



SPORT FOR DEVELOPMENT HANDBOOK

WATER, SANITATION AND HYGIENE (WASH) AND MENTAL HEALTH IN CRISIS SITUATIONS



**DRILLS AND
SKILLS FOR
FACILITATORS**

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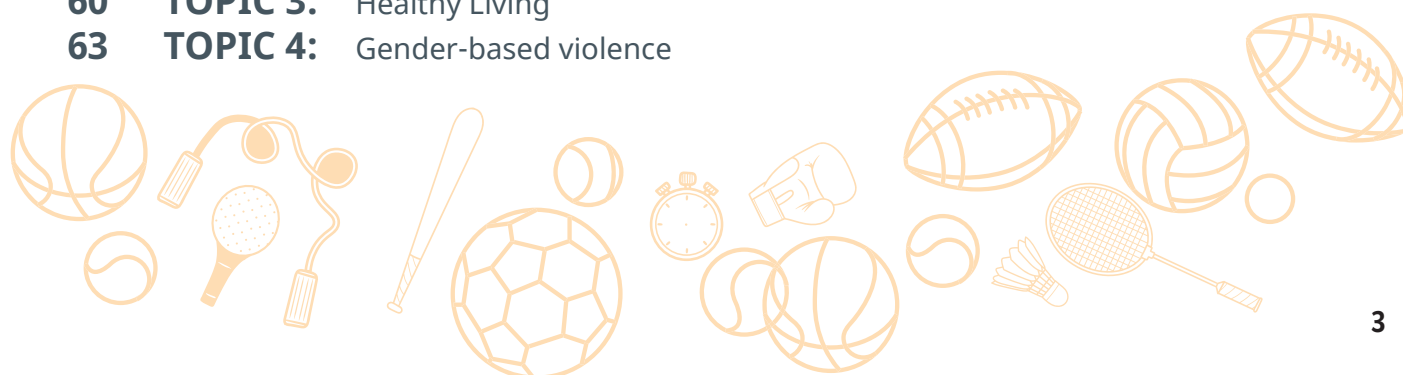
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FOREWORD

Remembering the legacy of Kofi Annan, the first African to be UN Secretary-General whose sentiment around education expressed in his address to the World Bank Conference in 1997, still rings true today. He said: “Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.” Maybe he learnt such wisdom from the Fanti people in his native Ghana where educating the girl-child found expression in a proverb stating that ‘if you educate a woman, you educate a nation.’

Such beliefs are at the core of grassroots learning and very much applicable to this initiative of using sport, play and physical activity to learn about personal, physical and mental health, hygiene, disease prevention, safeguarding and environmental care. This toolkit about water, sanitation, and hygiene (WASH), and mental health, approaches education in a holistic and fun way. It speaks the language of children who learn through play in a very concrete way. Engaging the young in active sessions where positive health habits are taught, the uptake would bear immediate and long-term fruit for children, young people and their families.

This innovative sport4development approach has the potential to change the way young people gain access to essential knowledge, develop good habits and values that will make them more resilient in the face of adversity. Going back to play after several years of lock-down and isolation due to Covid-19, comes with a heightened sense of appreciating life and the physical dimension of being active, engaging with others and sharing. This toolkit thus come at the most appropriate time to once again provide essential peer-to-peer learning and serve as a valuable resource to many NGOs, youth leaders teachers and parents who will be equipped to implement it.

GIZ in partnership with the SSCN Africa and other key stakeholders have the potential to reach the most vulnerable in our society. It is with much anticipation that we look forward to the outcomes that may be pivotal to an improved quality of life for all.

All the best,



Cora Burnett

(Policy & Advisory Board member of the Sport for Social Change Network Africa; Professor in the Department of Sport and Movement Studies at the University of Johannesburg; Director of the UJ Olympic Studies Center and President of the South African Universities Physical Education Association/SAUPEA)

INTRODUCTION

Worldwide, emergency situations and crises have occurred throughout history and are likely to continue into the future. The African continent has experienced such emergency situations in the past, causing untold hardship to its citizens. These include natural, man-made and complex disasters such as drought, flooding, famine, war and, more recently, the worldwide Covid-19 pandemic.

These crisis situations impact regular aspects of life including socio-economic activities, sport and recreational activities. Whilst, understandably, physical education (PE), physical activity (PA) and sport may not be a priority during such times, it is important to recognise the crucial role of PA, PE and sport during such times to uplift the physical and mental well-being of people. During times of emergencies and crisis situations, it is particularly important to keep people - children, youth and adults alike - physically and mentally active.

Topics such as Water, Sanitation and Hygiene (WaSH), mental health, safeguarding, child protection and gender equality have become specifically important to focus on during emergencies. Vulnerable people, such as people with disabilities, the elderly, women, and children, are particularly at risk in such crisis situations, and increasing the resilience of these groups is of vital importance.

Through sport, these topics can be addressed in a fun and engaging way and can help to promote a healthy lifestyle, even during a crisis. Sport and movement are ideal vehicles to enable participants to become more resilient and to raise their awareness and change behaviour on these important topics.

AIMS OF THE DRILL BOOK



This drill book is addressed to facilitators who have ideally been trained in the Sport for Development (S4D) approach and have expertise with conducting PE or S4D sessions with children and youth. The aim of the drill book is:

- to equip facilitators with the guidelines, tips and skills which will enable them to integrate messages on WaSH and Mental Health during crisis situations into S4D activity sessions.
- to enable facilitators to keep communities, including vulnerable groups, physically and mentally active during crisis situations.
- to provide facilitators with sample activity sessions which integrate accessible and inclusive movement skills and physical activity games with messages on WaSH and Mental Health.
- to integrate the S4D approach into practical activities.

NB: In the context of this drill book, a “facilitator” is a person that passes on their knowledge and skills to more persons and enables and encourages others to become active. The term “facilitator” includes coaches, teachers and instructors.

SPORT FOR DEVELOPMENT (S4D)



WHAT IS S4D?

S4D refers to the deliberate and intentional use of sport, physical activity, games and play as a tool to achieve holistic development objectives, including the Sustainable Development Goals (SDGs).



HOLISTIC DEVELOPMENT

Physical, cognitive, emotional and social development.



SUSTAINABLE DEVELOPMENT GOALS (SDGS)

The Sustainable Development Goals or Global Goals are a collection of 17 interlinked global goals designed to be a “blueprint to achieve a better and more sustainable future for all”. The SDGs were set up in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030. The S4D approach uses sport, physical activity and play as a tool to raise awareness and address some of the SDGs dealing with challenges such as poverty, education, access to water, sanitation and hygiene.



INCLUSIVITY

The S4D approach recognises the right of ALL to participate, activities must be INCLUSIVE.



VALUES BASED

The S4D approach teaches VALUES such as respect, tolerance, self-discipline and fair play.



EMPOWERMENT

The S4D approach aims to empower participants and communities.



SPORT PLUS

The S4D approach integrates sports outcomes (e.g., dribbling, catching and running) with non-sport outcomes (e.g., life skills).



For more information on Sport for Development see www.sportanddev.org.

ABOUT THE DRILL BOOK

- It will target mainly school-going children between the ages of approximately 6 and 16 years in various countries in Africa.
- The exercises will also be appropriate for out-of-school children and youth.
- This drill book provides sample sessions to the facilitator.
- The activities can be adapted to suit different age and ability groups. The facilitator should be innovative and creative and adjust or extend the sessions as required. A few guidelines and tips in this regard will be provided.
- The WaSH activity drills should be adapted to conform with any “crisis conditions” at the time. As an example, should social-distancing rules be in place, the facilitator can adapt the activity to ensure that all such rules are adhered to.
- The sessions can also easily be adapted for use at home with minimal supervision when normal S4D coaching sessions are not possible. Guidelines will be provided for adaptation at home or in the community. Everyone is encouraged to regularly do these drills at home with their families and the community to stay healthy and fit, not only in crisis situations. Regular physical activity at home will improve the health of participants, and improve family and community relationships.

STRUCTURE OF AN S4D SESSION

A typical S4D coaching session will have the following components. Facilitators should add these to the activity sessions in this drill book.



1. OPENING TEAM CIRCLE

- Start the session with a short opening circle of 3 to 5 minutes reflecting on the topics and have a brief conversation with the participants.
- The S4D approach is about improving the confidence, self-esteem and communication skills of the participants. This can partly be achieved through the opening circle.
- Remember, the facilitator should always be part of the circle.
- Depending on the topic, participants may not feel comfortable sharing in a group, so the facilitator must also create opportunities for participants to talk to each other on a one-on-one basis, or in smaller groups.





2. WARM-UP

- Depending on how strenuous the activity is, the facilitator should have a short warm-up session of 3 to 5 minutes. Typically, start with light jogging on the spot or around a marked-out area to increase the heart rate. Then transition to dynamic stretching. This is to make the body more pliable. Stretching reduces the risk of injury to the participants. Focus your stretches on the muscles that will be mainly used in the session. If the game or drill is not too strenuous, substitute the warm-up and stretching above with an age-appropriate icebreaker activity to set the right tone for the activity. As the participants gain more experience, let some of the participants lead the warm-up routines.



3. ACTIVITY

- An activity focusing on WaSH or Mental Health messages, movement skills and a S4D skill.



4. GAME

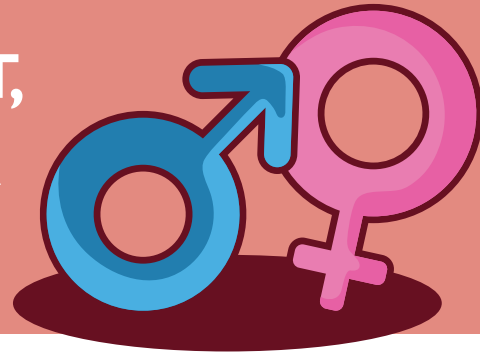
- A fun activity to reinforce the skills.



5. CLOSING TEAM CIRCLE

- At the end of the session, end the activity with a brief “closing team circle”.
- Form a circle with the participants once more. This time it may be appropriate to be seated.
- Reflect on the drill. Let the participants give you feedback on the drill. What did they enjoy? Did they experience any difficulty? What did they learn?
- Remember to have a **connected conversation** with the participants. Don’t do all the talking.
- Re-enforce the key messages briefly.
- Relate the experience and knowledge covered in the session to their lives and their experiences in their community.

SAFEGUARDING IN SPORT, INCLUSION AND GENDER EQUALITY



The overall goal of every Sport for Development facilitator should be to safeguard the participants and to create a set-up which is inclusive and supports integrated sport. Therefore, the topics of safeguarding, child protection, inclusion and gender equality are seen as cross-cutting topics that should always be addressed or acknowledged.

SAFEGUARDING AND CHILD PROTECTION

The facilitator should always act in the best interests of the participants and ensure that they are safeguarded and that they have a safe, positive and enjoyable experience of the sessions. All facilitators should attend safeguarding training and practise the skills necessary to deal with safeguarding concerns. Here are a few key points to emphasise:

- Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. The facilitators must proactively do everything possible to minimise risk and prevent abuse or harassment of any kind to the participants.
- The participants should be made aware of risks to their well-being, know how to avoid risks and know what constitutes acceptable behaviour towards them by fellow participants and adults. Participants should also know how to raise concerns with a trusted adult.
- Facilitators have a **“duty of care”** towards all the participants, without exception.
- All facilitators must:
 - a. adhere to the safeguarding policies of their organisation and should be vetted as being suitable to work with children.
 - b. understand the different types of child abuse, harassment and exploitation.
 - c. know how to respond appropriately to concerns of child abuse, harassment and exploitation. This includes knowing who to contact if you are worried about the well-being of a child.
 - d. understand that people with disabilities are often excluded and thus virtually invisible to efforts or initiatives seeking to address violence and predatory behaviours.
 - e. ensure everyone has a voice and feels safe sharing their concerns.
 - f. know how to conduct themselves when running these drill sessions to create a safe, inclusive and positive environment for the participants.
 - g. sign and adhere to a Code of Conduct.



For further information see the document “Safeguarding in Sport and Sport for Development (S4D) Contexts in Africa; A Practitioner’s Guide from Policy to Action” available at <https://www.sport-for-development.com/tools?id=265#cat265>.



For training see the following links and choose the training most relevant to your context:

<https://safeguardingsport.fifa.com/fifa-learners/>

<https://olympics.com/ioc/safe-sport/education-and-awareness-raising>

<https://360.articulate.com/review/content/5c545b45-3c63-4ae1-8e37-3b44e3b51654/review>

INCLUSIVITY/INCLUSION

Inclusivity is a fundamental, non-negotiable principle in this drill book.

