

Standing out

Promoting employability competences through sport



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

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German Federal Ministry for Economic Cooperation and Development (BMZ)

Commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH began to work through the 'Sport for Development in Africa' (S4DA) Regional Project in 2014 to establish sport as a means of achieving development objectives in selected African countries.

S4DA aims at creating access for children and young persons to development opportunities through sport. It focuses on the creation of access to infrastructure and the sustainable implementation of sport-pedagogical exercises.

S4DA is currently active in Côte d'Ivoire, Ethiopia, Ghana, Kenya, Namibia, Senegal and – to a lesser extent – the project supports activities also in other African countries. S4DA makes a significant contribution to the initiative 'More Spaces for Sport – 1,000 Chances for Africa' which was launched by the BMZ.

The present manual has been developed in close cooperation between S4DA and international, national as well as local institutions and organizations, including universities, national and regional Ministries of Education, Youth and Sport, municipalities, (vocational) schools, sport federations and local non-governmental organizations (NGOs) – except for those exercises specifically mentioned as coming from resources developed by other organizations

The documents compiled in this pocket manual benefited from the vast and varied expertise and experiences in the field of S4D of the numerous contributors. All tools, guidelines and manuals contained in this manual have been developed for practical use. All tools have been applied, evaluated and adjusted to ensure their practical orientation and applicability in other regions. In the framework of this project, they will be piloted, evaluated and reviewed for the specific contexts of Senegal and Côte d'Ivoire.

'Sport for Development in Africa' (S4DA) Regional Project

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Introduction

BACKGROUND

Turning challenges into opportunities

Half of the 1.2 billion people living in Africa are under the age of 25. Fewer children and young people attend formal education in Africa than on any other continent. Youth unemployment in sub-Saharan Africa is estimated between 23%-45% (2019). Moreover, the vast majority of employment in Africa is in the informal sector, which has been severely affected by the COVID-19 pandemic.

Yet, these challenges also present opportunities for young people in Africa, whose continent is home to six of the world's ten fastest-growing economies. The approximately 20 million youth coming into the labor market every year represent the potential for the world's greatest workforce. Young people need to be equipped with the skills and competences to attract employers, such as communication, cooperation, and leadership skills. The great enthusiasm for sport across the African continent also provides an opportunity to attract young people to quality educational programs in a time, when movement and exercise have never been more important to create healthy and resilient societies.

Engaging youth through sport

The UN Resolution 58/5 recognizes sport as, “a means to promote education, health, development and peace” and contributes in a sustainable and cost-effective way to the achievement of the Sustainable Development Goals (SDGs). The “Sport for Development in Africa” (S4DA) Regional Project uses sport and physical activity as both an engaging tool to develop important life skills and promote value-based learning, and to raise awareness on specific topics, such as health, peace, inclusion, gender equality and environmental education. This is achieved by sport-based exercises that are designed so that children and youth can experience a situation or perform a task that will enable them to develop certain life skills. Each exercise includes a discussion session, during which participants can further explore the conveyed competence or topic and connect it to their daily life. By equipping children and youth with life skills through sport and physical activity, the project seeks to help them prepare for future educational and employment opportunities and provide an important avenue for mitigating the impacts of crises. S4DA implements its activities with a rights-based approach and safeguarding lens, which ensures that children and youth can play and learn in a safe and enjoyable environment.

Since July 2019, the project has launched its second phase in six partner countries: Côte d'Ivoire, Ghana, Namibia, Kenya, Ethiopia, and Senegal. The overall objective of this phase, which ends in June 2022, is to improve the development perspectives of children and youth in the partner countries in sub-Saharan Africa.

*The approximately **20 million** youth coming into the labor market every year represent the potential for the world's greatest workforce.*



EMPLOYABILITY

In Senegal and Côte d'Ivoire, S4DA uses the full pedagogical potential of sport to contribute to the improvement of young people's employability prospects by strengthening their personal, social, methodological, and professional skills.

According to the International Labour Organization (ILO), "there are expected to be 283 million young people aged 15 to 25 by 2030 in sub-Saharan Africa alone, representing a tripling of the absolute population size of this age group compared to 1990. The high number of young workers has implications (...). On the supply side of the labour market, the skills and education mismatch are one of the most pressing issues to be addressed"¹.

The ILO defines employability skills as "the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change (...) at different periods of the life cycle". It is a complex, multi-faceted concept, a holistic set of skills, attributes and knowledge that can be developed in various contexts. It is a unique combination of factors influenced by an individual's personality, personal background, education, socio-economic status, qualifications, and mental well-being. Employability therefore remains a continuous personal journey that varies considerably from person to person.

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

Sport for Development is a pedagogical tool that aims to strengthen soft skills, or in GIZ language, personal, social, methodological, and professional competencies. In the context of technical and vocational education and training (TVET), employability serves as a bridge between vocational education and employment by developing the soft skills that learners will need to stand out and attract the attention of employers.

