

Standing out

Promoting employability competences through sport



- Regional Project “Sport for Development in Africa” (S4DA)
- Pocket manual: Effective communication

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German Federal Ministry for Economic Cooperation and Development (BMZ)

Commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH began to work through the 'Sport for Development in Africa' (S4DA) Regional Project in 2014 to establish sport as a means of achieving development objectives in selected African countries.

S4DA aims at creating access for children and young persons to development opportunities through sport. It focuses on the creation of access to infrastructure and the sustainable implementation of sport-pedagogical exercises.

S4DA is currently active in Côte d'Ivoire, Ethiopia, Ghana, Kenya, Namibia, Senegal and – to a lesser extent – the project supports activities also in other African countries. S4DA makes a significant contribution to the initiative 'More Spaces for Sport – 1,000 Chances for Africa' which was launched by the BMZ.

The present manual has been developed in close cooperation between S4DA and international, national as well as local institutions and organizations, including universities, national and regional Ministries of Education, Youth and Sport, municipalities, (vocational) schools, sport federations and local non-governmental organizations (NGOs) – except for those exercises specifically mentioned as coming from resources developed by other organizations.

The documents compiled in this pocket manual benefited from the vast and varied expertise and experiences in the field of S4D of the numerous contributors. All tools, guidelines and manuals contained in this manual have been developed for practical use. All tools have been applied, evaluated and adjusted to ensure their practical orientation and applicability in other regions. In the framework of this project, they will be piloted, evaluated and reviewed for the specific contexts of Senegal and Côte d'Ivoire.

"Sport for Development in Africa" (S4DA) Regional Project

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Introduction

BACKGROUND

Turning challenges into opportunities

Half of the 1.2 billion people living in Africa are under the age of 25. Fewer children and young people attend formal education in Africa than on any other continent. Youth unemployment in sub-Saharan Africa is estimated between 23%-45% (2019). Moreover, the vast majority of employment in Africa is in the informal sector, which has been severely affected by the COVID-19 pandemic.

Yet, these challenges also present opportunities for young people in Africa, whose continent is home to six of the world's ten fastest-growing economies. The approximately 20 million youth coming into the labor market every year represent the potential for the world's greatest workforce. Young people need to be equipped with the skills and competences to attract employers, such as communication, cooperation, and leadership skills. The great enthusiasm for sport across the African continent also provides an opportunity to attract young people to quality educational programs in a time, when movement and exercise have never been more important to create healthy and resilient societies.

Engaging youth through sport

The UN Resolution 58/5 recognizes sport as, "a means to promote education, health, development and peace" and contributes in a sustainable and cost-effective way to the achievement of the Sustainable Development Goals (SDGs). The "Sport for Development in Africa" (S4DA) Regional Project uses sport and physical activity as both an engaging tool to develop important life skills and promote value-based learning, and to raise awareness on specific topics, such as health, peace, inclusion, gender equality and environmental education. This is achieved by sport-based exercises that are designed so that children and youth can experience a situation or perform a task that will enable them to develop certain life skills. Each exercise includes a discussion session, during which participants can further explore the conveyed competence or topic and connect it to their daily life. By equipping children and youth with life skills through sport and physical activity, the project seeks to help them prepare for future educational and employment opportunities and provide an important avenue for mitigating the impacts of crises. S4DA implements its activities with a rights-based approach and safeguarding lens, which ensures that children and youth can play and learn in a safe and enjoyable environment.

Since July 2019, the project has launched its second phase in six partner countries: Côte d'Ivoire, Ghana, Namibia, Kenya, Ethiopia, and Senegal. The overall objective of this phase, which ends in June 2022, is to improve the development perspectives of children and youth in the partner countries in sub-Saharan Africa.

The approximately **20 million** youth coming into the labor market every year represent the potential for the world's greatest workforce.



EMPLOYABILITY

In Senegal and Côte d'Ivoire, S4DA uses the full pedagogical potential of sport to contribute to the improvement of young people's employability prospects, by strengthening their personal, social, methodological, and professional skills.

According to the International Labour Organization (ILO), "there are expected to be 283 million young people aged 15 to 25 by 2030 in sub-Saharan Africa alone, representing a tripling of the absolute population size of this age group compared to 1990. The high number of young workers has implications (...). On the supply side of the labour market, the skills and education mismatch are one of the most pressing issues to be addressed"¹.

The ILO defines employability skills as "the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change (...) at different periods of the life cycle". It is a complex, multi-faceted concept, a holistic set of skills, attributes and knowledge that can be developed in various contexts. It is a unique combination of factors influenced by an individual's personality, personal background, education, socio-economic status, qualifications, and mental well-being. Employability therefore remains a continuous personal journey that varies considerably from person to person.

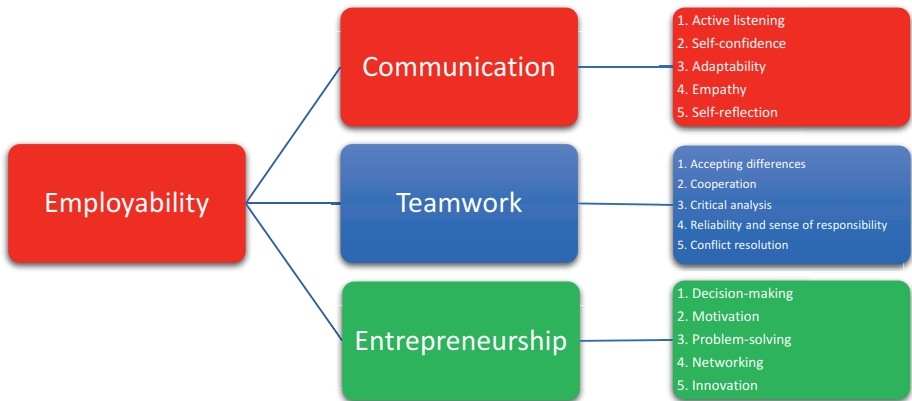
Individuals are most employable when they have a set of "hard skills" (such as information and communication technology (ICT) and language skills) and "soft skills" (such as problem-solving, cooperation, and active listening).²

Sport for Development is a pedagogical tool that aims to strengthen soft skills, or in GIZ language, personal, social, methodological, and professional competencies. In the context of technical and vocational education and training (TVET), employability serves as a bridge between vocational education and employment by developing the soft skills that learners will need to stand out and attract the attention of employers.

¹ https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_734455.pdf

² https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_213452.pdf

The “Standing Out” manual focuses on three areas of employability: (1) effective communication, (2) teamwork, and (3) entrepreneurship. Five competences have been identified for each area of employability as displayed below.



