on top of one of the nine cones [3]
- Participants then run back to their team and tag another participant, who repeats the same task
- Once they have three in a row, the game is over
- If, after each team has placed its 3 markers there is no winner, the next participants move one of their own markers to another empty cone until there is a winner [4]

TRAINER TIPS

- Make sure players do not shift the other team's markers
- Participants may not obstruct each other
- They are not allowed to wait beside the cones for the other team make their move

VARIATION

- Increase the distance from the starting area
- Include additional tasks to be fulfilled on the way to the scoring area
- Use 4 markers instead of 3

LEARNING and SKILLS DEVELOPMENT

- This game creates a situation in which players need to make very quick decisions under time pressure
- This activity is particularly useful in developing Concentration, Decision Making Skills and in encouraging Strategy and Problem Solving
- One of the learnings could be that not making a decision is very often the worst option because it prevents you from making any progress at all

Skills: Strategic Thinking, Decision Making, Coping with Stress and Pressure



Source: GIZ: Learn to Play – Play to Learn

B.3 Spider Web

Spider Web



TIMING

- 20 mins +/-

EQUIPMENT

- Rope, Posts, Bibs

SETUP

- Use the ropes to setup a 'Spider Web' between two posts
- The web can be setup between two goal posts, but two trees or other objects are just as good
- Make sure the holes are large enough for a person to fit through
- Make sure there is at least one hole per person

DESCRIPTION

- Objective - All participants must get from one side to the other side without touching the net. If they touch the net the Spider wakes up and the team has lost the game! [1-3]
- Each hole may only be used once
- Once the hole has been used, mark it with a bib, to show that it's closed [4]

TRAINER TIPS

- Be aware that participants may be sensitive about physical contact and that maybe not everyone will want to take part

VARIATION

- Create some holes which are lower and larger, and easier to get through
- Create some holes which are smaller or higher, and harder to get through
- For younger participants, make the rule that the web can't be touched for more than 2 seconds

LEARNING and SKILLS DEVELOPMENT

- This activity is particularly useful in encouraging strategy, problem solving, effective communication and team work

- Participants need to create a strategy for their team. Assessing as a group which participants need to use the easier holes to pass through (e.g. because they are smaller), which participants can help others to manage a difficult task (e.g. because they are strong enough to lift someone) etc. [5, 6]
- The game can only be won, if all team members bring in their specific abilities

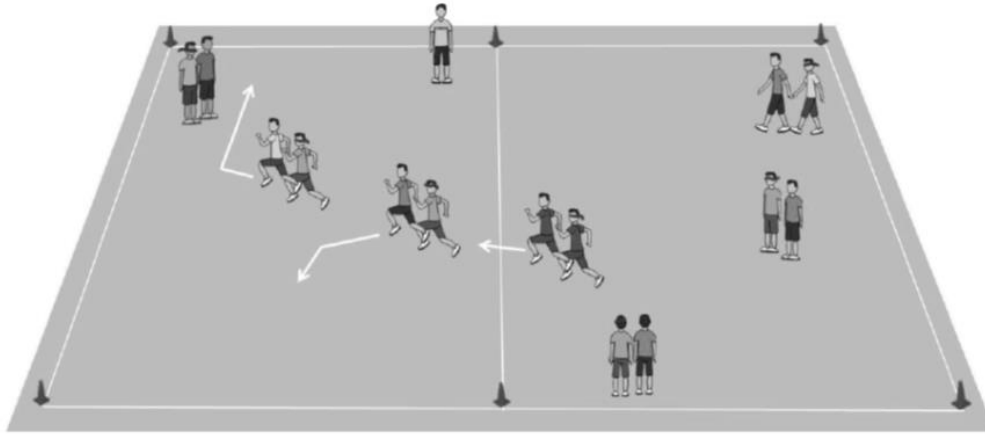
Skills: Teamwork, Strategic Thinking, Problem Solving, Trust and Responsibility, Effective Communication,



Source: GIZ: Learn to Play – Play to Learn

B.4 Rely on Me

Rely on Me



TIMING

- 5 min +/-

EQUIPMENT

- Cones, blindfolds

SETUP

- Mark an area large enough for the participants to move around safely

DESCRIPTION

- Objective - Working in pairs, participants try to avoid being tagged
- Participants pair up
- In each pair 1 participant is blindfolded, and the other can see
- The seeing person guides their 'blind' partner by the hand [1]
- One pair starts as the catchers and all others try to avoid their tag
- If a pair is tagged, they become the new catchers

