

Standing out

Promoting employability competences through sport



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

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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.

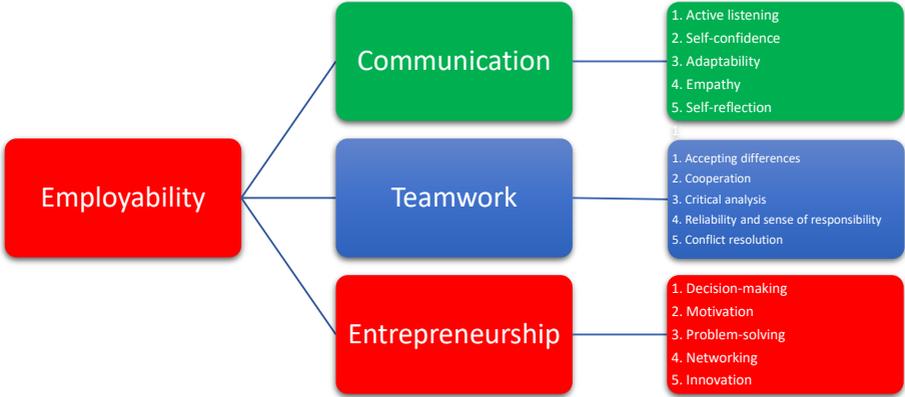
Individuals are most employable when they have a set of "hard skills" (such as information and communication technology (ICT) and language skills) and "soft skills" (such as problem-solving, cooperation, and active listening).²

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 entrepreneurship, which seeks to develop the following five competences:



ENTREPRENEURSHIP COMPETENCES

Competences	Description	Relevance to entrepreneurship
Decision-making	Feeling comfortable making decisions and having all the necessary elements to act in an informed way are essential for good decision-making. A SWOT analysis that includes strengths, weaknesses, opportunities, and threats could facilitate decision-making.	Entrepreneurs are faced with many decisions. From creating the business to nurturing its growth, entrepreneurs are frequently faced with new situations.
Motivation	The energy that drives us, the driving force that motivates us to act, and makes what we do become effective. To cultivate motivation, one should identify the (intrinsic and extrinsic) sources of motivation and integrate them into one's professional project.	The nature of entrepreneurship, that is, creating something that doesn't exist, requires a high level of motivation. Understanding what motivates you is key to becoming an effective entrepreneur.
Problem-solving	The ability to identify problems and devise solutions. ³ It includes both your reasoning process and your actions to resolve the situation or problem. ⁴	Finding solutions to problems is at the heart of entrepreneurship. Problems can vary from the reason why your business exists, to everyday issues that may arise.
Networking	Networking is about developing and maintaining mutually beneficial relationships. In building your network, you establish and maintain relationships for the purpose of exchanging knowledge, support, referrals, information and introductions to others. ⁵ It is about getting to know others but also being known by others.	The image that entrepreneurs work alone is far from reality. Creating a business requires knowing a network of people who will help you get your business off the ground and others who will support the business at various stages.
Innovation	Innovation is the creative use of various forms of knowledge in response to market demands and other social needs. ⁶ It is a change in the way you work but also your product so that it meets evolving needs.	Continuously innovating is key for entrepreneurs to ensure that their business meets the needs of the market. It will also give them a strategic advantage against other businesses.

³ https://www.ilo.org/wcmsp5/groups/public/--ed_emp/documents/instructionalmaterial/wcms_627640.pdf

⁴ <https://www.canada.ca/en/revenue-agency/corporate/careers-cra/information-moved/cra-competencies-standardized-assessment-tools/canada-revenue-agency-competencies-april-2016/problem-solving.html>

⁵ <https://www.village-justice.com/articles/comprendre-reseautage-faire-efficacement-actions-cles,30757.html>

⁶ <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Dakar/pdf/RelationDeveloppementCompetencesInnovation.pdf>

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.



“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.

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.

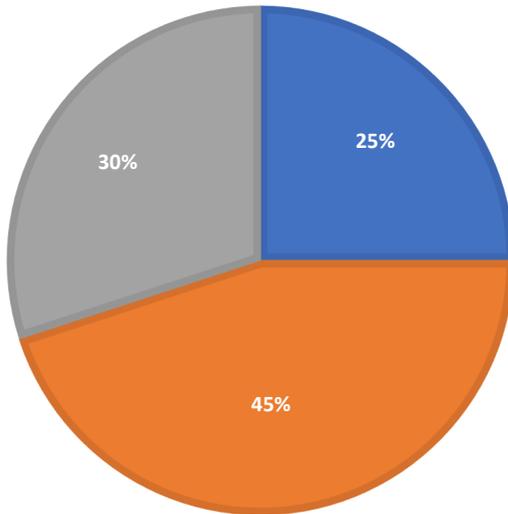


Exercises: Decision-making

OVERVIEW OF THE SESSION ON DECISION-MAKING

BREAKDOWN OF THE SESSION

- Warmup: Yes or No? 25%
- Main part: Managing distractions 45%
- Cool down: More risk - more points 30%



DECISION-MAKING: WARMUP

YES OR NO?⁷

This warmup game presents participants with questions to which they respond by scoring a goal in the “Yes” goal or the “No” goal.

