

Practical Booklet for *Sport for Development-Volunteers* in the Balkan Region



Dear reader,

this booklet was developed to support facilitators and young leaders in the Balkan region to conduct sport and playful activities together with their community.

It should help you as a practical reference to best tap the potential of sport and play activities towards a more social inclusive community development. It builds up on the “Outline of a Training Course for *Sport for Development-Volunteers* in the Balkan Region” and is aimed at providing practical guidance for those being active as a facilitator, coach or trainer on the ground.

The overall idea is to encourage the use of Sport for Development and give step-by-step instructions that are easy to follow and adaptable to your local environment. Therefore, the booklet builds up on the structure of your already received training on this subject and provides you with additional practical examples for every unit.

All examples can be used alternatively within your training sessions. The exercises are often based on playing football but with some creativity you can easily create a variety by using other sports like Handball, Basketball, Ultimate Frisbee or using traditional forms of games and play from your local context.

The provided examples are part of different Sport for Development manuals being created jointly by the German Cooperation, several partner countries, regions and sport related organizations worldwide. You can find all available material online following this link: <https://www.giz.de/expertise/html/21522.html>

The goal of all activities is to support the physical and mental development of your participants through sport and create a playful learning environment e.g. to train soft skills, which are relevant for the individual as well as for shaping a social integrative community.

Welcome to the Sport for Development-Team!

Content

Planning a Sport for Development activity or training session.....	5
Warm Up.....	6
WU.1 Meet and Greet	7
WU.2 Grab the Goats' Tails	9
WU.3 Circle Game	10
WU.4 Neymar says	11
WU.5 Position Play	12
WU.6 Contact Ball.....	12
WU.7 Molecule Game	12
Learning Unit B: Small Games	13
B.1 Octopus Tag	14
B.2 Tic Tac Toe.....	15
B.3 Spider Web.....	17
B.4 Rely on Me	19
B.5 Blind Snake	21
B.6 Helper's Ball	23
B.7 Comeback from defeat	24
B.8 Blindfold.....	25
B.9 True or False	26
Learning Unit D: Rules in Sport and Play.....	27
D.1 Crazy Soccer Tournament.....	28
D.2 Endzone Ball	30
D.3 Football3.....	31
D.4 No Rules.....	31
D.5 Outsider Game	32

Learning Unit E: Active Learning	33
E.1 Crossing Lake Victoria.....	34
E.2 Together in a boat	34
E.3 Polar Bear Subway	35
E.4 Invent your own Active Learning Game	36

Planning a Sport for Development activity or training session

To implement good and effective sport for development activities and training sessions it is necessary to plan and prepare them in advance. Take some time, think about your training session and try to answer the organisational guiding questions below to structure it:

- For how many participants are you going to prepare your training? Who are the participants (target/age groups)?
- How do your facilities look like and which equipment do you need?
- What are your objectives for the session?
- How long will the session take and which activities will you include?
- What are the rules (behaviour, safety) and how do you organise the session?

A training session can always be structured in the same simple format:

Initial Phase

- Welcome, outline of the training session
- Sensitization, getting attention, setting mood for a positive learning atmosphere
- Warm Up

Main Phase

- Different games and activities with the same objective (e.g. a certain soft/life skill(s))
- Sport for Development exercises can be integrated into normal sport training sessions
- From simple to complex, from easy to difficult
- Take time for reflexion and discussions in between/at the end of the exercises

Final Phase

- Conclusion & Closure, participants should leave the training in a positive mood
- Recall and summarizing of learning objectives & achievements
- Reflexion, including opinions and concerns from participants

Further information: e.g. GIZ Manual – Violence Prevention through football

Warm Up

WARM UP

Activating Participants

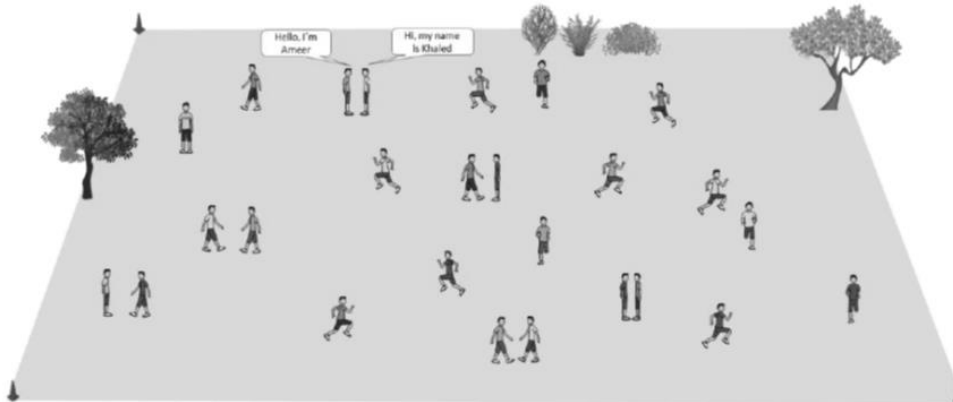
- **Meet and Greet**
- **Grab the Goats' Tails**
- **Circle Game**
- **Neymar says**
- **Position Play**
- **Contact Ball**
- **Molecule Game**

Learning Objectives:

- The warm up should activate all your participants physically and mentally
- The following activities can be used for all ages and abilities with the right modifications (e.g. intensity, quality of movement, variations in physical or cognitive tasks)
- All warm up games can be played in variation of sport/equipment - just be creative!
- The idea of this collection is to have fun and engaging activities which are easy to organize and to implement.
- The aim is to have all participants engaged and active within those activities.
- Some of them can be interesting for several times, others are more one-off activities.

WU.1 Meet and Greet

Meet and Greet



TIMING

- 10 min +/-

EQUIPMENT

- Cones

SETUP

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

DESCRIPTION

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

- When introducing themselves participants give their name, and one piece of information about themselves
- This piece of information can refer to anything, from their age, where they're from or their favorite sportsperson
- They then move on, greet another person and provide them with a different piece of information
- When finished, the trainer picks a participant and the group tries to remember as many pieces of information about them as possible

TRAINER TIPS

- This activity can be used as part of a warm-up

- Participants may be shy. Include a minimum number of people to greet

VARIATION

- Suggest topics for the kind of information the participants should give (place of birth, hobbies etc.)
- Change the way the participants move through the marked area (jump, walk backwards etc.)