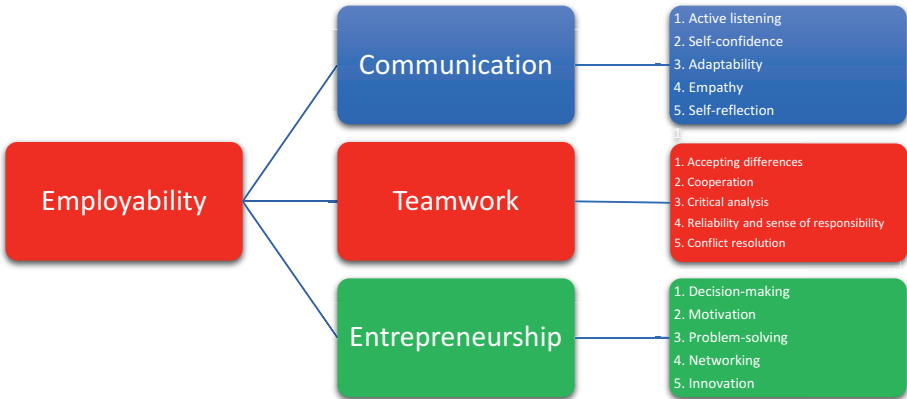
¹ https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_734455.pdf

² https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_213452.pdf

EMPLOYABILITY FRAMEWORK

The “Standing Out” manual focuses on three areas of employability: (1) effective communication, (2) teamwork, and (3) entrepreneurship. Five competences have been identified for each area of employability as displayed below.

This pocket manual is focused on teamwork, which seeks to develop the following five competences:



1

Accepting differences



2

Cooperation



3

Critical analysis



4

Reliability and sense of responsibility



5

Conflict resolution

TEAMWORK COMPETENCES

Competences	Description	Relevance to teamwork
Accepting differences	A vision that ensures that each team member can express their individuality while contributing to common goals.	Accepting differences is essential to integrating within a team. It is key for developing constructive working relationships that will result in a better quality of work.
Cooperation	Aims to gather different skill sets around a common project, in a participatory approach. ³ It can also be described as a consensus that excludes competition and conflict. ⁴	Cooperation is at the heart of any effective team. It is what enables a team to produce work informed by the experiences and ideas of its team members.
Critical analysis	Above all, it refers to the ability to recognize problems, to think about them in detail and to find solutions. It involves network thinking, understanding correlations and causal links, and developing possible solutions. ⁵	Critical analysis is what improves the way a team works. It is the process through which teams can find solutions to problems. It requires a culture within a team that accepts critical analysis.
Reliability and sense of responsibility	It is manifested in people who are aware of their obligations and who carry out their tasks by accepting responsibility for their actions and decisions. ⁶ It is acquired only after one has demonstrated one's trustworthiness through actions. ⁷	Working alongside someone with a deep sense of responsibility inspires trust and a feeling that you can rely on that person. Reliability allows you to delegate responsibilities and tasks within a team without worrying about whether they will be accomplished.
Conflict resolution	The process of addressing the root causes of a conflict. ⁸ The proposed solution must consider the needs, demands, and interests of those involved.	Conflict is likely to arise within a team because teams are comprised of individuals with different personalities. Being able to resolve conflicts enables a team to deal with those conflicts and move on with its work.

³ <http://www.cedip.developpement-durable.gouv.fr/coordination-et-cooperation-a1335.html>

⁴ <https://ordrecrha.org/ressources/revue-rh/volume-21-no-1/travailler-ensemble-cooperer-ce-nest-pas-collaborer>

⁵ <https://www.jobup.ch/fr/job-coach/lesprit-analytique-une-competence-tres-recherchee-dans-le-recrutement/>

⁶ <http://mescompetencesgeneriques.net/sens-des-responsabilites-et-travail/>

⁷ http://www.centrefora.on.ca/sites/default/files/documents/Fiabilit%C3%A9_sens_responsabilit%C3%A9s_final.pdf

⁸ http://www.irenees.net/bdf_fiche-notions-25_fr.html

STANDING OUT: PROMOTING EMPLOYABILITY THROUGH SPORT MANUAL

The “Standing Out” manual is informed by and builds on GIZ’s experiences of promoting employability through sport in several countries around the world. This manual has been developed specifically for – but is not limited to – youth who are enrolled in (vocational) education or training and are preparing to join the job market. As such, the sport for employability exercises in this manual are intended to complement the education and training of young adults who will soon be seeking employment.

The “Standing Out” manual includes a series of pocket manuals made available as practical resources for coaches, trainers, teachers, educators and other people accompanying and/or mentoring youth, who would like to take the manual out with them on the pitch, in the classroom or any other suitable setting to prepare and run the session.



