



Course Outline - Training of Trainers

Basic Level

**GERMAN
DEVELOPMENT
COOPERATION**
**SPORT FOR
DEVELOPMENT**

IMPRINT

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On behalf of the
German Federal Ministry for Economic Cooperation
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INTRODUCTION

On behalf of the Federal Ministry for Economic Cooperation and Development (BMZ) GIZ implements the Sector Programme on Sport for Development since 2013. Besides its advisory services to BMZ the programme has an operational mandate to implement sport pedagogical measures together with partner countries. According to the European Union the most pressing issue for the Western Balkans is addressing reforms in the area of rule of law, fundamental rights and good governance as well as to work together on reconciliation and good neighbourly relations.

Social Inclusion through Sport in the Balkan Region is a regional component of the Sector Programme 'Sport for Development' which is implemented in cooperation with partners from Albania (ALB), Bosnia and Herzegovina (BIH), Kosovo (KOS), North Macedonia (MKD) and Serbia (SER).

The project was initiated in 2017/2018 with the aim to use sport and physical activity as a tool for social inclusion of marginalized and vulnerable groups. Since 2017 more than 700 local experts from the sport, education and social sector have been introduced to the concept of 'sport for development' during the program's initial stage.

In order to increase the scope of the project, local instructors have been trained to carry on the concept of 'sport for development' (S4D) to sports coaches, teachers, youth- and social workers who in turn can apply and promote the approach within their own settings and local communities.

The following introduction was developed during a S4D instructors training in 2019 in a co-creation effort of sport and development cooperation experts and 28 local instructors from Brcko District (BIH), Fier (ALB), Fushe Kosove (KOS), Kriva Palanka (MKD) and Novi Beograd (SER).

TARGET GROUPS

S4D-INSTRUCTORS (YOU)

As a S4D-Instructor, you are the main target group of this manual. You have received special training on 'sport for development' by the German Cooperation and its partners and you are using the approach as a practical tool in your own work with children and youth. As a S4D-Instructor you may want to introduce other persons that work with children and youth in your local community to the concept of 'sport for development'. This manual is meant as a guideline on how to deliver a basic training course on 'sport for development'.

TEACHERS, SPORTS COACHES AND SOCIAL WORKERS (YOUR TARGET GROUP)

Anyone who regularly works with children and youth in sport, in education or in the social sector might be interested in using S4D as a specific or complementary tool in their professional field and thus could act as a S4D-Coach at basic level. Local sport club coaches, primary and secondary school teachers as well as youth-, street- or social workers would be typical representatives of this group. A potential S4D-Coach does not necessarily have to be a trained sports coach or physical education (PE) teacher. But they should at least be ready to participate in sport and physical activity themselves and possibly also have some basic experience in organizing and conducting games and physical activities with groups. These potential S4D-Coaches will be the participants of YOUR introductory training courses.

CHILDREN AND YOUTH (THE FINAL TARGET GROUP)

Children and youth in general are the primary target group of the envisaged 'sport for development' activities. The specific focus is on young people which are at risk of social exclusion. This includes for example children and youth from ethnic minorities, young people from less affluent rural areas as well as young women and girls. The approach has already shown that it can contribute to better include young people and children from vulnerable groups into their local communities.

STRATEGIC OBJECTIVES

The proposed training does not claim to provide participants with a comprehensive understanding of ‘sport for development’ and its underlying theories and methodology. Instead it is meant to give participants a first idea of the approach and provide them with some practical examples which they can immediately apply in practice within their own settings and local communities. A deeper understanding can then be imparted as part of one or more follow-up trainings. As a medium and long-term goal, the implementation of basic level S4D courses with follow-up trainings will help to further publicize the approach, attract and train a greater number of S4D-Coaches, who implement activities in their communities effecting positively the development of young people.

GENERAL LEARNING OBJECTIVES

Within the limited scope of a 3-day course, the following learning objectives should be achieved:

Participants / The upcoming S4D-Coaches ...

- understand the general idea of ‘sport for development’ and know how this methodology relates to and differs from other approaches to sport;
- know that sport and play are flexible tools which can be used in different ways to promote personal and social development and contribute to social inclusion and cohesion;
- get to know a variety of small games and understand how these games can be used to achieve specific learning outcomes (e.g. what kind of game you could play to promote communication skills);
- understand that ‘sport for development’ is meant to be inclusive instead of selective;
- get to know different approaches and techniques to arrange sport more open and more inclusive so that everyone can participate;
- understand that sport can also make an important contribution to learning in different subjects and topics;
- know how to invent an engaging story around a game, in order to create points for discussion and reflection and initiate learning and transfer through playing;
- are aware that being a coach in ‘sport for development’ also requires to be a role model for children and youth on and off the pitch;
- understand that one might be confronted with difficult situations and that in some cases the S4D-Coach must get experts from other sectors involved (e.g. a psychologist or social worker).



COURSE STRUCTURE

The training course will follow a simple course structure and comprise 5 learning units. Unit 1 is designed as a theoretical input that can be presented in a classroom or seminar room setting. Unit 2-5 are mainly practical and can be delivered in any basic indoor or outdoor sports ground.



1. Sport for Development - Theoretical Background

Unit 1 will equip participants with a basic understanding of what "Sport for Development" is and how it relates to and differs from other approaches to sport



2. Playing Sport with a Purpose Small Games

Unit 2 will introduce participants to the idea of using sport and small games in a particular as a tool to achieve a broad range of purposes



3. Everyone can Join Inclusive Sport Practices

Unit 3 will show how sport can be more open and more inclusive, by creating the right mindset and making the right adaptations to rules and framing conditions



4. Active Learning Reflection and Transfer of the S4D Experience

Unit 4 will describe how to trigger learning processes and facilitate the transfer of sport-based learning to other areas of life



5. Coaches and Teachers in S4D - Defining their Role

Unit 5 will help participants to understand and define their role as a coach or teacher in S4D

TIMEFRAME

- The time frame of this training course is designed for 3 days, including enough time for breaks and the exchange of experience between participants.
- The total amount of time required is about 15 hours. Depending on how many activities are carried out and how much time is planned for discussions and the exchange of experience, the course can also be set up 2-3 hours shorter or longer.
- In principle, the individual learning units should be presented in the suggested order. The exact schedule should, however, be based on the respective local requirements. The table below gives an overview of the approximate duration of the individual units and make a proposal how these learning units can be distributed over a 3-day course.

45-60 min	Opening	Warm Up and Getting to know each other
45-90 min	Unit 1	Sport for Development - Theoretical Background
120-180 min	Unit 2	Playing Sport with a Purpose - Small Games
180-240 min	Unit 3	Everyone can Join - Inclusive Sport Practices
180-240 min	Unit 4	Active Learning - Reflection and Transfer of the S4D Learning Experience
90-120 min	Unit 5	Coaches and Teachers in Sport for Development - Defining their Role
45-60 min	Closing	What did we learn and how can it be put into practice?

DAY 1
Opening
Unit 1
Unit 2



DAY 2
Unit 3
Unit 4a
Unit 4b



DAY 3
Unit 4c
Unit 5
Closing

OPENING (45-60 MIN)

WARM UP AND GETTING TO KNOW EACH OTHER



Specific Learning Objectives:

- The aim of an active opening of the seminar is to prepare the participants for the seminar both physically and mentally.
- Even when starting in a classroom seems to be more practical, we suggest not to begin with the theoretical introduction but to open your training with 45-60 minutes of playful activities on the pitch.
- Participants shall get to know each other and receive a first impression of how sport and play can be used as an instrument for other learning purposes such as getting to know each other, team building or effective communication.



Proposed Activities

Present one or more of the following activities in your opening session. They will help to activate the group and get to know each other. You should also actively participate in these games and make sure they are fun for everyone. If you want to have a more active start of your seminar and enough time, you can also add a round of “crazy football” (e.g. inventing every 2-3 min new rules to the game).