This pocket manual is focused on effective communication, which seeks to develop the following five competences:



1
Active listening



2
Self-confidence



3
Adaptability



4
Empathy



5
Self-Reflection

Effective communication competences

Competences	Description	Relevance to effective communication
Active listening	A communication technique that consists of using questioning and rephrasing to ensure that you have understood the other person's message.	Being an active listener will improve the quality of your interactions with others. It will also help you engage with the person you are speaking to on a deeper level.
Self-confidence	The belief in one's abilities, qualities, and judgements to be successful in a particular situation. ³ With higher levels of self-confidence, a person is more likely to be committed to achieving their goal. ⁴	A lack of confidence can be a distraction. Improved self-confidence will allow you to engage more with the person you are talking to. It may also help to make that person feel more comfortable and open towards others.
Adaptability	A person's capacity to deal with and respond to new, changing, and/or challenging situations. An adaptable person utilizes knowledge gained and past experiences to adjust to unfamiliar situations. ⁵	Improving your ability to adapt to change and time pressures will improve the way you communicate, particularly in professional settings.
Empathy	The ability to listen and to understand another person's needs and circumstances, and to express that understanding. ⁶ Learning to be empathetic helps to resolve many conflicts. ⁷	Taking into consideration the background, interests and particularities of individuals will help you make a stronger connection.
Self-reflection	The ability to be aware of one's perceptions, feelings, and individual characteristics, and the effects they have on those around oneself.	Practicing self-reflection will enable you to better understand the impact of the words you use and the way you convey your message on others.

³ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/instructionalmaterial/wcms_711191.pdf

⁴ https://www.streetfootballworld.org/sites/default/files/Scoring%20for%20the%20Future_Empoyability%20Toolkit_ENG.pdf

⁵ https://www.streetfootballworld.org/sites/default/files/Scoring%20for%20the%20Future_Empoyability%20Toolkit_ENG.pdf

⁶ https://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf

⁷ <https://www.myconnecting.fr/formation/soft-skills-communication/>

STANDING OUT: PROMOTING EMPLOYABILITY THROUGH SPORT MANUAL

The “Standing Out” manual is informed by and builds on GIZ’s experiences of promoting employability through sport in several countries around the world. This manual has been developed specifically for – but is not limited to – youth who are enrolled in (vocational) education or training and are preparing to join the job market. As such, the sport for employability exercises in this manual are intended to complement the education and training of young adults who will soon be seeking employment.

The “Standing Out” manual includes a series of pocket manuals made available as practical resources for coaches, trainers, teachers, educators and other people accompanying and/or mentoring youth, who would like to take the manual out with them on the pitch, in the classroom or any other suitable setting to prepare and run the session.



There are four pocket manuals in the series:

1. The Fundamentals of S4D
2. Effective Communication
3. Teamwork
4. Entrepreneurship

“The Fundamentals of Sport for Development” is the best starting point for immersion on the topic. Afterwards, readers may want to switch between the other pocket manuals, which include 15 sport for employability exercises each. Exercises are organized according to the specific competences listed in the employability framework above.

A WORD ABOUT THE SPORT FOR EMPLOYABILITY EXERCISES

The sport for employability exercises in this manual have been selected keeping the following points in mind:

- A range of sport disciplines, physical activity and group games are represented in the exercises with the goal of making the sessions interesting to a larger audience.
- Each employability competence is linked to three exercises: a warmup exercise, a main exercise, and a cool down exercise. This has been done to provide facilitators with the possibility of reinforcing the chosen competence throughout an entire session. However, facilitators may also choose to mix and match exercises according to their needs.
- Four exercises that can be used to develop effective communication competences have been added to this manual.

The discussion questions are organized into four categories:

(1) Reflect, (2) Connect, (3) Apply, and (4) Action.

More information about this model can be found in the “Fundamentals of Sport for Development” pocket manual and the desk version of the manual.

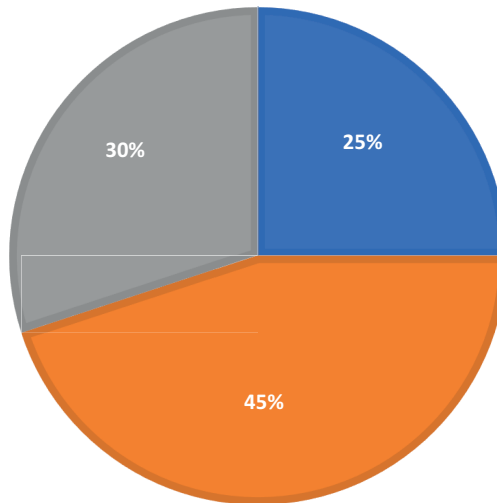


Exercises: Active listening

OVERVIEW OF THE SESSION ON ACTIVE LISTENING

BREAKDOWN OF THE SESSION

- Warmup: Do as I say and not as I do
- Main part: The passing game
- Cool down: I'm your mirror



ACTIVE LISTENING: WARMUP

DO AS I SAY AND NOT AS I DO

This warmup game is a good way to initiate the session on active listening. It requires participants to listen attentively to the instructions given by the facilitator.

OBJECTIVE

- ↳ Understand the importance of attentive listening or listening to details.

NUMBER OF PARTICIPANTS

- ↳ 6 to 25 players

EQUIPMENT

- ↳ 1 safe playing field

LENGTH

- ↳ 10 – 20 minutes



HOW TO PLAY

- ↳ The facilitator asks participants to form a circle and to face the middle of the circle. The facilitator should also be part of the circle. He/she explains to the participants that they will need to know four moves: (1) jump in, (2) jump out, (3) jump left, and (4) jump right. The facilitator then practices these moves with all the participants. Once participants have mastered the four moves, the facilitator introduces the first rule.
- ↳ **Rule 1- Do as I say and do as I do:** This is the easiest round. Participants simply must do as the facilitator says and does. Once this is mastered by the participants, the facilitator should then introduce the next rule.
- ↳ **Rule 2- Do as I say but not as I do:** The participants need to do the same move as the facilitator says, but not as he/she does.
- ↳ **Rule 3- Don't do as I say but do as I do:** The participants need to do the same move as the facilitator does, but not as he/she says.

DISCUSSION AND REFLECTION

- ↘ **Reflect** – How did the exercise go? Was it difficult to perform each of the rules? What competences were required to successfully perform the exercise?
- ↘ **Connect** - Have you ever been in a situation where you have needed to listen attentively to what someone is telling you? How did that go?
- ↘ **Apply** – How could you improve your active listening skills?
- ↘ **Action** – How do you plan to improve the way you actively listen?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↘ What worked well in this exercise?
- ↘ What challenges did you face and why?
- ↘ What changes can you put in place to ensure a better experience?
- ↘ Other comments or suggestions?



ACTIVE LISTENING: MAIN PART

THE PASSING GAME

This passing game is a fun way to encourage participants to practice active listening techniques on the pitch.

OBJECTIVE

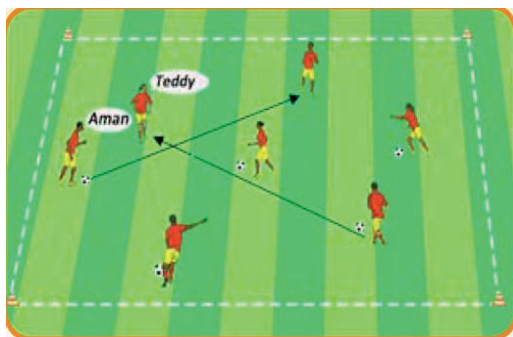
➤ Develop active listening techniques such as questioning and reformulating.