LEARNING and SKILLS DEVELOPMENT

- Knowing each other's names is a first step for further communication and cooperation [4]
- Participants learn to formally present themselves to other people [5]
- Participants learn to overcome their own shyness

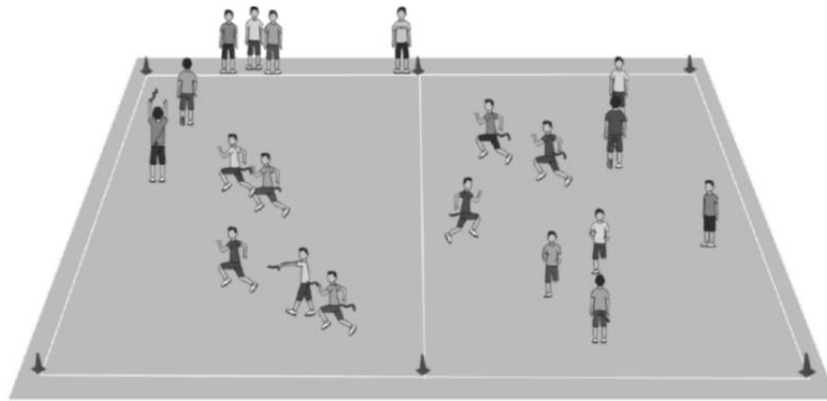
Skills: Effective Communication, Self-Confidence



Source: GIZ: Learn to Play – Play to Learn

WU.2 Grab the Goats' Tails

Grab the Goats' Tails



TIMING

- 10 mins +/-

EQUIPMENT

- Bibs, cones

SETUP

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

DESCRIPTION

- Objective – Participants grab a bib (goat's tail) hanging from someone else's waistband, whilst protecting their own [2]
- The participants try to protect their tail by moving around [3]

- Participants have to stay in the marked area
- Once they lose their tail the participant must leave the marked area [1]
- Participants cannot touch their own tail
- There are two winners: The participant that has collected the most tails and the one who stays in the longest

TRAINER TIPS

- As the number of participants in the marked area reduces, reduce the size of the area also to maintain the speed of the game

Source: GIZ: Learn to Play – Play to Learn

WU.3 Circle Game

DESCRIPTION

- Have all the kids form a large circle with the cone designating the middle of the circle.
- Begin by choosing about a third of the kids and instruct them to jog to the middle of the circle, touch the cone and return to a NEW spot on the outside of the circle where one of their teammates are standing.
- They high five their teammate and stand in that persons spot, while that kid repeats the same task, running to the middle of the circle touching the cone, and finding another new teammate on the outside to switch places with.
- There should be many kids moving at the same time.
- This activity should take on many variations including skipping instead of running, lunging, multiple cones in the middle for kids to touch each one, dribbling a ball instead of just jogging, or create ways to switch places with teammates on the outside of the circle.

TIPS

- If it seems there are too many people on the outside of the circle standing still, ask more kids to begin heading towards the middle to keep everyone moving.
- Create a task for those on the outside of the circle to be completing while others are moving towards the middle (i.e. jumping jacks, windmills, etc.).

Duration: 10 min

Equipment: 1 cone

Source: NIKE/GIZ and Partner: Manual „Active Communities – A Coach’s Guide for getting kids active before and after school”

WU.4 Neymar says

DESCRIPTION

- Begin by explaining to the kids that you will instruct them to perform a certain task (i.e. skipping), but they are only to follow your instruction if you begin the command with "Neymar says".
- Let the kids perform each instructed skill for 10-20 seconds before switching. Examples include: chase a teammate, hop on one foot, touch your toes, plant your feet and swing your arms back and forth, etc.
- If a kid performs the movement without the leader beginning with "Neymar says," they will receive a point. The object of the game is to receive as FEW points as possible.
- Once you have gone through many movements, choose a kid to be the leader and have them lead the group through more tasks. Encourage the players to be creative!

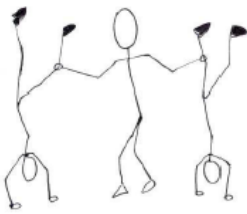
TIPS

- Encourage creativity with this activity. Progress from simple tasks (5 jumping jacks) to more complicated (a whole dance routine).
- If the group of kids is large, split them into smaller groups, each with a leader.
- To highlight certain kids, change the name of the game to "Juliana says."

Duration: 10 min

Equipment: None

Source: NIKE/GIZ and Partner: Manual „Active Communities – A Coach’s Guide for getting kids active before and after school”

<p>WU.5 Position Play</p> <p>Duration:</p> <p>10 min</p> <p>Equipment:</p> <p>None (Balls etc. possible)</p>	<p>Description:</p> <ul style="list-style-type: none"> • Participants move around in a marked area • On a signal the participants have to line up according to their height, names (alphabetical), age, feet size, etc. <p>Tips/Variations:</p> <ul style="list-style-type: none"> • Different ways of moving: jumping, skipping, backwards, with a ball, dribbling or other sportive tasks • No speaking • Two groups, who lines up first (and correctly)
<p>WU.6 Contact Ball</p> <p>Duration:</p> <p>10 min</p> <p>Equipment:</p> <p>Ball(s)</p>	<p>Description:</p> <ul style="list-style-type: none"> • Participants move around in a marked area • On a signal the participants have to line up according to their height, names (alphabetical), age, feet size, etc. <p>Tips/Variations:</p> <ul style="list-style-type: none"> • Different ways of moving: jumping, skipping, backwards, with a ball, dribbling or other sportive tasks • No speaking • Two groups, who lines up first (and correctly)
<p>WU.7 Molecule Game</p> <p>Duration:</p> <p>10 min</p>  <p>Equipment:</p> <p>None</p>	<p>Description:</p> <ul style="list-style-type: none"> • Participants move around freely like atoms in a marked area • With a shout participants have to form groups (molecule) • The facilitator defines the number of persons – hands – and feet (e.g. 6-5-3; 3-3-2 etc.) who have to get together to form a molecule • Number of feet/hands have to touch the ground while the molecule stays connected <p>Tips/Variations:</p> <ul style="list-style-type: none"> • Use different numbers of hands/feet or other body parts where molecules should get connected • Teams have to move a certain distance as a connected molecule • Can be used to divided group into new teams

