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التعاون الألماني
DEUTSCHE ZUSAMMENARBEIT

**GERMAN
DEVELOPMENT
COOPERATION**

**SPORT FOR
DEVELOPMENT**

Learn to Play – Play to learn

A Practical Handbook for Life Skills Coaches in Sport for Development

in cooperation with

SPIN
SPORT INNOVATION

Contributers

The concept and content described in this handbook was tested and adapted as part of a GIZ training of trainers, which was held with local sport and life skills coaches from 17th -19th February 2017 in Jericho, Palestinian Territories.

We would therefore like to thank the following people for their valuable input and contribution:

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1   Introduction

1.1 German Development Cooperation and Sport for Development*

Sport has been internationally recognized by the UN as a means to promote education, health, and the development of peace.

German development cooperation also uses the opportunities offered by 'Sport for Development'. Children and young people are not only healthier through sports participation, they also learn to take responsibility, to behave fairly and resolve conflicts peacefully. These are key competences, which later in life can help to facilitate their entry into the professional world.

In this regard, German development cooperation traines coaches. These coaches are role models and trusted persons. They strenghten self-esteem in children and young people and help them to develop prospects for their future especially with regard to employability perspectives and career orientation. As part of their trainings, they also address health issues such as HIV prevention or alcohol abuse. Therefore, in this context, sport not only moves, it also educates.

Together with local and international partners from the fields of politics, civil society, business and academia, German development cooperation develops sustainable sport programmes, which also contribute to strengthening civil society or promoting democracy.

Subsequently, this is how sport can be used as an innovative tool that drives change and can have an impact on sustainable development - both for each individual child and for society as a whole.

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* Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ)

1.2 Sport for Development in the Palestinian Territories

In late 2014, German development cooperation started its sector programme Sport for Development in the Palestinian Territories. In this specific programme, sport is utilized as a tool to promote vocational training, work and life skills.
In close collaboration with TVET* and Employment Promotion Programme (TEP), the Sport for Development approach is being integrated into the curricula of non-governmental technical and vocational training centers.

In addition, the training centers participate in organized sport camps and tournaments along with civil society organizations and private industry in order to promote vocational training and traineeships for young people.

In the programme's initial stage, local volunteers with a sport related education or background have already received specific football and life skills training. To this end, the 'Kicking Youth Competences' concept and manual has been developed in 2015/16 by GIZ, the German Football Association (DFB), the Ministry of Labour, Al Quds University and the NGO Palestine Sports for Life. Since then, the manual was field tested and successfully applied during summer camps, orientation days and other vocational education activities. An internal evaluation has shown that the programme is highly suitable for the intended purposes in Sport for Development while there is also a certain need to extend and broaden the approach (e.g. by including other sports activities) to further increase its outreach

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* Technical Vocational Education and Training

to the target group and its transferability to many different settings.

Therefore, 'Learn to Play – Play to Learn' has been developed by GIZ and SPIN Sport Innovation in co-creation with GIZ's network of local coaches. Both training concepts and manuals are aligned and complement each other.

1.3 Sport and Employability

Sport for Development can be employed at different stages of a process designed to promote youth employability:

❚ First of all, sport is a highly attractive activity for most children and youth. Therefore, sport activities can help to reach out to young people in order to get them interested and involved in information and consultation activities during career orientation.

❚ Second, sport activities can be utilized as a tool to develop life skills which are required to successfully complete vocational education and enter the labour market.

❚ And last but not least, sport can be the bridge that connects the individual steps from making a career decision through the months or years of vocational training to actually gaining first employment: While the education and labour market approach requires dealing with alternating partners (secondary schools, vocational schools, employers, etc.), leisure based sport groups may provide stable structures and personal contacts to young people over all stages of this crucial development process.

1.4 Learning Environments

As a consequence sports and life skills trainers should be equipped for different learning environments:

(1) **Working with random groups during single Sport for Development events** such as summer camps or career orientation days and (2) **working with Sport for Development groups on a regular basis** in a community, vocational school, etc.

Although sport and play can be valuable tools in either context, a different type of games will be the better tool in one or the other of these two situations.

Working with random groups at specific Sport for Development events usually requires the coach to quickly connect to a group of new participants, to get everyone involved from the start and to promote specific learning in a rather short time.

In contrast, **working with regular sport groups** and different target groups in school, youth centers and the community gives the coach a lot more time to get participants connected. Trust can be build over time and it is possible to introduce new and more complex content, while working regularly with a group also involves the challenge to maintain the participants' interest week after week. The sports programme must therefore stay challenging.

In addition, trainers should be able to creatively embed learning content from the field of work into games and sports activities.

1.5 The *Learn to Play - Play to Learn* - Toolbox

Based on the above-mentioned assumptions, the Toolbox of a Sports- and Life Skills Trainer should contain at least four different instruments. Each of the following chapters will give examples for the different tools. The colour code below will guide you through the manual.

When you are using this handbook, you should not just 'copy'' the proposed activities during your own training lessons, but rather focus on the underlying principles and use the suggested games as an inspiration to adapt existing formats or create new activities.

The *Learn to Play – Play to Learn – Toolbox*

Small Games

Small Games can serve a lot of different purposes from getting to know each other to building trust or learning how to collaborate. They are the trainer´s multi-tool.

Getting to know each other

Communication/Teamwork

Activation

Rules in Sport

The ability and openess to modify the mode of play or the rules of a game can help a coach to involve new target groups, play in different environments, focus on different skills, initiate different learning outcomes or create a different playing experience.

Football

Dodge Ball

Active Learning

Active Learning means to systematically integrate cognitive learning into a physical activity context. Trainers should e.g. be able to creatively embed learning content from the field of work, into games and sports activities.

Active Learning

Active Learning Assessment

Team Sports

Teamsports can have an enormous impact on both, personal development and social interaction. They require a large variety of motoric, technical, tactical and social skills and they have a great potential to maintain the commitment of a group over time. Ultimate Frisbee and Touch Rugby are very much based on teamwork and cooperation, with both games placing a particular focus on mutual respect and fair play. Experience from football based life skills training can easily be transferred.

Ultimate Frisbee

Touch Rugby

1.6 Developing Life Skills through Sport

Sport has a great potential for imparting a wide range of life skills. In sports, specific situations can be created in which personal, social and cognitive abilities and competences are required, which also play an important role in other areas of life such as the working world.

In sports, however, children and young people may test these skills in a protected environment. While playing or doing sports with their peers, they can try out different behaviors and are allowed to commit mistakes without serious consequences. An important prerequisite for successful learning from such situations is the reflection of what has happened.

The role of the trainer in this is to create situations in which certain skills are required and to identify situations in which participants have successfully used or failed to use certain life skills in sport, and also to discuss how the lessons learned in sport may be transferred to tasks and challenges outside the sports context.

The following table shows ten competence bundles with examples from sports and other areas of life. All skills described in the individual bundles can be developed through sport and games to improve the employability of the participating youth.

Notwithstanding the existing potential, imparting life skills through sport does not always work out straightforward and planned.
Some learning opportunities can be targeted through individual games. A good example of this is 'Tic Tac Toe', a game in which the participants are deliberately placed in a situation in which they have to make a quick decision under big time pressure.

Other competences usually develop more unplanned over longer periods of time. A good example of this is the development of leadership quality, which gradually evolves in some individuals through playing a team sport such as football or rugby.

Both **types of learning processes** are valuable and important, and both processes can be supported and accompanied by experienced trainers [1].

[1]

SKILLS
in Sport and Life

SKILLS	in SPORTS	in LIFE / at WORK
Strategic Thinking, Planning, Problem Solving and Decision Making - Reflecting on the situation and spotting the problem - Planning different approaches to solve a problem - Deciding which approach would be the most effective	It's late in the game and you concede. Your teammates are upset and angry. You feel this too, but you quickly settle your emotions and bring the team together. You discuss tactics with them, highlight your opposition's weakness, and together, you make a plan. Time is short so you make a quick decision to change your tactics, which turns out to be a match winning action.	You have applied to study, but you have not been accepted. You are disheartened. However, you quickly react and consider your options. Studying is still the best strategy for you, so you begin to review the reasons why you weren't accepted. In order to solve the problem, you come up with a plan to work on the weaknesses in your application and to re-apply next year. Fast forward 12 months and you are enrolled!
Effective Communication - Listening to and empathising with others - Communicating your support clearly and simply - Encouraging and motivating	It's halftime and you're losing. Your team comes together. You listen to their thoughts on why you are losing. Considering their ideas you make a clear statement, detailing the steps you need to take to put things right. When putting the plan into action you repeat what was agreed, motivating and encouraging your teammates, and giving them the confidence to overturn the score and win the game.	There is an argument in your class at school. You recognise that it is due to a misunderstanding and decide to help out. You listen to your classmates, empathise with their points of view and then clearly describe the other person's perspective. This allows your classmates to solve the problem through effective communication.
Friendship, Solidarity and Sense of Belonging - Being part of a group - Finding common ground with others and developing solidarity through it - Accepting others into your group and helping them make friends - Trusting each other on and off the sports field	You are a team of friends on and off the pitch. You make an effort to support each other. If you lose a game, it doesn't affect your relationship because it's more important than the result. You make sure that new people to the group are accepted and feel like they belong. It just so happens that this trust, respect and support makes you a great sports team!	You support your friends and vice-versa. You are also always willing to help them with a problem in their life and they would do the same for you.

SKILLS	in SPORTS	in LIFE / at WORK
Mutual Respect, Tolerance, Fair Play and Conflict Resolution ▪ Recognising and understanding both differences and things in common ▪ Tolerating attitudes that are different to your own ▪ Acting fairly and always trying to find a solution to satisfy all	On your team, there are people from very different backgrounds. However, you know them only as teammates. You see the commonalities that exist within the group, rather than the differences. When arguments happen, you are the one to help them resolve their problems.	There is a conflict at the youth centre. Each person has a different view. You are the calm facilitator, reminding them to have respect for eachother, even if they do disagree, they should try to see it from another perspective. Through this mutual tolerance for one another, they are able to discuss the problems causing the conflict and find a resolution which suits each party.
Reliability, Trust and Responsibility ▪ Understanding that reliability builds trust ▪ Knowing that if you are trusted you will be given more responsibility ▪ Recognising that any team needs these 3 values to be successful	By always showing up for training, being on time and being prepared on a matchday your teammates come to trust you. This trust grows with the support you give to your teammates. Your coach sees your attitude and the way in which your teammates rely on you, and asks you to take on extra responsibility by becoming captain of the team.	At work, you become a vital member of the team. You deliver the tasks you promise, you are quick to respond when others need support, and people trust that you will work hard to complete a task. Your boss comes to rely on you and gives you more and more responsibility.
Teamwork, Cooperation and Collaboration ▪ Understanding that you can contribute to a team ▪ Knowing that a team is stronger than an individual ▪ Working together with a team towards a common goal	You don't have the best technical team in the league. Your next fixture is against the league leaders. You recognise that if you don't work as a team you will be comprehensively beaten. You create a plan based on the strengths of your team and then collaborate to support, encourage and motivate eachother. This teamwork means that against all the odds you beat the top team.	At work, you are tasked with delivering a huge project. You are overwhelmed by the challenge. Recognising that you can't do it alone, you ask for help, collaborating with people with specific skills and competencies which you don't have. Your project is a success and you thank all of those in the team for their cooperation and collaboration.
Self-Awareness, Self-Confidence and Self-Efficacy ▪ Understanding your own strengths and areas for development ▪ Being confident enough to use and demonstrate your strengths and recognising when to ask for help ▪ Believing in your ability	You are the strongest team in the league. You play an opponent who have lost their last 20 games. You win comfortably, but at the end instead of wild celebrations, you commiserate your opponents and wish them luck. A year, and one successful promotion later you are thankful that the top placed team shows you the same attitude after they comprehensively beat your newly promoted team.	When the local community is looking for volunteers to run the local football team, you are the youngest person in the group. The community chooses you over an older and more experienced coach. Instead of over-celebrating, your first action is to appoint the older coach to your team, recognising the value of the experience he or she has and the guidance he or she can offer.

SKILLS	in SPORTS	in LIFE / at WORK
Goal Orientation, Perseverance and Determination ▪ Establishing what your goals are and what you need to do to achieve them ▪ Sticking to the plan you have made and the everyday actions which lead to success	You and your team have set your objectives at the beginning of the season. After starting well, you lose a couple of games. Instead of giving up you are determined to persevere with your plan and maintain your season goals. This attitude puts you back onto the right track and towards achieving your objectives.	You have the goal to run a successful business. At the beginning, it is very tough, many people are telling you to quit. But you persevere, you are determined to succeed and achieve your goal. You revisit your goal and work to achieve it, and eventually you become a successful businessperson.
Focus and Concentration and Diligence ▪ Reflecting on the situation and spotting the problem ▪ Planning different approaches to solve a problem ▪ Deciding which approach will be the most effective	You have a big competition at the weekend, but your friends are meeting. You have planned two double training sessions, your most important in your plan. Meeting your friends will mean skipping these sessions. You tell your friends you have to stay focussed on your training, and they are there to applaud you when you take 1st place at the competition.	You are focussed on learning a new language to improve your chances of getting your dream job. You've set yourself an ambitious target, but are determined to achieve it. You start well but after initial progress, you become frustrated. Instead of giving up you diligently follow your work plan. After time you make more and more progress and a big step forward towards your dream job.
Emotional Stability, Coping with Stress and Pressure ▪ Being able to calmly asses a situation ▪ Balancing your emotional reactions with your reflection and problem solving skills	You have a gameplan. It's working and you're dominating the game, but you need one more score and time is running out. Pressure and stress can force you to become frustrated and abandon your game plan. Remaining calm, assessing the situation and concluding that your plan is just as effective in the last minute as in the first allows you to get the all important score to win the game.	At your workplace, you are wrongly accused of something. Instead of reacting to the situation emotionally, you calmly assess your options, not allowing yourself to be affected by stress or pressure. You react calmly, stating your position and diffusing the situation. Due to your calm attitude, you are able to resolve the situation positively.

2 Small Games

What are Small Games?

Small Games, also referred to as *Minor* or *Lead-up Games* are simple, playful activities which can be used to create a wide range of learning opportunities.

In comparison to what we know as *Major Sports Games* such as football, handball or basketball, these games are a lot easier to be played and organized.

Usually the main idea behind these games is very simple with a clear objective that is easy to understand. There are no complicated rules or complex tactics involved, and in most cases only very little space, time and equipment is required.

In many senses, these games are similar to the unstructured type of games which children play. However, their value to sports education cannot be overestimated.

Due to the flexible rules, simple structure, playful character and modest requirements they are a powerful tool to achieve a great variety of objectives.

When to use Small Games?

Small Games can be used for many different purposes. A typical function would be to activate a group physically and mentally before starting a training or physical education session.

Small Games can also be applied to support organisational tasks (e.g. building teams of equal numbers, or tidying up the facility at the end of a class).

A more specific use would be to play small games with a new group to get to know each other.

Small Games can also be targeted towards socio-dynamic processes such as team building or cooperation or to help in the development of specific life skills such as strategic thinking or decision-making.

Finally, Small Games can also be used to develop the skills and understanding required to play more complex team sports.

Creating many games from a few basic types

If we look at different Small Games, it quickly becomes clear that they are usually only variations of a few generic playing concepts. For example, common themes in Small Games include: catching or running away from other participants; racing another team in a relay or on an obstacle course; hiding, finding or collecting different objects; becoming the last remaining participant in simple ball games. By making simple changes to the rules, the coach can create many new games from these basic shapes.