Inclusivity means accepting all people as equals—regardless of ability, ethnicity, age, religion or gender identity—and ensuring that they have access to the same services and opportunities as everyone else. The drills must accommodate all participants, regardless of gender or disability. Through inclusive activities we bring individuals with and without disabilities and barriers together on the same playing field to help foster tolerance, inclusion and lasting friendships beyond the playing field. This concept is inspired by a simple principle: training and playing together can lead to friendship and understanding.



The drills should be adapted where necessary to meet the needs of different children and young people and to make them more inclusive. A simple approach to thinking about how we can adapt and make the drills more inclusive is the TREE Framework.

T

TEACHING

or instructional style

- How do you organise and lead the session and the activities?
- How do you communicate during the sessions?

R

RULES

- How do you modify the rules of the games and activities to promote inclusion?
- Remember, a Sport 4 Development approach is not tied to rules which prevent inclusion.

E

ENVIRONMENT

- How can you change the environment to promote inclusion?
- Can you make changes to the space to accommodate the whole group?
- Remember, the participants themselves can assist you in making the drill more inclusive.

E

EQUIPMENT

- How can you change, adapt or improvise with equipment to be more inclusive? E.g., change the size, type of equipment, weight, colour, etc.



For more information on the TREE framework, watch the video below.
https://youtu.be/ej_FcmjCr2g



There are numerous resources available on inclusion in sport. Here is a good place to start:
<https://www.activityalliance.org.uk/get-active/at-home/adapting-activities>



<https://resources.specialolympics.org/sports-essentials/unified-sports>

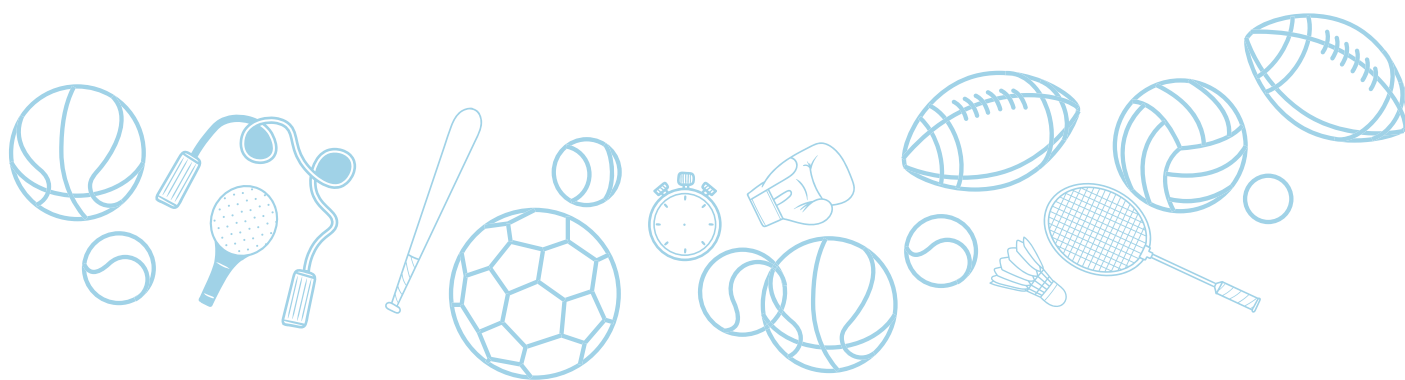


GENDER EQUALITY IN SPORT

Sport has generally been a male-dominated domain. Women and girls face significant obstacles, especially in Africa, to participation in sport. These include:


- **stereotypes** in families that women and girls must do household chores and child-minding duties while males are free to participate in activities outside of the home.
- a **lack of access to facilities**—the use of facilities tends to be dominated by males, and women may be harassed when they try to use the facilities.
- parent's **fear for the safety** of their daughters, and concern that they may be physically or sexually assaulted.
- parent's **fear of injury**, thereby preventing daughters from doing their other tasks.

Sport is one of the most powerful platforms for promoting gender equality and empowering women and girls. Through sport we can challenge gender norms on and off the field of play. Access should be created for more girls and women to participate in sport, but also to become facilitators and leaders in sport.



STRUCTURE OF AN ACTIVITY CARD

Each activity card will typically include the following information:

	Theme, WaSH or Mental Health Topic
	The Learning Outcome/s What must the participant be able to do by the end of the session?
	Set-up What size space will be required and how should it be set up?
	Equipment What equipment do you need for the session? A lack of equipment is often used as a reason for the lack of S4D activities. Remember that these are guidelines—you must be innovative and creative. Swop out equipment and use what you have available. Adapt activities if you don't have enough equipment. Note that simple sports equipment can be made with everyday waste materials, e.g.: <ul style="list-style-type: none"> • plastic bottles filled with sand or water can substitute for cones. • painted beverage cans can be used for movement activities with sound. • ropes and balls can easily be made with plastic carrier bags.
	Introduction – Opening Circle (see above)
	Activity <ul style="list-style-type: none"> • Graphic illustrations of the activity. • Brief explanation of the activities.
	Learning Points Key messages on the movement skills and or the WaSH or Mental Health topic
	Core Competencies What are the key S4D competencies that you should try to achieve?
	Variation How can we make the activity easier to ensure that everybody can participate? How can we make it more difficult to accommodate more advanced participants?
	At Home, In the Community Tips on how to adapt the activity for practise at home or in the community.



THEME

WATER

TOPICS:


1. Clean Drinking Water and Hydration
2. Saving Water
3. Flooding

INTRODUCTION

Today, 1 in 4 people around the world lack safe drinking water. Yet water is essential to life; your body cannot function without it. Readily available drinking water and accessible water sources play an important role in sanitation, disease prevention and improved public health. Drinking water comes from two main sources, surface water, such as rivers and dams, and ground water. Both sources are supplied mainly by rain. Excess rain can lead to flooding. If communities are not prepared, flooding can lead to crisis situations and loss, such as damage to property, injury and the

loss of life. Flooding can also lead to an increase in diseases carried by water such as cholera.

Our bodies need water to function properly and perform. Contaminated water can transmit diseases such as diarrhoea, cholera, dysentery, typhoid and polio. Everyone has the right to sufficient, continuous, safe, acceptable, physically accessible and affordable water for personal and domestic use. Dehydration happens when your body does not have enough fluids to do what it needs to.



Water:

- can improve your mood, so grab a glass with your meals instead of a fizzy drink.
- helps you digest your food better.
- helps your brain work better!
- makes your skin glow.

Drink 5 bottles of water per day (500–600ml bottle) to stay hydrated.

TOPIC

1

CLEAN DRINKING WATER AND HYDRATION



LEARNING OUTCOME/S

By the end of this session participants should be able to:

- Explain how to prevent waterborne diseases.
- Understand the importance of drinking water (hydration).
- Demonstrate how to obtain clean drinking water.



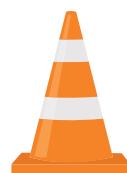
SPACE

Mark out a square of 10m X 10m with a suitable number of cones.



EQUIPMENT

Old kettle or bucket more or less half filled with water, clean water bottles with fresh water (each participant should have their own water bottles at training sessions, marked with their names), tennis balls or alternative, cones.



INTRODUCTION – OPENING CIRCLE

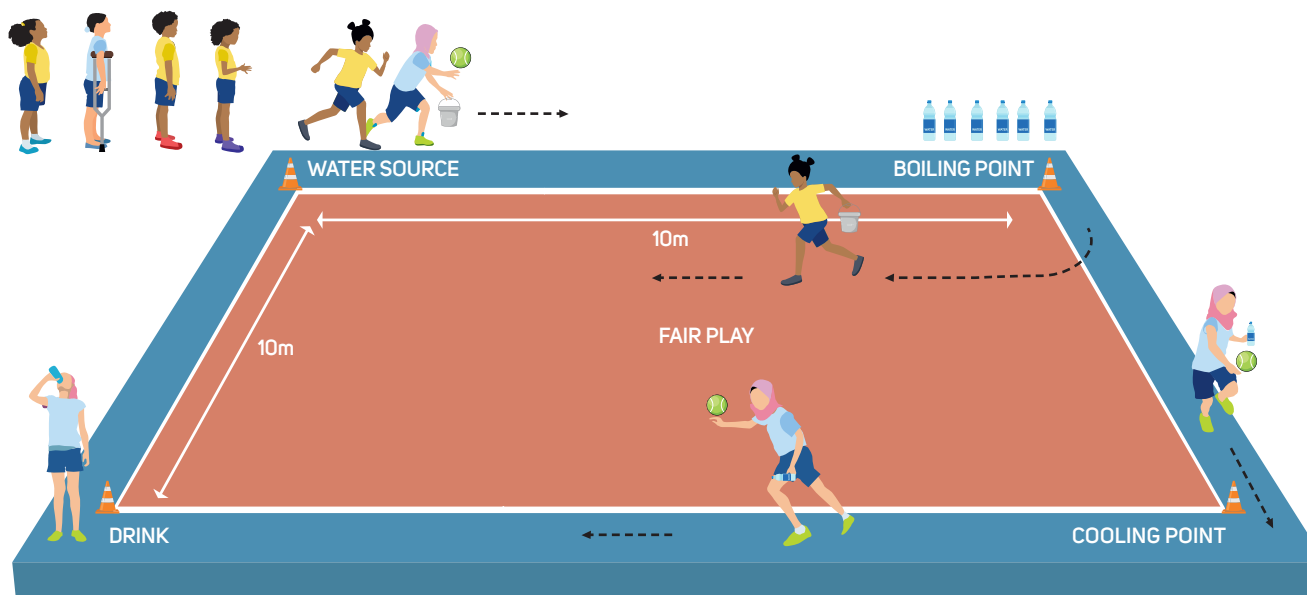
Call the participants together. Ask a few questions about:

- What water sources do we have in our community? Which sources have clean water for drinking?
- Why is it important to drink only clean water?
- How can we make sure we remove germs or bacteria from water?
- Why is it important to drink water regularly?



ACTIVITY – TOSSING THE BALL

Tossing and catching a ball along different points in the process of obtaining clean water.



- Designate a starting point at one of the corners of the square. The starting point of the square is the **“Water Source”**, e.g., a river.
- Explain that the 4 corners of the square represent the steps in getting from a water source which contains bacteria to clean drinking water. The 4 corners are as per the sketch above: Water Source, Boil, Cool and Drink.
- Participants line up. The 1st person takes a kettle in one hand and a ball in the other. He/she is accompanied by the next person in line.
- Walking slowly at first, they must toss the ball from about hip height to head height. The teammate walking along must encourage the juggler. E.g., “Focus”, “Keep your eye on the ball”, “Not too fast, slow down”, “Well done”.
- At the **“Boiling Point”**, the participant now hands the kettle to their teammate who takes the kettle and runs back to the start, takes a ball and starts walking and tossing the ball, accompanied by the next person in line.
- The 1st person picks up their water bottle with water and walks unaccompanied to the next point, the **“Cooling Point”**, continuing to juggle the ball with one hand, while holding the water bottle in the other.
- For the next section, the **“Drink”** section, the participant continues to juggle the ball while taking sips of water from their water bottles.
- When they reach the “Drink” corner, they throw the ball to the last person at the “Water Source”, who runs diagonally across to the “Boil” corner, puts their water bottle down, and runs back to the start.
- Participants must toss the ball while walking to the 4 points without touching the ground. When the ball hits the ground that means the water is not safe for drinking, you need to start again.



REFLECTION

Discuss and explain the concept of access to clean water. Explain briefly how water gets filtered. Explain the correct way to boil water. Use clear water, then boil it in a kettle; keep it at a rolling boil for at least one minute (at least three minutes at high altitude). Explain that boiling means seeing bubbles forming in the water, NOT just heating the water. Avoid using water taken from a source near a toilet.



CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

Reflect on giving their teammates encouragement and building each other's self-esteem, in the "Boil" part of the exercise. Stress the importance of supporting each other and giving positive feedback.

CRITICAL THINKING AND PROBLEM SOLVING

Who managed to get the ball around the square without dropping the ball? Why do you think you were successful?

CREATIVITY AND IMAGINATION

Ask the participants to suggest how the game can be made harder, easier or more fun.

CITIZENSHIP

Ask the participants what they would do to ensure that their families always kept water clean.



VARIATION:

Easier – Make the distance between the cones shorter. Let them toss the balls lower, e.g., shoulder height or simply conduct the activity while holding the ball and trying not to drop it.