NUMBER OF PARTICIPANTS

➤ 8 to 20 players

EQUIPMENT

- 4 cones
- 4-10 balls
- 1 safe playing field



LENGTH

➤ 20-30 minutes

HOW TO PLAY

➤ Half of the participants are given a ball. All participants move around the allotted space. Those with balls dribble around the space, while those without a ball jog around the space.

➤ The facilitator gives a signal (e.g. claps his/her hands once) and the players with the ball must call out the name of a player without a ball. The player who makes the pass follows the ball to the receiving player.

➤ The player who has passed the ball presents himself/herself and tells an interesting event that happened to them. The player who received the ball should ask questions to clarify aspects of the event and reformulate aspects of the event to ensure that they have fully understand.

➤ The facilitator should allow for 2-3 minutes of exchange between the participants. The facilitator then gives another signal (e.g. claps his/her hands twice). The participants then start moving around the space again. The player who received the ball is now the one who is dribbling with the ball.

➤ The facilitator gives the same signal as before (e.g. claps his/her hands one time) and the participants with the ball pass to a person without a ball. Participants should not pass the ball to the same person they received it from.

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? What was it like to practice the questioning and reformulating techniques?
- ↳ **Connect** – When in daily life could you use those techniques?
- ↳ **Apply** – How could questioning and reformulating improve the way you communicate with others?
- ↳ **Action** – How do you plan to integrate these active listening techniques into your daily life?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



ACTIVE LISTENING: COOL DOWN

I'M YOUR MIRROR

A cool down game whereby participants mimic each other's facial expression or movement.

OBJECTIVE

↳ Understand the significance of a non-verbal communication, such as a facial expression or gesture.

NUMBER OF PARTICIPANTS

↳ 8 to 20 players

EQUIPMENT

↳ 1 safe playing field

LENGTH

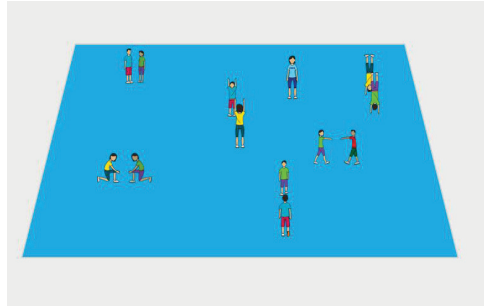
↳ 10-20 minutes

HOW TO PLAY

↳ Organize participants into pairs. One person in each pair should make a facial expression or movement while the other mimics. The participant who is mimicking should try to mirror exactly what the other person is doing. The facilitator then asks the pairs to change roles.

↳ The facilitator can introduce additional layers to this game, by discretely asking some participants to express specific emotions like anger, joy, impatience, fear, helplessness etc. Those mimicking must guess which emotion their partner is trying to express.

↳ The facilitator could also ask participants to walk or sit in different ways (e.g. self-confidently, aggressively, lazily etc.). Their partners must mimic these actions.



DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? What was it like to mimic your partner? What was it like to find new ways of expressing yourself non-verbally?
- ↳ **Connect** – When in daily life do you use non-verbal communication?
- ↳ **Apply** – How could improving the way you communicate non-verbally improve your overall communication?
- ↳ **Action** – What action could you take to improve your non-verbal communication?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?

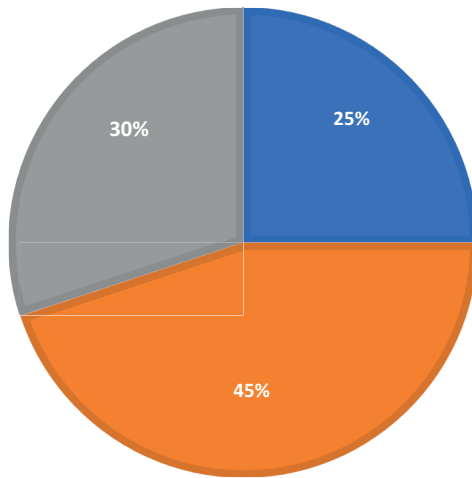


Exercises: Self-confidence

OVERVIEW OF THE SESSION ON SELF-CONFIDENCE

BREAKDOWN OF THE SESSION

- Warmup: Head it or catch it
- Main part: Dance circuit
- Cool down: Blind snake



SELF-CONFIDENCE: WARMUP

HEAD IT OR CATCH IT ⁸

A warmup game where participants are asked to either head the ball back to the facilitator or catch it.

OBJECTIVE

↳ Develop confidence in your ability to perform tasks despite inevitably making mistakes.

NUMBER OF PARTICIPANTS

↳ 4 to 16 players

EQUIPMENT

↳ 1 ball
↳ 1 safe playing field

LENGTH

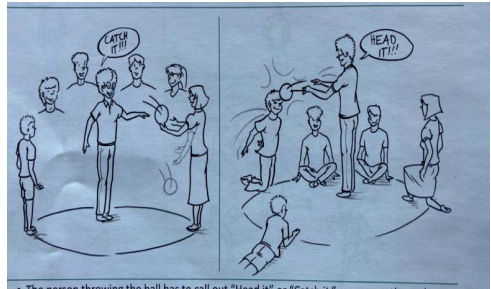
↳ 10-20 minutes

HOW TO PLAY

↳ Participants stand in a circle around the facilitator who is holding a ball. The facilitator throws the ball to one of the participants standing in the circle and says one of the following commands: “head it” or “catch it”. The participant to whom the ball has been thrown has to either head the ball back to the facilitator or catch it.

↳ If the participant is not able to perform the task correctly, he/she must drop to one knee. If the same participant makes another mistake, he/she must take two knees. A third mistake means the participant must sit on their bottom and a final mistake means the participant must lay flat on the ground (make sure the ground surface is in suitable condition).

↳ However, whenever the participant performs a task correctly, he/she gets to move back up, one stage at a time.



⁸ This exercise and image are from the “Moving Together” resource by the International Federation of Red Cross and Red Crescent Societies (IFRC): [Moving Together – Psychosocial Support IFRC \(pscentre.org\)](https://www.pscentre.org/)

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? How did you feel when you made a mistake? How did you feel when you were able to move back up?
- ↳ **Connect** – Why is self-confidence important in daily life?
- ↳ **Apply** – Why is confidence in yourself important to the way you communicate?
- ↳ **Action** – What action could you take to improve your self-confidence?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



SELF-CONFIDENCE: MAIN PART

DANCE CIRCUIT⁹

A fitness session where participants share moves with each other to create their own unique dance.

OBJECTIVE

↳ Develop self-confidence and body awareness by participating in a collective fitness session.

NUMBER OF PARTICIPANTS

↳ 6 to 20 players

EQUIPMENT

↳ Music
↳ 1 safe playing field

LENGTH

↳ 20-30 minutes

HOW TO PLAY

↳ The facilitator explains to the participants that they will take part in a fitness session. However, throughout the session participants can share a move or dance with the whole group. Once someone shares a dance move, everyone tries to perform the same move. Dance moves should be culturally appropriate.