There are four pocket manuals in the series:

1. The Fundamentals of S4D
2. Effective Communication
3. Teamwork
4. Entrepreneurship

“The Fundamentals of Sport for Development” is the best starting point for immersion on the topic. Afterwards, readers may want to switch between the other pocket manuals, which include 15 sport for employability exercises each. Exercises are organized according to the specific competences listed in the employability framework above.

A WORD ABOUT THE SPORT FOR EMPLOYABILITY EXERCISES

The sport for employability exercises in this manual have been selected keeping the following points in mind:

- A range of sport disciplines, physical activity and group games are represented in the exercises with the goal of making the sessions interesting to a larger audience.
- Each employability competence is linked to three exercises: a warmup exercise, a main exercise, and a cool down exercise. This has been done to provide facilitators with the possibility of reinforcing the chosen competence throughout an entire session. However, facilitators may also choose to mix and match exercises according to their needs.

The discussion questions are organized into four categories:

(1) Reflect, (2) Connect, (3) Apply, and (4) Action.

More information about this model can be found in the “Fundamentals of Sport for Development” pocket manual and the desk version of the manual.

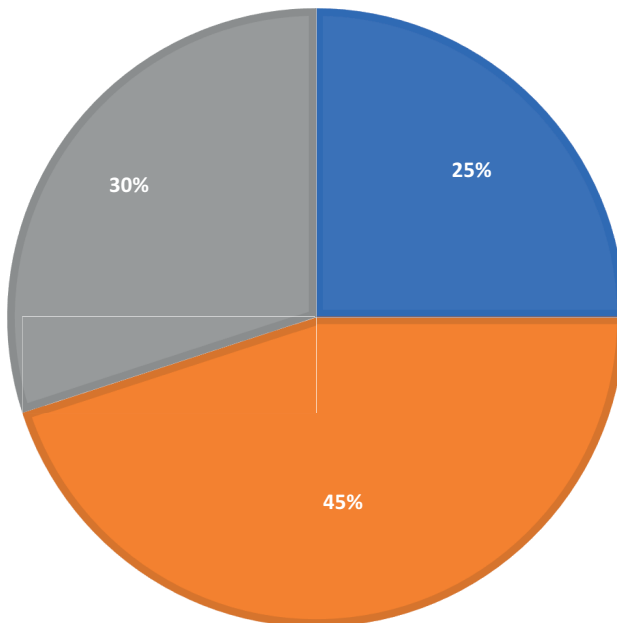


Exercises: Accepting differences

OVERVIEW OF THE SESSION ON ACCEPTING DIFFERENCES

BREAKDOWN OF THE SESSION

- Warmup: Similarities and differences
- Main part: The outsider game
- Cool down: Perspective



ACCEPTING DIFFERENCES: WARMUP

SIMILARITIES AND DIFFERENCES

This warmup game allows participants to share their preferences and highlights everyone's similarities and differences.

OBJECTIVE

- Understand that we all have similarities and differences no matter where we are from.

NUMBER OF PARTICIPANTS

- 8 to 30 participants

EQUIPMENT

- 1 safe playing field

LENGTH

- 5 – 10 minutes



HOW TO PLAY

➤ The facilitator asks participants to form a large circle and to face the middle of the circle. The facilitator should be standing in the middle of the circle. He/she will state a series of preference statements. If the participant agrees with the statement, he/she should run to the middle of the circle where the facilitator is standing and then run back to their spot. If the participant does not agree with the statement, he/she should remain where they are.

➤ Preference statements could include: (1) I like learning; (2) I like team games; (3) I like eating; (4) I like traveling; (5) I like building things; (6) I like buying things; (7) I like hiking in the outdoors; (8) I like working; (9) I like dressing up; (10) I like new technology.

➤ The facilitator can also ask participants to come up with a few preference statements of their own.

ACCEPTING DIFFERENCES: MAIN PART

THE OUTSIDER GAME

This is a passing game involving two teams and designated outsider on each team who are excluded by their teammates.

OBJECTIVE

↳ Participants understand the negative consequences of social exclusion and how it is manifested in a group setting.

NUMBER OF PARTICIPANTS

↳ 8 to 20 participants

EQUIPMENT

- ↳ 4 cones
- ↳ 1 ball
- ↳ 8-20 bibs of two different colors
- ↳ 1 safe playing field

LENGTH

↳ 20-30 minutes

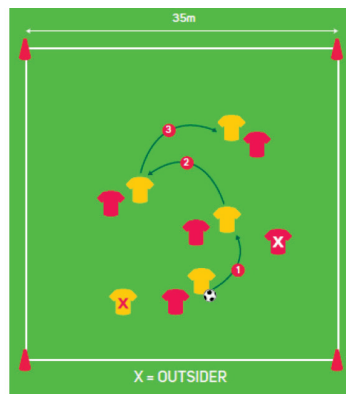
HOW TO PLAY

↳ The facilitator organizes the participants into two teams and gives the teams a differently colored bib. The facilitator then asks a member of each team to remove themselves from the playing area, far enough to where they cannot hear the facilitator talk.