A1

Meet and greet

A2

Head or tail

A3

Julia says

A4

Living statistics



Points of Attention

- Welcome your participants and tell them that the first activities are meant to get to know each other.
- Let them know that these activities do not require any specific skills, but that the more openly everyone involves, the better they work.
- Explain that with this introduction, one principle of 'sport for development' is already illustrated, namely the idea of using sport and play as a tool to achieve other learning objectives, such as getting to know each other, team building or effective communication.
- At this stage of your training course please keep the reflection short and simple. Focus on the participants experience and expectations in relation to sport as a tool for social inclusion and development. Ask for example:
 - *Does everyone feel comfortable so far?*
 - *What are your expectations for this course?*
 - *Do you already use sport and games as an educational tool in your groups or classes?*



LEARNING UNIT 1 (45-90 MIN)

SPORT FOR DEVELOPMENT THEORETICAL BACKGROUND



Specific Learning Objectives:

- The theoretical introduction shall help participants to understand the general idea behind ‘sport for development’. The presentation will introduce the relevant terminology and explain how this methodology relates to and differs from other approaches to sport.
- First and foremost, participants are supposed to understand that sport and play are flexible tools which can be used in different ways to promote personal and social development and contribute to social inclusion and cohesion.



Proposed Activities

Present the attached Power Point presentation on the “theoretical concept of ‘sport for development’” to your participants and moderate the exchange and discussion afterwards.

We have prepared a short and a long version of the introductory presentation. You can either present the short version to participants and use the long version as an information source for yourself or you can present the long version directly to your participants.



Presentation “theoretical concept of ‘sport for development’”



Points of Attention

- Ask your participants if they are aware of the United Nations Sustainable Development Goals (SDGs) and how much they already know about the concept of ‘sport for development’.
- Explain to your participants that the idea of using ‘sport for development’ is widespread today and that the concept is used globally. However, it is important to know that there is not one standard method, but rather a wider spectrum of related concepts under the same heading.
- Also ask the participants to pay attention to possible similarities and differences between their own teaching concepts and the ‘sport for development’ methodology.
- After your presentation allow participants to pose questions and share their ideas. Ask for example:
 - *Does everyone have a first idea of what ‘sport for development’ is and how it differs from other approaches to sport?*
 - *Was there anything in the presentation that caught your attention?*
 - *Are there any similarities between the ‘sport for development’ methodology and the training and teaching methods you are already using yourself?*
 - *Is there anything about the approach that you haven’t really understood?*

LEARNING UNIT 2 (120-180 MIN)

PLAYING SPORT WITH A PURPOSE SMALL GAMES



Specific Learning Objectives:

- Small Games are simple, playful activities which can be used to create a wide range of learning opportunities. Your participants should get to know a variety of small games and understand how these games can be used to achieve specific learning outcomes (e.g. what kind of game you could play to promote teamwork or effective communication).
- There are literally hundreds of different small games, and most of them are just variations of a few general playing concepts. This includes for example running away from and catching other players; hiding and finding each other; or trying to beat another team in a relay. However, by making simple changes to the rules or by wrapping the game into a little story one can create infinite new games from these basic forms.
- Participants should understand that there is no right or wrong way to play a certain game, but that you should use these games in a targeted way.



Proposed Activities

From the multitude of small games, we have selected a few examples which support the learning of skills and competences that are particularly important for social interaction and social cohesion, namely communication, trust and cooperation. Depending on your local setting and the availability of time and space select a few from each category.

Small Games to develop effective communication

A5*Go and ask the architect***A6***Count to 10***A7***Blind Snake***A8***I'm your mirror*

Small Games to develop trust and responsibility

A9

*Palm Trees
in the Wind*

A10

Rely on me

Small Games to develop cooperation and teamwork

A11

Octopus Tag

A12

Human Knot

A13

Tic Tac Toe

A14

*Getting a Banana,
a Monkey, and a
Tiger to the Island*

A15

Helpers Ball

A16

Endzone Ball

A17

Spider Net





Points of Attention

- Ask your participants to first concentrate on the rules of the game (how is it played, what is the best way to explain and organise the game?).
- Then, in a second step ask them to look out for potential learning opportunities in these games (which feelings or emotions are triggered, how do players behave or interact, are there any analogies to other areas of life etc.?).
- At the end of this learning unit discuss if it became clear, how small games can be used as a pedagogical tool for inclusion, learning and development.
- Ask participants if they already use games in class in a similar way. What is their favourite game? What works particularly well?
- Point out to participants that the reflection process after these games is an important part of the concept, which will be discussed in more detail later.
- After some selected games or at the end of the entire unit look back at the activities with your participants and ask them what they have observed. Ask for example:
 - *Did you notice anything specific in one of the games that could trigger a learning experience?*
 - *What happened during the game?*
 - *How would you discuss this with your pupils or athletes?*
 - *What would be the learning for the pupils or athletes?*
 - *What would be the transfer to other areas of life (e.g. family, school, work...)?*

LEARNING UNIT 3 (180-240 MIN)

EVERYONE CAN JOIN *INCLUSIVE SPORT PRACTICES*



Specific Learning Objectives:

- Participants must understand that ‘sport for development’ is meant to be inclusive instead of selective.
- They should be sensitized to regularly check whether their sport programme or PE classes are open, accessible, and inclusive to all children and youth within their target group.
- They shall get to know different approaches and techniques to arrange sport in a way that makes it more open and more inclusive so that everyone can participate.
- Participants should also be made aware of that whether an offer is open and inclusive is decided on two levels, the organizational and the pedagogical level.



Points of Attention *(for the introduction of this learning unit)*

- Start this section by pointing out to your participants, that they can make their sport activities more open and inclusive by paying attention to what happens on and outside the pitch.
- Depending on the local context many factors can make it difficult for the target group to take part in sport and physical activities. Present the “obstacle check list” to your participants and discuss typical obstacles to sports participation and what could be simple practical solutions to overcome these obstacles.

Annex 3

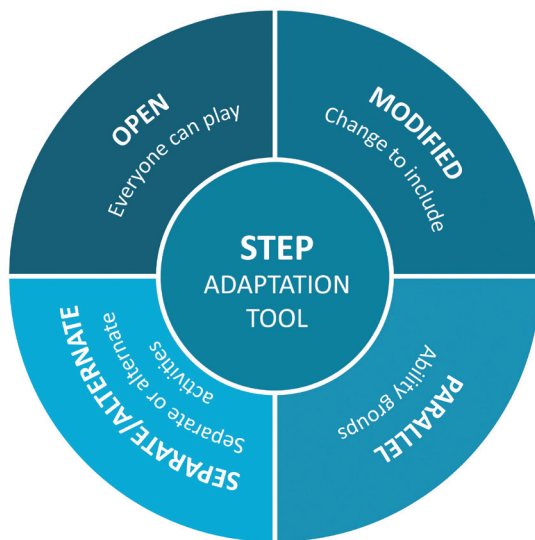
- They shall get to know different approaches and techniques to arrange sport in a way that makes it more open and more inclusive so that everyone can participate.
- Then, in the second part of this section implement the four football related activities described below. Help your participants to link them to the different approaches of the “Inclusion Spectrum”.