↳ No one is forced to share a dance move. No one should laugh at a dance move shared by someone else unless the intention is for it to be funny. Participants should not use dance moves that require touching another participant to avoid making someone else feel uncomfortable.

↳ As more participants share a dance move, the group then puts the moves together to create their own unique dance.



⁹ This exercise and image are from the “Moving Together” resource by the International Federation of Red Cross and Red Crescent Societies (IFRC): [Moving Together – Psychosocial Support IFRC \(pscentre.org\)](https://www.pscentre.org/)

DISCUSSION AND REFLECTION

- ↘ **Reflect** – How did the exercise go? How did you feel participating in the dance session? How did it feel to perform your own dance move in front of the other participants?
- ↘ **Connect** – Are there similar moments in daily-life where you must overcome the same type of stress?
- ↘ **Apply** – How could you use the confidence gained from this activity in your communication with others?
- ↘ **Action** – How could you practice being a more effective communicator?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↘ What worked well in this exercise?
- ↘ What challenges did you face and why?
- ↘ What changes can you put in place to ensure a better experience?
- ↘ Other comments or suggestions?



SELF-CONFIDENCE: COOL DOWN

BLIND SNAKE

A cool down game where participants must guide their team to collect objects while blindfolded and using non-verbal communication.

OBJECTIVE

➤ Develop self-confidence by putting yourself in a position of leading your team or being led by a guide.

NUMBER OF PARTICIPANTS

➤ 8 to 20 players

EQUIPMENT

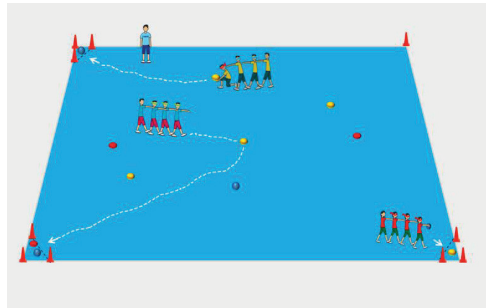
- 8-20 blindfolds
- 20 objects to be collected (could be balls)
- 8-16 cones
- 1 safe playing field

LENGTH

➤ 10-20 minutes

HOW TO PLAY

- The facilitator marks an area large enough for participants to safely move around. The corners of the playing surface are marked off by four cones, which form the home bases of each team.
- Participants are organized into no more than four teams. Each team should have the same number of participants. Teams form a single line in the shape of a snake with the guide at the back of the line. All members of the team should be blindfolded except the guide.
- Once participants are blindfolded, the facilitator scatters the objects throughout the playing field. Each team must find a way of communicating to each other non-verbally. Teams must move around the playing surface to find the scattered objects and bring them back to their home base. Only the participant at the front of the snake can pick up one object at a time.
- If participants struggle to find a way to communicate, the facilitator could suggest the following: (1) pat left shoulder once to turn left, (2) pat right shoulder once to turn right, (3) pat both shoulders to stop, (4) touch head to pick up or drop an object.



DISCUSSION AND REFLECTION

- ↘ **Reflect** – How did the exercise go? How did it feel to be led by the guide? How did it feel to lead your team?
- ↘ **Connect** – When in daily life do you need to be confident in the way you communicate?
- ↘ **Apply** – How could being a more confident communicator improve your chances of getting a job?
- ↘ **Action** – What action could you take to become a more confident communicator?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↘ What worked well in this exercise?
- ↘ What challenges did you face and why?
- ↘ What changes can you put in place to ensure a better experience?
- ↘ Other comments or suggestions?

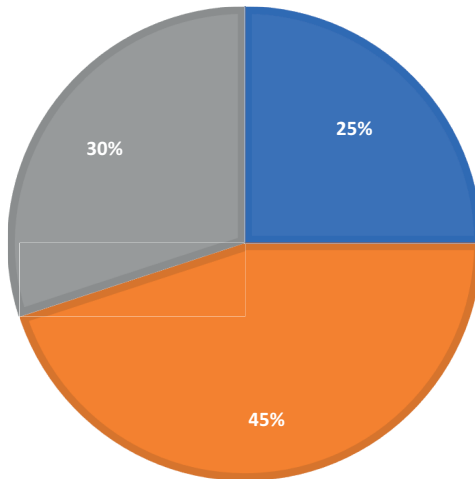


Exercises: Adaptability

OVERVIEW OF THE SESSION ON ADAPTABILITY

BREAKDOWN OF THE SESSION

- Warmup: 5 players - 4 feet - 3 hands
- Main part: Changing rules
- Cool down: Blanket ball



ADAPTABILITY: WARMUP

5 PLAYERS – 4 FEET – 3 HANDS

A warmup game where participants must adapt what they are doing by performing various tasks given by the facilitator.

OBJECTIVE

➤ Participants develop their ability to adapt to changing rules.

NUMBER OF PARTICIPANTS

➤ 8 to 20 players

EQUIPMENT

- 8-20 balls
- 4 cones
- 1 safe playing field

LENGTH

➤ 10 minutes

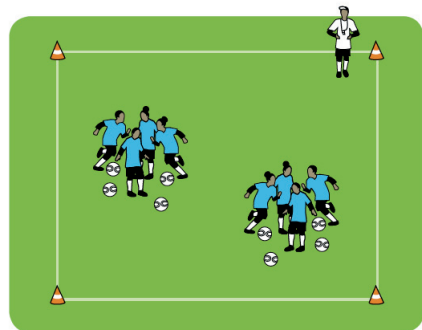
HOW TO PLAY

➤ The participants are organized into two teams. Each participant moves around in the playing surface while dribbling a ball. The facilitator then calls out a series of tasks that the participants must perform within their teams.

➤ The tasks could be as follows: (1) 5 players must come together, (2) 4 feet must touch the same ball, (3) 3 hands must touch the ground, etc.

➤ The first team to perform all tasks wins. The losing team will need to perform an additional task such as press-ups or knees-up.

➤ The facilitator then gives another series of tasks. These tasks could include different dribbling techniques or physical activity without the ball.



DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? How did you feel when you had to adapt to a new series of tasks?
- ↳ **Connect** – Why is adapting to new things important in daily life?
- ↳ **Apply** – Why is adapting to the interests of others important to the way you communicate?
- ↳ **Action** – What action could you take to improve the way you adapt to people with whom you communicate?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



ADAPTABILITY: MAIN PART

CHANGING RULES

A mini game of football wherein participants must figure out the changing rules to score.

OBJECTIVE

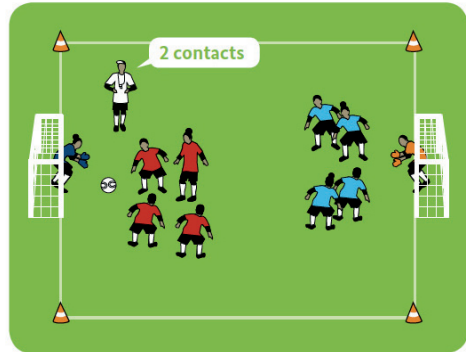
↳ Participants develop their ability to be flexible and adapt to changing rules.