Therefore, there is no right or wrong in how these games are played or named. It is up to the coach to tailor them in order to make them work in a specific situation and for a specific group.

Meet and Greet

[1]
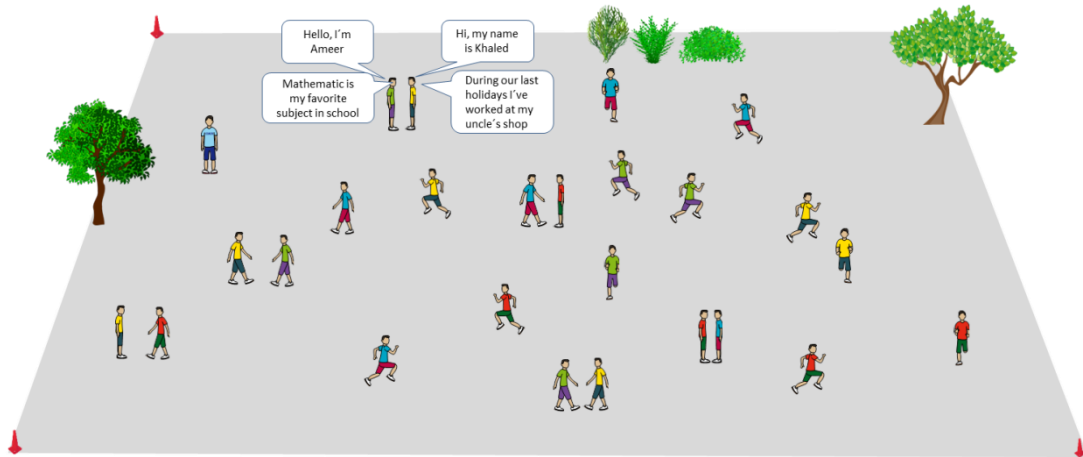
[2]

[3]

TIMING
- +/- 10 min

EQUIPMENT
- Cones

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

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

- When introducing themselves participants give their name and one peice 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

Meet and Greet

- 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
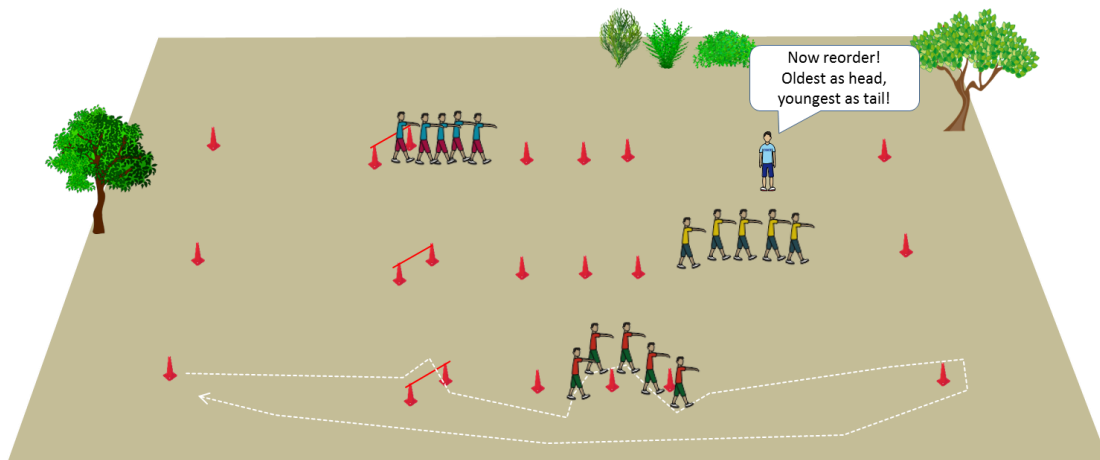
Skills: Effective Communication, Self-Confidence

[4]

[5]

Head or Tail

[1]

Now reorder!
Oldest as head,
youngest as tail!

[2]

[3]

TIMING

- +/- 5 min

EQUIPMENT

- Cones

SETUP

- Create one starting point for each team

- Using the cones, create an obstacle course which the participants will run through

DESCRIPTION

- Objective - teams run through an obstacle course whilst reordering themselves according to different criteria

- The winning team is the first team back to their starting point in the correct order

- Participants line up at the starting point like a snake [1,2] and begin running through the obstacle course

- The Trainer shouts an instruction such as 'get into age order, oldest at the front'

- Whilst running through the obstacle course, the participants reorder themselves in the snake [1,3]

TRAINER TIPS

- Make sure your commands are clear and everybody understands how you want them to reorder the snake

Head or Tail

- Watch out that all participants pass all obstacles, even when they are in the process of reordering the snake

- When the first team has crossed the finish line, quickly check if the participants are actually in the right order

VARIATION

- If you have a small group, just have one snake and set a time limit for this team instead of having a competition of two teams

- There are many variations for ordering such as shoe size, place of birth (North to South), alphabetic order of family names, etc

- Instead of creating an obstacle course, participants reorder their snake with their eyes closed (or blindfolded)

LEARNING and SKILLS DEVELOPMENT

- This activity can be used as part of a warm-up, in particular for new groups

- It is a very entertaining way to learn something about the other participants

- Participants have to pay attention to different tasks (ie. the obstacles, the order within the snake, the competition with the other teams, etc.

- Someone in the group must take control to make sure the team is fast and efficient

  Skills: Effective Communication, Problem Solving, Concentration

Snowballs

[1]

[2]
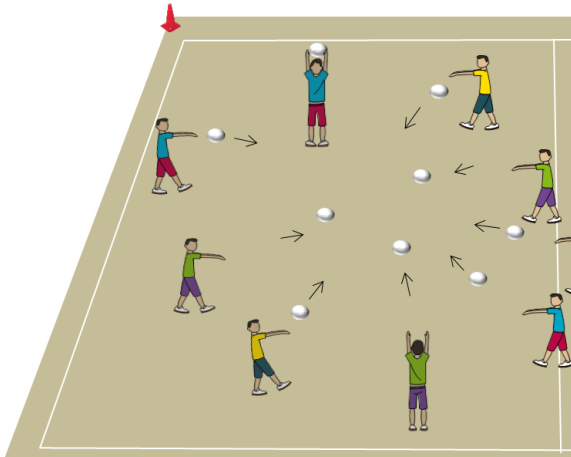
TIMING

- +/- 10 mins

EQUIPMENT

- Pens, paper (piece of paper should not be too small)

SETUP

- No specific setup is required, this game can be played anywhere

DESCRIPTION

- Objective - Participants introduce themselves to eachother in an active way

- Each person writes their name and a few other things about themselves on a piece of paper (e.g. their hobbies, favourite sports, least favourite food, career dreams, etc.)

- They then crumple the paper together to make a 'snowball'

- The participants then stand in a circle and start a 'snowball fight', throwing their snowballs at each other [1]
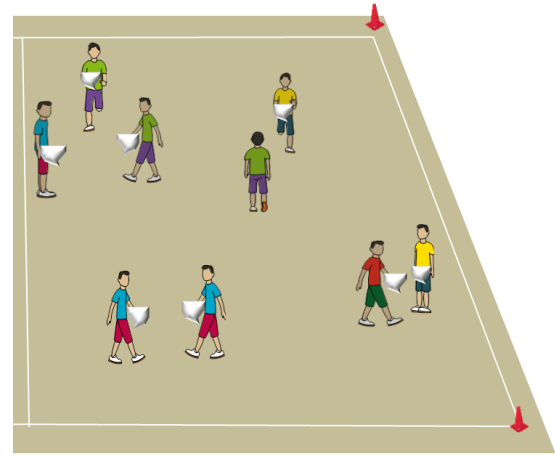
- All participants try to hit as many other participants with a snowball as possible and count their hits

- On a signal from the coach, participants stop the snowball fight and grab a snowball from the ground, read the facts and then try to find the matching person as quickly as possible [2]

TRAINER TIPS

- Play several rounds before you finish the game

- Set a time limit (e.g. 1 min) in which the matching person must be found to speed the game up

- If participants don´t know each other, the names may be part of the information on the snowballs, otherwise the name should not be used

- Make sure all participants are engaged in the game and participants don´t hoard `snowballs´

Snowballs

VARIATION

- Participants are not allowed to speak, they may only use non-verbal communication to describe the information on the sheet of paper in order to find the matching person (showing the snowball paper is not allowed)

- After the game has finished, ask two or three of the participants to introduce one or more participants to the group (their name plus the information that was provided with the snowball)

LEARNING and SKILLS DEVELOPMENT

- Starting with a new group can be difficult for some participants. A physically active game of introductions may help them to overcome their shyness

- Participants need to actively come into contact with all the other participants. The game requires participants to mutually focus on each other while trying to find out which snowball belongs to which person

- This is particularly the case if the game is played with non-verbal communication only

Skills: Effective Communication

Human Knot

[1]
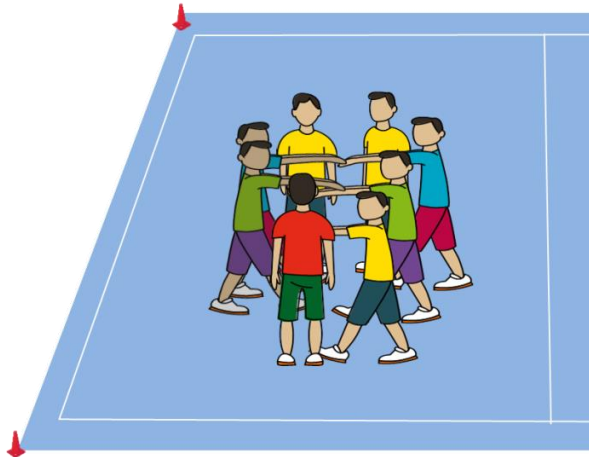
[2]

TIMING

- +/- 15 mins

EQUIPMENT

- No specific equipment is required, just a willing group of participants!

SETUP

- No specific setup is required, this game can be played anywhere

DESCRIPTION

- Objective – Participants create and then untangle a 'Human Knot'

- Standing shoulder to shoulder in a circle, participants all raise their left hand. The participants should then reach across and take the hand of someone standing across the circle [1]

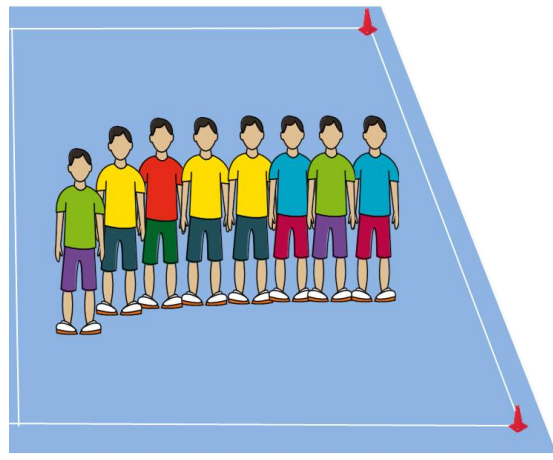- Then, the participants raise their right hands and repeat the same procedure without letting go with their left hand

- Now everybody is connected to someone else with both hands. This creates the 'Human Knot'

- Now, without letting go of each other's hands, the participants try to unravel the 'Human Knot', moving their bodies to unpick the tangle

- The group is successful if participants end up standing in a line or circle, still holding hands [2]. Sometimes participants end up in two or three smaller circles which is also fine

TRAINER TIPS

- When the 'Human Knot', is created, make sure that participants are not holding the hand of the person next to them!

- The game involves participants being in close physical proximity to eachother, so be sentitive that maybe not everyone will want to take part

Human Knot

VARIATION

- Blindfold some of the participants to increase the difficulty level

- Require that the game be played silently, so that the participants have to communicate without talking

- Set a time limit in which the group has to untangle the knot
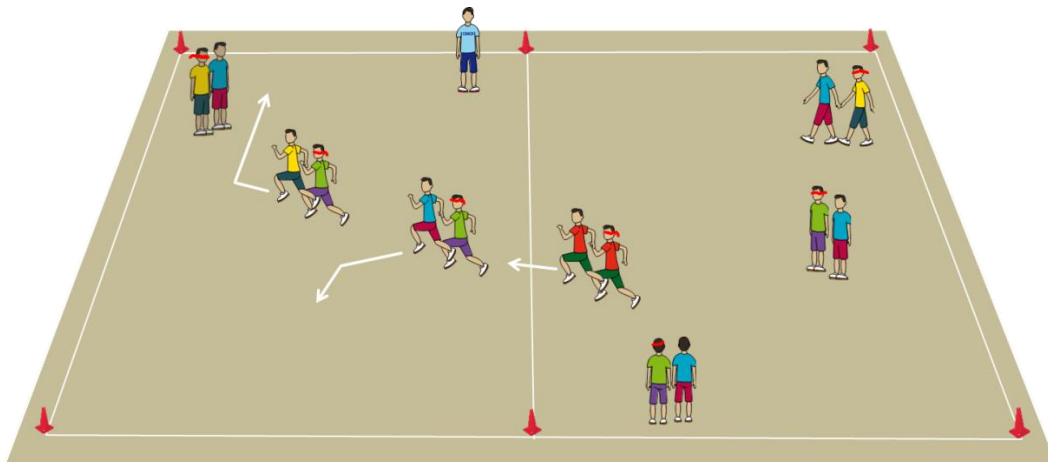
LEARNING and SKILLS DEVELOPMENT

- Participants need to communicate and develop a common strategy to solve the task

- The game can only be won as a team.