↳ The facilitator then explains to both teams that the players who have left are outsiders. They cannot touch the ball at any moment, and no one can tell them this rule. If a team allows an outsider to touch the ball, the game will be stopped immediately, and the ball is given to the opposing team.

↳ The facilitator then asks the two outsiders to rejoin their teams and explains to everyone that to score a point a team must make 5 consecutive passes without the other team touching the ball.

↳ When selecting the outsiders, the facilitator should ensure that those participants do not suffer from social exclusion in their daily lives.



DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? What was it like to be the outsider? How did it feel to exclude that person?
- ↳ **Connect** – When do you experience or witness social exclusion in daily life?
- ↳ **Apply** – How could you address social exclusion in your personal and professional lives?
- ↳ **Action** – What action could you take to build awareness about social exclusion?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



ACCEPTING DIFFERENCES: COOL DOWN

PERSPECTIVE

A cool down game whereby participants move around an object placed in the middle of the playing field to discover how perspectives change.

OBJECTIVE

↳ Participants discover how perspective changes depending on where you are standing and how you view a situation.

NUMBER OF PARTICIPANTS

↳ 8 to 20 participants

EQUIPMENT

- ↳ 4 cones
- ↳ 1 backpack with a few objects inside
- ↳ 1 safe playing field

LENGTH

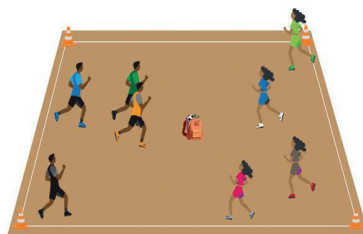
↳ 10-15 minutes

HOW TO PLAY

↳ The participants are asked to move around the playing surface. The facilitator should draw their attention to the fact that there is a backpack in the middle of the field. The facilitator then gives a signal for the participants to stop running.

↳ The facilitator asks a few participants at random to describe what they see when looking at the backpack. He/she should call on participants who are standing from different areas of the playing surface. Inevitably the participants will give different descriptions of the object because they are seeing it from different angles.

↳ The facilitator then gives the signal for the participants to move around the playing surface again. He/she asks that participants to make sure they change their position vis-à-vis the backpack. The facilitator gives the signal for participants to stop and asks them at random what they see.



DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? What did you observe when you changed positions?
- ↳ **Connect** – Why is understanding how perspective can change important in daily life?
- ↳ **Apply** – How could understanding perspective improve the way you work within a team?
- ↳ **Action** – What actions could you take to better account for perspective when working with others?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?

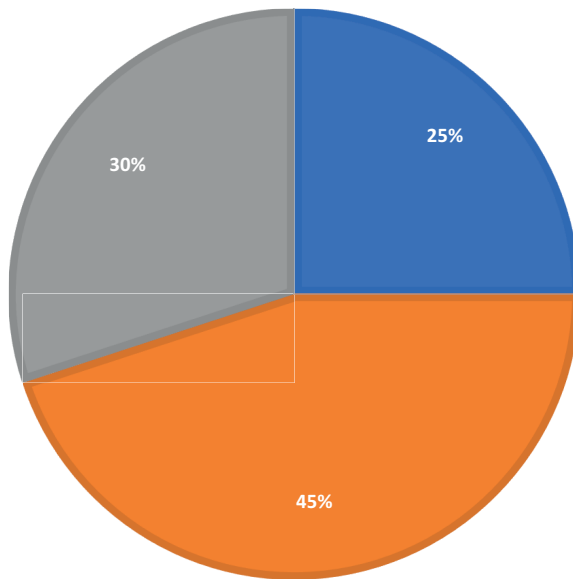


Exercises: Cooperation

OVERVIEW OF THE SESSION ON COOPERATION

BREAKDOWN OF THE SESSION

- Warmup: River crossing
- Main part: Keep the beach clean
- Cool down: Everyone's circle



COOPERATION: WARMUP

RIVER CROSSING

A warmup game where participants must work together to reach the other side of the river.

OBJECTIVE

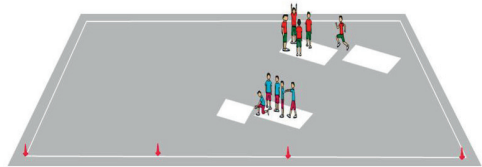
- Participants work together to achieve a common goal.

NUMBER OF PARTICIPANTS

- 8 to 16 participants

EQUIPMENT

- 4 cones
- 4 old blankets
- 1 safe playing field



LENGTH

- 10-15 minutes

HOW TO PLAY

- The facilitator explains that the objective of the game is to get from one side of the river to the next without touching the water. The participants will need to move across the river by using their two boats. The team may not leave anyone behind. If a member of the team touches the ground, the team will have to start over.
- Once the teams reach the second of four cones, the boats are halved in size. The participants must continue moving forward with the two halved boats.
- If the game is not challenging enough, the boats could be halved a second time once the teams reach the third cone. The game is concluded once both teams reach the other side of the river.