OBJECTIVE

↳ Participants develop self-confidence by responding to questions and making decisions in front of their colleagues.

NUMBER OF PARTICIPANTS

↳ 6 to 20 players

EQUIPMENT

- ↳ 8-16 cones
- ↳ 3-6 balls
- ↳ 2-4 goals
- ↳ 1 safe playing field

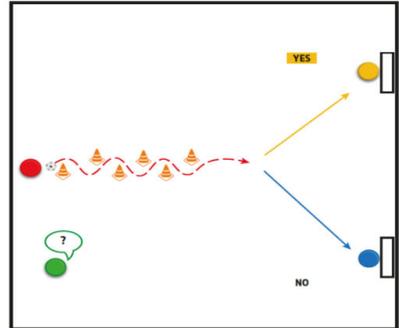
LENGTH

↳ 10– 15 minutes

HOW TO PLAY

↳ The players line up behind the starting point. If there are more than 10 players, it is better to divide them into two teams and set up a second row of cones so that everyone can participate in the game. The first player dribbles around the cones while listening to the question asked by the facilitator. Then the player reaches the last cone, he/she answers the question by shooting either in the “yes” or “no” goal. The next player can start once the previous player’s ball is out of the way.

↳ The facilitator can ask the players to explain their answers, taking care not to embarrass the players. Listening to players explain their answer can be particularly enriching when the answer given is unexpected or when two players answer differently.



⁷ This exercise has been adapted from streetfootballworld's "Scoring for the future" manual: [Scoring for the Future Empoyability Toolkit_ENG.pdf \(street-footballworld.org\)](https://street-footballworld.org)

DECISION-MAKING: MAIN PART

MANAGING DISTRACTIONS⁸

This game requires participants to run or dribble to a cone while trying not to be distracted by the other participants.

OBJECTIVE

➤ Participants develop their ability to deal with distractions.

NUMBER OF PARTICIPANTS

➤ 12 to 20 players

EQUIPMENT

- 4 cones
- 4 balls
- 8-20 bibs of two colors
- 1 safe playing field

LENGTH

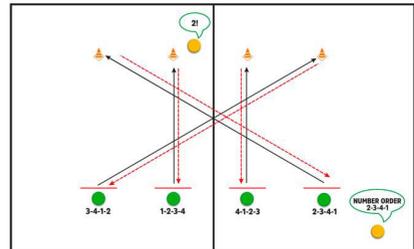
➤ 15-20 minutes

HOW TO PLAY

➤ The facilitator sets up four cones on one side of the playing surface about 5 meters apart. He/she asks the participants to form four teams of even numbers and for each team to line up behind the cones. Across from the starting cones, the facilitator sets up four more cones around ten meters away as pictured above. These cones are numbered 1-2-3-4.

➤ The facilitator then gives each team a sequence that they must remember. For example, Team 1: 3-4-1-2, Team 2: 1-2-3-4, Team 3: 4-1-2-3, Team 4: 2-3-4-1. The participants of each team are given a number according to their sequence and the order they are standing in line. For example, for Team 1 (3-4-1-2) the first participant is given the number 3, the second participant the number 4, the third participant the number 1, and the fourth participant the number 2.

➤ Once all teams and participants have understood their number, the facilitator then calls out a number. The participant from each team that has that number needs to run to the cone that corresponds with where they are standing in line. For example, if the number 2 is called the participant from team 1 (3-4-1-2) with that number needs to run to cone 4 because they are the fourth person in their line.



⁸ This exercise has been adapted from streetfootballworld's "Scoring for the future" manual: [Scoring for the Future Empoyability Toolkit_ENG.pdf \(street-footballworld.org\)](https://www.streetfootballworld.org/scoring-for-the-future-empoyability-toolkit-eng.pdf)

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? Were you able to cope with the distraction of the other participants?
- ↳ **Connect** – Have you been in a situation where you needed to make a decision but got distracted by others?
- ↳ **Apply** – What did you learn through this exercise regarding the way you deal with distractions?
- ↳ **Action** – What action could you take to become more resistant to distractions when making decisions?

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?



DECISION-MAKING: COOL DOWN

MORE RISK – MORE POINTS

A cool down game where participants decide between high and low risk shots on goal.

OBJECTIVE

- Participants develop their ability to assess risk when making a decision.