Skills: Effective Communication, Problem Solving, Teamwork, Focus and Concentration

Rely on Me

[1]

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 one 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

Rely on Me

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) 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

Blind Snake

[1]
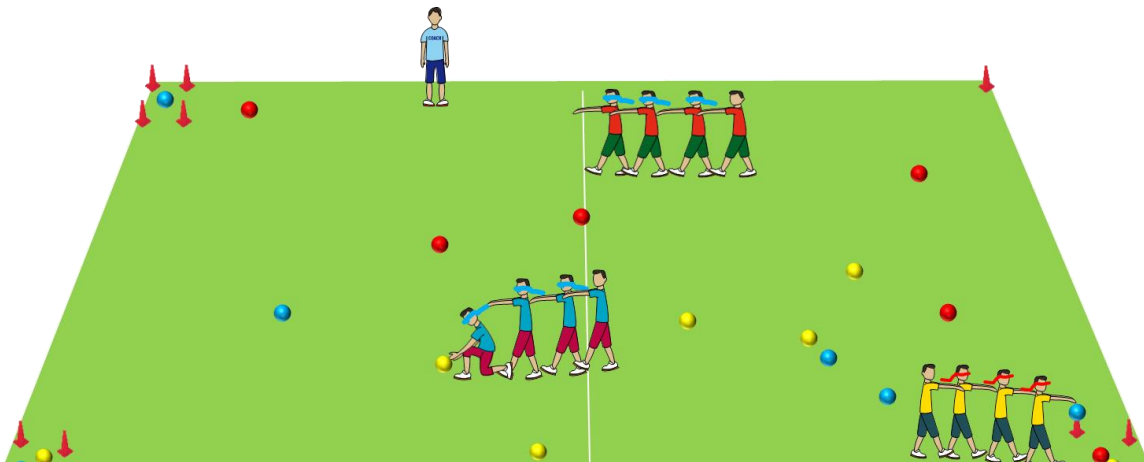
TIMING

- +/- 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 safely when bindfolded
- Items scattered on the floor
- Mark an area with cones or place a box for the teams to collect their items [1]

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' [2]

- All members of the snake are blindfolded apart from the person at the back [3]
- 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 eachother 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 eachother

TRAINER TIPS

- If the participants are struggling to come up with a plan, 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

Blind Snake

- 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

[2]

[3]

Spider Web

[1] [2]

[3] [4]

TIMING

- +/- 20 mins

EQUIPMENT

- Rope, posts, bibs

SETUP

- Use the ropes to setup a 'Spider Web' between two posts
- The web can be set up 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 loses 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

2.7

Spider Web

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, establish 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,

[5]

[6]

Grab the Goats' Tails

[1]

[2]

[3]
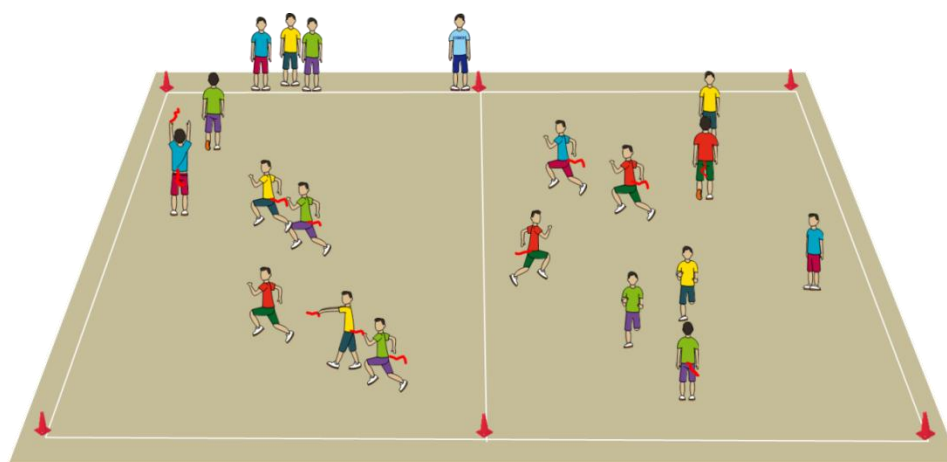
TIMING

- +/- 10 mins

EQUIPMENT

- Bibs, cones

SETUP

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

2.8 Grab the Goats' Tails

- 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

Octopus Tag

[1]
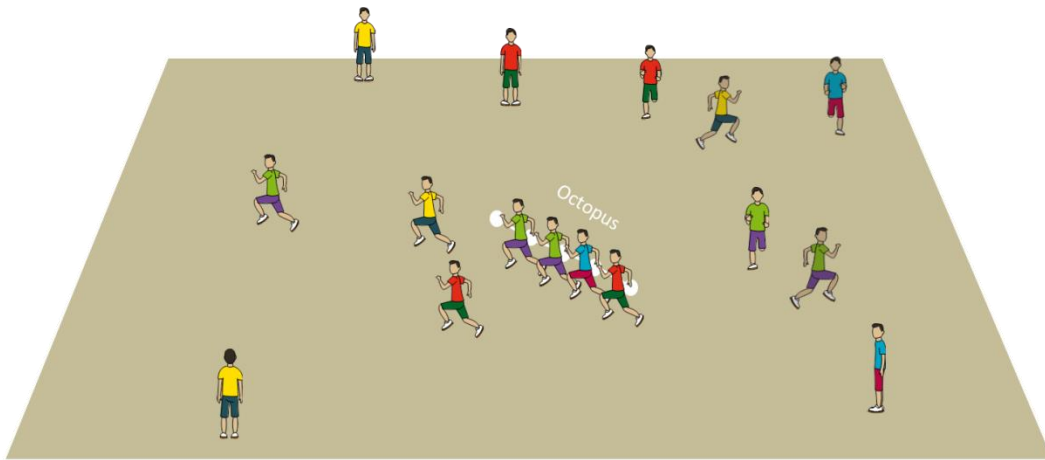
TIMING

- +/- 5 mins

EQUIPMENT

- Cones

SETUP

- Mark an area large enough for the participants to move around 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 the Octopus tags a participant, he or she also joins the Octopus, holding hands. This continues until one participant is left

TRAINER TIPS

- If the Octopus is getting too 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 teamwork
- 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

Chicken and Fox
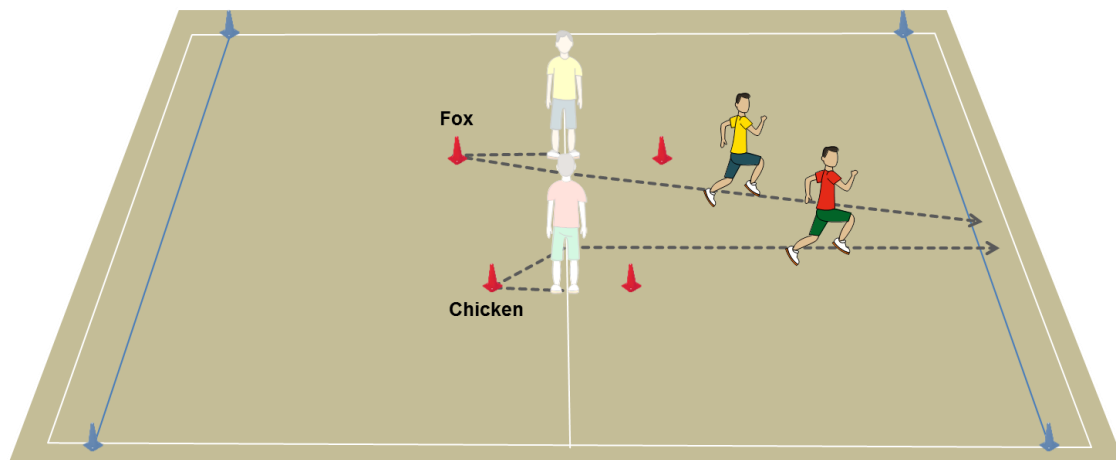
TIMING

- +/- 5 mins

EQUIPMENT

- Cones

SETUP

- Place the cones in the following order:
    - 1 cone to the left and 1 cone to the right of the 'Chicken'
    - 1 cone to the left and 1 cone to the right of the 'Fox'
- Mark an end line at approximately 30 metres at both sides
- The distance between the cones for the Fox must be a little bigger than for the Chicken

DESCRIPTION

- Objective – The Fox must catch the Chicken. The Chicken must make it to either end line before the Fox tags them
- The Chicken touches one of the markers to their left or right and then sprints to the end line in the opposite direction [1]
- The Fox must touch the marker on the same side as the Chicken and then sprint to catch the Chicken before they reach the end line

VARIATION

- Increase/decrease the distance to the end line
- Instead of touching a marker, the Chicken must pick up a ball/frisbee or other sport specific object
- Increase difficulty of 'Tagging'; e.g. use 2 hands

LEARNING and SKILLS DEVELOPMENT

- This activity can be effective when introducing the concept of semi-contact sport i.e. through 'Tagging' or 'Touching' an opponent to stop them

    Skills: Focus and Concentration

Collecting the Corn

[1]

[2]

[3]

[4]

TIMING

- +/- 15 mins

EQUIPMENT

- Cones, water balloons, boxes

SETUP

- Using the cones, create a simple obstacle course [1]

- Place the water ballons to be picked up by the participants, placed at different heights (for example along a fence) [2]

DESCRIPTION

- Objective – Teams try to collect as many pieces of corn (water balloons) as possible

- Two teams line up against eachother. One at a time the participants make their way through the obstacle course (e.g. a slalom through cones)

- To make it more challenging, participants can't use their hands and instead must cross them behind their backs [2]

- They must then grab the corn (filled water balloons) and bring them to their home (box) without bursting them [4]

- The participant must then run back and tag their team member who can start the obstacle course

- Set a time limit. After this limit is up, count the corn in the

Collecting the Corn

boxes. The winning team is the one with the most water balloons in their box

TRAINER TIPS

- Make sure, that not all balloons can be reached by all participants. Place them high enough so that only the tallest participants can reach them
- Try to make the taller participants start first in their teams

LEARNING and SKILLS DEVELOPMENT

- When the game starts, participants will usually first pick the corn at medium height, which is the easiest to pick

- Participants must focus, not just on themselves, also on the other participants in the team. Only by doing this they will recognize that the team is more successful, if the tallest participants pick the highest placed corn and leave the lower corn to shorter team members

Skills: Self-Awareness, Mindfulness, Effective Communication, Strategic Thinking

- The game was invented by Suad Alqam, Yumon Masri, Mayada Attalah, Jihad Abu Srour and Shatha Siam.

DoDo

[1]

Do, do, do , do, do.........
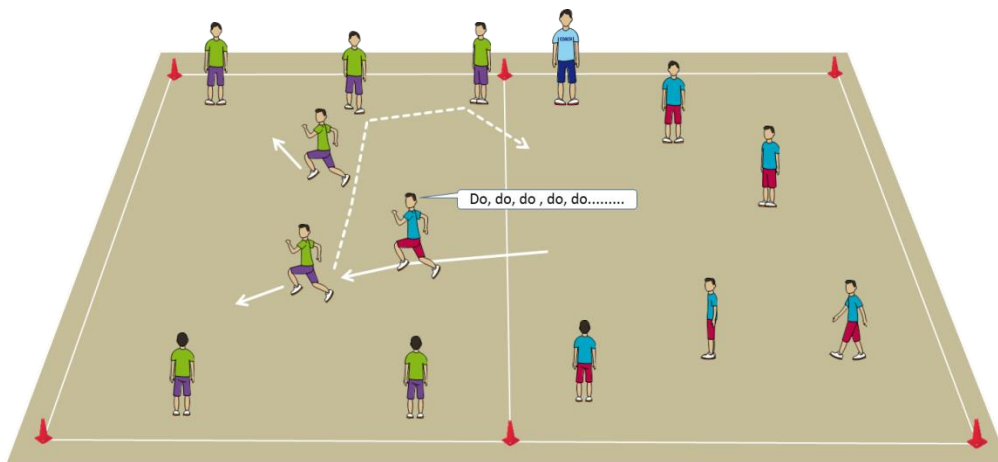
TIMING

- +/- 10 min

EQUIPMENT

- Cones

SETUP

- Using the cones, mark a rectangular area, approx. 10m x 20m
- Create a middle line in the marked area

DESCRIPTION

- Objective – Alternately, both teams send a 'DoDo' to the other side. Each team tries to tag as many of the opposition as possible
- Using all participants, two teams of equal number start in their own half of the field
- One team starts and sends their first DoDo into the other half
- The DoDo takes a deep breath, runs into the other half, whilst continuously shouting *dodo-dododo…..* [1]
- The DoDo has to continuously say "dododo.." and is not allowed to take a second breath
- Only as long as this first breath lasts, the Dodo may tag as many participants from the opposition team as possible and has to return before running out of breath
- If the Dodo successfully returns to their own half in one single breath, all tagged participants must follow. If not, then the Dodo stays in the defending half
- As soon as the Dodo has tagged the first player, the defending team can prevent them from returning to their own half by holding them
- Both teams alternate, taking turns to attack and defend
- The game is over when all participants are in one half (so everyone is on the winning team!)

DoDo

TRAINER TIPS

- Make sure, that the DoDo does not take a second breath
- Have clear rules how the defending team may hold the DoDo in their field (i.e. no overly rough play)

LEARNING and SKILLS DEVELOPMENT

- DoDo is an entertaining game to activate a group. It can be played as a warm up with older children and youth

- In this game players must show a good level of self-awareness (i.e. how much time they have before they must return to their own field)

- However, what is more important is that players do not try to cheat (taking a second breath) and that they are careful not to hurt each other when trying to hold the DoDo in their field

Skills: Self-Awareness, Fair Play, Mutual Respect

GEMO

[1]

[2]

[3]

[4]
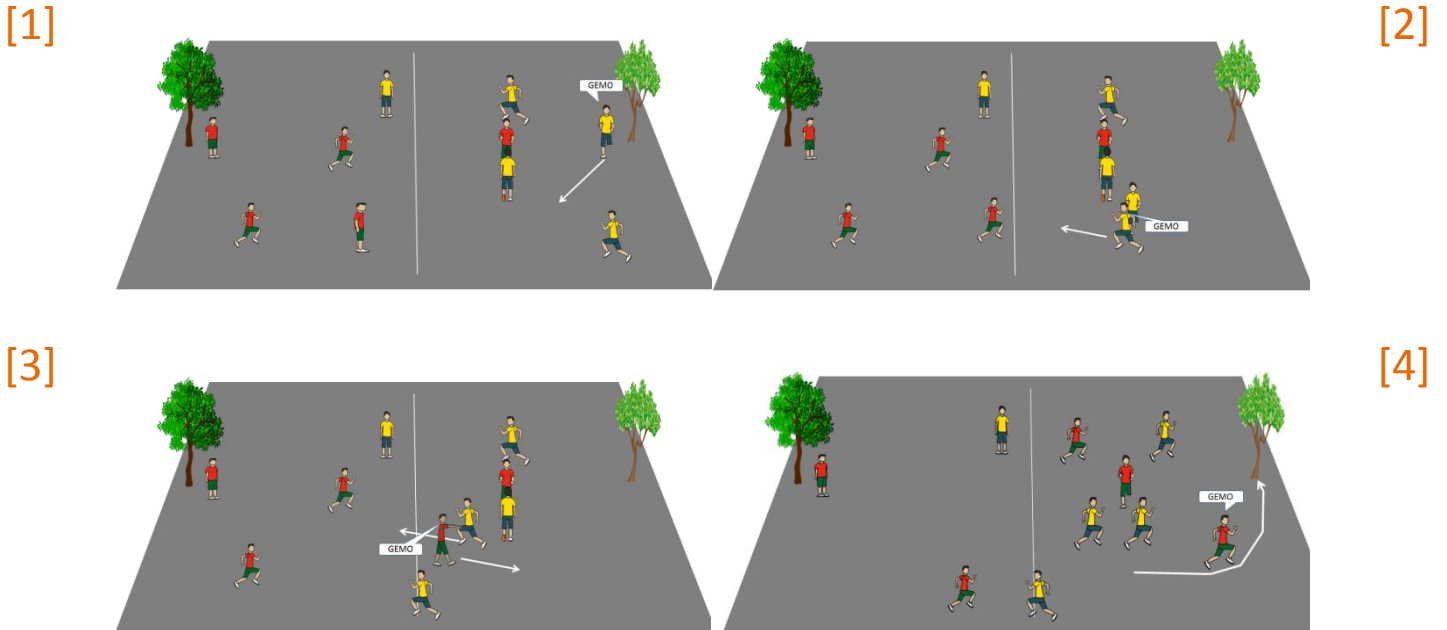
TIMING

- +/- 15 min

EQUIPMENT

- Bibs, cones

SETUP

- Using the cones, mark a rectangular area, approx. 20m x 40m
- Mark two scoring zones, one at each end. Anything can mark the scoring zone (e.g. two trees, two goals on a football pitch etc.)