NUMBER OF PARTICIPANTS

↳ 6 to 20 players

EQUIPMENT

- ↳ 1 ball
- ↳ 4 cones
- ↳ 2 goals
- ↳ 1 safe playing field



LENGTH

↳ 15-20 minutes

HOW TO PLAY

- ↳ The participants are organized into two teams that will play against each other in a mini game of football.
- ↳ The facilitator gives a special rule for scoring to one of the teams. The other team must figure out what the special rule is to prevent goals from being scored.
- ↳ Special rules could include, (1) maximum/minimum 3 touches on the ball per player, (2) Maximum shooting distance from the goal of 5 meters, (3) Can only score with a header or with any other body part than your feet, (4) Only the players who scored the first goal are allowed to score goals, etc.

DISCUSSION AND REFLECTION

- ↘ Reflect – How did the exercise go? How did you feel having to adapt to the changing rules?
- ↘ Connect – Why is adapting to new things important in daily life?
- ↘ Apply – Why is adapting to the interests of others important to the way you communicate?
- ↘ Action – What action could you take to improve the way you adapt to people with whom you communicate?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↘ What worked well in this exercise?
- ↘ What challenges did you face and why?
- ↘ What changes can you put in place to ensure a better experience?
- ↘ Other comments or suggestions?



ADAPTABILITY: COOL DOWN

BLANKET BALL¹⁰

A cool down game where participants play an adapted version of volleyball using blankets with various restrictions placed on members of their team.

OBJECTIVE

↳ Participants develop their ability to adapt the way they work and communicate to better account for differences.

NUMBER OF PARTICIPANTS

↳ 8 to 20 players

EQUIPMENT

- ↳ 1 volleyball
- ↳ 2 blankets
- ↳ 1 volleyball net
- ↳ 1 safe playing field

LENGTH

↳ 10-20 minutes

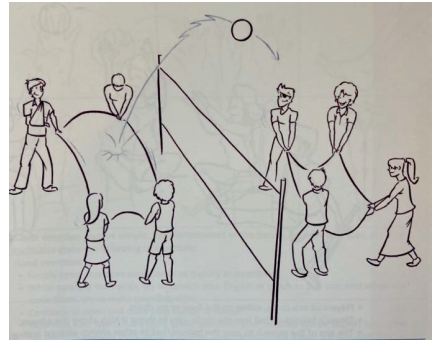
HOW TO PLAY

↳ Participants are organized into two teams. Teams play a game of volleyball; however, they must use the blanket to send the ball over the net and to the other team.

↳ The facilitator places specific restrictions on members of each team. These restrictions could include, (1) one or some players have their eyes blindfolded, (2) one or some of the players are only allowed to use one arm, (3) only one player from each team is allowed to speak, (4) one player must remain seated during the game.

↳ All players must hold onto the blanket at all times.

↳ If the game is very challenging for the participants, the facilitator could set a challenge that the two teams have to work together to make as many passes as possible in a row without the ball touching the ground.



¹⁰ This exercise and image are from the “Moving Together” resource by the International Federation of Red Cross and Red Crescent Societies (IFRC): [Moving Together – Psychosocial Support IFRC \(pscentre.org\)](https://www.ifrc.org/what-we-do/psychosocial-support/moving-together)

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? How did it feel to work with teammates who had restrictions placed on them? Was it difficult to adapt the way you played the game?
- ↳ **Connect** – When in daily life is it important to adapt the way you work and communicate to account for differences between people?
- ↳ **Apply** – What is the significance of accounting for differences regarding how you communicate?
- ↳ **Action** – What action could you take to improve the way you adapt your communication to better account for differences?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?

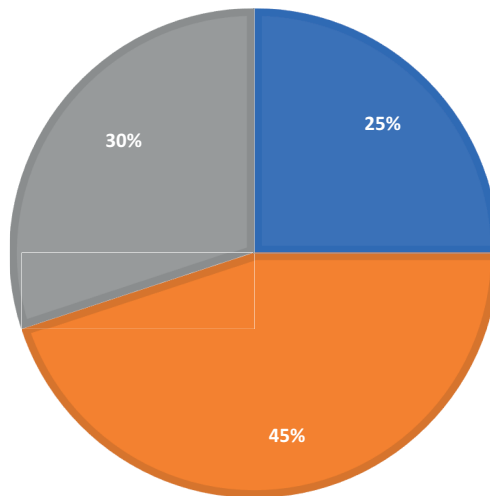


Exercises: Empathy

OVERVIEW OF THE SESSION ON EMPATHY

BREAKDOWN OF THE SESSION

- Warmup: Guide the blind
- Main part: A helping hand
- Cool down: Rely on me



EMPATHY: WARMUP

Guide the Blind

A warmup game where participants work in pairs to navigate the cones despite one participant being blindfolded.

OBJECTIVE

↳ Participants develop a sense of empathy and responsibility towards others.

NUMBER OF PARTICIPANTS

↳ 6 to 20 players

EQUIPMENT

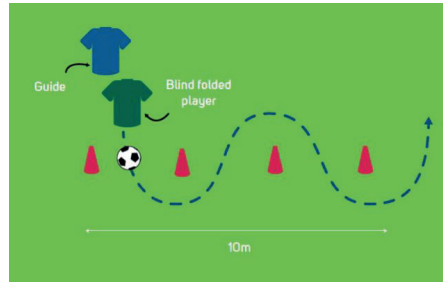
- ↳ 3-10 blindfolds
- ↳ 3-10 balls
- ↳ 24 - 40 cones
- ↳ 1 safe playing field

LENGTH

↳ 10 minutes

HOW TO PLAY

- ↳ Participants are organized into pairs. One participant helps the other put on a blindfold. The blindfolded participant must turn around a few times where they stand so they lose their orientation.
- ↳ The participant without a blindfold guides his/her partner by providing only verbal directions. The blindfolded participant must dribble around the cones with the ball. If this is too difficult, the facilitator can adapt the game by removing the ball. In which case, blindfolded participants must work their way through the slalom without touching the cones.
- ↳ Once a blindfolded participant successfully navigates around the cones (there and back) the pairs change roles. The first team to have both participants successfully navigate the cones wins.



DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? How did you feel when navigating the cones with a blindfold on? What was it like to be responsible for guiding your partner who was blindfolded?
- ↳ **Connect** – Why is it important to put yourself in the shoes of others?
- ↳ **Apply** – Why is empathy important regarding your communication with others?
- ↳ **Action** – What action could you take to become more empathetic in your communication?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



EMPATHY: MAIN PART

A HELPING HAND

A game wherein participants help each other to avoid being caught by the hunter.

OBJECTIVE

↳ Participants develop a sense of empathy towards those who need help.