NUMBER OF PARTICIPANTS

- 8 to 20 players

EQUIPMENT

- 1 goal
- 7 cones
- 1-2 balls
- 1 safe playing field

LENGTH

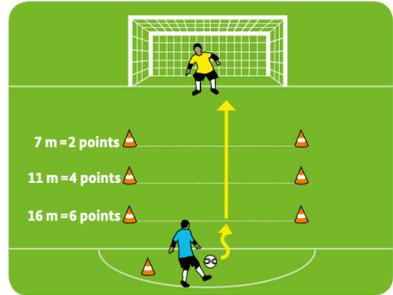
- 10-15 minutes

HOW TO PLAY

- The facilitator places the cones at the following distances from the goal: 7 meters, 11 meters, 16 meters, and 20 meters. The facilitator then divides the participants into 4 teams.

- The facilitator explains to the participants that everyone will have one shot on the goal. Participants will choose what distance they will shoot from. 7 meters = 2 points, 11 meters = 4 points, and 16 meters = 6 points.

- Participants will dribble from the cone that is 20 meters from the goal to the distance from the goal where they would like to shoot. The team with the most points after every participant has shot wins the game.



DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? What level of risk did you decide to accept?
- ↳ **Connect** – Have you been in a situation where you took a risk when making a decision?
- ↳ **Apply** – Why do you think assessing risk is important with regards to making decisions?
- ↳ **Action** – What actions could you take to better assess risk when making decisions?

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?

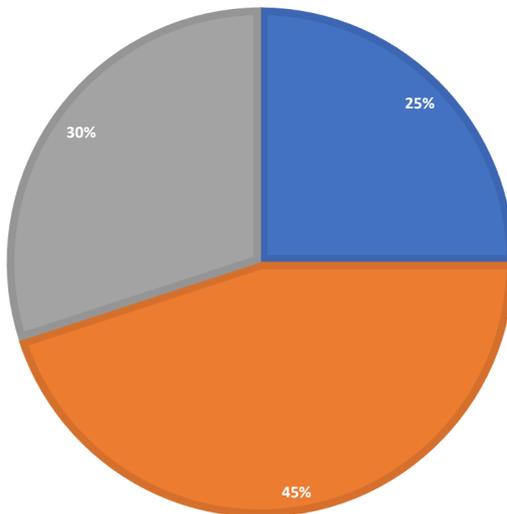


Exercises: Motivation

OVERVIEW OF THE SESSION ON MOTIVATION

BREAKDOWN OF THE SESSION

- Warmup: Outnumbered
- Main part: The entrepreneurial journey
- Cool down: Individual or collective?



MOTIVATION: WARMUP

OUTNUMBERED⁹

A warmup game where participants try and take the ball from the other team while outnumbered.

OBJECTIVE

- ↳ Participants develop the ability to motivate themselves.

NUMBER OF PARTICIPANTS

- ↳ 10 to 20 players

EQUIPMENT

- ↳ 20-30 cones
- ↳ 6-10 balls
- ↳ 5-10 bibs
- ↳ 1 safe playing field

LENGTH

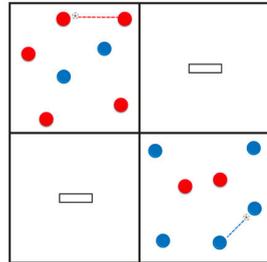
- ↳ 15-20 minutes

HOW TO PLAY

- ↳ The facilitator creates four 10x10 meter grids with cones as pictured above. He/she makes two goals with cones in the two grids opposite each other. The other grids are where the participants will play. Have enough balls ready so that when a ball is played outside the grid it can be replaced.

- ↳ The participants are organized into two teams of equal numbers, with one team wearing the bibs. Teams are separated into their own grids. Each team starts to pass the ball to its own players in their grid. The facilitator gives a signal and two players from each team join the opposing team's grid and try to take the ball from that team. These two players are referred to as defenders and the opposing team as attackers.

- ↳ The attackers need to make 10 passes to score a point. If the defenders take the ball from the attackers, they can score a goal in one of the two goals, earning two points for their team. After 5 minutes the facilitator asks teams to change defenders. The team with the most points at the end of the sessions wins.



⁹ This exercise has been adapted from streetfootballworld's "Scoring for the future" manual: [Scoring for the Future Empoyability Toolkit_ENG.pdf \(street-footballworld.org\)](https://www.streetfootballworld.org/scoring-for-the-future-empoyability-toolkit-eng.pdf)

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? How did it feel to be outnumbered?
- ↳ **Connect** – Have you ever experienced a situation in life where you felt outnumbered and needed to motivate yourself to overcome a difficult situation?
- ↳ **Apply** – What motivates you to overcome difficult situations in life?
- ↳ **Action** – What action could you take to better motivate yourself to overcome difficult situations?