DESCRIPTION

- Objective – Two teams try to get the GEMO (which is an invisible ghost) into their opposition's scoring zone
- Two equally numbered teams

start in their own half of the marked area

- One participant starts in his or her own scoring zone 'carrying' the GEMO. This player tries to reach the opposition's scoring zone without losing the GEMO [1]
- However, if this participant is touched by any other player on the field (no matter if this player is on their own or the opposite team!), the GEMO jumps to this other person. Now this participant is in possession of the GEMO [2,3]
- Whenever the GEMO jumps to another person, the person who has taken possession of the ghost shouts 'GEMO' loud and clear and puts one hand in the air, so everyone knows where the GEMO is

Gemo

- The GEMO will jump many times between participants and from team to team. The team that finally brings the GEMO to the other side wins the game [4]

TRAINER TIPS

- GEMO is a minimal contact game so blocking or rough play is not allowed

- At the beginning you need to support the teams in keeping track of who is actually in possesion of the GEMO when the play is at full speed

- Make sure players understand that the GEMO can be stolen by the other team when the current GEMO is tagged. Also, that it can be passed to teammates for tactical reasons by touching them

LEARNING and SKILLS DEVELOPMENT

- GEMO is a very active game and a good preparation for all kind of team sports

- At the beginning, participants usually take some time to understand the playing principle and basic tactics before they actually succeed in playing it

- Fairplay (admitting that one was tagged for example) is an important requirement in this game. At the beginning, there will be arguments over who is in possession of the GEMO and players must find a way to resolve these conflicts

- As soon as the group has understood the concept, the game requires a lot of strategic thinking, team work and concentration to make it to the other side

  Skills: Patience, Mutual Respect, Fair Play, Conflict Resolution, Strategic Thinking, Team Work and Effective Communication

Tic Tac Toe

[1]

[2]

[3]

TIMING

- +/- 15 mins

EQUIPMENT

- Cones, markers (e.g bibs)

SETUP

- Using the cones, create a grid with 9 cones
- Set a starting point approx. 20m 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 equally numbered teams 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 three markers, there is no winner, the next participants move *one* of their *own* markers to another empty cone until there is a winner [4]

2.14

Tic Tac Toe

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 four markers instead of three

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

[4]

[5]

Sign Language

[1]
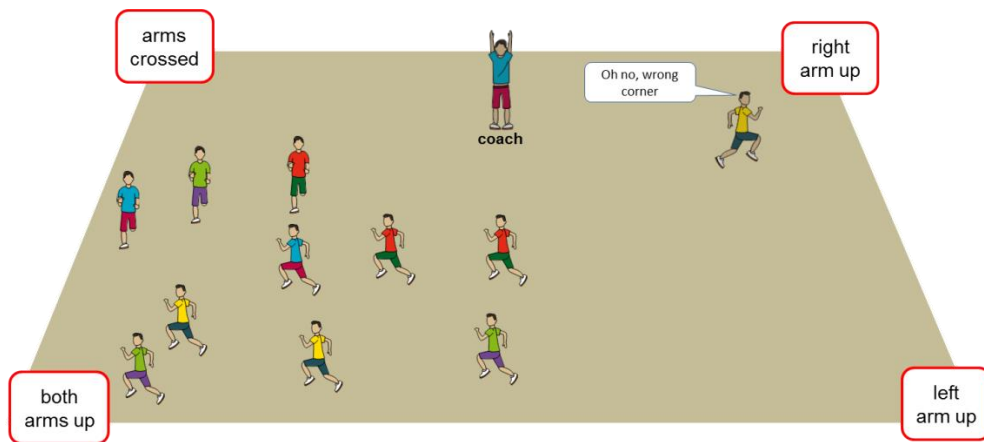
[2]

[3]

TIMING

- +/- 5 mins

EQUIPMENT

- Cones

SETUP

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

DESCRIPTION

- Objective – Participants aim to be the last remaining player on the field

- Participants jog around the central area of the marked area

The trainer will use four different signals which mean four different actions:

- Signal 1: Right hand in the air
  ➔ Run to corner 1

  Signal 2: Left hand in the air
  ➔ Run to corner 2

  Signal 3: Two hands in the air
  ➔ Run to corner 3

  Signal 4: Hands on head
  ➔ Run to corner 4

- After running to the correct corner, participants first run to the center of the field and then return to jogging and watching out for the next signal

Sign Language

2.15

- All participants who end up in the wrong corner and the person who makes it to the correct corner last must leave the field

- The last person remaining is the winner

TRAINER TIPS

- This game can be played as a warm up game

- After a while the game may slow down, so keep it short and fast

- To speed up the game, use a smaller playing field and decrease the time between the signals

VARIATION

- Introduce more actions. For example, if the coach touches nose ➔ 5 Star Jumps; If the coach touches both knees ➔ 5 Burpees etc.

LEARNING and SKILLS DEVELOPMENT

- This activity is particularly useful in developing Perceptual Skills and recognizing cues

  Skills: Focus and Concentration

3 Rules in Sport and Play

Rules in Sport and Play

Before we can start to play, we need to understand the *main idea* of a game. It defines its general objectives and describes what the game is about. In football for example, the main idea is to shoot a ball into the other team's goal by using your feet or head and to shoot more goals than the other team.

To make sure the game actually works, we need a few more rules to specify this main idea. These rules are called the *constitutive rules*: They define the number of participants, the size of the court, the length of the game, the equipment to be used and the exact way the participants are allowed to act etc.

And finally, there are the *regulative rules*. They define what happens if somebody breaks the constitutive rules. For example, a penalty is given if a defending football player touches the ball in the box with their hand.

Most important functions

Besides their general function to define how a game is played, the rules are important to make sure the game is a fun and safe 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 participants' health and safety is maintained.

No need for official rules

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 sports and life skills coach will therefore always consider adapting the rules of a game to the playing environment and the players' needs and resources instead of forcing a group to play by the official rulebook.

Playing with the rules

In this chapter, two examples are given how to 'play' with the rules:
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.

Dodge ball is given as an example to show that any game may have many variations – with little changes to the rules leading to very different playing experiences.

Crazy Soccer Tournament

[1]

New Rule...

. [2]

[3]
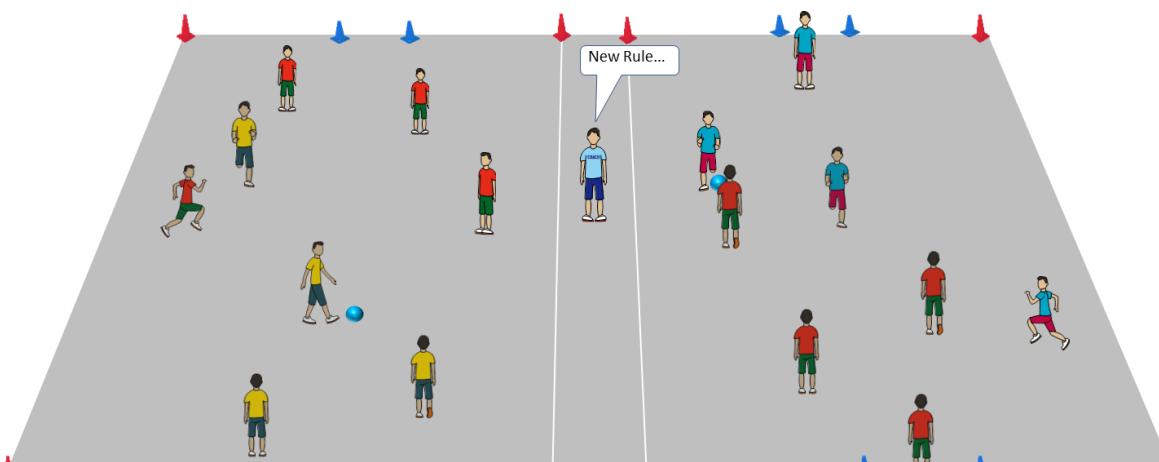
TIMING

- +/- 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 one 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, let the 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

3.1 Crazy Soccer Tournament

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

[4]

[5]

Dodge Ball

[1]
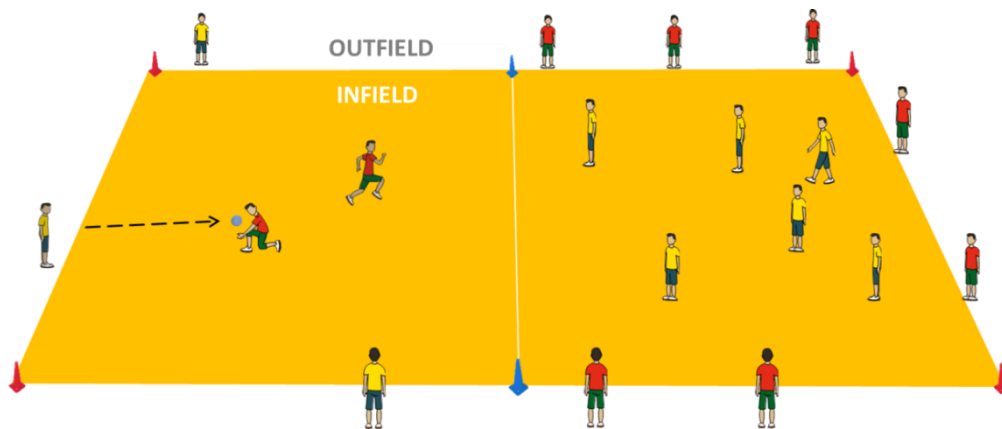
[2]

[3]

TIMING

- +/- 30 mins

EQUIPMENT

- Cones, bibs, ball (not too hard, e.g. rubber ball)

SETUP

- Use the cones to mark a rectangular field (20m x 15m), divided into two halves. Choose softer ground if available (e.g. grass or sand) [1]

DESCRIPTION

- All participants start in their infield, apart from one player per team. This one player is called 'The King' and is positioned in the outfield

- Participants try to send everybody on the opposite team to the outfield by hitting them with a rubber ball [2]

- If a player gets hit with the ball, then he or she goes to the outfield

- If a player catches the ball before it hits the ground, the person who threw the ball goes to the outfield [3]

- If a player is out, he or she has to go into the outfield from where he or she can come back by successfully taking out a player from the other team

- When a team has only one player left in their infield, their king is called in

- The king has three 'lives'

Dodge Ball Adaptations

Rules that ensure that no one needs to be afraid of getting hit hard by the ball

THROWING REGULATIONS

- Only underhand throwing is allowed
- Participants only go to the outfield if they are hit below the knee; if they are hit anywhere else, the thrower goes to the outfield
- Participants are only allowed to throw with their weaker hand
- Participants throw with reasonable force to ensure no one gets hurt

INDIRECT PLAY

- Instead of hitting an opposition player with a direct shot, the ball must first bounce on the ground once before the player is hit

Rules that make it easier to get back into the infield

TAGGING FROM THE OUTFIELD

- If a player in the infield stands close enough to the sideline, the player in the outfield can tag him or her and is then allowed to go back into his or her own infield [5]

BUDDIES

- Before the game starts, every player finds a buddy from his or her own team. If the buddy hits a player from the other team, both buddies are allowed back into their own infield

Rules that bring additional strategic elements to the game

QUEEN BEE

- Before the game starts, each team secretly agrees on a Queen Bee. The game is immediately over as soon as the Queen Bee gets hit
- This means the opposition team tries to figure out who their Queen Bee is, and the other team tries to protect them!

DOUBLE BALL

- Play with two balls at the same time. To avoid participants getting hurt, remind all participants not to throw towards the head

BOTTLE BALL

- Each team positions three plastic water bottles within their field. The game is over when all bottles are knocked over

AIR BALL

- Each team receives a balloon. As a group effort, the balloon has to be kept up in the air (participants must not hold the balloon). If the balloon touches the ground, the game is over [4]

LEARNING and SKILLS DEVELOPMENT

- An important learning instance can be that participants recognize that there must be at least a small number of rules in place to ensure everyone knows what is expected and acceptable within a certain game.

  This refers to a football or dodge ball game just as much as it does to a routine or process at school or work

- In all sports, participants experience that while they are playing, everyone must stick to the existing rules in order to make the game function properly. If individual players do not stick to the rules, the game is spoiled for everyone.

  By focusing on the rules and changing them as proposed in chapter three, participants can also experience that a game can be played differently.

- However, some rules improve a game, while others don't. The conclusion from this experience could be that rules and regulations can be questioned and changed to improve a game (or a process at work, or a routine at home)

- On the other hand, the process of trying out new rules should also show that if a player wants to change the rules of a game, he or she should be able to say how the new rule improves the game and convince the other players to try it out. This is an important competence which is also required in a development processes at work or in other areas of life

Skills: Flexibility, Disciplin, Mindfulness, Critical Observation

4   Active Learning

Active Learning

Active Learning means to systematically integrate cognitive learning 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 meaning behind 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.

In this chapter, you will find examples for both playful and physically active forms of learning and a suggestion on how to include learning assessment into a playful activity.

Create a story to transport your learning message

Ultimately, any game can be used to transport a certain message if the narrative framework (the story around it) is suitable enough to encourage participants to reflect about the topic, remeber certain facts or develop a different perspective.

Therefore, there is no single recipe for which games should be played or which story should be told in a specific active learning process.

This is totally up to the creativity of the coach or teacher.

In this manual, three examples are provided to clarify the principle:

The first example is about Rami and Fadi – *'Electricians in Action'*. Four playful activities are linked by this story, with the intention of getting participants involved in a reflection or discussion about the profession of an electrician (i.e. during a sport and vocational orientation day).

The second and third examples were provided by the participants of our 'Train The Trainer' course. The stories and games are about the issues of water scarcity and housing for the poor.

If these topics are also relevant for your Sport for Development work, you may of course play the suggested games as they are described here. However, if your envisaged learning messages are different, these games can also be used as a source of inspiration to develop your own.

Learning Assessment

Learning assessment is another interesting topic in Sport for Development. It may not be appropriate to prepare a test - as would be the case in school - to find out if your participants have understood specific learning content. Instead, the proposed '50 Questions Game' can be applied to pose all kinds of questions within a playful, active and exciting activity. While the playing principle will always stay the same, the tasks or questions for the participants may change.

Rami and Fadi – Electricians in Action

LEARNING CONTEXT

The availability of skilled workers is key for a society's sustainable economic development. Although Technical and Vocational Education and Training (TVET) can be the cornerstone to achieve this goal, it is often not considered a desirable career path.

However, where TVET is aligned with the needs of the labour market, it can significantly increase the personal level of employability. Therefore, GIZ seeks to inform young people about the opportunities of TVET through their programmes in the Palestinian Territories.

LEARNING OBJECTIVES

'Rami and Fadi' is an example of how sport and play can be used to playfully create some initial attention for the profession of an electrician.
The learning aim would be to spark some curiosity among participants for the profession and provide some starting points for more in depth consultingby TVET experts such as vocational school teachers or career counselors.

STORY LINE

The story has a double function: It provides the thematic starting point from where you can deliver your learning message, and it is the narrative framework that links a set of single games.

The following 4 games are about Rami and Fadi:

Rami and Fadi are two young electricians. They know and respect each other for many years and they share a passion for everything that has to do with technology and electricity. However, they are also competitors because they both would really like to be known as the best electrician in their village. Now, there is a little emergency and it is time to prove who is actually the best at his job...

Regarding the story, there are no limits to your creativity, but the key is to fully engage with the story.

Rami and Fadi must find their tools

[1]
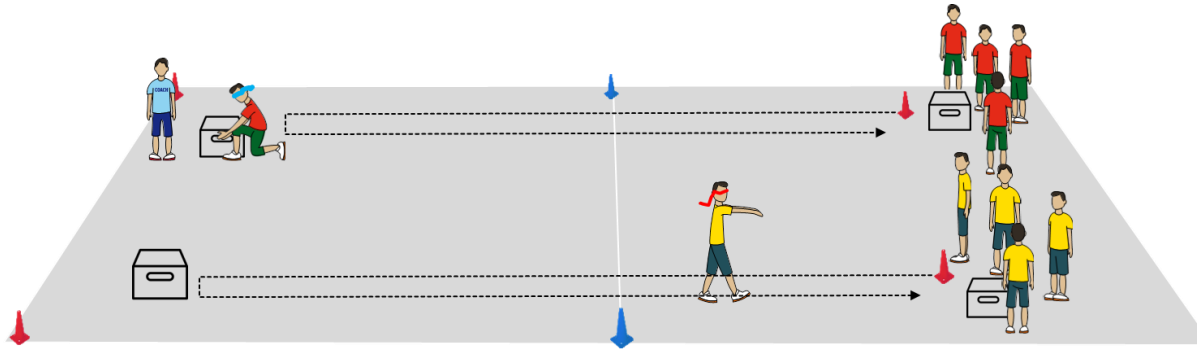
STORY LINE

It's the middle of the night and there's an electricity blackout in the entire village. An emergency call reaches Rami and Fadi and both jump to action immediately. Too bad they both didn´t organise their tools before they left the shop last night. Now they've got to find their tools in the dark and every minute counts…

SETUP, TIMING and EQUIPMENT

- 4 old cardboard boxes, cones, tools and other objects, 2 blindfolds

- Put some objects into a closed cardboard box. Use items which belong in an electrician's toolbox and a few other objects which don't (no sharp or otherwise dangerous objects!)