Outside the Pitch

(Organisational and Practical Considerations)

OBSTACLE CHECK

- SOCIAL NORMS _____
- INFORMATION _____
- TRANSPORTATION _____
- ACCESSIBILITY _____
- SAFETY _____
- COST _____
- EQUIPMENT _____
- ??? _____



On the Pitch
(Pedagogical Considerations → the “Inclusion Spectrum”)



Proposed Activities

← Annex 4

A18

*Football Warm-Up
Parcours*

A19.1

5 vs 2

A19.2

*Technical Skills
Training*


A20

*Football on two
Parallel Fields*

A21

Sitting Football

Before you start with the activities briefly explain the “Inclusion Spectrum”  **Annex 5a**

- The “Inclusion Spectrum” is an activity-centred approach to promote the inclusion of people of all abilities in physical activity.
- It provides coaches and teachers with different methods of supporting inclusion. By delivering activities differently, it is possible to balance different needs within a group and help to maximise the potential of all participants.
- The core principle of the inclusion spectrum is that inclusion can be achieved by changing the environment of the activity or the way in which the activity is presented. This means that everyone can take part in a way that challenges them and acknowledges their abilities in a social context.
- The model stems from an adapted physical activity background (i.e. the aim of including persons with disabilities), but the principle can be transformed and used as a tool for inclusion in sport in general. (Source: Different Just like You)
- The model distinguishes between 4 levels of inclusion: (1) open (2) modified (3) parallel and (4) separate.
- The STEP tool is an additional tool which is mainly used as part of the modified approach within the inclusion spectrum. The STEP tool provides guidance on how an activity can be modified at the respective level.  **Annex 5b**





Points of Attention *(for the reflection of the proposed activities)*

- After the **Football Warm-Up Parcours** let your participants know, that this activity was an example for the “**OPEN**” approach:

Participants engage based on what everyone can do with little or no modifications needed. During a warm-up or cool-down session for example, every player can easily find the level of participation that suits them.
- After the **5 vs 2** and **Technical Skills Training** let your participants know, that this activity was an example for the “**SEPARATE**” approach:

At this level of inclusion, some individuals or groups work separately for a certain time before joining the whole group. This may be more effective for a player to develop the skills that are required to fully participate in less time. This method should not be used too often, but it might help to get new players or players who need a bit of extra support quickly included.
- After the **Football on two Parallel Fields** let your participants know, that this activity was an example for the “**PARALLEL**” approach:

In this setting, participants are grouped according to preferences and ability, and each group does a version of the same activity, but at a level that suits the individuals in each group.
- After the **Sitting Football** let your participants know, that this activity was an example for the “**MODIFIED**” approach:

The level of modified activities is probably the most important and most challenging approach in the inclusion spectrum. Here, everyone does the same activity using adaptations to provide both support and challenge across a range of different skills and abilities.

The STEP tool (space, task, equipment and people) provides a structure for adapting and modifying the activities. Changes to the activities can be made in one or more of the STEP areas, as the table in Annex 5 shows. This simple system helps facilitators to adapt the sport, game or activity for different abilities or ages.

LEARNING UNIT 4 (180-240 MIN)

ACTIVE LEARNING REFLECTION OF THE S4D LEARNING EXPERIENCE



Learning Unit 4 is divided into three smaller sections:

4a Physically Active Learning

4b Thematic Framing

4c Systematic Reflection

Together these methods can help your participants to create an active learning environment for their own pupils or players.

LEARNING UNIT 4a

PHYSICALLY ACTIVE LEARNING



Specific Learning Objectives:

- In this section participants should learn that sport and physical activity can make an important contribution to the learning in different subjects and topics.



Proposed Activities Annex 6a

A22

30 Questions Game



Points of Attention *(for the reflection of the proposed activities)*

- Discuss with your participants, how they think playing or being physically active can contribute to learning in any other subject.
 - *We remember things better if we use different senses in the learning process.*
 - *We learn better if we are emotionally engaged and if the learning is fun.*
 - *Research shows that physical activity has a positive impact on our brain functions.*
- Make sure your participants understand, that the 30 Questions Game is just one example of how learning content can be taken to the pitch or school court and that a lot of topics can be wrapped into a playful activity:
 - *Have you ever used sports activities to teach maths or English?*
 - *Do you have other games or activities that you are using to teach?*

LEARNING UNIT 4b

PHYSICALLY ACTIVE LEARNING



Specific Learning Objectives:

- The learning objective of section 4b is to learn how to invent an engaging story around a game, in order to create points for discussion and reflection and initiate learning through playing.



Proposed Activities Annex 6a

A23

Access All Areas?!



Points of Attention *(for the reflection of the proposed activities)*

- Discuss with your participants, how learning based on a playful story telling can work.
 - *Children and young people will probably be more open, interested and reflective about the topic which is linked to the game.*
 - *Discuss which kind of games are good to form a story around to transport a message or a topic. The story and the game should match.*
 - *We remember things better if they are in close connection to our environment or if they touch us emotionally. The chosen story should be close to young people's reality (family and friends, school, work perspectives, community etc.) to support the learning transfer.*

LEARNING UNIT 4c

SYSTEMATIC REFLECTION



Specific Learning Objectives:

- Reflection is a key component of the entire ‘sport for development’ methodology and a challenging task for many new S4D-Coaches. Therefore, participants shall get to know a 4-step model that can help them to implement a systematic reflection process.



Proposed Activities Annex 6c


- Start the session with the activity.
- The idea behind this game is to create a situation in which two players are systematically excluded from the action of a ball game without knowing that all other players are told in advance not to pass the ball to these players, not to react to their comments etc.
- This will possibly create a situation in which these two players get emotional or angry so that you can implement a meaningful reflection process afterwards as an example.

A24

Outcast



Points of Attention *(for the reflection of the proposed activities)*

- During the activity make sure that you interrupt the activity if one of the selected players gets too emotional or leaves the game etc.
- Reflect the game directly after the activity with your participants.
- For the reflection first create the right setting:  Annex 7
- Please follow the proposed 4-step process:

DESCRIBE → EXPLAIN → GENERALIZE → LEARN  Annex 8

LEARNING UNIT 5 (90-120 MIN)

COACHES AND TEACHERS IN SPORT FOR DEVELOPMENT *DEFINING THEIR ROLE*




Specific Learning Objectives:

- The final learning unit will help your participants to better understand their role as a S4D-Coach.
- Participants must be aware that being a coach in 'sport for development' requires to be a role model for children and youth on and off the pitch.
- For their own protection and integrity, they also need to understand that as a 'sport for development' coach one might be confronted with difficult situations and that in some cases the coach must get experts from other sectors involved (e.g. a psychologist, a social worker, a trauma specialist etc.).



Proposed Activities Annex 9


- Start the session with a 'forum theatre'.
- For a detailed description of the reflection of a forum theatre refer to  Annex 9
- The topic of the scene that is presented should include a sport coach that behave inappropriately during a training session. He/she for example shows up drunk, is not prepared, speaks rude etc.
- The idea of the activity is to trigger a discussion on what is the right or wrong behaviour of the teacher or coach in general, and in 'sport for development' in particular.

A25

Forum Theatre



Points of Attention *(for the reflection of the proposed activities)*

- Starting from the discussions that were triggered during the activity, continue to collect inputs from your participants on the following questions:
 - *What does it mean to be a role model on and off the pitch?*
 - *What should a good S4D-Coach do and what should he/she try to avoid?*
 - *What are the S4D-Coach's responsibilities and where do these responsibilities end?*
 - *Can you imagine a situation, where the S4D-Coach must know his/her limits and get help from outside experts?*
- Double check if the most relevant aspects, related to the role and responsibilities of a S4D-Coach have been mentioned  **Annex 10**

CLOSING (45-60 MIN)

WHAT DID WE LEARN AND HOW CAN IT BE PUT INTO PRACTICE



Specific Learning Objectives:

- The closing session is meant to wrap-up your training course, answer open questions and help participants to identify their personal learning experience.
- Also use this last part of the training to get some honest feedback from your participants on both the content of the training course and the way it was presented.



Proposed Activities

- Ask participants to briefly discuss the following questions in small groups and then share the answers within the entire group:
 - *What did you learn?*
 - *What did you like? What did you not like so much?*
 - *What will you take home?*
 - *How do you think you can use some of the things you have learned in your own environment as a teacher, a social worker or a sport coach?*
- Also think about sharing your own experience as a S4D-Instructor.



ANNEX 1:

WARM UP AND GETTING TO KNOW EACH OTHER

DESCRIPTION OF ACTIVITIES

A1 - MEET AND GREET

Activity Description

- Participants introduce themselves to each other in an active way.
- All participants jog inside the marked area. When they come close to another person they briefly stop, greet each-other and introduce themselves.
- Participants give their name, and one piece of information about themselves.
- This piece of information can refer to anything, from their age to their favourite sportsperson.
- They then move on, greet another person and provide them with a different piece of information.
- When finished, the trainer picks some of the participants and the group tries to remember as many pieces of information about them as possible.