COOPERATION: MAIN PART

KEEP THE BEACH CLEAN

A team game where participants must try and clean up their part of the beach by throwing balls to the opposing team.

OBJECTIVE

↳ Participants develop their cooperation skills by working towards a common goal.

NUMBER OF PARTICIPANTS

↳ 8 to 20 participants

EQUIPMENT

- ↳ 4 cones
- ↳ 8-20 balls
- ↳ 1 safe playing field

LENGTH

↳ 10-15 minutes



HOW TO PLAY

↳ The participants are organized into two teams. Each team should line up along their touch line, so that the two teams are on opposites of the field. An equal number of balls are lined up near the center of the field on both sides of the middle playing area. The facilitator explains that the objective of the game is to clean your side of the beach by throwing as many balls as possible into the opposing team's beach. Participants are not allowed to enter the middle area of the field.

↳ The facilitator signals and both teams start throwing balls. After 60-90 seconds the facilitator signals to stop the game. All participants must immediately stop throwing balls. Any balls that are thrown after the signal is given will be counted against the team that threw them. The facilitator counts the balls and declares the team with the fewest balls on their side of the beach the winners. 2-3 rounds of this game could be played at varying lengths according to the dynamic of the game.

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? Was it easy to clean your side of the beach? How important was it to work together with your teammates?
- ↳ **Connect** – Are there moments in daily life where cooperating with others has clear benefits?
- ↳ **Apply** – How can cooperating with others improve the way you work?
- ↳ **Action** – What actions could you take to improve the way you cooperate with others?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



COOPERATION: COOL DOWN

EVERYONE'S CIRCLE⁹

A cool down passing game where participants increase the size of their circle after completing five consecutive passes.

OBJECTIVE

↳ Participants develop cooperation skills by working together towards a common goal.

NUMBER OF PARTICIPANTS

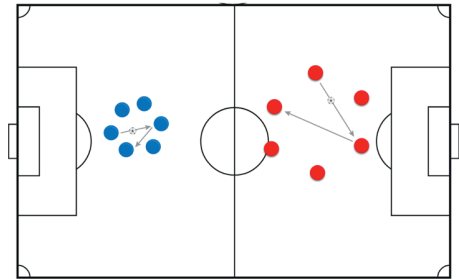
↳ 8 to 24 participants

EQUIPMENT

- ↳ 2 balls
- ↳ 1 safe playing field

LENGTH

↳ 10-15 minutes



HOW TO PLAY

↳ The participants are organized into two teams of even numbers. Each team needs a football. The facilitator asks both teams to form a circle on different parts of the playing surface. Teams should keep a good distance from each other. The circles should be the same size at the beginning of the game.

↳ The participants will pass the ball to each other within the circle. After five completed passes, the participants take a step back. The game should continue until the facilitator gives a signal after about 2 minutes of play. The first round of passing can be with either hands or feet. The game is stopped and the team that has the biggest circle wins the round.

↳ The facilitator can introduce new rules to make it more challenging. For instance, teams are only allowed to pass with their weaker foot, teams are only allowed two touches or teams must pass around a defender.

⁹ This exercise has been adapted from streetfootballworld's "Scoring for the future" manual: [Scoring for the Future_Empoyability Toolkit_ENG.pdf](https://streetfootballworld.org) (streetfootballworld.org)

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? What was the cooperation like within your team?
- ↳ **Connect** – When have you noticed that cooperation is important in your daily life?
- ↳ **Apply** – Why is cooperation important for working within a team?
- ↳ **Action** – What actions could you take to become a better team player?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?

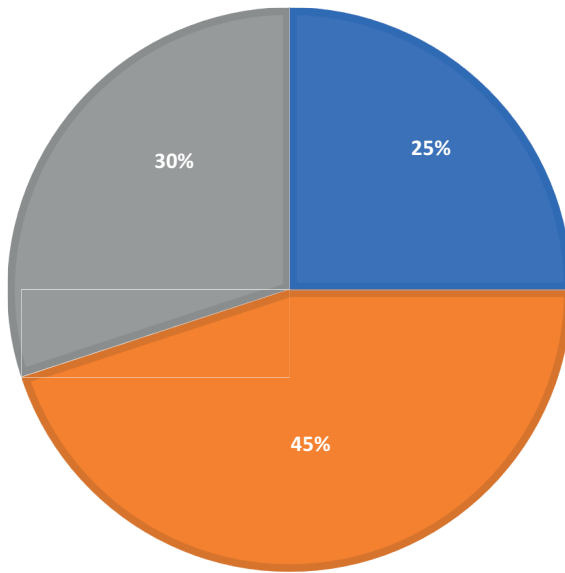


Exercises: Critical analysis

OVERVIEW OF THE SESSION ON CRITICAL ANALYSIS

BREAKDOWN OF THE SESSION

- Warmup: Tic tac toe
- Main part: Banana, monkey and tiger
- Cool down: Don't follow your pass



CRITICAL ANALYSIS: WARMUP

TIC TAC TOE

A warmup relay game where participants work together to get three cones in a row before the other team.