- Fill both boxes with the same number of items

- +/- 10 min

DESCRIPTION

- Choose two players, one representing Fadi and the other one representing Rami.

- Assign the rest of the group to one of these players representing Fadi's and Rami's friends.

- Everyone in Rami's and Fadi's team may now go once and pick one item out of the closed box through a small hole after feeling what it is [1,2]

- Players will be blindfolded while running or walking to get a tool from the other side

- The other players are allowed to call directions guiding their team mate 'through the night'

- The items must then be brought back to Rami's and Fadi's toolboxes

- The faster team gets the first three points

- Then check the toolbox and award 1 point for every correct item (i.e. every item that belongs into an electrician's toolbox)

4.1.1

Rami and Fadi must find their tools

TRAINER TIPS

- Make sure both teams are of equal numbers. If not, determine one player on the smaller team to run twice

- Make sure no one gets hurt while being blindfolded

LEARNING and SKILLS DEVELOPMENT

- After the game, discuss with participants what was in the toolbox, including what kind of tools an electrician will use for which purpose, etc [3]

- As a second issue, talk about the importance of maintaining order and being organized at the work place

- If you are using this game during a sport and vocational orientation day or similar event, a vocational training expert could join in and lead the reflection
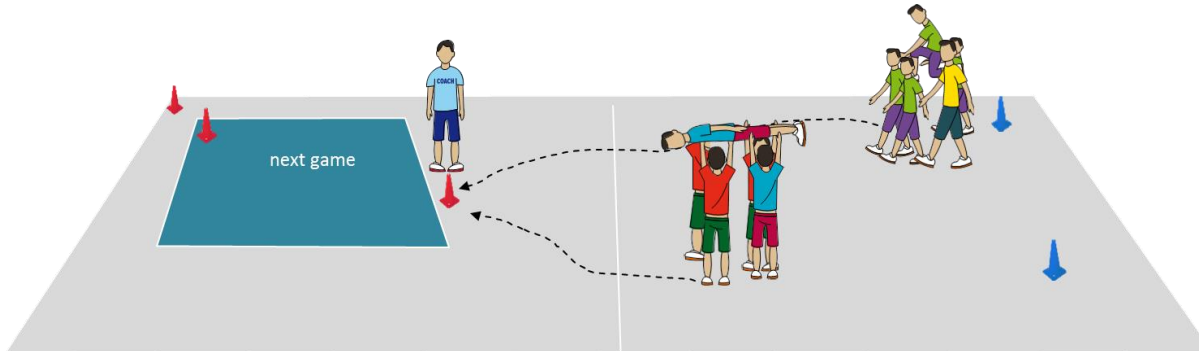
[2]

[3]

Rami and Fadi
need a bigger truck

[1]

STORY LINE

Finally, with the help of their friends, Rami and Fadi have got all their tools together. Rami and Fadi both get their 'trucks' ready and ask their friends to come join them on the ride, because you never know when you will need some extra help.

However, this creates a little challenge, because both 'trucks' are a little small and the teams are rather big, so it's not easy to get everyone on board.

However, Rami and Fadi are creative guys and within just a few seconds, everbody is on board and both teams are heading into the night, trying to get to the power station as fast as they can.

SETUP, TIMING and EQUIPMENT

- Use this game to bring both groups from the first playing field to the next, which should already be prepared [1]
- +/- 5 min

DESCRIPTION

- Ask both teams to build a 'human truck' but make sure, the truck is a little small with only a

limited number of 'wheels'. For example only 4 legs are allowed on the ground to carry 3 persons to the power station [1]

- The team that reaches the power station first, without using more legs than allowed, wins 3 extra points

TRAINER TIPS

- If teams struggle to build a 'truck' that is able to move forward, allow to use more wheels (i.e. more legs)
- When you are playing with mixed teams you can ask both teams to travel with two instead of one truck [2]
- Make sure both teams take their toolbox with them [3]

LEARNING and SKILLS DEVELOPMENT

- Teams need to come up with a creative solution to solve the problem and must work as a team.
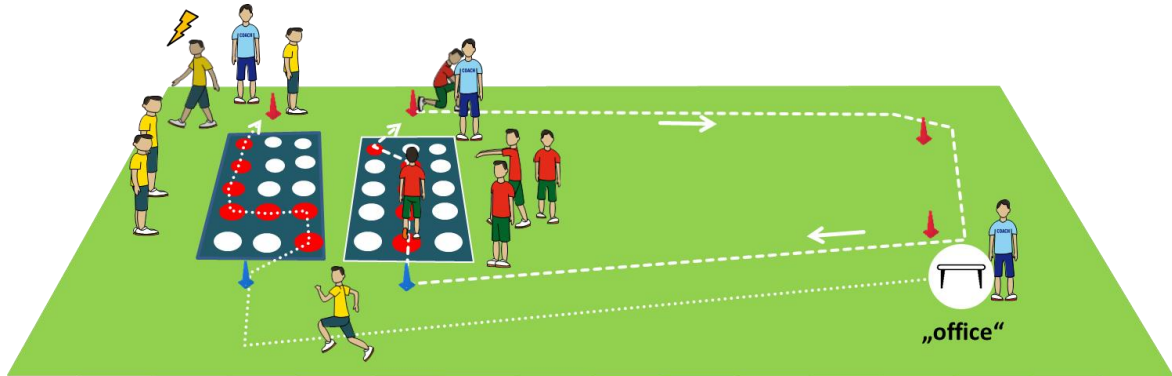
Rami and Fadi need a bigger truck

[2]

[3]

Rami and Fadi must understand the electric schematic

[1]

STORY LINE

When they arrive at the power station, Rami and Fadi first have a look at the file with the electric schematics.

Oh man, a few of them are rather complicated, but they must go through all of them to find out where to start with their search for the problem.

Good that they have brought their friends to help memorize the plans.

SETUP, TIMING and EQUIPMENT

- For each team set up an area split into 15 squares (3 row x 5 lines)
- Draw it in the sand or use markers or bibs to mark the 15 squares [2,3]
- Prepare 10-15 different plans showing how to follow the correct path from one side to the other
- +/- 15 min

DESCRIPTION

- Rami, Fadi and their friends line up along their own playing field

- When the game starts, each team sends their first participant to the 'office' to have a look at plan number 1, run back to the playing field and jump through the field along the correct pathway [1,2,3]

- The coach has a copy of all plans and controls if the player was taking the correct path

- If the first player was successful, he or she wins a point for his or her team. However, if a player takes the wrong path, he or she gets an electric shock and is out

- The game is over when a team has lost all players (due to electric shock) or when all plans have been successfully completed by one team

- The teams win 1 point for every successful plan plus 3 points for the team that has finished all plans first

4.1.3 Rami and Fadi must understand the electric schematic

TRAINER TIPS

- You need one trainer or assistant at each playing area to control if the players follow the correct path or not

- Start with easy tasks, then make the plans more difficult

- If the players are very concentrated and the game takes too long, reduce the number of plans that must be solved successfully

LEARNING and SKILLS DEVELOPMENT

- After the game, show the group a real electric schematic, explain what it is used for and explain some of the symbols, etc. [4]

- Discuss why it is important to concentrate on the exact information in the plans. Highlight that not paying attention can cause an accident or delay your work, etc.

- Speak about the risks and responsibilities related to the profession of an electrician
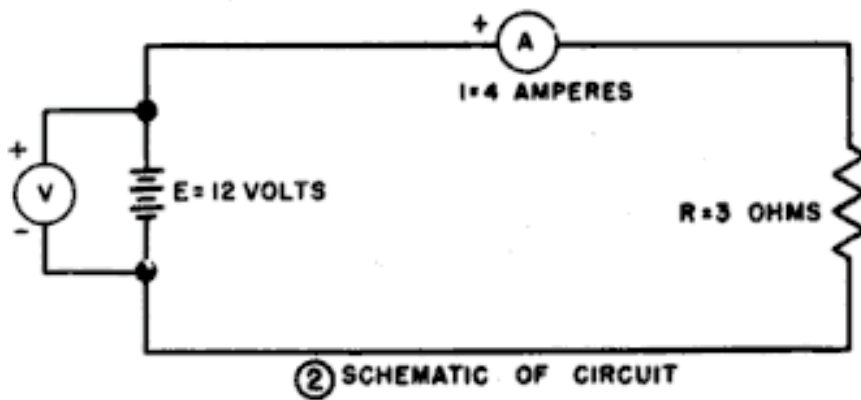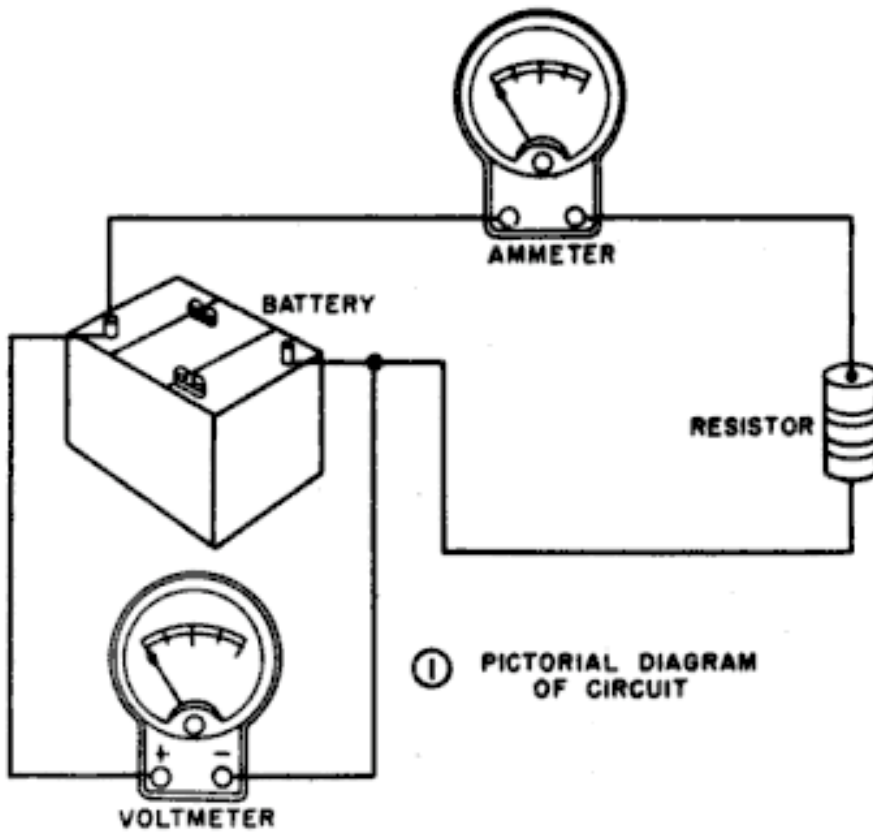
[2]

[3]

① PICTORIAL DIAGRAM OF CIRCUIT

② SCHEMATIC OF CIRCUIT

EXAMPLES and TEMPLATES

Plan 1 (Example)
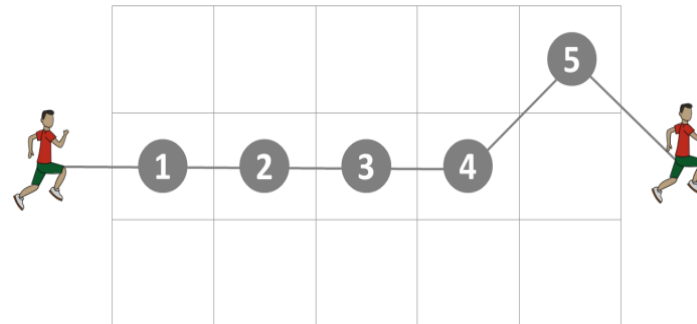
Plan 4 (Example)
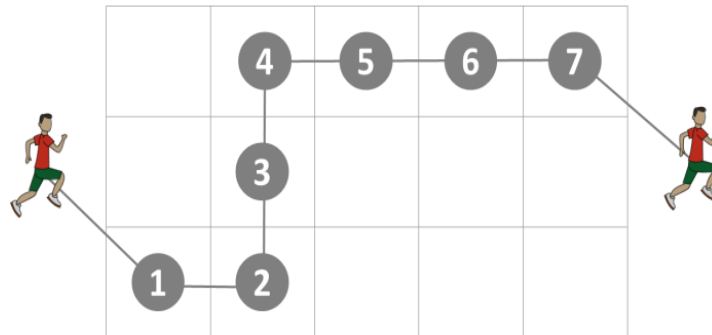
Plan [___]
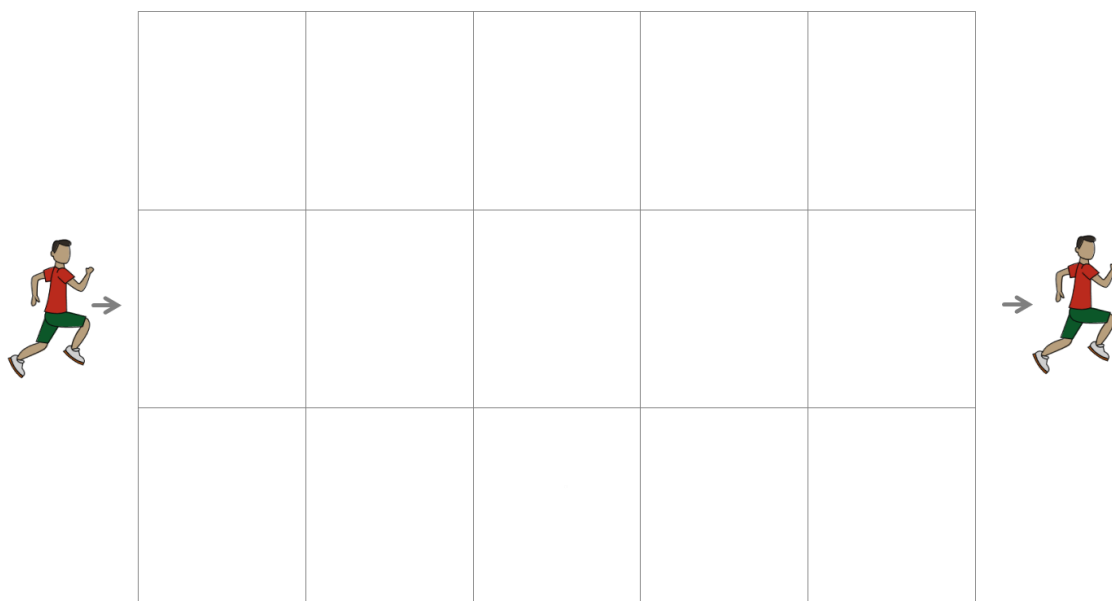
Rami and Fadi are closing the electric circuit

[1]
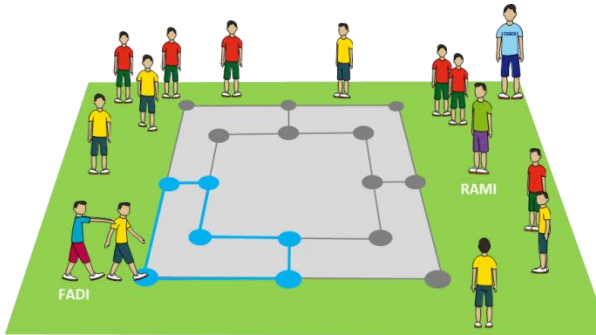
[2]
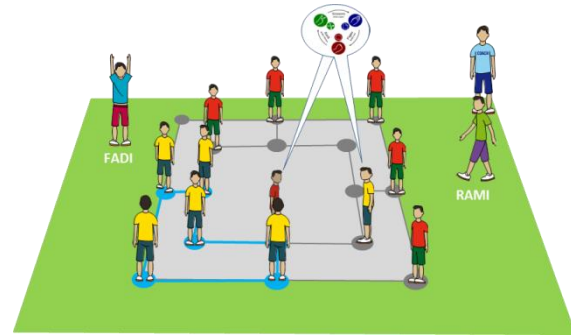
STORY LINE

Now Rami and Fadi have figured out the problem. To fix it, they need to pull a few switches to restore the electrical circuit and turn the lights back on in the village. Let's see who's going to bring the light back to the village.