Learning Unit B: Small Games

LEARNING UNIT

B

Small Games

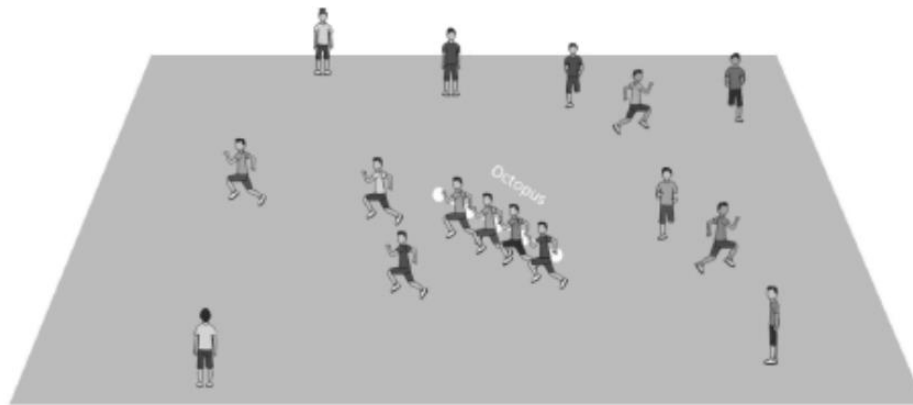
- Octopus Tag
- Tic Tac Toe
- Spider Web
- Rely on Me
- Blind Snake
- Helpers Ball
- Comeback from Defeat
- Blindfold
- True or False

Learning Objectives:

- Small Games can for example
 - be used to activate a group physically or mentally before starting a session (see also warm up),
 - be applied to support organizational tasks ((e.g. building teams of equal numbers) or
 - be targeted towards socio-dynamic processes such as team building, cooperation, problem-solving
- Participants are supposed to identify the specific learning opportunities in each of the selected small games
- Your participants should experience, that the learning process will be reinforced, by having some type of guided reflection at the end of each game

B.1 Octopus Tag

Octopus Tag



TIMING

- 5 mins +/-

EQUIPMENT

- Cones

SETUP

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

DESCRIPTION

- Objective – Participants avoid the tag of the Octopus for as long as possible
- Two people from the group hold hands and are the 'Octopus'
- The Octopus tries to tag the rest of the group [1]
- If a participant is tagged by the Octopus they also join the Octopus, holding hands. This continues until one participant is left

TRAINER TIPS

If the Octopus is getting to big and too slow to catch more participants, split it into two

VARIATION

- Introduce a ball/Frisbee for those avoiding the Octopus to pass between them, making the person in possession immune to a tag

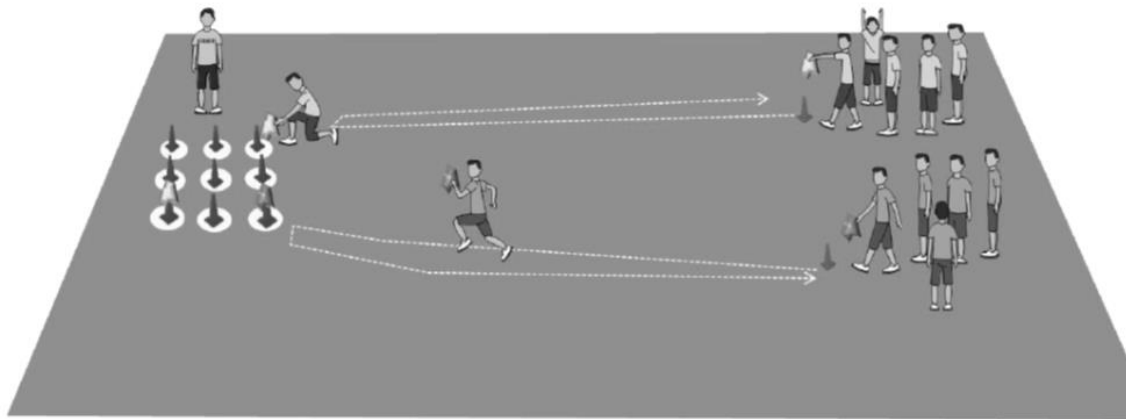
LEARNING and SKILLS DEVELOPMENT

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

Skills: Effective Communication, Team Work, Focus

B.2 Tic Tac Toe

Tic Tac Toe



TIMING

- 15 mins+/-

EQUIPMENT

- Cones, markers (e.g. bibs)

SETUP

- Using the cones, create a grid with 9 cones
- Set a starting point approx. 20 m away [1]

DESCRIPTION

- Objective – Both teams try to be the first to place three markers in a row on top of the cones (horizontal, vertical or diagonal) [5]

- Two teams of equal numbers start at the same time [2]
- The first participant from both teams carries a marker and drops it on top of one of the nine cones [3]
- Participants then run back to their team and tag another participant, who repeats the same task
- Once they have three in a row, the game is over
- If, after each team has placed its 3 markers there is no winner, the next participants move one of their own markers to another empty cone until there is a winner [4]

TRAINER TIPS

- Make sure players do not shift the other team's markers
- Participants may not obstruct each other
- They are not allowed to wait beside the cones for the other team make their move

VARIATION

- Increase the distance from the starting area
- Include additional tasks to be fulfilled on the way to the scoring area
- Use 4 markers instead of 3

LEARNING and SKILLS DEVELOPMENT

- This game creates a situation in which players need to make very quick decisions under time pressure
- This activity is particularly useful in developing Concentration, Decision Making Skills and in encouraging Strategy and Problem Solving
- One of the learnings could be that not making a decision is very often the worst option because it prevents you from making any progress at all

Skills: Strategic Thinking, Decision Making, Coping with Stress and Pressure



Source: GIZ: Learn to Play – Play to Learn

B.3 Spider Web

Spider Web



TIMING

- 20 mins +/-

EQUIPMENT

- Rope, Posts, Bibs

SETUP

- Use the ropes to setup a 'Spider Web' between two posts
- The web can be setup between two goal posts, but two trees or other objects are just as good
- Make sure the holes are large enough for a person to fit through
- Make sure there is at least one hole per person