Harder – Make the distance between the cones longer. Let them increase the speed slightly, let them toss the ball higher or let them switch the ball and the bottle from one hand to the other.

The activity can also be adapted to other sports, e.g., basketball, dribbling or bouncing the ball. Contaminated water would then occur when the participant loses control of the ball.



AT HOME, IN THE COMMUNITY

This activity can easily be done at home. Encourage the participants to try this activity at home with their family and neighbours. Let them give feedback and take pictures or videos.



LEARNING POINTS



- Clean drinking water is needed for drinking, cooking, personal hygiene, and sanitation facilities
- Safe and clean drinking water reduces death and diseases. Globally, Diarrhoea caused by contaminated drinking water is the leading cause of illness and death.
- Drinking water is important because :
 - water makes up 60% of our body.
 - all parts of our body need water to function.
 - we will dehydrate if we do not drink enough. Mild dehydration can already cause nausea and tiredness.
- water regulates our body temperature. More water intake is needed for hotter temperatures or if sweating a lot.
- drinking water helps our body to get rid of toxins.



LEARNING OUTCOME/S

By the end of this session participants should be able to:

- Explain how to prevent the loss of water and water shortages.
- Explain the importance of recycling water and how water can be recycled.
- Explain how to save water and conserve water in their communities, for example during the rainy season.
- Explain what the main sources of water are.



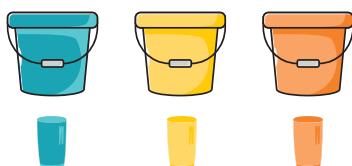
SET-UP

Mark out a space of about 20m X 10m. Divide the group into teams lined up behind the starting line. The number of teams will depend on the number of children in the group, but you want about 5-6 persons per team. Let the groups quickly “pick” the teams. Appoint “captains” to choose 1 player each. That person now becomes a “captain” and chooses the next team member, and so on.



EQUIPMENT

Water, Plastic buckets (different colour per team if possible),
Paper or plastic cups (different colours, if possible, same as the buckets.)



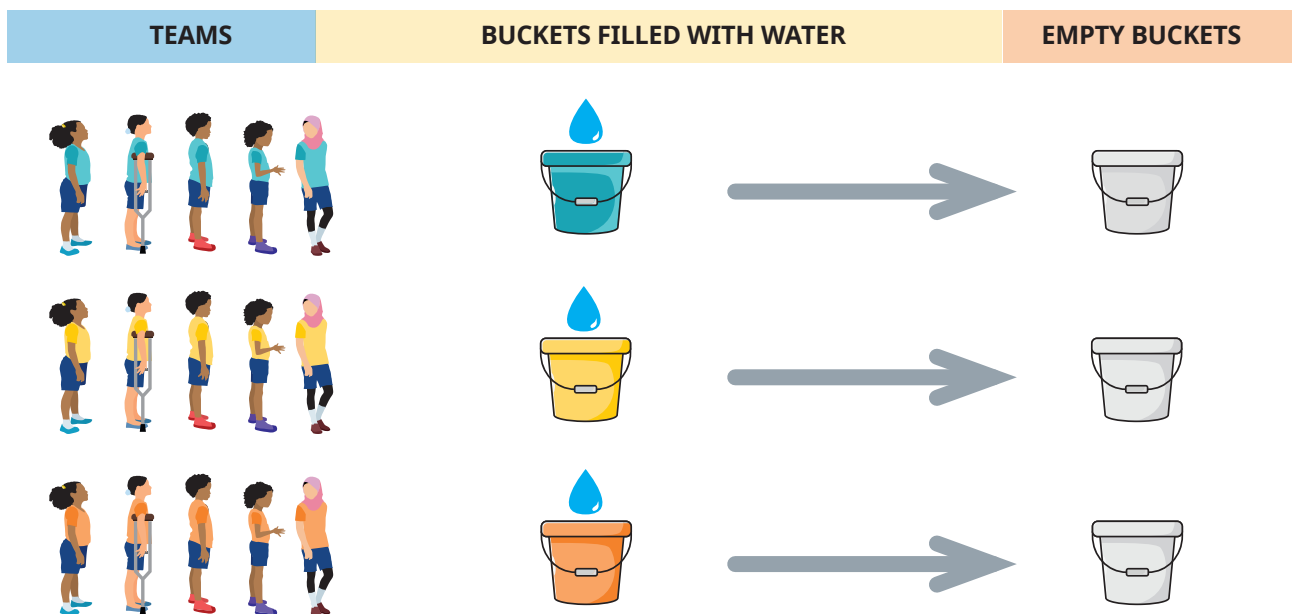
INTRODUCTION – OPENING CIRCLE

Call the participants together. Ask a few questions:

- Why is it important to save and recycle water?
- How can we save and recycle water?



ACTIVITY



Teams line up behind a starting line. The 1st person in the team holds a cup. On the whistle, the person must fill up the cup from the bucket, walk as quickly as they can and pour the water into the empty bucket. Then they must run back and hand the empty cup to the next person in line. If they spill any water along the way, they must return to the bucket, empty and refill the cup. Stress that under no circumstances must water be wasted. Involve other participants as “referees” to judge water wastage. They must go as many times as they can in two minutes. The teams with the most water in the bucket wins. After round one, give the teams a chance to reflect on how they did and plan how they could improve. Have a second round. Discuss if there was any improvement.



LEARNING POINTS



- Water is our most precious resource after the air we breathe.
- Only 1% of the water on earth can be consumed by human beings. The rest is salt water, or frozen.
- So, make every drop count:
 - a. Use a small glass of water when brushing your teeth.
 - b. Make your garden water-friendly with plants that don't need a lot of water.
 - c. Flush only when necessary.
 - d. Do not let water run while you are brushing your teeth or washing your hands.
 - e. Try to fill as many empty containers as possible with water when it rains.
 - f. Recycle wastewater from washing clothes or dishes to water plants.





CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

Reflect on their review of their performance in round one and their planning for round two. Did their performance improve or get worse, why?

CRITICAL THINKING AND PROBLEM SOLVING

Reflect on what ways they came up with to improve their performance.

CREATIVITY AND IMAGINATION

Ask the participants to suggest how the activity can be made harder, easier or more fun.

CITIZENSHIP

Ask the participants what they would do to ensure that they save water at home and how they can involve their siblings, parents and neighbours.



VARIATION:

Easier – Make the size of the area smaller. Use smaller buckets and bigger cups or jugs.

Harder – Make the size of the area bigger. Place the cups in the middle of the space. The participants must first run to the middle to collect their cups and then run back to the filled buckets.



AT HOME, IN THE COMMUNITY

Both activities can be easily implemented at home with family members. Cones can be substituted with household items such as shoes. The rest of the equipment is used every day in most households.

TOPIC

3

FLOODING



LEARNING OUTCOME/S

By the end of this session participants should be able to:

- Explain what causes flooding.
- Demonstrate how to act in a flooding scenario.
- Demonstrate how to put in place measures to prevent or reduce the impact of flooding.



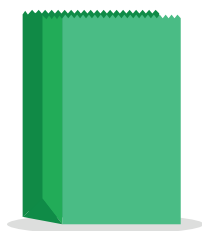
SET-UP

Divide the class into groups of about 5 to 6 participants each.



EQUIPMENT

Plastic grocery bags filled with sand (8 to 10 bags per group), whistle.



INTRODUCTION – OPENING CIRCLE

Call the participants together. Ask a few questions such as:

- Is rain a good thing or a bad thing? Who thinks that rain is good? Why? Who thinks that rain can be bad? Why? (Take a few responses from the participants).
- What could happen if we get too much rain?

Explain that rain is our main source of fresh water and fills our rivers, lakes and dams. Clarify that the water in the sea is too salty to drink or to be used for other purposes such as agriculture. Explain that excess rain can lead to flooding which can result in crisis situations, such as damage to property and the loss of life. (See the introduction).

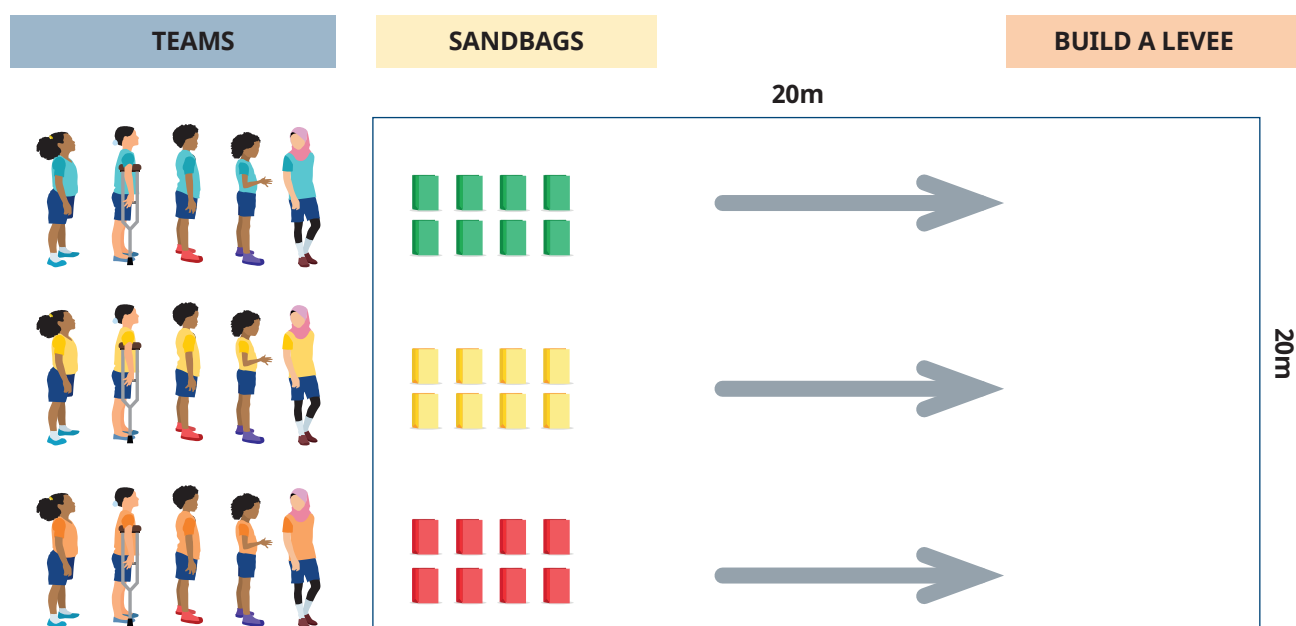


ACTIVITY 1 – ROLE PLAY

- Divide group into three equal (approximate) teams.
- Explain that everyone should use their imaginations and that for this activity, they all live near a river. They have just received a message that the river has started to overflow and that it will reach their village in about 1 hour. They must first discuss what they are going to do for about 5 minutes and then they must act out dealing with the impending flood.
- Reflect on their role plays and make sure to emphasise the following actions:
 - a. You cannot outrun a flood.
 - b. They must move to higher ground immediately.
 - c. They must inform people around them and help people, especially those most vulnerable such as the elderly, persons with disabilities and children.
 - d. They must convince people to leave their belongings behind and explain that their lives are more important than their belongings.



ACTIVITY 2 – BUILD A LEVEE WITH SANDBAGS



- Use the same teams as per the role play.
- Teams line up behind the starting line.
- On the whistle the 1st person in line must take 1 bag, run across and place the bag behind the line on the other side. They will have 1 minute to take as many bags across as they can.
- When the minute is done, they must work together as a team to stack the bags as high as they can.
- Explain that this is usually done with bigger and heavier bags to build a “levee” to keep flood water away. Explain what a levee is.

Note to Facilitator: If there is not enough time, activity 1 and 2 could cover two sessions.



LEARNING POINTS



- Different types of floods occur from different water sources, but most floods are caused by heavy rainfall.
- Floods are caused by natural and man-made factors.
- The most common type of flood is called a “river flood”. This occurs when a river overflows because of heavy rainfall.
- Flooding becomes a problem when people start developing areas where flooding happens—building, agriculture, etc.
- Water is very powerful and can cause massive destruction and loss of life.



CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

Stress that the participants must work together in planning the role play and building the levee.

CRITICAL THINKING AND PROBLEM SOLVING

Remind the participants to come up with innovative ways to deal with the issue of flooding.

CREATIVITY AND IMAGINATION

Ask the participants to suggest how the activities can involve more physical activity.

CITIZENSHIP

Ask the participants what they would do to ensure that they take care of fellow citizens as they deal with the flood.



VARIATION:

Easier – Throw less sand into the plastic bags to make them lighter. Shorten the distance of the area from 20m to about 15m.