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?



MOTIVATION: MAIN PART

THE ENTREPRENEURIAL JOURNEY

A circuit of four challenges which increase in difficulty. Participants decide how many challenges they will complete.

OBJECTIVE

- Participants develop their motivation to overcome challenges.

NUMBER OF PARTICIPANTS

- 8 to 20 players

EQUIPMENT

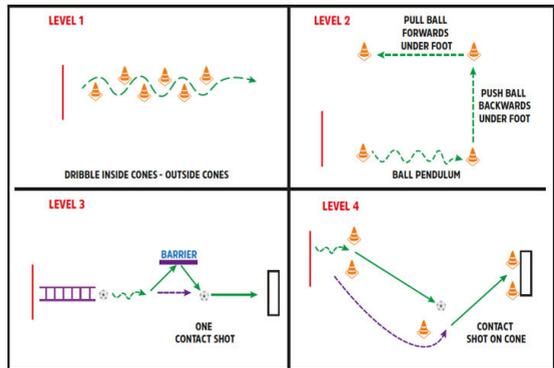
- 15 cones
- 8 balls
- 2 agility ladders
- 2 goals
- 1 safe playing field

LENGTH

- 20-30 minutes

HOW TO PLAY

- **Step 1 – Run through the cones:** The players stand in front of the first challenge and wait for the facilitator's starting signal. The players must dribble around the cones (without touching them).
- **Step 2 – Four dribbles:** The players have to run between the four cones in the shape of a square, making a different dribble with the ball on each side of the square (e.g. First side: Dribbling with the strong foot; Second side: Dribbling with the weak foot; Third side: Dribbling backwards; Fourth side: Dribbling with both left and right feet).
- **Step 3 – Cross the obstacles and shoot:** The players go through the agility ladders, make a pass and shoot a goal.
- **Step 4 – One-touch shooting:** The players must pass the ball, run around the cone where they will get the ball, and then shoot into the goal with one touch.
- After the completion of each challenge, the facilitator must validate that it has been completed correctly so that the players can progress to the next challenge.



MOTIVATION: COOL DOWN

INDIVIDUAL OR COLLECTIVE?¹⁰

A cool down game where participants perform three different types of challenges: Without a goal, with their own goal and with a goal given by their partner.

OBJECTIVE

- Participants develop their understanding of what motivates them.

NUMBER OF PARTICIPANTS

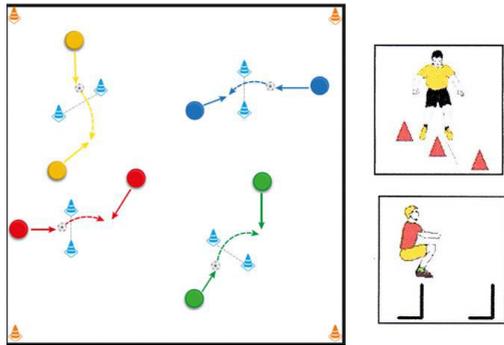
- 10 to 20 players

EQUIPMENT

- 10-20 balls
- 18 cones
- 1 safe playing field

LENGTH

- 15-20 minutes



HOW TO PLAY

- The players are organized in pairs.
- **Step 1 – Carry out a challenge without an objective:** The players carry out a challenge without setting a goal. For example, they must jump over a cone as many times as possible in two minutes.
- **Step 2 – Carry out a challenge after having set an objective:** The players do the same challenge, but this time they set a goal before starting the activity (e.g. 35 jumps in two minutes).
- **Step 3 – Carry out a challenge with an objective set by the partner:** The players do the same challenge a last time, but this time with a goal having been set by their partner (e.g. 40 jumps in two minutes).

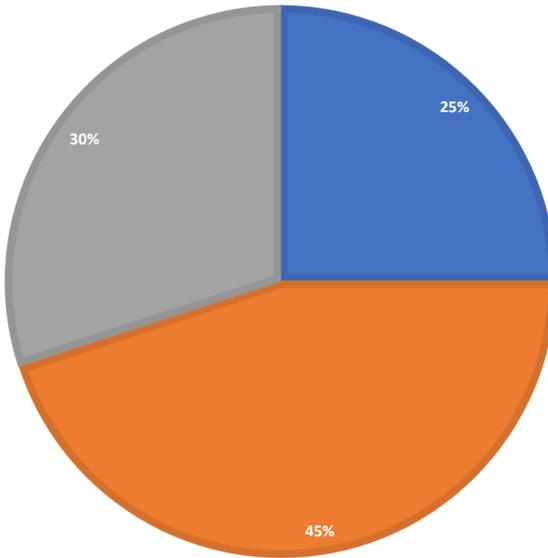
¹⁰ This exercise has been adapted from streetfootballworld's "Scoring for the future" manual: [Scoring for the Future Empoyability Toolkit_ENG.pdf \(streetfootballworld.org\)](https://streetfootballworld.org)

Exercises: Problem-solving

OVERVIEW OF THE SESSION ON PROBLEM-SOLVING

BREAKDOWN OF THE SESSION

- Warmup: Human knot
- Main part: Can we fix it?
- Cool down: Star pattern



PROBLEM-SOLVING: WARMUP

HUMAN KNOT¹¹

A warmup game where participants work together to undo the knot they have created with their hands without letting go of each other's hands.