DESCRIPTION

- Objective - All participants must get from one side to the other side without touching the net. If they touch the net the Spider wakes up and the team has lost the game! [1-3]
- Each hole may only be used once
- Once the hole has been used, mark it with a bib, to show that it's closed [4]

TRAINER TIPS

- Be aware that participants may be sensitive about physical contact and that maybe not everyone will want to take part

VARIATION

- Create some holes which are lower and larger, and easier to get through
- Create some holes which are smaller or higher, and harder to get through
- For younger participants, make the rule that the web can't be touched for more than 2 seconds

LEARNING and SKILLS DEVELOPMENT

- This activity is particularly useful in encouraging strategy, problem solving, effective communication and team work

- Participants need to create a strategy for their team. Assessing as a group which participants need to use the easier holes to pass through (e.g. because they are smaller), which participants can help others to manage a difficult task (e.g. because they are strong enough to lift someone) etc. [5, 6]
- The game can only be won, if all team members bring in their specific abilities

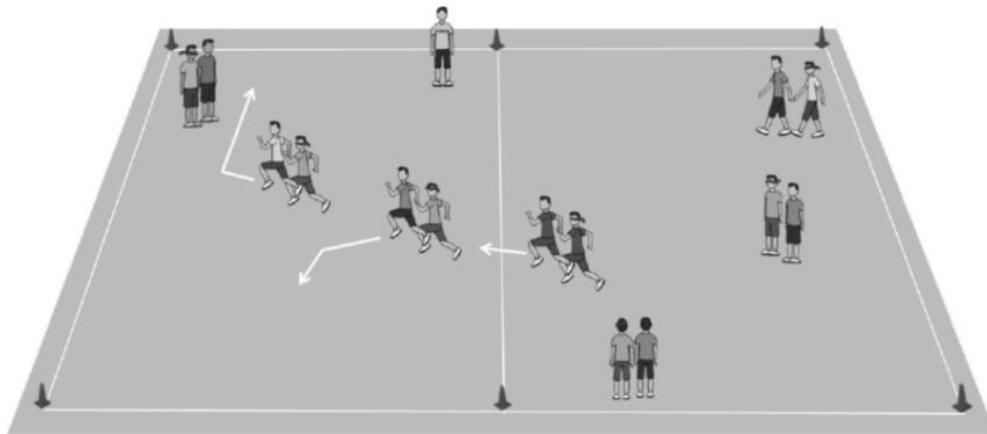
Skills: Teamwork, Strategic Thinking, Problem Solving, Trust and Responsibility, Effective Communication,



Source: GIZ: Learn to Play – Play to Learn

B.4 Rely on Me

Rely on Me



TIMING

- 5 min +/-

EQUIPMENT

- Cones, blindfolds

SETUP

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

DESCRIPTION

- Objective - Working in pairs, participants try to avoid being tagged
- Participants pair up
- In each pair 1 participant is blindfolded, and the other can see
- The seeing person guides their 'blind' partner by the hand [1]
- One pair starts as the catchers and all others try to avoid their tag
- If a pair is tagged, they become the new catchers

- The seeing person is in charge of the pair's movement. They try to win the game (i.e. tagging and avoiding to be tagged). At the same time they need to take care of their partner to avoid that they are stumbling or running into another person

TRAINER TIPS

- Ensure the safety of the participants by making sure that the area is safe and that the participants are observed
- Make sure all seeing participants are aware of their responsibility for their 'blind' partner and live up to the game's title 'Rely On Me'
- Let participants switch roles, so that both experience how the game feels, from both a guiding and blindfolded perspective

VARIATION

- If a pair is tagged, then they try to catch other pairs until there is only one pair left
- If a pair is tagged, then they take the catching team by the hand and try to catch more pairs until there is only one pair left (like in 2.9, Octopus Tag)
- If participants are afraid of running blindfolded or if the game becomes too wild, only allow participants to walk instead of running

LEARNING and SKILLS DEVELOPMENT

- This activity can be used as part of a warm-up.
- The game is particularly interesting during life skills training because it includes two contradictory tasks:

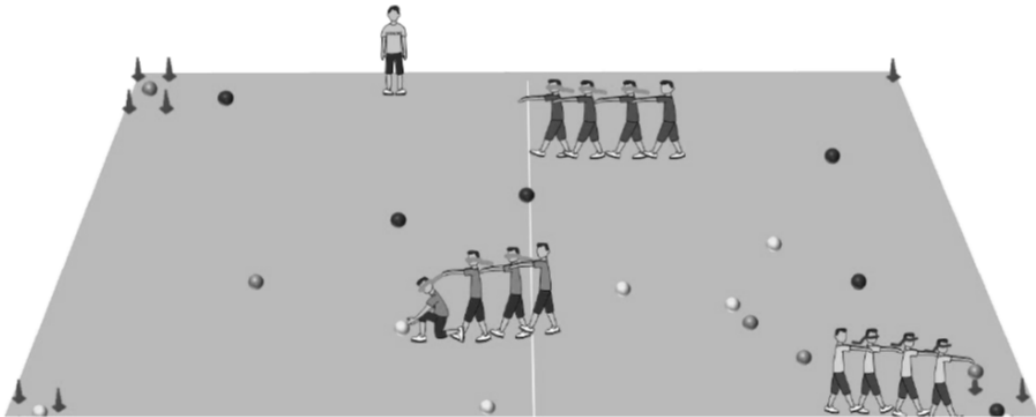
- 1(1) Running fast to catch other participants or avoid being tagged (2) Running slowly and carefully to avoid your partner being hurt
- Participants must find a balance between their desire to win and their responsibility to look after their partner
- The need to be aware, that their partner relies on them and that after switching roles they must rely on their partner
- Many situations in work and life exist, where you either need to trust someone or are responsible for someone else
- It is important that participants take over both roles and discuss the different experiences

Skills: Reliability, Trust and Responsibility, Effective Communication

Source: GIZ: Learn to Play – Play to Learn

B.5 Blind Snake

Blind Snake



TIMING

- 15 min +/-

EQUIPMENT

- Blindfolds
- Items to be collected
- Boxes or cones for collection point

SETUP

- Mark an area large enough for the participants to move around in safely when blindfolded
- Items scattered on the floor
- Mark an area with cones or place a box for the teams to collect their items

DESCRIPTION

- **Objective** - Teams try to collect and return as many items as possible to their collection point. The team that has collected the most items wins the game.
- Teams stand in a straight line, to form a 'Snake'

- 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 with each other

TRAINER TIPS

- If the participants are struggling to come up with a plan then here are some simple signals to help them:
 - Pat left shoulder once turn left
 - Pat right shoulder, turn right
 - Pat both shoulders, stop
 - Touch head – pick up/drop off item

- Make sure participants switch roles and positions during the game. E.g. When the person at the front successfully drops off an item, they move to the back and become the sighted guide

VARIATION

- Play with teams of different sizes. For example, play with two teams of 10 instead of with 4 teams of 5. How big can the snake be, before communication between the back and the front of the snake breaks down?
- Use objects of different colours and assign different values to them (i.e. red = 5 points, green = 3 points etc.)