Harder – Let participants take 2 bags at a time. Let them raise the bags slightly to build muscular strength. Make the distance between the cones longer.



AT HOME, IN THE COMMUNITY

Encourage the participants to play the levee building game with their friends in the community. Be sure not to carry dirt and sand into the house. Do the activities outdoors.



THEME

SANITATION

TOPICS:

1. Toilet Manners
2. Waste Management
3. Menstrual Hygiene Management

INTRODUCTION

Sanitation is the process of treating and safely disposing of human waste. Menstrual Health Management refers to management of hygiene associated with the menstrual process for women and adolescent girls. Without proper sanitation facilities, people often have to use inadequate communal latrines or to practise urination and defecation in the open. The lack of effective waste disposal or sewerage systems can contaminate ecosystems and contribute to the spread of disease. For women and girls, finding a place

to go to the toilet outside, sometimes at night, can leave them vulnerable to abuse and sexual assault. In other words, poor sanitation places females at an even higher risk of being exposed to gender-based violence and infections.

Almost half of the people in the world (3.6 billion people) lack safe sanitation. According to UNICEF, about 60% of the world's population (4.5 billion people) don't have toilets that safely manage human waste at home. For more information see:

<https://www.unicef.org/stories/7-fast-facts-about-toilets>.



<https://www.unwater.org/water-facts/water-sanitation-and-hygiene>





LEARNING OUTCOME/S

By the end of this session participants should be able to:

- Demonstrate how to use a latrine correctly.
- Explain how to prevent the spread of diseases through the correct usage of latrines.
- Demonstrate correct handwashing techniques after latrine usage.



SET-UP

A circle made up of inverted empty buckets alternating with buckets of water and soap on a chair.



EQUIPMENT

Empty plastic buckets (or cut outs of toilet seats prepared during the art lessons in the classroom), 2 jars/jugs' and buckets or basins filled with fresh water, soap.



INTRODUCTION – OPENING CIRCLE

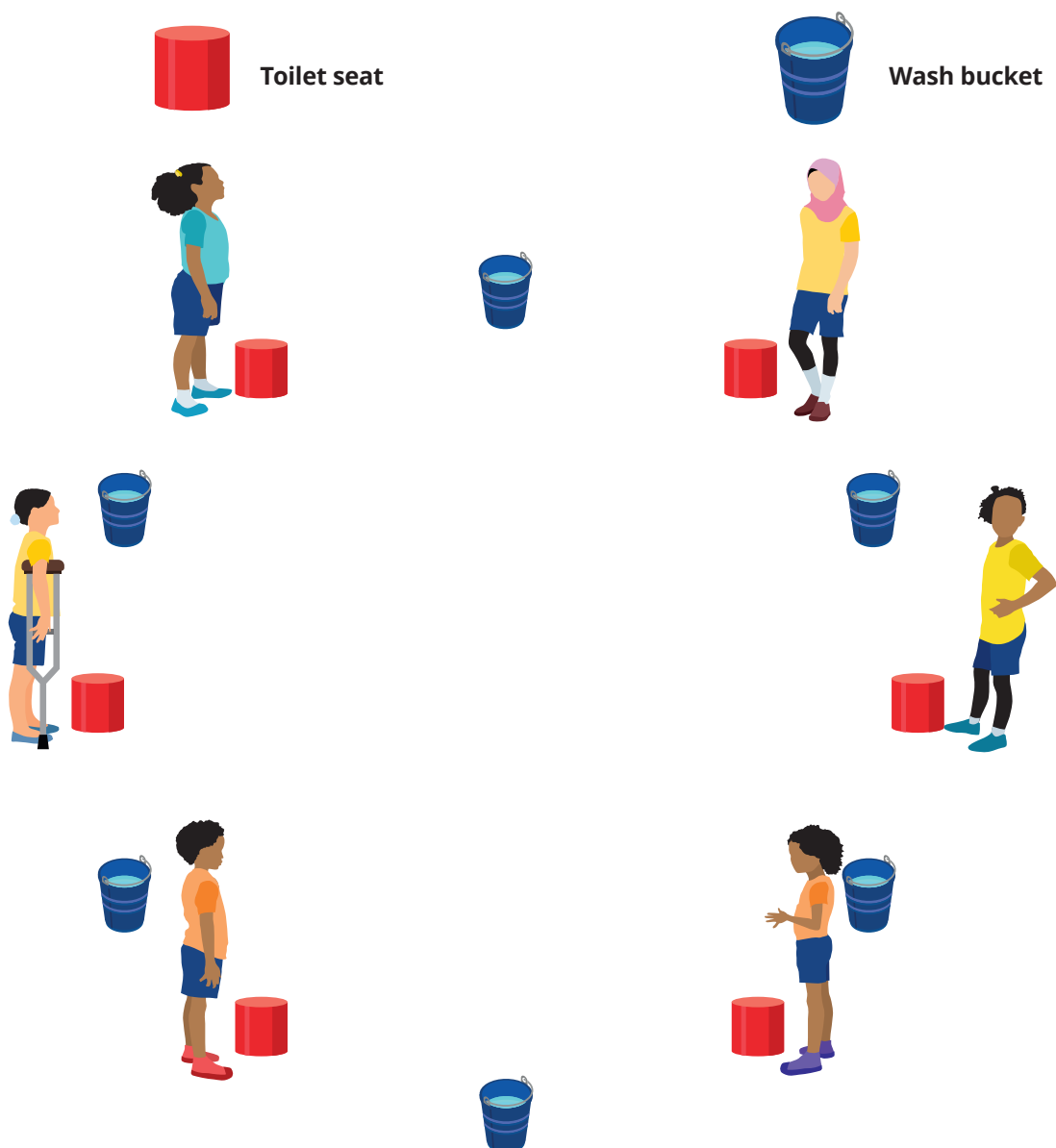
Call the participants together. Ask a few questions such as:

- Why is it important to use latrines/toilets instead of defecating and urinating in the open?
- Why must we wash our hands after we use the toilet?



ACTIVITY

- Participants walk around the circle clapping to a rhythm and repeating “It’s time to go, when it’s time to go”.
- The facilitator blows the whistle and says, “It’s time to go, time to use the toilet”.
- Participants gather around an upturned bucket in more or less equal numbers.
- They take turns doing 3 squats each, first left of the bucket while the rest of the group sings “No, no, no”, then right of the bucket, again “No, no, no”, then directly above the bucket, and everybody sings “Yes, yes, yes”.
- When all the participants have had their turn, the participants continue walking around the circle, this time singing “After the toilet, we wash our hands”.
- Repeat until the facilitator says, “Time to wash our hands”. This time the participants gather around a bucket and take turns washing their hands. In the final round the participants simply walk around the circle waving their hands dry.



LEARNING POINTS



- Using a toilet helps to prevent diseases from spreading.
- Urinating or defecating in the open can result in contaminating drinking water.
- We must go to the toilet when we need to; delaying going to the toilet can lead to infections.
- Always close the door to the toilet to maintain privacy and show respect to others.
- When seated, position yourself directly above the toilet seat.
- When standing (males) remember the floors stays dry, take down your pants, then your underwear, aim for the toilet hole, pee, take the toilet paper, wipe the seat, put the wet toilet paper in the toilet, flush, pull up underwear, pants and prepare to wash your hands.
- Always wash your hands with soap and water after using the toilet to keep germs away.
- Make sure the toilet is clean when you leave it.
- For more information on handwashing, the following websites can be helpful resources:



<https://www.cdc.gov/handwashing/when-how-handwashing.html>



<https://www.dettol.co.za/health-tips/healthy-hands/how-to-wash-your-hands/>



CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

Stress that they should support each other to ensure the correct use of toilets and the correct way to wash your hands.

CRITICAL THINKING AND PROBLEM SOLVING

Let the participants discuss briefly amongst themselves in the opening circle why the correct use of the toilet is important.

CREATIVITY AND IMAGINATION

Ask the participants to suggest a tune to the “songs”.

CITIZENSHIP

Ask the participants what they would do to ensure that their families practice good toilet usage.



VARIATION:

Easier – Make the distance between the buckets shorter.

Harder – Make the distance between the buckets longer. Let the participants pick up the pace as they move around the circle.



AT HOME, IN THE COMMUNITY

Encourage the participants to do this activity at home with their family and neighbours and to bring back feedback, pictures or videos to show the class. Identify at least one volunteer initially.



LEARNING OUTCOME/S

By the end of this session participants should be able to:

- Explain and demonstrate how to dispose of waste safely.
- Distinguish between waste materials that can be recycled and material that cannot.



SET-UP

Mark out a pitch of about 20m X 10m. On one side of the pitch, set up bins marked plastic, paper, wood and organic. Inside the pitch place different kinds of waste material.



EQUIPMENT

Cones for marking out the pitch, waste materials (plastic, wood, paper and organic). Let the participants bring waste materials from home), refuse bins, balls (various types, e.g., tennis balls, basketball balls, soccer balls).





ACTIVITY

- All the players start on the baseline with a ball.
- The facilitator shouts an instruction “plastic”. The participants move across the pitch, while dribbling soccer balls, bouncing basketball balls or tossing tennis balls. They must pick up plastics and put them in the right bin.
- Repeat the process. Let one of the participants choose the next waste material to be collected. Make sure that the participants wash their hands after picking up waste.



LEARNING POINTS

- When waste is not properly managed, it can result in outbreaks of diseases such as cholera and diarrhoea.
- You should always try to:
 - a. separate your waste and recycle as much as you can.
 - b. use glass instead of plastic.
 - c. use biodegradable waste to make fertilizer where possible.
- Recycling and reusing not only benefits the environment but also positively affects the economy.

Benefits to the environment and the economy include the following:

- A reduction in air, water and land pollution caused by discarded or burnt waste.
- A reduction in the reliance on scarce natural resources.
- Recycling also creates jobs and entrepreneurial opportunities.
- Many useful items such as sports equipment and crafts can be manufactured from waste materials.



CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

Encourage the participants to support each other and ensure that the correct waste goes into the correct bins. Make sure you praise the players to build their self-esteem.

CRITICAL THINKING AND PROBLEM SOLVING

Ask the participants to reflect on what the key waste management challenges are in their communities and how they could solve this with the help of others.

CREATIVITY AND IMAGINATION

Ask the participants to suggest how the waste sorting activity can be made harder, easier or more fun

CITIZENSHIP

Encourage the participants to keep their communities clean and to engage in environmental activities.



VARIATION:

Easier – If waste is not separated, the objective of the game could be to start picking-up waste and learn how and why to throw it in a bin.

Harder – Increase the different types of waste material.



AT HOME, IN THE COMMUNITY

Encourage and incentivise the participants to form teams of participants that live close to each other. Guide them in planning a community clean up and recycling campaign. Guide them to involve their parents, siblings and other community members. Facilitators, multipliers and other S4D staff should try to visit communities and observe the clean-up events.



LEARNING OUTCOME/S

By the end of this session participants should be able to:

- Demonstrate an understanding of menstrual hygiene and harm that could occur through incorrect usage of menstrual products.
- Demonstrate how to wash and use menstrual products correctly.

Note to Facilitator: Whilst this may be a delicate topic for younger participants, it is important that the matter is dealt with sensitively and that both males and females are involved in the sessions. The appropriate age may differ in various cultures and various countries. Consider national guidelines and make contact with relevant role-players such as the Department of Education or the Department of Social Development. Males must understand the challenges faced by females and must be prepared to provide support to their female friends and siblings.



SET-UP

Set up two workstations in a rectangle of about 15m X 10m as per the sketches.



EQUIPMENT

Re-usable menstrual pads (can be substituted with pads, tampons, menstrual cups or other available menstrual hygiene products), buckets, water, soap, underwear (participants can bring clean underwear from home), washing pegs, stopwatch, whistle, blindfolds, small table, chairs and cones, washing line/rope (this is mentioned in the instructions for activity 1).