- The seeing person is in charge of the pair's movement. They try to win the game (i.e. tagging and avoiding to be tagged). At the same time they need to take care of their partner to avoid that they are stumbling or running into another person

TRAINER TIPS

- Ensure the safety of the participants by making sure that the area is safe and that the participants are observed
- Make sure all seeing participants are aware of their responsibility for their 'blind' partner and live up to the game's title 'Rely On Me'
- Let participants switch roles, so that both experience how the game feels, from both a guiding and blindfolded perspective

VARIATION

- If a pair is tagged, then they try to catch other pairs until there is only one pair left
- If a pair is tagged, then they take the catching team by the hand and try to catch more pairs until there is only one pair left (like in 2.9, Octopus Tag)
- If participants are afraid of running blindfolded or if the game becomes too wild, only allow participants to walk instead of running

LEARNING and SKILLS DEVELOPMENT

- This activity can be used as part of a warm-up.
- The game is particularly interesting during life skills training because it includes two contradictory tasks:

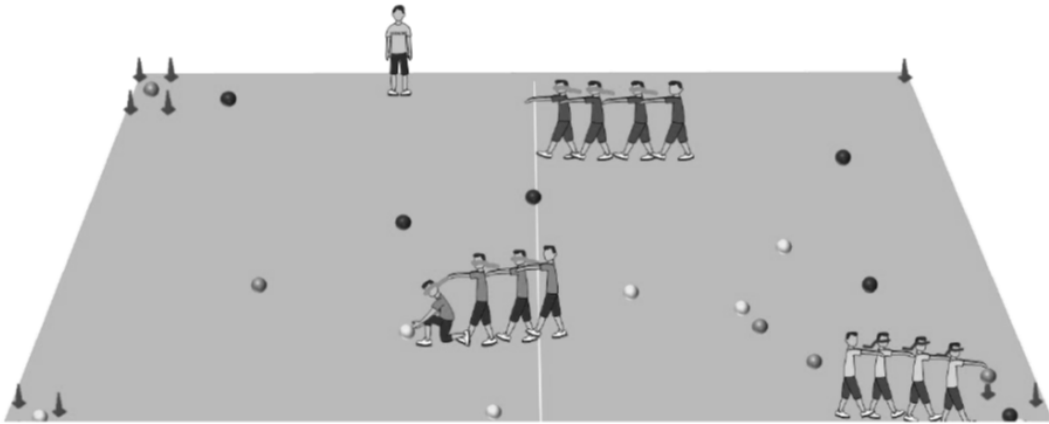
- 1(1) Running fast to catch other participants or avoid being tagged (2) Running slowly and carefully to avoid your partner being hurt
- Participants must find a balance between their desire to win and their responsibility to look after their partner
- The need to be aware, that their partner relies on them and that after switching roles they must rely on their partner
- Many situations in work and life exist, where you either need to trust someone or are responsible for someone else
- It is important that participants take over both roles and discuss the different experiences

Skills: Reliability, Trust and Responsibility, Effective Communication

Source: GIZ: Learn to Play – Play to Learn

B.5 Blind Snake

Blind Snake



TIMING

- 15 min +/-

EQUIPMENT

- Blindfolds
- Items to be collected
- Boxes or cones for collection point

SETUP

- Mark an area large enough for the participants to move around in safely when blindfolded
- Items scattered on the floor
- Mark an area with cones or place a box for the teams to collect their items

DESCRIPTION

- Objective - Teams try to collect and return as many items as possible to their collection point. The team that has collected the most items wins the game.
- Teams stand in a straight line, to form a 'Snake'

- All members of the snake are blindfolded apart from the person at the back
- While the person at the back is responsible for guiding the team, the person in the front is responsible for picking up the objects
- The participants can only communicate with each other in non-verbal signals
- There is no direct contact between the last and the first person. Therefore the participants must decide before starting how they will communicate with each other

TRAINER TIPS

- If the participants are struggling to come up with a plan then here are some simple signals to help them:
 - Pat left shoulder once turn left
 - Pat right shoulder, turn right
 - Pat both shoulders, stop
 - Touch head – pick up/drop off item

- Make sure participants switch roles and positions during the game. E.g. When the person at the front successfully drops off an item, they move to the back and become the sighted guide

VARIATION

- Play with teams of different sizes. For example, play with two teams of 10 instead of with 4 teams of 5. How big can the snake be, before communication between the back and the front of the snake breaks down?
- Use objects of different colours and assign different values to them (i.e. red = 5 points, green = 3 points etc.)