LEARNING and SKILLS DEVELOPMENT

- The game involves a large number of skills which are also important in work and life.
- Participants must agree on a specific form of non-verbal communication, they must concentrate on the signals, blindfolded participants must trust their guide, while the guide is responsible for the entire group's safety. When playing with different colour values strategy also becomes important

Skills: Reliability, Trust and Responsibility, Effective Communication, Strategic Thinking



Source: GIZ: Learn to Play – Play to Learn

B.6 Helper's Ball

Teamwork
Age: 13 years up

HELPER'S BALL

PASSING & DRIBBLING



 1/2/3

 6-10

 4

 0

 1/2/3

 10-15 minutes

DESCRIPTION

Mark a field sized about 15 m x 15 m.

One player tries to catch the other players. He is the hunter and he is marked with a bib. The pursued players have one ball inside their group. They pass the ball to each other. The player, who is in ball possession, is not allowed to be caught. So the players can help each other in the way that they pass the ball to the pursued player.

If one player is caught, he changes the role with the hunting player.

It is not allowed to keep the ball longer than 4 seconds. (The hunter is not allowed to wait until the 4 seconds are over. He has to try to catch another player then.)

Depending on the age and the technical abilities you can pass the ball with the hand first. Better teams can pass the ball with their feet.

The coach has to motivate the players to help the pursued players and do not only think for themselves.

Play several rounds, so that every player has been the catcher at least once.

VARIATIONS

- Passing the ball with the hand. (Handball)
- Passing the ball with the feet. (Football)
- Use two/three balls. (The more balls, the easier it gets for the pursued players.)
- Two/three hunters. (If you have a big group, you can play with more hunters.)
- How many players can you catch in one minute?
- Play with a constantly catcher (max. 1 min. per catcher). A caught player can be redeemed in the way that another player plays the ball through his spread out legs or crawls through.

COMPETENCE GAIN

The players have to observe the whole field and their teammates if they want to help them. They must not only pay attention for themselves. This situation is like in job. You have to see the whole thing, not only your own special thing. (E.g. in a big company.)

QUESTIONS FOR REFLECTION

- Where have been difficulties? (both teams)
- What was necessary for you to solve the task? (Teamwork, communication, overview)
- Did someone take the command? Why could this be helpful?

Source: BMZ/GIZ/DFB: Kicking Youth Competences

23


B.7 Comeback from defeat


Perseverance
Age: 15 years up


COMEBACK FROM DEFEAT


PLAYING FOOTBALL





 1

 8-20
2 teams

 4

 2

 2 sets

 25 minutes

DESCRIPTION

Mark a field sized 20m x 40m (for 4 against 4) or bigger if you have more players.

Team A plays minority with one (two) players less.

Team B plays majority with one (two) players more.

Team A starts with a 2-0 lead and team B starts with a 0-2 residue.

Two teams play against each other. Playing time is 10 minutes.

Team B must try to change his loss into a victory. On the other hand if Team B loses they must do a punishment. (Knee-bends, push-ups, additionally running, etc.)

Give both teams a little time before starting the game. They shall consider their tactics to win the match.

Change the roles after 10 minutes. (Now team A plays majority and team B plays minority.)

VARIATIONS

- Number of minority/majority
- Leading/residue result
- Playing time

COMPETENCE GAIN

Even if there are bad circumstances you have always the chance to win. But you have to resist this circumstances and do not give up. Show perseverance!

QUESTIONS FOR REFLECTION

- How did you feel during the match?
- What was your consideration/tactics for the match?
- Why did you see a chance to win the match? Explain! (Believe in my teammates and myself.)

Source: BMZ/GIZ/DFB: Kicking Youth Competences

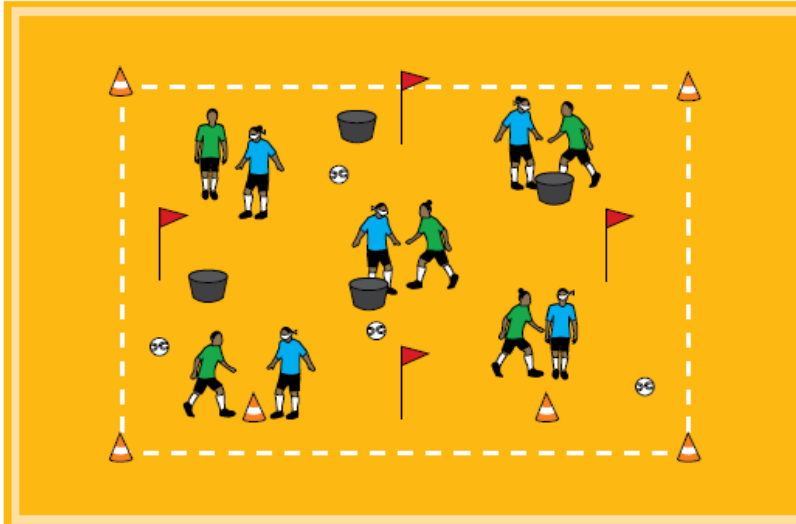
24

B.8 Blindfold

BLINDFOLD

Improves concentration before and after activities. Promotes calmness and trust and fosters team spirit.

20 MINUTES 
WARM UP



EQUIPMENT: Balls, obstacles, blindfolds

DESCRIPTION: A variety of obstacles are placed randomly on the pitch, including a number of balls. Players are divided into pairs, one of whom is given a blindfold. This player is then guided to the balls by the voice of his/her partner. The goal is for the pair to work together to collect all the balls.