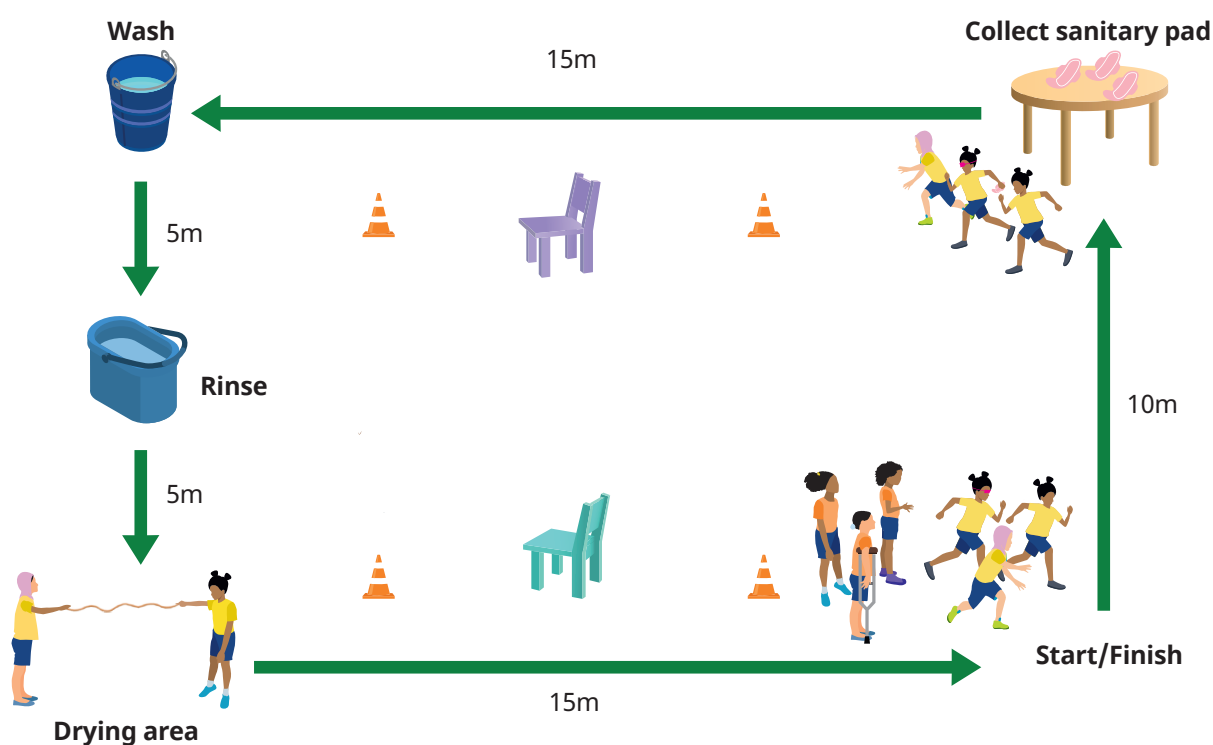
INTRODUCTION – OPENING CIRCLE

Call the participants together. Ask a few questions such as:

- What is menstruation?
- Around what age range do women start to menstruate?
- What happens to a woman's body when she menstruates?
- What products do women use when they menstruate?
- Why do you think that some women feel ashamed when they menstruate and how can we change that?



ACTIVITY



Washing re-usable sanitary pads

- Divide groups into teams of 3 or 4 persons. Appoint 1 referee per team to keep time on a stopwatch for each team (the stopwatch could be a cell phone).
- 1 person per team must be blindfolded.
- Line the teams up behind each other. Remember to maintain social distancing between the teams. 2 members of the last team in line must hold the washing line/rope at the "dry area", while the other member(s) holds the washing pegs.
- Team 1 starts at the START mark.

- The referee says “Go” and starts the stopwatch. Through verbal communication they must guide the blindfolded person through each station. The teammates may not touch the blindfolded person. If they do, it’s a 10 second penalty. The teams must:
 - a. Collect the pad.
 - b. Wash the pad for 15 seconds (referee must keep time and tell them when they may proceed).
 - c. Rinse the pad for 15 seconds.
 - d. Hang the pad on the drying line with one peg.
 - e. Return to the finish mark.

The referee gives the time to the facilitator.

- When the 1st team reaches the first station, the next team may start. When Team 1 has completed their turn, they must quickly take over the duties at the drying area, etc.
- Let each team have a second turn. They need to change the blindfolded person and have a few minutes to plan a strategy to improve their time. This time place chairs and cones in between the stations. These represent menstrual cramps. If the blindfolded persons touch any of these obstacles, they must sit on the chair for a penalty rest period of 10 seconds.



LEARNING POINTS

- Most girls get their period around the age of 12, but some will get it earlier at about 10 years old, others later at about 15, and that is OK.
- It is a natural part of a girl’s life, so girls and the males in their lives must be aware of it and they must be prepared.
- Therefore, you should always:
 - a. have sufficient clean underwear and something to catch the menstrual flow, e.g., sanitary pads, a tampon or a menstrual cup.
 - b. keep your body and clothing clean with soap and water and dispose of any menstrual waste in a safe, responsible manner, e.g., do not flush sanitary pads down a toilet or just throw them anywhere.
- Menstruation or periods should never get in the way of having fun and enjoying life; it is a natural and normal part of a female’s life.
- Menstrual products must be used correctly to prevent infections.
- Be aware of a possible lack of water during crisis situations. Always try to have spare products available.



CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

This activity lends itself to stressing the importance of good communication, collaboration and self-esteem. The team needs to constantly encourage the blindfolded person and communicate effectively with them. Reflect at the end of the session on the communication. Was it effective? How could it improve?

CRITICAL THINKING AND PROBLEM SOLVING

After round one of the activity the team needs to discuss how they can navigate the stations better and improve their time.

CREATIVITY AND IMAGINATION

Ask the participants to suggest how the activity can be made harder, easier or more fun.

CITIZENSHIP

Ask the participants how they would raise awareness amongst their family about menstruation.



VARIATION:

Easier – Make the distances between the stations shorter. Instead of 3 or 4 persons, make it partners only.

Harder – Increase the distances, add more obstacles



AT HOME, IN THE COMMUNITY

Invite a few parents to observe when you do this activity for the first time. Let one of the mothers share her experience of menstruating for the first time. Encourage the parents together with their children to try out a version of this activity at home with their family and neighbours. Find at least one or two volunteers in the class. They may take videos and pictures of the activity and share with the class. Trying out this type of community or parental involvement is dependent on local cultural norms and acceptance, but the facilitator is strongly encouraged to involve the community in some way.



THEME

HYGIENE

TOPICS:

1. Washing your hands
2. How do diseases spread?
3. Preventing the spread of disease

INTRODUCTION

Good hygiene refers to practices to maintain good health and prevent disease. Good hygiene is about keeping yourself clean but also your surroundings at home and in your community. Examples of good hygiene practices include:

- Washing your hands.
- Brushing your teeth.
- Coughing into your elbow.
- Cleaning the surfaces on which you cook and eat.
- Cleaning food such as fruit, vegetables and meat before you eat them.
- General house cleaning.
- Environmental cleaning of your neighbourhood.

In many countries, there is often a lack of education and awareness surrounding good hygiene practices and their role in reducing the spread of disease. A key aim of this drill book is thus to increase awareness of good hygiene practices.

Very often people do have knowledge of good hygiene behaviour, but they lack the infrastructure and materials, such as soap, safe water and washing facilities, to make positive changes to protect themselves and their community.

TOPIC

1

HANDWASHING



LEARNING OUTCOME/S

By the end of this lesson participants should be able to:

- Explain the importance of washing your hands regularly to prevent the spread of bacteria and diseases.
- Demonstrate the correct way to wash your hands.



SET-UP

Mark out an area of about 20m X 10m with cones. Set up the area as per the sketch below with two “quarantine areas” on either side of the pitch. On one side of the area place two buckets/ water containers with soap and water. Divide the participants into two teams.



EQUIPMENT

Buckets with water, soap in a soap dish/covered by a Mash net, cones, 3 balls per team (footballs or basketball balls).



INTRODUCTION – OPENING CIRCLE

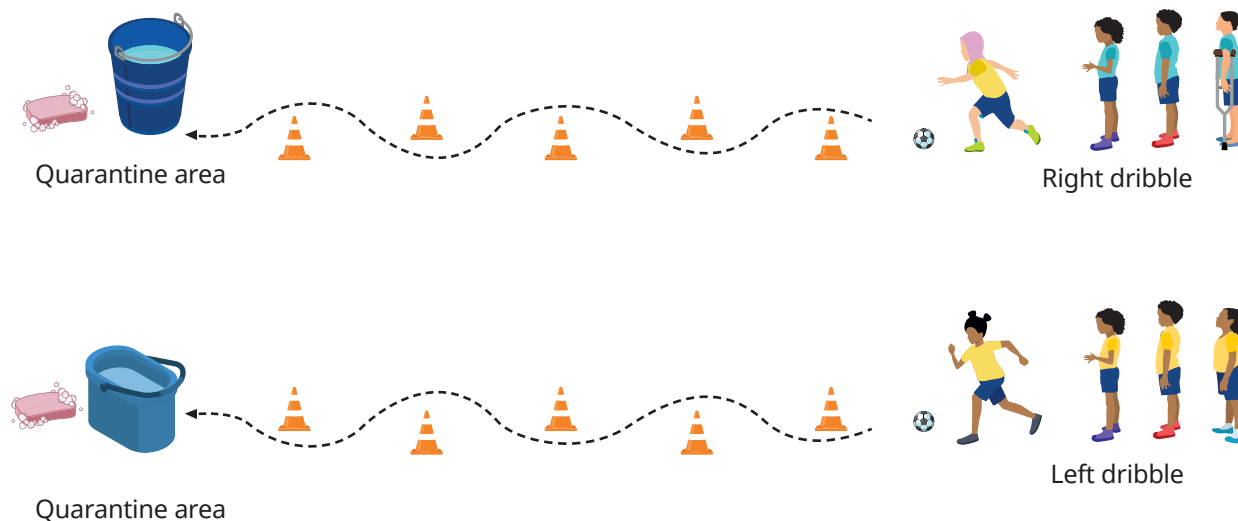
Call the participants together. Ask a few questions about washing your hands such as:

- Why is it important to wash our hands regularly?
- How often or when should we wash our hands?
- How do we wash our hands properly?
- Do you know of any diseases caused by not washing our hands, name two of these diseases?



ACTIVITY

Note to Facilitator: Other songs, such as “Happy Birthday to You” or a song in the local language for 20 to 40 seconds, can also be used.



- Participants line up in 2 rows. In round one they must dribble the ball in a zig-zag manner in between the cones with their feet. When the 1st player is about halfway, the next player must start so there is constant movement.
- When they reach the bucket, the participant must pick up the ball, go into the “quarantine area”, then throw the ball to the next person waiting to dribble. The player must then wait in the quarantine area until the next player arrives, then leave the quarantine area and join the line again.
- In round two the players must now walk in between the cones and bounce the balls. Now when they reach the buckets, they must wash their hands in the bucket with soap for at least 20 seconds.
- When they start washing, they must sing “If you’re happy and you know it, wash your hands” twice. When they are done washing their hands properly, they must take the ball back to their teammates with their feet, moving down the side of the pitch. They must move their arms to dry their hands.



LEARNING POINTS



- Handwashing is one of the most important step in avoiding illness and preventing the spread of germs to others.
- Washing hands regularly is important to prevent the spread of the Corona viruses.
- You should always wash your hands with soap:
 - a. after using the toilet.
 - b. after handling pets.
 - c. before handling food.
 - d. before eating.
 - e. after dirtying your hands, e.g., playing.
- Do not waste water when washing your hands.
- Wash your hands, rubbing in between your fingers for at least 20 seconds.
- The best way to dry your hands is with air. A drying cloth or towel may also contain germs.



CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

Stress that the players must encourage each other to wash their hands correctly. Stress that they must give each other positive feedback.

CRITICAL THINKING AND PROBLEM SOLVING

Ask the participants to think about how they are going to move the balls between the cones without touching the cones.

CREATIVITY AND IMAGINATION

Ask the participants to suggest a different song to sing while washing their hands (facilitator to ensure the song is about 20 seconds long).

CITIZENSHIP

Ask the participants what they would do to ensure that their family members wash their hands regularly and properly.



VARIATION:

Easier – Use fewer cones and make the distance between the cones longer, so that dribbling becomes easier. Slow down the activity.

Harder – Make the distance between the cones shorter. Speed up the activity.



AT HOME, IN THE COMMUNITY

Encourage the participants to try out this activity at home with family members and neighbours. Instead of cones, they should use household items like shoes or plastic bottles filled with sand.

TOPIC

2

HOW DO DISEASES SPREAD?



LEARNING OUTCOME/S

By the end of this lesson participants should be able to:

- List the main viruses that cause disease.
- Explain how viruses are spread.
- Demonstrate an understanding of how to prevent the spreading of diseases.



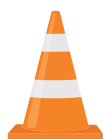
SET-UP

- For the warm-up activity – mark out an area of about 20m X 10m with cones. The size can vary according to the group size.
- For the main activity – Mark out a few areas of 10m X 10m each as per the sketch (depends on the number of players).