LEARNING and SKILLS DEVELOPMENT

- The game involves a large number of skills which are also important in work and life.
- Participants must agree on a specific form of non-verbal communication, they must concentrate on the signals, blindfolded participants must trust their guide, while the guide is responsible for the entire group's safety. When playing with different colour values strategy also becomes important

Skills: Reliability, Trust and Responsibility, Effective Communication, Strategic Thinking



Source: GIZ: Learn to Play – Play to Learn

Learning Unit C: The Coach in Sport for Development

LEARNING UNIT C

The Coach in Sport for Development

- Roles of the Coach
- Coach as a Role Model
- Responsibilities and Limitations

Learning Objectives:

- Participants are aware, that as soon as they are coaching or assisting the coach, their role is changing and that they must behave accordingly

- Participants should be aware that working with vulnerable groups can bring them into situations they are not sufficiently trained for and that in these situations, they need to get help from the respective experts.

The Role of the Coach in Sport for Development

Participants of your course will not necessarily be trained sports coaches or physical education teachers and this short introductory training will also not make them fully trained sport for development coaches.

However, even if they just volunteer or assist in your sport for development projects they should be aware of the important role of the coach. This is because their own behavior as a volunteer or assistant coach should be in line with what is expected from the coach.

Discuss the following 3 questions with your participants:

- (1) What are typical roles or functions a coach can have for children and youth in sport and sport for development?
- (2) What does it mean to be a role model and why is this so important in sport for development?
- (3) What are the coach's responsibilities and in which situations does the coach need to get help from outside?

What are typical roles or functions a coach can have for children and youth in sport and sport for development?



What are typical roles or functions a coach can have for their athletes or groups ?

Communicator Motivator Friend Mentor
 Teacher
 Expert Critic Leader **Role Model**
 Partner Organizer Teambuilder
 Personality Moderator

What does it mean to be a role model and why is this so important in sport for development?

The Coach as a Role Model



Young people are looking for something they can relate to. They see the behavior of people in their personal surrounding or in public and often they adopt this behavior unreflected. On the other hand, role models pass their manners and attitudes mostly unknowing further to young people.

The coach of a sports team obviously is a role model for his players and in his community. The coach is required to provide a positive and encouraging learning environment. The emphasis should be on a maximum participation, skills improvement and social interaction for the individual player, and fostering good team spirit within the team. The way a coach acts and the way he behaves is very important for how his players attitude and behaviour will become. The coach not only wants his players to become good players, but also positive and responsible persons. Therefore, he should act and behave, as he would like the youth to act and behave. What you expect from the youth you must show to them.

The Coach as a Role Model



- Lead by example!
- Interact and communicate in a proper way
- Show interest in your players
- Let your players participate
- Criticize your players´ behaviour but not the person
- Understand the needs of your community
- Teach how to solve issues through reflection from games
- Be positive
- Other ??



What are the coach's responsibilities and in which situations does the coach need to get help from outside?



What are the coach's responsibilities

The Sport for Development Coach...

- is responsible for the behaviour of his players
- can act as a role model on and off the pitch
- can control the language and behaviour in his training sessions
- can define and enforce rules to ban violence, alcohol, drugs etc. from his training sessions
- can pay attention not only to explicit but also to implicit unsocial behaviour
- can contribute to his players safety (e.g. but ending sessions in time so they can get home before it is dark)
- Can listen to his players problems, give advice or connect them to an expert



When does a Sport for Development Coach need to get help from outside?

The Sport for Development Coach

- Can not deal with violent or criminal behaviour off the pitch
- is not responsible to change the general social conditions under which his players may suffer
- to provide psychological, medical or legal assistance etc.



As a sport for development coach you should be empathic and motivated to support your players, but you should also know your limits and ask for support where you lack the required resources or expertise!

Source: GIZ: Football con Principios

Learning Unit D: Rules in Sport and Play

LEARNING UNIT

D

Rules in Sport and Play

- **Why do we need Rules to Play?**
- **Crazy Soccer Tournament**
- **Endzone Ball**

Learning Objectives:

- understand why rules are important in sport and play
- know how the rules can be changed, to make a sport or a game more fun, more appropriate for the target group, more inclusive etc.