OBJECTIVE

➤ Participants develop their ability to solve problems with others.

NUMBER OF PARTICIPANTS

➤ 6 to 20 players



EQUIPMENT

➤ 1 safe playing field

LENGTH

➤ 10-15 minutes

HOW TO PLAY

➤ The facilitator organizes the participants into groups of 6-10. He/she asks the participants to stand in a circle facing the inside of the circle. Participants should be standing shoulder to shoulder. The facilitator then asks everyone to raise their left hand and to reach out to grab one of the hands that has been raised. Participants cannot grab the hand of a person standing next to them. The same is done for the right hand, however participants may not grab the hand of the same person they grabbed with their left hand.

➤ The group has now effectively created a human knot. The objective of the game is to undo the knot without letting go of each other's hands. Participants will need to communicate and work together to solve this problem. If a participant lets go of a hand, the group must start over from the beginning.

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.ifrc.org/zh-tw/publications/moving-together-psycho-social-support)

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? Was it difficult to solve the problem? What was the hardest aspect?
- ↳ **Connect** – Are there moments in life when you need to work together to solve a problem?
- ↳ **Apply** – What have you learned about problem-solving that you could apply to your daily life?
- ↳ **Action** – What action could you take to improve the way you solve problems with others?

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?



PROBLEM-SOLVING: MAIN PART

CAN WE FIX IT?¹²

A game where participants work together to solve problems that they observe in their own community.

OBJECTIVE

- Participants develop their ability solve complex problems.

NUMBER OF PARTICIPANTS

- 10 to 30 players

EQUIPMENT

- 6-8 balls
- 20 cones
- 1 safe playing field

LENGTH

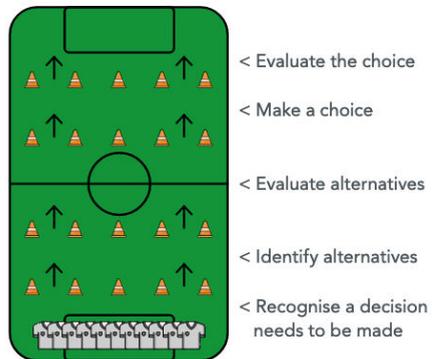
- 25-30 minutes

HOW TO PLAY

➤ The facilitator explains to the participants that the playing surface has been organized according to the five steps of problem-solving. These are: (1) Recognize a problem, (2) Identify alternative solutions, (3) Evaluate the alternative solutions considering pros and cons and long-term goals, (4) Make a choice, (5) Evaluate the choice. Was it the right decision? What can you learn for next time?

➤ The facilitator then asks the participants to stand in phase 1 and get into groups of 4 or 5. Ask them to spend 5 minutes discussing different problems and challenges in their community which negatively affect people's lives in different ways (e.g. Lack of reliable Wi-Fi prevents people from studying at home, dangerous driving results in accidents, bad sport infrastructure prevents sport from developing, etc.) while moving around and passing each other the ball continuously. The facilitator makes sure that participants continue to move the entire time during their discussions. Ask each small group to pick one problem and share it with the rest of the group – what is the problem and who is affected?

➤ The groups go through each phase of the problem-solving process while moving around and passing each other the ball continuously, sharing the results of their discussion with the wider group before moving to the next phase.



¹² This exercise has been adapted from the International Trade Centre's "Kick for Trade" manual: [Kick for Trade: Life skills curriculum for entrepreneurship and employability](#)

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? How did you find the problem-solving process? Was it easier or harder to work with others when solving a problem?
- ↳ **Connect** – What did this game teach you about the way you solve problems?
- ↳ **Apply** – Do you think there are other problems you face daily that could be solved using this process?
- ↳ **Action** – What action could you take to improve the way you solve problems in 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?



PROBLEM-SOLVING: COOL DOWN

STAR PATTERNS¹³

A cool down game where participants must follow the pattern of the star and deal with any breakdowns that may arise.

OBJECTIVE

↳ Participants develop their ability to solve problems and concentrate on the task at hand.

