



# **Empowering Youth through Sports for Development: A Strategic and Practical Handbook**





## Final Manual

This manual is produced within the framework of cooperation between the Ministry of Youth and Sports and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), implementing on behalf of the German Government with co-funding from the European Union through the Equal Opportunities & Social Development Project

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# FOREWORD

The Equal Opportunities and Social Development Project (EOSD) aims at improving the social participation of Egyptian youth, with a focus on gender equality, the inclusion of persons with disabilities, family planning, and sexual and reproductive health and rights.

The project supports the Ministry of Youth and Sports in its efforts to integrate the interests and needs of youth. On the one hand, the project builds the capacity of state actors to promote youth participation, particularly young women and persons with disabilities. On the other hand, it empowers youth to play an active role as agents of change in their communities. It also supports civil society actors, such as NGOs, community-based organizations, self-representative organizations of persons with disabilities, and youth-led initiatives, through capacity building measures and grant programs.

Furthermore, the project aims to raise awareness among youth and their communities on selected topics related to equal opportunities. It also enhances coordination and capacity-building among key actors to improve access to employment opportunities, public services, and information for persons with disabilities.

The content of this manual is part of the project's outcomes, which aims to integrate and empower youth through a sport for development approach.

Equal Opportunities and Social Development Project Team













# 1 WHY SPORT FOR DEVELOPMENT MATTERS

## 1.1 WELCOME & INTRODUCTION

SPACES for Youth is a common initiative of ISA (NL), SPIN Sport Innovation (DE) and Outreach Egypt (EG). A partnership that combines more than a decade of strategic, conceptional and operational experience in Sport for Development (S4D) from various projects across the MENA region and other countries in Europe and Africa. Most importantly, the SPACES Partners share the passion to make a positive change to the life of youngsters through sport and play.

The SPACES initiative in Egypt represents an approach to integrating S4D into broader policy structures. It operates within the cooperation framework between the Ministry of Youth and Sports (MoYS) and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) in Egypt, which implements on behalf of the German Government and is co-funded by the European Union in Egypt. The Activity is implemented as part of the Project Equal Opportunities and Social Development (EOSD).

Since December 2023 we have implemented Sport for Development activities for more than 1.500 young people in Egypt. 60 coaches and mentors from Port Said, Cairo, Fayoum and Asyut have been trained and are now the backbone of SPACES in Egypt.

The SPACES team is pleased to present this Sport for Development manual, a resource designed to support policymakers, programme developers, community leaders, youth workers and coaches in harnessing the power of sport for social change. This manual is the result of extensive collaboration and field experience gained through the implementation of the SPACES project in Egypt.

We are particularly grateful for the strong partnership with the Ministry of Youth and Sports (MoYS) and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), whose commitment to youth empowerment and social inclusion has been instrumental in making this project a reality.

A special thank you goes to our coordinators, mentors, and coaches on the ground, whose dedication, adaptability, and rapid learning have driven this initiative forward. Their flexibility, engagement, and deep understanding of their communities have not only contributed to the programme's success but have also provided invaluable insights that continue to shape and strengthen our approach beyond the Egyptian context.

This manual is designed to provide both strategic guidance and practical tools for implementing S4D initiatives in diverse contexts. It reflects our shared belief that sport is more than just physical activity. It is a powerful tool for education, inclusion, and community development.

To help you navigate the content efficiently, Section 1.6: «How to Use This Manual» provides an overview of the different target audiences and where each group will find the most relevant information. Whether you are a policymaker, programme developer, community leader, youth worker or sports coach, we encourage you to explore the chapters ahead and apply the insights to your work to create lasting change for young people across Egypt.





## 1.2 CHALLENGES AND OPPORTUNITIES FOR YOUNG PEOPLE IN EGYPT

Young people between the age of 15 and 29 years form the foundation of Egypt's future, representing over 21% of the overall population (CAPMAS 2023). They are eager to contribute, innovate, and build their lives, yet many face barriers that limit their potential. Social inequalities, economic uncertainty, and structural challenges continue to shape their realities, affecting their access to education, employment, and social participation.

aspects take on distinct characteristics in the local context. Economic shifts and great demographic pressures create additional hurdles, and gender norms and accessibility issues place young women and young people with disabilities (YwD) at a particular disadvantage (UN Women 2025, Islamic Development Bank 2019a). Despite these obstacles, young Egyptians demonstrate remarkable resilience. With the right support systems, they have the power to drive positive development in their communities and beyond.

These challenges are not unique to Egypt, but some

### » 1.2.1 Barriers to Youth Development

A key challenge facing Egyptian youth is economic uncertainty. Many young people complete their education with the expectation that it will lead to stable employment, yet youth unemployment remains disproportionately high at 19.7% for those aged 20–24, compared to a national average of 7.4% for the age bracket of 15–64 (UNICEF, 2023). Paradoxically, those with higher levels of education often struggle more to secure employment, as their qualifications do not align with labour market demands (Islamic Development Bank, 2019b). The transition from school to work is particularly difficult, as youth lack access to skills-based training, career counselling, and entrepreneurial support, leaving them with limited pathways to economic independence. In Upper Egypt, the agriculture sector remains a primary source of employment, yet modernization and mechanization have reduced the demand for manual labour, leaving many young people, particularly men, struggling to secure stable jobs.

Closely linked to this is the challenge of education and skills development. While Egypt has made significant progress in expanding access to education, concerns remain regarding the quality and relevance of educational provision—particularly in Upper Egypt, where resources and infrastructure are less developed than in the urban centres of Lower Egypt.

Many young people express dissatisfaction with outdated teaching methods and limited opportunities for practical, hands-on learning. Vocational education remains underdeveloped, with most training opportunities concentrated in major cities. As a result, rural youth, especially in Upper Egypt, have fewer chances to acquire marketable skills.

Moreover, girls in rural areas face higher school dropout rates, particularly when domestic responsibilities or early marriage are prioritised over continued education (Islamic Development Bank, 2019b).

Beyond economic and educational barriers, social exclusion and discrimination continue to limit opportunities for young people, particularly girls and those with disabilities. Only 16% of young women participate in the workforce, with 50% of those who are neither working nor studying stating that societal norms discourage their employment (UNICEF, 2023). Women continue to face mobility restrictions, fewer career opportunities, and heightened safety concerns in public spaces, all of which reinforce traditional gender roles. Similarly, young people with disabilities experience double discrimination, with higher unemployment, reduced accessibility to education, and exclusion from community activities (National Council for Women, 2022). In many cases, these challenges are not due to a lack of ability but a lack of inclusive policies and infrastructure, which prevent their full participation in society.







In addition to economic and social challenges, health and well-being are growing concerns for Egyptian youth. Rising mental health issues, including stress and anxiety, are increasingly affecting young people, often due to economic pressures and uncertainty about the future. Limited access to safe public spaces and sports facilities contribute to sedentary lifestyles, increasing the risk of obesity and related health issues. For many young women, the fear of harassment in public spaces further restricts their ability to engage in outdoor activities (National Council for Women, 2022).

### » 1.2.2 Youth Development through Sport

Despite these challenges, Egyptian youth remain optimistic and motivated to shape their future. Many are actively engaged in community initiatives, social enterprises, and digital platforms, demonstrating their ability to adapt and innovate. However, sustained support and investment are needed to unlock their full potential (UNICEF Egypt 2022).

Sport for Development (S4D) provides a powerful platform to address these challenges by integrating education, life skills, and community engagement into structured sports programmes. By promoting teamwork, leadership, and problem-solving, sport helps young people build essential competencies for the job market. It also provides an opportunity to challenge stereotypes, creating inclusive spaces where girls and young people with disabilities can participate on equal terms. Additionally, regular physical activity has been proven to enhance mental well-being, boost confidence, and develop resilience, making it a valuable tool in supporting youth health.

Through well-designed S4D initiatives, young people can gain more than just physical fitness; they develop the skills, confidence, and networks needed to thrive. Recognising the potential of sport as a catalyst for social inclusion, Egypt has an opportunity to integrate S4D into national youth strategies, ensuring that all young people, regardless of background, have access to the resources and opportunities they deserve.

## 1.3 GLOBAL GOALS AND STRATEGIC PARTNERSHIPS FOR DEVELOPMENT

### The SDGs as a Global Framework for Sport for Development

The United Nations Sustainable Development Goals (SDGs) serve as the global reference framework for development efforts, guiding policies and interventions across all sectors. Adopted in 2015 as part of the 2030 Agenda for Sustainable Development, the 17 SDGs establish a comprehensive roadmap to end poverty, reduce inequalities, and promote peace and prosperity worldwide.

Sport is explicitly recognised as a powerful enabler of sustainable development in the Agenda 2030, which acknowledges that “sport is an important enabler of sustainable development” and that it contributes to objectives such as health promotion, education, gender equality, and social inclusion (United Nations, 2015).

Within this framework, several SDGs are particularly relevant to Sport for Development (S4D) initiatives:





- **SDG 3: Good Health and Well-being:** Sport promotes physical and mental well-being, helping to combat sedentary lifestyles, obesity, and stress-related illnesses.
- **SDG 4: Quality Education:** Integrating sport into education fosters experiential learning, life skills development, and positive youth engagement.
- **SDG 5: Gender Equality:** Sports programmes can challenge gender stereotypes, empower girls and women, and promote equal opportunities.
- **SDG 8: Decent Work and Economic Growth:** Sport provides employment opportunities, vocational pathways, and skills development that enhance youth employability.
- **SDG 10: Reduced Inequalities:** Inclusive sports initiatives can bridge social divides and promote equal participation for marginalised groups, including young people with disabilities.
- **SDG 16: Peace, Justice, and Strong Institutions:** By fostering teamwork, respect, and social cohesion, sport contributes to violence prevention and community resilience.



While the SDGs provide a shared vision for global development, their real impact depends on how they are operationalised through concrete policies and programmes. This is where strategic partnerships at the international, regional, and national levels play a crucial role in translating these goals into action.







### The Role of International and Regional Partnerships

Achieving the SDGs requires collaborative efforts that bridge sectors, institutions, and borders. Over the past decades, many international, regional, and transnational partnerships have emerged to focus on specific policies that bring the SDGs into practice. Some of them also including Sport for Development as a tool into their developmental activities.

One such example is the work of GIZ, a German development cooperation agency providing sustainable and inclusive solutions worldwide, which successfully integrated S4D into their global development work (GIZ, 2023). This initiative has also provided numerous practical insights into how sport can contribute to youth empowerment, gender equality, and social inclusion.

Unlike stand-alone S4D activities, SPACES explores how sport can be embedded into a larger development framework and align with national development strategies as part of a long-term, approach to social inclusion and equal opportunities. This highlights the broader potential of S4D, not just as an independent tool but as a complementary component of multi-sectoral development programmes.

### Alignment with National Priorities and Egypt's Vision 2030

While international partnerships can provide technical expertise, funding, and cross-border collaboration, their success depends on alignment with national policy frameworks. Egypt's Vision 2030, launched in 2016, serves as the strategic blueprint for the country's long-term economic and social development, aligning with the SDGs while addressing Egypt's specific national priorities.

Vision 2030 emphasises youth empowerment, social inclusion, and economic diversification, recognising that investing in human capital is key to sustainable growth. Within this framework, the role of sport is also acknowledged as a vehicle for education, social development, and health promotion. While the specific contributions of sport to Vision 2030 will be discussed in Section 1.4, it is important to highlight that S4D initiatives in general should operate within the national context to ensure long-term impact and policy alignment. Only by connecting to global frameworks like the SDGs and national strategies like Vision 2030, the SPACES programme and similar initiatives can ensure that S4D becomes an integral part of sustainable development at national levels.

## 1.4 VISION 2030: LEVERAGING SPORT IN NATIONAL INITIATIVES

Egypt's Vision 2030, formally known as the Sustainable Development Strategy (SDS), is the country's long-term blueprint for economic, social, and environmental progress. Launched in 2016, this strategy aligns with the United Nations Sustainable Development Goals (SDGs) while addressing Egypt's specific national priorities. The strategy's core ambition is to place Egypt among the top 30 countries globally in terms of economic development, human capital, and quality

of life by 2030 (Ministry of Planning and Economic Development, 2016).

Vision 2030 is structured around several key pillars, including economic development, social justice, health, and education. The strategy acknowledges the importance of investing in human capital, with youth development and social inclusion identified as critical enablers of national progress.

Sport plays a vital role in this vision, not only as a tool for physical well-being but also as a mechanism for youth empowerment, social cohesion, and economic opportunity. The Ministry of Youth and Sports (MoYS) is a key implementing body within Vision 2030, using sport to enhance community engagement, foster employability, and promote gender equality





Within Vision 2030, the government identifies sport as an enabler for multiple policy goals, including:

- Enhancing public health and well-being through increased sports participation.
- Strengthening youth empowerment by expanding access to structured sports programmes.
- Promoting gender equality and inclusion through initiatives targeting girls and young people with disabilities.

In this context MoYS is responsible for implementing large-scale initiatives that integrate sport into national development efforts. These initiatives focus on expanding sports participation, developing youth centres, and using sport as a tool for social inclusion.

MoYS already implements several initiatives that align with Vision 2030, using sport as a means to address public health, youth development, and social inclusion. Some of the most significant programmes include:

**The National Project for Motor Talent:** This initiative aims to identify and nurture young athletes from an early age, focusing on developing physical skills and sport-specific competencies. The programme targets children as young as four years old, preparing them to compete at national and international levels. Currently, it operates across 15 different sports, including football, basketball, handball, and athletics.

**The “Maharty Lyaqty” (My Skill, My Fitness) Initiative:** Implemented in collaboration with UNICEF, this programme uses sports-based life skills training to support girls and marginalised youth. Since its launch, the initiative has reached over 19,000 girls in rural governorates such as Qena and Asyut, with a long-term goal of training 100,000 girls nationwide.

**The “Come to Your Centre” Initiative:** MoYS has expanded its commitment to inclusive sports by

launching a programme specifically for young people with disabilities. This initiative opens the doors of youth centres across the country to individuals with disabilities, providing them with accessible sports facilities, structured training programmes, and competitive opportunities. Through this initiative, Egypt is actively enhancing disability inclusion in sport, which aligns with Vision 2030’s social justice pillar.

**The “Dawwie” Initiative - Sport for Girls’ Empowerment:** The Dawwie programme is a national girls’ empowerment initiative that uses sport to challenge gender stereotypes, build confidence, and increase female participation in physical activities. Implemented in collaboration with UNICEF, Dawwie has reached tens of thousands of young girls across the country and has been integrated into Egypt’s national youth agenda.

**Youth Centres and Sports Infrastructure Development:** MoYS has invested heavily in expanding youth centres and sports facilities to ensure that more young people have access to safe and structured environments for sport and recreation. Between 2018 and 2023, Egypt developed and renovated over 4,449 youth centres, with plans to expand to 5,100 centres by 2030. These centres provide multi-purpose sports facilities, training programmes, and youth leadership initiatives, making them a cornerstone of Vision 2030’s youth empowerment strategy.

## 1.5 SPORT FOR DEVELOPMENT AS A COMPLEMENTARY APPROACH

Sport for Development (S4D) represents a transformative approach that bridges the gap between traditional sports development and social inclusion. Unlike conventional sports development, which primarily focuses on enhancing athletic performance and achieving competitive success, S4D places social inclusion and personal development at its core.

In S4D initiatives, sport serves as a deliberate tool to foster positive social development, with the primary objectives being the empowerment of individuals and the promotion of cohesive communities. Its methodology systematically and intentionally facilitates personal and social development, ensuring that these outcomes are not mere byproducts but central goals of the programmes.





A fundamental aspect of S4D is its commitment to accessibility and inclusivity, ensuring that all youth, regardless of their background or abilities, can engage in physical activity. This approach breaks down barriers that may prevent marginalized groups from participating in sports. This could be described as “Inclusion into Sport”. At the same time, S4D leverages

sport as a platform for “Inclusion through Sport,” where marginalized groups gain visibility, showcase their abilities, and are empowered with confidence and new skills. This dual approach enhances individual capacities and fosters greater societal acceptance and integration.



Unlike traditional sports practices, which often assume that participation alone will naturally lead to positive social outcomes, Sport for Development (S4D) employs structured methodologies to actively promote personal and social growth while mitigating potential negative effects of sports participation.

The S4D methodology places great emphasis on creating a safe and inclusive learning environment for all participants. A key element of this approach is the role of coaches as positive role models, both on and off the field, shaping young people’s development beyond the sporting context. Moreover, sports experiences in S4D are always systematically reflected upon, helping participants draw connections between what they learn through sport and their experiences in other areas of life.

Sport for Development can be implemented as a standalone programme for young people, providing structured opportunities for personal and social

development. However, its values, methods, and activities can also be integrated into other sporting contexts, such as competitive sports or physical education in schools. By embedding S4D principles into these settings, sport can serve as a more powerful vehicle for positive youth development, ensuring that the benefits extend beyond athletic performance to promote life skills, inclusion, and personal growth.

With this manual, the SPACES team aims to share its Sport for Development (S4D) approach, along with insights gained from applying the methodology in Egyptian communities. The content presented here does not claim to represent the definitive S4D methodology but rather reflects our extensive experience in designing and implementing S4D programmes that are context-specific, inclusive, and impactful.

We hope that readers will find this manual useful and relevant to their work, whether they are policymakers,







programme developers, community leaders, or coaches. Our goal is to provide practical guidance and strategic insights that help integrate S4D into a variety of settings, ensuring that sport is used as an effective tool for youth development, inclusion, and social development.

In the next section, we will guide you through how to use this manual, helping you navigate the content and identify the information most relevant to your role.

## 1.6 HOW TO USE THIS MANUAL

This manual is designed to guide different stakeholders in the implementation of Sport for Development (S4D) programmes. It combines theoretical foundations, methodological guidance, and practical tools, ensuring that readers can apply the SPACES approach effectively in their respective roles. In Section 1.1,

we introduced the purpose of this manual. Here, we provide a roadmap for navigating its content and identifying the most relevant sections for each reader. The manual serves a diverse audience, including:

- Policymakers and programme developers, who shape the strategic direction of S4D initiatives.
- Community leaders and local coordinators, who ensure the effective implementation of S4D at the grassroots level.
- S4D coaches and practitioners, who work directly with young people to deliver high-quality sessions





Chapter 2 - Theoretical and Methodological Foundations of S4D provides the conceptual background of S4D. It explains how sport contributes to social and personal development and introduces key learning theories and the SPACES Youth Empowerment Pyramid.

- Most relevant for policymakers, programme developers, and experienced S4D practitioners looking to deepen their understanding.

Chapter 3 – Operational Structures in S4D describes the SPACES architecture and presents good practices for setting up an S4D programme. It introduces the Local Cluster model and outlines roles and responsibilities within an S4D programme.

- Most relevant for programme developers, community leaders, and coordinators responsible for programme design.

Chapter 4 - Coaching in S4D is a practical guide for coaches, covering the role of an S4D coach, positive coaching principles, and how to facilitate S4D sessions effectively. It also includes specific guidance on inclusive coaching practices.

- Most relevant for coaches, teachers and youth workers delivering sessions on the ground.

Chapter 5 – Implementing-Formats in S4D introduces different programme formats, including courses, events, and tournaments, showing how S4D can be delivered to youth in various settings.

- Most relevant for programme developers and coaches looking to provide suitable formats for their activities.

Chapter 6 - Games and Activities Collection provides a comprehensive set of structured S4D activities that coaches and practitioners can use directly in their sessions.

- Most relevant for S4D coaches, teachers and youth workers implementing S4D sessions.

Chapter 7 – Practical Tools contains practical tools and templates to help plan sessions, track progress, and collect feedback. It ensures that S4D initiatives remain effective and measurable.

- Most relevant for programme developers, coordinators, coaches, teachers and youth workers who are looking for structured planning and assessment tools.

This manual reflects the SPACES team's experience in designing and implementing S4D programmes in Egypt. However, S4D is an evolving field, and this manual is intended as a practical guide rather than a fixed blueprint. We encourage users to adapt and refine the approach based on their specific contexts and needs.

Now that you know how to navigate this manual, let us move forward into Chapter 2, where we explore the theoretical and methodological foundations of S4D.









# 2 THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF S4D

This manual is designed as a practical resource for those who plan, organise, and implement Sport for Development (S4D) activities for young people. While the focus is on hands-on application, understanding the underlying principles, impact levels, and

methodology of S4D can significantly enhance both programme design and coaching effectiveness.

To make the best use of the S4D methodology, it is helpful to distinguish between its two impact levels:

- **Social Impact Level:** How S4D contributes to broader societal change, addressing issues such as health, education, inclusion, and employability (see 2.1).
- **Individual Impact Level:** How S4D influences young people's values, attitudes, skills, and peer networks, shaping their personal development and future opportunities (see 2.2).

Understanding the core ideas of Sport for Development is important. This includes knowing how young people learn through sport and what supports meaningful growth. It helps programme developers plan better activities and supports coaches in leading sessions that truly make a difference. When practitioners understand why and how sport can drive development, they can structure their sessions in a way that benefits young people in the long run.

That said, S4D is a learning-by-doing approach. If

you prefer to start with the games and activities first, that will work too. Many practitioners find that gaining experience in the field sparks their curiosity to learn more about theory and methodology. You may wish to return to this section later to better understand what you observe in practice and how to maximise the developmental potential of your sessions.

In chapter 2 we will now explore both the social and individual dimensions of the Sport for Development approach:

- Section 2.1 explains how S4D functions as a tool for social development, focusing on its role in Health, Education, Gender Equality, Social Inclusion, and Employability.
- Section 2.2 then shifts to the personal level, describing learning theories, the SPACES Youth Empowerment Pyramid, and key methodological considerations that ensure structured and meaningful learning.

Through this chapter, readers will gain a deeper understanding of why S4D works and how the method-

ology can be applied systematically to create sustainable impact.

## 2.1 S4D AS A TOOL FOR SOCIAL DEVELOPMENT

Sport for Development is often presented as a tool for addressing societal challenges such as public health, education, gender equality, and employment. However, it is important to acknowledge what S4D can and cannot do.

S4D alone cannot restructure a country's healthcare or education system, nor can it eliminate the root causes of youth unemployment, gender-based discrimination, or early marriage. These are complex, systemic issues that require multi-sectoral policies, economic reforms, and institutional change and

must be tackled by the respective governmental and administrative authorities at national, regional and local levels.

What S4D can do, however, is make a tangible impact at the individual level and when this impact is multiplied across many young people, it can contribute to broader societal development over time. While this requires large scale S4D programmes to become visible at the national level, impacts within a local community can often be seen a lot faster.







The strength of S4D lies in its ability to translate broader societal goals into meaningful experiences for young people. While S4D cannot single-handedly resolve unemployment, it can equip youth with skills that enhance employability. It cannot reform the education system, but it can create additional learning opportunities and foster a culture of curiosity and lifelong learning. It may not eliminate gender inequality, but it can challenge stereotypes and empower young girls with confidence and leadership skills.

In the following sections, we will explore how S4D contributes to key areas of social development. Rather than offering generic claims about the power of sport, we will examine the specific mechanisms through

which sport-based programmes may influence health, education, gender equality, social inclusion, and employability.

### ➤ 2.1.1 Sport for Health

SDG 3 aims to “ensure healthy lives and promote well-being for all at all ages” (United Nations, 2015). Within this framework, Sport for Development (S4D) offers various opportunities to contribute to public health strategies through awareness-raising, prevention of non-communicable diseases (NCDs), and support for mental well-being



While S4D cannot replace national healthcare policies or medical interventions, it can serve as a high-impact, cost-effective tool to complement public health efforts and address key challenges at both the individual and community levels (World Health Organization 2018).

Physical inactivity is a significant risk factor for non-communicable diseases (NCDs) such as obesity, diabetes, cardiovascular disease, and hypertension. Globally, insufficient physical activity contributes to approximately 3.2 million deaths annually, positioning it as one of the leading preventable causes of mortality worldwide (WHO, 2022).

While this issue is notably more pronounced in Europe and North America, it is becoming a concern in other





regions too. According to a systematic review by Eman Sharara, the prevalence of physical inactivity among adults has exceeded 40% in almost all Arab countries and 32% in Egypt, contributing to rising rates of NCDs in the entire region (Sharara et al., 2018). More recent data also indicates that physical inactivity remains a growing concern in Egypt. According to the WHO's 2022 country profile, 39% of Egyptian adults aged 18 and above are currently physically inactive. More alarmingly the prevalence of physical inactivity among adolescents aged 11 to 17, is at 93% (WHO, 2022b).

To effectively combat physical inactivity, it is essential to instil an active lifestyle from an early age. Children and adolescents who develop positive physical activity habits are more likely to maintain them into adulthood, reducing their long-term risk of NCDs and sedentary lifestyles (WHO, 2018a). However, not all young people have equal access to sport and structured physical activity opportunities.

This is where Sport for Development offers a different approach. Unlike traditional sports systems, which are often based on the concept of selecting talent and filtering out less-skilled participants, S4D is designed to be inclusive, accessible, and engaging for all young people, regardless of their background, ability, or athletic talent. Many young people, especially girls, young people with disabilities (YwD), and those from socio-economically disadvantaged backgrounds, face barriers to participation in organised sport due to limited infrastructure, financial constraints, cultural restrictions, or the exclusionary nature of competitive sports, which prioritise performance over broad participation.

By embedding physical activity into non-competitive, safe and development-focused environments, S4D can help foster lifelong engagement in sport, ensuring that young people who might otherwise be excluded can experience the physical, mental, and social benefits of an active lifestyle.

Young people worldwide are also facing increasing challenges concerning their mental health, which have been significantly exacerbated by the COVID-19 pandemic. According to the World Health Organization, the global prevalence of anxiety disorders and depression rose by 25% in the first year of the pandemic, highlighting the profound impact of social isolation, school closures, and economic uncertainty on young people's mental well-being (WHO, 2022a). The rising levels of psychological distress among young people are not a short-term phenomenon. According to UNICEF, one in seven adolescents worldwide is affected by a diagnosed mental health condition, and suicide is one of the leading causes of death among young people aged 15 to 19 (UNICEF, 2021).

On the upside, regular participation in sports has been shown to enhance mental health by building resilience and preventing mental health issues. Engaging in physical activity can strengthen specific brain regions and neural circuits, thereby enhancing an individual's ability to cope with stress and adversity (Belcher et al., 2021). Moreover, sports participation fosters social connections and a sense of community, which are vital components of mental well-being.

While sport and physical activity in general can have positive effects on mental health and well-being, Sport for Development programmes are uniquely positioned to foster mental resilience among young people due to their specific characteristics:

- One key aspect is positive coaching, which employs supportive coaching techniques that encourage personal growth, self-confidence, and emotional stability.
- In addition, S4D promotes appreciative social interaction, fostering teamwork, mutual respect, and a sense of belonging, which strengthens young people's social bonds and emotional support networks.
- Another fundamental pillar of S4D is the creation of safe environments, ensuring that young people feel both physically and emotionally secure within sports settings, an essential factor in promoting mental well-being.
- Furthermore, S4D actively works to challenge stereotypes and discrimination, encouraging inclusivity and equality in sports activities to combat social biases and promote acceptance.





By integrating these elements, S4D initiatives not only address physical inactivity but also serve as a preventive measure against mental health issues, fostering a generation of resilient and mentally healthy youth.

Using sport in a more indirect manner, many S4D programmes leverage the widespread appeal and accessibility of sports to deliver critical health education and awareness to young people and vulnerable populations. By embedding health messages into sports activities, these initiatives enhance knowledge, promote behavioural change, and address stigmas associated with various health issues.

- Programmes like Grassroot Soccer utilize football-based curricula to educate youth on HIV transmission, prevention, and stigma reduction. Founded in 2002, Grassroot Soccer has implemented interactive sessions that have effectively increased HIV-related knowledge and promoted safer sexual behaviours among participants. Studies have demonstrated the programme's success in enhancing understanding and influencing positive health choices (Grassroot Soccer 2025)
- Organizations such as Right to Play have developed programmes that combine sports with lessons on nutrition and hygiene. Their initiatives aim to instill healthy habits in children by incorporating educational content into play-based activities, thereby improving overall health outcomes in participating communities.

By leveraging sport's reach and appeal, S4D acts as an entry point for health education, reaching young people in informal and engaging settings where traditional health interventions might struggle.

## ➤ 2.1. 2 Sport for Education

Education is recognised as a fundamental human right and plays a crucial role in sustainable development. SDG 4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations, 2015). Sport and physical education, as recognised by UNESCO and the Convention on the Rights of the Child, are part of this right and are essential components of a well-rounded education. Against this background, participation in sport and play should be considered both a goal and a means of achieving quality education.



## SPORT FOR EDUCATION



Educational Goal

Learning Incentive

Learning Enviroment

Learning Tool







## Sport as an Educational Goal

Physical education and sport are not merely extracurricular activities; they are an integral part of a holistic education system. The International Charter of Physical Education, Physical Activity and Sport (UNESCO, 2015) and the Convention on the Rights of the Child (United Nations, 1989) affirm that access to sport and play is a universal right. Quality physical education supports the physical, cognitive, emotional, and social development of children and young people.

Despite this recognition, sport and physical education are often under-prioritised in formal education systems, particularly in developing regions, where infrastructure, funding, and policy support remain inadequate.

By emphasising learning through sport and its role in fostering essential life skills such as communication, teamwork, or self-regulation, S4D can help elevate the status of Sport and Physical Education (PE) within formal education systems, ensuring that it is recognised as an essential part of holistic education and youth development.

At the same time, the inclusive nature and low entry barriers of S4D make it an especially valuable opportunity for young people who lack access to quality PE in school or organised competitive sports outside the formal education system. For many young people in underserved communities, S4D provides a first and often only chance to experience sport and play as a meaningful and structured learning environment, helping them develop confidence, motor skills, and social connections in a safe and engaging setting.

## Sport as an Incentive for Formal Education

A very powerful contribution Sport for Development can make to education is its ability to attract and retain young people within the formal education system. Many young people, particularly those from disadvantaged backgrounds, face social and economic barriers that place them at risk of dropping out of school. By leveraging the intrinsic appeal of sport, S4D provides a compelling incentive for young people to remain engaged in education, supporting their long-term academic and personal development.

Research has shown that S4D programmes can contribute to increased school attendance by 11%-20%, in particular among marginalised youth, by offering structured and engaging physical activities within educational settings (UNESCO 2024). The opportunity to participate in sport serves as a strong motivator, making schools more attractive to learners who might otherwise be disengaged. Additionally, sport-based interventions have proven effective in reaching hard-to-engage learners, particularly those who struggle within traditional classroom environments. By providing a safe and dynamic space for learning, S4D enables these young people to develop a positive relationship with education and fosters a sense of belonging and commitment to school life.

Beyond participation, integrating physical activity into education has been linked to measurable improvements in academic performance. Studies indicate that regular engagement in sport and movement-based learning enhances concentration, memory, and cognitive function, ultimately supporting better educational outcomes (Donnelly et al 2017). Furthermore, S4D approaches that combine sport with literacy and numeracy training have been effective in reintegrating out-of-school children into formal education. For example, football-based education programmes in various countries have successfully provided young people with both academic instruction and sports participation (Common Goal 2025).

S4D's ability to re-engage disengaged learners, enhance academic performance, and increase school attendance makes it a valuable and adaptable strategy for supporting formal education systems worldwide.





## Sport as a Learning Environment

Sport for Development provides a unique and dynamic learning environment that allows young people to actively engage with educational content in a way that is both meaningful and immersive. Unlike traditional classroom settings, which often rely on passive learning methods, sport-based learning is inherently experiential, interactive, and multi-sensory. This makes it particularly effective in capturing the attention of learners and fostering deeper levels of understanding and engagement.

One of the key strengths of sport as a learning environment is its ability to create safe and inclusive spaces, where young people can explore new skills, take risks, and learn through experience without the fear of failure or judgment. The structured and supportive nature of sports-based learning encourages confidence, resilience, and social interaction, making it especially valuable for learners who may feel disengaged or disempowered in traditional academic settings. Moreover, sport's natural emphasis on play and participation makes learning more engaging and enjoyable. Through structured play, young people develop problem-solving skills, teamwork, and adaptability, all of which contribute to their overall educational and personal development.

S4D is deeply rooted in Non-Formal Education (NFE) principles, which prioritise learner-centred, voluntary, and participatory approaches. These methods ensure that education is not only accessible but also relevant and meaningful to young people's lived experiences, reinforcing their motivation to learn and develop (SPIN Sport Innovation, 2023).

These characteristics make sport-based education particularly valuable for disenfranchised learners, including those who may struggle with traditional schooling due to social, economic, or structural barriers. By leveraging sport as a medium for engagement, S4D provides alternative learning pathways, helping to reconnect young people with education, develop critical life skills, and create opportunities for personal growth.

## Sport as a Learning Tool

In S4D, these skills are intentionally developed and reinforced by identifying and leveraging teachable moments that arise through social interaction. Additionally, such teachable moments can be deliberately created to provide structured opportunities for learning. These moments are then reflected upon with participants, helping them to internalise key lessons and apply them to their personal development.

The S4D methodology also supports learners in transferring the knowledge and skills acquired through sport to other areas of life, ensuring that what is learned on the pitch can be effectively applied to real-world situations and challenges.

This educational dimension is a core component of S4D and will be explored in greater depth in the following sections of this manual.

By explicitly integrating life skills development into their activities, S4D programmes ensure that sport is not merely a form of entertainment but rather a structured educational tool. Through this approach, young people are equipped with relevant competencies that enhance their ability to navigate academic, professional, and everyday challenges, ultimately increasing their capacity to act and make informed decisions in various aspects of life.

### ➤ 2.1.3 Sport for Gender Equality

Achieving gender equality and empowering all women and girls is the core objective of SDG 5, but gender inequality remains a significant barrier to social and economic participation worldwide, affecting women's access to education, employment, leadership, and recreation. Sport for Development offers a powerful platform to challenge gender norms, empower girls and women, and promote more inclusive societies.





Beyond the right to participate, sport has the potential to challenge gender stereotypes by providing opportunities for women and girls to develop skills, confidence, and leadership abilities. Traditionally male-dominated sports, such as football, demonstrate that women are just as capable as men in sporting environments, even though women's sport may develop its own culture and distinct characteristics. Women's football at the international level, for example, has grown in popularity, showcasing its own unique style and strengths, rather than merely replicating the men's game.

In many societies and cultural contexts around the world, public spaces are often dominated by men, while women and girls are expected to remain within private or domestic spheres. Sport can offer a transformative opportunity for women to claim visibility and participation in public life. When girls and women engage in sport in parks, schools, or youth centres, they assert their right to occupy these spaces, fostering greater acceptance of female presence and activity in the public realm. This symbolic and practical shift not only supports gender equality but also challenges deep-rooted social norms about who belongs where.

### Barriers to Female Participation in Sport

Despite its potential to drive gender equality, women and girls face significant barriers when trying to access sport. These barriers vary globally, but common challenges include:

- **Social expectations:** In many societies, women are expected to focus on household duties, caregiving, or education rather than sport and physical activity.
- **Economic constraints:** Families may prioritise boys' education and recreation over girls', leaving fewer resources for girls to participate in sport.
- **Time constraints:** Household responsibilities and unpaid labour often limit the time girls and women can dedicate to sports.
- **Logistical barriers:** A lack of safe transportation or female-friendly facilities prevents women from engaging in sport. This can be as basic as not providing separate dressing rooms for girls and women.
- **Safety concerns:** Many girls and women fear harassment or unsafe environments when travelling to or participating in sport.







These factors create systematic disadvantages, making it harder for women and girls to access the benefits of sport.

S4D programmes address these challenges by creating safe spaces, training qualified male and female coaches, and adapting activities to be more inclusive. One effective approach, used in the SPACES programme, is ensuring equal numbers of male and female coaches and mentors are trained. This is because female coaches act as role models and trailblazers, especially in conservative communities, where their presence challenges traditional gender norms and encourages more girls to participate in sport. The impact of female role models in sport cannot be underestimated, as they inspire young girls to see themselves as capable and empowered individuals.

### Gender Equality in Sport as a Catalyst for Gender Equality in Society

The impact of gender equality in sport extends beyond the playing field. It is well-documented that greater female participation in sport is linked to wider gender equality in education, employment, and leadership. By challenging restrictive gender norms in sport, S4D can help shift perceptions about women's roles in society and increase their visibility, confidence, and leadership capacity.

Globally, there are numerous examples of sport driving gender equality:

- In Brazil, football programmes have been used to engage girls from low-income communities, building their confidence and promoting social mobility (UN Women 2024).
- In India, cricket initiatives have empowered girls to challenge gender stereotypes and develop leadership skills, leading to increased school enrolment rates for female participants (Magic Bus Foundation 2023).
- In Rwanda, basketball programmes have been implemented to support gender equality in post-conflict communities, helping to reshape the negative structures holding women and girls back from equal rights and reaching their highest potentials (Shooting Touch 2025).

These examples highlight how sport creates spaces where women can lead, challenge societal expectations, and become active participants in their communities. While gender equality in sport will not immediately resolve broader gender disparities, it is an important and visible step towards greater social inclusion and empowerment.

### ➤ 2.1.4 Sport for Social Inclusion

Social inclusion is a fundamental aspect of sustainable development, reflected in SDG 10, Reduced Inequalities, which seeks to ensure equal opportunities and reduce outcome disparities. Sport has long been recognised as a powerful tool for promoting social inclusion, fostering connections between individuals and communities, and creating equitable opportunities for participation.





## SPORT FOR INCLUSION

### Inclusion in Sports

### Inclusion through Sports



#### Inclusion in Sport as a Precondition for Inclusion through Sport

However, to leverage sport as a vehicle for social inclusion, it is essential to acknowledge that access to sport is not universal. Research has shown that sport often excludes marginalised groups such as young people from low-income backgrounds, girls, people with disabilities, and ethnic minorities due to financial, cultural, and logistical barriers (Bailey, 2008). Young people with disabilities for example remain underrepresented in sport despite global commitments to disability inclusion. Approximately 15% of the global population lives with a disability, yet they face widespread exclusion from mainstream sport opportunities due to physical, social, and attitudinal barriers (WHO, 2011, 2024).

Across a broad spectrum of disadvantaged groups barriers to sports participation can manifest as a lack of affordable opportunities, absence of inclusive infrastructure, cultural restrictions, focus on athletic talent or various forms of discrimination in organised sports settings.

Without addressing these fundamental challenges, sport risks reinforcing rather than overcoming social divisions.

The concept of “inclusion in sport” refers to ensuring that sport itself is accessible and welcoming. This requires actions at multiple levels:

- **Policy Level:** Governments and sports organisations must implement policies that promote equal access to sport and remove systemic barriers.
- **Community Level:** Local sports clubs, youth centres and programmes should actively engage underrepresented groups and provide tailored opportunities for participation.
- **Individual Level:** Coaches, trainers, and peers must cultivate an inclusive mindset, ensuring that all participants feel valued and supported.





## Sport as a Tool for Social Inclusion

Once sport itself becomes more inclusive, it can serve as a platform for broader social integration. The social bonds formed through sports participation can translate into greater social cohesion and reduced discrimination in other aspects of life. Research has identified various key mechanisms through which sport can foster social inclusion. These include for example:

- Building social networks and trust: Team sports create opportunities for interaction among individuals from diverse backgrounds, promoting understanding and cooperation.
- Enhancing self-efficacy and agency: Participating in sports builds confidence and empowers individuals, particularly marginalised groups such as refugees and young people with disabilities.
- Providing pathways to education and employment: Many sport-based initiatives integrate educational components, helping young people develop skills that enhance their academic and professional prospects which are key for social inclusion.

Additionally, an inclusive mindset is the most powerful tool for achieving social inclusion in and through sport. Coaches, programme developers, and sports organisations must actively work to identify and dismantle barriers, ensuring that all young people, regardless of gender, ability, or background, can access the benefits of sport.

### ➤ 2.1.5 Sport for Employability

In alignment with SDG 8: Decent Work and Economic Growth, leveraging sport as a tool for enhancing employability addresses critical challenges faced by youth, particularly in regions like the broader Middle East and North Africa. Youth unemployment remains a significant concern in these areas, with systemic issues such as limited job availability and economic instability exacerbating the situation. While sport alone cannot resolve these structural challenges, it can play a role in equipping young people with essential skills that improve their alignment with labour market demands.

It is crucial to distinguish between employability and employment. Employment refers to the actual acquisition of a job, whereas employability encompasses the skills, attributes, and competencies that enable individuals to secure and retain employment. Sport for Development initiatives primarily focus on enhancing employability by fostering soft skills, such as teamwork, leadership, communication, and problem-solving that are highly valued in the workplace. Additionally, participation in sports can offer opportunities to acquire hard skills, including coaching certifications, creating specific career prospects.

Sport for Development programmes can support youth employability by implementing community-based and individual interventions, primarily through two key strategies:

- Regular participation in structured sports or S4D activities helps young people develop essential soft skills that are highly valued in the labour market. These include effective communication, teamwork, discipline, and time management, all of which contribute to professional readiness.
- S4D can also serve as a bridge between sport-based learning and employment-focused measures, such as job application workshops, apprenticeship fairs, and career counselling. By leveraging sport's appeal, these initiatives can engage young people who are otherwise difficult to reach, creating pathways for their transition from education to employment.







Between 2014 and 2019, Deutsche Gesellschaft für Zusammenarbeit (GIZ) has implemented a project in the Palestinian territories that utilized both strategies. The initiative's objective was to improve the appeal of VET among youth by integrating sports activities that develop personal and social skills, thereby aligning more closely with the local labour market needs. The project collaborated with local partners to organize sports camps and vocational orientation sessions, providing youth with practical skills and information about various professions. This approach not only increased the attractiveness of VET but also improved the employability of participants by equipping them with relevant skills and knowledge (GIZ 2017).

While S4D initiatives cannot directly address macroeconomic factors contributing to youth unemployment, they can be instrumental in bridging the gap between young people's skills and labour market requirements. By focusing on the development of soft skills and providing avenues for acquiring hard skills, sport for development serves as a powerful medium to enhance youth employability.

## ➤ 2.1.6 Sport for Social Cohesion

Social cohesion is the ability of diverse groups to coexist peacefully and work towards shared goals. This is a cornerstone of stable societies. However, many communities worldwide face deep divisions due to ethnic, religious, political, or socio-economic tensions. SDG 16 calls for promoting peaceful and inclusive societies, ensuring access to justice, and building accountable institutions. Within this framework, Sport for Development offers a unique and adaptable approach to fostering social cohesion, conflict resolution, and intercultural understanding.

Sport has long been recognised as a neutral platform where individuals from different backgrounds can come together, share experiences, and build trust. By engaging in team-based activities, participants collaborate towards a shared goal, which naturally fosters a sense of belonging and unity. The emphasis on teamwork and fair play encourages respect among peers, even in competitive settings, reinforcing values that can extend beyond the playing field. Furthermore, sport creates opportunities for structured social interaction, allowing individuals from divided communities to engage in positive exchanges that might not otherwise occur. In this way, it helps break down barriers, build social networks, and nurture relationships based on shared experiences rather than differences.

To effectively use sport as a tool to promote social cohesion, S4D initiatives must be deliberately structured to encourage interaction and positive engagement between diverse groups. Mixed teams, where individuals from different ethnic, religious, or socio-economic backgrounds work together, create meaningful opportunities for social integration. Organising community-based sports events that bring together different groups can symbolise unity and demonstrate the potential for peaceful cooperation. Beyond gameplay, structured dialogue sessions allow participants to reflect on their experiences and relate them to broader social contexts, helping to build empathy and understanding. Coaches play a crucial role in this process, acting as mediators who promote inclusion, reinforce constructive conflict resolution strategies, and model respectful behaviour on and off the field.

Many successful peacebuilding initiatives have used sport to mend fractured communities, particularly in post-conflict settings. Football-based programmes in the Balkans have united youth from previously warring ethnic groups, fostering friendships and mutual respect. In refugee camps, structured sports activities have provided displaced individuals with a means to rebuild social connections, develop coping mechanisms, and integrate into host communities. While sport alone cannot resolve structural inequalities or deep-rooted conflicts, it serves as a valuable entry point for dialogue, mutual understanding, and trust-building.

For S4D programmes to have a sustainable impact on social cohesion, they must be embedded within broader conflict resolution and social harmony efforts, actively involve local stakeholders, and be complemented by long-term social integration strategies. By leveraging sport as a tool for fostering peaceful relationships, S4D initiatives can contribute to more inclusive, cooperative, and resilient societies.