Rules in Sport and Play

Rules have already been a topic in your course now. To emphasize again how important it is to adapt the rules of sports and games in sport for development you can make this more explicit with a short discussion about rules in sport before playing a crazy soccer tournament:

D.1 Why do we need rules in sport and play

Besides their general function to define how a game is played, the rules are important to make sure the game is a fun and save experience for every player. Therefore the rules of a game should ensure that,

- playing the game is both, interesting and exciting
- all participants or both teams have equal chances to win
- the outcome of the game is open
- the participant's health and safety is maintained

Only if a game is played in formal competition, every detail has to be regulated by the official rules to make sure that each game is played under equal and comparable conditions no matter when and where it takes place.

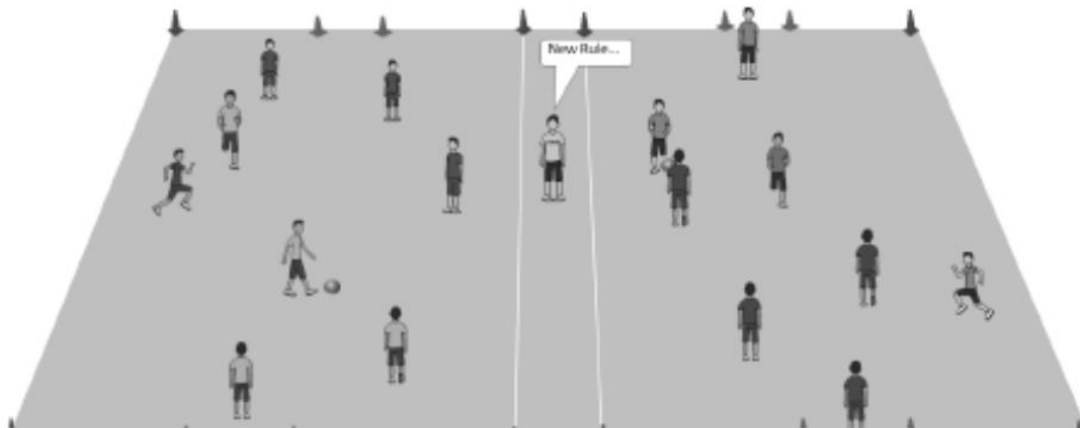
This is of course important to guarantee that there is fair competition within a national football or basketball league.

However, for playing in a school-, leisure- or sport for development context, the official rules are usually much too complex. In this case the official rules are rather an obstacle than a useful tool for reaching the desired playing experience or learning outcomes. This means that rules in sport and play should be seen as a flexible instrument. An experienced coach will therefore always consider adapting the rules of a game to the playing environment, and the player's needs and resources instead of forcing a group to play by the official rulebook.

The crazy soccer tournament is a suggestion to constantly adapt the playing rules in a little soccer tournament with the aim to get all players involved, to reduce the impact of different levels of ability and to shift focus from playing to win to playing to have fun.

D.2 Crazy Soccer Tournament

Crazy Soccer Tournament



TIMING

- 15 mins +/-

EQUIPMENT

- Cones, Bibs, Balls

SETUP

- Use the cones to mark two (or more) small playing fields

DESCRIPTION

- Objective – Use a popular, well known sport and alter the rules to introduce the concept of 'playing with the rules'
- Create 4 (or more) small sided teams, depending on how many participants there are
- Bring the participants together before starting the tournament and agree on the basic rules

- After playing 1 round of 'normal' football, introduce a new rule every 2 or 3 minutes
- These rules can be as creative as you like. Some examples are; play with a rugby ball [3], play with hands only [4], play with your weaker foot only [5]. The crazier the better! The new rule always replaces the previous one
- Instead of adding a rule, make teams swap playing fields (e.g. Team 1 and 3 stay, team 2 and 4 swap). Teams take their points with them to the next pitch. The team that scored most goals in total is the winner

TRAINER TIPS

- Competition and being the winner is not the most important thing here. This concept is meant as a fun exercise to show the participants how changing the rules can alter the perspective on a game
- The Crazy Soccer Tournament can be a good start to an event. Most participants know how to play football and like it. However, changing the rules as described will make it easier to include participants with different levels of talent and experience