SOCIAL
taking responsibility



PERSONAL
building, earning trust and receiving trust



PHYSICAL
concentration, coordination



TECHNICAL
ball sense, orientation



MAIN FOCUS
social skills

Source: BMZ/GIZ/DFB: Kicking Youth Competences

<p>B.9 True or False</p> <p><i>(self-awareness & discrimination)</i></p> <p>Duration: 10 min</p> <p>Equipment: Marking for Areas, Balls are possible</p>	<p>Description:</p> <ul style="list-style-type: none"> • 3 areas (A, B, C) next to each other • All participants start in area B (middle) • Facilitator gives a statement about relevant issue (can e.g. refer to gender, discrimination, social behaviour, etc.) <ul style="list-style-type: none"> “Is the sports ground open to all children?” “Are women allowed to marry women?” <p>If participants agree they go to area A, if not, they move to area C</p> <ul style="list-style-type: none"> • Then they come back to B and a new statement is given <p>Tips/Variations:</p> <ul style="list-style-type: none"> • Way of moving • Including balls (dribbling, passing) • Statements can relate to strengths, weaknesses, thoughts, emotions, beliefs, motivation and can gradually become more personal <p>Reflection:</p> <ul style="list-style-type: none"> • Right after the decision, you can sometimes ask for their reasons • Was it difficult to decide? Why? • Were you surprised about yourself?
---	---

Learning Unit D: Rules in Sport and Play**LEARNING UNIT****D****Rules in Sport and Play**

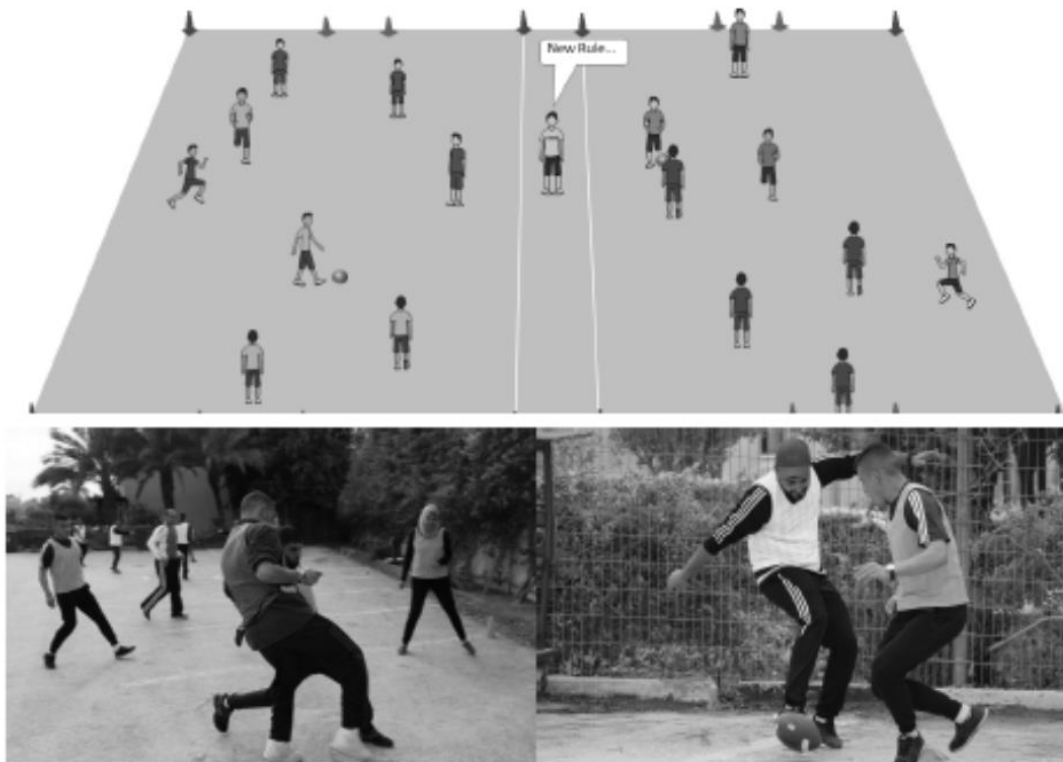
- **Crazy Soccer Tournament**
- **Endzone Ball**
- **Football 3**
- **No Rules**
- **Outsider Game**

Learning Objectives:

- understand why rules are important in sport and play
- know how the rules can be changed, to make a sport or a game more fun, more appropriate for the target group, more inclusive etc.
- use rules to understand how a real level-playing field works
- train certain soft-skills together with your participants

D.1 Crazy Soccer Tournament

Crazy Soccer Tournament



TIMING

- 15 mins +/-

EQUIPMENT

- Cones, Bibs, Balls

SETUP

- Use the cones to mark two (or more) small playing fields

DESCRIPTION

- Objective – Use a popular, well known sport and alter the rules to introduce the concept of 'playing with the rules'
- Create 4 (or more) small sided teams, depending on how many participants there are
- Bring the participants together before starting the tournament and agree on the basic rules

- After playing 1 round of 'normal' football, introduce a new rule every 2 or 3 minutes
- These rules can be as creative as you like. Some examples are; play with a rugby ball [3], play with hands only [4], play with your weaker foot only [5]. The crazier the better! The new rule always replaces the previous one
- Instead of adding a rule, make teams swap playing fields (e.g. Team 1 and 3 stay, team 2 and 4 swap). Teams take their points with them to the next pitch. The team that scored most goals in total is the winner

TRAINER TIPS

- Competition and being the winner is not the most important thing here. This concept is meant as a fun exercise to show the participants how changing the rules can alter the perspective on a game
- The Crazy Soccer Tournament can be a good start to an event. Most participants know how to play football and like it. However, changing the rules as described will make it easier to include participants with different levels of talent and experience