## 2.1.7 Sport and Cross-Sector Partnerships for Development

SDG 17 underscores the vital importance of partnerships in advancing sustainable development, acknowledging that the complexity of global challenges demands joint and coordinated responses. Given its intersection with sectors such as education, health, social work, and employment, Sport for Development offers a unique and powerful platform for cross-sector collaboration. By integrating sport into broader development strategies, partnerships between governments, NGOs, businesses, and academic institutions can significantly enhance the effectiveness, reach, and sustainability of S4D initiatives.

Sport on its own is not a panacea for societal challenges, but when integrated into multi-sectoral strategies, it becomes a powerful complementary tool. Partnerships between sport and education institutions help integrate physical activity into school curricula and promote holistic youth development. Collaborations with the health sector enable the use of sport as a vehicle for promoting physical and mental well-being, from disease prevention to trauma recovery. In the employment sector, sport-based learning initiatives equip young people with transferable skills such as leadership, teamwork, and communication, enhancing their employability.

For cross-sector partnerships in S4D to be effective, they must be built on clearly defined roles and shared objectives. Partners should engage in joint planning, ensuring that sport-based interventions align with the priorities and expertise of each stakeholder. Sustainable funding models, including public-private partnerships, can provide long-term financial stability and infrastructure support.

Strong partnerships also facilitate policy integration, allowing S4D principles to be embedded into national and regional development strategies. By engaging policymakers and governmental institutions, S4D can contribute to formal education, health promotion, and social inclusion frameworks, ensuring that sport-based approaches are recognised as legitimate and effective tools for sustainable development.

Ultimately, the future success of S4D depends on its ability to work beyond the boundaries of sport itself. By embedding sport within broader multi-sector strategies, S4D becomes a catalyst for social development, ensuring that its benefits extend beyond individual programmes to create lasting, systemic impact. Through strong, cross-sector partnerships, sport can become a transformative force for sustainable development.

## 2.2 S4D AS TOOL FOR PERSONAL DEVELOPMENT

In chapter 2.2, we examine Sport for Development (S4D) as a tool for Personal Development, shifting from the broader societal perspective discussed in chapter 2.1.

In the previous section we have looked at S4D from a policy and strategy perspective, exploring how it can contribute to positive societal development, as defined by global and national policy frameworks like the Sustainable Development Goals or Egypt's Vision 2030.

This high-level view is particularly relevant for policy makers and institutions, who need to see how S4D can fit into existing structures and drive progress at large. We have highlighted some key areas like health or education where S4D can make a difference and we have provided a few practical examples of its use.

However, as already mentioned, if we expect S4D to create real impact at social level, it needs to work effectively at the individual level. The success of S4D as a tool for social change depends on how well it engages young people, supports their personal growth, and equips them with valuable skills and experiences.

In Chapter 2.2, we therefore take a closer look at how S4D can impact young people on a personal level. We explore how education and learning through sport actually happen, how skills and values can be developed, and what makes S4D different from traditional sport settings and practices. This perspective is particularly useful for programme developers and S4D coaches, who design and deliver activities that can help young people grow, learn, and build confidence.





By understanding the principles and mechanisms behind personal development in sport, those delivering S4D activities can create structured, engaging and impactful experiences that not only benefit young people but also contribute to wider social and community development.

## ➤ 2.2.1 Relevant Educational Theories

This manual is designed as a practical guide for the various stakeholders involved in the development and implementation of an effective S4D programme. While the primary focus is on practical application, it is also important to acknowledge that S4D is built on a solid theoretical foundation.

Understanding the core principles of key educational theories that underpin S4D can be valuable for policy makers, programme developers, and coaches alike. For those working directly with young people, gaining insight into why activities, interactions, and the learning environment are designed in a particular way provides a stronger foundation for their work. This deeper understanding enables coaches and facilitators to make more informed decisions, adapt their approaches to different needs, and create truly impactful learning experiences.

### **S4D as a Multi-Theoretical Approach**

Unlike some other educational concepts, S4D is not based on a single learning theory, nor does it follow a strictly uniform methodology. Instead, different approaches, strategies, and frameworks have emerged over time, often shaped by the specific goals, target groups, and contexts of programmes in different corners of the world.

While some organisations and initiatives have developed distinct methodologies like “football3” or “playdagogy”, within the S4D sector as a whole, a more open and flexible methodological approach is common practice.

- Programmes often combine insights from multiple educational theories rather than following a single framework.
- Proven learning practices from different disciplines are adapted and integrated into sport-based activities to suit the specific needs of a programme.
- Although methodologies vary, many S4D programmes share common educational principles and learning theories that influence how knowledge, skills, and values are imparted.

In the following sections, we will introduce some of the key learning theories that shape S4D approaches. These theories provide insights into how young people learn, develop life skills, and translate their experiences in sport into other areas of life. While this is not an exhaustive academic discussion, it offers a foundation for understanding the mechanisms that make S4D an effective tool for personal and social development.

### **Non-Formal Education (NFE) in S4D**

Non-Formal Education (NFE) refers to structured educational activities that occur outside the formal school system. Unlike traditional classroom learning, NFE is flexible, learner-centred, and often focused on practical skills and personal development. It includes community-based training, life skills education, and participatory learning experiences that are voluntary and responsive to learners’ needs.







S4D is a prominent example of NFE as it creates informal learning environments where young people develop essential life skills through play and sport. The voluntary nature of S4D activities enhances motivation, while the experiential, interactive approach ensures that learning is engaging and meaningful. Programmes use sport as a medium to teach communication, teamwork, and leadership, aligning with NFE principles that prioritise active participation and personal empowerment.

### **Social Learning in S4D**

Social Learning Theory, developed by Albert Bandura, suggests that individuals learn through observation, imitation, and modelling. Learning is reinforced through social interactions, role models, and the consequences of observed behaviours. It highlights the importance of peer influence, mentorship, and guided learning experiences.

In S4D, social learning plays a critical role as young people observe coaches, mentors, and peers, adopting positive behaviours and values. Coaches serve as role models, demonstrating teamwork, respect, and conflict resolution. Structured sports activities create opportunities for peer learning, where participants support and influence each other. This approach is particularly effective in promoting inclusivity, tolerance, and cooperation in diverse groups.

### **Experiential Learning in S4D**

Experiential Learning Theory, developed by David Kolb, asserts that learning occurs through direct experience. The process involves four stages: concrete experience, reflective observation, abstract conceptualisation, and active experimentation. This cycle ensures that individuals engage with new concepts, reflect on their experiences, derive insights, and apply learning in real-life situations.

S4D utilises experiential learning by embedding real-life lessons into sports activities. For example, a teamwork exercise on the pitch provides a concrete experience of collaboration. Guided reflection sessions then help participants analyse their behaviour, leading to a deeper understanding of interpersonal skills. By encouraging young people to transfer these lessons to daily life, S4D strengthens the application of learned behaviours in education, employment, and social interactions.

### **Developmental Learning in S4D**

Developmental Learning focuses on age-appropriate learning and the progressive acquisition of skills and knowledge. Rooted in developmental psychology (e.g., Vygotsky's Zone of Proximal Development), this approach emphasises providing tailored support and guidance that is gradually reduced as learners gain confidence and competence.

S4D programmes must structure their activities to align with participants' developmental stages. Younger children engage in fundamental movement skills and cooperative play, while adolescents focus on leadership, strategy, and complex problem-solving. Coaches adapt their methods to match participants' cognitive, social, and emotional development, ensuring that sport-based learning remains accessible and effective at different life stages.





## Positive Youth Development in S4D

The Positive Youth Development (PYD) framework promotes the idea that all young people have the potential to develop into responsible, contributing members of society if provided with the right opportunities and support. PYD emphasises strengths-based approaches that build confidence, competence, character, connection, and caring..

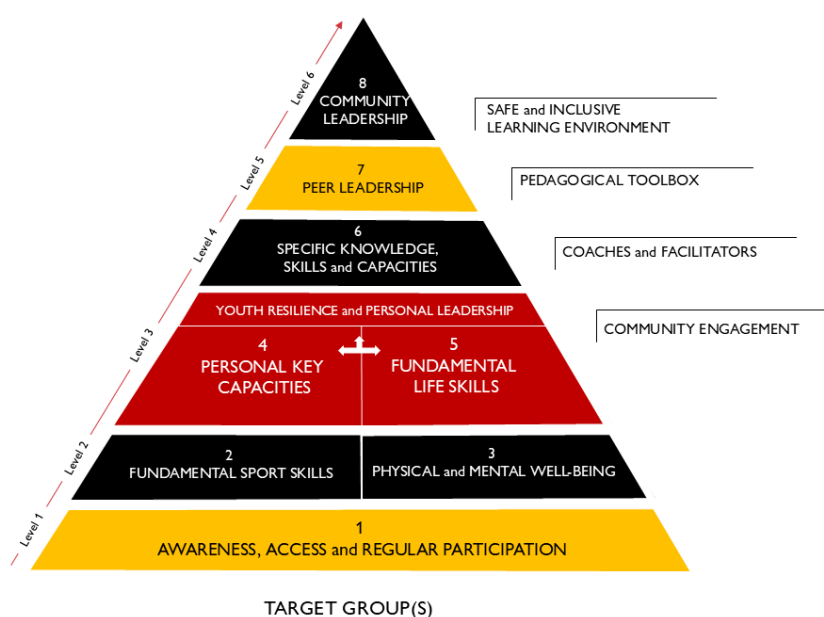
S4D is closely aligned with PYD as it provides structured environments where young people develop personal and social assets. Sport-based interventions help youth build self-efficacy, leadership skills, and resilience. S4D also fosters a sense of belonging by creating inclusive spaces where all participants feel valued. Programmes that integrate mentorship, peer support, and skill-building align directly with PYD principles, helping young people navigate challenges and transition into adulthood successfully.

### 2.2.2 SPACES – Youth Empowerment Pyramid

While the previous sections of this chapter provided a general overview of the theoretical foundations of S4D, this section introduces the specific framework model used within the SPACES programme.

Drawing on the extensive expertise of SPIN, ISA, and OUTREACH Egypt in the fields of youth engagement and Sport for Development, the partnership has developed a working model that encapsulates the partners' shared understanding of S4D based learning processes.

The terminology employed within the SPACES-Model is intentionally pragmatic, reflecting a shared interpretation agreed upon by the partners. While some terms are used inconsistently in existing literature, our model adopts a language which is tailored to our specific approach and context. Each term will be defined in the following description to ensure clarity and alignment.





At the core of the model is a pyramid framework that outlines a possible developmental pathway for young people participating in S4D programmes. This pathway represents an abstract, simplified depiction of the complex processes involved, serving primarily as a practical tool for programme design and a basis for dialogue with both internal stakeholders and external collaborators.

The pyramid illustrates the sequential nature of learning processes and the progressive acquisition of skills and capacities by the target group. A fundamental premise of the model is that the elements positioned at the base of the pyramid must be developed before those higher up, as they establish the foundation for subsequent stages of growth.

It is important to note that individual circumstances and contextual factors may influence this pathway. Some participants may already possess the foundational elements described in Levels 1 and 2. Similarly, the acquisition of specific knowledge, skills, and capacities outlined in Level 4 may not be part of a general S4D programme, and not all participants are expected to complete the full progression, including the leadership development processes at Levels 5 and 6.

The successful progression of each participant along the intended youth empowerment pathway depends on their existing resources and capacities, as well as several key external factors. Different target groups will start with varying levels of prior experience and access to resources. However, for any S4D programme to be effective, it must be supported by:

- The engagement of the local community
- Guidance from skilled and knowledgeable coaches
- The application of a proven pedagogical toolbox
- The provision of a safe and inclusive learning environment

Our experience shows that a considerable amount of planning, communication, time, and training is required to establish these essential conditions before the actual implementation of an S4D programme can begin.

The next section takes a closer look at the different elements of the Youth Empowerment Pyramid along with the key external factors identified above. We will explain the key terms used in the model and for each level, we will briefly outline the learning and development needs of young people and how sport and play-based methods can help them grow in these areas. The practical application of these concepts will then be covered in more detail in Chapter 3.

### Target Group(s)

In Sport for Development (S4D), children and young people are the primary target group, with a particular focus on those who are more vulnerable or at risk of social exclusion. This often includes young people with disabilities, ethnic minorities, or those from economically disadvantaged rural areas. Across all groups, girls and young women frequently face additional barriers, making gender inclusion a key priority in many S4D programmes.

S4D primarily targets children and young people because they represent both the largest population group in many programme countries and the key drivers of future social change. Investing in their development is essential for long-term, sustainable progress, as empowering young people enables them to actively shape their own future and contribute to their communities.

Beyond their demographic significance, young people are naturally drawn to sport and physical activity, making S4D a powerful tool for engagement and learning. Sport provides a dynamic, interactive environment that captures their interest and fosters personal growth, social skills, and resilience.







Additionally, childhood and adolescence are critical phases for development, where fundamental values, behaviours, and life skills are formed. By introducing these concepts early, S4D helps to build strong foundations that influence young people's attitudes, choices, and opportunities throughout their lives.

SPACES Egypt aligns with GIZ's Equal Opportunities and Social Development (EOSD) efforts, which prioritise gender equality and the inclusion of young people with disabilities. The EOSD project aims to remove systemic barriers to inclusion, ensuring that all young people, regardless of gender or ability, can participate in and benefit from Egypt's social and economic development.

Against this background, the SPACES programme in Egypt has set participation targets to ensure greater inclusion. The programme aims for at least 40% female participation in both S4D coach training and youth activities. Additionally, 10% of places are reserved for young people with disabilities, ensuring that S4D remains accessible and inclusive for all.

The more diverse the target group, the more varied their starting points. For programme developers and S4D coaches, this means that flexibility and adaptability are essential in practice, ensuring that activities are tailored to the individual needs and resources of each participant.

### **Awareness, Access and Regular Participation (Level 1)**

At the first level of the youth empowerment pyramid, the focus is on ensuring access and fostering consistent participation in S4D initiatives. For young people to truly benefit from S4D, they must first be made aware of these programmes, have the opportunity and permission to join, and engage regularly over an extended period. However, for many of the groups who stand to gain the most from S4D interventions, such as girls, young people with disabilities, or adolescents from disadvantaged communities, this initial step can be particularly difficult. Collaboration with the local community is often crucial in overcoming these barriers.

There are various reasons why young people may struggle to access S4D programmes or maintain regular participation over time. These barriers can arise from individual circumstances, social environments, or programme structures:

- **Personal and social barriers:** Some young people lack the confidence to join an S4D programme or hesitate due to low self-efficacy and motivation; skills that S4D is designed to develop. In other cases, their social environment discourages participation, with families or community members restricting access, particularly for girls. Parents may not permit their daughters to participate due to cultural norms, safety concerns, or misperceptions about the value of sport. Additionally, young people may already have work responsibilities, household duties, or childcare obligations that prevent them from engaging in structured sports activities.
- **Programme delivery:** In some cases, barriers exist on the side of programme implementers. If information about an S4D programme does not effectively reach the intended target groups, young people who could benefit the most may never learn about the opportunity. Similarly, the location and timing of activities may not align with the realities and needs of the target group, making participation difficult.
- **Project funding:** Long-term participation is often obstructed by the prevailing funding logic. Many S4D initiatives are short-term projects with high participant quotas, prioritising outreach over depth of engagement. This often prevents the creation of smaller, long-term groups where young people can consistently develop skills, relationships, and a sense of belonging. A more sustainable funding structure that prioritises continuous engagement and retention over short-term impact metrics could enhance the effectiveness of S4D programmes.





## Fundamental Sport Skills (Level 2)

At the second level of the Youth Empowerment Pyramid, the foundational prerequisites for meaningful participation in sport-based interventions must be assessed and, where necessary, developed. This involves ensuring that young people possess the essential fundamental movement skills required to engage in structured sport and play-based activities.

These foundational abilities are often referred to as physical literacy or sports literacy. Physical Literacy refers to the ability to move with competence and confidence in a wide range of physical activities across various environments. This encompasses not only physical skills but also the motivation, confidence, knowledge, and understanding to value and engage in lifelong physical activity (Grauduszus M. et al 2023).

Just as traditional literacy enables individuals to learn from reading and writing, physical literacy equips young people with the essential skills to participate in and benefit from sport-based educational programmes. Without these foundational abilities, expecting sports to function effectively as a learning tool is unrealistic.

While many youths naturally develop these skills, it is important to recognize that not all have had the opportunity, especially those from disadvantaged or conservative communities where exposure to structured physical education or sports is limited. To ensure that Sports for Development programmes are inclusive and effective, it's crucial to provide all participants with opportunities to develop:

- Basic Movement Skills (running, jumping, throwing, catching, balancing, and climbing).
- Familiarity with Sports Equipment (handling balls, frisbees, rackets and other gear to build confidence).
- Understanding Game Rules (learning the basics of various games to participate meaningfully).
- Positive Sporting Experiences (encouraging enjoyment and engagement in physical activities).

Only when these prerequisites are met for all participants can sport fully unfold its potential as a learning environment. Without them, S4D interventions may unintentionally exclude those who lack prior exposure to sport or who struggle with basic movement skills.

For some participants, especially those with physical disabilities, every improvement in motor skills not only enhances their ability to engage in sport and sport for development but also strengthens their executive functioning in everyday life, ultimately fostering greater independence and inclusion in society. By ensuring all young people have access to these fundamental skills, S4D can unlock sport's full educational and developmental potential.

## Physical and Mental Well-being (Level 2)

At the second level of the Youth Empowerment Pyramid, the focus is not only on developing basic sport-related skills but also on fostering the physical and mental well-being of young people through physical activity. We consider this relevant from two different perspectives:

Health and well-being can be seen as a desirable outcome of S4D (SDG 3). Regular participation in physical activity has well-documented benefits for both physical and mental health. Engaging in sport helps prevent non-communicable diseases, improves cardiovascular fitness, and reduces the risk of obesity. At the same time, participation in structured and playful physical activity can contribute to mental well-being by reducing stress, anxiety, and symptoms of depression. For young people, who may face increasing pressures due to academic stress, social challenges, or economic hardship, sport can serve as a protective factor, offering a structured and engaging space to release tension, build resilience, and experience a sense of achievement.





At the same time physical and mental well-being are also essential prerequisites for effective learning within S4D. Only when young people feel safe, supported, and comfortable can they fully engage in sports activities and benefit from the developmental opportunities that S4D provides. If young people experience high stress levels, low self-esteem, or lack confidence in their abilities, they may struggle to engage with sport-based learning experiences in a meaningful way.

Coaches and facilitators play a crucial role in maximising the positive impact of sport on young people's well-being. Their approach and ability to create a safe, inclusive, and engaging environment directly influence participants' sense of belonging and motivation.

To foster well-being in S4D settings, coaches should ensure that sports environments are physically safe and emotionally supportive, allowing young people to feel secure, respected, and free from discrimination. Encouraging positive interactions and respectful communication helps build confidence, while a fun and engaging atmosphere reinforces motivation. Activities should be challenging yet achievable, ensuring that participants experience small successes that boost self-esteem. Additionally, providing emotional support, proper equipment, and appropriate conditions, such as comfortable clothing and access to hydration, helps create an environment where all young people can participate fully.

The third level of the Youth Empowerment Pyramid (see below) represents the core of the SPACES S4D approach, as we believe that equipping young people with broad, transferable capacities and skills is essential for their long-term development. Rather than preparing them for a single predefined path, we focus on fostering personal resources that enable them to navigate a wide range of future challenges - challenges that are often unpredictable and highly individual.

### **Personal Key Capacities (Level 3).**

Personal Key Capacities refer to broad, individual resources and attributes that shape how young people navigate life. These capacities are deep-seated and long-term developmental traits that influence behaviour, decision-making, and resilience. Many of these capacities have been identified in youth development frameworks such as Positive Youth Development (Lerner, 2005) or the Search Institute's Developmental Assets Model (Benson et al., 2011).

Within the SPACES approach to S4D, we focus on Learner's five core capacities:

- **Competence:** The ability to successfully manage different tasks and challenges in sport and daily life.
- **Confidence:** A sense of self-belief that enables young people to take on challenges and step out of their comfort zone.
- **Connection:** The ability to build and maintain positive relationships, contributing to a sense of belonging and social inclusion.
- **Caring:** Empathy and concern for others, developed through teamwork, cooperation, and shared goals.
- **Character:** A set of ethical values such as fairness, respect, and responsibility, reinforced through positive sports experiences.







These personal capacities develop over time and require sustained exposure to positive learning environments and appropriate social learning inputs. The process is often indirect and experiential, meaning that these attributes emerge naturally as young people engage with sport, face challenges, and build relationships (Bailey et al., 2013):

A young athlete who overcomes a difficult training challenge builds competence and confidence and experiencing both victory and defeat helps build character and coping mechanisms to give an example.

Because these capacities shape long-term behaviours and attitudes, their development should start early and be reinforced through continuous participation in sport over an extended period. Structured and sustained engagement in sport and S4D programmes is essential to create meaningful impact, as young people need consistent exposure to positive learning environments. Additionally, sport inherently fosters growth through competition, effort, and progression. The challenges of improving skills, working towards goals, and overcoming setbacks help strengthen key capacities like confidence, resilience, and self-discipline. This structured learning pathway, where individuals gradually develop their abilities through repeated experiences, is fundamental to building lasting personal capacities that extend beyond sport into broader life contexts.

### **Fundamental Life Skills (Level 3)**

Alongside Personal Key Capacities, S4D also develops Fundamental Life Skills, practical, trainable abilities that help individuals succeed in various aspects of life. These skills have been widely recognised by organisations such as WHO, UNICEF, and UNESCO as critical for youth development, employability, and social participation.

Although both concepts are related, life skills differ from key capacities in that they are, more specific and directly trainable. Unlike broad capacities like “confidence,” skills such as “effective communication” can be more explicitly taught and reinforced. While capacities rather emerge from long-term participation in sport and physical activity, life skills can be targeted and practiced through carefully designed games and exercises.

While there is no unified list of life skills and various systematics to group them, our own experience has shown that the following ten fundamental life skills are particularly relevant for young people, as they are universally applicable in various settings of life and can be effectively developed through sport and play-based activities:

- Communication: Expressing thoughts, listening actively, and understanding others.
- Cooperation: Working effectively in teams and fostering mutual support.
- Trust & Responsibility: Developing reliability and accountability in relationships.
- Foresight: Thinking ahead and anticipating future consequences.
- Goal Setting: Planning and working towards realistic objectives.
- Decision Making: Evaluating options and making informed choices.
- Conflict Resolution: Handling disagreements constructively and peacefully.
- Focus: Maintaining attention and effort over time.
- Problem Solving: Finding solutions to challenges in sport and beyond.
- Adaptability: Adjusting to new situations and managing change.

Life skills can be intentionally taught through structured S4D activities, which integrate “teachable moments” into games and sports challenges. Coaches play a key role in facilitating these learning opportunities by:

- Designing activities that require the use of specific life skills.
- Creating reflection spaces, where participants connect their experiences in sport to real-world situations.
- Providing positive reinforcement, helping young people recognise and apply their skills beyond sport.





A small-sided game with rules that create time pressure may require players to practice quick decision-making and a problem-solving exercise that requires some strategy before starting to act may help participants develop future-oriented thinking.

While personal key capacities and life skills are distinct, they complement each other in S4D programming.

- Key Capacities provide a foundation for Life Skills: A young person with strong confidence (key capacity) is more likely to express themselves effectively (communication skill).
- Life Skills on the other hand may reinforce the Development of Key Capacities: A young person who learns goal setting (life skill) through sport may develop a stronger sense of competence (key capacity).

The ultimate desired outcome of S4D efforts at level 3 is to strengthen a young person's Resilience and Capacity for Personal Leadership. Resilience refers to the ability to adapt positively to challenges, setbacks, and changes, enabling young people to maintain their motivation and well-being even in difficult circumstances. Personal leadership, in this context, is not about holding formal leadership roles but about taking responsibility for one's own actions, making informed decisions, and actively shaping one's own future. Both qualities are essential for navigating life's uncertainties and for developing a sense of agency and self-efficacy. By equipping young people with the broad capacities and practical life skills introduced at this level, SPACES S4D ensures that they are not just prepared for specific challenges but empowered to face a diverse and evolving set of opportunities and obstacles throughout their lives.

### Specific Outcomes (Level 4)

While Level 3 of the Youth Empowerment Pyramid focuses on developing broad capacities and life skills that equip young people for a wide range of future challenges, Level 4 represents a narrower approach in which S4D programmes aim to achieve specific developmental, social, or behavioural outcomes. These can include public health goals such as HIV prevention and mental health awareness, education-related objectives like increasing school attendance, economic empowerment through employability programmes, or social change efforts that promote gender equality, positive masculinity, or the inclusion of marginalised groups.

We have deliberately positioned these targeted outcomes at Level 4 in our model because, ideally, young people should first develop general key capacities and fundamental life skills before engaging with more complex or specialised themes. A strong foundation in critical thinking and communication for example, allows young people to process information, reflect on their own values, and actively engage with educational and awareness-raising initiatives. However, practical constraints often mean that S4D initiatives must address specific topics immediately, rather than waiting for broader competencies to develop.

When S4D is used primarily for awareness-raising and knowledge dissemination, this direct approach can be highly effective. Sport's popularity makes it an excellent vehicle for reaching young people and creating visibility around critical issues, cutting through the noise of competing information sources. Studies have shown that sports-based public health campaigns can effectively increase knowledge on topics such as HIV prevention and malaria awareness, particularly in communities where traditional health education struggles to engage young audiences (Coalter, 2013; Conrad and White, 2016). Similarly, S4D has been successfully used to challenge gender stereotypes, increase girls' participation in sport, and promote male allyship in gender equality efforts.

However, when S4D programmes at Level 4 aim to create deeper, long-term changes in attitudes, values, or behaviours, they often face significant challenges. Research consistently shows that changing entrenched social norms or personal behaviours requires sustained engagement, structured reflection, and reinforcement over time (UNICEF, 2021).





Short-term or one-off interventions, such as a single football tournament promoting gender equality or a one-day workshop on employability, are unlikely to lead to lasting behavioural change unless they are embedded within a broader, structured approach. This is why S4D programmes that aim for deeper change should be integrated with core activities at Level 3, where young people develop the foundational skills and cognitive abilities needed to critically engage with new ideas and apply them to their daily lives:

- An S4D programme promoting gender equality will be far more impactful if participants have already developed critical thinking, communication, and self-confidence, allowing them to reflect on their experiences and challenge existing norms.
- An employability-focused sports initiative is more effective when young people have had time to build teamwork, foresight, and goal-setting skills before transitioning into job preparation workshops.

Despite these challenges, S4D cannot always follow an ideal linear progression. In humanitarian and crisis settings, urgent needs such as preventing violence, countering radicalisation, or addressing public health emergencies, may require immediate intervention. In such cases, S4D programmes must strike a balance between direct action and long-term development, integrating targeted efforts with sustained engagement where possible.

Specific, short-term interventions can be very impactful when used strategically. S4D excels at raising awareness and creating social momentum, but deep and lasting change is most achievable when these initiatives are supported by long-term, structured engagement. Successful programmes acknowledge that young people need both immediate opportunities for action and a strong foundation of skills and personal capacities to fully realise their potential.

## Leadership Capacities (Level 5 and 6)

The final two levels of the SPACES Youth Empowerment Pyramid focus on leadership development, a gradual transition from self-leadership (Level 3) to peer leadership (Level 5) and ultimately community leadership (Level 6). Sport and play-based activities provide an ideal setting for leadership growth, as they are inherently social, require teamwork, and offer structured opportunities for individuals to take on leadership responsibilities. Leadership development in S4D is not an isolated goal but rather a progression that builds on earlier experiences, equipping young people with the competencies, confidence, and resilience to lead both on and off the pitch.

### Peer Leadership (Level 5)

Peer leadership involves young people stepping into leadership roles within their immediate environment, such as team captains, assistant coaches, youth referees, or game facilitators in S4D sessions. At this level, participants transition from simply being involved in activities to taking responsibility for guiding and supporting their peers. These leadership roles are particularly effective within the sport and play-based learning environment, as many young people develop strong skills, confidence, and expertise within sports that allow them to naturally take on guiding roles. In some disciplines, such as gymnastics, the world's most skilled athletes are still children, demonstrating that age alone is not a barrier to skill and competence. Many disciplines have formal systems to recognise and reward progress, such as belts in martial arts, swimming badges, or leadership badges in scouting-like organisations.

S4D programmes can intentionally offer team captain roles, youth refereeing training, or assistant coaching experiences to empower young people. In one of our educational programmes, for instance, we have successfully trained primary school children as “Mini-Coaches”, enabling them to guide their peers in playing different games together during school breaks. At age 10, these children already demonstrated remarkable maturity in facilitating structured play and fostering inclusion.







By gradually introducing leadership opportunities, young people develop responsibility, and the ability to inspire and support others. Research on youth leadership in sport confirms that structured leadership roles, such as mentoring younger athletes, officiating, or coaching, enhance self-efficacy, communication skills, and responsibility (Gould & Voelker, 2010; Vella, Oades & Crowe, 2013).

However, to be effective, peer leadership opportunities must be embedded within a supportive environment, where young leaders themselves receive mentorship, constructive feedback, and guidance from experienced coaches and facilitators.

### **Community Leadership (Level 6)**

Community leadership represents the highest level of the Youth Empowerment Pyramid, where young people move beyond peer-based leadership and apply their skills to the wider community. While sport remains the key foundation, this stage involves young people engaging in voluntary, civic, or professional leadership roles that contribute to social development and community well-being.

At this level a key target group are the facilitators, trainers, and mentors who already implement S4D activities. These individuals are often former participants of S4D programmes who have demonstrated leadership potential and are invited to take on new responsibilities. Typically, they are young adults themselves who are still in the early stages of their professional and personal development, making S4D an important stepping stone in their leadership journey.

As coaches, facilitators, or mentors, these young leaders receive additional, more intensive training, equipping them with theoretical knowledge, coaching techniques, and facilitation skills that go beyond their own previous experiences as S4D participants. However, the most significant learning happens through practice. By regularly guiding, supporting, and engaging younger participants in S4D sessions, they gain hands-on experience as sport and youth leaders within their communities.

This practical exposure is a crucial element of leadership development at this level. By consistently leading sports sessions, resolving conflicts, motivating groups, and acting as role models, young facilitators not only refine their leadership and mentoring abilities but also build confidence, resilience, and a sense of responsibility. These real-world leadership experiences prepare them to take on broader roles beyond sport, whether in community development, youth advocacy, social initiatives, or professional leadership positions.

Thus, Level 6 is not just about leading in sport, it is about using sport as a platform to develop the next generation of community leaders. Through structured mentorship, ongoing training, and practical leadership opportunities, S4D ensures that young facilitators can grow into impactful leaders, capable of driving social change and fostering inclusion beyond the playing field.

### **Cross-Cutting Factors**

The Youth Empowerment Pyramid outlines the different stages young people can go through in S4D programmes. Each level represents specific developmental needs, existing resources, and learning objectives. However, beyond these individual stages, some general conditions must always be in place to ensure that S4D has a lasting and meaningful impact. These cross-cutting factors are essential for the success of any S4D initiative and are necessary for creating positive development opportunities for young people.

### **A Safe and Inclusive Learning Environment**

A physically, emotionally, and socially safe space is one of the most important foundations of S4D. While sport has the potential to promote learning and development, it can also -if not well structured- lead to exclusion, discrimination, or even harm. To ensure that sport has a positive impact, safeguarding measures must be in place to protect participants from injury, abuse, or distress. This includes creating an environment where all young people feel valued, respected, and free to express themselves without fear of judgment or harm.





Inclusion is another key factor in successful S4D. Many young people face barriers to sport, whether due to gender norms, disability, financial constraints, or cultural restrictions. S4D programmes must be designed to remove or minimise these barriers and ensure that everyone has equal opportunities to participate. This requires adaptable and inclusive formats, where sport activities are tailored to meet the needs of different participants.

### **A Structured Pedagogical Approach**

Participation in sport alone does not automatically lead to the personal and social development outcomes often associated with sport. The way sport is structured, facilitated, and experienced determines its developmental impact. This means using a clear methodology and a set of tools that help young people build their skills in a way that is purposeful and structured. Coaches and facilitators need to know how to use sport-based activities to develop specific skills and capacities, rather than just letting participation happen randomly. A significant portion of this manual is dedicated to outlining the required mindset, methodologies and specific activities.

### **Qualified and Motivated Coaches and Facilitators**

Coaches and facilitators are the cornerstone of effective S4D. They serve as role models, mentors, and guides, shaping young people's experiences in the programme. The way they interact with participants, structure learning environments, and embody the values of S4D plays a critical role in the programme's success. Ensuring that S4D coaches are well-trained, adequately supported, and continuously mentored is therefore a key success factor. Their professional development must go beyond technical coaching skills and include training in youth development, positive coaching methodologies, and safeguarding practices. Investing in their capacity-building is crucial, as they are responsible for delivering high-quality, transformative S4D experiences that have a lasting impact.

### **Community Engagement and Support**

Strong community involvement is also essential to the success and sustainability of S4D programmes. The support and trust of local communities can significantly influence young people's ability to access and remain engaged in sport-based initiatives. This is particularly important in contexts where practical barriers (e.g., lack of transport, financial constraints) or cultural norms (e.g., gender restrictions, stigma around disability) limit participation. Community advocates, whether parents, local leaders or teachers, can play a pivotal role in breaking down barriers and promoting the value of S4D. In some cases, their endorsement is necessary to enable girls, young people with disabilities, or marginalised youth to participate in sport.

Beyond increasing access, embedding S4D methodologies within local structures is helpful for ensuring programme sustainability. Training coaches, teachers, and youth workers from local sports clubs, schools, youth centres, and community-based organisations as S4D experts increases the likelihood that sport-based learning will become a long-term fixture in these communities. When S4D-trained facilitators are embedded in existing youth education structures, they can continuously apply and spread S4D methodologies, reinforcing its impact beyond the lifespan of any single project.

Additionally, coordinating S4D activities with other local initiatives, such as education, health, or employment programmes, can enhance the overall impact of both interventions. By integrating S4D into broader community efforts, programme developers can create more holistic, sustainable, and interconnected youth development pathways.





## 2.2.3 Specific Methodological Considerations

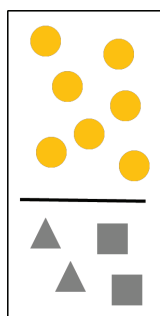
### Designing Open and Inclusive S4D Programmes

To better understand how to design open and inclusive S4D programmes, it is useful to first clarify what we aim to achieve with them. Two established models can help visualize the desired outcome.

The first model compares inclusion to other societal approaches in dealing with individuals who differ from what is perceived as the “norm” within a given community. The accompanying diagram provides an abstract representation of this idea, where, in this example, “round” is considered the norm.

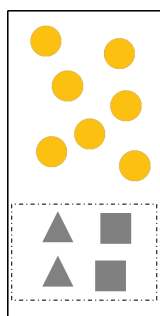
The terms exclusion, separation, integration, and inclusion describe different approaches of dealing with diversity, particularly in the field of education. These concepts have evolved over time to reflect shifting educational and social practices, highlighting a progression towards a more inclusive society.

#### EXCLUSION



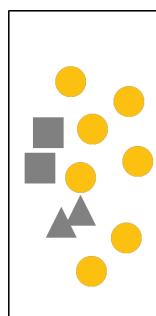
Anyone who does not conform to the norm is excluded from the group or community and does not get access to certain activities or resources

#### SEPARATION



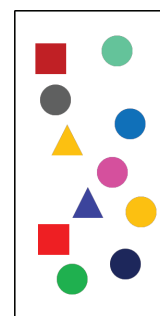
For those who do not conform to the norm, there is a separate but distinct offer from the mainstream group or community

#### INTEGRATION



Those who do not conform to the norm are integrated into the mainstream group or community, but they are still perceived and treated as different group.

#### INCLUSION



Everyone within the group or community is accepted as an individual with all their specific characteristics. There are no special groups, and diversity is considered and harnessed as a valuable resource.

The underlying paradigm assumes that each individual differs in certain areas from what is generally understood as normal, that each individual has strengths and weaknesses and, that each individual can contribute something to the overall success of a society, a group or a team when the diversity of individual talents is appreciated and made use off.

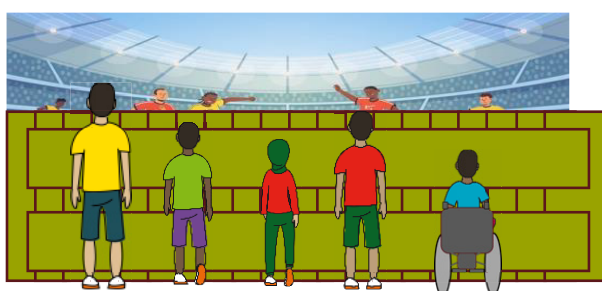
This Exclusion to Inclusion Model and its visual representation are sometimes criticised for potentially creating the impression that societies naturally progress step by step from exclusion to full inclusion. In reality, different approaches can exist at the same time, and inclusion is not a final goal that is reached once and for all. Instead, it is a continuous process that requires ongoing effort and adaptation. Another common misunderstanding is that inclusion means treating everyone the same and removing all special support. However, in practice, some people still need additional help to have the same opportunities as others (Lindemann 2018).



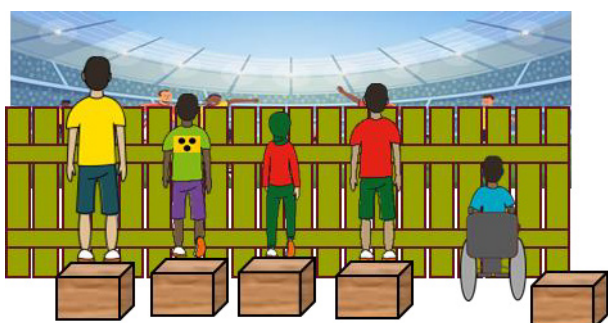


Despite this critique, the model's main strength lies in its focus on what connects members of a community, youth centre, or sports team rather than what sets them apart. It encourages an approach that emphasises commonalities rather than differences. This perspective ensures that each individual is recognised in their entirety, rather than being reduced to a single group label such as “not talented enough,” “disabled,” “foreign,” or “socially disadvantaged.”

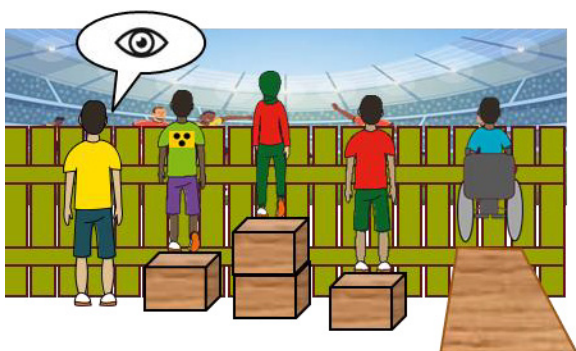
A second theoretical model that relates to social inclusive practices in S4D refers to the concepts of equality, and equity. It provides a framework for understanding different approaches to fairness and justice within a social system. While the terms are often used interchangeably, they represent distinct ideas about how resources, opportunities, and support should be distributed to create a more just and inclusive society. Without delving too deeply into academic discussions, the three images below illustrate the core idea of the model.



**INEQUALITY** describes the uneven distribution of resources or opportunities among individuals or groups. In our example a person would need to be tall and without a disability to enjoy the football match behind the fence. Those who do not possess the required resources are excluded from the experience.



**EQUALITY** describes an approach, in which everyone is given the same type and amount of support, independent from their individual needs. In our example everyone receives a box to step on. This could be considered as a fair practice because everybody is treated equally. However, it does only solve the problem for some, while others still remain excluded.



**EQUITY** describes an approach where support is based on individual needs, providing tailored help to ensure that the outcome actually leads to inclusion.

In our example it takes an audio description of the game, 2 boxes to step on, or a ramp for the wheelchair to include everyone and let them enjoy the football match behind the fence.







The progression from inequality to equality to equity aligns closely with the stages of inclusion (exclusion → separation → integration → inclusion). Achieving full inclusion requires moving beyond equality and embracing equity:

- Equality ensures that all individuals have access to the same opportunities, but it does not yet address systemic barriers that prevent participation.
- Equity actively removes barriers and provides targeted support, ensuring that everyone can fully engage in sport and personal development.
- True inclusion happens when equity becomes embedded in systems, structures and mindsets, making diversity a valued resource rather than an obstacle.

Sport for Development initiatives should prioritise equity over mere equality, as young people come from diverse backgrounds with varying levels of access, ability, and support. If an S4D programme only applies an equality-based approach, it may unintentionally reinforce existing inequalities by privileging those who already have access to sport, confidence, or social capital.

To create inclusive and accessible S4D programmes in practice, different strategies are needed both off the pitch (at the programme development level) and on the pitch (during practical sports activities). This dual approach ensures that inclusion is embedded in all aspects of the programme, from planning and organising to direct interaction with young people.

### Off-the-Pitch: Inclusive Programme Design

Programme developers and coordinators play a key role in shaping the accessibility and attractiveness of an S4D initiative. This involves strategic decisions regarding where, when, and how an activity is conducted and who delivers it. A useful framework to guide these decisions is the Planning Box below, which emphasises four core elements:





## Target Group

To ensure inclusivity, an S4D programme should be carefully tailored to the specific needs of its intended participants. In practice, defining precisely for each course or event who the programme aims to reach can be highly beneficial. Instead of targeting broad categories such as “young women,” a more focused approach may be required: For example, “15–19-year-old girls from the northern part of Community X who have limited prior experience with sport”.

## Activities

The choice of sports and activities should align with the interests, experience, and cultural context of the target group. A well-balanced mix of familiar and new activities can help build trust while also sparking curiosity and motivation.

## People

The individuals delivering the programme are just as important as the activities themselves. Coaches and facilitators should be trusted figures within the community and reflect the diversity of participants. Having female coaches and role models is particularly valuable in encouraging girls to take part in sport.

## Place

The venue of an S4D activity must be accessible to the participants. If the location is too far from their homes, requires costly transportation, or is perceived as unsafe (especially for girls), participation rates will drop. Offering activities within walking distance of participants’ neighbourhoods can significantly improve accessibility and engagement.

## Time

The schedule of activities must also be adapted to the target group. Many young people juggle school, work, or family duties, limiting their availability. Programmes should take these realities into account to reduce attendance barriers. For example, sessions held immediately after school have proven effective in many S4D initiatives, as they seamlessly fit into young people’s daily routines.

## On-the-Pitch: Inclusive Coaching and Differentiation

Once young people enter the sports environment, the responsibility for ensuring inclusion shifts to coaches and facilitators. They must create adaptable and differentiated sports activities that allow all participants to fully engage, regardless of their skills, background, or abilities.

- **Recognising Diverse Needs:** Every young person has a different starting point in sport. Some may have strong physical abilities, while others may struggle with basic movement skills. Some participants may have disabilities, while others may lack confidence or experience in a team environment. Coaches should be mindful to identify these differences early and adjust their approach accordingly.
- **Using Adaptive Coaching Methods:** Coaches should differentiate their activities by adapting rules, equipment, space, and team dynamics to ensure that every participant can take part at an appropriate level. The Inclusion Spectrum and STEP Model are key tools that will be introduced in Chapter 4.4.6 to help coaches structure sessions inclusively.
- **Creating a Positive and Supportive Atmosphere:** The way a coach interacts with young people has a major impact on their sense of belonging. Encouraging teamwork, respect, and mutual support ensures that differences in ability do not become sources of exclusion or frustration. Coaches should reinforce effort rather than outcome, ensuring that every participant experiences success, regardless of their skill level. This will be further discussed in section 4.3 where we introduce positive coaching.





## Promoting Sports Literacy

In section 2.2.2 we have introduced sports literacy or physical literacy as a fundamental skill on which sport and play based learning processes can build. We have defined it as the ability to move with competence and confidence in a wide range of physical activities across various environments and we have seen that it not only refers to physical skills but also to a positive attitude about sports and physical activity.

While S4D primarily focuses on broader social and personal development, sports literacy constitutes a fundamental prerequisite for full participation in S4D activities and life long physical activity. Therefore, fostering basic movement skills and a positive relationship with sport should be promoted as an integral part of S4D along the learning path.