SETUP, TIMING and EQUIPMENT

■ Set up a 'Six Men's Morris' playing area [1]

■ Draw it in the sand or use stones and bibs to mark the lines and fields

■ Make sure there are no diagonal lines to connect the fields

■ +/- 15 min

DESCRIPTION

■ Let Rami and Fadi position 6 of their friends on the field [1, 2, 3]

■ The team that has fewer points starts the game with the first player. After this, they take turns to move.

■ The goal is to create a complete electrical circuit (see blue circuit as example) where no field is occupied by the other team

■ When each team has 6 participants on the field, teams alternate in making one move. (i.e. one player can walk to any cone/marker next to their own)

■ If the cone/marker is already occupied the active player may challenge the player on this cone/marker, playing a short game of rock-paper-scissors [3]

■ If the defending player wins, he or she may stay and it is his or her team's turn. If the attacking player wins, the two switch places and it's the defending team's turn

■ The game is over as soon as one team has closed the electric circuit.

■ The winning team wins 6 points

Rami and Fadi are closing the electric circuit

VARIATION

- Select another challenge instead of rock-paper-scissors (e.g. who can do more push-ups, who can keep a straight face)

TRAINER TIPS

- If the players are very focussed and the game takes too long, declare a draw and award 3 points to both teams

- If the game is too short because one team wasn't concentrated, play a second round

- This activity is particularly useful in developing concentration, effective communication, team work

LEARNING and SKILLS DEVELOPMENT

- After the game is finished, you may discuss basic concepts and technical aspects in relation to electricity. For example, you point out that the electric current can only flow if an electric circuit is completely closed and that a light switch is used to either interrupt or close the electric circuit though

- Another learning example could be to discuss how an electric network is set up in a village or town, and how electricians must setup detours around a damaged part of the network to repair that section while the electricity is back on again

- If you are using this game during a career orientation day or similar event, a vocational training expert could join in and lead the reflection

[3]
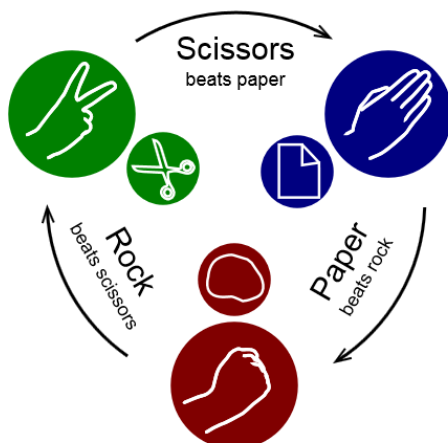
[4]

Affordable Housing

[1]

[2]

LEARNING CONTEXT

In many countries around the world, economically disadvantaged people are challenged and threatened by difficult housing conditions.

Overcrowding, non-existent or malfunctioning infrastructure and unsafe conditions are just some of the threats which typically characterize the situation in deprived urban areas. Governments, development organisations, charities and international donors try to tackle this and other challenges in developing countries. However, not every project has the desired impact and there is sometimes a lack of awareness about what is actually needed inside the communities that need support, and how best to address these issues.

LEARNING OBJECTIVES

- Based on the above story, Khaled Khashan, Ameer Dibs, Ahmed Ajweh and Hussam Malash developed a playful activity which is designed to create awareness for the actual needs of the people in the community

STORY LINE

The people in your area have successfully applied for a grant for investment in urgently needed housing and infrastructure. Your company is one of the local companies that have been asked to come up with a plan on how to invest the money in a way that creates the highest added value for the community.

After having answered a couple of questions to prove your qualification and experience for such a large project, you go to the office and pick up a selection of materials to build a model of your project.

SETUP, TIMING and EQUIPMENT

- Building material (whatever is available, e.g. stones, paper, sticks, spaghetti, plastic cups, etc.)
- 20-30 min

Affordable Housing

[3]

[4]

DESCRIPTION

- Build teams of 5-6 players and tell them the story

- Ask each team some questions which are related to your topic (e.g. do they know how many people are living in your community, how many schools there are, etc.). You can award points for correct answers

- When you are satisfied with their answers, send them to the 'office' to pick up their sample of materials. The more points they've got before, the more material they can get

- Ask all groups to build a model of their envisaged building project. Give them at least 15-20 minutes time to plan and build their project

- When the time is up, take a tour with all participants and award points for their projects (see learning and skills development)

LEARNING and SKILLS DEVELOPMENT

- Ask each group to describe what they have build and why

- Maybe some participants have tried to build nice and luxury homes or spectacular buildings without thinking about the benefit for the larger community

- Discuss with your groups what is actually needed in the community, which project would benefit the largest number of people or the poorest groups in particular

- Ask your participants which other criteria they think are important (e.g. stability and durability of the builings, accessability of buildings for the disabled, etc.)

Save Water

[1]
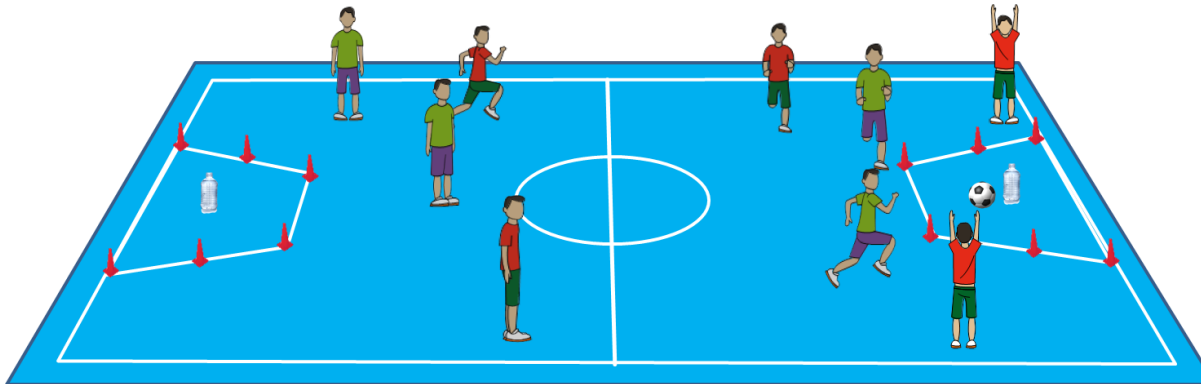
LEARNING CONTEXT

The Global Risks Report 2015 has identified a water crisis as the number one global risk in respect to its potential devastating impact on society. It is estimated that by 2025 almost 800 million people will have to live without clean drinking water. There are many causes that contribute to the problem, ranging from climate change, to overuse, pollution, uneven and unfair distribution or lack of water management. In all cases, there is a responsibility which should be taken by everybody to do their part to responsibly save water, even in areas where it is perceived that there are sufficient supplies of water.

LEARNING OBJECTIVES

■ Ahmad Ameerh, Jawad Mushasha, Gabi Kamel and Mahdi Shalodi invented a game which can be used to raise awareness for the enormous relevance of water scarcity and the individual responsibility to fight it

STORY LINE

Each team has to defend an open plastic bottle filled with water. The open bottle is a symbol for the scarcity and vulnerability of our most important global resource (i.e. clean drinking water).

The attacking players, who are trying to knock over the bottle by throwing a ball at it, represent the multitude of threats coming from all directions, while the defending players symbolize the efforts that must be taken to protect our water.

TIMING

■ +/- 10 min

EQUIPMENT

■ Bibs, cones

SETUP

■ Rectangular playing field, approx. 20m x 40m

■ Two marked zones, one at each end with one open plastic water bottle positioned in the middle of each zone [1]

Save Water

[2]

[3]

DESCRIPTION

- Objective – Two teams try to knock over the water bottle in their opposition's scoring zone by throwing a ball at it [2]

- Players may freely move arround the field and pass the ball to each other

- However, the player in ball possession is not allowed to run and may only do a pivot step

- Defending players are not allowed to touch the attacking players, but may block the other players path and shots

- No player is allowed to enter into the scoring zone around the water bottle

- However, after the water bottle was successfully knocked over, the defending team may enter the zone to set it up again as fast as possible

- If a player commits a foul, he or she steps into the scoring zone or out of bounds, and ball possession changes to the other team

- The team that has left more water in their bottle after the game has finished, wins

TRAINER TIPS

- This game can be played with any type of ball

- Make sure players are not playing too rough or physical

- When playing on a concrete surface, check if the ground becomes slippery when it gets wet [3]

LEARNING and SKILLS DEVELOPMENT

- The game itself is a good game to activate a group

- The learning depends on your reflection about the topic of water crisis and water protection

The 50 Questions Game

[1]
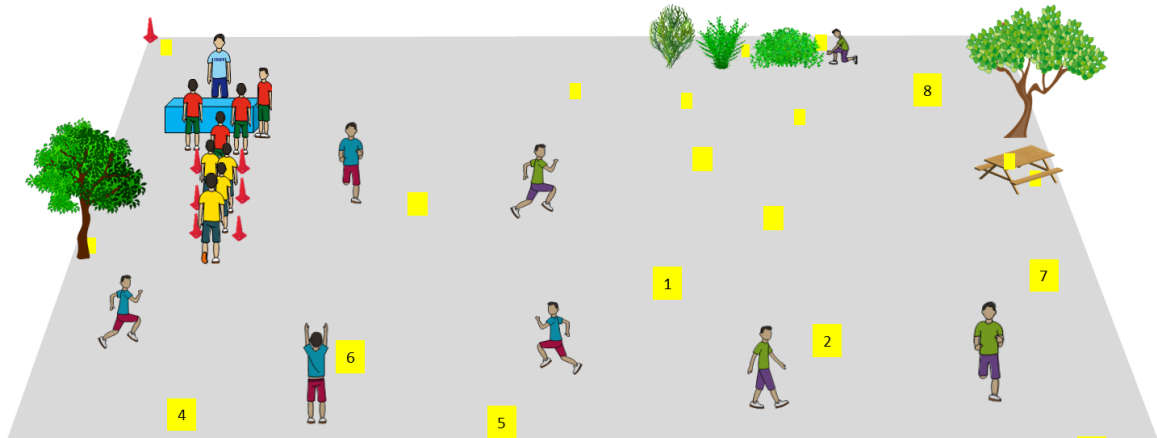
TIMING
- +/- 45 min

EQUIPMENT
- 1 cardboard with 50 numbered fields ('the map') [4]
- 1 dice and 1 playing cone per team
- 50 numbered question cards
- List with 50 correct answers
- Cones

SETUP
- Playground of any size
- The 'map' with 50 numbered fields is positioned on a table anywhere on the playground
- Each team puts their playing cone at the starting position on the map
- 50 numbered question cards are randomly spread on the playground (question facing down, number facing up)
- The trainer stands near the map, keeping hold of a list with the correct answers

DESCRIPTION
- All teams roll the dice and put their cone on the respective number on the map
- When all cones are positioned, the teams run off to find the question card with their number
- The participant who finds the card first reads the question and puts it back
- He or she then calls his or her team together and they discuss the answer
- When they think they know the answer, they run towards the trainer and propose their solution
- The trainer checks their list and if the answer is correct, they may again roll the dice. They add the number they roll on the dice to their previous turn (e.g. 3+6=9), move their cone to the next number and then search for the next question card
- If the answer is wrong, they must run an extra lap around

The 50 Questions Game

the pitch before rolling the dice again

- The team that reaches field 50 first and knows the correct answer is the winner

TRAINER TIPS

- Mark an area where the teams have to line up one after the other to present their answers to you. Therefore, you only have to deal with one team at a time

- Make sure players only turn the question cards which they are supposed to be looking for instead of reading them all

- Make sure teams are not hiding the question cards, so that all teams have a fair chance to find them

VARIATION

- Replace some of the questions with activities ('Sing a song', 'Build a human pyramid', etc.)

- Replace some of the knowledge questions with ethical problems (e.g. 'Why is it important not to take drugs in sport?')

- The trainer then decides if an activity or problem is solved or not

LEARNING ASSESSMENT

- The 50 Questions Game can be used as an instrument for learning assessment

- While the playing principle will always stay the same, the tasks or questions for the participants may change depending on the learning input that was given before the game is played
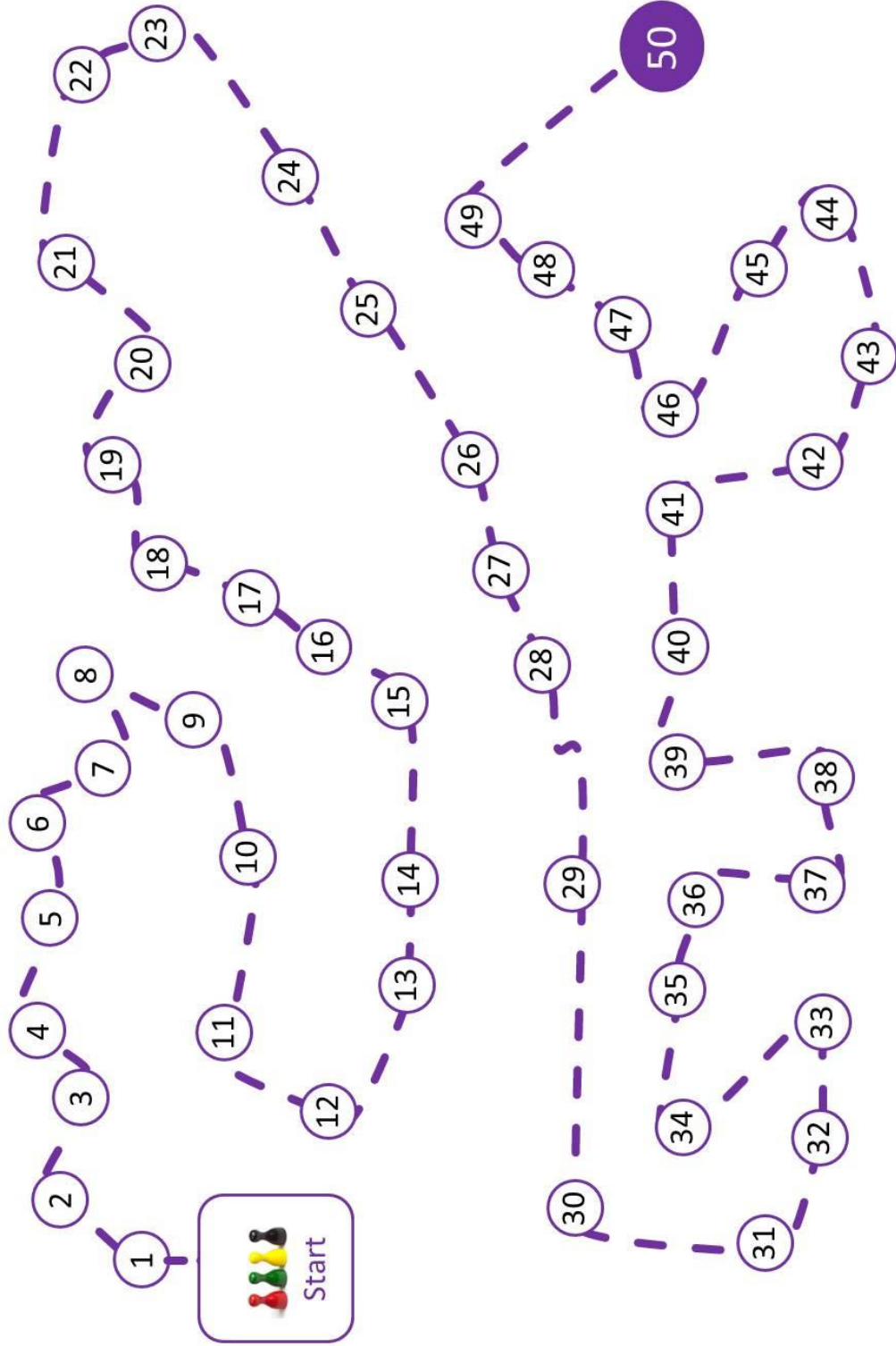
[2]

[3]

The 50 Questions Game

[4]

THE FIFTY QUESTIONS GAME

5 Team Sports

The value of Team Sports in Sport for Development

In Sport for Development, team sports are of enormous value. This is because of the impact they can have on both personal development and social interaction.