NUMBER OF PARTICIPANTS

↳ 6 to 24 players

EQUIPMENT

- ↳ 1-4 balls
- ↳ 5 cones
- ↳ 1 safe playing field

LENGTH

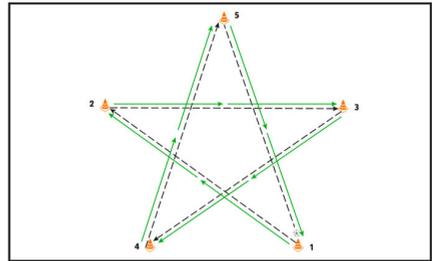
↳ 15-20 minutes

HOW TO PLAY

↳ The facilitator sets up the cones in the shape of a star as pictured above. The participants are divided so that there is at least one participant behind each cone and there is an even number of participants behind the cones. If there are a lot of participants, the facilitator could set up a second star game.

↳ The facilitator then explains that each cone has a number as pictured above. The participants will need to remember their number. The participant behind cone 1 will pass the ball to cone 2 and follow the pass so that he/she is now at cone 2. The participant at cone 2 receives the ball and immediately passes to the participant at cone 3 and follows his/her pass. The game continues until there is a breakdown. The facilitator should ask the participants, “what went wrong?” and ask them to find a solution.

↳ The facilitator can add a second, third and fourth ball to make the game more challenging.



¹³ This exercise has been adapted from streetfootballworld's "Scoring for the future" manual: [Scoring for the Future_Empoyability Toolkit_ENG.pdf](https://www.streetfootballworld.org/scoring-for-the-future-empoyability-toolkit-eng.pdf) ([streetfootballworld.org](https://www.streetfootballworld.org))

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? How did you react whenever a problem arose?
- ↳ **Connect** – Have you ever been in a situation where you were not able to solve a problem?
- ↳ **Apply** – What does this game teach us about problem-solving?
- ↳ **Action** – What action could you take to improve the way you resolve problems 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?

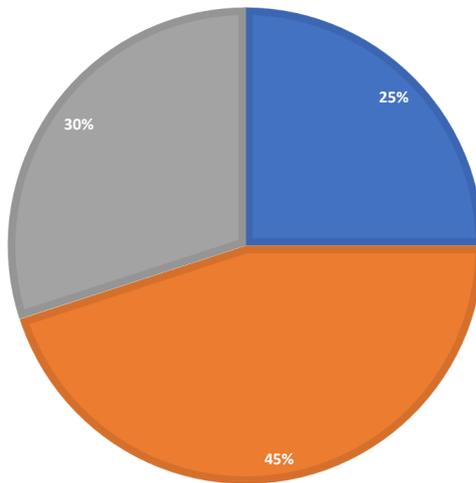


Exercises: Networking

OVERVIEW OF THE SESSION ON NETWORKING

BREAKDOWN THE OF SESSION

- Warmup: Connect four
- Main part: Ten in a row
- Cool down: Networking tag



NETWORKING: WARMUP

CONNECT FOUR¹⁴

A warmup game where participants try to find someone who shares four things in common with them.

OBJECTIVE

- Participants develop their ability to network.

NUMBER OF PARTICIPANTS

- 6 to 20 players

EQUIPMENT

- 4 cones
- 1 safe playing field

LENGTH

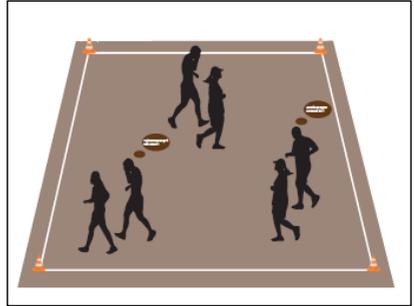
- 10-15 minutes

HOW TO PLAY

➤ The facilitator sets up a square with cones, approximately 5m x 5m. It should be crowded when all the participants are standing inside but just about big enough for people to move about and speak to each other.

➤ The facilitator asks the participants to stand inside then reads out the following four things that participants should think about their answers for. Participants should not discuss this with others. (1) Favorite color. (2) Favorite professional athlete. (3) Favorite school subject. (4) Favorite singer / band.

➤ Once everyone has had time to think and decide, the facilitator should give the group 5 minutes to move around the square and try to find people who have the same choices as them. The objective is for participants to 'Connect Four' by finding someone with the same answer as them to all four questions. If not, what is the most connections they can find?



¹⁴ This exercise has been adapted from the International Trade Centre's "Kick for Trade" manual: [Kick for Trade: Life skills curriculum for entrepreneurship and employability](#)

NETWORKING: MAIN PART

TEN IN A ROW

A team game where participants need to make ten passes in a row without the other team intercepting the ball.

OBJECTIVE

➤ Participants develop their understanding of networking.