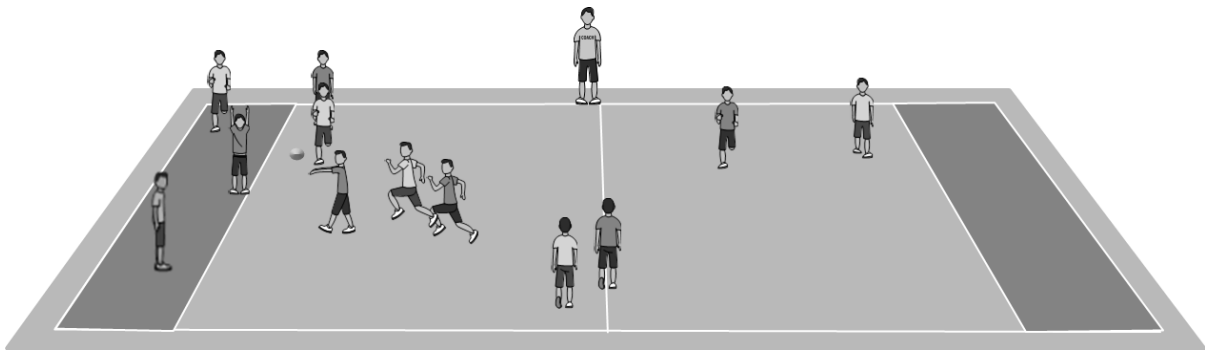
Source: GIZ: Learn to Play – Play to Learn

D.3 Endzone Ball

By playing the crazy soccer tournament, participants could see how the experience of playing football changes when the rules are slightly changed. The game usually becomes less competitive and more inclusive.

To reinforce this learning experience, first introduce your participants to a simple game of “Endzone Ball”

- The game is played in equal teams of 5-8 players on each side and the main idea is to catch a ball in the other team’s endzone to score a point.
- Start with only three rules:
 - A player may throw and catch the ball, but no one is allowed to walk or run with the ball
 - No physical contact between players is allowed
 - If a player catches the ball in the other team’s endzone, his/her team wins a point



- After playing for a few minutes, stop the game and ask participants to analyze the game.
- Then ask them to think about additional rules following two steps:

First step: As a group decide on additional rules which are required to better define how the game is played (e.g. what happens if the ball is out of bounds, how to restart play after a team has scored etc.). The objective is to create a very simple game that works.

Second step: Analyze the game again to see if all players are fully included in the action or if some additional rules are required to make sure all players can fully participate and enjoy the game. The objective is to create a game that is inclusive and fun for everyone.

Learning Unit E: Active Learning

LEARNING UNIT E

Active Learning

- **What is Active Learning**
- **Polar Bear Subway**
- **Invent your own Active Learning Game**

Learning Objectives:

- In this learning unit participants should learn that almost any game can be used to transport a certain message or topic if the narrative framework (the story around it) is suitable to encourage participants to reflect about the topic, remember certain facts or develop a different perspective.
- In a second step they are supposed to test their own creativity and show that they have understood the principle.

E.1 What is Active Learning

- Active Learning means to systematically integrate cognitive learning (acquiring knowledge, learning specific facts) into a playing or physical activity context.
- Current research shows that physical activity has a very positive effect on the ability to learn, to memorize or come up with creative solutions. In addition, high levels of intrinsic motivation and positive emotion are also supportive to the quality of learning processes.
- If learning messages are wrapped up into an exciting story, with stories and learning content delivered through a few fun and entertaining games, participants will probably be more open, more interested and more reflective about the topic which is linked to the game.
- Such an approach can help students to learn with all their senses, put single pieces of information into a larger context or identify new perspectives on a topic.
- The Polar Bear Subway is an example how small games or activities can be enriched with an entertaining story to bring the attention to all kinds of different topics. In this example, the game is used to promote awareness for the importance of environmental protection among younger children.

**Message + Story + Game
= Active Learning**

E.2 Polar Bear Subway

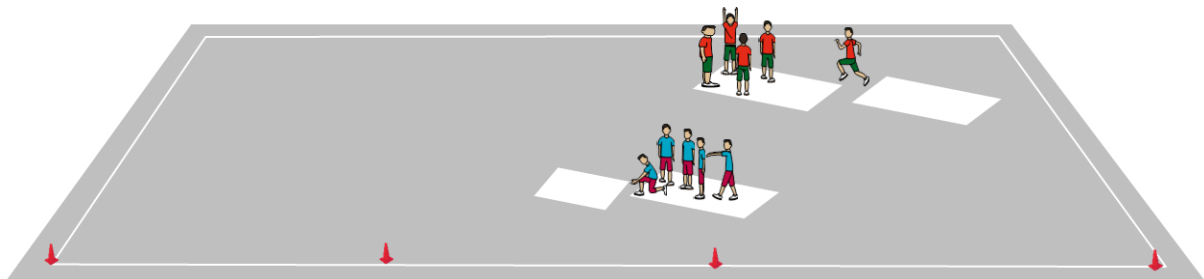
The **Learning Message** in this example could be the following:

“If we are using too much energy anywhere in the world, the climate gets warmer, the ice at the north pole starts melting and this makes life for polar bears much more dangerous. Therefore polar bears are one of the most endangered animals on our planet...”