The following strategies can help coaches promote basic movement skills and confidence effectively:

- **Diverse Movement Experiences:** A wide variety of movement-based activities helps young people adapt to different physical demands and enhances their ability to transfer skills between sports. Games and activities should include running, jumping, throwing, catching, balancing, climbing, and coordination exercises to ensure a broad motor development base.
- **Clear Explanation and Demonstration:** Participants learn best when movements are explained and visually demonstrated. Breaking down complex skills into clear, understandable steps ensures that young people grasp the mechanics of movement and can replicate them with confidence.
- **Consistent Practice and Repetition:** Regular exposure to movement-based activities reinforces motor skills and builds muscle memory. To create an effective learning process, repetition should be engaging. Coaches can incorporate games, challenges, and playful competition to encourage repeated movement practice in a fun way.
- **Progressive Skill Development:** Participants progress best when activities start with simple tasks and gradually increase in complexity. Using step-by-step learning methods, where participants first practice simple movements before moving on to more difficult ones, helps them feel more confident and improve their skills in a clear and structured way.
- **Encouraging Learning Environment:** A positive, low-pressure atmosphere is crucial for skill development. Encouraging constructive feedback, social support, and fun-based learning helps young people associate sport with enjoyment rather than fear of failure. This is especially important for those who may have negative past experiences with sport or physical education.
- **Optimal Challenge Level:** To maximise skill acquisition, coaches should understand how learners respond to challenges and adjust activities accordingly. The concept of learning zones can help determine the right level of difficulty.

### Comfort Zone

Tasks are easy and familiar, requiring little effort or concentration. While this builds confidence, learning is minimal.

### Learning Zone

Activities are challenging but achievable. This is where the most growth occurs, as participants are pushed slightly beyond their current abilities without feeling overwhelmed.

### Panic Zone

Tasks feel too difficult or stressful, leading to frustration and disengagement. If participants repeatedly struggle at this level, learning is hindered.





A good coach keeps participants in their individual learning zones, balancing challenge and support to create optimal learning experiences.



### Promoting Skills Learning

Sport is widely recognised as a powerful tool for developing life skills, which are essential for young people to navigate challenges in their personal, academic, and professional lives. While the terms “life skills” and “soft skills” are often used interchangeably, the concept of life skills is well established within the field of Sport for Development. According to the World Health Organization (WHO, 2003), life skills are “psycho-social abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.” These skills can be grouped into three broad categories (cognitive skills, personal skills and inter-personal skills).







There is a broad consensus that sport can help develop these skills. However, to fully unlock this potential, it is crucial to understand how sports-based activities must be designed and delivered to facilitate systematic skills learning.

First of all, there are a number of characteristics of sport that make it an exceptional setting for life skills learning:

- Sport is engaging and enjoyable: People learn best in environments where they feel comfortable, motivated, and emotionally involved. Playful activities and a positive group atmosphere help sustain motivation and reinforce learning.
- Sport creates strong emotions and intense experiences: When individuals experience an action through multiple senses (physically, socially, and emotionally) the learning becomes more memorable and impactful.
- Sport is easy to start but challenging to master: Most sports require little initial skill yet offer a lifelong learning journey. Small successes build confidence, while continued participation fosters perseverance and resilience.
- Sport provides a safe space to experiment: In a structured sporting environment, young people can test their abilities, take risks, and learn from mistakes without serious real-life consequences.
- Sport mirrors real-life challenges: Many situations in sport like working in teams, dealing with setbacks, making decisions under pressure are directly transferable to personal, academic, and professional life. By drawing these connections, S4D programmes help participants apply their learnings beyond the sports field.

However, sports participation alone does not automatically lead to skills development. The learning process must be intentionally structured to ensure that sport-based activities support skill acquisition in a meaningful and lasting way.

To understand how new skills are learned, the Conscious Competence Model provides a helpful framework. Originally developed by Martin Broadwell, this model identifies four key stages of skill acquisition:

Level 1 unconscious incompetence	Level 2 conscious incompetence	Level 3 conscious competence	Level 4 unconscious competence
NO AWARENESS	AWARENESS	BASIC COMMAND	MASTERY
The individual is unaware of a skill they lack. They may not recognise its importance or do not believe they need to improve.	The individual becomes aware of their skill gap and realises the value of improving. This stage is essential for motivation and commitment to learning.	The individual has learned the skill but must still focus and consciously apply it. Consistent practice is required to build confidence and ability.	The skill has been fully internalised. It can be performed automatically without conscious thought, allowing the individual to apply it in different situations.





To illustrate how this learning process unfolds in practice, the following tables provide examples of both a sports skill and a life skill learning.

Example 1: Sport Skill – Learning a Two-Handed Layup in Basketball

Level 1 unconscious incompetence	Level 2 conscious incompetence	Level 3 conscious competence	Level 4 unconscious competence
NO AWARENESS	AWARENESS	BASIC COMMAND	MASTERY
The player does not realise that using both hands for a layup is important. They always attempt layups using their dominant hand, even when it puts them in a disadvantageous position.	The player becomes aware that using both hands is necessary for better scoring opportunities. They attempt to use their non-dominant hand but find it difficult and awkward. They recognise their skill gap and understand the need to improve.	With regular drills and coaching, the player can now execute a layup with both hands. However, they must think about their footwork, timing, and hand placement every time they attempt it. They need to concentrate and still feel a bit insecure under pressure.	After consistent practice and real-game experience, the player can now switch hands instinctively when driving to the basket. The movement feels natural, and they no longer have to think about it, it happens automatically.

Example 2: Life Skill – Active Listening in Team Discussions

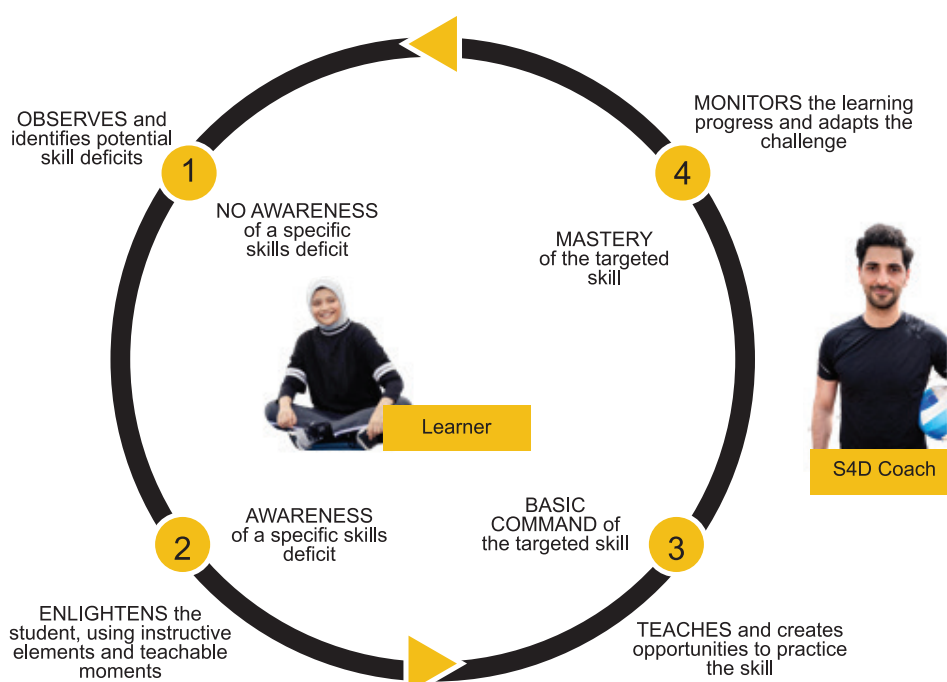
Level 1 unconscious incompetence	Level 2 conscious incompetence	Level 3 conscious competence	Level 4 unconscious competence
NO AWARENESS	AWARENESS	BASIC COMMAND	MASTERY
The young person does not realise they have poor listening skills. They interrupt others, focus on what they will say next rather than on what is being said, and dismiss different perspectives.	After a team discussion exercise, the person receives feedback that they are not listening effectively. They become aware of the issue and start noticing when they interrupt others or miss key points. They understand that improving active listening could help them communicate better.	The person now makes a deliberate effort to listen attentively, maintain eye contact, and summarise what others say before responding. However, they still need to concentrate, and active listening does not yet come naturally.	Active listening becomes second nature. The person automatically listens carefully, responds thoughtfully, and makes others feel heard and valued without consciously thinking about it.





Each stage requires specific learning strategies in order to help learners progress:

- **Observe:** At level 1 (no awareness), the coach's primary role is to observe participants to identify their existing strengths and areas for improvement. This can be done through a variety of games and sports activities that require different skills and forms of interaction. Observation should not be limited to performance during structured activities but should also include off-the-field behaviour, such as how participants engage with others when they arrive, their involvement in setting up and packing away equipment, and their general social interactions. These informal moments can provide valuable insights into participants' confidence, teamwork abilities, and personal attitudes.
- **Enlighten:** At level 2 (awareness), learners transition from being unaware of a skill to recognising its importance. This can happen naturally in certain situations (teachable moments) or be intentionally facilitated by the coach (instructive elements). For example, a game may reveal that a team struggles to communicate effectively, or a player may realise that decision-making is slowing them down. The coach can use targeted activities, such as small games, to make the need for a particular skill more evident. Guided reflection is key at this stage, helping participants verbalise their experiences and understand why a skill is relevant to both their sport and everyday life.
- **Teach:** At level 3 (basic command), the focus shifts to consistent practice. Once participants understand the value of a skill, they must have opportunities to practice it repeatedly in various contexts. The coach should gradually increase the challenge, ensuring that the skill is used under different conditions. This could include modifying the rules of a game to require more teamwork, adding constraints to force strategic thinking, or progressively introducing more complex decision-making elements. The goal is to build confidence and competency so that participants can consciously and effectively apply the skill when needed.
- **Monitor:** At level 4 (mastery), participants should be able to apply the skill fluently, even in complex or unfamiliar situations. The coach's role at this stage is to monitor how effectively the skill is used and determine when it is time to raise expectations. This can be done by introducing additional challenges, such as time constraints, distractions, or multitasking. For example, a player may need to make quick decisions under pressure or demonstrate leadership while managing competing tasks. Since mastery is not a fixed endpoint, the learning cycle can restart at a higher level. As participants grow and develop, new expectations, responsibilities, and refinements can be introduced to keep the learning process dynamic and progressive.

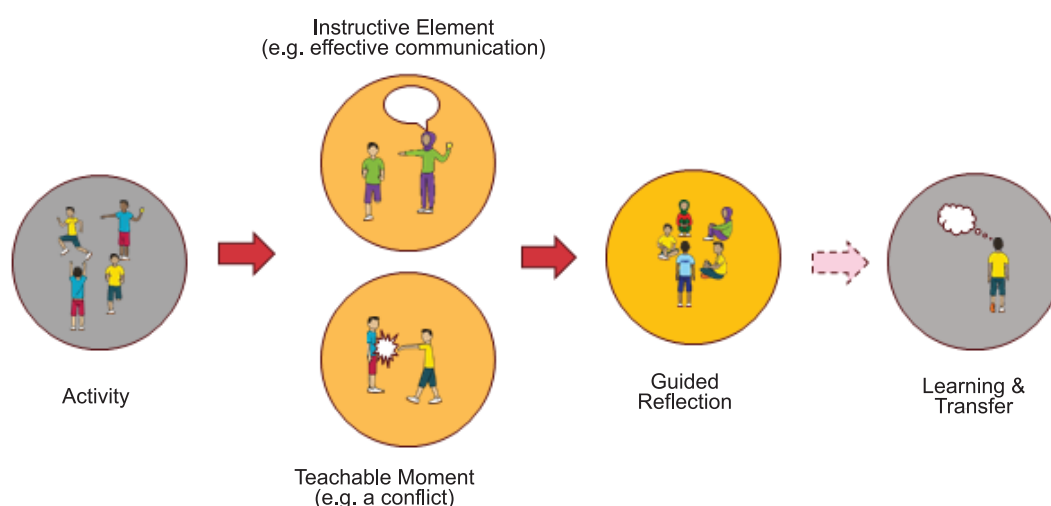




The transition between the first and second stages of the conscious competence model is a particularly crucial moment in the learning process. During sports or play, challenges arise that bring specific skills into the learner's awareness. This can happen from the situation of the game or be deliberately created by the coach.

An instructive element is a specific requirement that arises from the concept or rules of a game or activity. For example, in Ultimate Frisbee, a player holding the disc cannot run. This means that teammates must support the player by moving to open spaces and making themselves available for a pass. Even the best player in the world cannot win without their team.

A teachable moment is exactly what the wording says. A particular moment or a situation from which an opportunity arises to teach an individual or a group of learners something specific. The teachable moment provides a trigger or anchor point for a subsequent learning process, which usually only manifests itself as a result of the guidance from a learning facilitator (e.g., a coach or teacher). The teachable moment can be of different nature. It can be an experience, a behaviour, the result of a successful or unsuccessful trial, something we experience or just observe, an individual mistake, poor teamwork or an unexpected success.



Through guided reflection, participants can then engage more deeply with the respective skill. For example, they may explore why supporting a teammate in a difficult situation is important or what it means to have control over their emotions.

By developing an understanding of a particular life skill and becoming motivated to learn and apply it, the foundation is laid for transferring the skill into other areas of life.

This method is a core element of skills learning in S4D. Every S4D coach must grasp its principles and be able to apply them effectively in practice.

The specific structure of the reflection process is explained in Section 4.3.3 (Guided Reflection).

## Promoting Capacity Development

In our Youth Empowerment Pyramid, we distinguish between key capacities and life skills, recognising that these concepts overlap and influence each other. However, from a methodological perspective, it is useful to consider key capacities separately, as they represent deeply embedded personal resources that develop over time through long-term learning and social experiences.







Our approach is guided by the Positive Youth Development (PYD) framework, which is based on the belief that all young people have the potential for healthy, positive development when placed in the right environment and provided with adequate support.

Richard Lerner's influential PYD model identifies five core capacities: Competence, Confidence, Connection, Character, and Caring, as critical indicators of thriving youth. These capacities are not immediate outcomes but long-term developmental traits that sport can foster under structured and supportive conditions. While developing complex attributes such as confidence or character is more challenging than teaching specific skills like effective communication or decision-making, the role of the S4D coach remains crucial in actively shaping these capacities.

### **Building Competence and Confidence**

To develop competence and confidence, coaches must set developmentally appropriate challenges. Activities should be structured so that they are neither too easy (which leads to boredom) nor too difficult (which leads to frustration). By progressively increasing the level of challenge, coaches allow young people to experience small successes, reinforcing their belief in their abilities. This approach nurtures a growth mindset, encouraging youth to see effort and perseverance as key to improvement rather than focusing solely on results.

### **Fostering Connection and a Sense of Belonging**

Coaches play a crucial role in creating an inclusive and socially connected team environment. They should design team-building activities, partner drills, and small-group exercises that encourage interaction among all participants. By rotating team roles and responsibilities, young people gain experience working with different peers, strengthening their social skills. Simple practices like pre-game cheers, post-game reflection circles, or team goal setting can further reinforce a sense of belonging and inclusion.

### **Promoting Character and Caring**

Coaches act as role models in instilling values such as respect, empathy, and responsibility. These values should be explicitly taught and reinforced through both actions and discussions. Setting clear rules -such as shaking hands after a match, assisting injured players, or respecting opponents- helps to establish a culture of fairness and integrity. When conflicts or unsportsmanlike behaviour arise, coaches can turn these moments into learning opportunities, encouraging young people to reflect on the importance of respect and accountability.

### **Promoting Youth Resilience**

Resilience refers to the ability to adapt positively to challenges, setbacks, and changes, enabling young people to maintain their motivation and well-being even in difficult circumstances. In youth development, resilience is seen as a key factor in promoting long-term well-being, enabling young people to navigate personal, social, and economic hardships.

As Colin Higgs and his colleagues describe in their report on Youth Development through Martial Arts (UNESCO, 2019), resilience develops through repeated experiences of overcoming challenges and obstacles by relying on one's own resources, ultimately enabling successful adaptation to difficult situations and circumstances.





S4D programmes can help build resilience in three main ways:

- Providing a safe and structured environment where young people can explore their strengths and learn from failure.
- Fostering meaningful connections between youth, coaches, and peers, ensuring a strong support network.
- Challenging participants with progressively demanding tasks that push their limits while ensuring achievable success.

The development of resilience is a long-term process that requires young people to repeatedly experience success in overcoming challenges and obstacles through their own efforts and the support of their social environment.

S4D coaches can foster this development in various ways:

- Ensure a psychologically safe space where youth feel comfortable stepping outside their comfort zone.
- Encourage a growth mindset by praising effort, persistence, and problem-solving rather than just results.
- Design activities that progressively increase in complexity, requiring youth to apply past experiences to new challenges.
- Use physical challenges (e.g., endurance tasks, skill drills under fatigue) to help young people experience and manage stress in a controlled setting.
- Promote emotional regulation by guiding participants through breathing techniques, visualisation, and self-talk strategies.
- Debrief experiences with reflective discussions, helping participants recognise how they managed setbacks and what they can improve.
- Encourage peer support structures where athletes work together to solve challenges.





- Facilitate team-building activities that emphasise communication, trust, and collective problem-solving.
- Ensure that coaches act as reliable mentors, showing empathy and providing individualised encouragement.
- Use guided reflection (e.g., “What was difficult? How did you manage it? What would you do differently next time?”) to help youth analyse their own responses to challenges.
- Help participants draw connections between resilience in sport and resilience in daily life.
- Allow youth to set personal development goals, reinforcing that resilience is an ongoing process.
- Coaches should demonstrate resilience through their own behaviour, showing how they deal with setbacks constructively.
- Share stories of perseverance, either from the coach’s own experience or from well-known athletes.



### Promoting Gender Equality and Positive Masculinity

Gender refers to the socially constructed roles, behaviours, activities, and expectations that a given society considers appropriate for men and women. These roles vary widely across cultures, communities, and historical periods, influenced by factors such as ethnicity, class, religion, and socio-economic status. Unlike biological sex, which is determined at birth, Gender roles are learned and vary widely within and between different communities and can change over time.

Gender equality means that individuals have the same rights, responsibilities, and opportunities, regardless of whether they are born male or female. It does not mean that men and women must become the same, but rather that their differences are equally valued and do not determine their access to opportunities in society (UNICEF).





Despite its significant hindrance to both social and economic development, gender inequality remains a persistent global issue, particularly impacting women and girls. Research highlights, that barriers to gender equality stem from societal norms, limited education, economic disparities, and discriminatory cultural practices (Shastri, 2014; Zarar, Abrar & Gul, 2021).

These inequalities are also reflected in sport, where girls are significantly less likely to participate than boys, and women's sports receive less media coverage, funding, and professional opportunities.

Sport is traditionally associated with masculinity, reinforcing stereotypes about male dominance in physical competition and leadership. As a result, girls and women often face social and institutional barriers to participation. Overcoming these challenges requires addressing both structural inequalities and cultural perceptions. This is where Sport for Development can play a transformative role, not only by promoting gender equality but also by fostering positive masculinity among boys and young men.

Sport for Development provides a unique platform to challenge gender norms, empower girls, and encourage boys to embrace respectful and inclusive attitudes. Achieving gender equality in sport requires a deliberate approach that includes designing gender-inclusive programmes, developing essential life skills, and promoting female leadership.

### Creating Equal Opportunities for Participation

One of the primary challenges in achieving gender equality in sport is ensuring that girls and women have the same opportunities to participate as boys and men. In many communities, barriers include cultural restrictions, safety concerns, and a lack of female role models in sport. These must be actively addressed through thoughtful programme design and community engagement.

To promote inclusion, S4D programmes should:

- Proactively recruit female participants by engaging families, schools, and community leaders to highlight the benefits of sport for girls.
- Ensure a safe and supportive environment by offering female-led sessions, scheduling activities in accessible locations, and enforcing safeguarding measures against harassment and discrimination.
- Use gender-sensitive coaching methods that foster teamwork, mutual respect, and confidence-building for both girls and boys. While mixed-gender sessions can be beneficial, separate sessions may be necessary to ensure a safe learning environment for female participants.







## Developing Life Skills to Promote Gender Equality

Participation in sport can help young people develop essential life skills that contribute to gender equality. For girls, sport builds confidence, leadership, and assertiveness. For boys, it fosters respect, empathy, and an understanding of gender equity.

- **Building Self-Efficacy in Girls:** Engaging in sport helps girls develop a sense of agency and self-belief. Taking on leadership roles, such as leading a team or mentoring younger players, equips them with skills transferable to education and employment.
- **Encouraging Boys as Gender Equality Allies:** Boys play a crucial role in creating gender-equitable environments. S4D activities should integrate discussions and exercises that challenge gender stereotypes and promote respectful behaviour.
- **Teaching Respect and Boundary-Setting:** Sport provides an excellent setting to reinforce personal boundaries, consent, and mutual respect. Coaches should facilitate discussions on fair play and respect, ensuring all participants feel valued regardless of

## Promoting Positive Masculinity

Traditional notions of masculinity often emphasise dominance, aggression, emotional suppression, and risk-taking (Connell, 2005; Kimmel, 2008). While sport has historically reinforced these gender norms, it also holds powerful potential to challenge and redefine masculinity in healthier and more inclusive ways (UN Women, 2018):

- **Encouraging Healthy Expressions of Masculinity:** Sport for Development (S4D) programmes can foster positive models of masculinity by encouraging qualities such as empathy, cooperation, self-awareness, and emotional intelligence (Jewkes et al., 2015). Coaches should support boys and young men in recognising how certain gendered behaviours, such as suppressing emotions, avoiding vulnerability, or engaging in violence, can be harmful not only to others but to themselves. These behaviours are often rewarded or reinforced in male peer groups, yet they contribute to mental health struggles, social isolation, and unsafe environments (WHO, 2018b). Positive masculinity, therefore, is not only a tool for promoting gender equality, but also a means for men to live healthier, more authentic lives.
- **Fostering Empathy and Awareness of Inequality:** Empathy is central to shifting gender norms. By helping young men understand how women and girls are systematically denied rights and opportunities, S4D programmes can deepen awareness of the real-world consequences of gender inequality (UNESCO, 2017). Coaches can initiate conversations and activities that illuminate the unequal distribution of both privileges and restrictions that accompany gender roles. While men often benefit from structural privilege, they are also restricted by rigid expectations of toughness, stoicism, and dominance, expectations that can be emotionally and socially damaging.
- **Providing Positive Role Models:** Coaches and senior athletes play a crucial role in modelling alternative versions of masculinity. They can demonstrate that leadership is grounded in respect, inclusion, and accountability, not in aggression or control. When role models resist peer pressure and challenge harmful group behaviours, they help normalise integrity, reflection, and care as masculine traits. This empowers boys to take responsibility for their actions and to lead by example, especially when others are acting inappropriately.
- **Addressing Gender-Based Violence and Harassment:** Gender-based violence (GBV) is not simply the result of individual deviance, it is a systemic problem rooted in power relations, socialisation, and societal norms (Flood, 2011; Jewkes et al., 2015). While not all men engage in violence, men are often socialised to see dominance, control, or aggression as masculine qualities. In contexts of unequal power, especially between men and women, these learned behaviours can lead to harassment or abuse. S4D programmes can address GBV through proactive education, helping boys understand the social construction of violence and their role in disrupting it. This includes making the active choice not to misuse power and contributing to environments where all participants feel safe and respected. Learning to challenge harmful norms is a critical step in developing leadership, and in building safer, more equitable communities.





Coaches are key in shaping the sports experience for young people. Their attitudes, coaching styles, and leadership approaches influence gender dynamics on the field. They should build environments where all players, regardless of gender, feel valued and respected. Facilitated discussions and reflective exercises can help athletes critically examine gender roles and develop more inclusive mindsets. Also important, coaches must ensure that both girls and boys receive the same encouragement, playing time, and leadership opportunities.

### **Promoting Safeguarding**

Safeguarding in Sport for Development (S4D) refers to the measures and protocols established to protect participants, especially children and young people, from harm, abuse, and exploitation within sports environments. This encompasses not only the prevention of misconduct by coaches or staff but also addresses peer-to-peer interactions to ensure a safe and supportive atmosphere for all participants.

### **Relevance of Safeguarding in S4D**

Implementing robust safeguarding practices is crucial for several reasons:

- **Trust and Participation:** A secure environment encourages greater participation and engagement from young people, fostering trust in the programme and its facilitators.
- **Psychologically Safe Learning:** Ensuring safety allows participants to focus on personal growth, skill development, and positive social interactions without fear of harm.
- **Community Confidence:** Communities are more likely to support and engage with programmes that prioritize the well-being of their youth.

To establish and maintain a safe environment in S4D programmes, the following strategies can be implemented:

- **Safeguarding Policy:** Create clear safeguarding policies outlining acceptable behaviours, reporting procedures, and consequences for violations. These should be accessible and communicated to all stakeholders, including staff, participants, and parents.
- **Training:** Provide training for coaches, staff, and volunteers on safeguarding principles, recognizing signs of abuse, and appropriate intervention methods. This equips them to manage potential issues effectively and sensitively.
- **Positive Peer Interactions:** Encourage a culture of respect and inclusivity among participants. Implement activities that teach conflict resolution, empathy, and teamwork to reduce instances of peer-to-peer violence. Encourage and maintain non-violent communication while consistently reinforcing the importance of respectful and non-violent behaviour both on and off the field.
- **Reporting Mechanisms:** Set up confidential and accessible channels for reporting concerns or incidents. Ensure that participants know how to use these mechanisms and feel safe doing so.
- **Partnerships:** Involve parents and community members in safeguarding efforts through awareness campaigns and open dialogues. This fosters a collective responsibility for the safety of young participants.
- **Monitoring and Evaluation:** Continuously assess the effectiveness of your safeguarding measures through feedback, observations, and audits. Adapt and improve policies as necessary to address emerging challenges.





To be truly effective, safeguarding must be structurally embedded at both the organisational and programme levels. It is primarily the responsibility of programme developers to establish clear policies, procedures, and systems that ensure safety and accountability. In section 4.4.4 (safety), S4D coaches will find practical, hands-on guidelines for ensuring a safe and secure environment on the pitch.

## Promoting Community Engagement

Another key factor for the success and sustainability of Sport for Development initiatives is active community engagement. This involves including local stakeholders not merely as beneficiaries, but as co-creators and driving forces behind the programme. Genuine community participation helps ensure that S4D projects are rooted in local realities, respond to actual needs, and gain the trust and support of those they are meant to serve.

Ensuring that interventions are not imposed from the outside, but rather developed in collaboration with the local population should be an ambition for every S4D programme. Communities best understand their own challenges, social structures, and available resources. Without their input, S4D programmes risk being ineffective, culturally misaligned, or unsustainable in the long run. Engaging the community from the outset has multiple benefits:

- By involving community members, S4D initiatives can better address the specific social, economic, and cultural dynamics of a given area.
- Introducing a new approach like S4D requires buy-in from local leaders, families, and institutions. If communities feel ownership over the initiative, they are more likely to support it.
- Local communities already have valuable resources like trained sports coaches, PE teachers, youth networks, and local expertise that can be leveraged rather than duplicated. When community members are trained as S4D facilitators, the likelihood of long-term impact increases.

The Asset-Based Community Development (ABCD) approach provides a useful framework for fostering community-led S4D initiatives. Instead of focusing on what is missing in a community, ABCD emphasizes identifying and mobilizing existing local assets, such as:

- Local sports coaches and teachers who already have experience working with youth.
- Community groups, NGOs, and informal networks that can support social mobilisation.
- Public spaces and sports infrastructure that can be used for S4D activities.

By building on these strengths, S4D initiatives empower communities to take ownership of their development rather than relying solely on external interventions. A structured way to engage communities in S4D is through local multi-stakeholder networks. These networks bring together:

- Youth centres and social workers to address social issues through sport.
- Schools and PE teachers to integrate S4D into formal education.
- Municipalities and local government to provide infrastructure and policy support.
- Sports clubs and grassroots organisations to ensure outreach and structured programme delivery.





The key principle is cross-sectoral collaboration, where no single institution “owns” the initiative, but instead, multiple actors contribute according to their capacities.

To sustain S4D efforts beyond initial project funding, it is crucial to:

- Train local youth, educators, and coaches as S4D facilitators, ensuring that expertise remains in the community.
- Transition from externally driven projects to community-led initiatives, where local stakeholders take the lead in planning and decision-making.
- Embed S4D within local youth, sports, or education strategies, making it an integral part of the community framework rather than a stand-alone programme.









# 3 OPERATIONAL STRUCTURES IN S4D

Every Sport for Development (S4D) programme is unique and must be designed to fit its specific local context, target group, objectives, available resources, and key indicators. While no single model can be universally applied, certain structural considerations have proven to be effective in ensuring the long-term success and impact of S4D initiatives.

One proven practice in effective programme implementation is the establishment of local clusters, which facilitate strong community engagement and enable programmes to adapt to the specific assets and challenges of each community.

Additionally, a well-defined organisational structure with clear governance guidelines is essential to ensure transparency, accountability, and efficient coordination between different stakeholders. Within this structure, distinct roles and responsibilities must

be outlined to ensure smooth implementation and avoid duplication of efforts.

Capacity development is another critical element, extending beyond individual training for coaches and mentors to include the strengthening of organisational capacities among local partners. This dual approach enhances the sustainability of S4D programmes by embedding knowledge and skills within communities and institutions.

Finally, project evaluation must be embedded into the operational framework from the outset. Integrating monitoring, evaluation, accountability, and learning (MEAL) mechanisms ensures that programmes remain responsive, adaptable, and impactful over time. The following sections outline key recommendations and best practices for structuring S4D programmes to maximise their effectiveness and sustainability.

## 3.1 LOCAL CLUSTER APPROACH

While S4D programmes should operate under overarching goals and a shared methodology, the specific characteristics, resources, and challenges of local communities can vary significantly, even within the same country or city. Organising S4D initiatives into local clusters allows programmes to leverage existing community structures, build trust with stakeholders, and tailor activities to the specific needs of different areas.

In practice, this means that the most effective way to recruit trainers, engage young people, inform parents, and integrate the programme into the community will differ from one cluster to another. For example, in one area, schools may be the best entry point for youth recruitment because certain teachers are particularly engaged and supportive of the initiative. In a neighbouring community, however, working with a well-established Community-Based Organisation may be more effective, as they already have strong connections with local youth. Similarly, parental

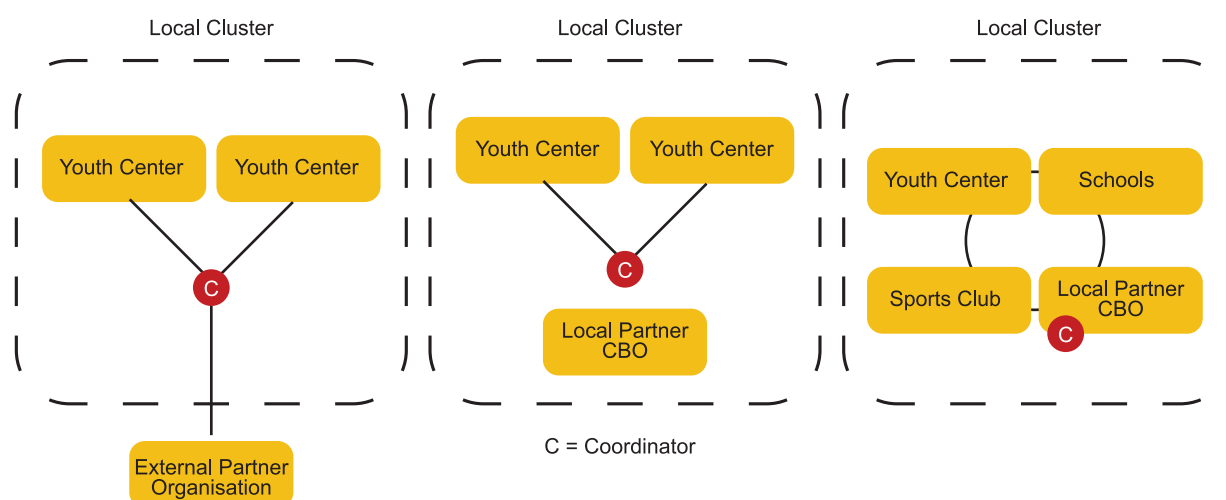
involvement might be a key focus in some clusters, especially in communities where conservative attitudes towards sport participation exist, while in others, transport accessibility or affordability of sports gear might be the primary barrier to participation.

By adopting a local cluster model, programmes can respond more effectively to these unique conditions, rather than applying a uniform, “one-size-fits-all” approach.

There are different ways to structure local clusters within an S4D programme, depending on the stage of implementation and the level of community engagement. The simplest model involves identifying a local coordinator in each cluster who facilitates activities within existing youth centres. This approach ensures that S4D sessions are embedded in familiar environments while benefiting from the infrastructure and outreach capacities of these centres.







At the initial stages of a programme, it can also be effective to have an external partner organisation overseeing and coordinating the activities of local coordinators across different clusters. This allows for streamlined implementation and quality control while the programme is still developing its structure. In the pilot phase of SPACES, we adopted this model to ensure smooth coordination across multiple locations.

However, in the medium to long term, a more sustainable approach is to establish local partner organisations in each cluster, with a dedicated local coordinator managing the programme on-site. This setup increases community ownership, long-term sustainability, and local adaptation of the S4D activities.

The vision for an advanced cluster model is to create a local S4D network that extends beyond youth centres to include schools and sports clubs, allowing for a more integrated approach to sport-based youth development. In this model, a local CBO takes the lead in coordinating the network and ensuring that S4D activities are effectively implemented across different institutions. This decentralised yet structured approach enhances the programme's reach, impact, and long-term sustainability.

To maintain quality standards across different clusters, certain structural elements must be in place:

- Each cluster requires a well-connected local coordinator who understands the community dynamics and ensures that implementation aligns with the programme's goals.
- All coaches and mentors across clusters receive the same foundational training, ensuring consistency in programme delivery.
- Cluster coordinators, mentors and coaches engage in structured exchange sessions with the project leadership and among each other to share insights, address challenges, and align on best practices.
- Centralised materials, guidelines, and operational frameworks ensure coherence, while allowing flexibility for local adaptations.

While clusters operate within a common strategic framework, they may have certain autonomy to implement the programme in ways that are most effective within their specific community. This balance

between standardisation and local adaptability can strengthen the programme's long-term effectiveness, sustainability, and community ownership.







## 3.2 GOVERNANCE STRUCTURES

While organisational structures may vary depending on the programme's scale, objectives, and resources, experience has shown that a multi-layered approach helps balance strategic oversight with strong local implementation.

At the highest level, the Programme Steering Group oversees the entire project, ensuring alignment with strategic objectives, managing relationships with funding agencies and ministries, and guiding overall decision-making. This group is responsible for programme design, key partnerships, financial management, and ensuring that capacity development is effectively integrated. One of its core responsibilities is training and supporting S4D Coaches and Mentors, as they play a central role in the programme's success.

At the local level, Cluster Coordinators serve as the link between the programme steering group and the implementation on the ground. Each cluster coordinator is responsible for overseeing activities within a designated community, maintaining relationships with local stakeholders, and ensuring smooth programme execution. Coordinators act as key facilitators in adapting the programme to local conditions while upholding shared quality standards.

On the field level, S4D Coaches work directly with young participants. They are responsible for delivering structured S4D sessions, ensuring that learning content is effectively communicated and that all participants are engaged in a safe, inclusive,

and development-focused environment. Coaches must possess basic training in physical education, sports coaching, or youth work, along with a strong commitment to inclusive participation and positive youth development. Since they are at the core of programme delivery, careful selection, training, and ongoing support for coaches are critical.

To ensure quality coaching and ongoing professional support, the programme also incorporates S4D Mentors. These individuals are experienced coaches, educators, or facilitators who take on the role of supporting both the training process and the practical implementation of S4D sessions. Mentors provide technical guidance, professional development, and individual support to S4D Coaches, helping them improve their facilitation skills and implement the programme effectively. They can also play an essential role in Monitoring, Evaluation and Learning by providing qualitative feedback on implementation and recommending necessary programme adjustments.

A key consideration in structuring these roles is ensuring programme sustainability and local ownership. By embedding coordinators, coaches, and mentors within the communities they serve, S4D programmes foster stronger community engagement and long-term impact. The goal is to empower local actors, not only to implement the programme effectively but also to carry forward the S4D approach beyond the initial project period.

## 3.3 CAPACITY BUILDING

Effective capacity development in S4D must operate at both the individual and organisational levels to ensure long-term impact and sustainability.

At the individual level, the focus is on training S4D coaches and mentors, who directly engage with young people. Selected coaches should already possess qualifications and experience in sports instruction, youth work, or community development. Their capacity development begins with intensive initial training in S4D methodologies, inclusive coaching, and facilitation techniques. Moreover, continuous capacity development is also essential. This includes regular refresher courses, peer exchange opportunities to share experiences, and structured mentorship to provide ongoing support and guidance.

At the organisational level, capacity-building efforts aim to integrate S4D within local partner organisations, ensuring the approach is embedded within existing structures. This requires equipping organisations with knowledge in programme planning, financing, and strategic implementation of S4D. By strengthening the capacities of schools, youth centres, and community-based organisations, S4D can become a sustainable and locally owned practice rather than a temporary external intervention.

To facilitate this, it can be valuable to establish Communities of Practice within local S4D networks, where partner organisations can exchange knowledge, share best practices, and collaboratively address challenges. These networks not only reinforce peer





learning and continuous improvement but also enhance coordination and collaboration, ensuring that S4D efforts are aligned and mutually reinforcing across different sectors and locations.

A dual approach, combining individual skill development

with institutional capacity-building, allows S4D to achieve long-term impact and scalability, ensuring that the methodology is not only implemented effectively but also sustained and expanded beyond the initial project cycle.

## 3.4 MONITORING, EVALUATION AND LEARNING

Sport for Development initiatives require structured and evidence-based approaches to ensure that they achieve their intended social outcomes. One of the most effective frameworks for achieving this is MEAL—Monitoring, Evaluation, Accountability, and Learning. MEAL provides a structured way to assess programme performance, track progress, ensure transparency, and continuously improve interventions. Given the complexity of social development goals in S4D, a well-designed MEAL system is essential for ensuring that programmes not only deliver sports activities but also contribute meaningfully to broader social objectives.

A structured MEAL approach enables programme developers, funders, and stakeholders to make informed decisions based on data, rather than assumptions. It allows for ongoing adaptation, ensuring that projects remain responsive to challenges and opportunities. It also strengthens accountability, ensuring that

participants, coaches, and communities benefit in meaningful ways. Additionally, by systematically reflecting on lessons learned, MEAL enhances long-term sustainability, ensuring that S4D programmes evolve based on real-world insights rather than one-time interventions.

### Monitoring

Monitoring refers to the systematic collection of data to track progress against predefined objectives. It focuses on documenting activities and immediate results (outputs), such as the number of participants engaged, the frequency of sessions, or the number of coaches trained. This process ensures that programmes stay on course and allows project managers to identify and address challenges early.

In the context of S4D, monitoring often includes:

- Tracking participation: Ensuring that youth, coaches, and community members are actively engaged.
- Measuring outputs: Documenting the delivery of trainings, workshops, and activities.
- Aligning with predefined indicators: Funders and implementing organisations often establish key performance indicators (KPIs) to assess whether a project is reaching its targets.
- Effective monitoring systems must be transparent, efficient, and respectful of participant privacy, ensuring that data is collected ethically and securely.

### Evaluation

Evaluation goes beyond monitoring by assessing whether an S4D programme is achieving its intended social impact. While monitoring focuses on what

happened, evaluation seeks to understand why and how change occurs.

Key aspects of evaluation in S4D include:

- Assessing behavioural change: Has the programme influenced attitudes, values, or social interactions?
- Measuring skill development: Have participants improved their leadership, teamwork, or resilience?
- Examining long-term effects: What lasting impact does the programme have on individuals and communities?





To evaluate effectiveness, programmes may use:

- Pre- and post-programme surveys to assess changes in knowledge, attitudes, and skills.
- Interviews and focus groups with participants and community members.
- Comparative case studies to understand differences between engaged and non-engaged youth.

By providing plausible evidence of impact, evaluation helps organisations refine their methodologies.

Accountability is about making sure that resources are used effectively, commitments are met, and participant voices are heard.

### Accountability

Accountability mechanisms in S4D include:

- Defining measurable goals and transparently tracking progress.
- Creating structured opportunities for participants to share their experiences and concerns. This can include questionnaires, suggestion boxes, or interactive group discussions.
- Regular consultations with community members, youth participants, local authorities, and donors to ensure alignment between project goals and local needs.
- Establishing safe channels through which participants can report issues, ensuring that S4D programmes operate under ethical and protective standards.

Embedding strong accountability practices builds trust within communities and ensures that S4D remains an inclusive and participatory process.

and accountability processes are used to improve future programming. S4D is a dynamic field, and its effectiveness depends on the ability to adapt, innovate, and refine approaches based on real-world experiences.

### Learning

The final pillar of MEAL is Learning. It ensures that insights gained from monitoring, evaluation,

Key learning processes in S4D include:

- Establishing key learning questions before implementation, allowing teams to track what is working and what needs improvement.
- Holding mid-term and end-of-programme discussions to share experiences and adjust strategies.
- Documenting case studies, success stories, and best practices to inform future initiatives.
- Using insights from MEAL to make real-time adjustments, ensuring that S4D remains relevant and impactful.

In addition to internal learning, disseminating findings to wider networks, policymakers, and funders can

help strengthen the overall evidence base for S4D and drive larger policy changes.









# 4 COACHING IN S4D

Research has shown that the way sport is delivered significantly influences whether it has a positive or negative impact on young people (Bailey, 2008). A well-structured and supportive coaching environment can help young people gain confidence, develop a sense of belonging, and build important life skills. At the same time, sport can also become exclusionary if young people experience negative reinforcement, lack of support, or unrealistic pressures to perform (UNESCO, 2019). S4D coaching aims to maximise the positive effects of sport while ensuring that every participant has the opportunity to learn, grow, and feel valued.

Coaching in Sport for Development builds on traditional sports coaching but extends its focus

beyond athletic performance. While traditional sports coaching mainly aims at developing sport skills, improving performance, and fostering a competitive spirit, S4D coaching places additional emphasis on using sport as a tool for personal growth and social development. Adapting S4D principles into sports coaching and physical education is about broadening its impact to help young people develop key capacities and life skills and strengthen their social connections.

This chapter is designed to support coaches in understanding how they can effectively integrate an S4D approach into their coaching practice. To this end, we will explore:

- The role of the S4D coach and how it complements and builds on traditional coaching approaches.
- The diverse skill set required for effective S4D coaching, including technical, pedagogical, organisational, personal, and communication skills.
- The concept of positive coaching, which emphasises encouragement, constructive feedback, and participant-centred learning.
- The role of the coach as a role model, recognising the influence they have on shaping participants' experiences, values, and social interactions.
- Practical guidelines for facilitating an S4D session, including structuring activities, creating an inclusive environment, and using guided reflection.

S4D coaching does not require coaches or PE teachers to change their identity or their entire coaching philosophy, but rather to broaden their

mindset and their perspective on the many ways that sport can contribute to young people's lives.

## 4.1 SKILLS AND QUALITIES OF THE S4D-COACH

While coaching in S4D shares many similarities with traditional sports coaching, its focus extends beyond performance and competition to include the development of key capacities, life skills, resilience and leadership. This does not mean that an S4D coach must be entirely different from a traditional coach; rather, it means that they must balance sport-specific instruction with broader educational goals.

In many ways, S4D coaches work alongside traditional sports coaches, physical education teachers, and youth workers, complementing their efforts in supporting

young people. While a sports coach might focus on developing technical skills and preparing athletes for competition, and a youth worker might centre on personal development and social engagement, an S4D coach bridges these areas, using sport as a tool to develop both sporting ability and essential life skills. A coach who already works in traditional sports settings can integrate S4D principles into their existing coaching practices, enhancing the positive impact of their sessions without completely changing their approach. The table below provides a simplified comparison of coaching in sport and sport for development:





	S4D Coach	Sports Coach
Main Focus	Using sport as a tool for development, social change, and education	Skill development, performance improvement, and competition
Primary Goal	Promote life skills, inclusion, and teamwork through sport	Improve athletic ability and prepare for competition
Approach to Sports	Flexible rules, inclusive participation, and safe environments	Structured training, focus on rules, and competitive success
Target Group	All young people, especially those from marginalised backgrounds or with fewer opportunities	Athletes looking to improve their skills and compete
Role as a Mentor	Strong role model promoting values like teamwork, inclusion, and respect	Role model for discipline, focus, and athletic success
Approach to Problem-Solving	Addresses social challenges (e.g., discrimination, bullying) through team activities and discussion	Solves issues related to sports performance, discipline, and teamwork on the field
Skills and Competencies	Combination of sports knowledge, social skills, leadership, and empathy	Expertise in a particular sport, focus on training techniques and performance strategies
Evaluation of Success	Success is measured by personal growth, team cohesion, and positive social outcomes	Success is measured by individual or team athletic achievements

What sets an S4D coach apart is not necessarily the sporting content they deliver, but rather the way they facilitate learning and development in sport.