NUMBER OF PARTICIPANTS

➤ 10 to 20 players

EQUIPMENT

- 1-2 balls or frisbees
- 4 cones
- 5-10 bibs
- 1 safe playing field

LENGTH

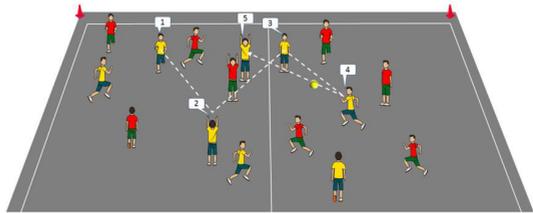
➤ 15-20 minutes

HOW TO PLAY

➤ The facilitator sets up a large rectangular playing surface with four cones in each corner. He/she organizes the participants into two equally numbered teams. One team should be wearing the bibs.

➤ The facilitator explains that the objective of the game is for a team to make ten passes in a row. Depending on the skill level of participants, this could be passing the ball with their hands or feet. No contact is allowed with players of the other team. Participants can run anywhere on the playing field; however, they cannot move when they have the ball or frisbee.

➤ If the game is too easy, the facilitator could add the following rules: (1) Participants cannot hold onto the ball or frisbee for longer than 5 seconds. (2) Participants can't pass to the same person they received the ball or frisbee from.



DISCUSSION AND REFLECTION

- ↳ Reflect – How did the exercise go? Was it easy to make 10 passes in a row?
- ↳ Connect – What lessons did you learn about networking from this game?
- ↳ Apply – Why is networking important for developing a business?
- ↳ Action – What action could you take to improve the way you network?

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?



NETWORKING: COOL DOWN

NETWORKING TAG

A cool down game where participants play a game of tag with the goal of creating a large network.

OBJECTIVE

➤ Participants develop their understanding of networking.

NUMBER OF PARTICIPANTS

➤ 8 to 20 players

EQUIPMENT

- 4 cones
- 1 safe playing field

LENGTH

➤ 5-10 minutes

HOW TO PLAY

➤ The facilitator explains to the participants that the objective of the game is for two participants to try and make the largest network possible in 3 minutes while everyone else tries to run away. The network participants must always hold each other's hands. They can increase their network by working together to touch another participant.

➤ Once the network touches another participant, they must join and hold the hands of one of the members of the network. If the network gets too big and it is unable to catch other participants, it can split into two. The round ends after the 3 minutes are up.

➤ The facilitator can appoint another two participants to start a new network to see if they are able to make a bigger one. They should be given 3 minutes just like in the first round.

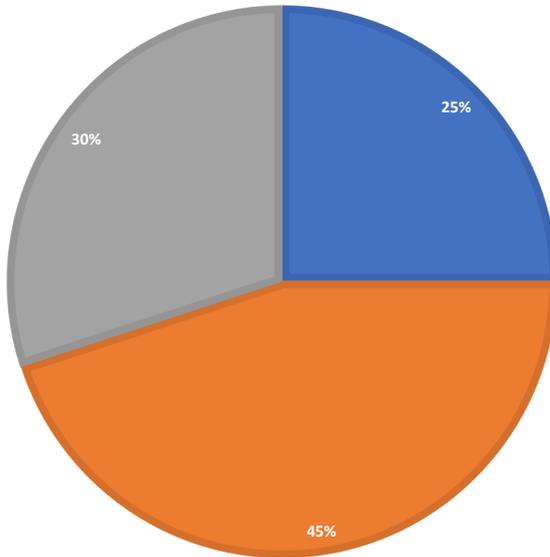


Exercises: Innovation

OVERVIEW OF THE SESSION ON INNOVATION

BREAKDOWN OF THE SESSION

- Warmup: Beyond comfort
- Main part: Self-organization or optimization?
- Cool down: Aiming for the goal



INNOVATION: WARMUP

BEYOND COMFORT¹⁵

A warmup game where participants are faced with three levels of challenges: The comfort zone, the learning zone, and the panic zone.

OBJECTIVE

➤ Participants develop their willingness to learn, which is fundamental for innovation.

NUMBER OF PARTICIPANTS

➤ 6 to 20 players

EQUIPMENT

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

LENGTH

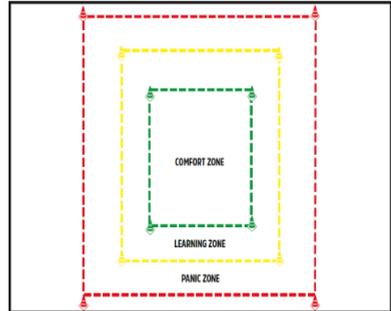
➤ 10-20 minutes

HOW TO PLAY

➤ **Step 1 – Comfort zone:** The players take part in a series of tasks suggested by the facilitator that are easy to perform. For example, throw the ball and control it with the foot; then juggle the ball four times with your feet; finally, do three push-ups. The challenges should be adapted to the players to ensure that everyone succeeds.