NUMBER OF PARTICIPANTS

↳ 6 to 20 players

EQUIPMENT

- ↳ 1 ball
- ↳ 4 cones
- ↳ 1 safe playing field

LENGTH

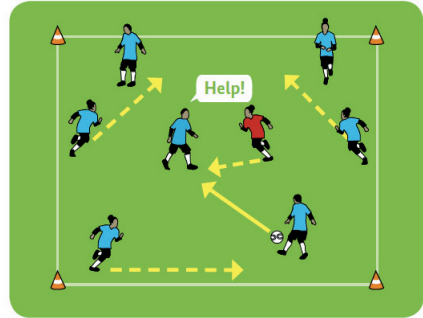
↳ 15-20 minutes

HOW TO PLAY

↳ The facilitator designates one player to be the hunter, who is responsible for catching the other participants. The hunter is given a bib so that the other participants can clearly see who he/she is. The pursued participants have a ball that they can pass to each other. The participant who is in possession of the ball is not allowed to be caught. The participants help each other by passing the ball to each other when in danger of being hunted.

↳ Once a participant is caught, he/she changes roles with the hunter.

↳ The participants are not allowed to hold on to the ball longer than 4 seconds. The hunter is also not allowed to wait until the 4 seconds are over to touch a participant. The hunter must catch a different participant than the one who has just received the ball.



DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? How did you feel being hunted? Did your teammates help you when you were in need?
- ↳ **Connect** – Why is it important to help others in need?
- ↳ **Apply** – How can you “help others” in the way you communicate?
- ↳ **Action** – What action could you take to improve your empathy towards others in the way you communicate?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



EMPATHY: COOL DOWN

RELY ON ME

A cool down game where blindfolded participants depend on the support of their guide to escape the catchers.

OBJECTIVE

↳ Participants develop a sense of empathy and responsibility towards others.

NUMBER OF PARTICIPANTS

↳ 8 to 20 players

EQUIPMENT

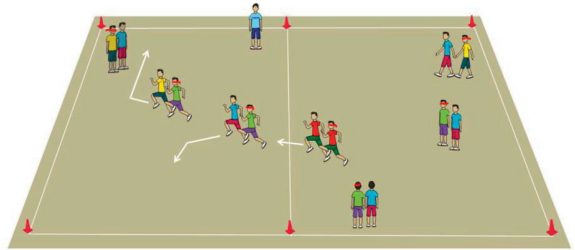
- ↳ 4-10 blindfolds
- ↳ 4 cones
- ↳ 1 safe playing field

LENGTH

↳ 5-10 minutes

HOW TO PLAY

- ↳ Participants are organized into pairs. One participant helps the other put on a blindfold. The participant without a blindfold on can guide his/her partner with their hand.
- ↳ Pairs must remain together and move around the designated space together at all times.
- ↳ One pair is designated the catcher. The catchers must run around together and touch another pair. As soon as a pair is touched, they immediately become the catchers.
- ↳ The participant who is guiding his/her partner needs to take care of their safety and make sure they do not hurt themselves while trying to run away from catchers or while catching others.
- ↳ Pairs switch roles halfway through the game to experience both roles (i.e. blindfolded player and guide).



DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? How did you feel when having to rely on your partner? How did it feel to have someone rely on you?
- ↳ **Connect** – Why is it important in daily life to be able to rely on someone else and to help others in need?
- ↳ **Apply** – Why is empathy important regarding your communication with others?
- ↳ **Action** – What action could you take to become more empathetic in your communication?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?

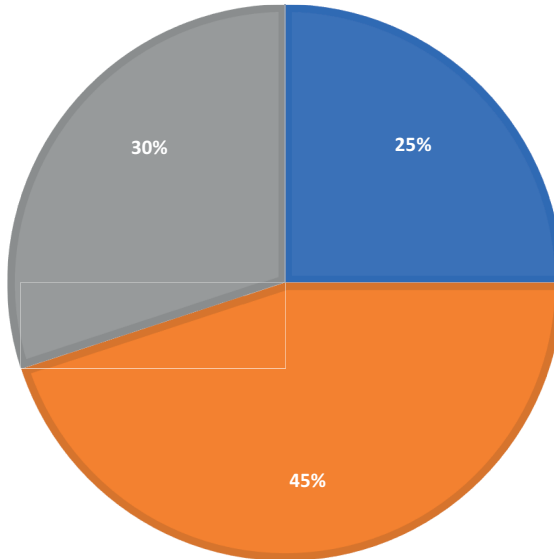


Exercises: Self-reflection

OVERVIEW OF THE SESSION ON SELF-REFLECTION

BREAKDOWN OF THE SESSION

- Warmup: Yes, no or don't know? 25%
- Main part: Exploring emotions 45%
- Cool down: Yoga meditation 30%



SELF-REFLECTION: WARMUP

YES, NO OR DON'T KNOW

A warmup game where participants are asked a series of questions to which they can respond by either running to the “yes”, “no” or “don’t know” zones of the field.

OBJECTIVE

➤ Participants develop a sense of self-reflection.

NUMBER OF PARTICIPANTS

➤ 6 to 20 players

EQUIPMENT

- 6-20 balls
- 20-30 cones
- 1 safe playing field

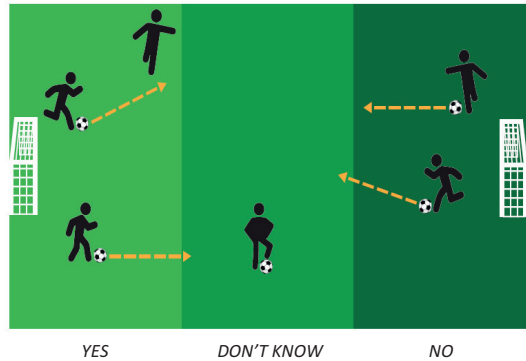
LENGTH

➤ 10-15 minutes

HOW TO PLAY

➤ Participants should move around the middle zone of the field while dribbling a ball. The facilitator will ask questions, to which the participants can answer by dribbling to the left side of the field (yes), to the right side of the field (no) or staying in the middle part of the field (don’t know). After each question, the facilitator asks those who feel comfortable to share why they answered the way they did. After the exchange, all participants return to the middle of the field and continue dribbling until the next question is asked.

➤ The facilitator may ask several different questions related to communication that encourage participants to self-reflect on their communication style. Questions may include: (1) Have you ever been in a situation where you explain something to someone, but they don’t seem to understand? (2) Have you been in a situation where you felt you didn’t have the words to describe a feeling or emotion? (3) Have you ever listened to instructions but not understood how to move forward with the task? (4) Have you ever felt that you shouldn’t say something to someone but done it anyways? (5) Have you ever had difficulties summarizing or prioritizing information?



DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? Did you learn anything about the way in which you communicate?
- ↳ **Connect** – Why is it important to reflect on the way you communicate?
- ↳ **Apply** – How can self-reflection help you to improve the way you communicate?
- ↳ **Action** – What action could you take to self-reflect more often regarding the way you communicate?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



SELF-REFLECTION: MAIN PART

EXPLORING EMOTIONS

A game where participants are encouraged to explore how certain ideas or scenarios make them feel.

OBJECTIVE

↳ Participants develop their ability to reflect on the way they perceive different situations.