Timing and Equipment

- 5 min
- No specific equipment needed

Expected Learning

- Effective communication, self-confidence
- Participants get to know each other and train how to formally present themselves to other people.

A2 - HEAD OR TAIL

Activity Description

- Participants line up in 2 teams at the starting point, like a snake.
- On the start signal both “snakes” begin running through a prepared obstacle course.
- The trainer then shouts an instruction such as ‘sort by age, oldest at the front’.
- At the turning point, participants reorder themselves according to the new criteria.
- When they think they are in the right order, the snake runs back through the obstacle course.
- The winning team is the first team back to their starting point in the correct order.

Timing and Equipment

- 5 -10 min
- Material to create the obstacle courses, e.g. cones, small hurdles etc.

Expected Learning

- Effective communication, problem solving, concentration
- Players must pay attention to different tasks (e.g. the obstacles, the order within the snake, the competition with the other team).
- Someone in the group must take the lead to make sure the team is fast and efficient.

A3 - JULIA SAYS

Activity Description

- Tell your participants that you will ask them to perform different tasks (e.g. skippings, squads etc.), but that they shall only follow your instructions when your sentence begins with “Julia says...”
- Let participants perform each task for 10-20 seconds before switching. Examples are: ‘hope on one foot, walk like a frog, swing your arms, touch your foot with your elbow etc.’
- If a player starts a new movement although you were not starting the instruction with “Julia says...” they get a point. The objective is to collect as few points as possible.
- After a while let one of the players announces the tasks.

Timing and Equipment

- 5 min
- No specific equipment needed

Expected Learning

- Concentration and creativity
- It is a simple warm-up activity that requires players to listen and concentrate.

A4 - LIVING STATISTICS

Activity Description

- Mark a line with cones on the ground.
- Ask players to position themselves on the line between two poles, depending on their individual answers to your questions. Make sure that you clearly define what the two poles stand for.
- The questions depend on what you as a coach would like to know about the group. Examples are: How many years of teaching experience do you have? Do you prefer to play sport alone or in a large group? How energized do you feel today?
- After each question describe what you see (e.g. I see, that the group is more or less divided in two halves on this question...). Then ask 2-3 individuals to explain why they have positioned themselves where they are. If somebody wants to change their position after something has been discussed they can do so.
- The discussion should always be appreciative and open for different experiences, perspectives and opinions.
- Don't ask more than 5-6 questions.

Timing and Equipment

- 5 min
- No specific equipment needed

Expected Learning

- S4D-Coaches will get a first overview of how their group is composed and each participant knows where he/she is positioned compared to others.

ANNEX 2:

PLAYING SPORT WITH A PURPOSE

DESCRIPTION OF ACTIVITIES

A5 - GO AND ASK THE ARCHITECT

Activity Description

- Two or more teams of equal numbers.
- Each team decides who is their architect and who is their illustrator.
- The coach provides the same construction plan of a ‘phantasy building’ to each architect and sends them off to the other side of the field.
- The illustrator stays at the starting line with a piece of paper and the rest of the team.
- The illustrator must copy the architect’s plan which he/she hasn’t seen before. Therefore, he/she sends his/her team mates to “ask the architect”. When they come back they may verbally describe what the building on the plan looks like.
- Only the illustrator can draw, only the other players are allowed to run.
- Teams are only allowed to have one person running at the same time, but they can go as often as they want.
- After 5 min the time is over, and the plans are compared. The team with the best copy wins.

Timing and Equipment

- 10-15 min
- Paper, pencils, plans of a “phantasy building” (or photo of a real building)

Expected Learning

- Effective communication
- Players train their observation skills and learn to make clear and precise verbal descriptions.

A6 - COUNT TO 10

Activity Description

- Ask 5-10 Players to stand in a circle facing each other.
- Tell them to count to ten as a group.
- Only one person may speak at the same time.
- They may only say numbers.
- No one may say two numbers in a row.
- All players are expected to participate.
- They may not just go around the circle one after the other.
- If two speak at the same time the group needs to start with 1 again.
- Can they go further than 10?

Timing and Equipment

- 5 min
- No specific equipment needed

Expected Learning

- Effective communication, non-verbal communication, concentration
- The exercise requires players to observe the others before they communicate.
- Every person must be patient when they communicate and try to feel when it is their turn to say something.
- On the other side everyone must also dare to speak at one point. Only if everyone is involved the game can be won.
- The activity provides an interesting insight into the subtle dynamics of our verbal and non-verbal conversations.

A7 - BLIND SNAKE

Activity Description

- The teams try to collect and return as many items as possible to their collection point. The team that has collected the most items wins the game.
- The teams stand in a straight line, to form a 'Snake'. All members of the snake are blindfolded apart from the person at the back.
- While the person at the back is responsible for guiding the team, the person in the front is responsible for picking up the objects.
- The participants can only communicate with each other in non-verbal signals. There is no direct contact between the last and the first person. Therefore, the participants must decide before starting how they will communicate.

Timing and Equipment

- 10-15 min
- Blindfolds; objects to be collected (balls, boxes, plastic bottles, ropes...)

Expected Learning

- Non-verbal communication, trust and responsibility
- Players must agree on a specific form of non-verbal communication, they must concentrate on the signals. The blind-folded players must trust their guide, while the guide is responsible for the entire group's safety.



A8 - I'M YOUR MIRROR

Activity Description

- Build pairs of two. Ask one to move, make faces, gestures etc. and the other to imitate and mirror the other person as exact as possible. Then ask participants to change roles.
- You may vary this activity in many ways: For example, ask players to express specific emotions like anger, joy, impatience, fear, helplessness etc. and make the other person guess which emotion they try to express.
- Try to walk or sit in different ways (e.g. self-confident, aggressive, lazy, arrogant, bored...).
- You can also ask participants to say something verbally but express exactly the opposite with gestures or facial expression. For example you would say “I’m really so happy to see you again”, while you would cross your arms, avoid eye contact and make a rather annoyed face.

Timing and Equipment

- 10-15 min
- No specific equipment needed

Expected Learning

- Effective communication, non-verbal communication, attention and mindfulness
- This game will help players to pay attention to their own and other persons non-verbal forms of communication.
- It requires players to be mindful and look at the details of non-verbal communication.

A9 - PALM TREES IN THE WIND

Activity Description

- Divide your group into smaller groups of 5-6 persons.
- Each group will form a close circle from which one player will step into the middle.
- The player in the middle builds up body tension and lets himself fall back and forth, left and right, like a palm tree in the wind.
- The other players catch the player with their hands and gently push him or her back into a different direction.
- Make sure players stand close to each other and start the activity with smaller movements of the 'palm tree', before the wind becomes a bit stronger.
- Ask players to switch roles so that everyone is in the middle once.
- To increase the sensation, ask the player in the middle to close their eyes.

Timing and Equipment

- 10-15 min
- Blindfolds; objects to be collected (balls, boxes, plastic bottles, ropes...)

Expected Learning

- Trust and responsibility
- Players are requested to look at that topic from two sides. This means a) the ability to give up control and to trust into their team mates and b) the upright effort to always live up to the trust placed in them.

A10 - RELY ON ME

Activity Description

- Participants pair up. In each pair one player is blindfolded, and the other can see.
- The seeing person guides the `blind` partner by the hand.
- One pair starts as the catcher-couple and all others try to avoid their tag.
- If a pair is tagged, they become the new catchers.
- The seeing person is responsible for the pair's movement. They try to win the game (i.e. tagging and avoiding being tagged). At the same time, they need to take care of their partner to avoid that they are stumbling or running into another person.
- The coach has to make sure all seeing-participants are aware of their responsibility for their `blind` partner and live up to the game's title 'Rely On Me'.

Timing and Equipment

- 10-15 min
- Blindfolds

Expected Learning

- Trust and responsibility
- Players must find a balance between their desire to win and their responsibility to look after their partner.
- It is important that participants take over both roles and discuss the different experiences.