The **Story** which the coach has created around the game goes like this (and you tell it to your participants, as lively as you can):

Eddie is a young Polar Bear who lives on the Island of Swalbard which is very near to the North Pole actually. Every morning when Eddie wakes up, his mom takes him and his siblings for breakfast on a nearby ice shelf. They say they have the best seal sushi in town there and Eddie loves seal sushi a lot. But what he doesn't like is getting there. Grandpa says that when he was young, they just walked over the ice to get there. Now there is a lot of water between their home and the ice shelf and they need to take what his mother calls the Polar Bear Subway, or in other words they must jump from one little ice shelf to the next until they are there. Hopefully they'll make it to the Ice Shelf Bar this morning before Pritha and her family arrives cause when they are first the best seal shushi is already gone before Eddie's there. And hopefully Eddie doesn't fall into the water again because the water is sooooo cold and his not a good swimmer yet.

The **Game** to be played by two teams:



- 4 old blankets (or 4 flip chart papers) 4 cones
- Make two groups (Eddie's and Pritha's Polar Bear Family)
- Give them both 2 blankets (mini ice shelves) and set the route with 4 cones
- Both Polar Bear Families need to get over the water using the two mini ice shelves in a way that they do not need to touch the ground (water)
- However, when they reach the second cone, the ice has melted and they must fold their blanket into half before they can go on (repeat this if you want)
- When they've reached the last cone they are safe and Polar Bear Breakfast can start.

The **Reflection** that is supposed to trigger the learning could be this:

- Ask participants what they know about Polar Bears, where they live etc.
- Ask them why it's such a problem for them that the ice is melting around the North Pole (more difficult to hunt there food, swimming needs more energy than walking over the ice etc.)
- Ask what this has to do with our own environmental behaviour here in Europe (e.g. If we drive all the time by car instead of taking the bike, the train etc. the gas that goes into the atmosphere prevents the heat of the earth from going back to space. Therefore it becomes warmer and the ice begins to melt under poor Eddie's feet.
- Ask if there are other aspects of pollution and destruction of the environment that we can directly see in our own Country or community

E.3 Invent your own Active Learning Game

Depending on how much time you have and on how experienced your participants are, send them into smaller working groups and ask them to invent their own active learning games.

These games can be totally different from the game above, as long as they are following the simple recipe below:

**Learning Message + Funny Story + Small Game
= Active Learning**

Learning Unit F: Initiating Reflection and Discussion

LEARNING UNIT F

Initiating Reflection and Discussion

- Reflection and Discussion in SFD
- Safe Places
- Creating Opportunities

Learning Objectives:

- Participants should understand how a game can initiate reflection and discussion about a policy issue (here: the risks and threats which young people face in their community).
- They shall experience that a lot of associations between the game and the real world will surface during reflection and that playing the game can trigger a very intense discussion between participants
- They shall also understand how they, as participants, were guided through this reflection process in a certain way because the coach was changing the rules of the game in a certain way

F.1 Initiating Reflection

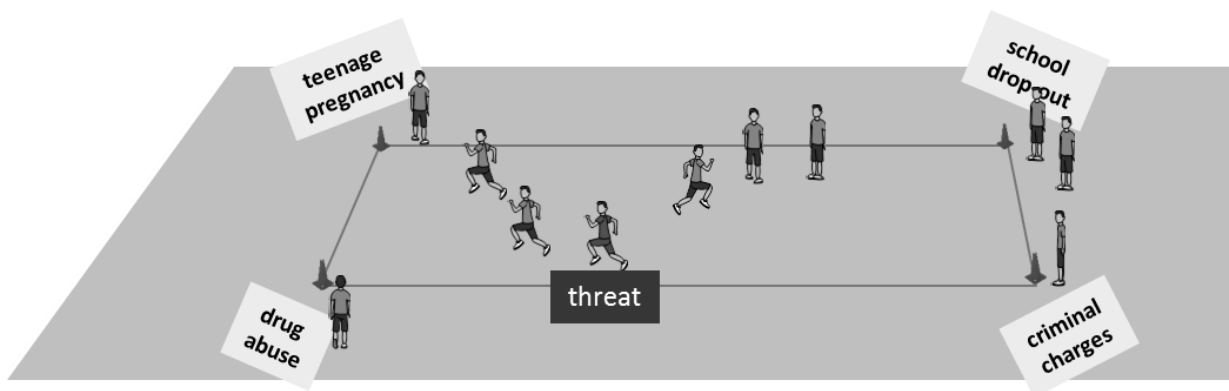
- After playing the small games in section B, participants were asked what they have learned by playing a certain game: Maybe, they've learned that it can easily happen to forget that your partner is blindfolded when you become too engaged in the tagging action while playing "Rely on Me". The transfer to real life would then be that you should never forget about your responsibilities even when you are distracted by other things.
- The next step will now be to show participants, how they can systematically initiate and guide this kind of reflection and learning. A tagging game called "Safe Places" will be presented as an example.