## COACHING IN S4D





To effectively balance sport-specific coaching with developmental objectives, an S4D coach must bring and further develop a diverse skill set. While technical sports knowledge remains important, social,

communicational, and personal skills are at least equally important in ensuring that sport becomes a powerful tool for positive youth development.

- **Technical Skills:** Just like in traditional coaching, an S4D coach must have a solid understanding of the sport they teach. Young people join sports sessions expecting to learn and improve, and coaches must be able to demonstrate techniques, explain tactics, and guide skill development effectively. Even in an S4D setting, participants appreciate structured learning and progression in their sport.
- **Methodological Skills:** An S4D coach must be able to adapt teaching methods to different learning needs. This includes using a variety of learner-centred approaches, making sport fun, engaging, and meaningful. In addition to teaching sport-specific skills, an S4D coach must also be familiar with the specific methodologies to strengthen young people's key capacities, instill values and life skills, and gradually develop their leadership abilities.
- **Organisational Skills:** Managing time, equipment, and group dynamics is critical in sport and S4D. Coaches must plan sessions carefully, ensuring a smooth flow of activities while also being flexible enough to adapt based on the needs of the group. A well-organised coach creates an environment where participants feel safe, included, and motivated.
- **Personal Skills:** The way a coach models behaviour, manages challenges, and interacts with participants significantly impacts the learning experience. S4D coaches must be self-aware, resilient, and adaptable, maintaining a positive and encouraging attitude even in difficult situations. They set the tone for the session, demonstrating respect, fairness, and sportsmanship.
- **Social Skills:** An S4D coach works with diverse groups of young people, many of whom may face social or economic challenges. Being able to build trust, create a sense of belonging, and foster positive relationships is key to successful S4D coaching. Understanding participants' backgrounds and challenges allows the coach to respond to their needs in an empathetic and supportive way.
- **Communication Skills:** Clear and constructive communication is essential for an S4D coach. Young people respond best to positive reinforcement, clear explanations, and an environment where they feel heard. Instead of focusing on mistakes, effective S4D coaches emphasise effort, progress, and strengths, helping young people develop confidence and motivation.

## 4.2 COACH AS A ROLE MODEL

One of the most powerful tools in Sport for Development is positive role modelling. As a coach, you are not just teaching sports skills, you are shaping attitudes, behaviours, and values that young people will carry with them beyond the pitch. Social Learning Theory, a key foundation of S4D, suggests that individuals learn by observing and imitating others, especially those they look up to. This makes the behaviour, attitude, and approach of an S4D coach a critical factor in the success of the programme.

A well-trained coach with strong values can have a lasting impact on the lives of young people. Conversely,

a coach who models negative behaviours, such as favouritism, aggression, or disrespect, can reinforce harmful patterns instead of breaking them. Therefore, self-awareness, fairness, and integrity must be at the core of every S4D coach's practice.

Being a role model in S4D requires a conscious effort to lead by example. Your actions, even more than your words, will shape how young people engage with sport and life. To be an effective role model, an S4D coach must:





- **Be highly self-aware:** Regularly reflect on your own behaviour, recognising how your actions influence the young people you work with.
- **Follow your own rules:** If you expect punctuality, fairness, or respect from participants, you must demonstrate these qualities yourself, both on and off the pitch.
- **Treat all players equally:** Fairness and consistency build trust and reinforce the idea that everyone deserves equal opportunities, regardless of their background or ability.
- **Maintain a positive attitude:** Show enthusiasm, patience, and encouragement, even in challenging situations. The way you manage setbacks or conflicts sets an example for how young people can do the same.

In some communities, families may have reservations about allowing their children to participate in sports programmes. As an S4D coach, your role goes beyond training sessions, you represent the programme to parents and the community. By building trust, demonstrating professionalism, and showing that

sport can be a safe and empowering space for all, you can help overcome these concerns.

There is no single definition of what makes a great role model, but effective S4D coaches often share the following qualities:

- **Demonstrating healthy habits:** Staying active, eating well, and balancing sport with other aspects of life show young people the importance of overall well-being.
- **Embracing lifelong learning:** Coaches should display a willingness to improve, demonstrating that growth and development are ongoing processes for everyone.
- **Respecting all participants:** Regardless of background, ability, or opinion, treating everyone fairly sets a strong example of inclusion and respect.
- **Acting with honesty and integrity:** Fair play is more than a game rule—it is a value that should be demonstrated in all interactions, on and off the pitch.
- **Providing stability and consistency:** Being dependable and maintaining clear expectations help build trust with participants.
- **Promoting inclusion and equality:** Actively ensuring that all participants—regardless of gender, ethnicity, ability, or socio-economic background—feel valued and included.
- **Encouraging teamwork and collaboration:** Demonstrating that individuals achieve more when they work together rather than alone.
- **Being aware of participants' challenges:** Showing empathy and offering support when young people face difficulties in their lives.
- **Communicating positively:** Using constructive, clear, and positive language fosters an open, supportive learning environment.
- **Handling conflicts with patience and composure:** Teaching young people how to resolve conflicts constructively and respectfully.







The success of an S4D programme is not just determined by the activities delivered, but by the coaches who lead them. Positive role modelling is the foundation of effective S4D coaching. By leading with integrity, fairness, and inclusion, an S4D coach can inspire young people to develop their full potential—not just as athletes, but as individuals and future leaders in their communities.

## 4.3 POSITIVE COACHING

Positive coaching is a coaching approach that is rooted in principles of Positive Psychology and Positive Youth Development (PYD). Rather than focusing on correcting mistakes through criticism or fear, positive psychology and positive coaching emphasizes encouragement, optimism, and a mastery-oriented mindset. The underlying psychology is that by highlighting athletes' strengths and efforts, coaches can boost motivation, resilience, and enjoyment of sport.

Grounded in research on optimism and well-being, for example the work of Seligman (2011), this approach aims to improve both performance and personal development. Studies have shown that teams coached with a positive psychology approach tend to perform better under pressure and exhibit greater mental wellness, as athletes learn an optimistic explanatory style, viewing setbacks as learning opportunities rather than permanent failures (Scholes, 2016). Over

time, athletes coached positively build stronger self-esteem, self-control, and mastery of skills, as they feel supported and confident to take risks and learn (Turnnidge & Côté, 2017).

In contrast, a negative coaching style—characterized by yelling, punishment, or a win-at-all-costs mentality—can undermine motivation and erode the coach-athlete relationship. Studies have also found that overly negative or punitive environments lead to anxiety, burnout, and youth ultimately quitting sports (Smoll & Smith, 2002; Fraser-Thomas, Côté, & Deakin, 2005). Thus, positive coaching's theoretical foundation suggests that building on positives and constructive feedback will maximize both athletic performance and positive youth outcomes, whereas fear-based or exclusively outcome-focused coaching is counterproductive in youth sport (Côté, Turnnidge, & Evans, 2014).

In summary, the theory of positive coaching posits that reinforcing strengths and using constructive feedback helps maximize both performance and holistic youth development, while a results-driven, fear-based approach hinders long-term growth and retention in sport.

Positive coaching has been operationalized into several practical frameworks that guide coaches on how to create a positive environment

### The Positive Sports Coaching Wheel

Matthew Scholes's Positive Sports Coaching Wheel illustrates a continuous cycle of coaching behaviours designed to reinforce success and teach from mistakes in an upbeat way (Scholes 2016). After players practice or compete, the coach first highlights what went well, giving specific praise to individuals for their effort or good play, before addressing any corrections. When mistakes or negatives are discussed, the coach explains with an optimistic mindset framing errors as temporary and fixable and outlining actionable to-do strategies for improvement. The cycle then involves reviewing successes again, so the session begins and ends on a positive note.

In parallel, Scholes introduced the Positive Athlete Interaction Diamond, which encourages athletes to praise their teammates and provide each other with constructive feedback. This model has been successfully implemented in Australian youth teams, where coaches noted increased enthusiasm, resilience, and performance among players (Scholes, 2016).

### Positive Coaching Alliance

Another prominent framework comes from the Positive Coaching Alliance (PCA). PCA popularized the concept of the "Double-Goal Coach". A double-goal coach pursues winning and the equal (or greater) goal of teaching life lessons through sports. In practical terms, this means a coach values sportsmanship, teamwork, improvement, and fun as much as competitive results.





The PCA model is based on several principles for positive coaching:

**ELM:** Their coaches are taught to create a mastery climate rather than a win-at-all-cost climate. In English, the abbreviation “ELM” stands for Effort, Learning, and bouncing back from Mistakes. The idea is that athletes focus on giving full effort, continually learning and improving, and treating mistakes as opportunities rather than something to be feared. By embracing mistakes as part of growth, coaches reduce players’ fear of failure and encourage resilience.

**Filling the Emotional Tank:** Coaches should aim to fill athletes’ “emotional tanks” with encouragement and support. This refers to maintaining a high ratio of positive feedback to criticism. A commonly cited guideline is to give about five praises or positive comments for every one corrective feedback. When

athletes’ emotional tanks are “full,” they have better confidence and receptiveness to coaching.

**Honouring the Game:** PCA coaches also explicitly teach respect and sportsmanship. Honouring the game demands respect for rules, opponents, officials, teammates, and self. A positive coach models integrity (no cheating or bending rules) and cultivates respect in their team culture. For example, athletes are taught to appreciate their opponents and officials as partners in the game.

### Good Practice

Implementing positive coaching in youth sports and S4D contexts involves deliberate strategies in day-to-day coaching. Coaches can cultivate a positive environment through the following practices:

- **Prioritise effort and enjoyment over winning:** Set the expectation that improvement, effort, and enjoyment matter more than results. Praise teamwork, perseverance, and skill development rather than just victories. When players associate sport with fun and self-improvement, they stay motivated and engaged.
- **Use more positive feedback than corrections:** A good guideline is to provide at least five positive comments for every correction. Highlight what athletes are doing well. Say e.g., “good decision under time pressure” and use constructive feedback in a way that encourages improvement rather than discouragement. Say for example “your energy was fantastic! Just try to stay more concentrated on your shot. Keep up that effort!” This approach builds confidence and encourages learning.
- **Be specific and constructive in your feedback:** Vague praise like “Good job” is less effective than targeted feedback. Say what exactly was good, e.g., “great execution of that kick; your technique is improving.” When correcting mistakes, focus on what can be improved and provide clear guidance, ensuring players see errors as learning opportunities rather than failures.
- **Praise publicly, correct privately:** Recognising achievements in front of the team boosts morale, but calling out mistakes in public can create embarrassment and fear of failure. Address corrections one-on-one to maintain trust and create a safe learning environment.
- **Model respect and sportsmanship:** Coaches set the tone through their behaviour. Show respect to officials, opponents, and players, even in tough moments. Demonstrating fair play, composure, and kindness teaches young athletes the value of integrity and mutual respect.
- **Build trust and strong relationships:** Take time to get to know your players beyond their athletic ability. Learning about their personalities, motivations, and challenges helps build trust. Be fair and consistent in your treatment of all players, as consistency creates a sense of security and belonging.
- **Promote team cohesion and peer support:** Encourage a team culture where players support one another. For example, at the end of practice, ask athletes to share something positive about a teammate’s effort. This strengthens team bonds, reduces unhealthy competition, and ensures all players feel valued.
- **Use sport to teach life lessons:** Turn experiences on the field into learning opportunities. After a tough loss, discuss resilience. Ask for example “what can we take away from this? How do we stay positive and improve?” Sport is full of teachable moments, whether it is learning perseverance after a missed goal or conflict resolution after a disagreement.





- Adapt to individual needs and promote inclusion: Youth teams, especially in S4D, are diverse in skill level and background. A good coach ensures all athletes, regardless of ability, feel included and valued. Pay special attention to those who might be struggling, whether they are new to the sport, have a disability, or face challenges outside of training. A truly positive coach finds ways for every youth to participate, contribute, and succeed

Sport for Development initiatives use sport as a vehicle to achieve social outcomes such as education, social inclusion, gender equality, or peacebuilding especially among youth. In these contexts, the role of the coach extends beyond teaching sport techniques; coaches are mentors, role models, and facilitators of life skills. Positive coaching is therefore especially vital in S4D programmes. In fact, one can argue that in S4D organizations, even more than in regular sport clubs, a positive coaching approach is not just beneficial but absolutely required.

## 4.4 FACILITATING S4D SESSIONS

The previous sections, such as the one on positive coaching, have highlighted the importance of having the right mindset as an essential part of creating meaningful learning experiences. However, effectively running S4D sessions also requires practical tools and structured approaches.

Even for experienced sports coaches, these recommendations can serve as helpful reminders and support tools to ensure that sessions are structured in a way that maximises their impact. By consistently applying these practices, we aim to establish high-quality and unified coaching standards across all S4D activities.

The following sections provide clear, practical guidance on key aspects of S4D session delivery.

### 4.4.1 Goal Orientation

A well-structured S4D session needs clear goal orientation, linking short-term session objectives to broader long-term goals. These long-term goals are based on the global development priorities discussed in Chapter 2, such as health, education, gender equality, and social inclusion. They also align with the Youth Empowerment Pyramid, which highlights key capacities, life skills, and youth leadership as core areas of development for young people.

To contribute to these broader objectives, each session should have clear and specific goals. These can include both athletic goals, such as improving a technical skill (e.g., learning a backhand throw in Frisbee), and social or behavioural goals, such as encouraging teamwork and ensuring that all players are actively involved. While the long-term vision provides overall direction, short-term session goals offer structured steps that help participants progress gradually and consistently.

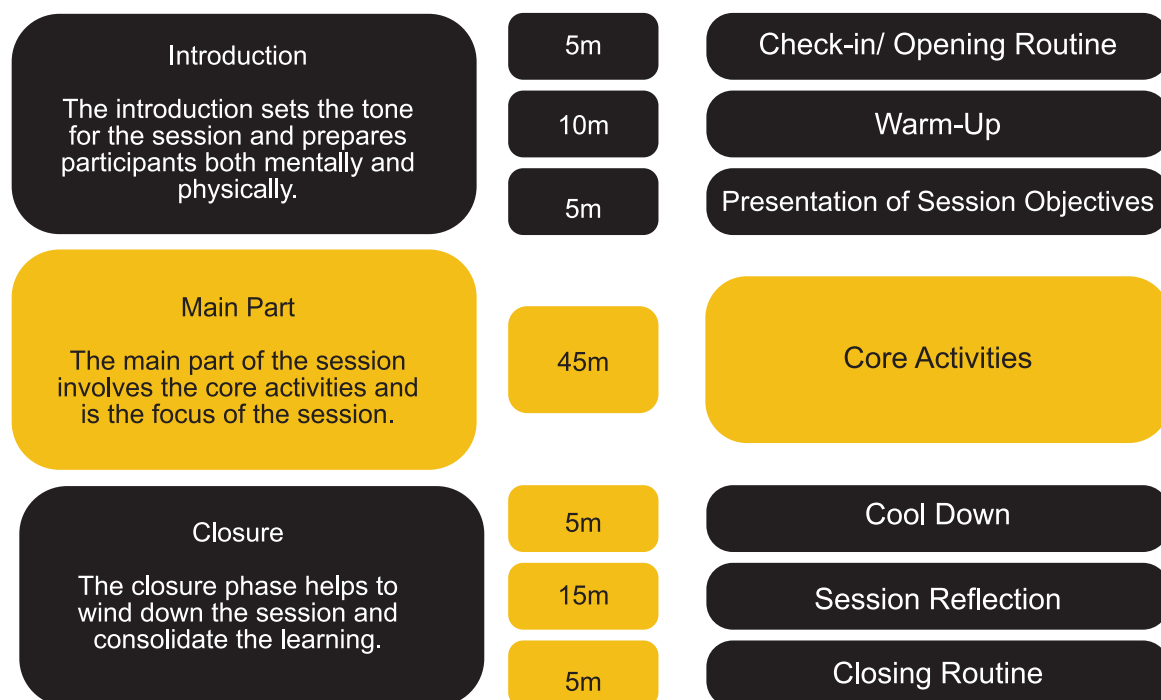
S4D follows a person-centred approach, meaning that the needs and experiences of young people are the focus of every session. While having predefined goals is important, coaches must stay flexible and adjust to the group's needs. If a conflict arises, a participant needs extra support, or unexpected challenges occur, the session's focus can be adapted to ensure a meaningful learning experience for all involved.

### 4.4.2 Session Structure

A typical Sport for Development session should follow a structured format that ensures participants are fully engaged and benefit from both the sporting and developmental aspects of the programme. While different formats exist, such as full-day courses, events, or tournaments, the core structure remains consistent, with a clear introduction, a focused main part, and a structured closing.

In longer formats, this structure may be repeated multiple times, or the duration of each phase may be adjusted based on the needs of the session. However, the fundamental elements remain relevant across all formats.





### Check-in / Opening Routine

The check-in marks the clear start of the session, allowing the coach to establish contact with participants and ensure that everyone is ready to engage. The coach may ask how participants are feeling and whether anything might prevent them from fully taking part in the session.

It can be helpful to develop a consistent opening routine with each group. This may include a team huddle, a short motivational talk, or a familiar group cheer. The purpose of this routine is to gather everyone's attention, build a sense of community, and mentally transition into the session. By participating in the check-in, each participant commits to being fully present and engaged in the activities ahead.

### Warm-Up

The warm-up is designed to get participants activated and mentally and physically ready for the session. This phase includes light activities and focus attention, helping participants to transition from their everyday activities to the upcoming sports tasks. The emphasis is on preparing both mind and body for active participation.

### Presentation of Session Objectives

Presenting the session objectives sets clear goals for what participants should achieve by the end of the session. Communicate the key learning outcomes and how they relate to both sports and personal development. This helps participants understand the dual focus of S4D, combining skill development with personal growth.

### Core Activities

The core activities make up the main part of the session and should be deliberately designed to contribute to the session's objectives. These activities should be engaging and appropriately challenging, providing participants with opportunities to practice specific skills or experience other empowering aspects. Depending on the session goals, activities may introduce a teachable moment, prompting reflection on an important topic, or require participants to apply and develop a particular skill, whether technical, social, or cognitive. The







activities should align with the overarching goals of the programme. However, the coach should remain flexible and responsive, adapting activities based on participants' engagement, challenges, and learning progress.

### Cool Down

The cool down involves activities that help participants wind down and transition to the reflection phase. This may include a quiet game, gentle movements or breathing exercises to help the group relax and shift their focus to reflection. The aim is to create a calm atmosphere for discussion and introspection.

### Session Reflection

Session reflection is a guided discussion or activity that encourages participants to think about what they have learned and experienced. The aim is to consolidate learning, address any questions, and reinforce the connection between sports activities and developmental goals.

### Closing Routine

The closing routine marks the end of the session, providing closure and a sense of accomplishment. This could involve a team-debrief, a group cheer, or a cool-down circle. Participants should be released from their commitment to being fully engaged, leaving them with a positive impression and a sense of community. It reinforces the value of participation and sets the stage for future sessions.

### Energy and Dynamics

In addition to planning activities with clear goals and following a reliable structure, it is also important to manage the energy levels and flow of the session. A well-structured session should create a natural rhythm that keeps participants engaged without making them too tired or unfocused.

The warm-up at the beginning helps participants to transition into activity mode, getting ready both physically and mentally. During the main part, the level of activity should go up and down, mixing more active games and activities with less intense moments. This keeps participants interested and prevents exhaustion. Coaches should pay attention to how the group is feeling and adjust activities if needed. Increasing movement if energy is low or slowing things down if participants seem tired. The session should end with a cool-down that helps participants to relax and reflect on what they learned.

Keeping a good balance of energy throughout the session makes sure that participants stay motivated, enjoy the activities, and leave feeling positive and accomplished. A quick energy check, such as asking participants to show a thumbs-up, thumbs-down, or neutral sign, can help the coach assess the group's energy level in just a few seconds and adjust the activities accordingly.

## 4.4.3 Guided Reflections

In Section 2.2.3 (Promoting Skills Learning), we have already explained that when an activity is designed to develop a specific life skill or when a teachable moment naturally occurs during a game or sports session, it is crucial to follow up with a guided reflection.

Only a systematic reflection process ensures that participants fully process their experiences, understand the relevance of the skill beyond sport, and are able to transfer their learning into other areas of life.





## Preparation

Since reflection is a key part of the learning process, it is essential to give it enough time and attention. Before starting the reflection, ensure that the right conditions are in place:

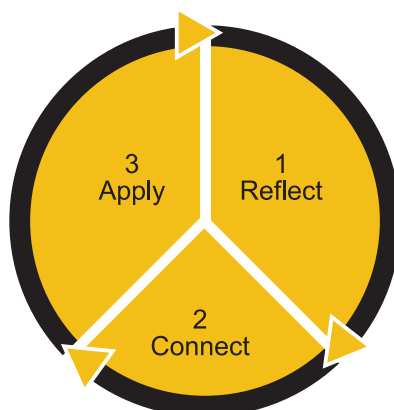
- Gather all participants in a quiet space where they feel comfortable discussing their experiences.
- Allow participants a moment to recover and settle after physically demanding activities.
- Provide clear guidance throughout the reflection, ensuring that everyone has the opportunity to contribute and be heard.
- Take your time, do not rush through the process. Give participants space to think and express their thoughts.
- However, if reflection is repeated multiple times, be mindful not to overdo it. If participants seem to have shared all they can, you may choose to shorten the discussion or revisit the topic in a future session.



## Implementation

There are various methods to structure a reflection, but one widely recognised and practical approach is the Reflect – Connect – Apply methodology, suggested by Right to Play. This method follows a structured three-step process:

Participants explore how they can apply what they have learned from the game to an area of their daily lives



Participants describe and explain their experience and observations of what has happened on the field

They compare and connect what they experienced during a sports activity or game to similar experiences from their own lives





#### Reflect:

- Participants describe what happened during the game or activity.
- This step should focus purely on objective observations, without judgement or interpretation.
- Coaches must take sufficient time here, allowing young people to express what they experienced before moving on to explanations or analysis.

#### Connect:

- Participants relate their experience on the field to other similar experiences in their daily lives.
- They discuss how the skill or behaviour they demonstrated (or struggled with) in the game appears in school, family life, friendships, or other social situations.
- This step helps them see parallels between sport and real-life situations, making the learning more relevant and personal.

#### Apply:

- Participants explore how they can use what they have learned in future situations.
- The coach encourages them to think about specific actions they can take outside the sports field to apply their learning.

By following this structured process, reflection becomes a meaningful tool for skill development, rather than just a casual discussion. This approach helps participants recognise their own growth, build self-awareness, and strengthen their ability to intentionally use their newly acquired skills in everyday life.

### » 4.4.4 Ensuring Safety in S4D Sessions

As outlined in Section 2.2.3, safeguarding must be structurally embedded at both the organisational and programme levels. However, safeguarding also depends on a programme's practical implementation on the ground. In any case, safety extends beyond preventing physical injuries, it also includes emotional and social well-being, ensuring that all participants feel secure and respected. Coaches play a crucial role in fostering this environment. The following section outlines key strategies that S4D coaches can implement in their daily practices to enhance safety and minimize risks during their sessions.

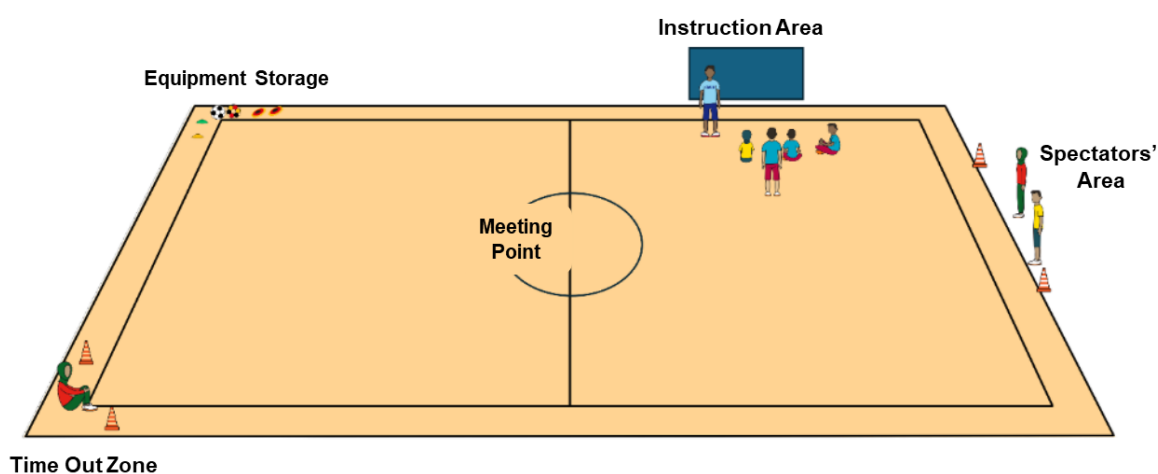
#### Establishing a Well-Structured and Organised Playing Area

A well-structured sports environment contributes to both safety and efficiency. Dividing the playing space into specific zones with clear functions helps maintain order, minimises disruptions, and ensures that safety is prioritised. These zones can include:





- **Equipment Storage:** A designated space for safely storing sports equipment, away from active play areas.
- **Instruction Area:** A location where coaches can use whiteboards, flipcharts, or posters to provide explanations.
- **Spectators' Area:** A section where those not actively participating can observe without interfering.
- **Time-Out Zone:** A quiet retreat for players needing a short break, whether for emotional or physical reasons (not as a punishment).
- **Meeting Point:** A set gathering place where opening and closing routines, team meetings, or reflections take place.



By maintaining a structured environment, coaches reduce chaos and potential hazards while fostering a more engaging and controlled session.

### Developing a Code of Conduct

A code of conduct ensures that all participants understand what is expected of them, both in terms of behaviour and respect for others. Instead of imposing rules, involve participants in creating them. This fosters a sense of ownership and increases adherence.

The code should be simple, clear, and prominently displayed. Key elements might include:

- Respect for all participants and coaches.
- No tolerance for violence or inappropriate language.
- Support and inclusion of all teammates.
- Following safety instructions and reporting any risks.

Reinforce the code regularly and discuss its importance if issues arise. By setting clear behavioural expectations, coaches can create a positive and safe environment for everyone.







## Preparing for Emergencies

In high-pressure situations such as an accident or emergency, quick and appropriate responses are crucial. Coaches can prepare by taking preparatory measures and displaying important safety information on poster in a visible location, outlining key emergency procedures.

This should include:

- Local emergency contact numbers.
- A clearly marked first aid kit and instructions on its use.
- Reminder of basic injury treatment steps (e.g., RICE – Rest, Ice, Compression, Elevate for sprains).
- A charged and connected mobile phone accessible in case of an emergency.

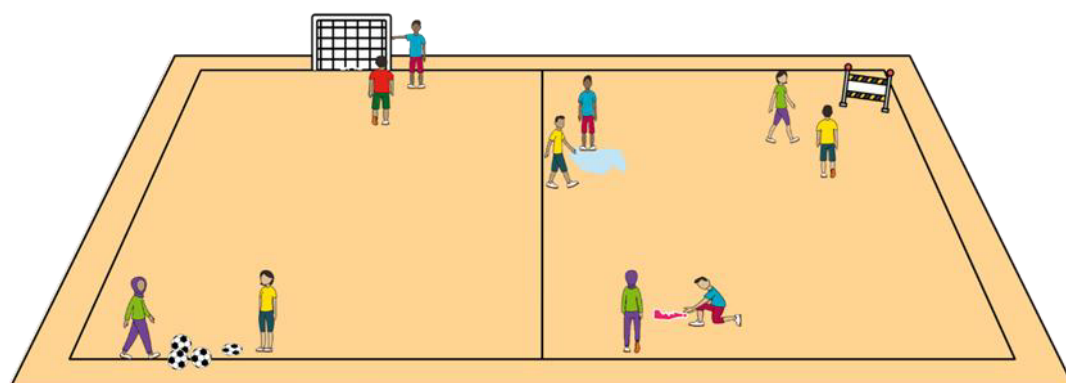
This simple yet effective preparation ensures that both coaches and participants know what to do if an incident occurs.

## Conducting a Walk-Around Inspection

Just as pilots inspect their aircraft before every flight, S4D coaches should conduct a walk-around inspection before each session. This quick assessment helps identify potential risks and ensures a safe playing environment.

Key elements to check include:

- Playing surface: Free from debris, wet spots, or holes.
- Facilities: Adequate lighting, access to drinking water, and proper ventilation.
- Sports equipment: Balls properly inflated, no broken or damaged items.
- Participants' gear: Proper footwear, no dangerous accessories (e.g., jewelry).
- Weather conditions: Heat, wind, or storm risks in outdoor settings.





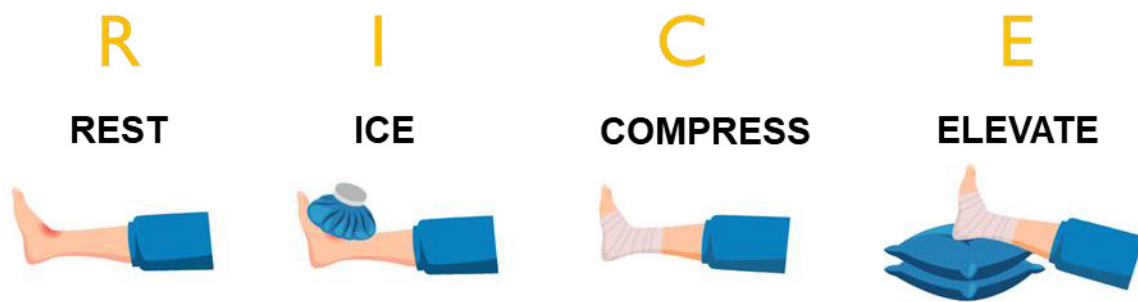
By addressing these risks in advance, coaches can significantly reduce the likelihood of preventable injuries.

### Handling Injuries: First Aid and the RICE Method

Even with all precautions, injuries can still happen. Coaches should be familiar with basic first aid procedures, particularly the RICE method for treating minor injuries like sprains:

- **Rest:** Stop the activity to prevent further injury.
- **Ice:** Apply ice to reduce swelling (make sure in advance that an ice pack is available).
- **Compression:** Wrap the injured area to support and stabilise.
- **Elevate:** Raise the injured limb to decrease swelling.

In more serious cases, coaches should seek medical assistance and follow the pre-established emergency protocol.



### Creating Emotional Safety

In S4D, emotional safety is just as vital as physical safety. Young people are more likely to engage, take risks, and express themselves when they feel seen, heard, and respected. Emotional safety means that participants trust the coach and each other, and that they feel confident that their thoughts, emotions, and identities will not be dismissed or ridiculed. It lays the foundation for effective learning, team spirit, and personal development.

Coaches have a critical role in cultivating this atmosphere. The following strategies may help foster emotional safety:

- **Be a Reliable and Present Coach:** Emotional safety begins with trust. Coaches should be dependable, consistent, and approachable. By being available for informal conversations before or after a session, coaches demonstrate care and commitment. These moments also help identify concerns that participants may hesitate to raise in a group setting.
- **Create a Culture of Respect and Confidentiality:** Participants need to feel confident that their input and personal experiences are treated with respect. Establishing a culture where “what is shared in the group stays in the group” helps build trust and encourages openness.
- **Encourage Listening and Mutual Support:** An emotionally safe group is one in which participants listen to one another without judgement and offer encouragement instead of criticism. Coaches should actively model and reinforce respectful listening, validate diverse viewpoints, and ensure every voice is heard. If





dominant voices begin to take over, techniques like talking sticks, time-limited speaking turns, or structured small-group discussions can support more balanced participation.

- **Promote Teamwork and Belonging:** Team-building activities and cooperative games foster connection and solidarity. When participants feel they belong and have a role to play within the group, they are more likely to engage positively and support others.
- **Create Safe Learning Moments:** Mistakes should be seen as learning opportunities, not as failures. Coaches should respond with empathy and use encouraging feedback that focuses on effort, not only outcomes. This “growth mindset” approach helps reduce fear of embarrassment and promotes resilience.

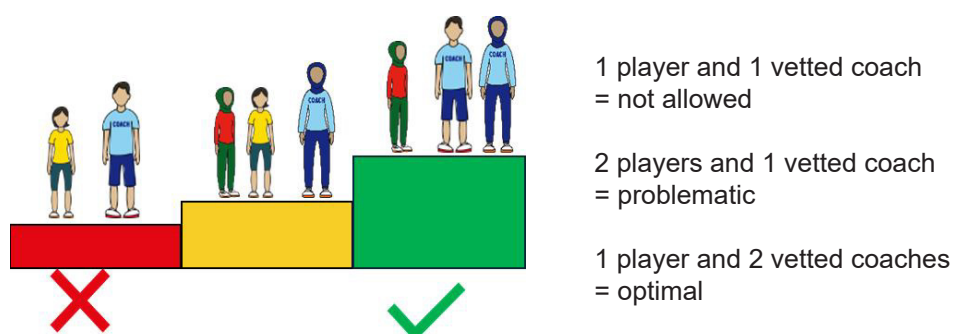
### Applying the “Rule of Two”

The Rule of Two is a safeguarding principle designed to protect both participants and coaches from situations that could lead to harm, misinterpretation, or allegations of inappropriate behaviour. It ensures that:

- No coach is ever alone with a participant in a private or unseen area.
- Meetings, training, and travel arrangements take place in settings where at least two vetted adults are present or within the view of others.

This principle does not prevent coaches from having confidential or personal conversations with individual participants. On the contrary, such conversations are often important for building trust and supporting emotional safety. Coaches may step aside with a participant (for example, before or after a session) to speak privately, as long as they remain in view of others, even if out of earshot.

Here, the key to safeguarding is visibility, not the complete absence of privacy.



Safety in S4D is not just about preventing injuries. It is about creating a secure and supportive space where young people can thrive physically, socially, and emotionally. Coaches must take proactive steps to minimize risks and respond effectively to incidents when they occur.

By structuring the environment, setting clear behavioural expectations, preparing for emergencies, and ensuring consistent supervision, S4D coaches contribute to a programme that is not only impactful but also prioritises the well-being of all participants.





#### 4.4.5 Effective Communication

Sports halls and playing fields are learning environments that are typically louder and more dynamic than enclosed seminar rooms or classrooms. Therefore, communication is often more challenging and strenuous for the coach or facilitator. It can therefore be very helpful to support verbal instructions with consistent non-verbal signals.

You may use the following signals or introduce your own gestures to communicate non-verbally on the field.

One more time!	Make fists with both hands and roll them in front of your chest to indicate a repeat.
Time -out!	Form a 'T' by placing one hand horizontally over the other, which is held vertically.
Silence!	Raise one hand and place a finger on your lips. When others see this sign, they should also raise their hand, signalling they are ready to listen. This ensures silence when all hands are up.
No / Stop!	Cross your forearms to form a big 'X' at chest level or waggle your index finger side to side. Combine with specific gestures for clarity, such as 'no punching' using the finger wag and a punching motion.
Feedback Request	Use thumbs up (good), thumbs horizontal (okay), or thumbs down (poor) to quickly gauge every-one's status.
Make a circle!	Trace a big circle with finger in the air above eye level.
Make a line!	Draw a line in the air with your finger.
Attention!	Cup hands behind ears for listening, point to eyes for watching, and place a finger on lips for silence.
Finished	Slide palms back and forth over each other in front of your body to indicate completion.
To the House!	Form an inverted "V" or roof with your hands above your head. This gesture helps in directing towards "the house" as a place for routine and self-regulation, helping to keep the session organized.







#### 4.4.6 Inclusive Practices

In Section 2.1.4 inclusion has been established as a fundamental principle of S4D, distinguishing between inclusion in sport (ensuring access to sports participation for all) and inclusion through sport (using sport as a tool for broader social integration).

In Section 2.2.3 the theoretical and methodological foundations of inclusion in sport were explored, focusing on how S4D programmes can be structured to create accessible and welcoming environments.

Now, the focus shifts to the practical implementation of inclusion at the session level. Guidance is provided on how activities on the field can be designed and adapted to meet the abilities and needs of all participants. To support this, the Inclusion Spectrum and the STEP approach are introduced as frameworks that allow for better inclusion on the field.

It is important to understand that inclusive adaptations are not only beneficial for young people with disabilities but also for those with less sporting experience or lower physical confidence. Considering the inclusion spectrum and adapting activities and environment ensures that every participant, regardless of background or skill level, feels actively involved and able to contribute.

Following the introduction of these general inclusion tools, more specific considerations for working with young people with disabilities will be presented, ensuring that S4D sessions are as accessible and engaging as possible.

#### Inclusion Spectrum

The Inclusion Spectrum is an activity-centred framework developed by Ken Black and Pam Stevenson to promote the inclusion of individuals with varying abilities in sports and physical activities. This model offers coaches and practitioners multiple approaches to adapt and deliver activities, ensuring that everyone can participate meaningfully, regardless of their abilities (Black & Stevenson 2012).

When planning Sport for Development sessions, the Inclusion Spectrum guides coaches in selecting the most appropriate method to deliver each activity. The approaches include:

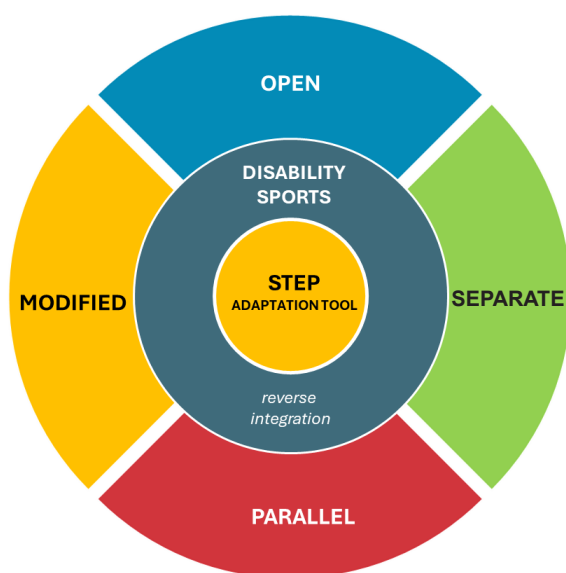




- **Open Activity:** All participants engage in the same activity without modifications, suitable when the activity naturally accommodates everyone's abilities.
- **Modified Activity:** The activity is adjusted in aspects such as space, equipment, or rules to ensure all participants can engage effectively.
- **Parallel Activity:** Participants are grouped based on similar abilities, allowing each group to perform the activity at a suitable level.
- **Separate Activity:** Some participants undertake different activities tailored to their specific needs, which can help them develop particular skills necessary for future full participation.
- **Disability Sport Activity:** Incorporating sports designed for individuals with disabilities, such as goalball, and involving participants without disabilities, also known as reverse integration.

These approaches are not hierarchical; within a single session, a coach might employ multiple methods based on the participants' needs and the activity's requirements. While separate activities can be beneficial temporarily, the overarching goal is to maximize joint participation.

Reverse integration involves participants without disabilities engaging in sports traditionally designed for individuals with disabilities. For example, sighted players participating in goalball, a sport developed for athletes with visual impairments, can enhance group dynamics and foster appreciation for the unique skills of individuals with disabilities (MacDonald et al. 2020).



**Open Activity:** A simple activity based on what the entire group can do with little or no modifications.

**Modified Activity:** Everyone does the same activity with modifications to challenge and support all abilities.

**Parallel Activity:** Participants are grouped according to ability—each do the same activity but at appropriate levels.

**Separate Activity:** An individual or group does a purposefully planned different activity.

**Disability Sports:** Activities for all participants based on aspects of disability sport can be included in all approaches (reverse integration). An example might include participants with and without impairment playing goalball.

### STEP-Model

The STEP model provides a practical framework for coaches to adapt activities, focusing on four key elements:





<b>S</b>	<b>Space</b>	Adjusting the physical environment, such as the size of the playing area or distances involved.
<b>T</b>	<b>Task</b>	Modifying the rules or objectives of the activity to match participants' abilities.
<b>E</b>	<b>Equipment</b>	Using different types or sizes of equipment to facilitate participation.
<b>P</b>	<b>People</b>	Altering group dynamics, such as changing team sizes or pairings, to promote inclusion.

### Including Participants with Disabilities

Inclusion is a core value and guiding principle of Sport for Development and the SPACES programme. While the SPACES consortium is fully committed to integrating young people with disabilities into its S4D activities, it also recognises that enabling meaningful participation for both disabled and non-disabled youth requires more than just a supportive mindset. It demands appropriate conditions, relevant coaching experience, and dedicated efforts from everyone involved to ensure that accessibility needs are met and that the experience is positive and enriching for everyone.

Based on these considerations, we follow two approaches to integrating young people with disabilities into our programmes.

The preferred approach is to include young people with disabilities in regular S4D courses and tournaments, which are designed to be open and accessible to all participants. However, in cases where it is more appropriate and beneficial for the individuals involved, separate courses may be offered, that are specifically tailored to meet the needs of young people with disabilities.

The choice of approach depends on what is feasible for the coaches, based on their knowledge and experience, and which option provides the best possible experience for the participants.

Because each individual brings unique abilities and needs to the field, it is essential to listen to the person with a disability first, rather than making assumptions or decisions on their behalf.

However, certain disabilities may require specific considerations to ensure full inclusion. The following guidance is designed to help coaching teams assess what they feel capable of managing in terms of inclusion and to offer practical tips for working with different types of disabilities. The recommendations below focus on scenarios where young people with disabilities take part in mainstream S4D activities.

### Including Youth with Physical Impairment

The inclusion of youth with physical impairments, such as wheelchair users, individuals with amputations, or cerebral palsy, is generally feasible within most S4D activities. Challenges may arise due to physical barriers like stairs or difficulties completing activities according to standard rules or within a set time frame. These challenges can often be addressed with flexibility and support from the group. Coaches should address the challenges openly, inviting the affected youth to express their needs and requesting support and consideration from their peers. Adjustments to tasks or rules can be made as described above. If active participation is not possible in certain situations, alternative roles can be arranged with the individuals concerned. For example, they could give the starting signal or take on a special role as a game observer, contributing valuable insights during the reflection process afterward.

### Including Youth with Hearing Impairment

For youth with a hearing impairment, participation in the most S4D activities is usually possible. The main challenge lies in understanding instructions during game explanations or reflections. Solutions include speaking loudly and clearly, making direct eye contact for lip reading, and using hand signals and demonstrations to supplement verbal instructions. It is essential to discuss with the affected participants at the start of the course





how best to facilitate their inclusion. While sign language interpreters may not be feasible for regular activities, their use could be considered for specialised courses tailored to this group.

### **Including Youth with Visual Impairment**

Including youth with a visual impairment presents a significant challenge, particularly for activities involving ball games or tag, where ensuring safety and providing a positive experience can be difficult. A guiding principle is that no youth should be excluded. However, coaches should recognize that participants with visual impairments may require 1:1 support from a peer or coach during activities. Specialised programmes designed to meet the needs of visual impaired youth, with suitable environments and adapted activities like goalball, may be a more effective approach.

### **Including Youth with Intellectual Impairment**

Youth with an intellectual impairment, such as Down Syndrome, often face little challenges with the games themselves, as these typically do not involve complex rules or significant cognitive demands. However, the cognitive learning processes and reflections which are integral to S4D activities can be challenging, leading to potential exclusion, boredom or frustration.

To address this, it is important to create an inclusive atmosphere where these participants feel equally valued. Simplified explanations and demonstrations of games are essential, and reflections can include direct, simple questions to engage the participants meaningfully, such as asking what they enjoyed most about an activity. One-to-one support may also be beneficial in some cases.

### **Including Youth with Autism Spectrum**

Participants on the autism spectrum may face significant challenges related to sensory sensitivities, social interactions, and adapting to unfamiliar environments. Courses with large groups in noisy and dynamic settings can be particularly overwhelming for this group. Tailored programmes with controlled environments and adjusted activities may be a more appropriate solution. For inclusion in regular courses, it is important to allow participants time to adjust, respecting their need to observe initially or participate in limited roles. Coaches should avoid pressuring or pushing participation and should communicate with the participants or their caregivers beforehand to understand individual boundaries, such as aversion to touch or sensitivity to loud noises.

### **General Considerations**

Coordinators and S4D-Coaches should clearly communicate the nature of the courses during recruitment, enabling participants and their care givers to determine whether the course aligns with their needs. Collecting detailed information about participants in advance allows the team to plan effectively and create a positive experience for everyone.

While the principle of inclusion remains central, there may be instances, where recommending an alternative course that better suites an individual's needs is the most supportive approach.