EQUIPMENT

Cones, 2 sets different colour bibs, soccer balls, whistle.



INTRODUCTION – OPENING CIRCLE

Call the participants together. Ask a few questions such as:

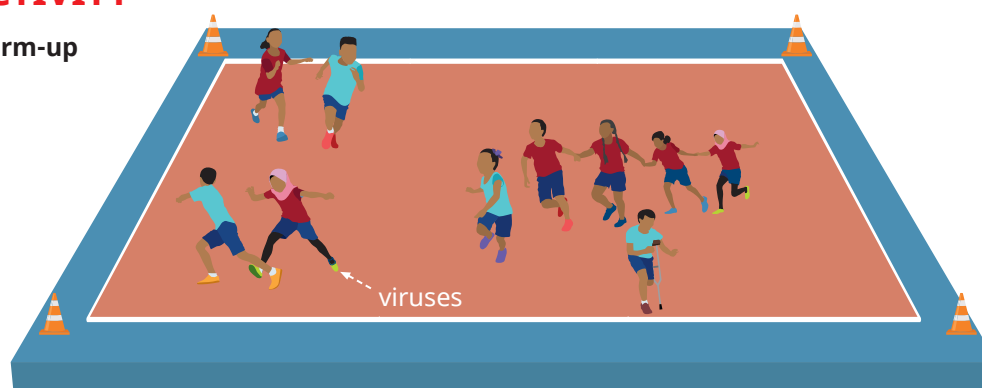
- Who can tell me what bacteria are?
- What is a virus? Is a virus the same as bacteria?
- How are viruses and bacteria spread?
- What diseases are caused by viruses and bacteria?
- How can we prevent the spreading of diseases?

Let the participants explain what they know. Supplement briefly with any information they do not give you. Explain the activity below



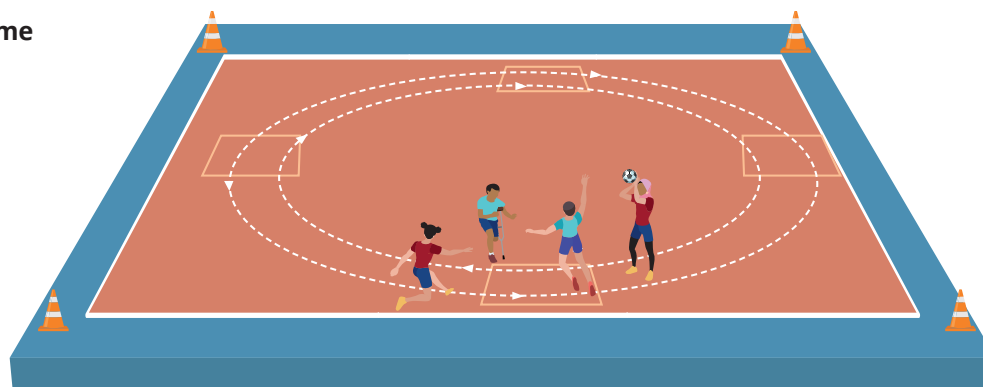
ACTIVITY

Warm-up



- Depending on the group size, assign a few of the participants as “viruses”.
- The “viruses” must try to infect others by touching them.
- All the players run around in the demarcated area.
- If a runner is touched, they must join the catcher. By holding hands, they must build a chain and try to catch the next person until there is no one left, and all participants have been “infected”.
- The longer the chain, the easier it will be to catch uninfected participants.
- Give recognition to those who manage to avoid the virus to the end. Ask them how they managed to avoid the virus.
- Make a link between the more people who have the virus, the easier it will be to infect others.
- **Variation:** if they form a chain of 4, they must divide into 2 chains.

Game



- The drill starts with matches set up in squares (the number of squares depends on the number of participants).
- In each square you have 3 players versus another 3. If the number of players doesn't divide evenly, you can make some groups into 2 versus 2.
- In each square the two teams must compete for possession of the ball and pass it to each other.
- Each player is only allowed to hold the ball for 3 Seconds before passing back.
- When the facilitator shouts “change” or blows the whistle, the teams stop competing.
- Immediately, both teams leave the ball in the square and run to the next square. The blue team runs clockwise and the red team anti-clockwise.
- After changing squares, the players that get to the ball first are allowed to start the game.
- Play until all the teams have played against everyone.
- In the end, every participant directly or indirectly was in contact with all the others. Use the exercise to show how disease can spread among a community.



LEARNING POINTS



Both “bacteria” and “viruses” are invisible to the naked eye, so how can we tell the difference?

Difference between bacteria and viruses:

Bacteria

Free-living cells that can live inside or outside a body.

Most bacteria are harmless and some can be useful e.g., decomposing organic materials in soil, helping with the absorption of food.

The discovery of antibiotics for bacterial infections proved to be quite effective.

Virus

Non-living molecules that need a host body to survive.

Most viruses cause disease, but some viruses can kill bacteria and other undesirable viruses.

Antibiotics cannot be used to combat viruses. Here vaccines are needed.

- Some common diseases caused by viruses are the common cold and flu, chickenpox, German measles and Covid-19.
- Diseases caused by bacteria include TB, cholera and pneumonia.



CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

In activity 1, ask the “non-infected” players to work together as a team to avoid being “infected” as long as possible. In activity 2 ask the participants to communicate with each other, not only verbally but also through body language and hand signals to keep possession of the ball as long as possible.

CRITICAL THINKING AND PROBLEM SOLVING

In activity 2, pause after 2 rotations and let the players discuss with each other how they can retain possession of the ball for longer.

CREATIVITY AND IMAGINATION

Ask the participants to suggest other fun ways of learning about bacteria and viruses.

CITIZENSHIP

Encourage the participants to spread messages about preventing the spread of diseases in their communities.



VARIATION:

Easier – Increase the size of the playing areas in both activities.

Harder – Decrease the size of the playing areas.

HOW TO PREVENT THE SPREAD OF DISEASES



LEARNING OUTCOME/S

By the end of this lesson participants should be able to:

- List different ways to prevent getting infected by viruses and bacteria.
- List different ways to protect yourself from infection.



SET-UP

Mark out a playing area of 20m X 10m. Make it bigger or smaller depending on the size of the group. It is recommended not to go bigger than 20m x 10m, otherwise the game, otherwise the game will take too long.



EQUIPMENT

More than one color bib, notebooks, pens, clothes pegs.



INTRODUCTION – OPENING CIRCLE

Call the participants together. Ask the participants to recap the information from the previous session about viruses and bacteria. Explain that we will focus on preventing the spread of viruses and bacteria in this session.



ACTIVITY

Divide the group into teams of 3 to 4 persons per team. The teams should wear different coloured bibs or bands to be easily identifiable from each other. Provide each team with a notebook and pen. Ask each team to discuss and write down ways they think they can prevent viruses, such as the coronavirus and other diseases, like TB and malaria, from spreading. Rotate the notebooks so the teams mark each other's work. You are the referee. They award 1 point for each measure they identify correctly. They get a bonus point if they identify a measure that no other team has identified. Each team receives 1 peg per point. Explain that the more pegs they have, the more protected they will be from the virus.

Note to Facilitator: For younger participants and those struggling with literacy, replace with a simple TRUE or FALSE quiz, or use laminated pictures and ask the participants questions about the pictures.

- The pegs must now be attached to the front of one of the team members. This is the person that must be protected. The remaining members of the team becomes spreaders and protectors.
- When you blow the whistle, the teams must try to take away pegs from each other.
- You can take a peg if you manage to touch a peg on a protected person. Some players in the team (protectors) must try to defend the protected person by blocking, while others (spreaders) are trying to get pegs.
- You can only take 1 peg from a person at a time, then you must chase another protected person.
- When a team has lost all its pegs, the team members are no longer protected, and they must leave the field and support and encourage one of the remaining teams.
- The last team standing is the winning team.
- **Reflection:** Who was caught first – why? Did you have the least amount of protection measures (pegs)? Did your teammates (community, family) not manage to protect you? Winning team, why do you think you were successful? Key message – Protection prevents infection.





LEARNING POINTS



Measures to prevent infection include the following:

- Quarantining
- Social distancing
- Wearing face masks
- Handwashing
- Sanitise your hands
- Cover coughs and sneezes (cough and sneeze into your elbow)
- Avoid touching your eyes, nose and mouth
- Stay at home if you are not feeling well
- Do not attend large gatherings
- Clean surfaces
- Practice healthy habits (get enough sleep, exercise, drink plenty of fluids, eat nutritious food)



CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

Stress that the players must share their ideas so that they can get as many pegs as possible. Encourage them to support other teams when they are no longer protected themselves.

CRITICAL THINKING AND PROBLEM SOLVING

They must work out a plan to remain protected for as long as possible. Who will defend, who will try to take pegs? Where must they run? Let them reflect on their plan—why did it work, why did it not work?

CREATIVITY AND IMAGINATION

Ask the participants to suggest ways to play the game differently to make it more fun while learning about the prevention of infection.

CITIZENSHIP

Ask the participants to reflect on practices to prevent infection in their homes. What IS being done, what is NOT being done?



VARIATION:

Easier – The players can touch any part of the body, and not only pegs, to take a peg away. Make the playing area a bit smaller so it's easier to get pegs.

Harder – Players must remove the pegs, touching the peg is not enough. Make the playing area bigger.



MENTAL HEALTH

TOPICS:

1. The Power of sport in mental well-being
2. Healthy Relationships
3. Healthy Living
4. Gender-based violence

INTRODUCTION

The S4D approach emphasises the “holistic” development of people. Whereas a typical “Sports Development” approach focuses mainly on developing the “physical dimension” of people, the S4D approach focuses on the:

- Physical Dimension – Developing movement and motor skills
- Cognitive Dimension – Critical thinking, creativity, innovation and decision-making skills
- Emotional Dimension – How do I express my feelings and emotions? How do I deal with my emotions?
- Social Dimension – How do I interact with others and communicate with others? How do I form healthy relationships?

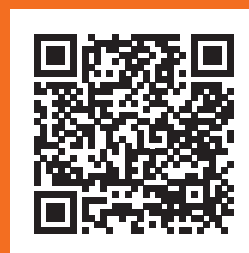
The latter three focus on the mental health of people, a very important part of development that is often neglected by coaches and teachers. Quite a few high-profile sports personalities have raised awareness about mental health in sport. These include Simone Biles (gymnastics), Naomi Osaka (tennis), Michael Phelps (swimming) and Emma Raducanu (tennis). Due to the pressure often placed on them by coaches, sponsors, the media and the general public, these high-profile athletes may suffer from depression, anxiety and even suicidal thoughts. However, issues of mental health are not restricted to elite athletes. Even community-based athletes face pressure. Hardships, including those prompted by crisis situations, can have an impact on everyone’s mental health.

One’s state of mental health can lead to mental illness. Mental illness, also called mental health disorders, refers to a wide range of mental health conditions—disorders that affect your mood, thinking and behaviour. Examples of

mental illness include major depression, anxiety disorders, bipolar disorder, schizophrenia, eating disorders and addictive behaviours. Please note that an intellectual disability is not a mental illness.

For more information see:

The Covid-19 pandemic has had a huge impact on the mental well-being of people, especially among youth according to research conducted



by the non-profit organisation Coaches Across Continents. Dealing with mental well-being includes issues such as:

- anxiety
- self-esteem
- negative emotions
- stress
- loneliness

These issues should not only be dealt with in these drills. Some of these issues e.g., building self-esteem, should be included in all sessions. Due to the sensitivity of this subject, all facilitators may not feel equipped or ready to lead activities. Find relevant partners to assist you. Do more reading about the subject or work with more experienced facilitators first, until you feel ready. Rather err on the side of caution, otherwise you can do more harm than good.

THE POWER OF SPORT IN MENTAL WELL-BEING



LEARNING OUTCOME/S

By the end of this lesson participants should be able to:

- Explain the role that sport can play in improving mental well-being.
- Identify what causes stress and anxiety in sport.
- Explain the power of sport in building self-esteem and dealing with stress and anxiety.



SET-UP

Set up enough space so that all the participants can move around freely.



EQUIPMENT

Music (selected by the participants), speaker to amplify sound or alternate device to play music loudly, such as phone'.