A11 - OCTOPUS TAG

Activity Description

- Two people from the group hold hands and are the 'Octopus'.
- The Octopus tries to tag the rest of the group.
- If a participant is tagged by the Octopus, they also join the Octopus, holding hands. This continues until one participant is left.

Timing and Equipment

- 10-15 min
- No specific equipment needed

Expected Learning

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

A12 - HUMAN KNOT

Activity Description

- Participants create and then untangle a 'Human Knot'.
- Standing shoulder to shoulder in a circle, participants all raise their left hand. The participants should then reach across and take the hand of someone standing across the circle.
- Then, the participants raise their right hands and repeat the same procedure without letting go with their left hand. Now everybody is connected to someone else with both hands. This creates the 'Human Knot'.
- Now, without letting go of each other's hands, the participants try to unravel the 'Human Knot', moving their bodies to unpick the tangle.
- The group is successful if participants end up standing in a line or circle, still holding hands. Sometimes participants end up in two or three smaller circles which is also fine.
- Make it more difficult by either setting a time limit or only allowing for non-verbal communication.

Timing and Equipment

- 10-15 min
- No specific equipment needed

Expected Learning

- Effective communication, problem solving, teamwork, focus and concentration
- Players need to communicate and develop a common strategy to solve the task.

A13 - TIC TAC TOE

Activity Description

- Create a grid of 3 x 3 lines with 9 cones.
- Set a starting point approx. 20 m away and build 2 teams of equal numbers.
- Both teams start at the same time with their first participant carrying a marker and dropping it on top of one of the nine cones.
- Participants then run back to their team and tag another participant, who repeats the same task.
- The game is over as soon as one of the teams has three in a row.
- After each team has placed their three markers, the next participant moves one of their own markers to another empty cone until there is a winner.
- As a coach make sure players do not shift the other team's markers and don't obstruct each other. They are also not allowed to wait beside the cones for the other team to make their move.

Timing and Equipment

- 10-15 min
- 9 Cones, 6 Markers

Expected Learning

- Teamwork, strategic thinking, decision making
- This game creates a situation in which players need to make very quick decisions under time pressure.
- It requires teamwork and one of the learnings could be that "not making a decision" is very often the worst option because it prevents you from making any progress at all.



A14 - GETTING A BANANA, A MONKEY, AND A TIGER TO THE ISLAND

Activity Description

- First set up the playing field with a starting point and an 'island' (e.g. marked by a cone for each team). Both points should be approx. 15-20 m apart.
- Then build teams of five and ask teams to assign the following roles within their team (Captain, Sailor, Tiger, Monkey and Banana).
- Then call all players together and explain them the task:
 - *The Captain and the Sailor must bring the Banana, the Monkey and the Tiger to the Island (by carrying the respective player to the other side).*
 - *Unfortunately, their boat can only carry one piece of freight at the same time.*
 - *And of course, their freight needs constant observation. When they would for example leave the Monkey and the Banana back while bringing the Tiger to the Island, the Monkey would eat the Banana...*

Timing and Equipment

- 15-20 min
- Cones to mark the 'islands'; bibs or other symbols to mark who is Banana, Monkey, Tiger etc.

Expected Learning

- Teamwork and cooperation
- The activity requires players to solve a problem and think ahead.
- By integrating the problem into a relay game, it becomes vivid on the one hand and on the other hand it must be solved under time pressure.
- Players must decide whether to invest time into planning first, or start directly with the task, risk making a mistake and eventually losing more time at the end.

A15 – HELPER BALL

Activity Description

- Choose one catcher and play a first round of simple tagging.
- Then introduce a football or handball to the game. Whoever is in possession of the ball cannot be tagged.
- Players pass the “helper ball” between each other so that they cannot be caught by the catcher.
- Change the situation by including more catchers or more “helper balls” into the game.

Timing and Equipment

- 5 min
- 1 or more balls, bibs to mark the catchers

Expected Learning

- Cooperation and teamwork
- Players must find a cooperation strategy to make the best use of the helper ball.

A16 - ENDZONE BALL

Activity Description

- Form two teams of equal numbers.
- One team passes a ball between each other while the other team tries to intercept their passes.
- No body contact is allowed.
- Participants can move anywhere in the field but are not allowed to run with the ball.
- In the first rounds teams just try to achieve 10 successful passes.
- Then mark an endzone at each side of the field and ask teams to move the ball from their endzone into their opponents endzone. If the last catch in the end zone was successful, the team scores a point.

Timing and Equipment

- 10-15 min
- Bibs, cones, ball

Expected Learning

- Cooperation and teamwork
- Because the game doesn't allow players to run or dribble the ball, the stronger players cannot dominate the game. A team can only be successful if it moves a lot without the ball and works jointly as a team.



A17 - SPIDER NET

Activity Description

- Use ropes to setup a ‘Spider Web’ between two posts. Make sure the holes are large enough for a person to fit through and make sure there is at least one hole per person.
- All participants must get from one side to the other side without touching the net. If they touch the net the spider wakes up and the team has lost the game.
- Each hole may only be used once. Once the hole has been used, mark it with a bib, to show that it’s closed.

Timing and Equipment

- 20 min
- Ropes, posts, bibs

Expected Learning

- Teamwork, strategic thinking, problem solving, trust and responsibility, effective communication
- Players need to create a strategy for their team. Assessing as a group which players need to use the easier holes to pass through (e.g. because they are smaller), which participants can help others to manage a difficult task (e.g. because they are strong enough to lift someone etc.).
- The game can only be won, if all team members bring in their specific abilities.

ANNEX 3:

THE OBSTACLES CHECK LIST

OBSTACLE CHECK

- SOCIAL NORMS _____
- INFORMATION _____
- TRANSPORTATION _____
- ACCESSIBILITY _____
- SAFETY _____
- COST _____
- EQUIPEMENT _____
- ??? _____



SAD ?

USE AS A TOOL IN DEVELOPMENT OF
SOCIALIZATION, PERSONAL DEVELOPMENT,
HEALTH PROMOTION, EQUALITY,
ACTION IS PRESSURE, FUN,
SELF-CONFIDENCE, ACC...

KRISTINA

Gor

Andreja

ANNEX 4:

EVERYONE CAN JOIN *DESCRIPTION OF ACTIVITIES*

A18 – FOOTBALL WARM-UP PARCOUR

Activity Description

- Provide one ball to each player (any kind of ball is fine).
- Set up a little parcour with cones where players can train their slalom skills, shoot at mini-goals, sprint between two cones etc.
- Ask players to freely move around the space, dribbling the ball and using the parkour as they wish.

Timing and Equipment

- 5-10 min
- Cones, balls

Expected Learning

- S4D-Coaches should understand that in this kind of set-up everyone can participate. Dribbling the ball in their own pace, aiming at the goals from any distance, sprinting as fast as they can etc.

➡ The activity is open and inclusive. Everyone can play.

A19.1 – 5 VS 2

Activity Description

- Let the main group divide into smaller groups of 7.
- Each group builds a circle with 5 players passing the ball between each other and 2 players in the middle, trying to intercept the passes.
- If a player's pass gets intercepted, they change places with the player that has successfully intercepted the pass.

Timing and Equipment

- 5-10 min
- Cones, balls

Expected Learning

- S4D-Coaches must understand that in this kind of set up everyone can participate. Roles and positions are changing fast, all participants can intercept the pass.
 - ➡ The activity is open and inclusive. Everyone can play.

A19.2 – TECHNICAL SKILLS TRAINING

Activity Description

- Take a small group of 3-4 players to the side.
- Instead of playing 5 vs 2 as the rest of the group, these players practice their passing and stopping skills.

Timing and Equipment

- 5-10 min
- Cones, balls

Expected Learning

- S4D-Coaches should see that inclusion can also mean that not all players need to participate in the same activities all the time. Separate activities and some extra coaching may contribute to a full or better inclusion at a later stage.
- However, it is important to stress, that if e.g. weaker players are assigned with a different task than the rest of the group, then they should get the extra support that is needed to quickly include them into the main group.
 - ➡ At this level, players may engage in separate activities.