Furthermore, because of the variety of skills needed for team sports - motoric, technical, tactical and social - the demands of these games can be progressed over time.

Therefore, both the participants and the game can grow together, meaning that team sports have a great potential to maintain the commitment of a group over time.

The pedagogical value of team sports has already been identified for the *Kicking Youth Competencies* concept. The following quote from the *Kicking Youth Competencies* manual fully applies to this chapter on ultimate frisbee and touch rugby:

"*Sport in teams strengthens self-confidence and belief in one's own capabilities through praise and shared success. Rituals such as high fives and team debriefings following a training session strengthen the sense of community.*

The cornerstone for promoting specific competences is a fear-free atmosphere within the team. No one should fear sanctions or ridicule following a poor performance. At the same time, the formation of peer groups can also be hugely beneficial, since it ensures that every member of the team feels socially supported.

Through the shared responsibility carried by each team member towards achieving a common goal, participants learn not only how to work as part of a team, but also how to handle social responsibility. Every team member needs a certain measure of discipline, learns how to abide by rules and is required to put their own interests below those of the team*

This process enormously boosts an individual's willingness to help and cooperate. Setbacks involving criticism or failure are also a key part of personal development. Experiences such as these require individuals to accept their weaknesses to some extent and to learn to show composure despite the setbacks.

Conflict situations can also arise in teams. Speaking out in such situations with the aim to solve problems jointly without being hurtful strengthens communication skills, empathy and self-confidence.

All these competences are key competences required for success at work and in life; and sportive team activities can largely contribute to develop, train and achieve them. (GIZ 2016, 11)*.*

Football and more

Football is a great team sport and a very powerful development tool, which has already proved its potential. For its Sport for Development work in the Palestinian Territories GIZ has already provided a football based skills development programme in cooperation with the German Football Association DFB in 2015.

In addition, there are also other team sports, which can be used to support young people's personal development and complement your sport and life skills training toolbox.

Rugby and ultimate frisbee are two team sports with growing international recognition. By 2024, both may be part of the Olympic programme. For this concept two modified versions of these sports have been selected as team sport examples

Ulimate frisbee and touch rugby do not require a lot of specific equipment or infrastructure. Furthermore, both are sports with very limited physical contact and thus allow for all ages and both genders to play. And last but not least, they are both very much based on teamwork and cooperation, placing a particular focus on mutual respect and fair play.

What you will find in this chapter

In this chapter, you will first be introduced to five small games which can be used as a 'lead up' for participants towards different types of team sports.

These games place a focus on basic sports skills and concepts, such as passing and catching, transporting an object (e.g. dribbling a ball or passing a frisbee), staying in possession of the object or intercepting the oponents possession.

With a few adaptations, the small games featured in this chapter, can be used to introduce both, ultimate frisbee and touch rugby but also other team sports such as football or handball.

In the next step, you will find specific sections for ultimate frisbee and touch rugby. In both sections, the most important technical skills will be explained (i.e. throwing and catching), before the 'quick guide' will introduce you to the game's main idea and the simplest form of game (i.e. the beginner´s game).

Both the ultimate frisbee and touch rugby sections will close with a list of possible 'progressions' to indicate how you increase the challenges for your group once the simple beginner's version has been fully understood.

Suggested Session Structure

As an experienced coach, you'll know how to set up your training session. However, we suggest to follow a certain structure to introduce a new team sport:

(1) Activation: Short activation which engages the participants physically and mentally with the sports session. These are usually general activities, but can be made sport-specific by the coach. The main focus is to activate the mind, warm up the body and act as a fun introduction to the session. Many of the small games presented in this manual can be used for this.

(2) Technical Skills: The introduction and development of key skills (throwing, catching, passing, pressing, etc.). The activities focus on improving motor, cognitive and perceptual skills.

(3) Play Time: A basic version of the sport is played, where only the most essential rules are followed. This builds confidence and understanding of the game and allows for more complex rules to be introduced gradually when the group is ready for them.

Lead Up Games
Eggs in the Nest

[1]
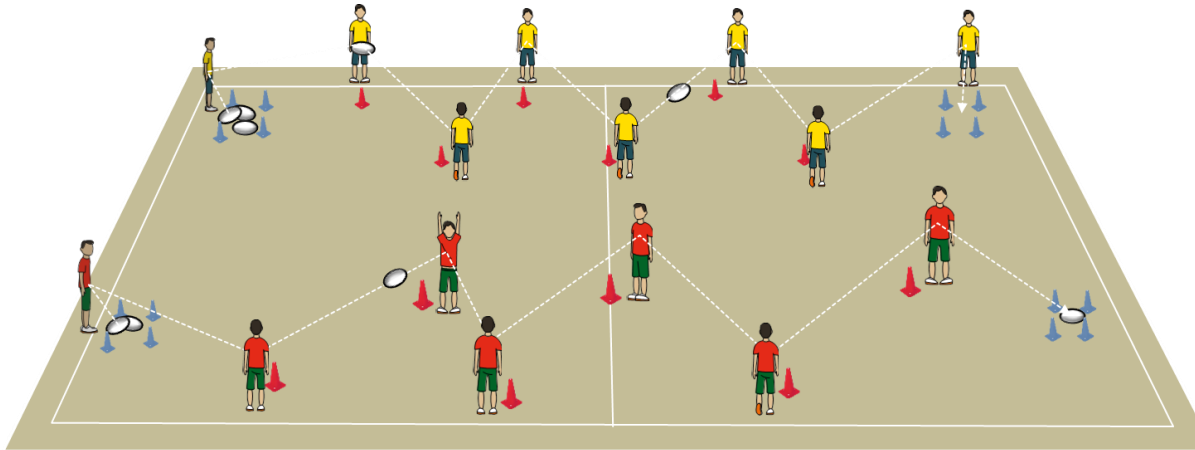
TIMING

- +/- 15 mins

EQUIPMENT

- Cones, balls/frisbees

SETUP

- Using the cones, create 2 end lines with a 'nest' marked at each end [1]
- In between the nests place cones at angles to each other

DESCRIPTION

- Objective – Teams try to move all balls/frisbees (eggs) from one nest to the other without dropping them
- Begin with a participant on each marker

- All participants on the team must touch the 'egg' before it goes into the nest
- This is achieved by making completed passes i.e. the ball/frisbee is not dropped by the participants on the way

VARIATION

- Participants follow their pass to the next marker
- 2 teams race against each other to fill their nests first
- Participants have to run half way and then throw the ball/frisbee whilst moving

Skill-Zone

[1]

[2]

[3]
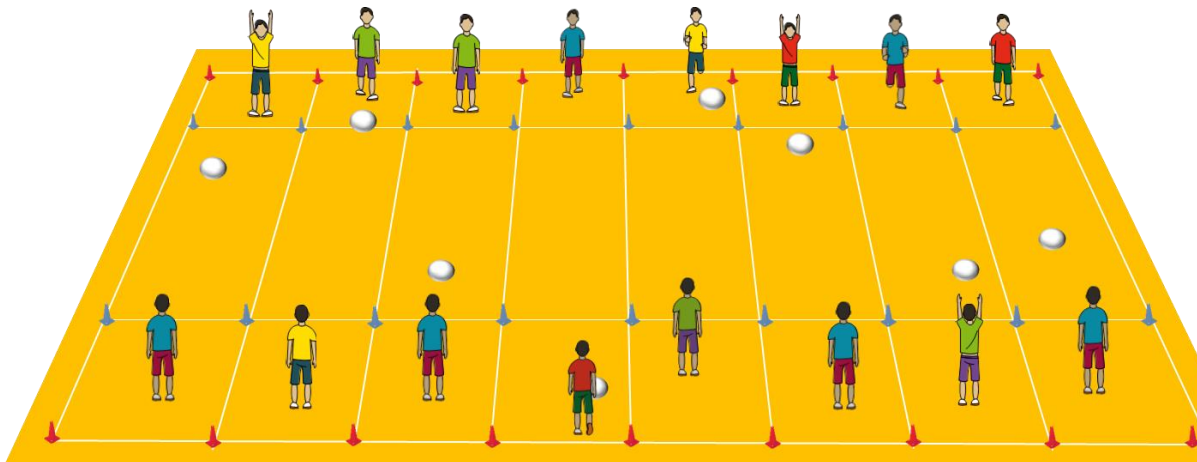
TIMING

- +/- 10 mins

EQUIPMENT

- Cones, balls/frisbees

SETUP

- Using the cones create 2 zones approximately 5 x 5 metres in size and 10 metres apart [1]

DESCRIPTION

- The partners pass a ball/frisbee to their partner, with both staying within their zone [2,3]

TRAINER TIPS

- This is helpful to asses the skill level of participants before introducing variations
- Once the basic skills have been mastered, the variations can be quickly introduced

VARIATION

Participants get a point if …

- their partner fails to get the ball/frisbee within your zone
- their partner drops the ball/frisbee
- the ball/frisbee lands in the 10 metre gap in between them and their partner
- their partner steps outside of their zone

Ten in Row

[1]
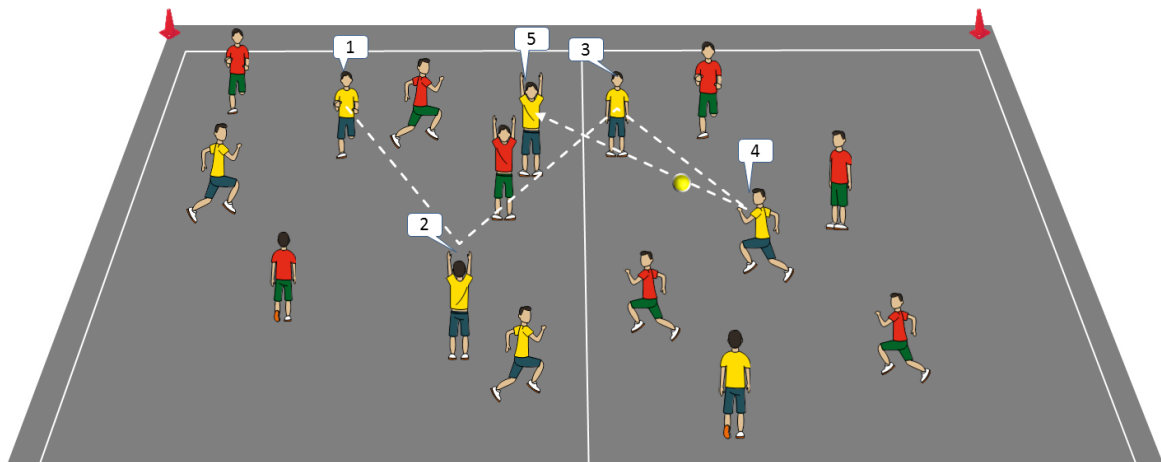
TIMING

- +/- 10 mins

EQUIPMENT

- Cones, ball/frisbee, bibs

SETUP

- Mark a rectangular area
- 2 teams of 5-10 players
- Teams marked with colored bibs

DESCRIPTION

- Objective – Teams try to achieve 10 successful passes [1]
- Split group into two equal numbered teams
- One team passes a ball/frisbee to each other. The other team tries to intercept their passes
- No contact is allowed
- Participants can move anywhere in the field
- Participants are not allowed to run with the ball/frisbee

TRAINER TIPS

- Make sure all participants from the teams are involved

VARIATION

- Participants may not hold the ball/frisbee longer than e.g. 5 seconds
- Participants can't pass to the person they received from

Tigers

[1]
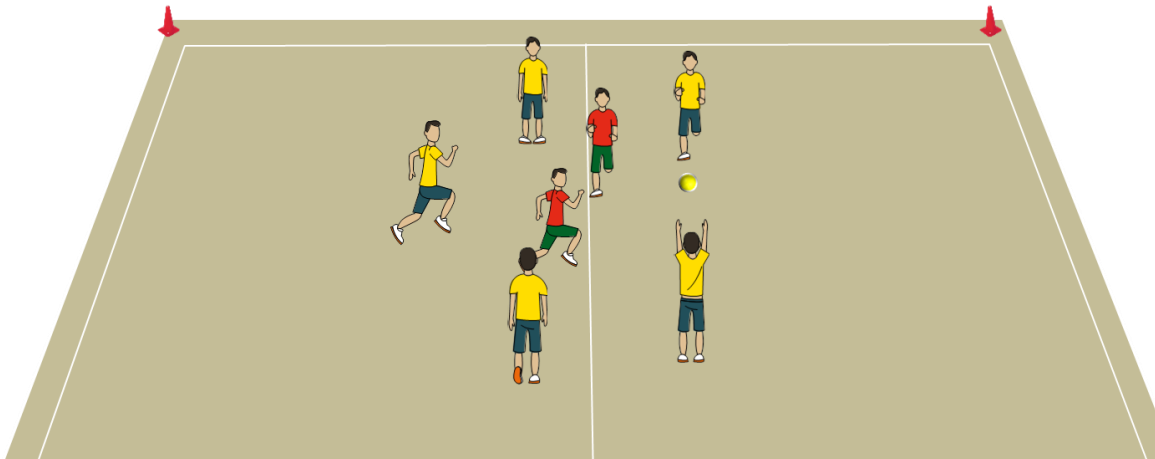
TIMING

- +/- 10 mins

EQUIPMENT

- Ball/ frisbee

DESCRIPTION

- 2 Participants in the middle of a circle made by the rest of the group [1]

- Participants in the circle pass a ball/frisbee to each other, keeping it away from the 'tigers' in the middle

- Tigers try to intercept their passes

- If the tigers intercept a pass they swap with the person whose pass they intercepted

TRAINER TIPS

- If one person is in the middle for too long, send two new tigers into the circle