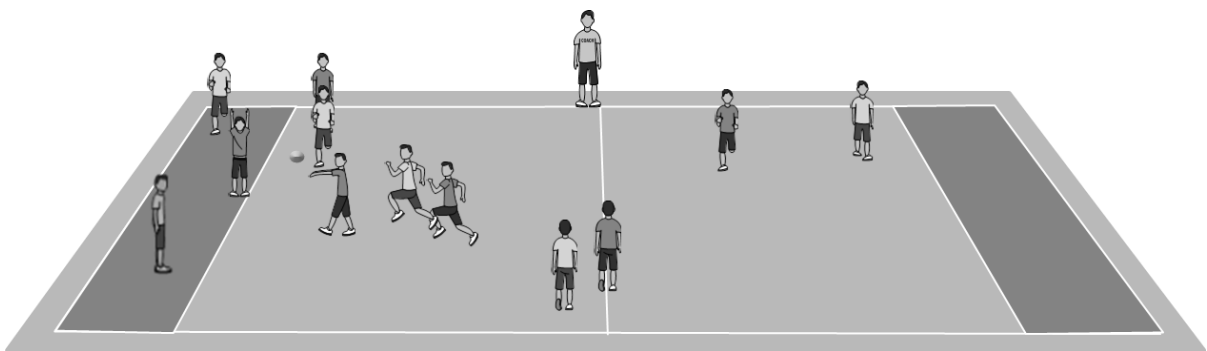
Source: GIZ: Learn to Play – Play to Learn

D.2 Endzone Ball

By playing the crazy soccer tournament, participants could see how the experience of playing football changes when the rules are slightly changed. The game usually becomes less competitive and more inclusive.

To reinforce this learning experience, first introduce your participants to a simple game of “Endzone Ball”

- The game is played in equal teams of 5-8 players on each side and the main idea is to catch a ball in the other team’s endzone to score a point.
- Start with only three rules:
 - A player may throw and catch the ball, but no one is allowed to walk or run with the ball
 - No physical contact between players is allowed
 - If a player catches the ball in the other team’s endzone, his/her team wins a point



- After playing for a few minutes, stop the game and ask participants to analyze the game.
- Then ask them to think about additional rules following two steps:

First step: As a group decide on additional rules which are required to better define how the game is played (e.g. what happens if the ball is out of bounds, how to restart play after a team has scored etc.). The objective is to create a very simple game that works.

Second step: Analyze the game again to see if all players are fully included in the action or if some additional rules are required to make sure all players can fully participate and enjoy the game. The objective is to create a game that is inclusive and fun for everyone.

<p>D.3 Football 3</p> <p>can also be Basketball, Handball etc.</p> <p><i>(responsibility, inclusion of all participants through rules, sensitivity for behavior and ability to discuss actively and fairly)</i></p> <p>Duration:</p> <p>30 – 60 min</p> <p>Equipment:</p> <p>Balls, Goal/Markers</p>	<p>Description:</p> <ul style="list-style-type: none"> • Participants move around freely like atoms in a marked area • With a shout participants have to form groups (molecule) • The facilitator defines the number of persons – hands – and feet (e.g. 6-5-3; 3-3-2 etc.) who have to get together to form a molecule • Number of feet/hands have to touch the ground while the molecule stays connected <p>Tips/Variations:</p> <ul style="list-style-type: none"> • Use different numbers of hands/feet or other body parts where molecules should get connected • Teams have to move a certain distance as a connected molecule • Can be used to divided group into new teams <p><i>Further information can be accessed at:</i> https://issuu.com/streetfootballworld/docs/football3_handbook_web_version_engl</p>
---	--

D.4 No rules

Tips: Define the goal of the game (e.g. ball must be shot into the goal), besides this only one rule is given: Don't hurt anyone!

Can be played also with Basketball, Handball or Frisbee



What to do

Create two teams of an equal number of players and play a match with no rules and without a referee. The coach stresses that "no rules apply".

VARIATION:

Players should collectively decide on the rules before the game begins.

FOLLOWUP DISCUSSION

How was the drill?

Do we always need a referee in our games and why?

The importance of following rules / laws in our community and how this ensures a peaceful environment.

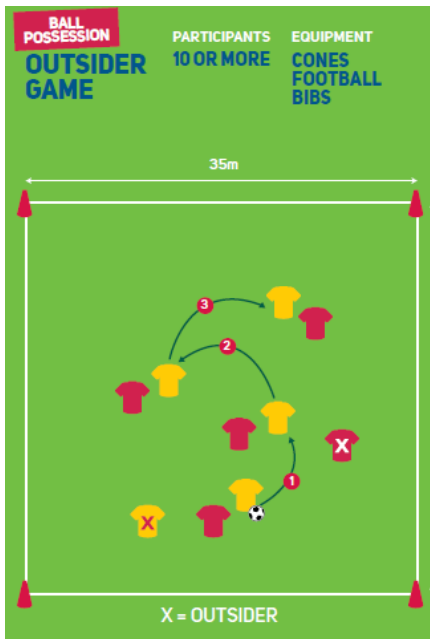
Players should learn how to resolve conflicts amongst themselves and treat their opponents fairly.

Relate this to peace keepers in your respective communities.

Coaching tips: Knowledge of football rules communication and fair play.

Rules and norms promote social order in our community!

D.5 Outsider Game



Tips:

Try to make the most enthusiastic players the outsiders of both teams.

Make sure to intervene before it gets too emotional

This game can also be played as basketball, handball or ultimate Frisbee, etc.

What to do

Create two teams which play against each other. Both teams have an outsider who will not be included in the course of the game. The teammates do not pass the ball to the outsider. The selection of the outsiders is done by the coach. The coach will instruct both teams not to pass the ball to the outsider on their team. The outsider should not be aware of the instruction given to the team.

VARIATION:

One team scores by passing the ball to the outsider. The other team tries to mark the outsider, preventing them from scoring.

FOLLOW UP DISCUSSION

How was the drill?

The outsiders share with other players what it felt like not having the ball and being ignored.

Relate the experience to how stereotyping plays can lead to violence.

Changing perspective helps to promote peace.

Coaching tips: Ball possession and accurate passing.