A20 – FOOTBALL ON TWO PARALLEL FIELDS

Activity Description

- Create two parallel football fields and tell participants that they can either join the Champions League game on your right or the Fun League game on your left.
- Ask players on both fields to quickly decide how they want to play and let the game run for 5-10 minutes afterwards.

Timing and Equipment

- 10-15 min
- Balls, bibs, cones, goals

Expected Learning

- S4D-Coaches need to see that it might be helpful to play the same activity with slightly different emphasize in order to better meet the individual preferences and abilities.
 - ➡ At this level, players engage in the same activity in parallel groups.

A21 – SITTING FOOTBALL

Activity Description

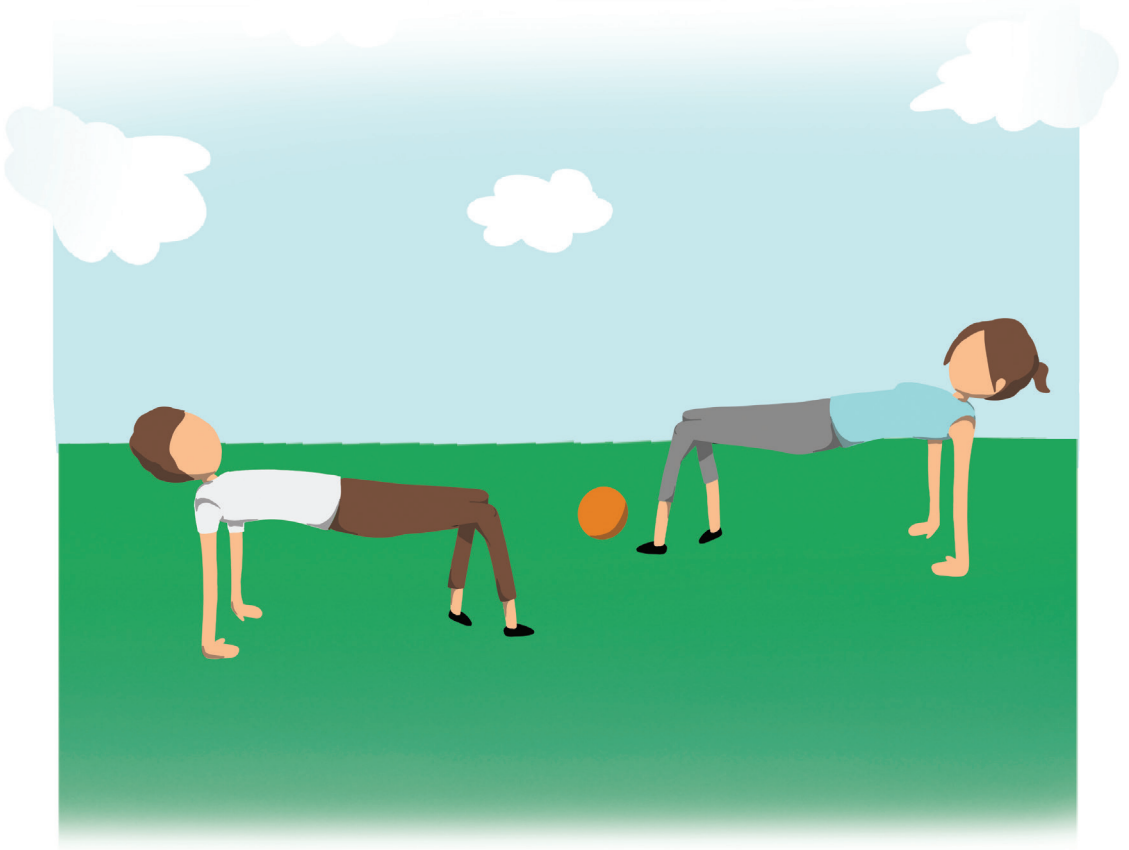
- Play on one or two fields, depending on the number of players.
- All players are sitting on the ground.
- Players may move across the field on all fours, belly up.
- The ball may only be played with their feet.
- Make sure players don't step on each other's hands and take care not to accidentally kick someone's body or head.

Timing and Equipment

- 5-10 min
- Balls, bibs, cones, goals

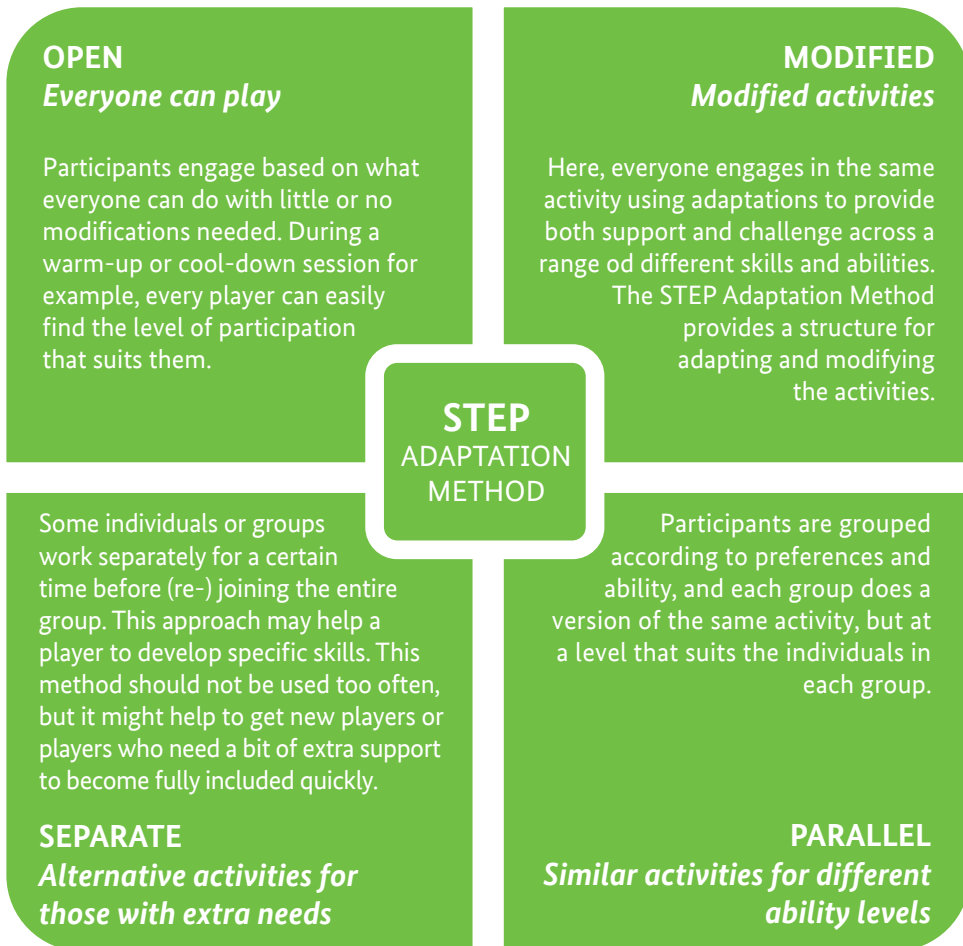
Expected Learning

- S4D-Coaches should see that any activity can be changed in many ways and that this will change how much each player can be engaged or included.
- In our example we've changed the task in a way, that the stronger players cannot dominate as much as in a 'normal' football game where they can run and dribble. Thus, other players can become more involved into the game
➡ at this level, players engage in a modified activity.



ANNEX 5A:

THE INCLUSION SPECTRUM



Source: Different Just Like You

ANNEX 5B:**STEP ADAPTATION METHOD**

Space

Increase or decrease the size of the playing area; vary the distance to be covered in activities to suit different abilities or mobility levels; use zoning, e.g. where players are matched by ability and therefore have more opportunity to participate.