نادي  
هليوب  
الرياض

مسابقات  
مصر



# 5 IMPLEMENTING-FORMATS IN S4D

Sport for Development can take many different forms, each with its own strengths, target audiences, and expected impacts. While all formats share the overarching goal of using sport as a tool for social change, the specific way in which they engage participants and influence communities varies. Some formats focus on raising awareness and broadening outreach, while others foster deep, long-term personal development.

In this chapter, we explore different formats commonly used in S4D programmes, discussing their purpose, target groups, and their role in a comprehensive S4D strategy.

It is important to note that there is no single “best” format, each format plays a unique role, and the most effective S4D interventions often combine multiple formats to achieve lasting impact.



## 5.1 S4D EVENTS AND FESTIVALS FOR COMMUNITY OUTREACH AND AWARENESS

S4D events and festivals are large-scale activities designed to bring people together, often for a single day or a weekend. They typically include a mix of sports, games, and educational elements, making them an effective way to reach diverse groups, including youth, parents, and community leaders. Because they are open to a broader audience, S4D events remove barriers to participation, making it possible for young people who might not otherwise

engage in structured sports programmes to get involved.

Unlike regular training sessions, events do not focus on skill development over time but rather serve as a high-visibility platform to raise awareness of social issues and introduce S4D principles to a wider audience.





### Target Group

- Mixed-age audiences, including youth, families, and local stakeholders
- Youth and community members who may not yet be involved in S4D programmes
- Decision-makers, educators, and policymakers who can support S4D initiatives

### Added Value and Expected Impact

- Awareness-Raising: Events help draw attention to key themes such as gender equality, social inclusion, or health promotion.
- Community Engagement: Bringing together different groups fosters social cohesion and strengthens community support for S4D initiatives.
- Low-Barrier Participation: As events are open to all, they provide an opportunity for individuals who might not otherwise engage in structured sports programmes to experience S4D.
- Networking and Partnerships: Events can help connect S4D coaches with local schools, youth organisations, and other community actors.

Events and festivals serve as entry points into S4D, sparking initial interest and engagement. However, their impact is mostly indirect and short-term, raising awareness rather than fostering deep personal development. They should therefore be linked to ongoing S4D initiatives, ensuring that participants can transition into more structured formats like courses or regular training.

## 5.2 S4D COURSES FOR SHORT-TERM INTENSIVE LEARNING

Courses offer a structured but time-limited learning experience, typically lasting between one and several days. Unlike one-off events, they engage participants more deeply by combining sports with educational components such as workshops, group discussions, or creative tasks. Courses are particularly useful for developing specific skills or knowledge in a short timeframe. For example, an S4D course might focus on skills like planning ahead and decision making in the context of an employability programme or explore

broader social issues such as non-discrimination, gender equality or social inclusion, using the power of sport to make complex topics tangible and relatable.

Because courses require shorter commitment than weekly training, S4D courses lower the barrier to participation, attracting a wider range of participants, including young people, educators, and community leaders who want to experience S4D in a structured yet time-efficient format.







### Target Group

- Youth groups looking for an intensive learning experience
- Mixed-age groups, especially when the focus is on broader social topics
- Coaches and educators who want an introduction to S4D methodologies

### Added Value and Expected Impact

- Focused Capacity Building: Courses allow for the targeted development of skills such as teamwork or problem solving.
- Knowledge Transfer: By combining sports with educational sessions, courses can help participants understand complex topics (e.g., discrimination, inclusion) in an engaging way.
- Scalability: Since courses can be run as independent units, they are a flexible tool for reaching a large number of youths in a relatively short time.
- Gateway to Deeper Engagement: Well-structured courses can inspire participants to continue their involvement in regular S4D training programmes.

Courses function as bridging formats, offering a more in-depth experience than events but requiring less long-term commitment than weekly training. They are particularly useful for addressing specific themes within S4D and can serve as a recruitment tool for long-term programmes.

## 5.3 WEEKLY TRAININGS FOR LONG-TERM PERSONAL DEVELOPMENT

Regular weekly training sessions form the backbone of most S4D programmes. Unlike short-term events or courses, these sessions provide structured, ongoing engagement, allowing young people to develop both sporting abilities and life skills over time. Through repeated practice, guided learning, and interaction with role models, participants gain not only skills but also key capacities like confidence, character or connection.

A key strength of weekly training is its consistency. Attending a regular session creates a stable routine for young people, providing a sense of belonging and a safe space where they can develop and grow. This structured approach also allows coaches to build long-term relationships with participants, ensuring a deeper and more personalised impact.





### Target Group

- Youth seeking long-term personal development
- Groups that benefit from stable routines and structured learning
- Participants who have been introduced to S4D through courses or events

Weekly training sessions are particularly beneficial for young people who thrive in structured learning environments and who need time to develop both their sporting and personal skills. They are also

an effective next step for participants who have previously engaged in short-term S4D interventions, such as courses or community events.

### Added Value and Expected Impact

- Skills Development: Both athletic and social skills can be improved through continuous practice.
- Consistent Role Models: Long-term engagement enables coaches to build trust-based relationships with participants, providing ongoing mentorship.
- Stability and Belonging: Weekly sessions create a sense of routine, giving youth a safe and structured space for growth.
- Sustained Behavioural Change: Unlike short-term formats, regular training sessions support progressive learning and habit formation.

Weekly training is often considered to be the most impactful format in terms of long-term individual development. It provides the deepest learning experience, but it requires commitment from both participants and organisers. Ideally, weekly training should be embedded in a larger community structure, linking to schools, youth clubs, or leagues.

## 5.4 LEAGUES AND TOURNAMENTS FOR COMPETITION AND MOTIVATION

Leagues and tournaments introduce a competitive element to Sport for Development while ensuring that the focus remains on personal growth, inclusion, and fair play rather than just winning. Competition can be a powerful motivator for young people, encouraging them to set goals, work as a team, and challenge themselves. However, in an S4D context, the main objective is not simply to determine the strongest team, but to use competition as a tool for learning and development.

A well-designed S4D tournament or league can help participants develop resilience, teamwork, and sportsmanship, while also providing a platform for showcasing progress and strengthening social connections. By integrating principles such as fair play, shared team values, and positive interaction between competitors, leagues and tournaments ensure that competition remains a positive and enriching experience for all involved.





### Target Group

- Youth who are already engaged in regular training and want an additional challenge
- Groups that benefit from goal-setting and structured progression
- Participants who need external motivation to stay involved in sport

### Added Value and Expected Impact

- Motivation and Goal Setting: Training towards a tournament gives participants a clear objective, helping them develop perseverance.
- Learning to Win and Lose: Experiencing both victory and defeat fosters emotional resilience and sportsmanship.
- Expanded Social Networks: Leagues provide opportunities for youth to interact with different teams and communities, broadening their experiences.
- Showcasing Progress: Tournaments allow youth to demonstrate their growth, reinforcing their sense of achievement.

Tournaments and leagues should be integrated into broader S4D programmes as milestones rather than standalone events. They provide a natural progression for participants who have engaged in weekly training sessions, offering them a structured way to test their skills, apply what they have learned, and experience the dynamics of competition in a supportive environment. Additionally, leagues can connect multiple S4D groups, creating a larger community with shared values and a collective identity.

## 5.5 SCHOOL-BASED S4D PROGRAMMES TO CONNECT WITH FORMAL EDUCATION

Schools can provide a powerful setting for Sport for Development, as they offer structured access to youth, existing sports infrastructure, and a natural link to broader educational objectives. Embedding S4D within physical education lessons, extracurricular activities, or dedicated school partnerships allows young people to benefit from sport-based development opportunities in a familiar setting.

School-based S4D has the advantage of consistent engagement, as students are already present in the school environment. This reduces barriers to participation, ensuring that a wider and more diverse group of young people can access the benefits of sport for personal and social development. In

addition, linking S4D content with classroom learning strengthens the connection between theoretical knowledge and practical experience, making lessons more engaging and relevant.

Implementing S4D in schools requires collaboration with educators, school administrators, and local education authorities to ensure that S4D activities complement the existing school curriculum rather than compete with it. Schools that integrate S4D successfully can offer a sustainable and scalable model that strengthens the role of sport in holistic youth development.





### **Target Group**

- Youth who may not have access to community-based sports programmes
- Schools looking to enhance their educational offer with experiential learning
- Teachers and PE instructors interested in integrating S4D methods

### **Added Value and Expected Impact**

- S4D for All: Schools help make S4D accessible to broader and more diverse groups.
- Integration with Education: Life skills taught through sport can be linked to classroom learning (e.g., teamwork in sports and group work in class).
- Sustainability: School-based programmes require fewer external resources and can be integrated into existing curricula.
- Increased School Engagement: In contexts where school attendance is a challenge, S4D activities can increase motivation to attend school by making learning more dynamic and engaging. Sport-based approaches have been shown to improve student focus, reduce dropout rates, and create a more positive school experience.

School-based S4D represents a scalable and sustainable format that institutionalises sport as a tool for youth development. School-based approaches embed S4D within the educational system, ensuring that more young people benefit over time. However, success depends on strong collaboration with educators, well-designed training for PE teachers, and the adaptation of S4D methods to existing school structures.

Each of these formats can play a distinct role in a comprehensive S4D strategy. While events and tournaments provide outreach and visibility, courses offer intensive short-term learning, and weekly training fosters long-term individual development. School-based programmes can enhance sustainability and institutional integration. A well-rounded S4D approach combines multiple formats, ensuring both broad reach and deep impact.













# 6 GAMES AND ACTIVITIES

Chapter 6 provides detailed descriptions of activities and games used in Sport for Development. The aim is not to compile an exhaustive catalogue of activities but rather to offer an illustrative overview of the different types of exercises applied in S4D programmes.

For coaches and practitioners who are new to the S4D approach, this chapter serves as an introduction, offering ideas and inspiration on how to design engaging and effective S4D sessions. SPACES coaches have learned many additional games during their training, which are also documented in the Field Manuals. For those interested in deepening their

practice, this chapter provides a useful orientation but does not substitute structured S4D training or hands-on experience.

While this chapter is primarily written for sports coaches, it may also be of interest to policymakers and programme developers. By exploring the individual activities, they can gain insight into how play-based learning is embedded in S4D. This is particularly evident in Section 6.3, which presents four selected games designed to achieve specific learning outcomes.

## 6.1 OPENING- AND CLOSING RITUALS, WARM-UP AND COOL-DOWN ACTIVITIES

### » 6.1.1 Opening Rituals

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Opening rituals are simple, structured group activities that take place at the very beginning of a session, practice, or game. Their main purpose is to help participants arrive mentally and physically and mark a clear start to the session.

By creating a shared moment of focus, through team huddles, short energisers, chants, or other interactive routines, opening rituals signal that “we are starting now” and help everyone become present and attentive. They can also promote a sense of belonging, set a positive atmosphere, and strengthen group connection, creating a foundation for cooperation, respect, and teamwork throughout the session.

#### **Cheering Circle**

The Cheering Circle is a nice way to bring everyone together, boost energy, and set a positive tone before the session begins. It fosters a sense of unity and enthusiasm, encouraging participants to engage fully and support one another from the start.





### Equipment:

No equipment required.

### How to Play:

- Participants stand in a large circle.
- One person starts running to their right along the inner side of the circle.
- After the first person has run 2-3 meters, the next person on their right enters and follows the same pattern.
- By finishing one circle, everyone comes back to the place where they started.
- This process continues until everyone has had a turn.
- Meanwhile, those standing in the circle clap and cheer for the runners inside, creating an uplifting atmosphere.

### Team Huddle

A Team Huddle is designed to ignite team spirit, build motivation, and sharpen focus before the session begins. By engaging participants in a shared ritual, it creates a strong sense of unity and excitement, ensuring everyone is energized and ready to participate.







### Equipment:

No equipment required.

### How to Play:

- Participants form a circle.
- The group is divided into two halves.
- One half shouts TEAM, while the other half responds TOGETHER.
- This alternates back and forth 3 times in a row: TEAM-TOGETHER. TEAM-TOGETHER- TEAM-TOGETHER
- The ritual ends with the entire group clapping their hands in unison.
- Of course, every group can choose their own chant.

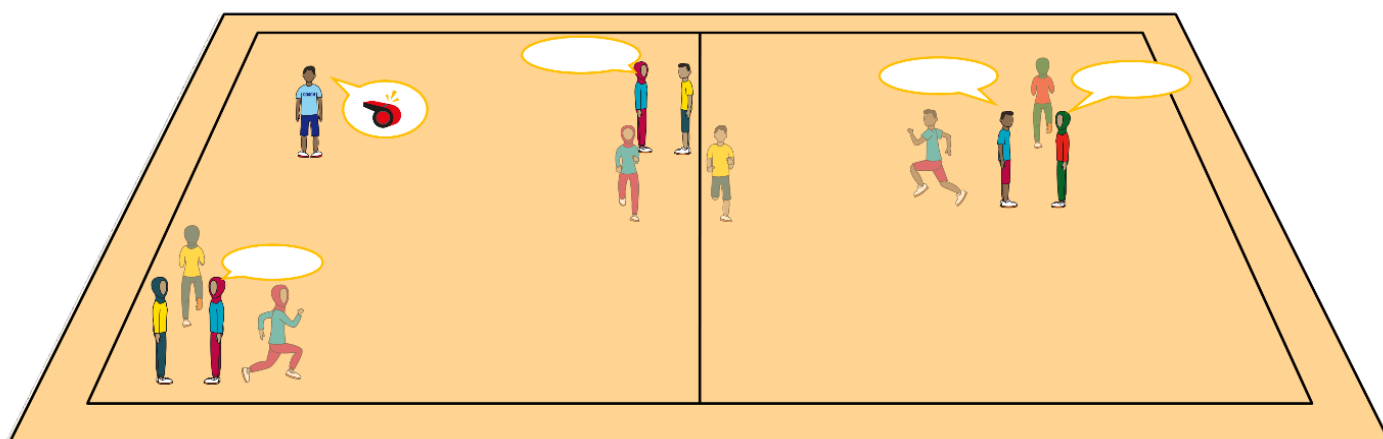
## » 6.1.2 Warm-Up Activities

The warm-up should be a structured set of light exercises that prepare both, the body and mind for physical activity. It gradually increases heart rate, improves flexibility, and boosts circulation, reducing the risk of injuries like strains or sprains.

Warm-ups also help participants focus, set goals, and transition into the session. In team settings, they can also promote unity and collaboration, ensuring everyone is engaged from the start.

### Meet and Greet

Meet and greet is a fun and engaging way to get participants moving, interacting, and feeling included. It encourages social connections while keeping everyone active, helping to create a welcoming and dynamic atmosphere for the session ahead. This type of activity is especially useful for new groups where participants may not yet know each other, as it gently breaks the ice and supports a sense of belonging from the start.





### Equipment:

No equipment required.

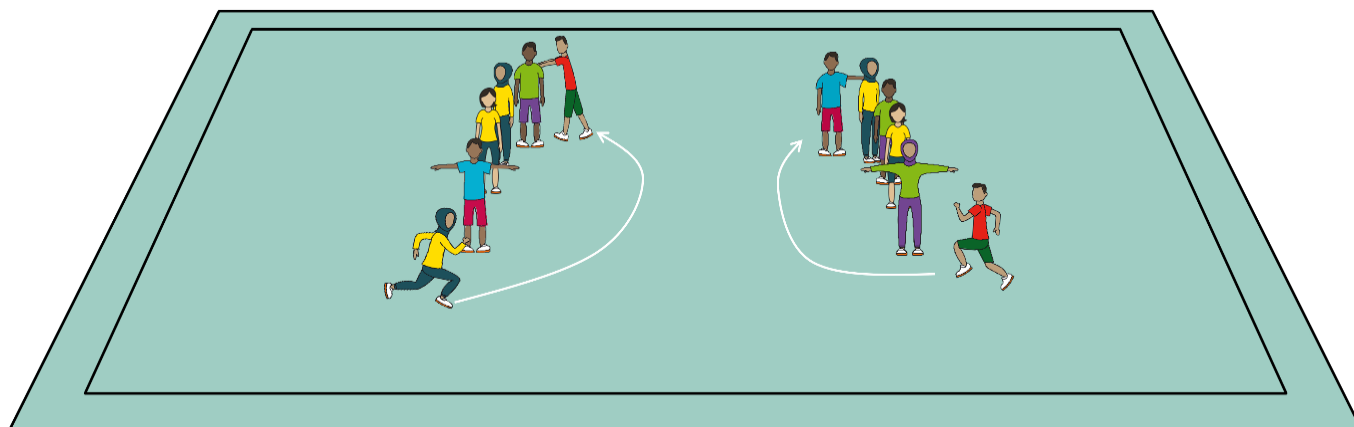
### How to Play:

- Participants jog around a marked area.
- When the coach blows the whistle, they stop and greet the person closest to them.
- They introduce themselves by sharing their name and an interesting fact about themselves.
- Jogging resumes until the next whistle, and the process is repeated with a new partner.
- After a few rounds, the coach pauses the activity and selects one participant. The group is then invited to recall and share any information they remember about that person.
- This process can be repeated with a few more participants to help the group get to know each other better.

Creates a playful environment that helps participants present themselves confidently without feeling shy.

### Chickens and Fox

The Chickens and fox activity encourages participants to think quickly, adapt strategically, and collaborate effectively. It promotes social interaction, cooperation, and problem-solving as players take on different roles, creating a fun and inclusive experience for everyone.



### Equipment:

No equipment required.

### How to Play:

- Divide participants into small groups of 5–6 people.
- In each group, one player is the Fox, one is the Mother Hen, and the remaining 3–4 players are Chicks lined up behind the Mother Hen.
- The Chicks hold onto the hips or shoulders of the person in front of them to form a chain.
- The Fox's goal is to tag the last Chick in the line.
- The Mother Hen and the Chicks move together, trying to protect the last Chick and prevent the Fox from reaching them.
- Roles are rotated regularly so that everyone has a chance to play as the Fox, Mother Hen, and Chicks.
- The Fox scores a point if they manage to tag the last Chick or if the chain breaks.





### Tips:

- Ensure the playing surface is not slippery to prevent falls.
- Another variation can be that all the participants hold a rope that they cannot break (release), instead of holding each other.

### Peaks and Valleys

Peaks and valleys is a fast-paced and interactive game that keeps participants engaged. It's an exciting way to get everyone moving, thinking strategically, and working together in a fun and competitive environment.



### Equipment:

- Marker cones
- Bibs

### How to Play:

- Divide participants into two equal teams: Peaks and Valleys.
- Scatter marker cones around the playing area - some standing upright (Peaks), others turned upside down (Valleys).
- When the game begins, the Peaks team tries to turn cones upright, while the Valleys team flips them upside down.
- The game continues for 1–2 minutes, until the coach blows the whistle. At that moment, all players must stop immediately and sit down - no more cones may be touched.
- The team with the most cones in their correct position wins the round.
- Play several rounds to keep participants engaged and moving.

### Tips:

Make sure no one flips a cone after the stop signal

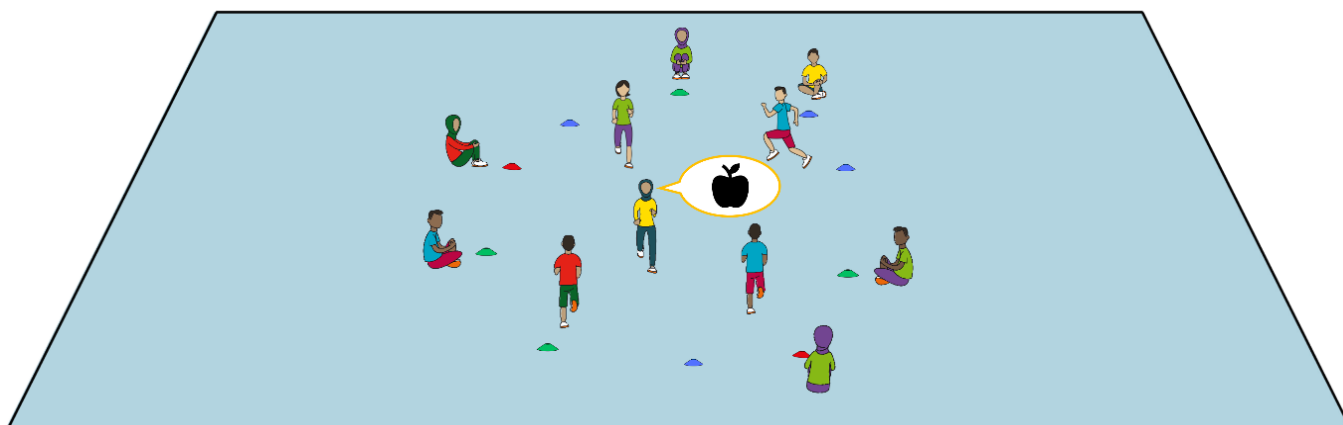
This activity offers a lively and engaging start to the session. Many players may find it challenging to respect the stop signal, making it an excellent opportunity to discuss and reinforce fair play and sportsmanship.





## Fruit Salad

Fruit salad is a lively movement game that involves quick thinking and fast reaction, increasing the excitement and energy of the group.



### Equipment:

Markers

### How to Play:

- The coach selects 3-4 fruit names (e.g., apple, banana, cherry, orange).
- Players sit in a close circle, with a small marker cone in front of them, and each is assigned one of the chosen fruit names.
- One player stands in the middle and calls out a fruit name.
- All players assigned that fruit must stand up quickly and switch seats, while the player in the middle tries to claim an open seat.
- The player left without a “seat” (marker cone) stands in the middle for the next round.
- Occasionally, the player in the middle can call “Fruit Salad!”, prompting everyone to switch seats at once.

### Tips:

- To add variety, introduce a movement challenge before switching seats (e.g., hopping on one leg).
- Ensure that participants do not become too physical when competing for open seats.

Encourages quick reactions, concentration, and inclusive play. Requires practising awareness and care for others while competing for space and to show respect and consideration for one another during the activity.

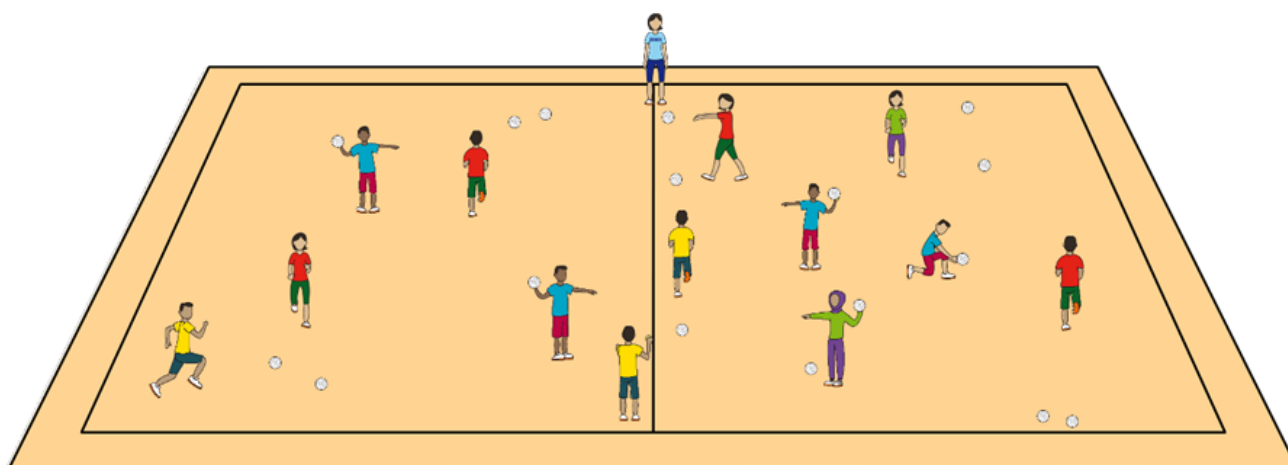






## Snowball Battle

Snowball battle promotes teamwork, strategy, and friendly competition while keeping participants actively engaged.



### Equipment:

Two sheets of paper per person (preferably recycling paper or old newspapers).

### How to Play:

- Divide participants into two equal teams and assign them to one playing field.
- Each player receives two sheets of paper and crumples them into “snowballs.”
- The field is divided in half, with each team staying on its designated side. Players cannot step into the opponent’s side.
- Once all players are ready with their snowballs, the coach gives the start signal.
- Players throw their snowballs onto the opponent’s side as quickly as possible.
- After 1-2 minutes, the coach calls “STOP!” and all players must sit down immediately.
- Teams count the number of snowballs in their field. The team with fewer snowballs left in their field wins the round.
- The game continues until one team wins a pre-defined number of rounds.

### Tips:

- If the group is too big, divide participants into four teams and play on two fields to keep the game dynamic and manageable.

Encourages working in a group, strategic thinking, and quick decision-making. It also serves as an intense warm-up and a fun way to practice throwing skills in a playful setting.



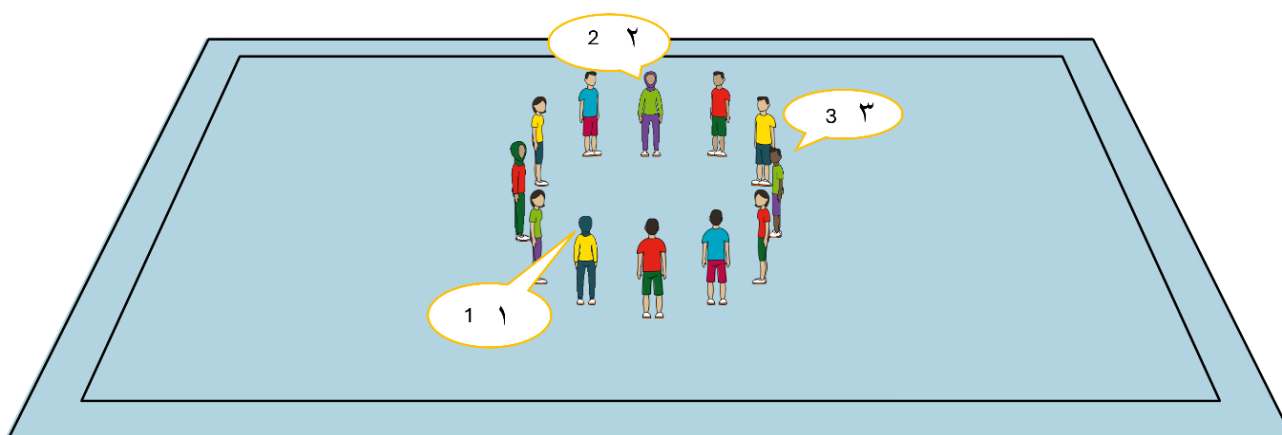


### 6.1.3 Cool-Down Activities

A cool-down consists of gentle movements and relaxation exercises that help participants transition from high-energy activities to a calm and relaxed state, physically and mentally. The aim is to create a calm atmosphere for discussion and retrospection.

#### Count to 10

The simple yet engaging Count to 10 activity provides a smooth and calming transition after physical effort.



#### Equipment:

No equipment required.

#### How to Play:

- Participants stand or sit in a circle.
- One person begins by saying “one”, followed by another participant saying “two”, and so on.
- The aim is for the group to count together up to ten, one number at a time.
- The challenge is that the counting must happen without following a set order around the circle.
- If two people speak at the same time or the wrong number is called, the group must start again from the beginning.

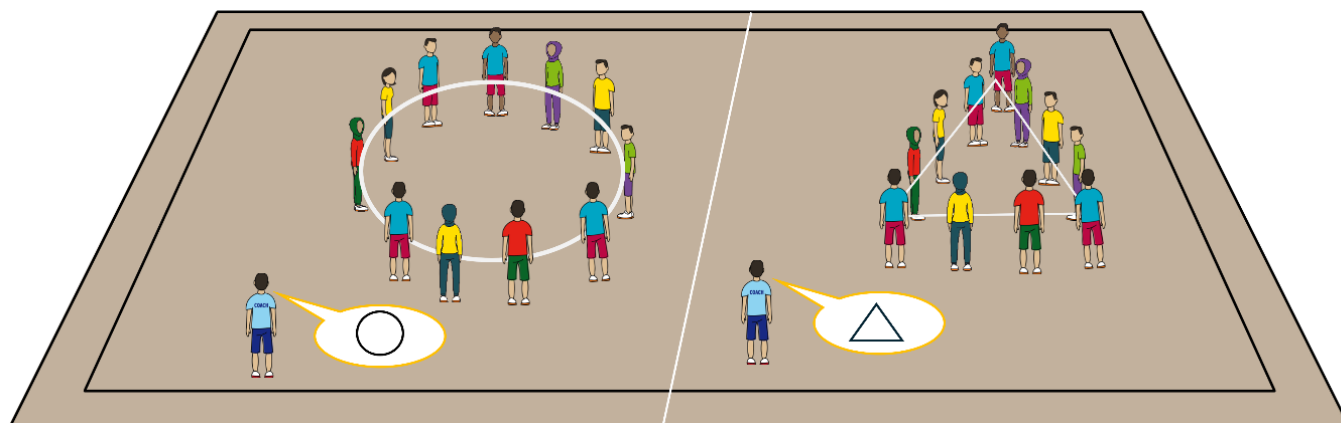
This game requires concentration, awareness, and a sense of timing. It encourages participants to tune in to one another and to trust themselves enough to speak into the group's silence. It also helps build confidence and group sensitivity in a calm and focused way.





### Form a [...]

This interactive activity helps participants calm down after high-intensity physical activity while solving a problem in a fun and engaging way.



#### Equipment:

Long Rope

#### How to Play:

- Participants stand in a circle, each holding onto a closed rope with both hands.
- The coach instructs participants to grip the rope firmly, without loosening their hold or opening their fists.
- Without talking, the group must work together to form a specific shape called out by the coach.
- Shapes may include a triangle, infinity symbol, square, heart, banana or other creative forms.

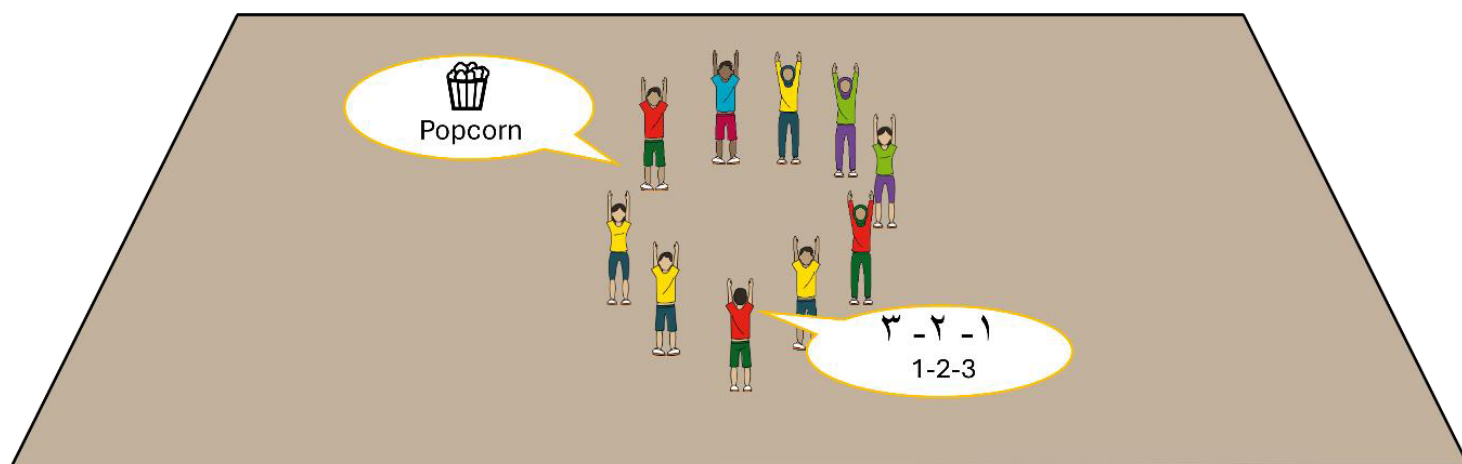
### » 6.1.4 Closing Rituals

This is a short activity at the end of a session that brings the group together one final time. It helps create a sense of closure, appreciation, and connection, allowing participants to leave with a positive and meaningful feeling. The closing ritual also signals that the session has come to an end and supports a smooth transition back into everyday life.

#### Popcorn

Popcorn is a fun closing ritual that signals that the session has come to an end.



**Equipment:**

No equipment required.

**How to Play:**

- Participants stand in a circle and begin by rubbing their palms together, as if warming up a pan of popcorn.
- The coach starts a countdown from 1 to 3, with everyone repeating the numbers aloud.
- When the countdown reaches three, all participants shout “Popcorn!” together—this signals that the corn has popped, and the session has ended.
- For variety, a different participant can lead the countdown each time. They may also use another language for a fun and inclusive twist.

## 6.2 SMALL GAMES TO PROMOTE FUNDAMENTAL LIFE SKILLS LEARNING

In this section, we introduce small games designed to develop four fundamental life skills from the third level of our Youth Empowerment Pyramid: Trust and Responsibility, Cooperation, Communication, and Problem-Solving. Each life skill section starts with a brief description that defines its purpose and highlights its significance in youth development.

The small games and activities are designed to provide hands-on practice, allowing participants to actively engage with each skill in a playful and

supportive setting. Through these experiences, young people can gain a direct understanding of the skill's importance within the game.

Beyond the experience itself, coaches play a key role in facilitating the learning process. By creating structured reflection spaces, they guide participants to analyse the role of these skills in the game, connect them to real-life situations, and explore ways to apply their learnings in the future, strengthening the transfer from the sports field to everyday life.







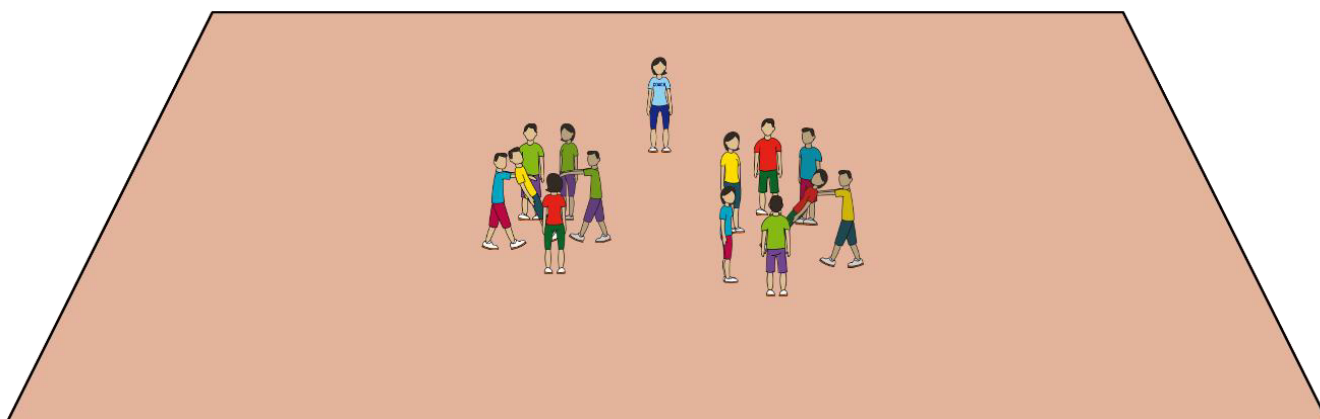
## 6.2.1 Trust and Responsibility

Trust and responsibility are closely connected life skills that form the foundation of strong relationships and functioning communities. Trust is built when people act consistently, keep their word, and show that they can be relied upon. Responsibility, on the other hand, means recognising the impact of one's actions on others and being willing to take ownership for those actions.

When young people act with honesty and integrity, they gain the trust of others over time. This allows them to become dependable team members, friends, or even leaders. Taking responsibility helps them learn that their choices matter — not only for themselves, but also for the group they are part of. Developing these skills encourages young people to think about how they contribute to shared goals and how their actions shape the relationships around them.

### Trees in the Wind

Trees in the wind is a simple activity that highlights the importance of trust and responsibility. Without these elements, the team cannot succeed, and challenges will arise, making it easy to connect it with real life situations.



#### Equipment:

No equipment required.

#### How to Play:

- Divide participants into small teams of 6–8 players.
- Each team forms a tight circle, standing close together and facing inwards.
- One player steps into the middle as the “tree,” standing still with their arms either by their sides or crossed in front of their chest.
- The tree closes their eyes, tenses their body slightly, and slowly leans in any direction.
- The surrounding players act as the “wind,” gently guiding the tree back to an upright position to keep them balanced and safe.
- The wind can shift the tree softly or with slightly more pressure, but always with care.
- After a short time, rotate roles so that each participant has a chance to be the tree.





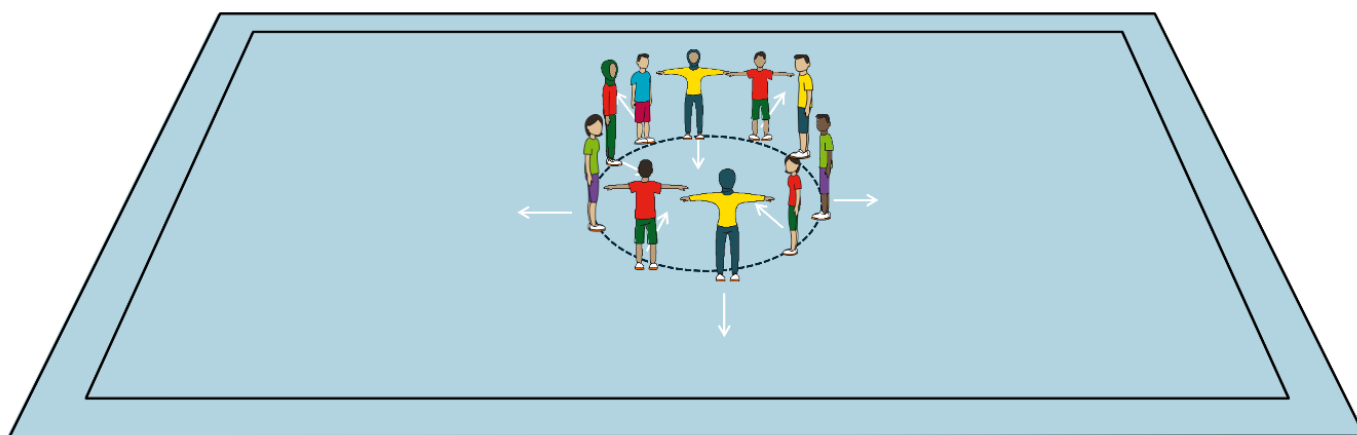
### Tips:

- Make sure the wind players take their role seriously and support the tree at all times to prevent them from leaning too far.
- Consider playing with male and female players in separate groups.

This activity requires both trust and responsibility. Participants must take full responsibility for the safety of others, while also learning to trust themselves and their group. It also helps develop body awareness, balance, and self-control within a safe and supportive environment.

### I Trust my Team

I Trust my Team is an easy game that highlights the importance of trusting others and taking responsibility for one another.



### Equipment:

No equipment required.

### How to Play:

- Divide participants into groups of 8 or 10 (must be an even number)
- Each group forms a circle, facing each other while holding hands.
- The coach assigns alternating numbers—each participant is either a “1” or a “2”.
- Participants numbered “1” lean forward onto their toes without moving their feet.
- Participants numbered “2” lean backward onto their heels while keeping their feet in place.
- The group must work together and trust each other to maintain balance and keep the circle stable.
- Once the group achieves balance, participants switch roles:
- “1”s now lean backward, and “2”s lean forward.
- The group adjusts to maintain balance and stability.





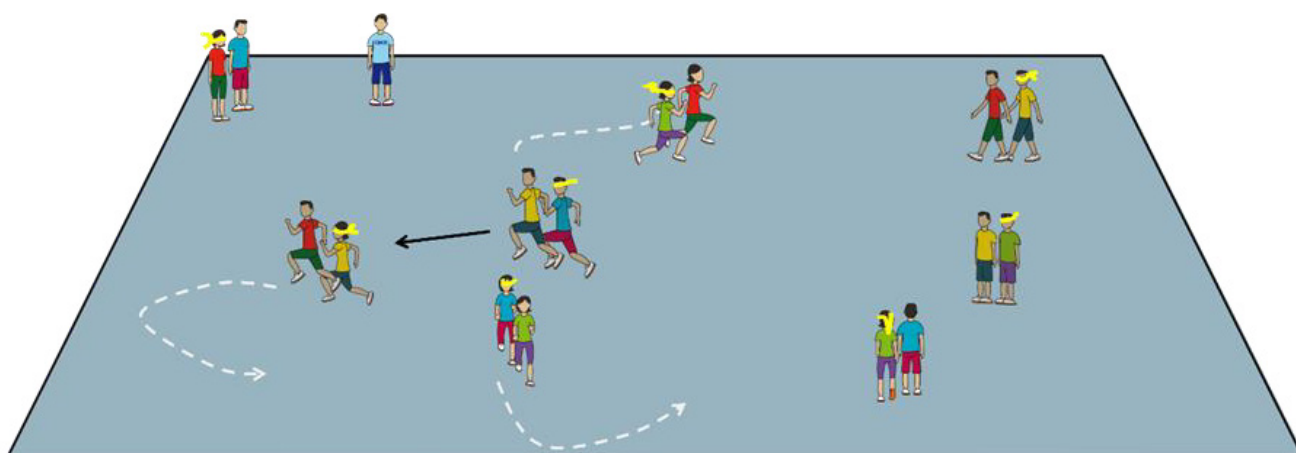
### Tips:

- Promote open communication before starting to help participants feel comfortable and acknowledge any nervousness.
- Remind participants to keep their bodies tense and maintain a firm grip on each other's hands for safety.
- The activity can also be done with participants facing outward instead of inward.
- To increase the challenge and build deeper trust, invite participants to close their eyes while leaning back or forth.

### Rely on Me

Rely on Me challenges participants to balance two seemingly opposite tasks: (1) running quickly and taking some risks to catch other teams or avoid being tagged, and (2) moving slowly and carefully to ensure their partner's safety.

In everyday life, people often face situations where they must either place their trust in someone or take responsibility for others, while also navigating the balance between risk-taking and caution. By experiencing both roles, participants can reflect on different perspectives and deepen their understanding of trust and responsibility.



### Equipment:

Cones and blindfolds

### How to Play:

- Divide participants into pairs.
- In each pair, one person is blindfolded, while the other can see.
- The seeing partner holds their blindfolded partner's hand and guides them throughout the game.
- **Round 1:**
- In the first round, all pairs move around freely within a marked playing area.
- The seeing partners are responsible for guiding their blindfolded partners safely and making sure they do not bump into other pairs.
- There are no additional tasks or challenges at this stage.





### • Round 2:

- Before the second round begins, the coach selects one pair to act as the catchers, whose task is to tag the other pairs.
- After a count of three, the catchers start chasing and tagging other pairs.
- When a pair is tagged, they become the new catchers.
- The seeing partner is once again responsible for safely guiding their blindfolded partner, plus making sure they successfully tag others and avoid being tagged.
- As in the first round, participants should switch roles to ensure everyone has the chance to experience both guiding and being guided.

### Safety Considerations:

- Ensure the playing area is obstacle-free to prevent accidents.
- Seeing partners must prioritize their blindfolded partner's safety at all times.
- If the game becomes too chaotic or if participants feel uncomfortable running blindfolded, instruct everyone to walk quickly instead of running.
- If any participant is not guiding responsibly, the coach pauses the game to reinforce the importance of care and trust.

Helps participants understand that trust requires responsible leadership. The game also highlights how easy it is to lose sight of one's responsibilities when distracted by something else, reminding players to stay aware and considerate, even under pressure.

### The Dark Path through the Poisonous Garden

On the Dark Path through the Poisonous Garden, participants experience two key roles that are essential in life: Relying on someone's help and being a reliable supporter of somebody else. These roles highlight the importance of trust and responsibility in achieving success, solving problems, and navigating challenging situations and environments.



### Equipment:

- Chalk
- Cones
- Balls, or other objects to mark paths and obstacles
- Blindfolds







### How to Play:

- Set up one or more curvy paths using cones, chalk, or other materials, making them challenging but manageable.
- Place obstacles such as cones, balls, or other objects along the paths.
- Divide participants into pairs, asking them to choose someone they trust as their partner.
- Split the pairs into two groups and position them on opposite sides of the field.
- Distribute pairs equally across the different paths.
- In each pair, one participant wears a blindfold and remains silent, while the other guides them using only verbal instructions.
- At the coach's signal, the first pairs from both sides of the field begin navigating the path.
- Every 20-30 seconds, the coach signals the next pairs to start, continuing until all pairs are moving.
- The goal is for the blindfolded partner to reach the end of the path without touching obstacles, stepping outside the path, speaking, or being physically guided.
- If a rule is broken, the pair must start over, still following the same guidelines.
- Once all pairs have finished, switch roles and repeat the exercise.