INTRODUCTION – OPENING CIRCLE

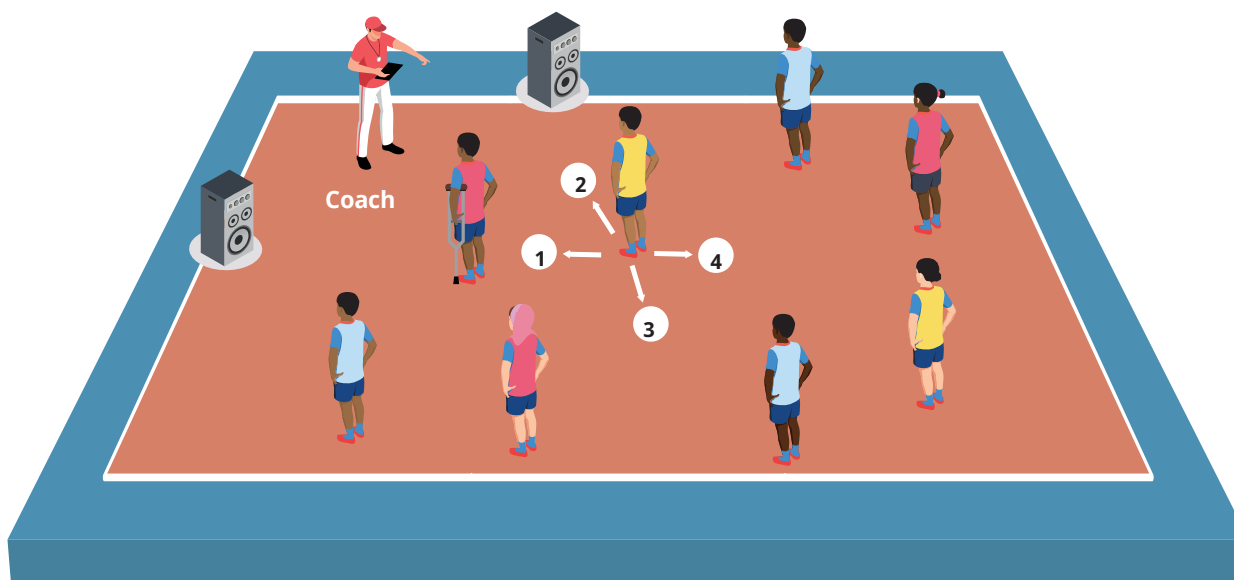
Call the participants together. Introduce the topic of mental well-being by asking questions such as:

- Have you ever felt nervous before playing a sports match? Why?
- Have you ever been alone with yourself? How do you feel when you are alone?
- What makes you happy in your life? What makes you feel sad?
- Does playing sport or games make you happy? Why?
- Does sport sometimes make you feel sad? Why?

Encourage the participants to share. Do not pass judgement on their thoughts. Share a few thoughts on the power of sport to improve mental well-being. Do not lecture please.



ACTIVITY



- Participants stand freely, maintaining social distancing and ensuring they have enough space to move about.
- The players start by facing the coach. Their starting position is 0. If the coach calls “1”, players jump one step to the front left.
- Position 2 is to the front right, 3 is to the back left and 4 is to the back right. First do the exercise together with the players slowly and in the correct sequence so they can understand what each number means.
- Do one more round, this time mixing the numbers. Now get the music going and call out the numbers, also indicating with your fingers. Do the exercise for 30 seconds.
- Now ask for a volunteer to lead for 30 seconds. Ask the volunteer to reflect on how it felt to lead the activity.
- Now ask the players to suggest other simple dance moves. E.g., 1 is cha-cha slide to the left, 2 is slide to the right, 3 is turn clockwise, 4 means the players must do a star jump, etc.



LEARNING POINTS

- Playing sport and games with friends is a good way to relieve stress and anxiety, especially during times of crisis, such as the Covid-19 pandemic.
- You should try not to spend too much time by yourself doing nothing.
- You should try to structure your day to include some exercise by yourself but also some physical activity or sport with friends.
- You should also encourage your family to join you in physical exercise or games.
- You must treat your fellow players with kindness and empathy, especially those who have suffered illness or the loss of friends and/or relatives.
- Allow the players to make mistakes, e.g., getting the moves wrong, and use the opportunity for everybody to learn.



CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

Let the players discuss the activity quickly and reach agreement on the different moves. Allow for different ideas and avoid letting strong personalities dominate the conversation. Draw out the quiet ones to suggest a movement and encourage the rest of the players to praise them.

CRITICAL THINKING AND PROBLEM SOLVING

Encourage the players to come up with simple moves that are fun but keep the body moving.

CREATIVITY AND IMAGINATION

Ask the participants to suggest moves which imitate different animals. Let different players select different types of music.

CITIZENSHIP

Ask the participants how they can involve their families in movement or dance activities.



VARIATION:

Easier – Slow down the movement skills and the tempo of the music. Instead of very dynamic movements such as jumping, use movements such as stepping, sliding or simple arm movements. Reduce the time to 20 seconds.

Harder – Increase the complexity of the sequence, i.e., instead of 4 movements increase to 5 or 6 movements or more. Add slightly more strenuous movements, e.g., squats, jumping on one leg, push-ups, high leg raises, etc.



AT HOME, IN THE COMMUNITY

Players can practice these movement and dancing skills by themselves, especially during times of isolation. Encourage them to get a friend or sibling to do it with.



ADDITIONAL INFORMATION

Addressing the topic of mental well-being in a sports session has to be very sensitive, and it is best in a well-known learning group. The reason is that it requires trust between participants and facilitator. In addressing mental well-being, it is fundamental that none of the participants has to share their feelings and thoughts. Furthermore, if one of the participants might show issues with their mental well-being, the facilitator has to act and seek further assistance. One way, for example, could be by referring to a school psychologist.

TOPIC

2

HEALTHY RELATIONSHIPS



LEARNING OUTCOME/S

By the end of this lesson participants should be able to:

- Demonstrate an understanding of how sport can build healthy, positive relationships.
- Identify important relationships in their lives.
- Explain the difference between healthy and unhealthy relationships.



SET-UP

Mark out an area of 20m X 20m with cones.



EQUIPMENT

Balls, cones, bibs, note paper.



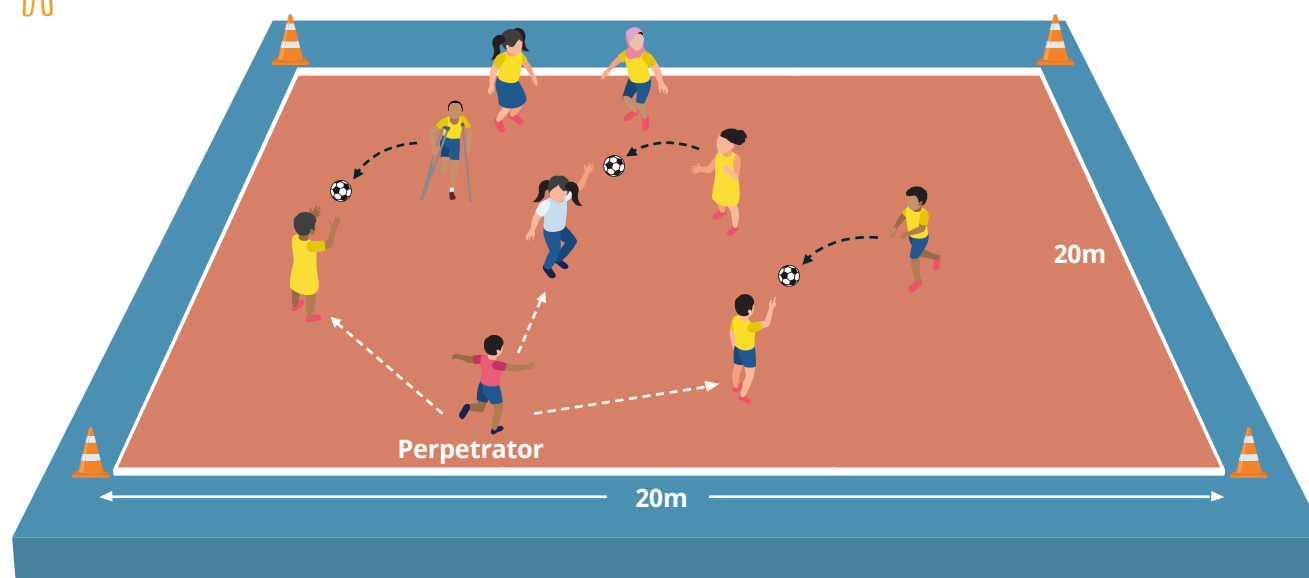
INTRODUCTION – OPENING CIRCLE

Call the participants together. Ask a few questions about healthy relationships. Ask questions such as:

- Who are your friends? Why?
- Who has had a disagreement with a friend? Tell us about it? Are you friends again?
- What do you think is a healthy relationship? What is an unhealthy relationship?
- Which relationships are the most important in your life?



ACTIVITY



1. **Warm-up:** A whisper challenge. Players run on the spot in the opening circle at least 2m apart from each other. The coach shows a written message to the 1st player (whisper the message to the player if they cannot read or see). Make sure they understand the message and then take the message back. The 1st player runs around the outside of the circle back to the person to the left of them. The player must whisper the message into the ear of the next player, who runs around the circle and whispers the message to the next person until it reaches the last player in line. The last player must say the phrase out loud so that all the players can hear how the phrase has changed. Examples of phrases might be:
 - On Sunday I saw Horeb at church wearing a purple dress with a red hat.
 - Yesterday I saw Mary take a green pencil out of John's bag.
 (The message must not be too familiar; you want to make sure that it changes as it is whispered.)
2. Players gather in the marked-out area. Mark out a square large enough for the number of players, e.g., 12 players. All players must move around and pass 3 balls within the area. One or two players are assigned as taggers. On the whistle the taggers try to tag players who don't have the ball. The players are safe if they have the ball, i.e., they cannot be tagged. If they are tagged, they must run one lap around the marked field before re-entering the game as taggers. The ones who were taggers now become players. The coach instructs the players that if they see someone being chased, they need to communicate and pass the ball to them so that they can be protected. The player being chased should also communicate with somebody with a ball to protect them. Emphasise that good friends must protect each other from others trying to harm them.



LEARNING POINTS

- It is important to have good relationships with important people in your life such as your parents, your brothers, sisters and other family members, teachers, etc.
- It is important to form friendships with people that share your values, not people that will mislead you to do bad things.
- You should strive to:
 - see another's point of view.
 - resolve conflict without violence.
 - form a healthy relationship with yourself which leads to a healthy sense of self-worth, esteem and image.
- It is good to have disagreements and not agree with everything that your friend says but signs of unhealthy relationships include:
 - a person that constantly tells you what to do, what to wear or who to be friends with.
 - a person that calls you names and embarrasses you in front of others.
 - a person that pushes you to do wrong things, like smoking or drinking alcohol.
- If you have self-confidence, self-esteem, good decision-making skills and good communication skills then you will be able form good healthy relationships with people.
- It is important to respect and include people who are different from you, such as people with disabilities.



CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

Encourage the players to constantly communicate effectively in the game so that they can be protected as much as possible. Remind the players to give praise to their friends who manage to receive the ball.

CRITICAL THINKING AND PROBLEM SOLVING

Ask the players to find a way that they can remember the message better in the warm-up "whisper" game. Try a different message and see if their plan produces a better result.

CREATIVITY AND IMAGINATION

Ask the players to suggest how to adapt the game to build healthy relationships.

CITIZENSHIP

Ask the participants what they would do to improve the relationships with their family. E.g., play these games or other games at home.

SOCIAL INCLUSION

Encourage players to be mindful to include teammates with disabilities in both games.



VARIATION:

Easier – Have fewer balls and more taggers. It will be less easy to protect yourself. Make the playing area smaller.

Harder – Make the playing area bigger, have more balls and fewer taggers



AT HOME, IN THE COMMUNITY

Both activities can be easily implemented at home with family members. The "broken telephone" game is excellent for addressing communication in the home.

TOPIC

3

HEALTHY LIVING



LEARNING OUTCOME/S

By the end of this lesson participants should be able to:

- Explain what is meant by healthy living.
- List how they could structure their day to include healthy living habits.
- List ways they could lead a healthy lifestyle at home, even during periods of isolation.



Possible link to include for further information/examples: <https://resources.specialolympics.org/health/fitness/fit-5?locale=en>



SET-UP

Arrange 4 to 5 activity stations depending on the number of participants so that you have about 5–6 participants per station at a time.



EQUIPMENT

Music and loudspeaker or alternate device to play music loudly, such as phone.