OBJECTIVE

↳ Participants develop their ability to think ahead and to adjust their strategy according to the moves made by the opposing team.

NUMBER OF PARTICIPANTS

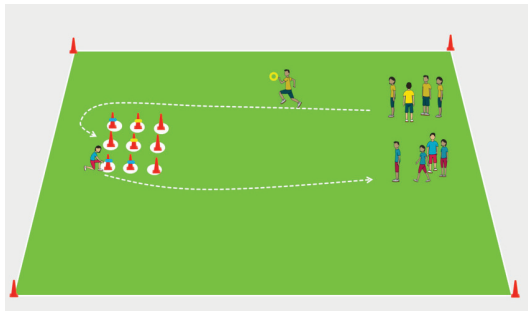
↳ 8 to 20 participants

EQUIPMENT

- ↳ 11 cones
- ↳ 8 bibs of two colors
- ↳ 1 safe playing field

LENGTH

↳ 10-15 minutes



HOW TO PLAY

↳ The facilitator puts 9 cones in the shape of a grid as displayed in the above picture. He/she then places two cones about 20m away from the grid which indicate the starting points for the two teams. The facilitator organizes the participants into two teams and asks the teams to stand behind their respective starting points. Each team will be given 4 bibs.

↳ The facilitator explains to the participants that the objective of the game is to be the first team to have three cones in a row (horizontal, diagonal or vertical). The first participant from each team will start at the same time. They will run towards the grid, place their respective bibs on two different cones and run back to their team. Once the first participant from each team has gotten back to his/her team, the next participant from that team can start. The game ends as soon as a team has three cones in a row. If after both teams have placed all their bibs there is no winner, teams can move one of their bibs to the cone without a bib. Participants may not move the bib of the opposing team.

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? Was it challenging to keep in mind your own strategy while keeping an eye on the opposing team’s strategy?
- ↳ **Connect** – Why is critically analyzing a situation an important skill?
- ↳ **Apply** – When might you need to be able to use critical analysis in a professional setting?
- ↳ **Action** – What action could you take to improve your ability to critically analyze a situation?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



CRITICAL ANALYSIS: MAIN PART

BANANA, MONKEY AND TIGER

A relay game where participants are presented with a problem that they need to analyze to find the solution.

OBJECTIVE

↳ Participants develop their ability to analyze a problem and find the solution within a team setting.

NUMBER OF PARTICIPANTS

↳ 8 to 20 participants



EQUIPMENT

- ↳ 6 objects to indicate bananas (x2), monkeys (x2) and tigers (x2)
- ↳ 8 cones
- ↳ 1 safe playing field

LENGTH

↳ 15-20 minutes

HOW TO PLAY

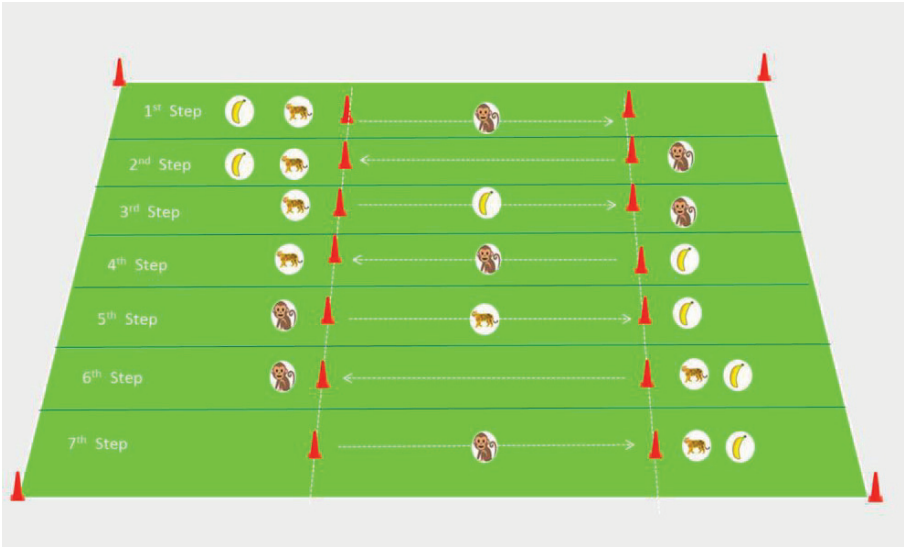
↳ Set up the playing surface as pictured above so that there is a starting point where the teams will start, a middle section (15-20m wide) which is the ocean, and a finish area which is the island. Organize the participants into two teams. Each team will need to assign the following roles: Captain, Sailor, Tiger, Monkey and Banana. There can be more than one sailor if there are participants who aren't assigned a role.