Task

Ensure that everyone has equal opportunity to participate, e.g. in a ball game, all the players have the chance to carry, dribble, pass, shoot etc.; break down complex skills into smaller component parts if this helps players to more easily develop skills; ensure there is adequate opportunity for players to practise skills or components individually or with a partner before including in a small-sided team game.

Equipment

In ball games, increase or decrease the size of the ball to suit the ability or age range of the players, or depending on the kind of skill being practised; provide options that enable people to send or receive a ball in different ways, e.g. using a chute or gutter to send and a catching mitt/glove to receive; the use of bells or rattle balls can assist the inclusion of some players.

People

Match players of similar ability in small teams or close marking activities; balance team numbers according to the overall ability of the group, i.e. it may be preferable to play with teams of unequal numbers to facilitate inclusion of some players and maximise participation of others.

Source: Different Just Like You

ANNEX 6A:

ACTIVE LEARNING *DESCRIPTION OF ACTIVITIES*

A22 – 30 QUESTIONS GAME

Activity Description

- Form several teams of 3-5 players.
- The 'map' with 30 numbered fields is positioned on a table anywhere on the playground.
- Each team puts its playing cone at the starting position on the map.
- 30 numbered question cards are randomly spread on the playground (question facing down, number facing up).
- The coach stands close to the map, keeping hold of a list with the correct answers.
- All teams roll the dice and put their cone on the respective number on the map.
- When all cones are positioned, the teams run off to find the question card with their number.
- The participant who finds the card first, reads the question to his/her team and puts it back.
- The team discusses the possible answer.
- When they think they know the answer, they run towards the coach and propose their solution.
- The coach checks the answer list and if they are correct, they may again roll the dice, count and move their cone to the next number and search for the next question card.
- If the answer is wrong, they must run an extra lap around the pitch before rolling the dice again.
- The team that reaches field 30 first and knows the correct answer is the winner.

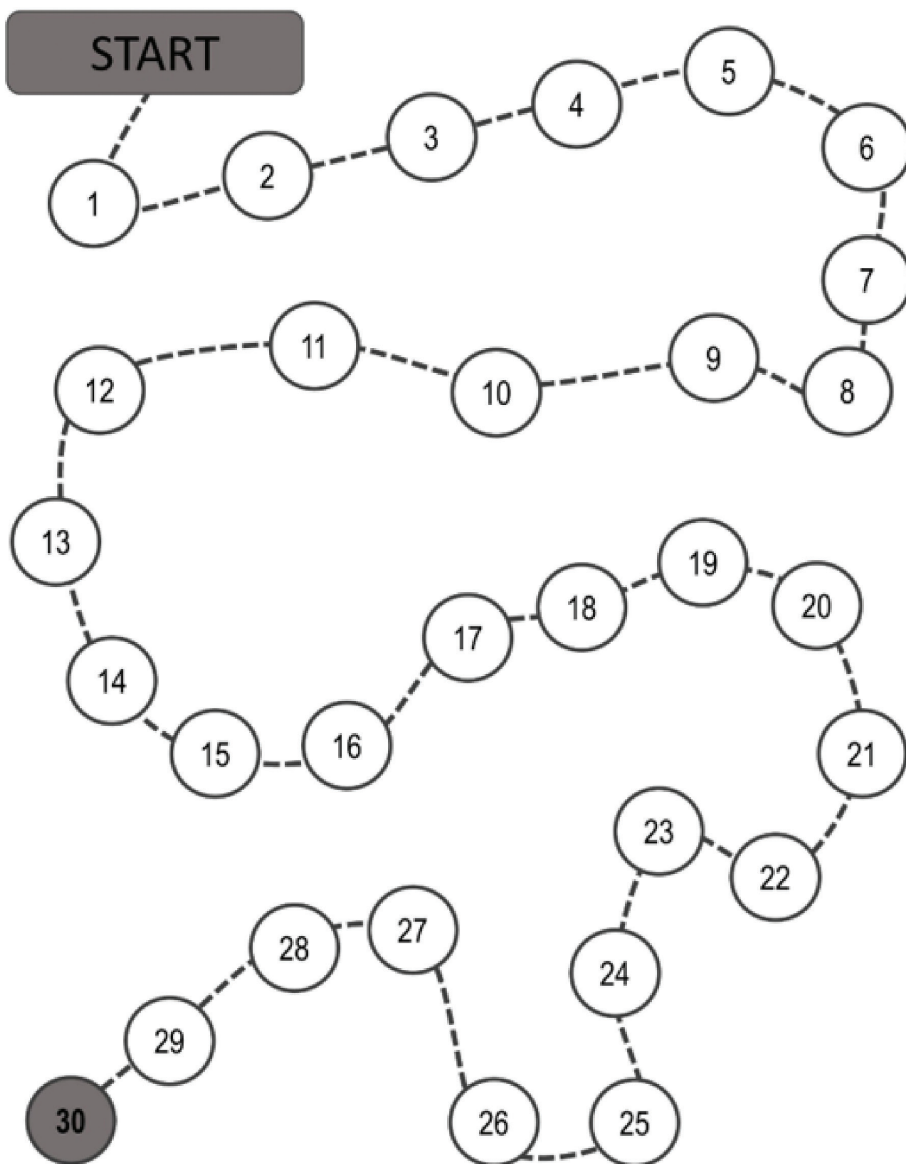
Trainer Tips

- Mark an area where the teams have to line up one after the other to present their answers to you. Therefore, you only have to deal with one team at a time.
- Make sure players only turn the question cards which they are supposed to be looking for instead of reading them all.
- Make sure teams are not hiding the question cards, so that all teams have a fair chance to find them.
- As a variation replace some of the questions with activities (sing a song, build a human pyramid etc.).

Timing and Equipment

- 30-45 min
- Playground of any size
- 1 `map´ with 30 numbered fields
- 30 numbered question cards
- List with the 30 questions and the correct answers

THE 30 – QUESTIONS GAME



Question Cards (Examples)

1	Calculate: $\sqrt{\quad} 81$	3	Which animal is NOT a mammal A Elephant B Dolphin C Ostrich
2	What is the highest Mountain in Albania?	4	What does the Olympic Flag look like?
5	_____	30	_____

List with correct answers (example)

- Q 1: 9
- Q2: Mount Korab
- Q 3: C (Ostrich)
- Q4: White with 5 Rings
- Q5: . _____
- Q6: . _____

ANNEX 6B:

ACTIVE LEARNING DESCRIPTION OF ACTIVITIES

A23 – ACCESS ALL AREAS?!

Activity Description

Story: It is a nice late afternoon, school is over, and Alba and Valeria are collecting their friends to go to the sports field outside of town, to play basketball. “Come on guys hurry up! It is getting dark soon and the faster we are the longer we can play together!”, Alba says. There is one big playing field at the end of the road and the group who arrives first, can play longer on the big court than the other group. “We have to go all together”, Valeria says to her friends. Because the way to the sport field is a bit tricky. Both groups of friends must cross a risky traffic street and passing some sidewalk damages on their way. Nevertheless, both groups of friend love playing basketball, they can’t wait to get there. So, they quickly react and try to reach the sport field with their group, as quick and as safe as possible, before the other group arrives.

- Mark a playing field with 4 cones (in a line).
- The playing field should include two obstacles (cones or boxes) for each group on the same level.
- Both groups of friends need to go from school (cone 1) to the sports field (cone 4), they walk along the sidewalk using two walking zones (blankets) in a way that they do not touch the heavy traffic road or the precipice next to them.
- Tell the story to the participants in an entertaining and engaging manner.
- When a group reaches the second cone, they need to carefully cross the street and therefore turn around the blanked they all stand on without touching the ground.
- When a group reaches the third cone the sidewalk is getting narrow and only this side is illuminated, therefore they need to fold the blanked in half length-wise and continue. The sidewalk also includes some obstacles (cones) which must be overcome.
- When the groups reach the last cone, they are safe and can start playing basketball with their friends.



- **Learning Message:** There can be several obstacles and challenges preventing children and young people from accessing sport and playing fields. How do these obstacles look like in your community? Are we aware of these obstacles which exclude others from playing? Is there something we can change together?