NUMBER OF PARTICIPANTS

↳ 6 to 20 players

EQUIPMENT

- ↳ 8 emotion cards
- ↳ 4 cones
- ↳ 1 safe playing field



LENGTH

↳ 20 minutes

HOW TO PLAY

↳ The facilitator explains to the participants that they are going to be asked to find an emotion that fits how they feel when presented with different scenarios. Emotion cards are scattered on the playing surface. Participants can walk around to see the different emotions. Emotions should include, (1) angry, (2) sad, (3) happy, (4) unsure/indifferent, (5) embarrassed, (6) scared, (7) motivated, (8) a different emotion.

↳ The facilitator then presents one scenario at a time. Once the participants respond by finding an emotion that fits how they feel, the facilitator asks participants who feel comfortable to share their response.

↳ The scenarios could include: (1) You are talking to a friend and then someone interrupts your conversation by talking to your friend and not addressing you; (2) A friend tells you a rumor about another friend; (3) You see a friend help another friend finish their work; (4) You hear someone tell an embarrassing joke about another person; (5) You see someone threaten to hurt someone else; (6) You hear about an opportunity to get a new job.

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? Were you surprised in anyway about how you responded to the scenarios?
- ↳ **Connect** – Why is it important to understand how you feel about different scenarios?
- ↳ **Apply** – Why is understanding how you perceive and respond to situations important for being an effective communicator?
- ↳ **Action** – What action could you take to better present your perceptions and feelings in your communication?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



SELF-REFLECTION: COOL DOWN

YOGA MEDITATION ¹¹

A cool down yoga session where participants perform a self-reflection exercise.

OBJECTIVE

↳ Participants self-reflect on their day or week and identify sources of stress.

NUMBER OF PARTICIPANTS

↳ 8 to 20 players

EQUIPMENT

↳ 8-20 mats or a clean surface
↳ 1 safe playing field

LENGTH

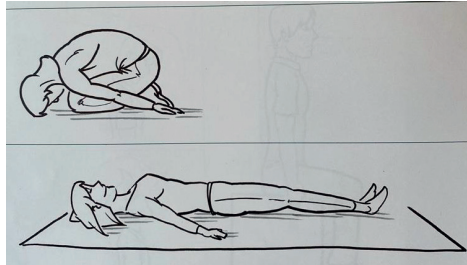
↳ 10-15 minutes

HOW TO PLAY

↳ Participants spread out over a clean playing surface and find a spot where they can lie down flat without being abstracted by another participant.

↳ The facilitator leads participants in a series of yoga positions that progress from stretching to relaxing. Positions could include: (1) reaching to the sky on your toes; (2) bending over to touch the ground with your hands; (3) stretching your legs as wide as possible; (4) crouching into a ball position; (5) lying on your back and stretching your legs across your body; (6) lying flat on your back with your eyes closed and concentrating on your breathing.

↳ Once the participants reach the final position the facilitator leads them in a self-reflection exercise. The facilitator could lead the exercise in the following way: (1) Think about some of the things that people have said to you this week; (2) How did those things make you feel? (3) What words or comments made you feel good? (4) What words or comments made you feel bad? (5) Think about some of the things you said to other people this week; (6) How do you think your words or comments made others feel? (7) How might you have reworded some of your comments?



¹¹ This exercise and image are from the “Moving Together” resource by the International Federation of Red Cross and Red Crescent Societies (IFRC): [Moving Together – Psychosocial Support IFRC \(pscentre.org\)](https://www.pscentre.org/)

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? Did you learn anything about the words you hear and use in daily life and their impact?
- ↳ **Connect** – Why is it important to carefully choose the words you use when communicating with people?
- ↳ **Apply** – How could you improve the way you communicate to people?
- ↳ **Action** – What action could you take to reflect more often regarding the way you communicate?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



Additional sport for employability exercises related to effective communication

The following sport for employability exercises are offered as additional resources that could be used to develop effective communication competences. These exercises were piloted in Côte d'Ivoire by S4DA as part of a professional development training program.

1. Over-Under

Relevant to listening and empathy skills

2. How do you do?

Related to presentation and listening skills

3. Memory

Related to written communication skills

4. The cat and the mouse

Related to negotiation skills



OVER-UNDER¹²

Relay between two teams whose players are blindfolded.

OBJECTIVE

↳ Identify the different types of interpersonal communication and the obstacles that prevent good communication.

NUMBER OF PARTICIPANTS

↳ Two teams with 10 to 20 players

EQUIPMENT

- ↳ 1 blindfold per player
- ↳ 2 balls
- ↳ 1 safe playing field

LENGTH

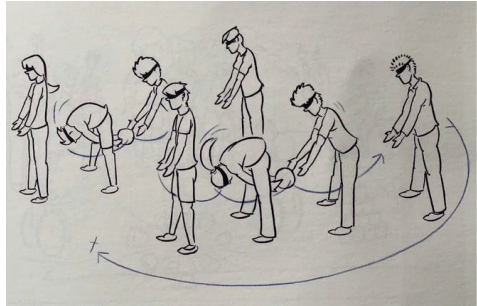
↳ 20 – 30 minutes

HOW TO PLAY

↳ Each team places itself in a line (in parallel with the opposing team). The players help each other to put on the blindfolds and position themselves at arm's length from each other. The last player of each team holds the ball and starts. At the kick-off, he/she passes the ball over the head of his/her teammate who is in front of him/her. The person receiving the ball from over their head must pass under the legs of the teammate in front of them. And so on, alternating passes between "over the head" and "under the legs".

↳ Once the ball reaches the player at the front of the line, he/she must move to the back of the line with the help of his/her teammates, without removing the blindfold.

↳ Once he/she reaches the back of the line, he/she starts the passes again. The first team to have all its players to turn to the back of the line wins.



¹² This exercise and image are from the "Moving Together" resource by the International Federation of Red Cross and Red Crescent Societies (IFRC): [Moving Together – Psychosocial Support IFRC \(pscentre.org\)](https://www.pscentre.org/).

DISCUSSION AND REFLECTION

- ↘ **Reflect** – How did the exercise go? What different ways of communicating did you use to perform the task?
- ↘ **Connect** - Have you ever been in a situation where you found it difficult to communicate with someone?
- ↘ **Apply** – What did you learn about communication in this exercise that could help you be a more effective communicator?
- ↘ **Action** – What actions could you take to improve the way you communicate in your daily life?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↘ What worked well in this exercise?
- ↘ What challenges did you face and why?
- ↘ What changes can you put in place to ensure a better experience?
- ↘ Other comments or suggestions?



HOW DO YOU DO?

This is a presentation game where players practice professional communication techniques.

OBJECTIVE

- ↘ Apply professional communication techniques.