↳ The facilitator brings all participants together and explains the task at hand: (1) The captain and the sailor(s) must bring the banana, the monkey and the tiger to the island by carrying the respective participants to the other side. (2) The captain and the sailor(s) can only bring one object at a time to the island due to the small size of the boat. (3) The captain and the sailor(s) cannot leave the banana alone with the monkey or it will be eaten or the tiger alone with monkey or it will also be eaten.

DISCUSSION AND REFLECTION

- ↳ Reflect – How did the exercise go? How did your team work together in finding the solution?
- ↳ Connect – What competences did you use to find the solution?
- ↳ Apply – Why is critical analysis important to working within a team?
- ↳ Action – What action could you take to improve your critical analysis skills?

ANSWER



ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



CRITICAL ANALYSIS: COOL DOWN

DON'T FOLLOW YOUR PASS¹⁰

A cool down passing game where participants must think about two different things at the same time.

OBJECTIVE

- Participants develop their ability to think ahead while keeping several rules in mind.

NUMBER OF PARTICIPANTS

- 10 to 30 participants

EQUIPMENT

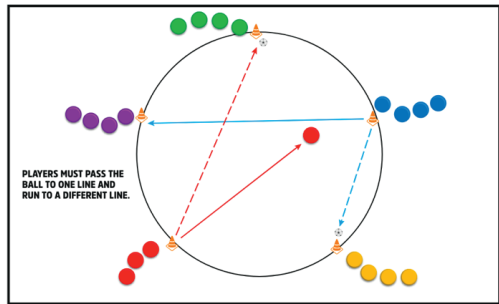
- 1-2 balls
- 2 cones
- 8-24 bibs (4 different colors)
- 1 safe playing field

LENGTH

- 10-15 minutes

HOW TO PLAY

- The facilitator places the five cones in the shape of a pentagon as picture above. The participants are organized into 5 teams with an even number of participants behind each cone. The participants have two touches to get the ball to someone standing behind one of the cones (one to control and one to pass).
- After passing the ball, the passer must run to join the line of another team. However, participants are not allowed to run to the same team where they passed the ball. Teams will eventually mix up as the play goes on.
- Participants must also keep in mind that there needs to be at least one person behind each of the cones at all times. If there is a cone with no participant behind it, the game is stopped, and players must go back to the cone where they started.
- The facilitator can add a second ball into the game to make it more challenging.



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

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? What strategy worked best to keep the game going?
- ↳ **Connect** – When is it important in daily life to be able to think ahead while managing several things at once?
- ↳ **Apply** – How can thinking ahead improve the way you work within a team?
- ↳ **Action** – What action could you take to improve the way you analyze a problem or situation by thinking ahead?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?

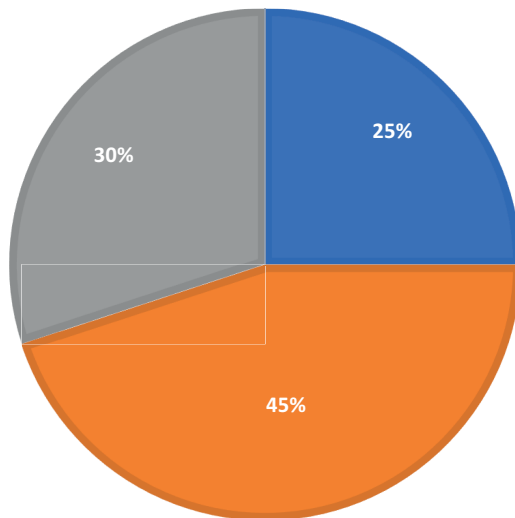


Exercises: Reliability and sense of responsibility

OVERVIEW OF THE SESSION ON RELIABILITY AND SENSE OF RESPONSIBILITY

BREAKDOWN OF THE SESSION

- Warmup: The reliable one
- Main part: Taking responsibility
- Cool down: Palm trees in the wind



RELIABILITY AND SENSE OF RESPONSIBILITY: WARMUP

THE RELIABLE ONE¹¹

A warmup game where participants work in pairs to navigate the cones while one of the participants is blindfolded.

OBJECTIVE

- Participants develop the ability to trust as well as being reliable.