Timing and Equipment

- 15-25 min (including reflexion process)
- 2 groups (Alba and Valeria's school friends), for more participants just increase the number of groups
- 4 old blankets (or 4 flip chart papers), two per group
- 12 cones or boxes

Expected Learning

- S4D-Coaches should experience the engagement in a story-based game. Lively stories around a game can support engagement and expose participants to a topic (here: exclusion through limited accessibility). They should experience the possibility it creates to discuss and transfer a topic.
- The example here allows to discuss with players that limited accessibility might exclude from participation in sport or community life in general. Problems of accessibility of sports fields e.g. for girls in the evening hours, children from rural areas who live far away or children with physical disabilities who have problems to enter the sports field, can be identified with participants. Another step would be to work on solutions with a group.
- S4D-Coaches should be encouraged to come up with their own ideas of creating a story around a simple game, which address problems of their participants.


ANNEX 6C:**ACTIVE LEARNING**
DESCRIPTION OF ACTIVITIES**A24 – OUTCAST****Activity Description**

- Prepare to play a ball game with 2 teams (e.g. football, basketball, handball).
- From both teams select one player who is really keen on playing and make them the team captains.
- Before you start, send these two players away under an excuse and while they are not listening instruct all other players to secretly ignore their team captains during the game: Don't pass them the ball, don't react to their comments etc.
- Start playing the game.
- This will possibly create a situation in which the two excluded players get frustrated, emotional or angry.
- Let the situation work for a while before interrupting the game.
- Then start the reflection process.

Timing and Equipment

- 20-30 min (including the reflection process)

Expected Learning

- The activity is meant to create a situation which can be used to exemplify the model reflection process outlined in  **Annex 7 and 8**
- S4D-Coaches should learn to guide a reflexion with their participants.



ANNEX 7:

REFLECTION SETTING

Creating the right setting and atmosphere for the reflection

The reflection is a key element of the S4D approach. Therefore, it is important to ensure that this process gets enough time and attention:

- Make sure all participants get together after the activity in a quiet space where you can create a relaxed atmosphere to speak about their experience.
- Give participants time to recover and calm down a bit after more strenuous activities.
- Give clear guidance during the reflection process and make sure that everyone is involved and is heard.
- Do not rush through the reflection process and give participants some time to think about the experience.
- However, if you are going through several rounds of reflection also do not overdo it. If you feel that participants don't have anything else to contribute you can also decide to have a shorter reflection or come back to that topic another day.



ANNEX 8:

REFLECTION PROCESS

There are numerous possibilities to structure the reflection process. Jacobson and Ruddy's five question model for example offers a simple yet well-structured approach, which we have used as the foundation for our reflection guidelines below:

1. Describe: What did you notice? or Did you notice that...?

With this question we ask participants to describe what has happened during an activity or a game just describe, no explanations yet). The idea is to make them look back at the activity and direct their attention to a specific situation, skill or learning opportunity. This requires the coach to closely observe the activity to identify these situations.

(For example: Player A got really angry and left the pitch. He was very frustrated when no one passed him/her the ball.)

2. Explain: Why did that happen? What were the consequences? What could have been done better?

With these questions we ask participants to explain what has happened during the game. They will describe the impact of their action or behaviour and think about alternative action or behaviour in that specific situation. This will help them to understand the relevance of a specific skill.

(For example: Player A got so angry, because normally he/she is the player with the most contacts and most goals, he/she doesn't know this situation, usually he/she is the one who is not passing to the other players.)

3. Generalize: Does that also happen in life or at work?

This question invites participants to generalize the experience, asking them to look at it in broader terms and see if there is a connection between the experience during the game and what happens in life or at work.

(For example: “This also happens in the classroom, when some kids are ignored by the other children, this can make you very angry.”)

4. Learn: What do you take out of this experience? What will you do differently in the future?

This question is at the heart of the reflection process. It asks participants about their personal learning. What would they do differently in the future? First of all, within the narrow scope of the game or activity, but also as a transfer of that learning experience in other areas of life.

(For example: “I was not aware that I exclude other children in the game or in the classroom. I will try to be a better team player in sport and in the classroom.”)

ANNEX 9:

FORUM THEATRE

ACTIVITY DESCRIPTION

A25 – FORUM THEATRE

Activity Description


- A Forum Theatre is a specific method of analysing a specific situation (usually a conflict, wrong behaviour) by presenting it as a short theatre piece.
- Some participants are the actors and present their version of the situation, before the group.
- Usually the actors don't speak, just act.
- Normally you play 3 rounds:
- 1st run: The actors demonstrate the story with no interruption.
- 2nd run: Anyone in the audience can say 'STOP' while the action plays, and the actors freeze as a picture.
- The person that has called for a stop can then express their own ideas, alternative solutions or take over the role of an actor. This can be repeated several times.
- Last run: A best practice example is played.
- Here, the topic of the scene that is presented should include a sport coach that behaves inappropriately during a training session. He for example shows up drunk, isn't prepared, speaks rude etc.

Timing and Equipment

- 30-45 min

Expected Learning

Forum Theatre...

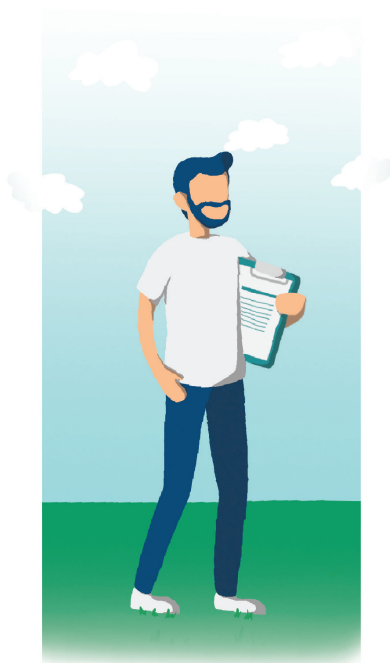
- is a good method to demonstrate “action-reaction mechanisms” in social situations.
- shows how small changes in behaviour can lead to a large impact in the outcome of a social situation.
- allows social learning while acting and makes solutions visible.
- assumes that as you can’t change another person, you should consider changing your own (typical) behaviours in order to trigger another reaction.
- Here, playing a situation in which, the behaviour of a sport coach is the main topic will then lead into a broader discussion about the role and responsibility of the S4D-Coach  **Annex 10**

ANNEX 10:

ROLE AND RESPONSIBILITIES OF THE S4D-COACH

THE S4D-COACH AS A ROLE MODEL

The S4D-Coach behaves as a role model, but what does that mean?



The S4D-Coach...

- is fair to all players and treats them equally;
- communicates in a proper way;
- is always on time, self-critical and willing to learn;
- is able to work in a team;
- may criticize a player's behaviour, but he will not question the player as a person;
- leads by example a good example for a healthy lifestyle (e.g. does not smoke in front of youth);
- shows interest in their players and takes responsibility for promoting their personal development.

THE RESPONSIBILITIES OF THE S4D-COACH

The S4D-Coach...

- is responsible for the behaviour of their players in class or during a training session;
- is responsible to define and enforce rules to ban verbal and physical violence, alcohol, drugs etc. from their training sessions;
- should pay attention not only to explicit but also to implicit unsocial behaviour;
- must be aware of and contribute to their players safety (e.g. by ending sessions in time so they can get home before it is dark);
- can listen to their players problems, give advice or connect them to an expert.

The S4D-Coach...

- is **not** responsible for the behaviour of another team, the spectators, or the player's families etc.;
- is **not** responsible for changing the general social conditions under which their players may suffer;
- is **not** responsible for psychological, medical or legal assistance to their players.



The S4D-Coach should be empathic and motivated to support his/her pupils or players. At the same time the S4D-Coach must know his/her limits and search for support where he/she as a coach lack the required resources or expertise!

The S4D-Coach demonstrates the highest standards of behaviour towards children and youth both in private and professional lives and never abuses the position of trust and responsibility.



“Sport moves
and
educates!”