VARIATION

- Increase the number of participants in the middle of the circle

- Make the circle smaller

- Impose a time limit or touch limit on passing the object

- Decrease the number of participants in the middle of the circle

- Do not allow passes to the player's direct neighbours

Play the Joker

[1]
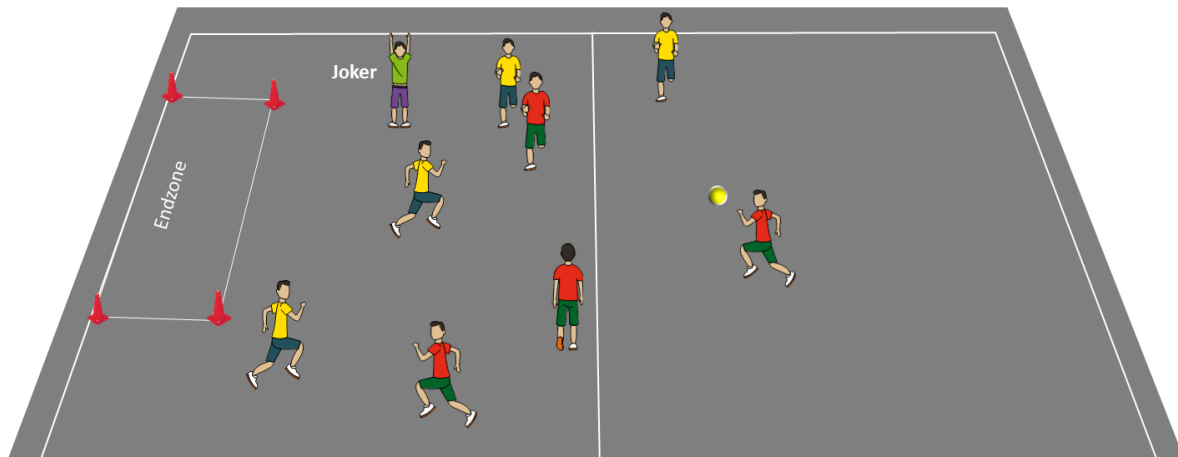
TIMING

- +/- 15 mins

EQUIPMENT

- Cones, balls/frisbees

SETUP

- Mark a rectangular area
- Mark an end zone at one end

DESCRIPTION

- Objective - The attacking team tries to score a point by completing a pass into the end zone
- 2 teams of equal number
- One 'joker' who always plays for the team in possession of the ball/frisbee [1]
- The defending team tries to stop the attacking team by intercepting the ball

TRAINER TIPS

- Possession team will always have an 'overload', try to use this as a strategic point

VARIATION

- Only one participant from the attacking team can be in the end zone at a time
- The 'joker' cannot enter the end zone
- Make the end zone target smaller and smaller
- Participants cannot stand in the end zone – they must run into the zone to catch the ball/frisbee

5.2 Ultimate Frisbee

Background

Ultimate frisbee is a non-contact team sport played by players with a flying disc (frisbee).

Originating in the USA, the game has spread to become one of the fastest growing sports worldwide.

Pedagogical Considerations

Due to the fact that ultimate frisbee is an entirely **non-contact** sport, it means that it can be played by a broad range of participants from all ages and genders.

Furthermore, due to the nature of the game, it is much more possible to play with mixed teams than other sports. This means that both genders and a broader range of age groups can compete together.

Perhaps most importantly, ultimate frisbee is a **self-regulated** sport. This means that there is no referee and the players are responsible for maintaining the rules of the game themselves.

This results in ultimate frisbee having a different 'spirit' than other sports: one where fair play and good sportsmanship is more evident and not administered by an external official such as a referee.

These two elements allow the game to be used to convey two very important messages. Firstly, that everyone can do sport and that all can add value to a team despite common barriers associated with competition such as gender or physical strength.

Ultimate frisbee can be a very effective tool in reinforcing concepts such as respect and fair play where there must be agreement between the two teams for a game to run effectively.

From a sporting perspective, ultimate frisbee can be useful in the development of basic skill, specifically throwing and catching.

Furthermore, it promotes teamwork and strategy as it is difficult to move up the field without a plan and without all participants contributing.

In addition, the sport is very helpful in demonstrating how important positioning and movement are to create space.

Idea of the Game

Ultimate frisbee is an end zone game. It is played on a rectangular pitch, with end zones marked at each end.

The attacking team passes the frisbee between them to get closer to the opposition end zone.

Once in possession of the frisbee, participants cannot move, which means that their teammates must move to create passing options for them.

Points are scored by catching the frisbee in the opposition's end zone.

The defending team attempts to stop this from happening by intercepting the attacking team's passes.

Ultimate Frisbee – Technical Skills

THROWING THE FRISBEE

GRIP

- Thumb on top of the frisbee
- Index finger against the edge
- Remaining fingers should touch the underside

STANCE

- Feet at a 90 degree angle to your target [1]

THROWING ACTION

- Curl your wrist slightly back towards your body as you hold the frisbee
- Point the frisbee at your target
- Move your arm forward quickly
- Flick your wrist and release the frisbee

[1]

CATCHING THE FRISBEE

CLAP CATCH

- Position your body in line with the approaching frisbee and place your arms in front of you [2]
- Place one hand with your palm facing upwards
- Above the bottom hand, place your more dominant hand facing downwards
- Open the angle of your top hand to 45 degrees
- Catch the frisbee between the bottom and top hands, as if clapping your hands
- Try to control this movement from the forearms rather than the shoulders

[2]

Ultimate Frisbee – Beginner´s Game

QUICK GUIDE

[1]

Scoring
- Players score by catching the frisbee in the opposition´s endzone

Defending
- The defending players try to stop the attacking team by intercepting their passes

Attacking
- The attacking team passes the frisbee between them to get closer to the opposition´s endzone

Pitch
- Rectangular shaped pitch with endzones on both sides

Teams
- Two teams of equal numbers
- Can be played by boys and girls of any ages

ENDZONE

ENDZONE

PITCH

- Rectangular pitch with 2 end zones, the participants should try to move the frisbee into the opposition end zone [1]

SCORING

- Each time the attacking team completes a pass in the defense's end zone, they score a point [2]

DEFENDING

- Defenders can stop the attacking team by intercepting the frisbee

MOVEMENT OF FRISBEE

- The frisbee can be passed in any direction [3]

- Participants must not run with the frisbee

- When a pass is not completed (e.g. out of bounds, drop, block, interception), the defense immediately takes possession of the frisbee and becomes the attacking team

CONTACT

- No contact is allowed

STARTING PLAY

- Starting Play - Each point begins with both teams lining up on the front of their respective end zone line. The defense throws the disc to the offense

TRAINER TIPS

- The self regulation rule (below) is very useful in helping the participants to understand fair play, respect and responsibility

- Give the participants time to get an understanding of the rules before introducing this element

Ultimate Frisbee – Steps of Progression

PROGRESSION STEP 1

TIME LIMIT

- The person with the frisbee has a time limit of 10 seconds to throw
- The opposition player can count these 10 seconds

PROGRESSION STEP 2

SELF-REGULATION

- Participants must resolve fouls themselves, if there is body contact, line calls
- When a foul disrupts possession, the play resumes as if the possession was retained. If the participant committing the foul disagrees with the foul call, the play is redone

PROGRESSION STEP 3

PITCH , TEAM AND DURATION

- The field is 64m x 37m, with end zones 18m deep
- A maximum of 7 participants is allowed on the field at any time
- 20 minutes per half

PROGRESSION STEP 4

FULL RULES OF ULTIMATE FRISBEE

- www.usaultimate.org/rules

[2]

[3]

5.3   Touch Rugby

Background

Touch rugby is a version of the game which originated in England, called rugby. Based on minimal contact, the game is a smaller and much less physical version of the full game which can be played by all.

The game is based upon two teams attempting to bring the ball into their opposition's scoring zone without being touched.

Pedagogical Considerations

Touch rugby is a minimal contact sport, which means that the only physical contact is the 'touch' used by a defending team to stop the attacking team.

Pushing, blocking or purposefully obstructing your opponent is strictly prohibited. These rules mean that the game can be played by mixed teams, from both genders and a wider range of age groups.

The rule which makes touch rugby different to almost all other sports is that the ball can only be thrown backwards.

This will be new for the participants and will force them to consider other movements, positioning and ways to bring the ball forward.

This usually creates a more level playing field between new participants, as everybody has to get used to a new concept.

Therefore, touch rugby is a very useful game to teach participants about spatial awareness, movement and the importance of their position in both defensive and attacking

Touch rugby can also be used to reinforce basic skills such as throwing and catching and can be helpful in forming a new group as devising strategies to cope with the different rules is required.

Idea of the Game

Touch rugby is an end zone game which requires participants to bring the rugby ball into their opposition's scoring zone without being touched by the defending team.

The pitch is rectangular in shape, with an end zone at each end. The attacking team tries to bring the ball into this area and touch it on the floor.

Participants can run with the ball, but must stop if they are touched by the opposition.

Furthermore, the ball can only be thrown backwards, which means that the attacking players are best placed either in line or behind the participant who has the ball.

Touch Rugby – Technical Skills

THROWING THE RUGBY BALL

GRIP

- 2 hands around the flat part of the ball

- The control hand is the hand used to turn and push the ball towards the target (the ball should always turn in towards the body)

- The guide hand is the hand in which the ball rests [1]

THROWING ACTION

- Pick your target - focus on the target and don't take your eyes off it

- Throw from the hip – whilst turning the guide hand in towards the body, push the ball towards the target. The motion should come from the hip, try not to take a back swing [2]

- Follow Through - the participant should finish with their hand pointing at the target and the shoulders fully rotated [3]

[1]

[2]

[3]

5.3.1

Touch Rugby – Basic Technical Skills

CATCHING THE RUGBY BALL

GRIP

- Form the letter 'W' with both hands by placing thumbs together and spreading fingers wide and palms facing the ball [1]

- Keep your eye on the ball all the way from the thrower to your hands

- Catch with 2 hands, keeping the W shape [2]

- Tuck the ball close to your body near your stomach with both hands [3]

TRAINER TIPS

- The catching style is developed specifically for a rugby ball, to attach it and move forward in a safe way without dropping

- This may be new to the participants

- Use the opportunity to correct the catching style during games. For example, when a ball is caught incorrectly and then dropped
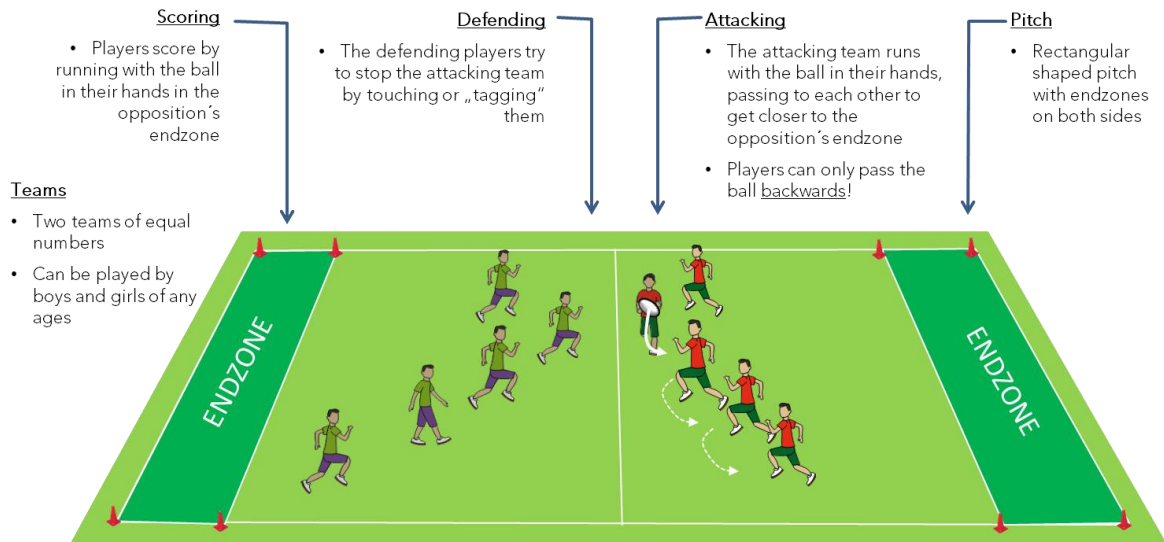

[1]

[2]

[3]

Touch Rugby – Beginner´s Game

QUICK GUIDE

[1]

Scoring
- Players score by running with the ball in their hands in the opposition´s endzone

Defending
- The defending players try to stop the attacking team by touching or „tagging" them

Attacking
- The attacking team runs with the ball in their hands, passing to each other to get closer to the opposition´s endzone
- Players can only pass the ball backwards!

Pitch
- Rectangular shaped pitch with endzones on both sides

Teams
- Two teams of equal numbers
- Can be played by boys and girls of any ages

PITCH

- Rectangular pitch with 2 end zones [1]

SCORING

- Players score by grounding the ball into the opposition end zone (ball touching floor with hand)

TAGGING

- Defenders can stop the attacking team by tagging them [2]
- When the attacking player is tagged, he or she keeps possession but must stop, put the ball on the floor and start again
- When the attacking team is tagged 6 times, the ball is handed over to the other side

PASSING

- Players are only allowed to pass the ball backwards; if a forward pass is played, the ball is handed to the opposition
- When the ball is dropped to the ground or goes out of bounds, it is handed over to the other side

CONTACT

- The tag should be of minimal contact
- Attacking players cannot barge or push defending players out of the way

RETREATING

- When a play starts/restarts, the defending team must retreat 5 meters until play is restarted [3]

STARTING PLAY

- Play starts and restarts at the center

TRAINER TIPS

- Participants who are new to the sport often struggle with the 'no forward passing rule'

- For a trainer, this is a great opportunity, for two reasons:

  1) It levels the playing field; newcomers have to use their brain as well as their physical attributes

  2) It forces the participants to work together and to come up with a strategy to overcome the rule

- Be patient! This rule can take a while for participants to get used to it

- Only move to the progressions once the participants are comfortable with this rule and also basic techniques

[2]

[3]

Touch Rugby – Steps of Progression

PROGRESSION STEP 1

TAPS

- When starting or restarting the game either at the beginning or at half, or after a penalty, the attacking team must first tap the ball

- The ball is on the floor where the penalty took place (or center for a start of half)

- The attacking player must lightly tap the ball with his or her foot before he or she can throw to an opposition

PROGRESSION STEP 2

ROLLBALL

- When tagged, the attacking player should place the ball on the exact spot of the tag and perform a 'roll ball'

- Facing their opposition end zone, on the mark where the penalty took place (i.e. forward pass). The player rolls the ball backwards through his or her legs to a team mate, not further than 1 meter

- After 6 tags/touches, there is a turnover of possession, and the game should restart with a 'roll ball'

PROGRESSION STEP 3

DUMMY HALF

- The player who picks up the ball first after a roll ball is called the 'dummy half'

- The 'dummy half' cannot score, until he or she has passed the ball

- If the 'dummy half' is touched when in possession, there is a turnover

PROGRESSION STEP 4

OFFSIDE

- At a rollball, players must retreat 5 meters until the 'dummy half' has the ball in their hands.

- If they don't do this, they are 'offside'

- Another rollball is taken from the offside position and the 'touch count' is reset to zero.

Touch Rugby – Steps of Progression

PROGRESSION STEP 5

PITCH , TEAM AND DURATION

- The field is 70m long (scoreline to scoreline) and 50m wide
- A maximum of 6 players is allowed on the field at any time
- 20 minutes per half

PROGRESSION STEP 6

FULL RULES OF TOUCH RUGBY

- Visit www.international-touch.org