NUMBER OF PARTICIPANTS

- ↘ 8 to 30 players

EQUIPMENT

- ↘ 4 cones
- ↘ 1 safe playing field

LENGTH

- ↘ 10-20 minutes

WHAT TO DO

- ↘ The facilitator explains to the players that communicate = **OSLN**. **Openness** – showing interest in the other person. **Silence** – not interrupting the speaker. **Listening** – listening to the other person's ideas. **Non-verbal communication** – to indicate to the speaker that you are listening.
- ↘ The players move freely within the defined area. When the facilitator claps his/her hands once, the players must change direction. When the facilitator claps his/her hands twice, the players must introduce themselves to the nearest player. When the facilitator claps his/her hands three times, the players must move again.
- ↘ The players present themselves in a professional manner without forgetting that communicate = OSLN.
- ↘ During the presentations, players can ask relevant questions to their interlocutors to show openness and interest.
- ↘ At the signal, the players move again and introduce themselves to a new person. The facilitator asks the players to introduce the people they have met.
- ↘ Players must ensure not to present the same person twice.



DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? What was it like to meet your classmates in a more formal way?
- ↳ **Connect** – When in daily life do you need to use good presentation and active listening skills?
- ↳ **Apply** – How could questioning and reformulating improve the way you communicate with others?
- ↳ **Action** – How do you plan to integrate these active listening techniques into your daily life?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



MEMORY¹³

This is a communication-oriented exercise where participants work in teams to solve a memory game and find the right order to create a cover letter.

OBJECTIVE

➤ Apply the basic principles of written communication while reinforcing a conscientious mind.

NUMBER OF PARTICIPANTS

➤ 10 to 20 players

EQUIPMENT

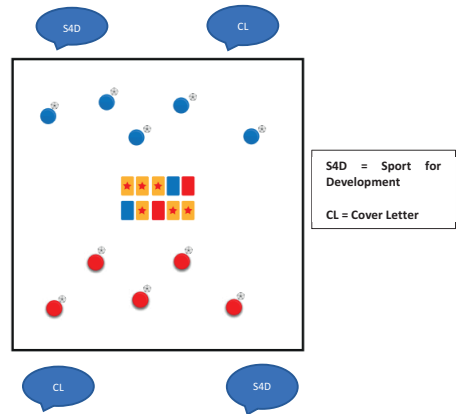
- 10-20 bibs of two different colors
- 10-20 balls (1 ball per player)
- 1 safe playing field
- 2 memory games (see following pages)

LENGTH

➤ 20-30 minutes

HOW TO PLAY

- The game is played in an area marked by four cones and divided into three parts. The center area is occupied by cards (face down) with words or short sentences related to S4D on one hand and a cover letter on the other.
- The players are organized into two teams. Each player takes a ball. All players are given a number (e.g. 1, 2, 3, 4, 5, 6, etc.) so that a member of one team has the same number as a member of the other team.
- The players of both teams dribble the ball around, occupying all the space in their zone. The facilitator calls a number. The two players with this number dribble to the center of the field, stop the ball and choose a card from the game. They read aloud what is written on the card and resume dribbling.
- The players must then assign the card either to the S4D circle or to the cover letter circle with guidance from their teammates. The game continues until all cards are used up. At the end of the game each team will have 1 to 2 minutes to put the cards in the right order.



¹³ This exercise and image are from the “Moving Together” resource by the International Federation of Red Cross and Red Crescent Societies (IFRC): [Moving Together – Psychosocial Support IFRC \(pscentre.org\)](https://www.pscentre.org/)

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? What did you learn about communication?
- ↳ **Connect** – Have you ever had to present yourself in a professional setting? How did it go?
- ↳ **Apply** – Whether in spoken or written communication, why do you think it is important to pay attention to the way you present yourself in a professional setting (e.g. putting together a cover letter)?
- ↳ **Action** – What actions could you take to improve the way you present yourself?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



THE MEMORY GAME

Each team needs a memory game with cards that make up a cover letter (below) and another with cards related to S4D (next page).

CARDS OF A COVER LETTER

I am also impressed by your commitment to your employees.

I am impressed by your organization's work and would therefore like to submit the attached application.

I am 23 years old and I have a degree in the field of...

As you can see from my CV, I did an internship that gave me the opportunity to enhance my knowledge and practical skills.

Following this experience, I am now looking to your team...

where my qualities of organization, rigor and efficiency can be fully expressed and recognized.

I am available for an interview at your convenience, during which I would be happy to demonstrate my motivation for joining your team.

I look forward to the opportunity to speak with you further. Thank you for your time and consideration.
Yours sincerely,

THE MEMORY GAME

The teams must organize the following competences in the four dimensions of personal development: (1) physical, (2) cognitive, (3) emotional, and (4) social.

CARDS RELATED TO S4D

PHYSICAL

strength,
endurance,
coordination

orientation,
reaction,
balance

COGNITIVE

concentration,
reflection,
listening

strategy
development

EMOTIONAL

dealing with
frustration and
agression

learning to win
and lose

SOCIAL

building
friendships,
reducing
prejudice and
strengthening
social cohesion

learn to
collaborate,
respect rules and
interact as a
team

THE CAT AND THE MOUSE

This is a team game in the form of a chase that requires reflection and negotiation strategies (feinting, dribbling, speed, coordination, etc.) to succeed.

OBJECTIVE

↘ Apply the different negotiation techniques.

NUMBER OF PARTICIPANTS

↘ 8 to 20 players

EQUIPMENT

- ↘ 12 cones to make a pitch
- ↘ 1 ball
- ↘ 12 bibs of two different colors
- ↘ 1 safe playing field

LENGTH

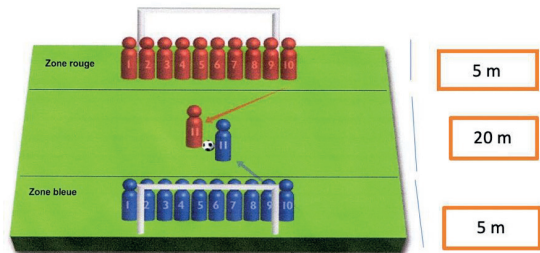
↘ 20-30 minutes

HOW TO PLAY

↘ The players are divided into two teams and line up 10 meters from the ball which is placed in the middle of the field. When the facilitator blows the whistle, one player from each team runs to the ball. He/she tries to distract the other player to get the ball. Once he/she succeeds in taking the ball, he/she must run back to his/her area without being caught. The aim is to use a negotiation strategy to get the ball without getting caught.

↘ If the player who tries to get back to his/her zone with the ball is caught by his/her opponent, he/she becomes a prisoner and must move to the opponent's zone. But if he/she is not caught, the chaser becomes a prisoner and must go to the opponent's zone. The prisoner remains in the goal area. The team with the most prisoners at the end of the game wins.

↘ To free the prisoners, the losing team sends two people to negotiate the release of its members. After discussion with the winning team, they perform a technical task (e.g. juggling, dribbling the ball back and forth in both zones, headers, slalom) and leave with the prisoners to their own zone.



DISCUSSION AND REFLECTION

- ↳ Reflect – How did the exercise go? Which negotiation strategies worked, and which did not?
- ↳ Connect – When in daily life do you use negotiation skills?
- ↳ Apply – How could improving the way you negotiate also improve the way you communicate?
- ↳ Action – What actions could you take to improve your negotiation skills?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?