### Tips:

Adjust the difficulty of the obstacles based on participants' skill levels to ensure the challenge is engaging but achievable.

This activity strengthens trust, clear verbal communication, and active listening between teammates. It enhances participants' sense of responsibility, as they must guide their partners safely using clear and supportive instructions. At the same time, blindfolded players learn to concentrate fully on their partner's voice, filtering out background noise and distractions—an important skill for focus and mutual reliance.

## 6.2.2 Cooperation

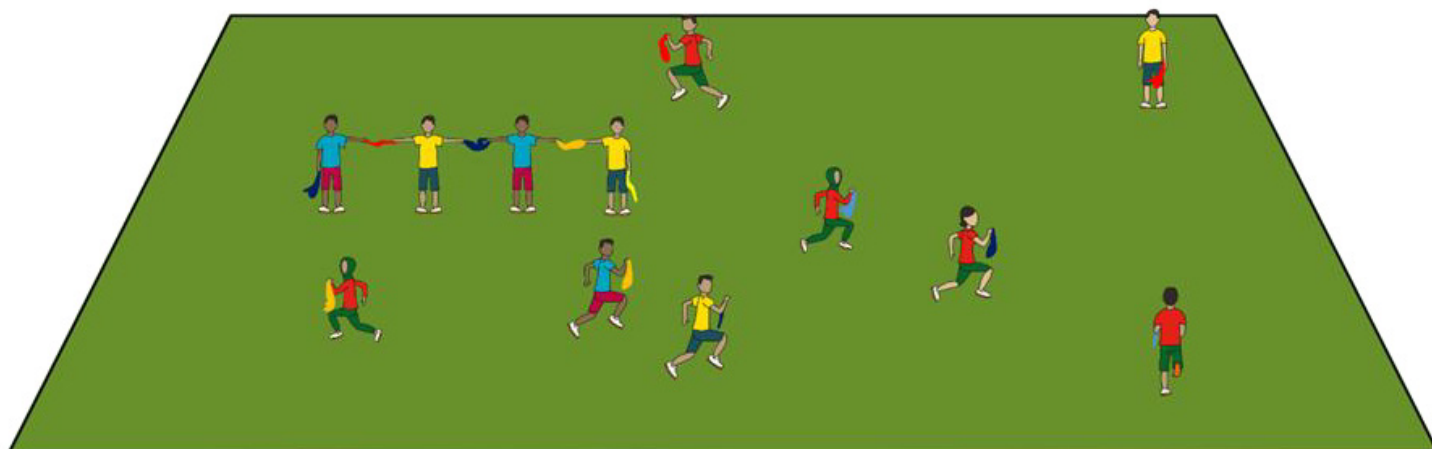
Cooperation means working well with others to achieve shared goals. It involves more than just being part of a group — it is about contributing actively, listening to others, and adapting when needed. People who cooperate well understand that teamwork depends on respect, communication, and the willingness to support one another.

When young people learn to cooperate, they develop the ability to resolve disagreements in a fair way, appreciate different points of view, and stay focused on what the team wants to achieve. These experiences help them grow into individuals who are open-minded, patient, and committed to building strong group relationships. Whether in sport, school, or the community, cooperation strengthens unity and gives young people the tools they need to work effectively with others.

### Octopus Tag

Octopus Tag encourages teamwork, communication, and coordination. As part of the Octopus team, players learn how to work together effectively to achieve a common goal.





### Equipment:

No equipment required. (Optional: Bibs or short ropes can be used to connect players without holding hands)

### How to Play:

- Select two participants to start as the Octopus.
- The two Octopus players hold hands and use their free hands to tag others.
- The remaining participants move freely within the play area, trying to avoid being tagged.
- When someone is tagged, they join the Octopus by holding hands with the chain and continue tagging others.
- If the Octopus chain breaks (players are no longer connected), they must reconnect before tagging can continue.
- The game ends when all participants have been tagged and become part of the Octopus.
- The coach signals the end of the game once no free participants remain.

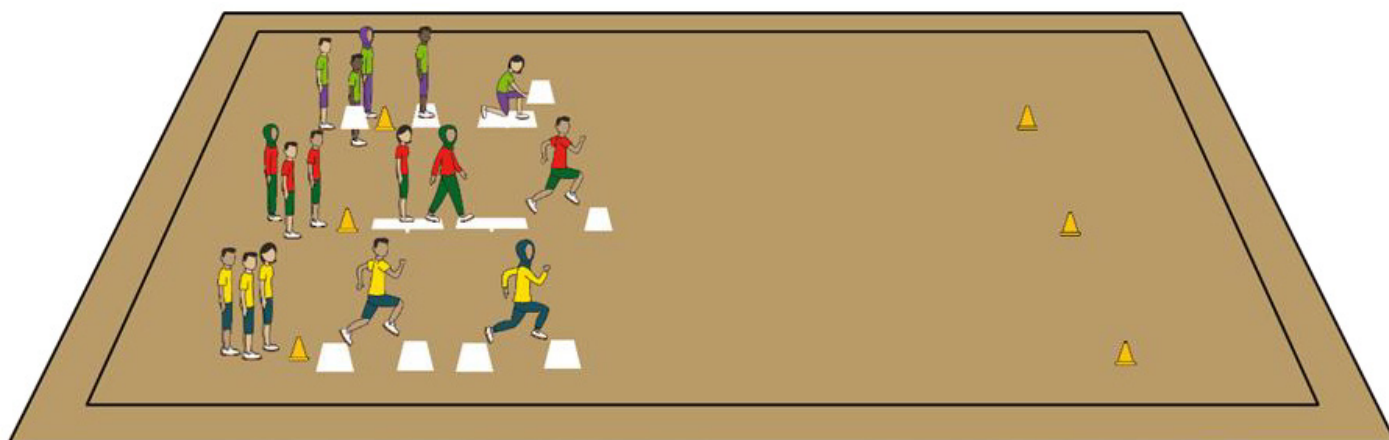
### Tips:

- Instead of holding hands, players can use bibs or short ropes to connect to each other.
- The Octopus chain often breaks because the group tries to chase multiple players at once. Use this moment as a coach to discuss the importance of communicating and agreeing on a common goal.
- At the end, point out that everyone is on the winning team, as by the end, all participants become part of the Octopus.

### Crossing the Nile River

Crossing the Nile River is a cooperative game that encourages cooperation and strategic thinking in a bigger group, by offering multiple possible solutions to reach the goal.





#### Equipment:

- Flipchart paper (one per team)
- Cones

#### How to Play:

- Mark two lines (cones) on the ground to represent the banks of the river.
- Divide participants into teams of 5-7 players.
- The goal is for each team to cross the river without stepping into the “water”, using only a flipchart as the building material for their “raft”.
- Each team is given 2 minutes to discuss their strategy for building the raft and crossing the Nile. During this time, teams cannot start their journey.
- After 2 minutes, the coach signals the start, and teams can begin crossing the river whenever they are ready.
- The first team to successfully get all members across the river wins.
- To increase the challenge, the flipchart can be smaller than the number of team members (e.g., if there are six participants, the size of the paper should fit only four at a time).

#### Tips:

- Do not allow a strategy where each player creates “waterproof shoes” by dragging small pieces of paper across the river, as this removes the need for real teamwork.
- Participants may also go back to pick up more team members if they cannot manage to bring the entire team in one go.

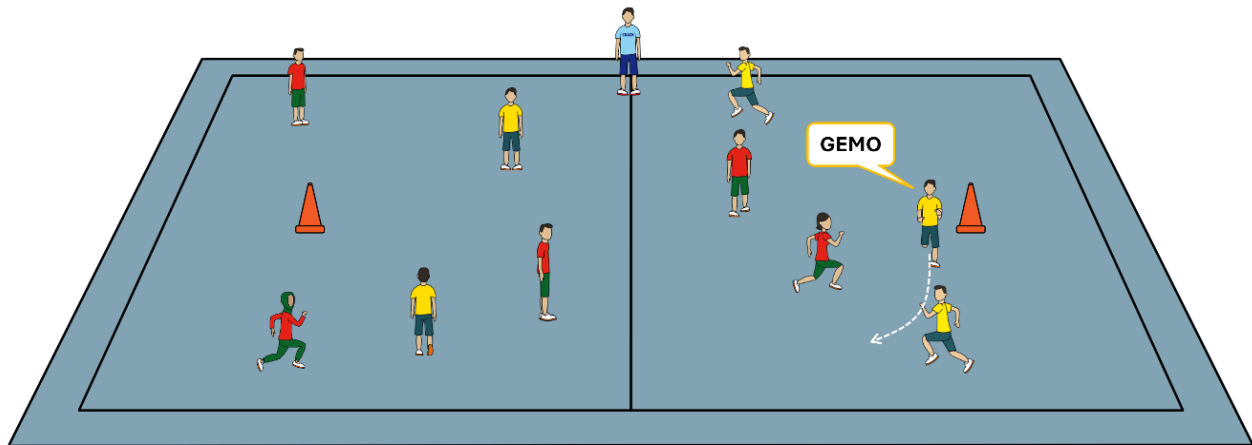
Promotes cooperation, teamwork, communication, and problem-solving as participants develop a shared strategy and work together to overcome challenges. Enhances adaptability as teams may need to change strategy while crossing the river.





## Gemo

Gemo encourages strategic thinking, teamwork, and concentration from participants. They also learn the importance of fair play and conflict resolution, as the game requires them to self-manage possession disputes and collaborate to achieve a common goal.



### Equipment:

- Cones to mark the goals
- Bibs

### How to Play:

- Set up a rectangular field (approximately 20m x 40m) using cones.
- Define two goals at opposite ends. Place them a few meters inside the field ensuring they can be approached from any direction.
- Divide participants into two teams of 5 - 8 players each.
- One player starts in their team's scoring zone, pretending to carry an invisible ghost called the "Gemo".
- The goal is to transport the Gemo to the opponent's goal while maintaining possession.
- If a player is touched by another player (teammate or opponent), the Gemo transfers to the person who made contact.
- The new possessor must place a hand on their head and shout "Gemo" to signal possession.
- The game continues with players passing the Gemo to teammates or stealing it from opponents.
- The team that successfully carries the Gemo to the opponent's goal scores a point.
- Fair play is crucial, as players must self-manage possession disputes with minimal contact. Blocking and rough play are not allowed.
- Play the game for a few minutes, the team with the most points wins the game.

### Tips:

- Players may need time to grasp the game's concept and develop tactics.
- Help participants track who has the Gemo, especially when it moves quickly between players.
- Encourage passing the Gemo to gain a tactical advantage and promote collaborative play.







The game fosters cooperation, teamwork, and concentration as players must coordinate their movements on the field, while promoting collaboration and tactical decision-making to achieve a common goal. Develops fair play and conflict resolution skills by requiring players to self-manage disputes to keep the game moving.

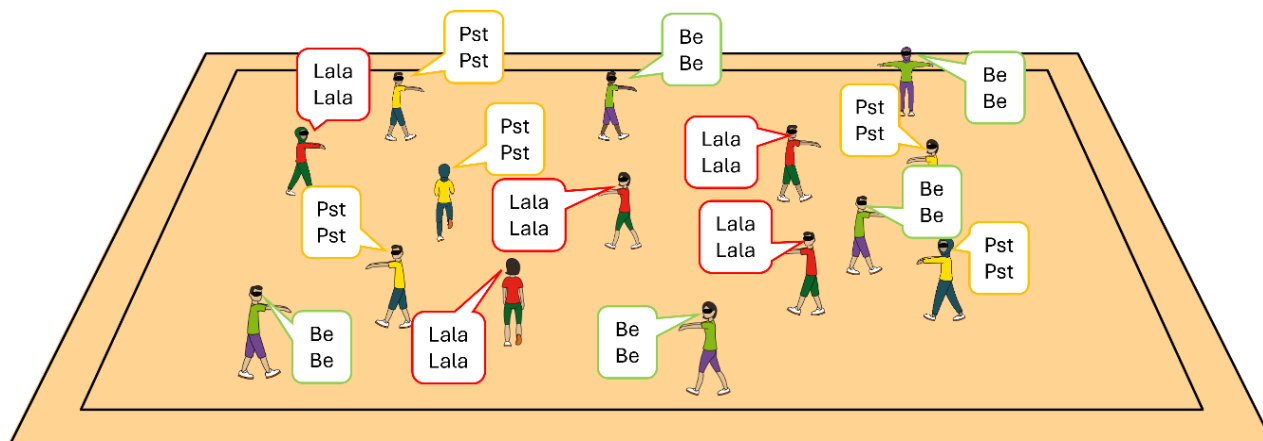
### 6.2.3 Communication

Communication is more than just speaking — it is about expressing oneself clearly, listening carefully, and understanding others. Good communication helps build trust, avoid misunderstandings, and strengthen connections with those around us. It also supports empathy, as we begin to see things from another person's perspective.

When young people practice communication, they learn how to explain their thoughts and feelings in a respectful way, ask for what they need, and respond calmly in difficult situations. These skills help them build self-confidence and feel more in control when working in groups or facing challenges. Strong communication lays the groundwork for better relationships, more effective teamwork, and greater participation in all areas of life — from sports to school to the workplace.

#### Finding the Bees

Finding the Bees challenges players to use specific signals to locate their group members without sight or touch, emphasizing the importance of listening in communication.





### Equipment:

Blindfolds

### How to Play:

- Divide participants into groups of 5-7 players.
- Each group chooses a unique sound as their signal.
- Once blindfolded, the coach mixes the players throughout the playing area.
- At the start signal, players must find their group members using only their designated sound.
- No speaking, touching, or making other noises is allowed.
- To ensure safety, players can extend their arms to prevent collisions.
- The game ends when all teams are reunited.
- Play 2-3 rounds to help participants become familiar with the game.

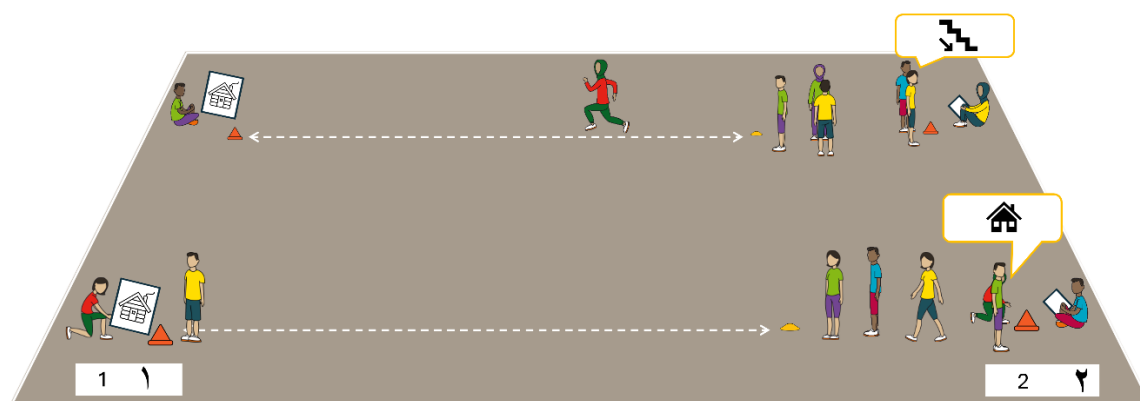
### Tips:

Stay alert to potential risks during the game, having two coaches for observation is recommended. If only one coach is available, assign a player assistant to help, rotating this role each round so everyone gets a chance to fully participate.

Improves listening skills and non-verbal communication, while players work together and use only sound to find their teammates. Improves awareness of space by challenging players to move safely without seeing, avoiding bumps and obstacles.

### Go and ask the Architect

This game's objective is to promote effective communication, collaboration, and observation skills. By working together to recreate a design, players practice verbal precision and clear descriptions, making it both challenging and fun.





### Equipment:

- Paper, pencils
- Drawing of a “fantasy building” (or a photo of a real building).

### How to Play:

- Divide participants into two or more equal teams.
- Each team selects one architect (shown with number 1) and one illustrator (nr.2).
- The architect receives a construction plan and moves to the opposite side of the field.
- The illustrator stays at the starting line with a piece of blank paper and the rest of the team.
- When the coach signals the start, team members take turns running to the architect, looking at the plan, and returning to describe it to the illustrator.
- Only the illustrator is allowed to draw, and only one team member can run at a time.
- Players can run back and forth as many times as needed to give better descriptions.
- After 5 minutes, teams compare their drawings with the original plan.
- The team with the most accurate drawing wins.

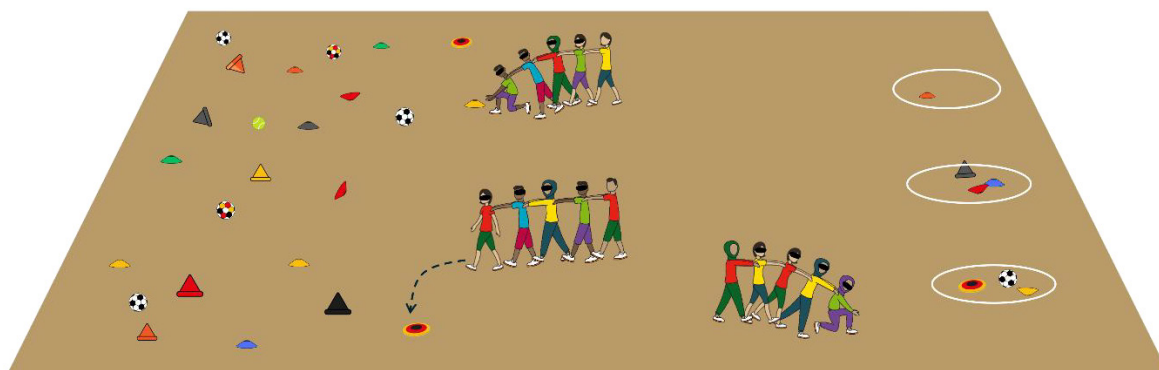
### Tips:

- To increase the difficulty, the architect must describe the plan verbally without showing it to the players.

Improves communication skills by requiring clear and precise verbal descriptions to recreate the design. Develops concentration, observation and memory skills by having participants recall and describe details accurately.

### Blind Snake

Through Blind Snake, participants collaborate in silence, relying on each other and interpreting signals effectively, strengthening their non-verbal communication skills. It also highlights the importance of delivering clear messages, as unclear communication can lead to confusion and chaos.





### Equipment:

- Blindfolds
- Objects to be collected (e.g., balls, boxes, plastic bottles, cones, markers).

### How to Play:

- Divide participants into teams of 5-7 players.
- Each team stands in a straight line, forming a “snake”.
- All players are blindfolded, except for the last person in line, who serves as the guide.
- The first player in line is responsible for picking up the objects.
- Teams cannot speak, so they must agree on a system of non-verbal signals before the game starts.
- Teams have 3 minutes to develop a strategy on how to communicate without speaking.
- At the coach’s signal, teams begin moving, using their silent communication to navigate and collect items.
- Teams have 5 minutes to gather and return as many objects as possible, carrying only one item at a time.
- Once an item is brought back to their house:
- The last player closes their eyes, and the first player becomes the new guide. This rotation continues with each new item collected.
- The team that collects the most objects wins.

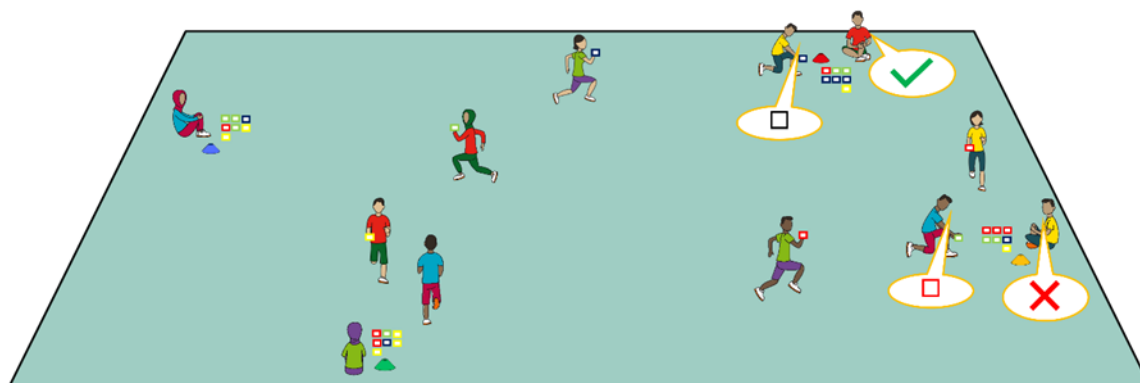
### Tips:

- For safety reasons, the guide from each team can speak if they see a risk, shouting “STOP” to halt all movement. The coach can also call a stop if necessary. The game resumes when the coach signals “START” after eliminating the risk.
- Players must keep their eyes closed even when at the base, except for the first player in line, who acts as the guide.
- If teams struggle to navigate, pause the game and allow extra time for strategy discussions before restarting.
- Play a second round if needed, giving teams more time to refine their communication and coordination.

Develops non-verbal communication skills as participants rely on gestures and movement cues to navigate. Enhances verbal communication as teams must discuss and strategize how to move effectively without speaking.

### Communication is like a Puzzle

This game showcases the importance of communication in exchanging information, ideas and thoughts between individuals or groups. Participants will need to utilize their communication skills to successfully negotiate with other teams.







### Equipment:

- Puzzle pieces (one unique puzzle per team).
- Cones to mark each team's "house".

### How to Play:

- Divide participants into groups of 3-4 players.
- Each team receives a set of mixed puzzle pieces, with the same number of pieces (e.g., 12 pieces) belonging to different puzzles.
- The goal is to complete one of the puzzles by exchanging pieces with other teams through effective communication.
- Teams have 2 minutes to examine their puzzle pieces and discuss their strategy (no trading of pieces allowed during this time).
- After the discussion, teams have 5 minutes to exchange puzzle pieces with other teams.
- A team must always have one player at their house for exchanging pieces.
- The runner(s) can only carry one puzzle piece at a time to exchange.
- The team that finishes first wins. If no team finishes within the time limit, the team with the most complete puzzle wins.
- The round continues until the timer runs out, even if some teams finish early.

### Tips:

- Encourage players to use verbal communication to convince opponents to trade puzzle pieces.
- Observe participants to identify both positive and challenging communication moments for later discussion.
- The puzzle images can be pictures, graphics, or visuals related to a learning objective (e.g., a person in a wheelchair playing basketball, if an inclusive mindset shall be promoted). This can then also be used as a starting point for a follow-up discussion.

Enhances verbal communication skills as participants need to negotiate and convince others to successfully exchange puzzle pieces. The game also encourages adaptability and problem-solving as teams need to adjust their approach based on how their initial strategy unfolds during the game.

## ➤ 6.2.4 Problem-Solving

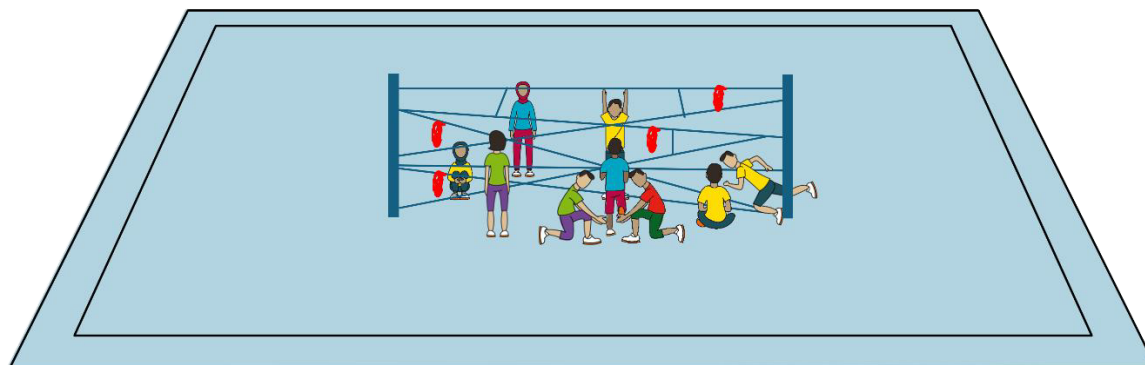
Problem-solving is the ability to find solutions when things do not go as planned. It requires critical thinking, creativity, and the confidence to face difficulties instead of avoiding them. Whether it's a conflict between teammates, a mistake during a game, or a challenge in daily life, problem-solving helps young people deal with situations in a calm and constructive way.

As they practice this skill, young people learn how to assess a problem, think through different options, and make choices that lead to positive outcomes. They can become more independent, adaptable, and resilient, qualities that help them in both personal and group settings. Over time, strong problem-solving skills allow them to take on more responsibility, contribute to solutions, and become valuable members of any team or community.

### Spider Net

Spider Net fosters foresight, problem-solving, strategy, and working as a team. Participants must collaborate, using each member's strengths and skills to succeed.





### Equipment:

- Rope
- Two posts (or equivalent)
- Bibs

### How to Play:

- Set up a 'Spider Web' using a long rope (or several shorter ones) between two sturdy posts, goal posts, or trees.
- Ensure each hole is big enough for a person to pass through, with at least one hole per participant.
- The objective is for all team members to pass from one side of the web to the other without touching the rope.
- If anyone touches the web, the "Spider" wakes up, and the team loses the game! (Do not be too strict on this)
- Each hole can only be used once. After a hole is used, it is marked with a bib to indicate it is closed.
- Teams must develop a strategy to decide how they can assist each other. Stronger players may for example lift a smaller player through the upper section of the spider net.

### Tips:

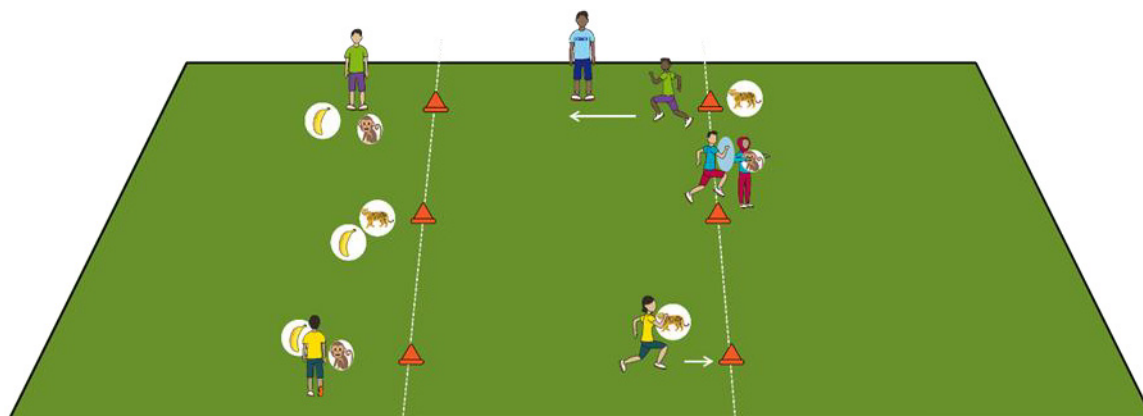
- Some participants may feel uncomfortable with physical contact. Consider playing in separate groups for male and female participants and creating lower and larger holes in your spider net for easier passage.
- If there are too many participants, create more Spider Nets and divide the group into smaller teams.
- Setting up the net can take some time. Try to prepare in advance.

Promotes problem-solving, strategic thinking and collaboration. Requires participants to plan their movements together, think the process through to the end and use their individual strengths to support one another to successfully reach a solution.

### Monkey, Tiger, and Banana

This activity also challenges participants to solve a problem and think ahead. By incorporating the problem into a relay game, it becomes engaging and adds the pressure of time. Participants must decide whether to invest time in planning first or start immediately, risking mistakes that could cost more time later.





### Equipment:

- Cones to mark the “islands”
- Symbols or objects representing the Banana, Monkey, and Tiger.

### How to Play:

- Set up the playing field with a starting point and an island about 15-20 meters apart for each team.
- Divide participants into teams of two and assign roles: one player is the Captain and the other is the Sailor.
- The goal is to transport a Banana, a Monkey, and a Tiger to the island while following specific rules:
- The boat can carry a maximum of two items (people or cargo)
- At least one person must be on the boat while crossing.
- The Monkey cannot be left alone with the Banana, or it will eat it.
- The Tiger can only be managed by the Captain. If left alone with the Sailor or the Monkey, it will eat them.
- If a team loses an object (e.g., the Monkey devours the Banana), they must start over from the beginning.
- Teams must strategize and decide whether to plan first or start immediately, balancing time and decision-making.
- The first team to successfully transport all items to the island wins. The remaining teams compete for 2nd, 3rd, 4th place etc.

### Tips:

To make crossing the “water” more engaging, you can think of different ways how they must cross the water.

### Possible Solution

- The Sailor and the Banana cross to the island.
- The Sailor returns alone to the starting point.
- The Captain and the Tiger cross to the island.
- The Captain returns alone to the starting point.
- The Captain and the Sailor cross to the island.
- The Captain and the Tiger return to the starting point.
- The Captain and the Monkey cross to the island.
- The Captain returns alone to the starting point.
- The Captain and the Tiger make the final trip to the island.

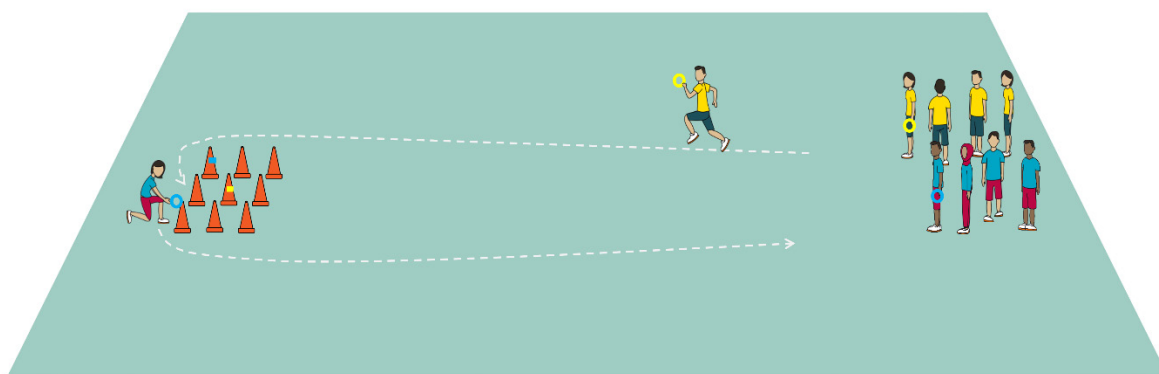




Develops problem-solving and strategic thinking both individually and as a team, as players analyse and plan their moves. Encourages time management and quick decision-making under pressure through friendly competition.

### Tic Tac Toe

Tic Tac Toe challenges players to make quick decisions under pressure, improving concentration, strategic thinking, and problem-solving, while highlighting that avoiding a decision is sometimes worse than not making the best possible choice.



#### Equipment:

- Cones
- Markers
- Bibs

#### How to Play:

- Set up a 3x3 grid of cones with a starting point about 15-20 meters away.
- Divide participants into two equal teams.
- The goal is to be the first team to place three markers in a row (horizontally, vertically, or diagonally) on the cones.:

#### For example:



- At the coach's signal, the first player from each team runs to the grid, places their marker on a cone, and runs back to tag the next teammate.
- The next player repeats the process until all three markers are placed.
- If neither team wins after placing their three markers, players must take turns moving one of their own team's markers to an empty cone until a winner is found.

#### For example:



- Play 3-4 rounds to give teams a chance to adjust and refine their strategies

#### Tips:

- Players cannot move the opposing team's markers or block their moves by waiting near the cones.
- If necessary, shuffle team members to create balanced teams and ensure fair play.
- If the number of participants is too high, divide them into four teams and play in two fields.





Encourages strategic thinking and problem-solving as teams adjust their moves during the game, while individuals must quickly come up with solutions based on the opposing team's moves. Develops quick decision-making and concentration by requiring players to think and act under time pressure.

## 6.3 GAMES TO PROMOTE SPECIFIC LEARNING OUTCOMES

While the previous section introduced games designed to help participants develop and practice fundamental life skills, this section presents four activities that focus on raising participant's awareness and understanding of more complex social issues. These games aim to

encourage young people to reflect on selected social dynamics and explore alternative courses of action, which they can then apply to their own behaviour within their local community.

- **The Inclusion Circle prompts young people to think about social inclusion and exclusion, helping them understand how even small, everyday behaviours can contribute to exclusion, and how to avoid them.**
- **The Paper Ball Rally encourages participants to recognise how prejudice and stereotypes can prevent young people from realising their potential and achieving their personal goals.**
- **The Setting Boundaries Activity helps participants identify and acknowledge their own personal boundaries while also learning to respect the boundaries of others.**
- **The Protection Tag Game reinforces the idea that everyone has a responsibility to protect more vulnerable members of society. It highlights how a safe and inclusive social environment can be fostered when individuals take responsibility within their own community and sphere of influence.**

In this section, we not only provide a description of each game but also outline the reflection process that follows. As highlighted throughout this manual, reflection is a crucial step in the learning process. The process follows the Reflect – Connect – Apply methodology described in section 4.4.3.

here can only serve as a framework. In practice, the effectiveness of the reflection process depends on the skill of the coaches, their ability to facilitate discussions, and their experience in moderation. S4D coaches develop these skills through regular practice and mentorship from more experienced colleagues.

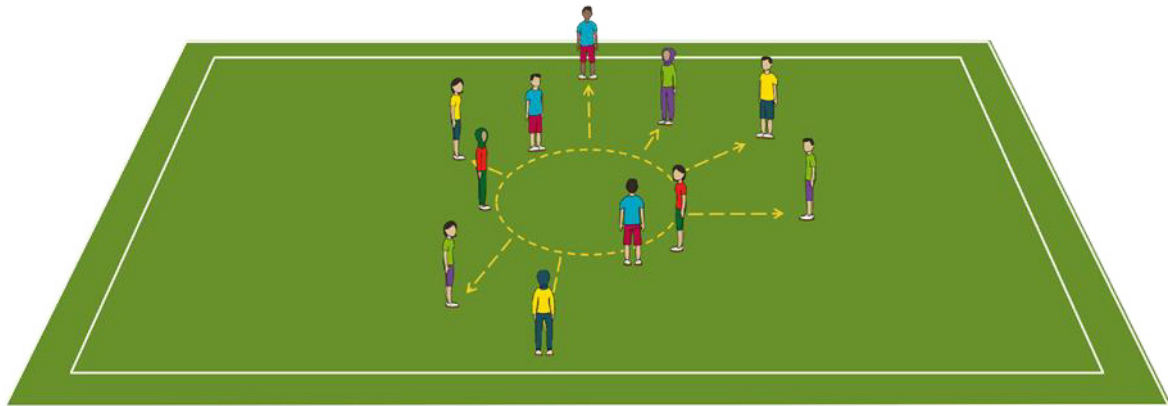
However, since discussions are always based on the specific playing outcome and the experiences and observations of the participants, the guidance provided

### » 6.3.1 The Inclusion Circle - Thinking about social inclusion and exclusion

The Inclusion Circle prompts young people to think about social inclusion and exclusion, helping them understand how even small, everyday behaviours can contribute to exclusion, and how to avoid them







### Equipment:

No equipment required.

### How to Play:

- All participants stand in a tight circle, facing one another.
- The facilitator initiates a discussion about what makes people feel safe, protected, and included in society (e.g., family, traditions, religion, friendships, encouragement, respect, and non-violent behaviours). These are the factors that help individuals feel a sense of belonging.
- In the next step, all participants close their eyes while the coach reads a series of questions related to experiences of discrimination or exclusion.
- For each question, participants who would personally answer “yes” take one step backwards.
- The facilitator asks 10–15 questions in quick succession (a list of possible questions is provided on the next page).
- After all questions have been asked, participants open their eyes. By this point, they will likely notice that they are no longer standing in a tight circle but rather spread apart, visually illustrating the impact of exclusion.

### Possible Questions (Coaches can add their own questions to the list):

- Have you ever been ignored or interrupted while speaking in a group?
- Have you ever felt excluded because you didn't share the same interests as others?
- Have you ever been criticized for the way you dress or present yourself?
- Have you ever felt left out because of the language others were using?
- Have you ever been told that a particular sport or physical activity is not for people like you?
- Have you ever been told that you can't do something because of your gender?
- Have you ever been mocked or teased for the way you look or your body shape?
- Have you ever felt judged for your family background or where you come from?
- Have you ever felt excluded because you couldn't afford to participate in an activity?
- Have you ever been made to feel that your opinion wasn't valued in a discussion?
- Have you ever felt uncomfortable because someone made a stereotype about people like you?
- Have you ever been made fun of for trying a new sport or physical activity?
- Have you ever been chosen last for a group or team activity?
- Have you ever felt unwelcome in a space because of your skin colour or accent?
- Have you ever been told that you aren't good enough because you are too young?
- Have you ever been excluded from an activity because of a physical or mental disability?
- Have you ever been laughed at because of a mistake you made in front of others?





## Reflection

Follow the Reflect-Connect-Apply structure to guide the discussion. Encourage participants to reflect on the activity, connect their experience to similar situations in sport and everyday life, and explore how they can apply their learnings in the future.

### Reflect

- How did you feel when you had to step back after a statement?
- How did the circle look before and after the questions?
- How did it feel to stand far away from the centre and from others?

Look for responses that describe feelings of being more exposed, alone, vulnerable, or less protected when positioned further from the group's centre.

### Connect:

- What situations make you feel disconnected from a group or society?
- Have you ever (perhaps unintentionally) contributed to someone feeling excluded or pushed to the margins?
- Everyone experiences exclusion at times. What helps you regain a sense of belonging and security?

Encourage responses that highlight actionable and empowering strategies against discrimination and exclusion, such as participating in sports, stepping away from social media, or seeking support from friends and family.

### Apply:

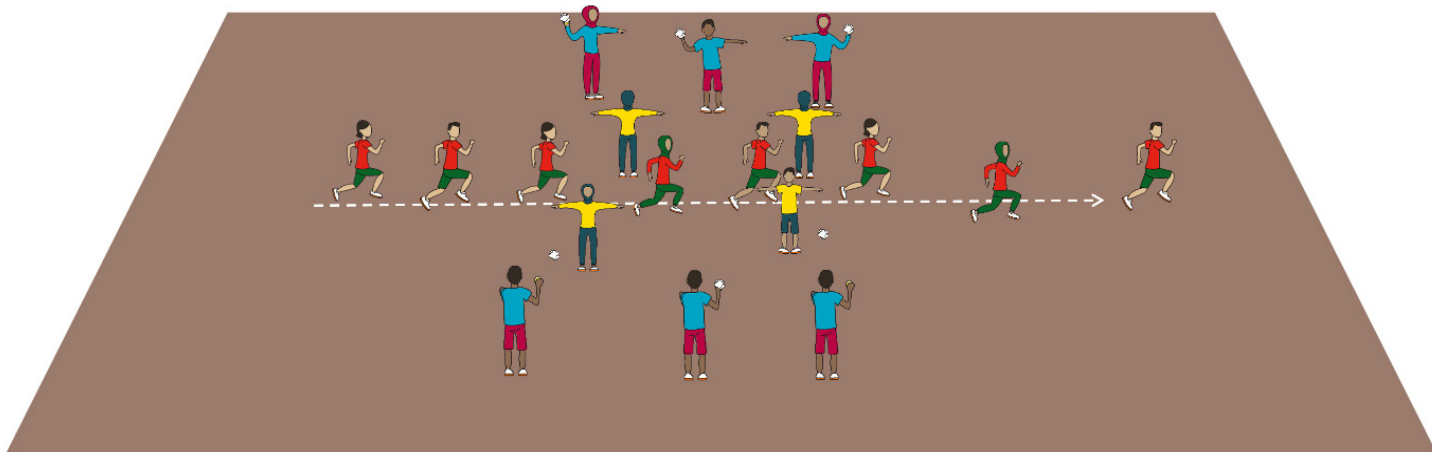
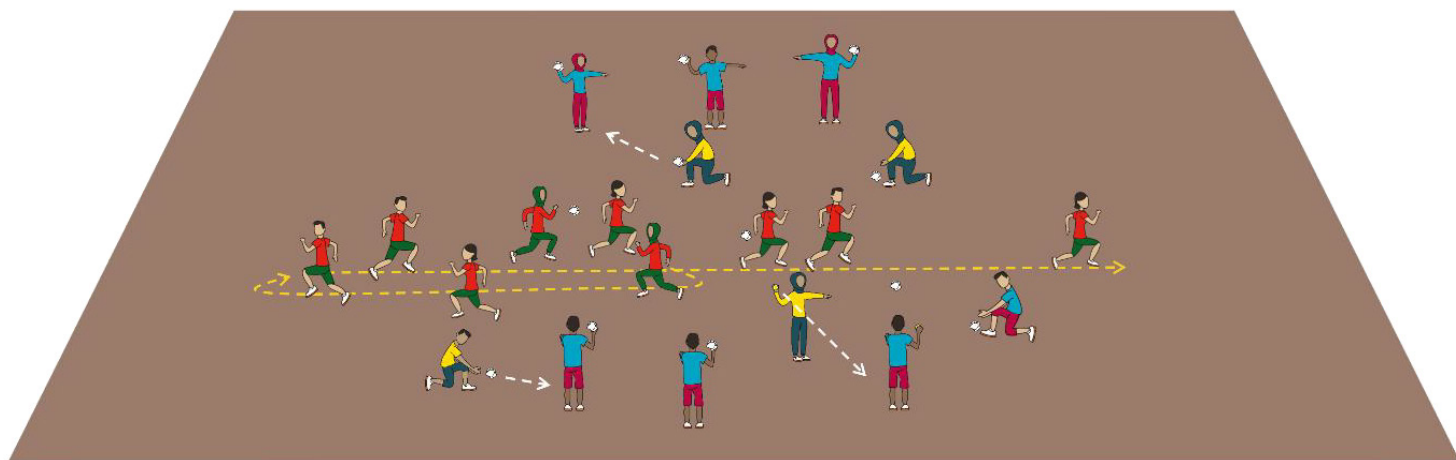
- What can you do to ensure your behaviour does not contribute to the exclusion of others?

Possible responses might include avoiding making fun of others' weaknesses, being mindful not to engage in cyberbullying or refraining from judging others without truly knowing them.

## » 6.3.2 The Paper Ball Rally - Recognising and rejecting prejudice and stereotypes

The Paper Ball Rally encourages participants to recognise how prejudice and stereotypes can prevent young people from realising their potential and achieving their personal goals.





### Equipment:

- Sheets of paper, pencils (for writing down stereotypes)

### How to Play:

- At the beginning of the game, each participant writes down common stereotypes about a particular social group. Stereotypes about women and girls for example might include that “girls are not ambitious enough in sports” or that “girls don’t understand technical problems”. These should not reflect participant’s personal beliefs, but rather widespread stereotypes and misconceptions.
- Before starting the actual game, the group may discuss which stereotypes they have written onto their papers. The sheets are then crumpled into paper balls, symbolising the stereotypes.
- Participants are divided into three groups:
  - Group 1 (Attackers): 6–8 participants.
  - Group 2 (Helpers): 3–4 participants.
  - Group 3 (Runners): All remaining participants.





### Round 1:

- The attackers stand in two parallel lines, forming a corridor.
- The runners must attempt to cross the corridor one by one, symbolising their journey towards achieving their dreams and goals.
- As they run, attackers throw the paper balls (stereotypes) at them. If hit, the runner must return to the starting point and try again.
- The helpers collect the paper balls and return them to the attackers, ensuring they always have “ammunition” to throw.

### Round 2:

The helpers’ role changes: instead of collecting paper balls, they now actively protect the runners, helping them dodge or block the stereotypes so they can reach the other side without being hit.

### Reflection

Use the Reflect-Connect-Apply structure to facilitate a meaningful discussion. Encourage participants to analyse their experiences in the game, connect them to real-world scenarios, and explore ways to challenge stereotypes and discrimination in their daily lives.

#### Reflect

- Was it easy or even possible for the runners to reach the other side in the first round?
- How did the game change in the second round?
- How did everyone feel in their different roles?

Expected observations: In the first round, runners often experience frustration as they struggle to reach the other side while being bombarded with “stereotypes” in the form of paper balls. With attackers continuously reinforcing these barriers, progress feels difficult, if not impossible. However, the dynamic changes significantly in the second round, as helpers actively step in to protect the runners, making it easier for them to move forward and achieve their goals.