F.2 Safe Places

Level 1:

- Set up a playing field in which each corner symbolizes a threat for young people in your community. The participants should define these threats before the game starts.
- One player wears a bib. He or she represents the threats for young people and tries to catch the other players. If he or she tags them, they must go to the next corner and stay there for 30 seconds before they can come back into the playing field.



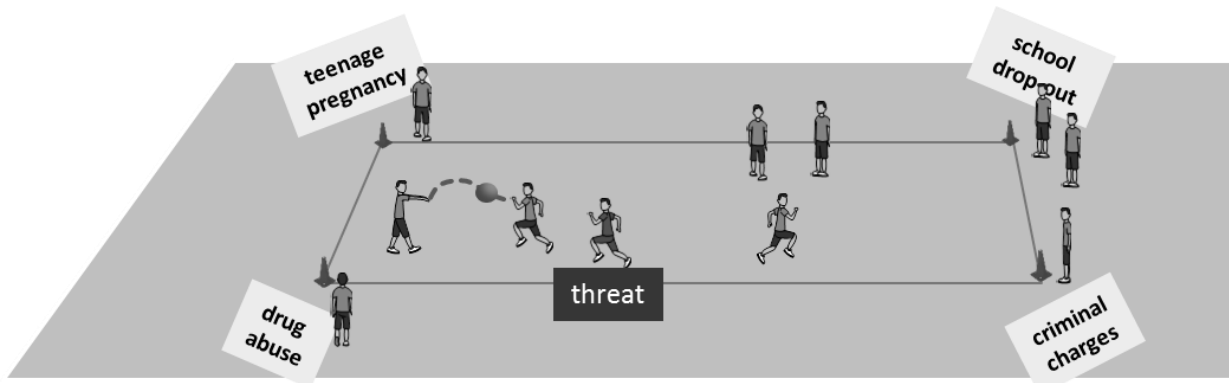
Reflection:

After the first round typical comments from participants could be:

- *There are different threats for young people*
- *In our community the biggest threat is...*
- *It is not easy to avoid these threats all the time*
- *These things can happen to anyone*
- *It is especially difficult if no one is there to help you*
- *If one of these things happen to you, you are excluded from society*
-

Level 2:

- After reflecting the first level, play the same game again, but include 1-2 balls into the game.
- Whoever is in possession of the ball cannot be tagged.
- Players can throw the ball to each other to help each other



Reflection:

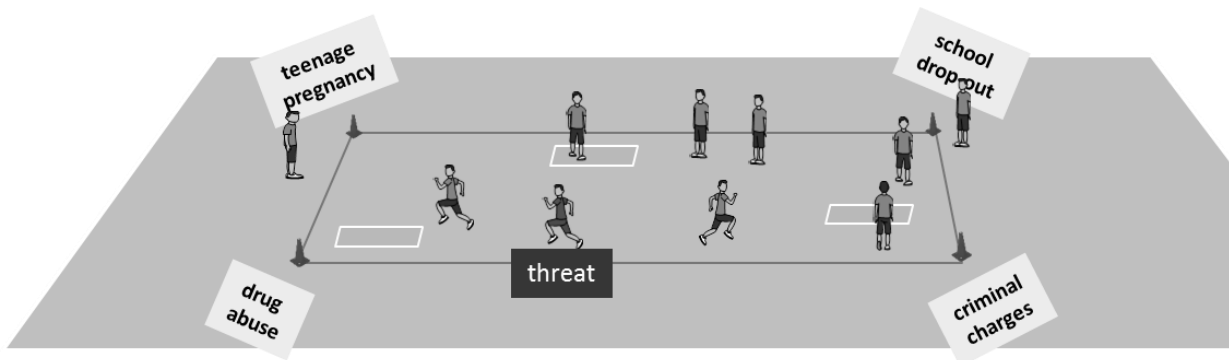
After the second round typical comments from participants could be:

- *The ball symbolizes a social work who can provide help*
- *It was more difficult than before, because I was so concentrated on getting help from the others that I forgot to run away*
- *If somebody keeps the ball all the time no one else can be protected by the ball (or the social worker)*
- *It is more difficult to catch someone when the system starts to work well*
- *More balls / social workers provide better protection*
- *The ball could also symbolize a good friend or a teacher*
- *The ball could also stand for a resource (e.g. good education, strong values)*
-

Level 3:

- After reflecting the second level, play the same game again, but put a few blankets on the ground.
- Whoever stands on one of the blankets is in a safe place and can't be tagged
- No one can stay longer than 3 seconds in a safe place, only 1 person at a time can be in a safe place.
- The balls from level 2 can stay in the game or not (depends on what message you want to convey)

! Make sure the blankets don't slip on the ground



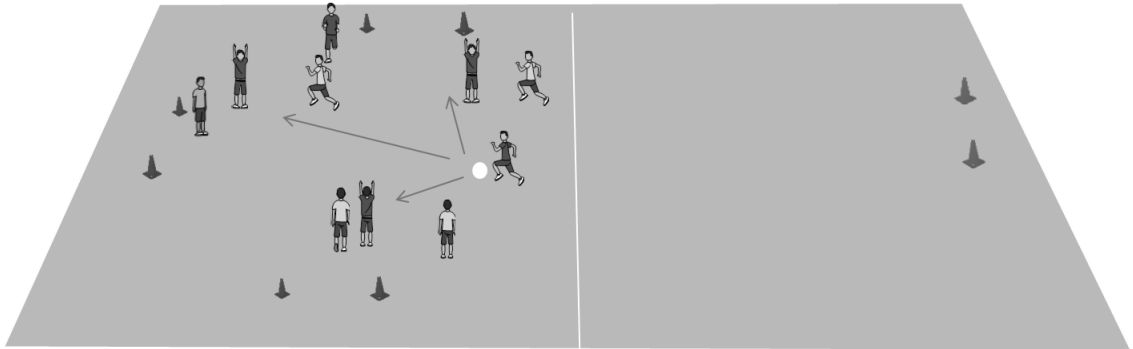
Reflection:

After the third round typical comments from participants could be:

- *The blankets symbolize safe places like home, school, the sports club, the library*
- *For me the youth center is such a safe place*
- *There is only limited space in these safe places, not all youth can go there in reality*
- *It's good to be in a safe place but after a while it's boring and you want to go out again*
- *If there is a combination of safe places and balls it's much easier not to be tagged*
- *If you know there are save places you feel less stressed than in the first round of the game*
-

F.3 Creating Opportunities

- To finish this Learning Unit, provide a second example of how a game can be used to initiate a discussion about an issue of personal development



- Set up a football field with two goals (3 steps wide)
- Play football without a goalkeeper
- **When a team scores a goal, they may set up an additional goal in the other team's half (that's the new opportunity created by reaching the first goal)**
- This can go on until a team has three or four goals positioned

Reflection:

Typical thoughts of participants after the game may include:

- Reaching the first goal is the most difficult step, than it becomes easier
- Reaching a goal in life also can create new opportunities
- This then makes it easier to reach the next goal with even more opportunities.
- If the other team is reaching their goals first it becomes frustrating
- Therefore it is important to stay focused on the next goal, than think about other opportunities (in life i.e. finishing school, vocational education, getting first Job, getting promoted etc.)

Summary and Outlook

The proposed course outline was developed as a follow-up of 3 training-of-trainer courses, conducted by GIZ in September 2017 in Serbia, Kosovo and Albania. If participants of these training-of-trainer courses intend to share the acquired knowledge with colleagues or volunteers in their own organisations, this course outline can guide these efforts.

Please note that in case you are providing some kind of sport for development training in your organization in 2017 we would appreciate to hear about it. In this case please send a short Email to Afrim Iljaz (afrim.iljazi@giz.de) including the following information (1. Date of training, 2. Number of participants, 3. Name of course leader 4. A short description of the participants' background and the delivered training content).

Depending on the evaluation of the pilot projects, a broader introduction of the sport for development approach in the Balkan region is envisaged. This would then be accompanied by a more indepth approach to train local sport for development experts in the region.

Annex: Practical Booklet for Sport for Development-Volunteers in the Balkan Region

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