INTRODUCTION – OPENING CIRCLE

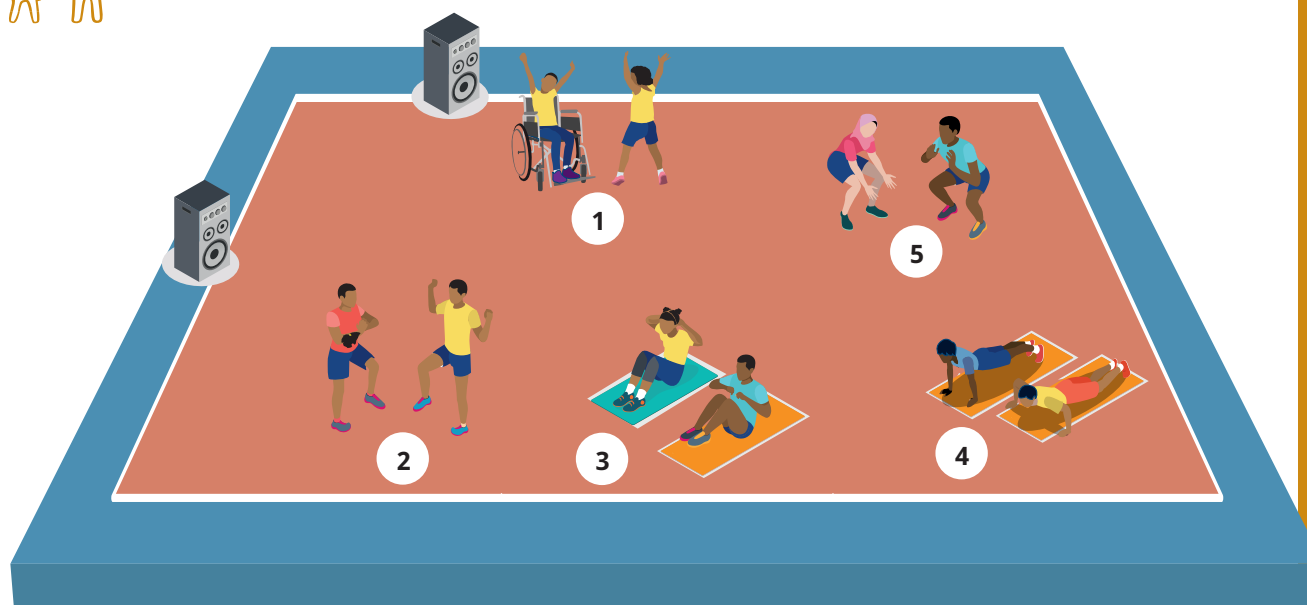
Call the participants into a circle. Ask a few questions to introduce the topic Healthy Living, such as:

- How many hours did you sleep last night (ask a few participants)? How much sleep does your body need to be healthy?
- What did you eat yesterday (again, ask a few participants)? Do you think Frederick ate healthily yesterday? What about Kathleen?
- Did anybody exercise yesterday? Tell us what you did and for how long. Do you exercise regularly? Do you exercise alone or with others? How do you feel after you've exercised?
- Do you meditate and how do you do it and for how long?

Facilitate a **connected conversation** about healthy living. Fill in any gaps with a few of the learning points below without lecturing; remember the 80-20 rule—spend 80% of the time on activities and movement and 20% explaining.



ACTIVITY – BOOTCAMP



Explain each activity. Do a few stretches to get the muscles warm and supple, then divide the group into their teams. On your whistle the participants must do each activity for 30 seconds, from the time the music starts until the music stops. Let the participants choose the music beforehand. After 30 seconds the participants walk slowly to the next station to recover for about 1 minute.

Station 1: Star Jumps

Station 2: High knee raises – run on the spot, raising your knees as high as is comfortable for you.

Station 3: Sit-ups – lie on your back, with your legs bent at the knee. Raise your upper body slowly, as high as is comfortable for you, then slowly lower your upper body to the ground.

Station 4: Push-ups – Rest on your knees and raise your body with your arms.

Station 5: Squat – Lower your body slowly as low as is comfortable.



LEARNING POINTS

- Playing sport and games with friends is a good way to relieve stress and anxiety, especially during times of crisis, such as the Covid-19 pandemic.
- You should try not to spend too much time by yourself doing nothing.
- You should try to structure your day to include some exercise by yourself but also some physical activity or sport with friends.
- You should also encourage your family to join you in physical exercise or games.
- You must treat your fellow players with kindness and empathy, especially those who have suffered illness or the loss of friends and/or relatives.
- Allow the players to make mistakes, e.g., getting the moves wrong, and use the opportunity for everybody to learn.



CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

Appoint a group leader for each activity above to supervise that group members are putting in effort. Ask the leader to encourage the participants and praise them. For every rotation, let the participants themselves appoint a new leader.

CRITICAL THINKING AND PROBLEM SOLVING

Ask the participants to come up with other exercises they can do without any equipment.

CREATIVITY AND IMAGINATION

Ask the participants to come up with exercises that imitate the movements of animals. Let the whole group do the suggested activity. This could be “stations” for a follow-up session. E.g., jump like a baboon, hop like a rabbit, crawl like a snake, stand on one leg like a flamingo.

CITIZENSHIP

Ask the participants how they can get their families to live healthy lifestyles.



VARIATION:

Easier – Decrease the time of the exercises and increase the rest period in between.

Harder – Increase the time of the exercises slightly. Do NOT decrease the rest period. Give the participants enough time to recover in between exercises.

The exercises above allow each participant to make it as easy or hard for themselves as needed.



AT HOME, IN THE COMMUNITY

The activities above have deliberately been selected NOT to include equipment. The activities require limited space and can easily be done indoors at home, not only during crisis situations but as part of a daily routine.

TOPIC

4

GENDER-BASED VIOLENCE



LEARNING OUTCOME/S

By the end of this lesson participants should be able to:

- Identify visible and invisible forms of violence and the characteristics of abusive relationships.
- List who to contact if they or somebody they know, such as a family member, is a victim of gender-based violence.



SET-UP

Mark out an area as per the sketch below.



EQUIPMENT

Cones, flash cards (size a4), markers, hoops.



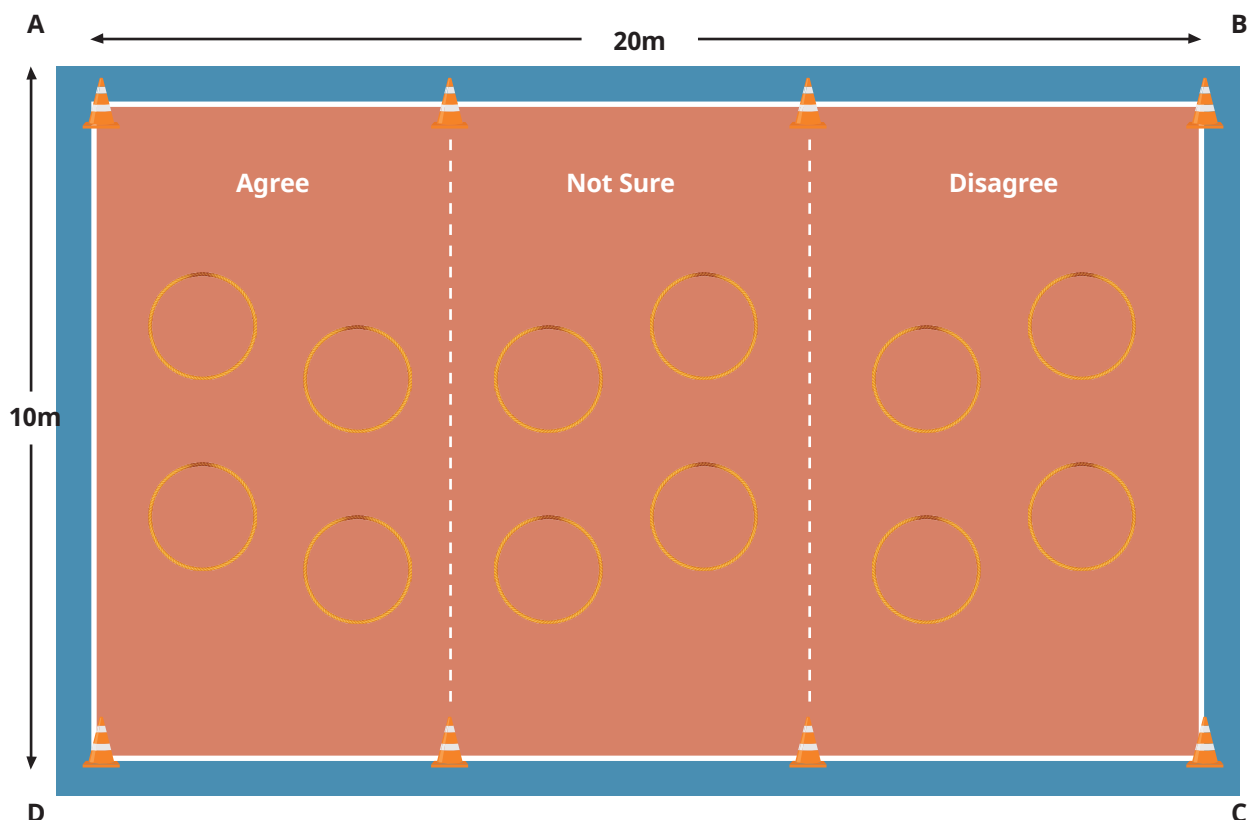
INTRODUCTION – OPENING CIRCLE

Call the participants together. Facilitate a connected conversation about gender-based violence. Ask questions such as:

- What comes to mind when you think about gender-based violence? (Take one word or phrase from one person and move to the next. Let them write the words or phrases they think about on a flashcard and place the flashcards in the middle of the circle. If they struggle, prompt with questions e.g., what is violence? Who normally is harmed? Who causes harm to women? Where is harm caused, how do you know, etc.?)
- Would anybody like to share any experience, something you may have heard or seen in your community? (Make sure they do not mention any names. Do not push them to come forward if nobody is comfortable speaking.)
- If we know of a woman in our community who is a victim of gender-based violence, what should we do? (Again, write key words or phrases on a flashcard)
- Guide the participants to group the ideas on the ground.



ACTIVITY



Participants start walking slowly from A to B; from B to C they walk a bit faster, swinging their arms; from C to D light jogging; from D to A, running (not full speed). Repeat until you hear the whistle. When you hear the whistle, find a hoop inside the playing area and stand in the hoop. (There is one hoop less than the number of participants). The person without a hoop must collect a statement on a flashcard from you and read the statement aloud. Participants must decide if they “agree” or “disagree” with the statement or if they are “not sure”. They must discuss briefly why they “agree”, “disagree” or are “not sure” with a partner. Repeat the process with different statements, such as walk around the area, change the movements, e.g., skip, walk backwards, lift the knees higher, swing arms, etc.

Statements:

- Violence against women is not really a problem in _____ (insert country).
- Girls are less valued than boys in society.
- Men are naturally more physically aggressive than boys.
- Girls who are overly friendly with boys or wear skimpy clothing are asking for trouble.
- If a woman does not have a job, she should rather try to work things out with an abusive husband, especially if there are children involved.



LEARNING POINTS



- Gender inequality starts early and keeps women at a disadvantage throughout their lives.
- Girls are more likely to drop out of school and receive less education than boys because of discrimination, education expenses and household duties.
- Many countries have laws which discriminate against women.
- In many countries, women are subjected to violence but very little is being done by the police to stop it, because it is part of the culture in that country.
- During Covid-19, GBV has been on the increase due to lockdown conditions and the abuse of alcohol and other substances at home.
- Gender inequality creates the conditions that allow for perpetrated violence against women and girls, and it is a global problem.
- Violence creates trauma which can lead to severe depression, substance or alcohol abuse and even suicide.
- Sport and S4D programmes are safe spaces to go to escape and to get help.
- It is never advisable for a woman to stay in an abusive relationship.
- We cannot ignore any forms of violence which we see in our lives.
- We need to support victims of gender-based violence. All clubs must have trained “Safeguarding Officers” who know where to get help.



CORE COMPETENCIES

COMMUNICATION, COLLABORATION AND SELF-ESTEEM

Stress that this is a sensitive topic, and that open, honest communication is important. Stress that whatever is discussed must remain confidential.

CRITICAL THINKING AND PROBLEM SOLVING

Let the participants think about innovative ways to support victims of violence.

CREATIVITY AND IMAGINATION

Ask the participants what they could do to raise awareness about GBV in their communities.

CITIZENSHIP

Ask the participants what they could do to raise awareness about GBV in their communities.



AT HOME, IN THE COMMUNITY

Encourage the participants to have these conversations with their families. The males in their homes may not be abusive but may display signs of gender discrimination.