For those playing the attacker role, reactions may vary, some might feel a sense of power, while others may become uncomfortable with their role in preventing others from succeeding. Conversely, the helpers often find greater satisfaction in the second round when they shift from passively reinforcing stereotypes to actively supporting others, demonstrating the power of allyship and positive intervention.

#### Connect

- What does the role of the helpers symbolise in this game?
- In this game, stereotypes about women in sport were addressed. Can you think of other examples where stereotypes impact young people’s lives?

In the first round, the helpers represent individuals who unknowingly contribute to the spread of stereotypes, picking them up and reinforcing them without realising their impact. However, in the second round, their role shifts, they become allies who actively challenge discrimination and support those affected, demonstrating how intervention can help break down barriers.

This game reflects the real-world impact of stereotypes on young people’s lives. For example, common assumptions such as “girls are not good at maths” or “boys are not creative” can limit career choices and undermine confidence, discouraging young people from pursuing their interests. Similarly, misconceptions like “people with disabilities are always dependent” can lead to unnecessary restrictions, preventing individuals from taking on responsibilities they are fully capable of handling. Recognising and challenging these stereotypes is essential to creating an inclusive society where everyone has the opportunity to reach their full potential.





## Apply

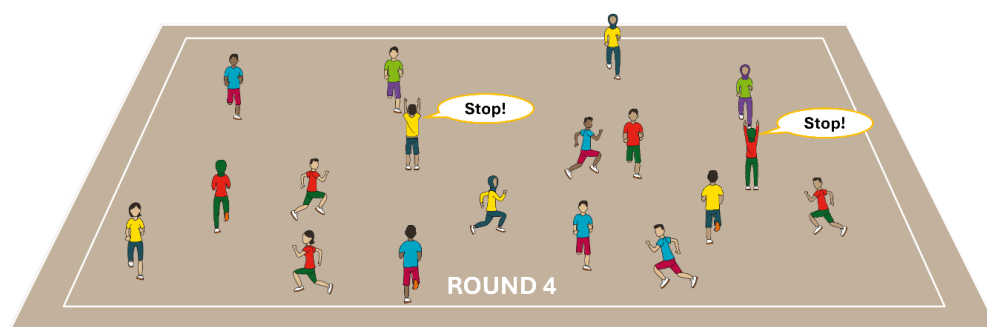
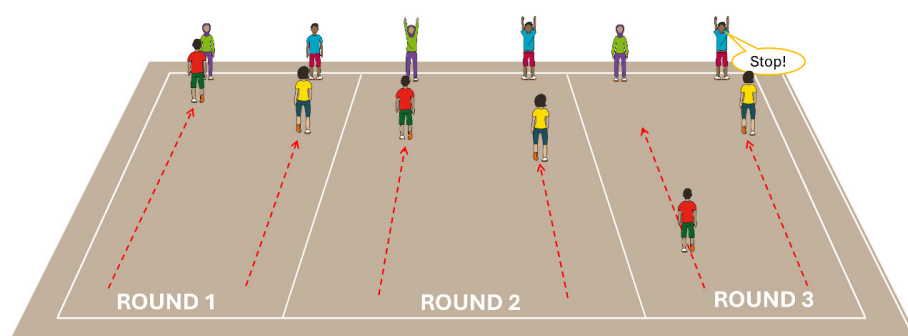
- What can young people do to avoid being “helpers” of social discrimination based on stereotypes?

Encourage participants to reflect on how they can actively challenge stereotypes in their daily lives. One way is to educate themselves about different cultures and lifestyles, allowing them to recognise and question misconceptions rather than accepting them at face value. Instead of relying on stereotypes, they should ask questions and engage in conversations to develop a deeper understanding of others.

In today’s digital world, it is also important to be mindful on social media, avoiding the spread of harmful stereotypes by thinking critically before sharing or liking content. Finally, fostering inclusivity means treating everyone as an individual, recognising their unique qualities and experiences rather than making assumptions based on identity. By adopting these approaches, young people can play an active role in promoting respect, inclusion, and equality within their communities.

### ➤ 6.3.3 The Setting Boundaries Activity - Acknowledging personal boundaries

The Setting Boundaries Activity helps participants identify and acknowledge their own personal boundaries while also learning to respect the boundaries of others







### **Equipment:**

- No equipment required

### **How to Play:**

- Participants form two parallel lines, facing each other, with a distance of 10–15 meters between them.

#### **Round 1:**

- On the coach's signal, participants from one line walk towards their partner until they personally feel uncomfortable going any further.
- When they reach their limit, they stop marking their personal boundary.
- After completing the round, roles are reversed, and the other line repeats the process.

#### **Round 2:**

- The process is repeated, but this time, the waiting participant sets the boundary.
- Instead of the approaching participant deciding when to stop, the waiting participant raises their hand to indicate: "Stop, this is my limit; don't come closer."
- Roles are reversed after each turn.

#### **Round 3:**

- This round builds on the previous one, but instead of only raising their hand, the waiting participant also clearly and firmly says "Stop!" when their boundary is reached.
- Again, roles are exchanged after each round.

#### **Round 4 (Tag Game Application):**

- After a short reflection, the concept of setting boundaries is applied in a tag game.
- One or two participants are nominated as taggers, whose goal is to catch the other players.
- A player being chased can protect themselves by using the techniques learned in step 3, clearly signaling and saying, "Stop!" when they want to set a boundary.
- The tagger then decides whether the signal was convincing. If yes, they respect the boundary and move away to chase someone else. If not, they tag the runner.

### **Reflection**

Use the Reflect-Connect-Apply structure to guide participants through discussing their experiences, relating them to real-life situations, and considering how to set and respect boundaries in daily interactions.

#### **Reflect**

- Did both partners have the same personal boundary distance?
- How did it feel to set a boundary?
- Was it different to just signal a boundary compared to saying it aloud?
- Did you feel different when setting a boundary with a male versus a female partner?

Participants will likely notice differences in comfort zones, realising that not everyone has the same personal boundaries. Some may feel awkward or unsure when expressing their limits, while others may highlight that non-verbal communication is easier than verbalising boundaries. Additionally, some may reflect on how gender can influence their ease in setting and asserting boundaries.





## Connect

- Physical distance is one example of a personal boundary, what other types of boundaries exist?

Participants might identify emotional boundaries, such as choosing not to share personal information with certain people, or time boundaries, like saying “no” to excessive demands at school, work, or in social situations. This helps them recognise that boundaries are not just about physical space but also about emotional well-being and personal limits.

## Apply

- How can you set boundaries in real life to protect yourself?
- What can you do to respect other people’s boundaries?

Encourage participants to reflect on practical ways to set and respect boundaries in their daily lives. One effective approach is practising saying “no” confidently, helping individuals avoid situations where they feel pressured or uncomfortable. Additionally, using body language, such as stepping back or crossing arms, can be a subtle yet powerful way to signal discomfort. When necessary, individuals should also feel comfortable asking for space, whether in social settings or personal interactions.

Equally important is respecting the boundaries of others. This can be achieved by actively listening and acknowledging when someone expresses their limits. Observing non-verbal cues that indicate discomfort allows individuals to be more aware of others’ personal space and emotional well-being. Furthermore, it is essential to avoid pressuring others into situations they find uncomfortable, reinforcing an environment of respect and consent. Make sure the final round of the game is not misunderstood. Use it as an opportunity to discuss that even a hesitantly communicated personal boundary must be respected, and that, unlike in our tagging game, hesitation or uncertainty does not justify crossing that boundary.

By developing these skills, young people can assert their own boundaries while recognising and honouring those of others, fostering a culture of mutual understanding, respect, and consent in their communities.

## » 6.3.4 The Protection Tag Game - Protecting vulnerable members of society

The Protection Tag Game reinforces the idea that everyone has a responsibility to protect more vulnerable members of society. It highlights how a safe and inclusive social environment can be fostered when individuals take responsibility within their own community and sphere of influence.





### Equipment:

- No equipment required

### How to Play:

- The game begins with a short story describing a vulnerable person and the challenges they face in their environment. The story can be adapted based on the group's context.

**Story Example:** “Iman is 8 years old and walks to school every morning. Her journey is not always easy. The neighbour's dog barks loudly, scaring her a lot. She has to pass through dark alleys that make her feel uneasy and sometimes, people stare or make her feel uncomfortable. The most difficult part is entering the schoolyard, where some older boys always tease her, making her nervous about going to school.”

But Iman is not alone. Her parents make sure she's safe as she leaves the house and passes the barking dog. Her friends often walk with her and help her feel braver. At school, teachers support her and try to stop the teasing. People in the neighbourhood, like Mohamed the shopkeeper, look out for her as she walks by. Even the traffic police help by making sure she crosses busy roads safely.

- 8–10 participants form a large circle, facing outward.
- One person stands in the centre, representing the vulnerable individual who needs protection.
- Another participant is chosen as the attacker, symbolising potential dangers or threats.
- The circle players do not hold hands, but stand with their arms extended to the sides, close enough to create a protective barrier.
- The attacker tries to pass through the gaps to tag the vulnerable person in the middle.
- The circle players can move sideways to close gaps — a light touch on the attacker is enough to stop their advance. No other physical contact is allowed.
- As the game progresses, participants are gradually removed from the circle one by one, while the circle remains the same size, leading to bigger gaps between players.
- This makes it increasingly easier for the attacker to breach the circle and eventually tag the vulnerable person.

### Reflection

Use the Reflect-Connect-Apply structure to facilitate a meaningful discussion on community protection, collective responsibility, and social resilience.

#### Reflect

- How difficult was it for the attacker to break into the circle at the beginning?
- How did this change as the game progressed?

Participants will likely observe that at the start, the circle was strong, with enough players to effectively block the gaps by shifting slightly. However, as more players were removed, the circle weakened, gaps grew larger, and fewer defenders remained. While the remaining defenders may compensate by working harder, at some point, it becomes easy for the attacker to break through and reach the vulnerable person in the middle.





## Connect

- How does the removal of players from the circle relate to real-life situations?
- Can you think of other examples where a community protects someone who is vulnerable?

In real life, the fewer people who stand up to protect or support someone, the more vulnerable that person becomes. If a community withdraws its support, whether out of indifference, fear, or external pressure, the individual is left without protection, making them more susceptible to harm or exclusion.

This situation can be observed in many aspects of daily life. For example, a student experiencing bullying at school may find relief if classmates intervene, but if they choose to remain silent, the bullying may escalate. In a broader social context, marginalised groups often rely on community advocacy to defend their rights and ensure they are not further isolated or discriminated against. These examples highlight the crucial role of collective responsibility in creating safe and inclusive environments.

## Apply

- What personal lessons can you take from this game?

Encourage participants to reflect on the power of standing together to protect those who need help. Even if only one person steps in to defend someone, it can make a significant difference. This activity should serve as a reminder to actively support and protect others when witnessing vulnerable situations, fostering a sense of social responsibility and solidarity.

# 6.4 TEAM SPORTS

Team sports such as football, handball or basketball hold a unique place within Sport for Development due to their widespread popularity and universal appeal. Their broad recognition makes them easy to introduce across different communities, encouraging cross-cultural engagement and providing a shared language through sport. Beyond physical fitness, team sports create an ideal environment for young people to develop essential personal and social capacities.

Participating in team sports naturally fosters communication, cooperation, and collaboration, helping individuals feel connected to others and strengthening their sense of belonging. Through shared goals and teamwork, young people can develop empathy and concern for others, while the

experience of working together cultivates their ability to build positive relationships.

By facing challenges and striving towards common objectives, participants enhance their competence, learning to manage tasks effectively both on and off the field. Successes and setbacks alike contribute to building confidence, encouraging young people to step outside their comfort zones.

Moreover, adhering to rules, respecting coaches and referees, and taking responsibility for one's actions reinforces key ethical values, supporting the development of character. Opportunities to take on leadership roles, resolve conflicts, and make decisions further strengthen decision-making skills and resilience.

However, to fully harness their potential, team sports must be played as part of a long-term and regular S4D programme. Ideally, activities should take place within a stable or fixed group of young people, ensuring continuity and fostering deeper social bonds over time. Occasional opportunities for friendly competition, such as games or tournaments, can further motivate participants and provide additional learning experiences related to sportsmanship and teamwork.

For the games included in this manual, we have made a deliberate selection based on both their relevance and adaptability for S4D contexts:





- Football has been chosen as it is the most well-known and universally recognised sport, making it easily accessible and familiar to most youth.
- Ultimate Frisbee, on the other hand, is likely new to many young people in Egypt. Yet, this unfamiliarity can be seen as an advantage. It is not yet labelled as typically male or female and offers unique elements that make it highly inclusive and applicable for S4D, such as self-refereeing and mixed-gender play.
- Finally, we have included Goalball, a sport specifically developed for individuals with visual impairment. By introducing Goalball, we aim to raise awareness of adaptive sports and promote the concept of reverse integration, as the game can be enjoyed by all, regardless of ability, fostering empathy and breaking down barriers.

## 6.4.1 Football

Football is a globally loved team sport where two teams of eleven players compete to score goals by getting the ball into the opponent's net. Players use their feet, head, or body to control and pass the ball, while goalkeepers are the only ones allowed to use their hands. The game is fast paced, requiring teamwork, strategy, and technical skills to break through defenses and create scoring opportunities.

### Why use Football as a Teamsport in Sport for Development?

Football is one of the most effective and versatile tools within Sport for Development programmes. Its universal accessibility, engaging nature, and ability to foster essential life skills make it particularly well-suited for reaching diverse groups of young people in a variety of settings.

As the world's most popular sport, football enjoys widespread recognition and is understood across almost every culture. It requires only a ball and an open space, making it highly adaptable and accessible, even in communities with limited resources. This simplicity allows football to bring together young people from different backgrounds, promoting cross-cultural exchange and social inclusion.

At its core, football inherently encourages teamwork and cooperation. Success on the pitch depends on effective communication, mutual support, and collaboration, all of which translate into valuable life skills beyond the game. Participants learn to work together towards shared goals, strengthening their ability to function as part of a group.

Football also provides an ideal platform to instil important values such as fair play, respect, and discipline. However, these qualities do not always emerge automatically. Given the competitive nature of the sport, tensions and disagreements may arise. It is therefore essential for coaches to guide players, reinforcing the principles of sportsmanship and conflict resolution. Through structured play and clear expectations, football offers young people opportunities to learn how to manage disputes constructively, developing the ability to respect teammates, opponents, and authority figures both on and off the field.

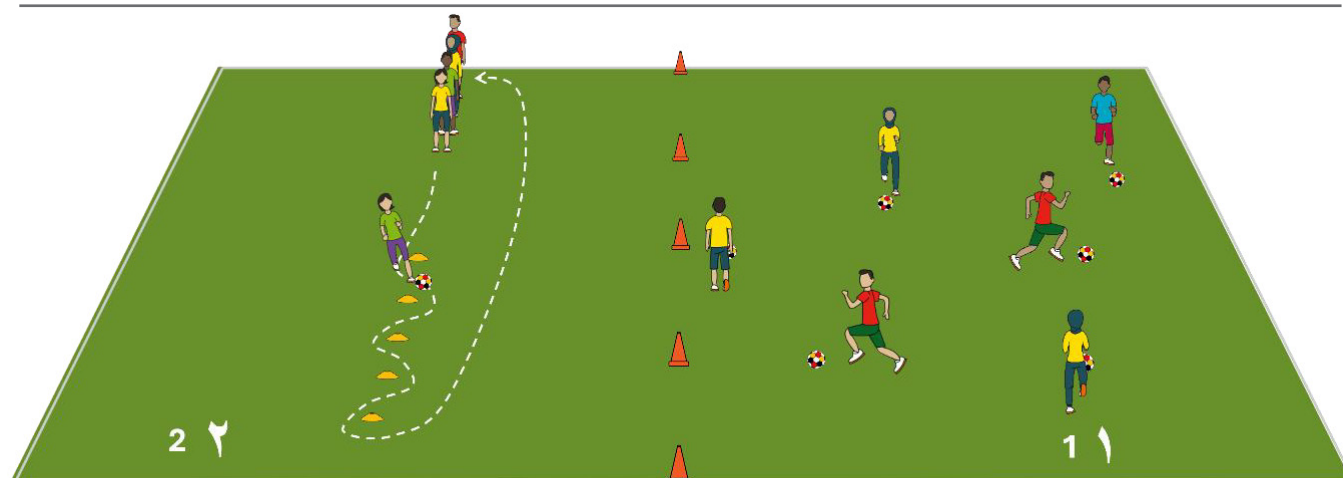
### Football - Lead-Up Games

#### Dribbling on my Field

In this activity, participants get familiar with the ball as they practice dribbling, one of the core technical skills in football.







### Equipment:

- Cones
- Footballs

### How to Play:

- Begin by introducing the football as the central piece of equipment and explain that the upcoming activities will focus on learning basic technical skills required to play the game.
- Participants will practice key elements such as passing, dribbling, safe ball handling, and movement. These skills will then be applied in small-sided games that gradually build up to a full football match.
- Always demonstrate each technique clearly before asking participants to try it themselves. This helps ensure understanding and encourages correct execution.

### Round 1:

- Each participant has a football and dribbles freely around the playing area at their own pace
- Encourage players to use different parts of their feet (inside, outside, sole) to control the ball, following the demonstration given at the start.
- Focus on keeping the ball close while moving.
- There are no obstacles or defenders, allowing players to get comfortable with the ball. However, they should stay aware of others in the field to avoid collisions.

### Round 2:

- Each participant has their own football and dribbles freely around the playing area at their own pace.
- Encourage players to use different parts of their feet — the inside, outside, and sole — to control the ball, as demonstrated at the start.
- The focus should be on keeping the ball close while moving, to develop control and coordination.
- There are no obstacles or defenders in this activity, allowing players to build confidence with the ball. However, they should stay aware of others to avoid collisions.

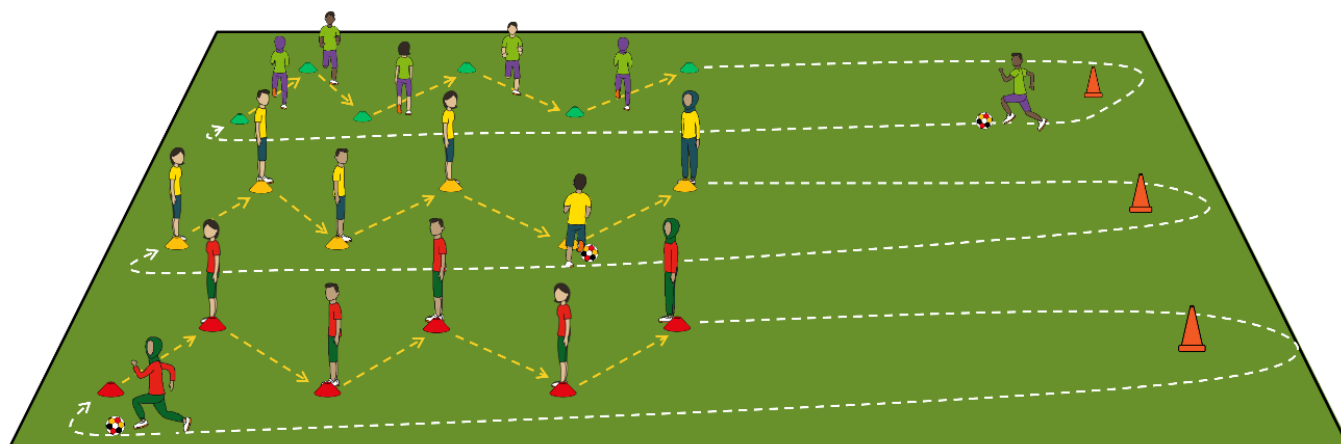
### Tips:

Give players enough time to get comfortable with the technique and avoid rushing them into the next round.

### Passing and dribbling around

In the “Passing and dribbling around” drill, participants practice short distance passing while continuing to develop their dribbling skills. Firstly, they move at their own pace but also experience performing these techniques under time pressure.





### Equipment:

- Cones
- Footballs

### How to play:

- Divide participants into teams of 5-6 people.
- Set up cones in a zig-zag formation, for each team, spaced 3-5 meters apart, with one player positioned behind each cone.

#### Round 1

- The first player starts by passing the ball diagonally (zig zag) through the group to the next player.
- The ball continues moving in a zig-zag pattern until it reaches the last player.
- The last player dribbles the ball around a cone positioned 5 meters away and returns to the starting position.
- While the last player is dribbling, the rest of the group moves forward one cone, making space for the returning player to take the last spot.
- The next sequence starts again with the new first player.
- Players focus on accuracy over speed, ensuring clean passes and controlled dribbling.
- Let the participants practice for a few minutes to get comfortable with the movement and coordination.

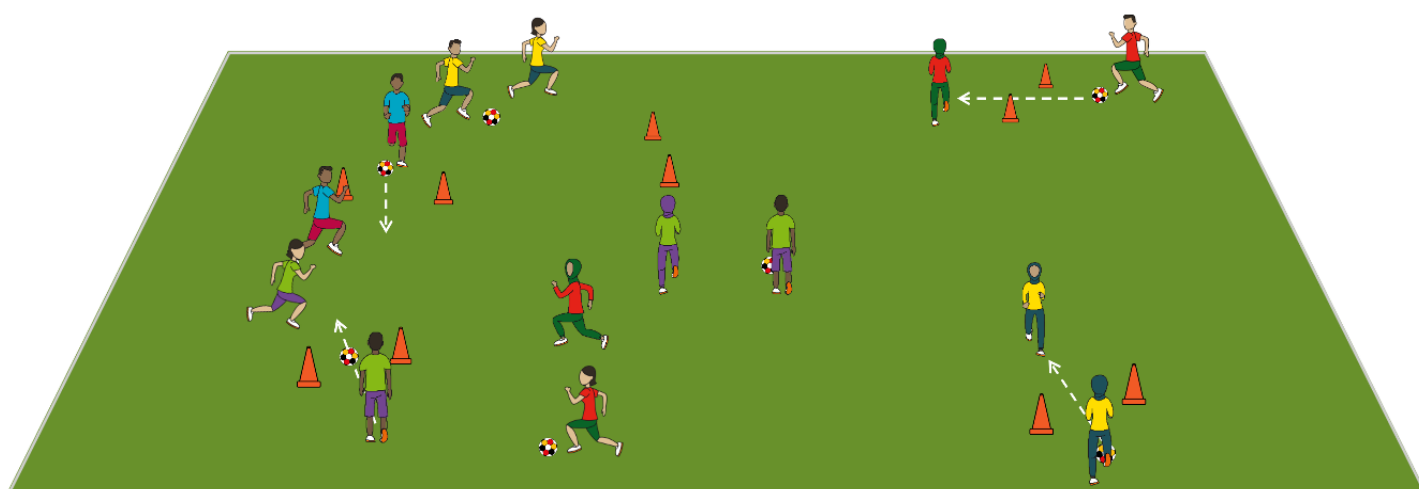
#### Round 2:

- The game now becomes a race against time.
- Teams compete to complete as many successful dribbles behind the cone as possible within a set time (e.g., 3-5 minutes).
- Each completed dribble counts as one point.
- Players should still prioritize accuracy and control, but now they must also increase their passing and dribbling speed.

### Gates Passing

The Gates Passing activity is designed to help participants to understand movement and creating space around the field, a key part of football, while also practicing dribbling and accurate passing.





#### Equipment:

- Cones
- Footballs

#### How to Play:

- Set up small cone gates around the playing area, each approximately 1–2 meters wide.
- Divide players into pairs, with one ball per pair.
- Partners pass the ball to each other through different gates while moving continuously around the field.
- Players are not allowed to pass through the same gate twice in a row — this encourages movement and variation in passing direction.
- Each successful pass through a gate earns one point, and players must count their points aloud as they go.
- Both players must remain active: the player with the ball dribbles briefly before passing, while the partner moves into space to receive the pass.
- Play two rounds of approximately 5 minutes each.

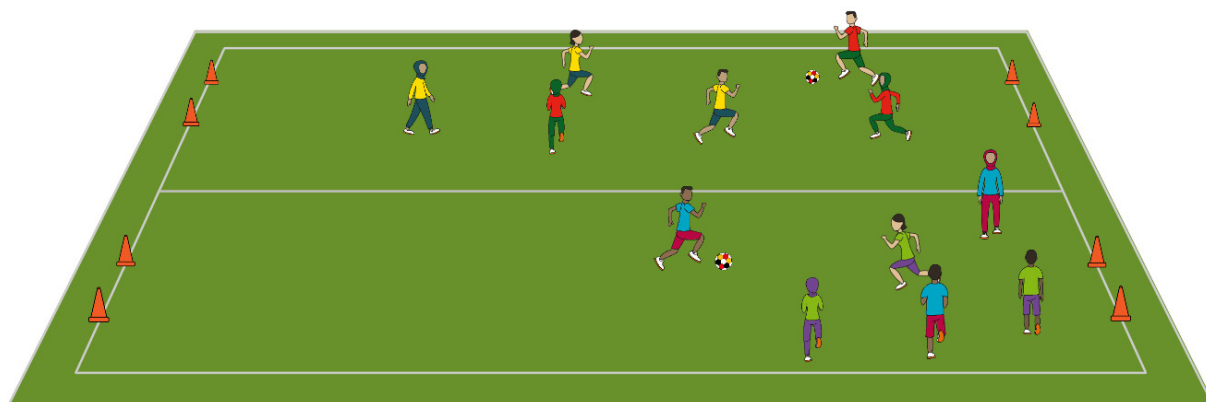
#### Tips:

- Adjust the size of the gates to make passing more or less challenging, depending on players' skill levels.
- If the activity becomes too easy, introduce pairs of defenders who try to block passes. Attacking pairs then aim to complete as many successful passes as possible while avoiding the defenders.

#### 3 vs 3 Mini Matches

At this stage of the lead-up process, participants start playing football and become familiar with the game's basic rules, while practicing key skills such as dribbling, passing, scoring, and creating space. These mini matches are characterised by a high number of ball touches for each player and offer a fun and active way to reinforce both technical skills and an understanding of the rules of the game.





### Equipment:

- Cones (for goals)
- Footballs
- Bibs

### How to Play:

- Set up as many small pitches as possible (recommended size: 15m x 10m), with two goals marked by cones at each end.
- Divide players into teams of three and assign each team to a pitch. Two teams play against each other.
- If there are more teams than available pitches, play short 4-minute rounds and rotate teams to ensure all players stay active and engaged.
- If there are enough pitches for every team to play, allow matches to run longer and change team combinations after each game to give players a variety of experiences.

### Rules:

- Every coach may choose their own simple set of rules for the mini matches. The following suggestions may serve as a starting point.
- No goalkeepers. Players are not allowed to touch the ball with their hands. Any handball results in a penalty.
- No rough play. Any violent or aggressive conduct towards an opponent also results in a penalty.
- Penalties are taken from the centre of the field, with no goalkeeper.
- Teams must complete at least three passes before they are allowed to attempt a shot on goal.
- If the ball goes out of bounds, possession is given to the opposing team. Play resumes from the sideline.

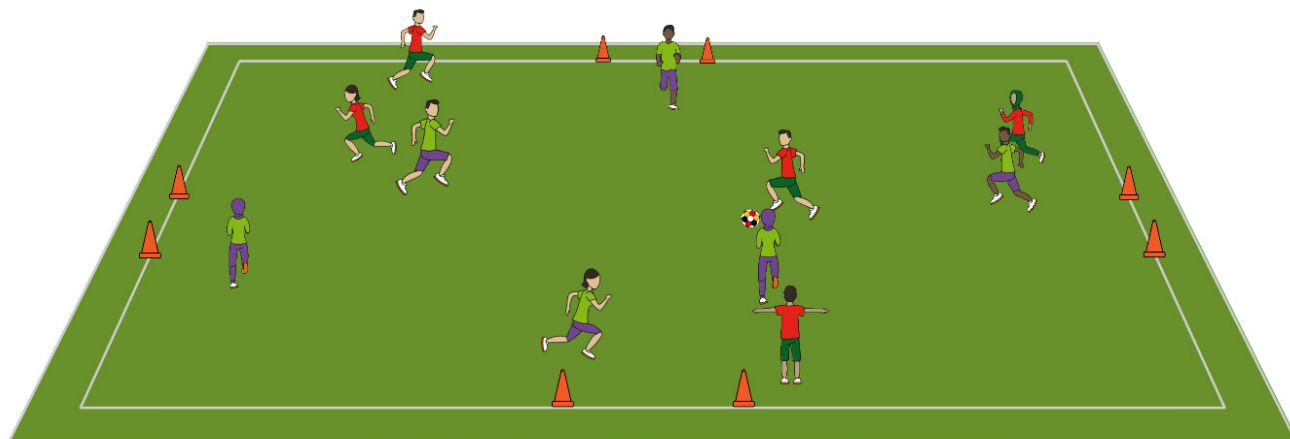
### Tips:

- Encourage simple communication, such as calling for passes, moving into space, and organizing defensive positioning.
- Make the goals bigger or smaller based on the skills of the participants.

### 4 Goals

The 4 Goals game is a lead-up activity designed to help participants develop spatial awareness and practice moving effectively within the playing area. The game encourages players to switch between attacking and defending roles, helping them understand how to react to changes in possession and positioning. At the same time, it introduces basic football principles in a dynamic and engaging way.





### Equipment:

- Cones (for goals)
- Footballs
- Bibs

### How to Play:

- Set up a small field of approx. 25m x 18m with four goals marked by cones, one in each corner of the field.
- Divide players into teams of six, with two teams competing against each other on the field.
- No goalkeepers, players focus on passing, movement, and creating space to score.
- Teams can score any of the four goals, encouraging quick decision-making, switching play, and spatial awareness.
- Play short 4-5-minute rounds and rotate teams to keep all players involved.
- Encourage communication, such as calling for passes, switching the play, and defensive organization.

### Rules:

- No goalkeepers. Players are not allowed to touch the ball with their hands. Any handball results in a penalty.
- No rough play. Any violent or aggressive conduct towards an opponent also results in a penalty.
- Penalties are taken from the centre of the field, with no goalkeeper.
- Teams must complete at least three passes before they are allowed to attempt a shot on goal.
- If the ball goes out of bounds, possession is given to the opposing team. Play resumes from the sideline.

### Tips:

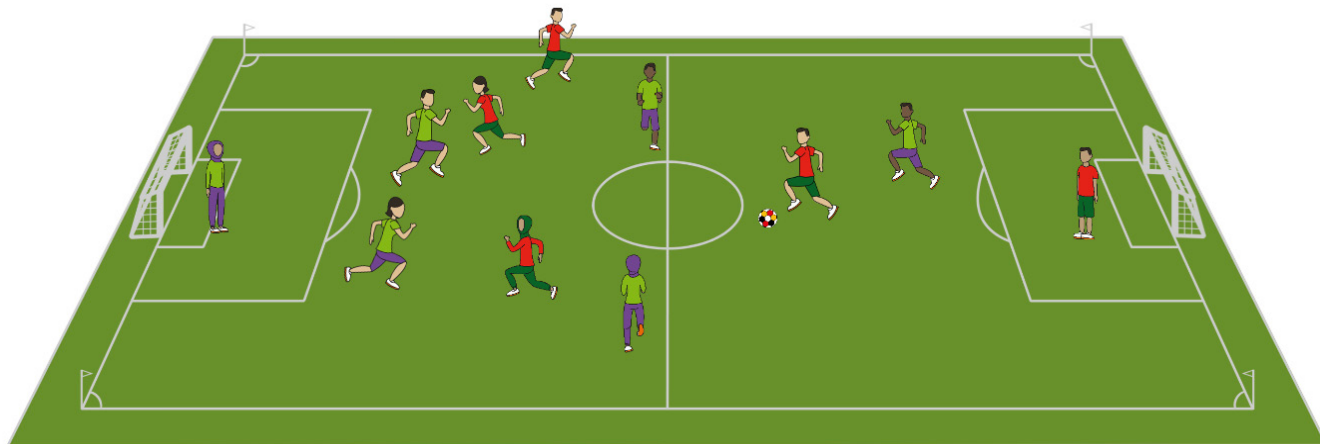
- If one team consistently dominates, mix the teams to keep matches balanced and engaging.
- Remind players to respect opponents and play with fairness and self-control.

### Football – Simplified Gameplay

After participants have gained experience with the basic techniques and rules, it's time to introduce a simplified version of Football.







### Equipment:

- Cones (for goals)
- Footballs
- Bibs

### How to Play:

- Set up a small playing field of approx. 20m x 30m with small goals and a designated goal area.
- Pitch size can be adapted to the available space.
- Divide participants into teams of 5-6 players including a goalkeeper.

### Rules:

- Goalkeeper Rule: Only the goalkeeper is allowed to use their hands, and only within the designated goal area. If the goalkeeper catches or saves a shot, or if the ball goes out over the baseline, they restart play from their area.
- Kick-In or Roll-In: When the ball goes out of bounds, the opposing team restarts play by kicking or rolling the ball back in from where it went out.
- Scoring: A goal can only be scored from within the opponent's half. After a goal, the other team restarts the game from their own half.
- No Tackling or Body Contact: Players may only intercept the ball. Pushing, holding, or any form of aggressive contact is not allowed.
- Everyone Plays / Rotates: All players should get equal playing time. If there are substitutes, rotate them in every few minutes to keep everyone involved.





## ➤ 6.4.2 Ultimate Frisbee

Ultimate Frisbee or Ultimate is an end-zone team sport, meaning two teams compete against each other with the goal of scoring by catching the frisbee disc in the opponent's end zone. Players holding the disc are not allowed to run. While the attacking team attempts to pass the disc between teammates, the defending team tries to gain possession by intercepting it or forcing it onto the ground or out of bounds. Body contact is not allowed, so players must use their legs and brains to find a solution.

### **Why use Ultimate Frisbee as a Teamsport in Sport for Development?**

Ultimate Frisbee is an excellent addition to any Sport for Development (S4D) programme, offering a highly adaptable, inclusive, and values-driven team sport. Its unique features make it especially effective for engaging diverse participant groups while promoting fairness, cooperation, and mutual respect.

One of the standout aspects of Ultimate Frisbee is its accessibility and adaptability. The equipment—a simple Frisbee disc—is likely unfamiliar to most participants, allowing everyone to learn something new together, regardless of prior sports experience. The game can be easily adjusted to suit local conditions, group sizes, and varying skill levels, making it a practical option in different settings.

A key characteristic of Ultimate Frisbee is its non-contact nature. Physical contact is considered a foul, ensuring that the game remains safe for participants of mixed physical abilities, genders, and backgrounds. This encourages inclusive participation while minimising the risk of injury.

The sport also incorporates a person-to-person defence strategy, where each player is responsible for marking a specific opponent with similar abilities. This approach ensures that everyone is involved and allows for equitable matchups, making it easier to integrate players of different athletic levels and genders in the same game.

Additionally, Ultimate Frisbee promotes equal participation through regular substitutions. After each point—typically lasting two to five minutes—players can be swapped freely, allowing larger groups to receive equal playing time and giving every player the chance to rest as needed.

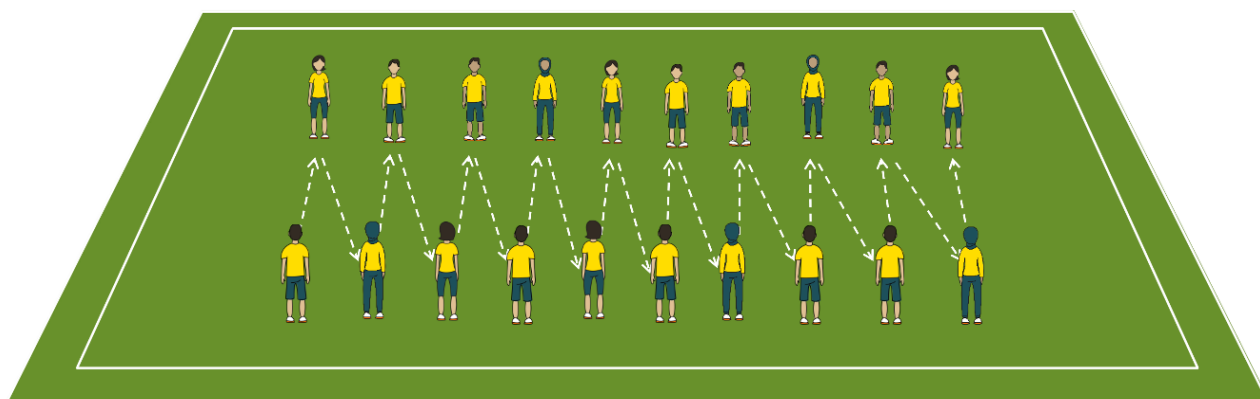
Perhaps most importantly, Ultimate Frisbee is renowned for its commitment to the Spirit of the Game. There are no referees; instead, players are responsible for enforcing the rules and resolving conflicts on their own. This emphasis on fairness, sportsmanship, and self-regulation provides a powerful platform for teaching young people how to manage disputes respectfully and calmly, both on the field and in daily life.

### **Ultimate Frisbee - Lead-Up Games**

#### **Introduction to Frisbee Disc, Throwing, and Catching**

In this game, participants learn about the frisbee disc, understand the basic elements of throwing and catching.





### Equipment:

- Frisbees

### How to Play:

- Gather Participants in a Circle, Introduce the frisbee disc as a new piece of sporting equipment. Explain that they will learn how to throw and catch safely and play small games leading up to Ultimate Frisbee.

### Throwing Mechanics:

- Arrange participants in a throwing corridor (as shown in the illustration).
- Demonstrate the backhand throw, explaining its key elements:
- For the grip, imagine holding a suitcase. The upper side of the frisbee disc should face the leg of the person holding it.
- For the wind-up, move the right foot to the left side (for right-handed throwers) and turn the body, looking over the right shoulder to see the partner to whom the frisbee will be thrown. This position creates space in front of the stomach to move the frisbee disc.
- Next, imagine there is a rope from the frisbee disc to the partner in front; the disc should move along that line.
- To release the disc, swing your wrist quickly with the back of your hand leading the movement.
- At the end of the throw, the hand should point toward the partner receiving the frisbee.
- Participants practice the movement without a disc while the coach reinforces the sequence:
- “Suitcase grip – step out – follow the rope – snap the wrist – point your partner.”

### Catching Mechanics

- Before introducing the frisbee disc, explain the sandwich catch technique:
- Hold arms slightly bent in front.
- Imagine hands as two pieces of bread and the frisbee as a slice of cheese.
- Move the body so the frisbee flies toward the middle of the body.
- Snap hands together to catch it safely.
- Participants practice throwing and catching without a frisbee before progressing to real throws.

### Throwing and Catching Drill

- With only one frisbee for the whole group, the first person calls their partner’s name and throws the frisbee.
- The partner catches it, calls the next person’s name, and throws it to them.
- The coach gradually introduces more frisbees as participants become more comfortable or divides the group into smaller sections.



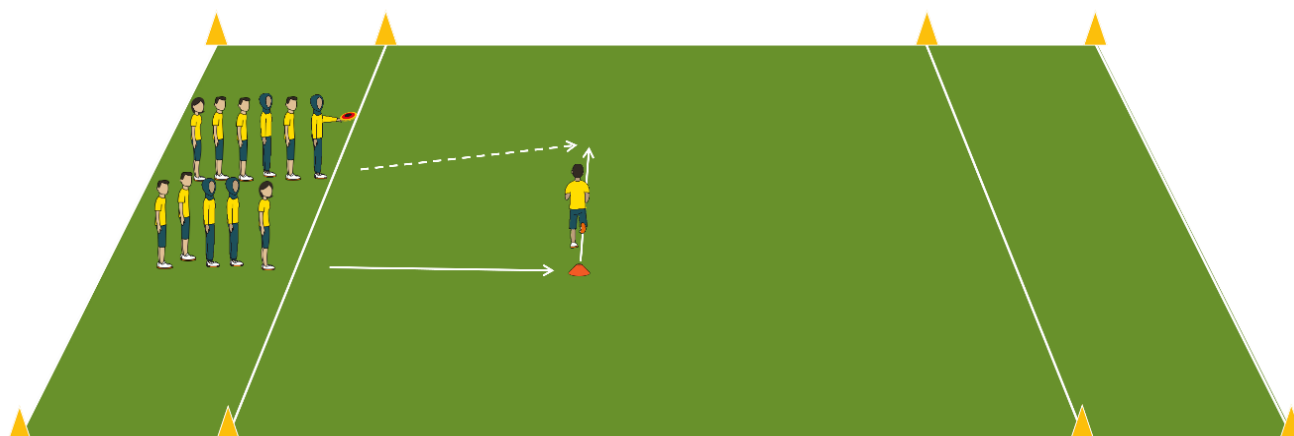


### Tips:

This drill serves as a lead-up game where the participants learn the basics, so start slow, and gradually increase the speed as the group gains confidence.

### Throw – Run – Catch

In throw-run-catch, participants practice throwing to a moving target, catching while in motion, and demonstrating their ability to time their throws and runs effectively



### Equipment:

- Frisbees
- Cones

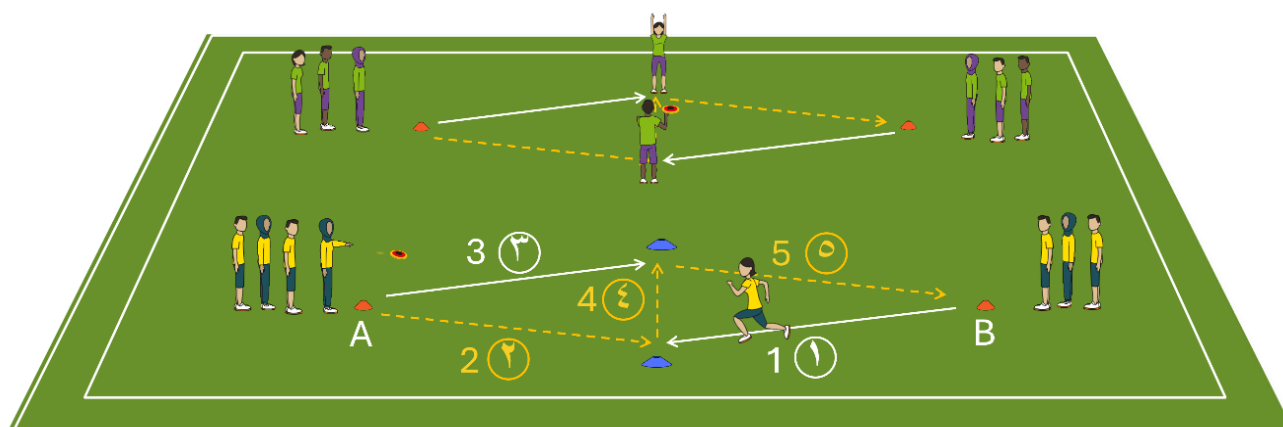
### How to Play:

- Divide the group into two lines:
- The right line consists of the runners.
- The left line consists of the throwers.
- The runner starts by running toward a cone, changes direction, and attempts to catch the disc while running.
- The thrower aims to throw the frisbee a few meters ahead of the runner, allowing them to catch it in stride.
- After completing their turn, the runner moves to the back of the throwing line and the thrower moves to the back of the running line.

### Ultimate Frisbee Relay

In the relay, participants practice throwing accurately to a moving target, catching while in motion, and coordinating their movements to keep the frisbee in play.





### Equipment:

- Frisbees
- Cones

### How to Play:

- Divide participants into two groups.
- Place two cones (A and B) approx. 15-20 meters apart.
- Groups are lining up behind cone A and B.
- The first player at cone A starts with the frisbee, while the first player at cone B begins running towards the middle.
- The thrower at cone A aims to release the frisbee early, allowing the runner to catch it near the halfway point.
- After throwing, the player at cone A also moves forward to the middle, receives a short pass back from the runner, and then throws the frisbee to the next player in line at cone B.
- Both players move to the back of the opposite line, and the sequence continues.
- A round is completed when the starting thrower returns to their original position.

### Tips:

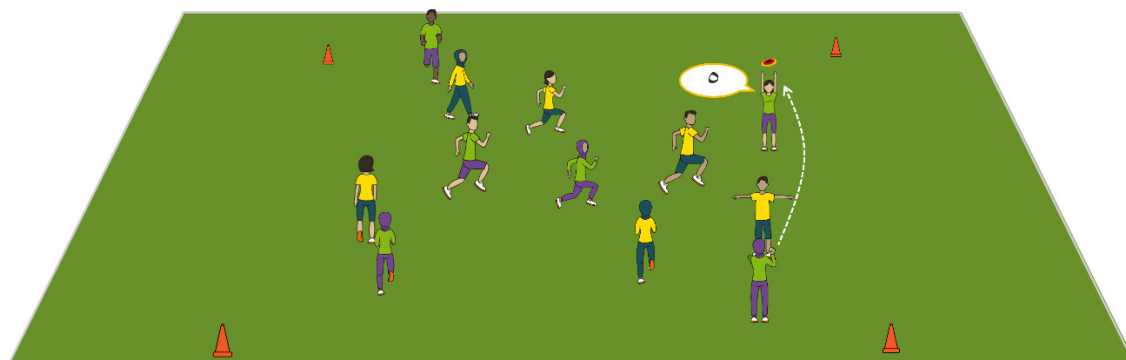
- Encourage throwers to challenge themselves by throwing the frisbee early, so the runner catches it in stride.
- Remind participants to stay focused after catching, as rushing can lead to inaccurate throws.