Source: GIZ Manual – Violence Prevention through football

Learning Unit E: Active Learning

LEARNING UNIT


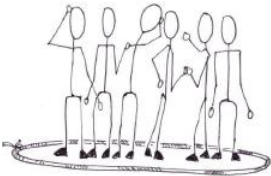
E

Active Learning

- **Crossing Lake Victoria**
- **Together in a Boat**
- **Polar Bear Subway**
- **Invent your own Active Learning Game**

Learning Objectives:

- In this learning unit participants should learn that almost any game can be used to transport a certain message or topic if the narrative framework (the story around it) is suitable to encourage participants to reflect about the topic, remember certain facts or develop a different perspective.
- Also softs-skills like cooperation, communication and common problem solving are addressed

<p>E.1 Crossing Lake Victoria</p> <p><i>(teamwork, cooperation, communication & problem-solving)</i></p>  <p>Duration:</p> <p>15 min</p> <p>Equipment:</p> <p>e.g. Sheets of paper</p> <p>max. 20 participants per group</p>	<p>Description:</p> <ul style="list-style-type: none"> • The participants stand along a line (use a rope or draw in the sand). • Tell them that as a group they have to get to another line which they can see 10 m away. • They are standing in XXXX and they want to get home to YYYY by crossing the area (Victoria Lake) in front of them. • They have eight boats (eight papers) for crossing the distance (Lake Victoria) to the other line (YYYY). • Explain and demonstrate that the boats (papers) sink if there is no contact to at least one person. They have to find a solution on how to cross the lake with all group members. • No one should be left behind. • Facilitator should be strict during the game, if you see a boat (paper) which is on the Victoria Lake without contact take it away. They have to continue with fewer boats. <p>Variation:</p> <ul style="list-style-type: none"> • Adjust the story to your community context
<p>E.2 Together in a Boat</p> <p><i>(teamwork, cooperation, communication & problem-solving)</i></p>  <p>Duration:</p> <p>15 min</p> <p>Equipment:</p> <p>Rope, chalk etc.</p>	<p>Description:</p> <ul style="list-style-type: none"> • Can either be organized as a group competition or only with one group • Make an oval form on the ground by using a rope or scratching it into the sand (be creative) • Ask the participants to step into the oval. It symbolizes a boat. • They are not allowed to leave the boat because of the imaginary crocodiles which are swimming around it. • Participants get different tasks without telling them the solution on how to solve the problem. • Tasks: “Put yourselves in order from tall to small! or from old to young. <p>Variation:</p> <ul style="list-style-type: none"> • Solve tasks without talking

Source: Rockenfeller (2012) Life-Skills through Games

E.3 Polar Bear Subway

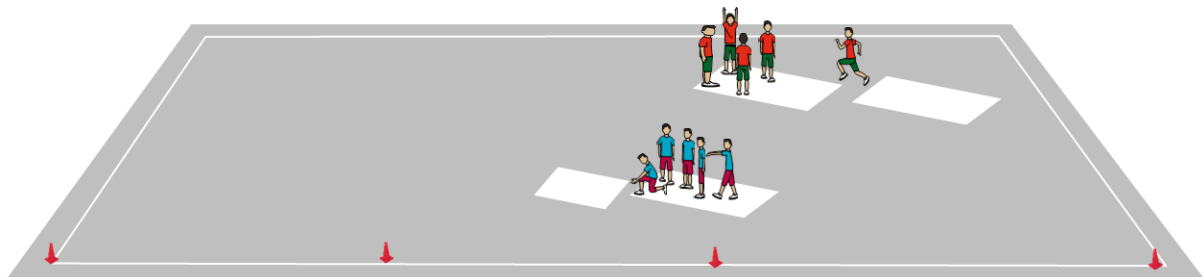
The **Learning Message** in this example could be the following:

“If we are using too much energy anywhere in the world, the climate gets warmer, the ice at the north pole starts melting and this makes life for polar bears much more dangerous. Therefore polar bears are one of the most endangered animals on our planet...”

The **Story** which the coach has created around the game goes like this (and you tell it to your participants, as lively as you can):

Eddie is a young Polar Bear who lives on the Island of Swalbard which is very near to the North Pole actually. Every morning when Eddie wakes up, his mom takes him and his siblings for breakfast on a nearby ice shelf. They say they have the best seal sushi in town there and Eddie loves seal sushi a lot. But what he doesn't like is getting there. Grandpa says that when he was young, they just walked over the ice to get there. Now there is a lot of water between their home and the ice shelf and they need to take what his mother calls the Polar Bear Subway, or in other words they must jump from one little ice shelf to the next until they are there. Hopefully they'll make it to the Ice Shelf Bar this morning before Pritha and her family arrives cause when they are first the best seal shushi is already gone before Eddie's there. And hopefully Eddie doesn't fall into the water again because the water is sooooo cold and his not a good swimmer yet.

The **Game** to be played by two teams:



- 4 old blankets (or 4 flip chart papers) 4 cones
- Make two groups (Eddie's and Pritha's Polar Bear Family)
- Give them both 2 blankets (mini ice shelves) and set the route with 4 cones
- Both Polar Bear Families need to get over the water using the two mini ice shelves in a way that they do not need to touch the ground (water)
- However, when they reach the second cone, the ice has melted and they must fold their blanket into half before they can go on (repeat this if you want)
- When they've reached the last cone they are safe and Polar Bear Breakfast can start.

The **Reflection** that is supposed to trigger the learning could be this:

- Ask participants what they know about Polar Bears, where they live etc.
- Ask them why it's such a problem for them that the ice is melting around the North Pole (more difficult to hunt their food, swimming needs more energy than walking over the ice etc.)
- Ask what this has to do with our own environmental behaviour here in Europe (e.g. If we drive all the time by car instead of taking the bike, the train etc. the gas that goes into the atmosphere prevents the heat of the earth from going back to space. Therefore it becomes warmer and the ice begins to melt under poor Eddie's feet.
- Ask if there are other aspects of pollution and destruction of the environment that we can directly see in our own Country or community

E.4 Invent your own Active Learning Game

Depending on how much time you have and on how experienced your participants are, send them into smaller working groups and ask them to invent their own active learning games.

These games can be totally different from the game above, as long as they are following the simple recipe below:

**Learning Message + Funny Story + Small Game
= Active Learning**

IMPRINT

Published by

Deutsche Gesellschaft für Internationale
Zusammenarbeit (GIZ) GmbH

Registered offices

Bonn and Eschborn

Anpiff: Sportliche Aktivitäten für Potenzialentwicklung (ASAP)
Antonie Grubisic Nr. 5
1000 Skopje, Macedonia

Authors

Dr. Dirk Steinbach (SPIN Sport Innovation)
Dina Klingmann (SfR Consultant)

This document may be used or copied solely for
non-commercial use, provided the source is credited.