➤ **Step 2 – Learning zone:** The players then take part in a series of tasks that should put the players in a learning situation. For example, throw the ball and control it with the thigh, then juggle six times with the foot, twice with the thigh and twice with the head; then juggle the ball five times with the head; finally, do two different types of dribbling (e.g., spinning, feinting, hooking, or leg-passing). Most players should be able to fulfill these tasks. For those who wish to do so, they can stay at this level of challenge.

➤ **Step 3 – Panic zone:** The players are then given the choice to participate in a series of tasks that are designed to challenge them. For example, dribbling the ball freely, stopping the ball with the sole; then juggling ten times foot/head/chest; finally directional control followed by a slalom.



¹⁵ This exercise has been adapted from streetfootballworld's "Scoring for the future" manual: [Scoring for the Future Empoyability Toolkit_ENG.pdf \(streetfootballworld.org\)](https://streetfootballworld.org)

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? Were you willing to go all the way to the panic zone?
- ↳ **Connect** – When in your daily life do you need to be willing to learn new things?
- ↳ **Apply** – Why is a willingness to learn important for creating your own business?
- ↳ **Action** – What action could you take to improve your willingness to learn new ways of doing things?

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?



INNOVATION: MAIN PART

SELF-ORGANIZATION OR OPTIMIZATION?

A team game where participants experiment with different strategies of organization.

OBJECTIVE

↳ Participants develop their ability to adapt organizational strategies.

NUMBER OF PARTICIPANTS

↳ 12 to 24 players

EQUIPMENT

- ↳ 4 balls
- ↳ 20 cones
- ↳ 6 goals
- ↳ 6-12 bibs
- ↳ 1 safe playing field

LENGTH

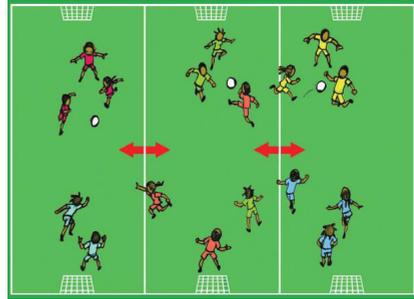
↳ 20-30 minutes

HOW TO PLAY

↳ The field is divided into three zones with two goals in each zone, for a total of six goals. The players are divided into two teams.

↳ **Step 1 – Self-organization:** The players try to score as many goals as possible while defending their own goals. At any time, players from one area can move to the next area to help their teammates, therefore creating an extra player to score or defend the goal.

↳ **Step 2 – Optimization:** After 15 minutes of self-organized play, the facilitator stops the game. Then each team appoints a captain. The captains of both teams watch the game from the sidelines and advise their teammates.



INNOVATION: COOL DOWN

AIMING FOR THE GOAL

A cool down handball game where participants work in teams to find the best strategy to knock down the cone in the middle.

OBJECTIVE

↘ Participants develop their ability to change strategies to achieve a common goal.

NUMBER OF PARTICIPANTS

↘ 8 to 20 players

EQUIPMENT

- ↘ 1-3 handballs
- ↘ 1 cone
- ↘ 12-16 small cones to mark the radius
- ↘ 4-10 bibs
- ↘ 1 safe playing field

LENGTH

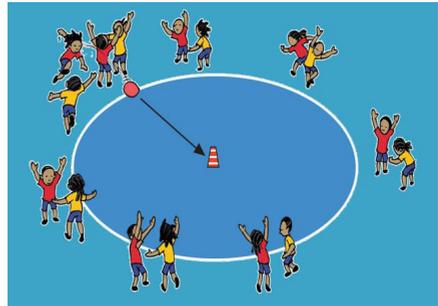
↘ 10-20 minutes

HOW TO PLAY

↘ The players are divided into two teams and play two halves of 5 to 10 minutes each. To score a point, the players must knock down the cone in the middle of the field by throwing the ball from outside the cones. The area inside the cones, with a radius of three to five meters, is off limits to all players.

↘ The ball carrier may only move by dribbling or passing. Any contact is forbidden, and in case of a foul, the ball is given to the opposing team. The team in possession of the ball is in attack and vice versa.

↘ The players try to knock down the cone with the ball according to the rules, but without a strategy. Then at half-time, the players discuss in teams and develop a strategy to better achieve their goal. Afterwards, they return to the game.



DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? Did you change your strategy during the second half of play?
- ↳ **Connect** – Why do you think it is important to change a strategy or the way you approach a problem?
- ↳ **Apply** – Why do you think changing your strategy or innovating is important for creating a business?
- ↳ **Action** – What action could you take to improve the way you innovate?

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?