### Keep it alive!

Keep it alive, is a lead up game where participants understand some of the most important rules of the Ultimate Frisbee in a fun and friendly competitive way.







### Equipment:

- Frisbees
- Bibs
- Cones

### How to Play:

- Set up a playing field of approx. 10 x 15 meters.
- Divide participants into two teams of 4-5 players each
- If space and frisbees are available, set up multiple fields for larger groups

#### Round 1:

- Each team receives one frisbee and wears matching bibs or vests to distinguish themselves.
- At this stage, the teams are not competing against each other — they simply share the same playing field.
- Players pass the frisbee within their own team. The aim is to keep the frisbee in the air for as long as possible while players continuously move around the field.
- A player holding the frisbee may not run with it and must pass it to a teammate.
- One point is awarded when a team completes seven consecutive passes without the frisbee touching the ground.
- Passes only count if players call out the numbers loudly ("1, 2, 3 ... 7"). If the frisbee drops, the count resets to zero.
- Teams must stay within the field and move and pass around the other team to maintain possession.

#### Round 2:

- In Round 2, the objective remains the same: keep the frisbee in the air and complete seven consecutive passes without dropping it. However, this time, both teams are competing against each other.
- Team A starts on offence and has possession of the frisbee, while Team B begins on defense, attempting to gain control of the disc.
- A player in possession of the frisbee may not run with it and must pass to a teammate. If a team successfully completes seven uninterrupted passes, they score one point.
- Possession changes to the other team if:
  - o A player runs with the frisbee.
  - o The frisbee falls to the ground.
  - o The frisbee is intercepted by the opposing team.
  - o The frisbee is thrown out of bounds.
  - o A player holds the frisbee for more than 10 seconds without passing.





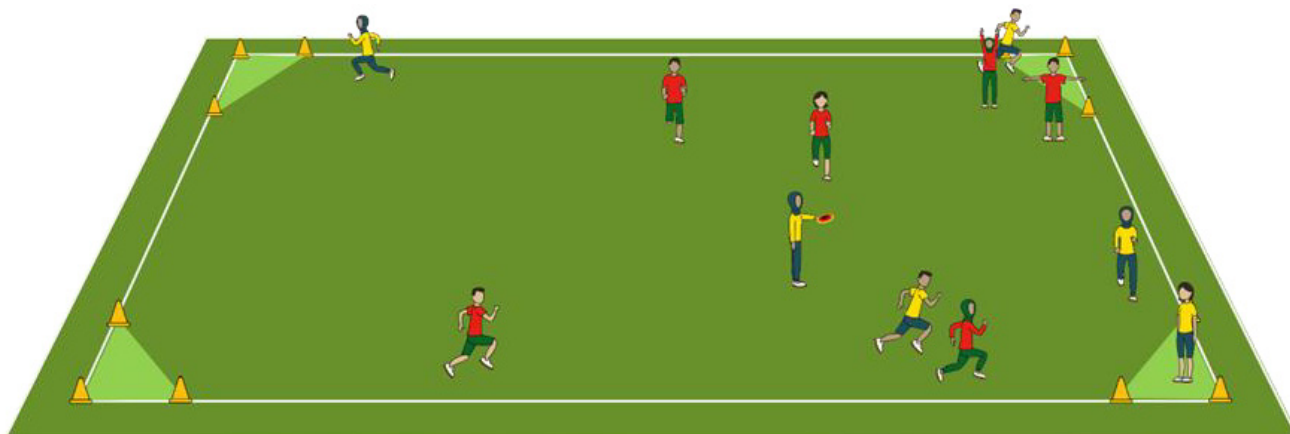
- If a defender touches but does not catch the frisbee before it hits the ground, the attacking team stays in possession.
- When the possession changes to the other team, the pass count resets to zero.
- Defense is allowed, but the defender must stay one arm's length away from the opponent. Physical contact is strictly prohibited. Violating these rules results in a foul, and a foul deducts one point from the team responsible.
- The first team to reach three points wins the round.

#### Tips:

- Encourage players to stay active and move strategically to keep the frisbee in play.
- Remind participants to communicate clearly and call out the pass count loudly.
- Adjust the target number of consecutive passes based on the players' skill level

#### 4 Corners – 0 fouls

4 Corners – 0 Fouls is a lead-up game that helps participants better understand frisbee rules, including scoring and defensive play.



#### Equipment:

- Frisbees
- Bibs
- Cones

#### How to Play:

- Set up a larger rectangular field with three cones in each corner to mark small triangular zones.
- The larger the corner zones, the easier it is to score a point.
- Divide participants into two teams of 4-6 players.
- Catching the frisbee inside any of the corner zones earns one point and the goal is to score as many points as possible.

#### Rules:

- A player in possession of the frisbee may not run with it and must pass to a teammate.
- Attacking players may enter the corners for up to 3 seconds in order to receive a pass and score a point.
- Defenders must stay at least one arm's length away from the player with the frisbee.





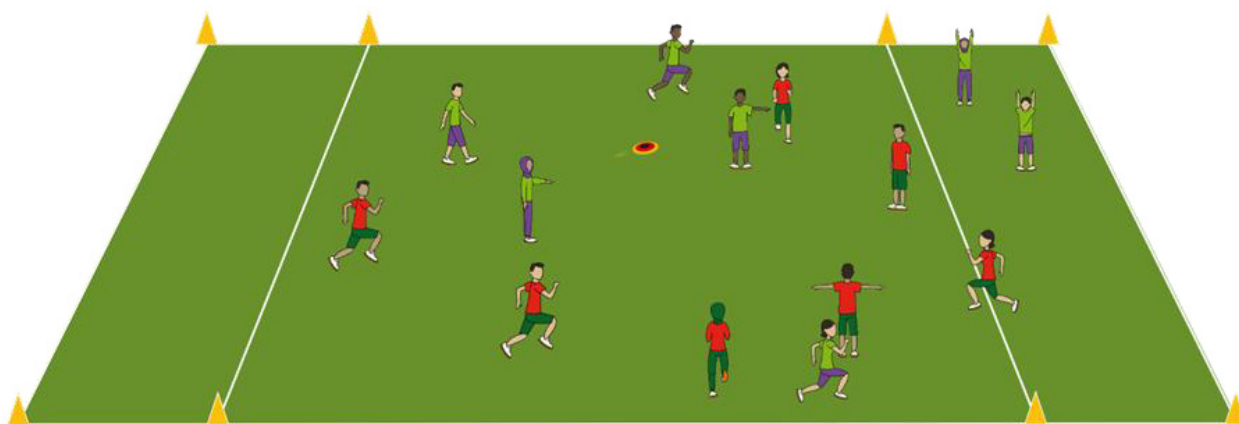
- Possession changes to the other team if:
  - o A player runs with the frisbee.
  - o The frisbee falls to the ground.
  - o The frisbee is intercepted by the opposing team.
  - o The frisbee is thrown out of bounds.
  - o A player holds the frisbee for more than 10 seconds without passing.
- If a defender touches but does not catch the frisbee before it hits the ground, the attacking team stays in possession.

#### Tips:

- If the group is large, set up two fields or create a substitution zone where players can tag in by high-fiving a teammate.
- If defenders crowd the corners, increase the size of the scoring zones to maintain fairness and gameplay flow.

#### Ultimate Frisbee – Simplified Gameplay

After participants have gained experience with the basic techniques and rules, it's time to introduce a simplified version of Ultimate Frisbee.



#### Equipment:

- Frisbee
- Cones to mark the field and end zones
- Bibs or Vests to mark the teams.

#### How to Play:

- Set up an Ultimate field with two end zones.
- Divide participants into teams of 6-7 players.
- Adjust the field size based on the available space but ensure the end zones are at least 5 meters deep and the total playing field is 20 meters. If space is limited, reduce team sizes accordingly.
- The objective is to catch the frisbee in the opposing team's end zone to score points.

#### Rules:

- No running with the frisbee: Once a player catches the frisbee, they must stop immediately. They can only pivot on one foot before passing.





- No physical contact: Ultimate Frisbee is a non-contact sport. Any physical contact is prohibited to promote fairness and safety. Defenders must stay at least one arm's length away from the player with the frisbee.
- One defender per attacker: A player can only be marked by one defender at a time.
- Stalling count: The defender marking the frisbee counts aloud from 1 to 10. The player with the frisbee must pass before "10" or possession changes.
- Possession changes to the other team if:
  - o A player runs with the frisbee.
  - o The frisbee falls to the ground.
  - o The frisbee is intercepted by the opposing team.
  - o The frisbee is thrown out of bounds.
  - o A player holds the frisbee for more than 10 seconds without passing.
- If a defender touches but does not catch the frisbee before it hits the ground, the attacking team stays in possession.

### Gameplay:

- The game begins with rock-paper-scissors, or a coin toss. The winning team attacks first.
- The team in possession advances the frisbee through passes to reach the opposing end zone.
- A point is scored when the frisbee is caught inside the end zone.
- After scoring, teams switch roles:
  - The scoring team becomes the defenders.
  - The defending team starts the new attack.

## 6.4.3 Goal Ball

Goalball is a unique Paralympic team sport designed specifically for athletes with visual impairments. Two teams of three players each compete to score goals by throwing a ball embedded with bells into the opponent's net. Players rely on their sense of hearing to track the ball and use their bodies to block shots. The game is played in complete silence, except for the sounds of the ball and verbal communication between teammates.

### Why use Goalball as a Teamsport in Sport for Development?

Goalball is an interesting choice for Sport for Development (S4D) programmes offering unique opportunities to promote inclusion, teamwork, and communication. Originally developed for individuals with visual impairments, Goalball is equally accessible to sighted players, creating an environment where participants of all abilities can engage, collaborate, and learn together.

One of Goalball's defining features is its inclusive nature. Sighted participants wear blackout masks, levelling the playing field and ensuring that success depends not on vision, but on other senses such as hearing and touch. This fosters greater mutual understanding and empathy, encouraging participants to recognise and appreciate different abilities.

The game also develops valuable skills beyond the sports context. Players must rely on non-visual awareness, sharpening their spatial orientation, adaptability, and listening skills.

Effective communication lies at the heart of Goalball. Since players cannot see, they must depend on clear verbal cues and close teamwork to defend their goal and coordinate their movements. This enhances their ability to communicate clearly, listen attentively, and collaborate effectively.

Furthermore, Goalball reinforces trust and teamwork, as players must rely on one another to succeed. Each team member has a role to play, encouraging collective problem-solving and fostering a sense of shared responsibility.

Finally, the sport is rooted in principles of respect, fairness, and discipline. Adhering to rules, supporting teammates, and ensuring fair play are integral to the game, reinforcing ethical values that carry over into everyday situations.





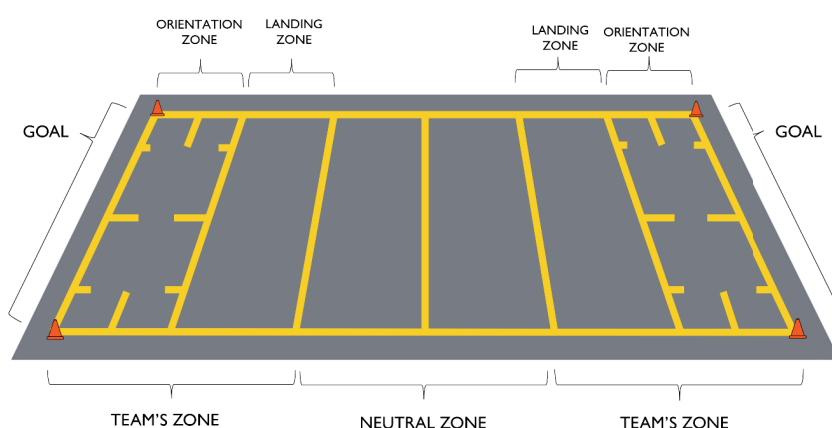
## Goalball - Lead-Up Games

### Goalball field settings

In Goalball, all players are blindfolded, and the field lines should be marked with materials that can be easily felt, such as tactile tape or a combination of tape and rope. Explain to participants that the Goalball field is rectangular and divided into six equal areas, with a goal spanning the entire width of the field at both ends. The official Goalball field measures 18m by 9m, with each of the six areas measuring 3m by 9m.

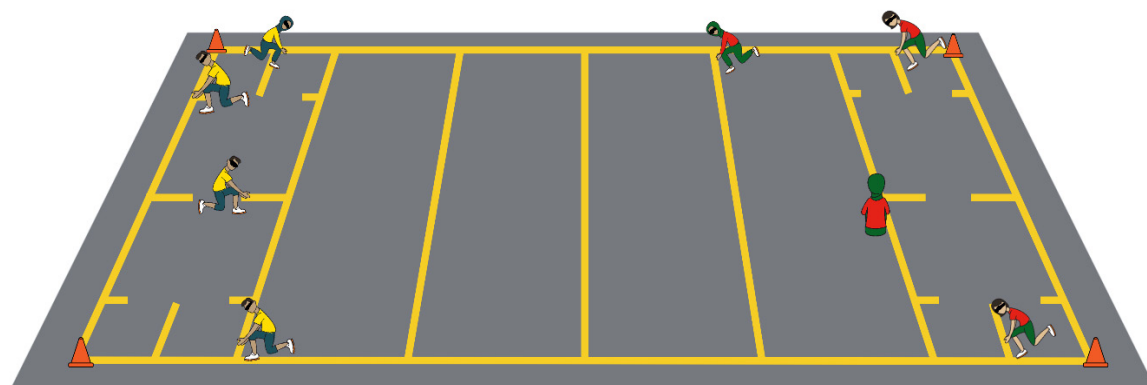
The area closest to each goal is called the Orientation Area, which contains tactile orientation lines to help players identify the centre and wings of the field. The next section, known as the Landing Zone, along with the Orientation Zone, forms the team's playing area. The two middle zones make up the Neutral Zone, where no players are allowed to stand.

During lead-up games, participants should first familiarize themselves with the field, then with the ball and other aspects of the game. The Goalball contains two bells to help players locate it more easily.



### Feel the field

Feel the Field as the name suggests, is an activity where participants move around the field and explore the tactile lines, helping them to become aware of the orientation points they will need to navigate the field during the game.







### Equipment:

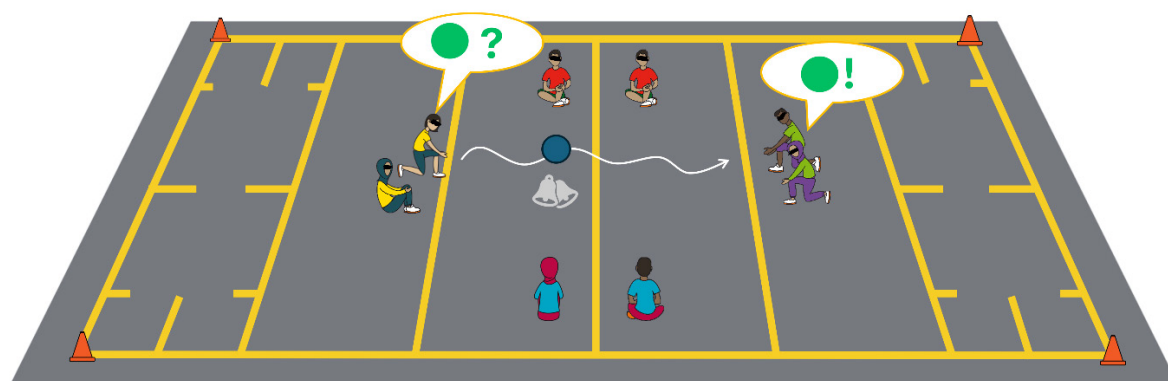
- Tactile markings (thin rope taped to the floor)
- Blindfolds
- Cones.

### How to Play:

- Divide participants into two groups of 3-4 players.
- Each team takes one side of the field with a coach or facilitator assigned to support them.
- All players start seated on their goal line.
- When the start signal is given, players move around their team's area, either walking or on the ground, using the tactile lines for orientation.
- Players should continuously make sounds to signal their position and avoid collisions.
- Coaches observe and provide guidance throughout the activity.

### We are here

In this drill, participants familiarize themselves with the ball, practice basic techniques, and improve their throwing accuracy and direction.



### Equipment:

- Tactile markings (thin rope taped to the floor)
- Blindfolds,
- Ball with bells inside (Goalball)

### How to Play:

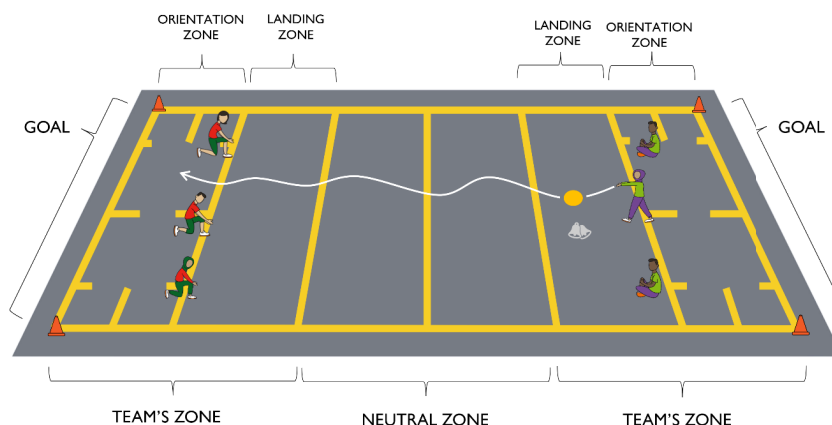
- Divide participants into pairs and have them sit in a square formation within the neutral area.
- Each pair chooses a colour as their team's name.
- The player with the ball calls out a team's colour, and that team responds by announcing their location.
- The player then throws the ball toward the responding team.
- The ball should be thrown in the ground with only small bounces allowed. The only throwing allowed is underthrow.
- The receiving pair must communicate with each other to successfully catch the ball.
- The player who catches the ball is not allowed to throw it; instead, they must pass it to their teammate.
- The teammate then calls out another colour, and the game continues.
- Coaches observe and provide guidance throughout the activity.





## Goalball - Simplified Gameplay

After participants have experienced some drills with the field and the ball, it's time to introduce a simplified version of Goalball.



### Equipment:

- Cones
- Blindfolds
- Ball with bells inside (Goalball)
- Tactile markings (thin rope taped to the floor)

### How to Play:

- Set up a field measuring 18m by 9m, divided into six equal rectangles. If there is a lack of space a smaller field can be used, but it should be at least 15m by 6m.
- Two teams compete against each other.
- Divide participants into teams of three players (maximum four) per team on the field. More players can serve as substitutes.

### Rules:

- The attacking player may move freely within their team zone and may throw the ball while standing or kneeling.
- The ball must be thrown underarm and must bounce once in each of the two landing zones.
- Defending players must stay within their team zone and remain on the ground, lying, sitting, or kneeling. They are not allowed to stand while defending.
- The ball may be blocked or intercepted using any part of the body.
- A goal is scored when the entire ball crosses the goal line.
- Teams may pass between players and must shoot within 10 seconds of gaining possession.
- A single player may not take more than two consecutive throws.
- Players must not enter the neutral zone.
- If the attacking team throws the ball out of bounds, possession goes to the defending team.
- If the defending team deflects the ball out of bounds, possession remains with the attacking team.
- Substitutions may be made when the ball is out of play or during half-time.
- The game is supervised by one to two referees, who also provide guidance to players.

### Tips:

- Having additional helpers to retrieve balls that go out of bounds can keep the game flowing smoothly.
- Alternatively, use barriers to stop the ball from rolling too far.











# 7 PRACTICAL TOOLS

Delivering high-quality Sport for Development sessions requires creativity and commitment. It also depends on careful planning, reflection, and the right materials.

This chapter therefore offers a short collection of practical tools designed to support S4D coaches in planning and structuring their activities. Importantly, all tools are meant as suggestions and examples, they can and should be adapted to the local needs and context.

- **S4D Activity Planning Form:** This form supports coaches and programme teams in gathering all the key information needed when preparing an S4D course, event, or tournament. It provides a clear and simple structure for documenting essential details—such as the overall objectives, duration, target group, and logistical requirements. By completing this form, coaches can maintain a good overview of the activity and coordinate more effectively with other team members and stakeholders.

- **S4D Session Planning Form:** While the Activity Planning Form outlines the broader framework, the Session Planning Form is designed to support the detailed preparation of individual sessions. It follows the typical structure of an S4D session and helps coaches to design a focused and purposeful activity that fits within the available time and flows smoothly from beginning to end.

- **Materials Checklist:** To support effective preparation, this checklist includes a range of commonly used materials for S4D sessions—such as cones, bibs, flipcharts, and pencils. Coaches are encouraged to adapt and expand the list based on the specific needs of each session. A well-organised equipment checklist can help avoid last-minute problems and ensure that everything required is ready before the activity starts.

- **Field Layout Templates:** A set of printable field templates is included to assist coaches in visualizing and planning their sessions. These templates can be used to draw the positioning of cones, markers, goals, and players, providing a useful reference during preparation or when explaining the setup to participants. Different field formats are available to match a variety of sports and spaces.

- **Feedback Form:** Collecting feedback is an important part of inclusive and responsive coaching. This simple feedback form, used in the SPACES project, offers participants the opportunity to share their experiences, learnings and suggestions after a course or event. It can help coaches and organisers understand what worked well, what could be improved, and how young people perceive the sessions. While designed for SPACES, the form can be adapted to fit other contexts or interventions.







## Activity Planning Form


*Activity Planning Form (page 1)*

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 **Title:** Give a name or working title for the activity (e.g. “Girls’ Empowerment Football Day”).

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 **Location:** Indicate the venue where the activity will take place.


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 **Date / Time (Start – End):** Specify the date and the planned starting and ending time.


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 **Main Objectives:** Briefly describe the main development goals of this S4D activity. What do you want to achieve with the activity or what do you want the participants to learn or experience?


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 **Target Group:** Define who the activity is for – age group, gender, group size, specific needs or characteristics

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 **Expected Number of Participants:** Estimate how many participants will attend. This helps with planning group sizes, materials, and space.


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*Activity Planning Form (page 2)*

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 **Coach(es) / Facilitator(s):** List the names of the coach(es), facilitators or support staff involved in running the activity


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 **Equipment Needed:** List the sports equipment, materials or other tools needed (e.g. cones, balls, bibs, markers, flipchart, sound system).


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 **Safety and Accessibility Considerations:** Mention any issues that need to be prepared for, such as first aid, shade, water, inclusive access, or specific risks of injury.

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 **Other Relevant Notes:** Use this space for any further information such as guest speakers, music, photography permission, or coordination with partners.





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## S4D Session planning template





**INTRODUCTION:** The introduction sets the tone for the session and prepares participants both mentally and physically. It includes (1) Check-in / Opening Routine (2) Warm-Up (3) Presentation of Session Objectives

 Activity or Game	 Duration	 Equipment	 Coach(es)

**MAIN PART:** The main part of the session involves the core activities and is the focus of the session. It includes the session's Core Activities

 Activity or Game	 Duration	 Equipment	 Coach(es)

**CLOSURE:** The closure phase helps to wind down the session and consolidate the learning. It includes (1) Cool Down (2) Session Reflection (3) Closing Routine

 Activity or Game	 Duration	 Equipment	 Coach(es)





## Equipment Checklist

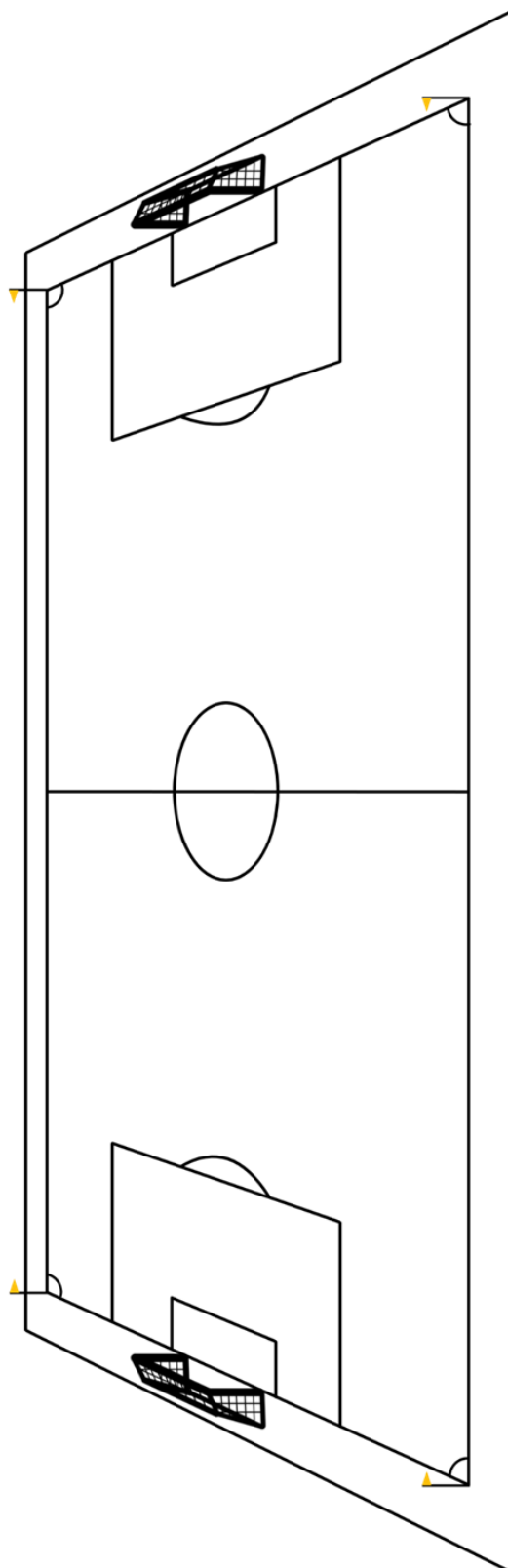
<input checked="" type="checkbox"/>	Quantity	Equipment Item	Notes
<input type="checkbox"/>		Cones	
<input type="checkbox"/>		Markers	
<input type="checkbox"/>		Bibs / Vests	
<input type="checkbox"/>		Footballs	
<input type="checkbox"/>		Handballs	
<input type="checkbox"/>		Basketballs	
<input type="checkbox"/>		Volleyballs	
<input type="checkbox"/>		Softballs / Foam Balls	
<input type="checkbox"/>		Frisbees	
<input type="checkbox"/>		Goalballs	
<input type="checkbox"/>		Tennis Balls	
<input type="checkbox"/>		Air Balloons	
<input type="checkbox"/>		Rope / Ropes	
<input type="checkbox"/>		Marking Tape	
<input type="checkbox"/>		Blindfolds	
<input type="checkbox"/>		Ball Pump	
<input type="checkbox"/>		Parachutes	
<input type="checkbox"/>		First Aid Kit	
<input type="checkbox"/>		Whistle	
<input type="checkbox"/>		Ice Packs	
<input type="checkbox"/>		Flip Chart	
<input type="checkbox"/>		Paper	
<input type="checkbox"/>		Pencils	
<input type="checkbox"/>		Water	
<input type="checkbox"/>		Waste Bins	
<input type="checkbox"/>		Tables & Chairs	
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			





## Playing Field Templates

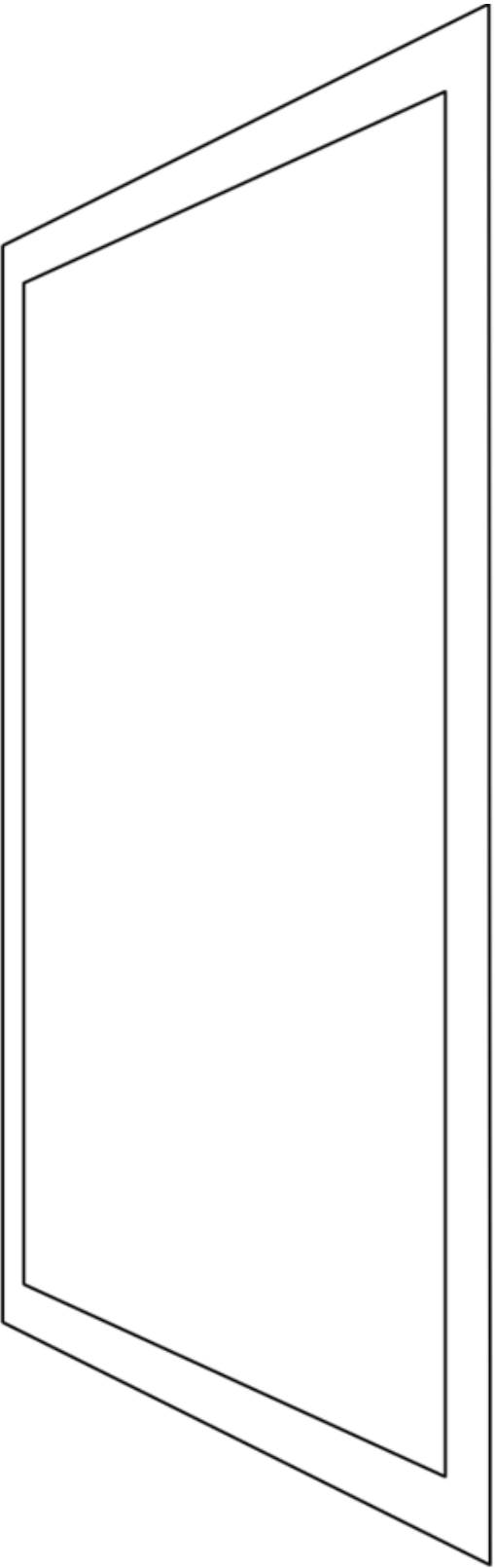
### Football Field Layout





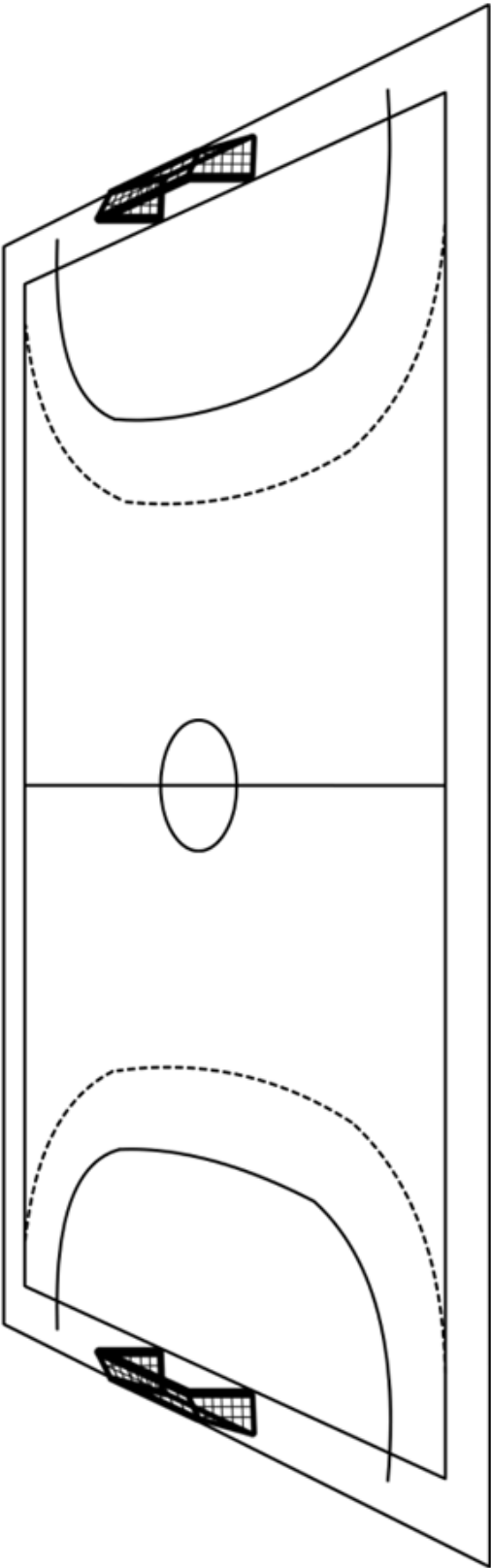


### Simple Field Layout



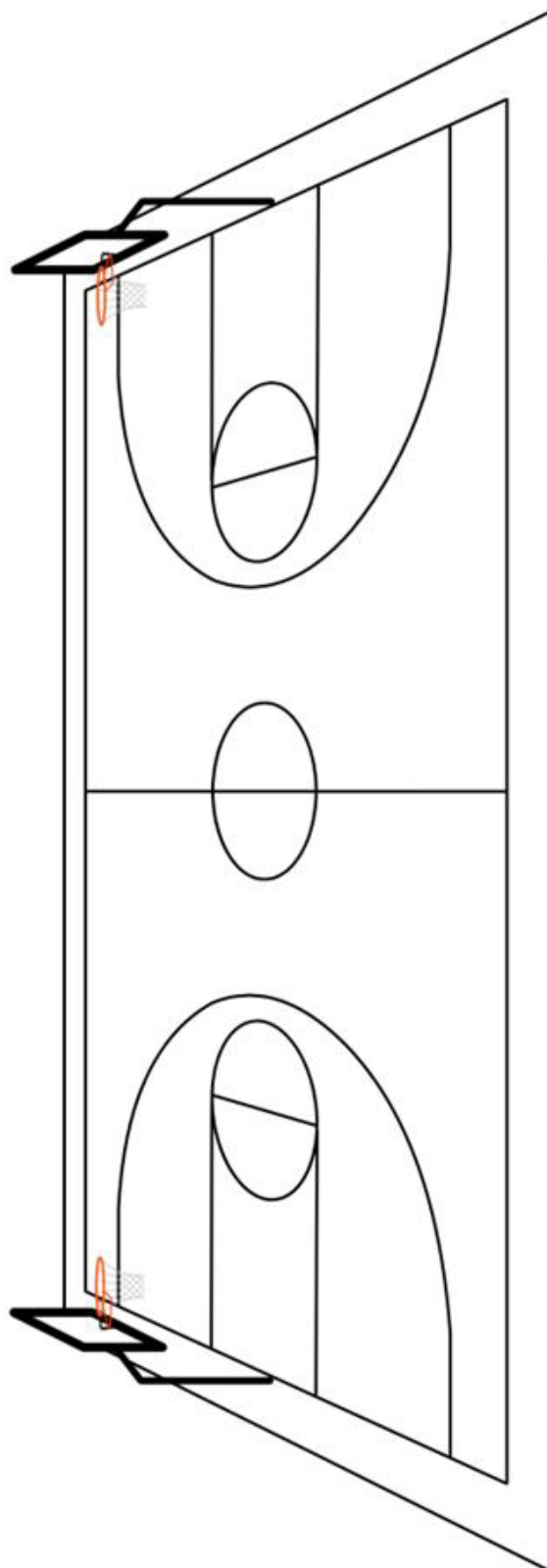


**Handball Field Layout**



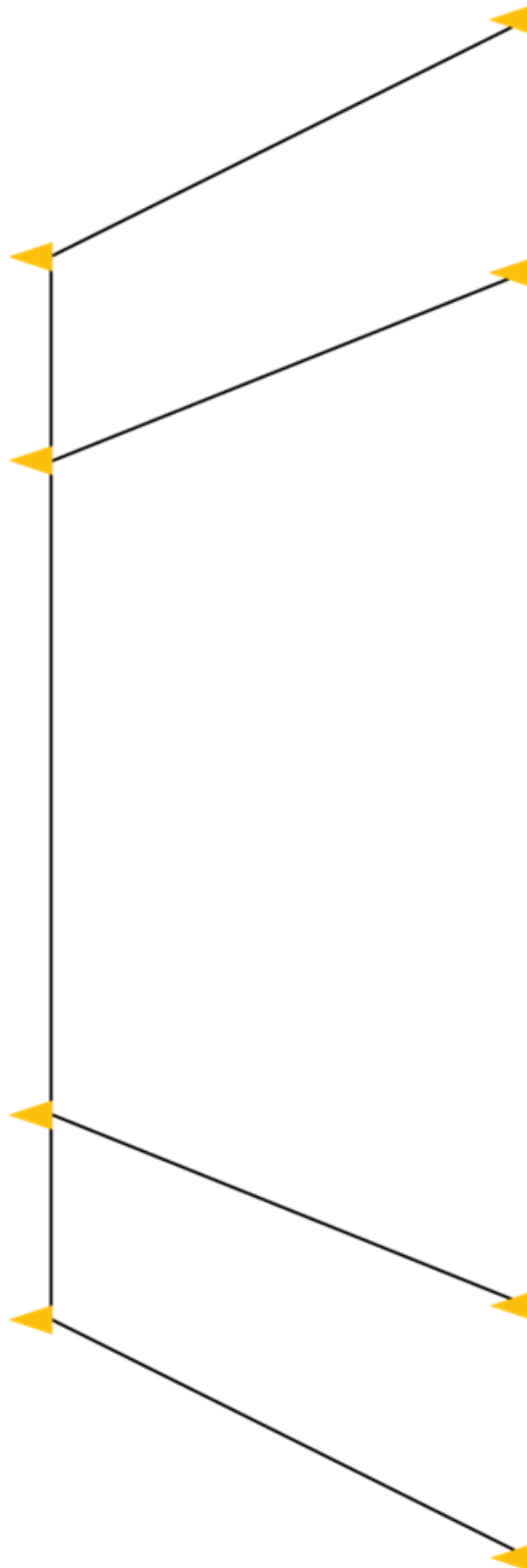


## Basketball Field Layout



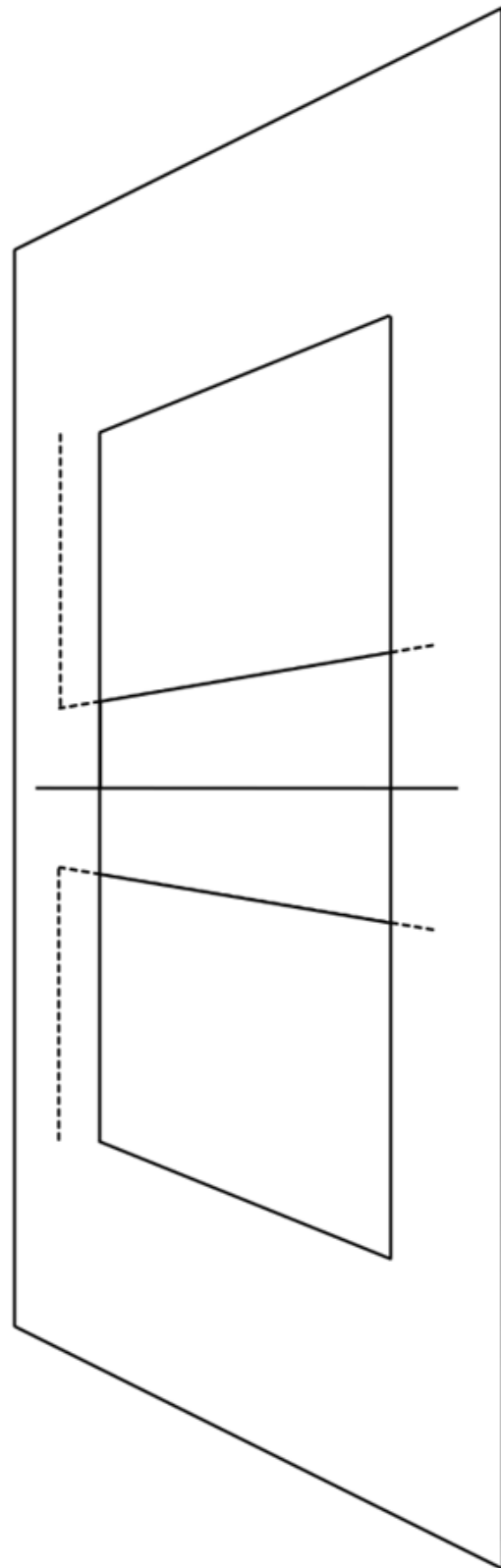


## Ultimate Frisbee Field Layout





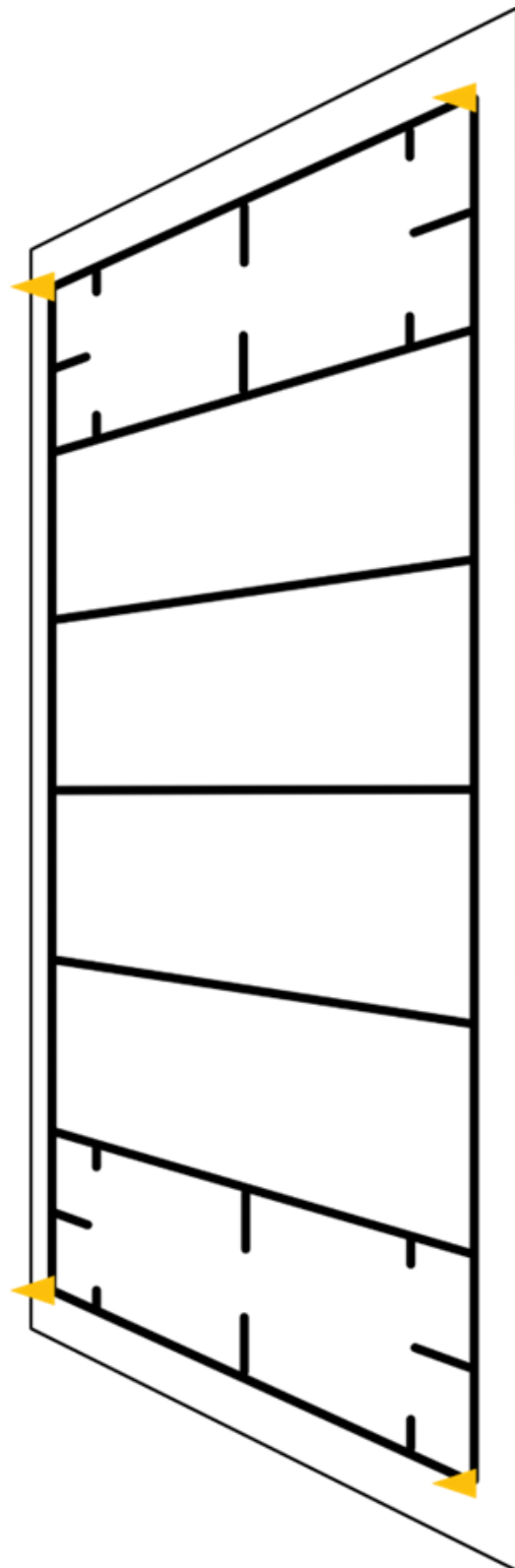
**Volleyball Field Layout**







### Goalball Field Layout





## Feedback Form

Dear Participant!

Thank you for being part of this Sport for Development (S4D) activity! We hope you enjoyed it and had a positive experience.

Before you leave, we would really like to hear your opinion. Your feedback helps us understand what worked well and what we can improve in the future.

How old are you? \_\_\_\_\_

Gender

- ☐ Male  
☐ Female  
☐ Not disclosed

**How much do you agree to the following statements?**

(Rate from fully disagree to fully agree)

		fully disagree	rather disagree	rather agree	fully agree
A	I received clear and sufficient information about the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	I felt welcomed when I arrived at the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	The activity was well organised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	The activity was held in a safe and welcoming environment for everyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	All participants treated one another with respect throughout the course,irrespective of gender or ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Everyone's opinions were listened to and valued, regardless of gender or ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G	Playing with people of different genders and abilities was a positive and enriching experience for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H	The course has enhanced my motivation and ability to apply principles of fairness and respect in my daily life and my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





		fully disagree	rather disagree	rather agree	fully agree
I	The activities showed me how men and women can work together productively, a skill I can apply in other community settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J	During the course I've learned how my own behaviour can actively reduce prejudices towards other groups, contributing to a more harmonious society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K	The course has demonstrated to me that I can play a vital role in supporting and protecting vulnerable members of my community, thus making a positive impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L	Overall, the activities helped me recognize how I can contribute to inclusion and equality in my own community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X	[...]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What is the most important thing you've learned or realised during this course?**

**Is there anything else that you would like to give us as feedback?**

**Thank you for sharing - We appreciate your time and ideas!**



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