NUMBER OF PARTICIPANTS

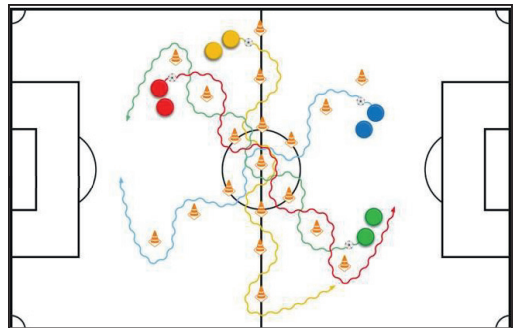
- 8 to 14 participants

EQUIPMENT

- 8 balls
- 40 cones
- 8 blindfolds
- 1 safe playing field

LENGTH

- 10-15 minutes



HOW TO PLAY

- The players are organized into pairs. Each pair stands in front of one of the starting cones. One player in each pair puts on a blindfold. His/her partner makes sure that his/her vision is completely blocked.
- The blindfolded player must dribble the ball through the obstacles, touching as few cones as possible. The guide can only give instructions to his/her partner verbally (no gestures, no touching).
- Once the first player in each pair successfully completes the obstacle course, the players change roles. The person who was blind is now in the position of a guide.

¹¹ This exercise has been adapted from streetfootballworld's "Scoring for the future" manual: [Scoring for the Future_Empoyability Toolkit_ENG.pdf \(streetfootballworld.org\)](https://www.streetfootballworld.org/scoring-for-the-future-empoyability-toolkit-eng.pdf)

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? How did you feel when navigating the cones with a blindfold on? What was it like to be responsible for guiding your partner who was blindfolded?
- ↳ **Connect** – What did you learn from this game about being a reliable person? How does reliability create trust?
- ↳ **Apply** – Why is being a reliable person an important quality in daily life?
- ↳ **Action** – What action could you take to become a more reliable person?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



RELIABILITY AND SENSE OF RESPONSIBILITY: MAIN PART

TAKING RESPONSIBILITY

A relay game where participants clean up the environment while trying to make their way through an obstacle course.

OBJECTIVE

- Participants develop their sense of self-responsibility by cleaning their environment.

NUMBER OF PARTICIPANTS

- 8 to 20 participants

EQUIPMENT

- Empty bottles and plastic bags
- 2 balls
- 14-20 cones
- 1 safe playing field

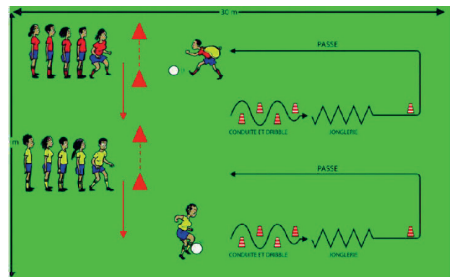
LENGTH

- 20-25 minutes

HOW TO PLAY

The facilitator prepares the obstacle course for the relay race as pictured above. The obstacles can vary depending on the equipment available. The facilitator could also ask the participants to assist with creating the obstacle course to underline the idea of taking responsibility. For instance, the facilitator could ask the participants to find trash in the surrounding area that will be used as part of the obstacle course.

The participants are organized into two teams. Each team gathers behind one of the starting cones. The facilitator gives the signal and the first participant from each team dribbles the ball through the obstacles. Before returning to their teams, the participants must pick up a piece of trash which has been placed in the obstacle course. The next participants can then begin the obstacle course. The game is won once each member of a team successfully makes it through the course and brings back a piece of trash.



RELIABILITY AND SENSE OF RESPONSIBILITY: COOL DOWN

PALM TREES IN THE WIND

A cool down game where participants act as though they are a palm tree being blown around by the wind while supported by those standing around them.

OBJECTIVE

↳ Participants develop a sense of empathy and responsibility towards others.

NUMBER OF PARTICIPANTS

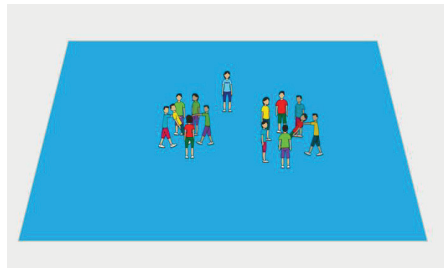
↳ 8 to 20 participants

EQUIPMENT

↳ 1 safe playing field

LENGTH

↳ 10-15 minutes



HOW TO PLAY

↳ The participants are organized into small groups of 5-6 participants. Each group forms a closed circle with one participant in the middle. The participant in the middle acts as though he/she is a palm tree swaying in the wind. The participant allows himself/herself to fall back and forth and left and right. He/she can close their eyes if they feel comfortable to increase the sensation of being blown in the wind.

↳ The other participants in the circle catch the participant in the middle and push him/her gently in a different direction. They should start off with gentle pushes and when they build up enough trust can give slightly stronger pushes. The participants in the circle need to be standing close to the participant in the middle so he/she does not fall.

↳ The facilitator asks the participants to change roles so that everyone can experience being a palm tree.

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? How did it feel to be the palm tree blowing in the wind? Was anyone dropped by another participant? How did that feel?
- ↳ **Connect** – How do you build trust in daily life? Why is being a reliable person so important to building trust?
- ↳ **Apply** – Why are trust and reliability important for working within a team and in a professional setting?
- ↳ **Action** – What action could you take to become a more trustful and reliable team member?

ANALYSIS

Take notes in order to document your experience as a facilitator:

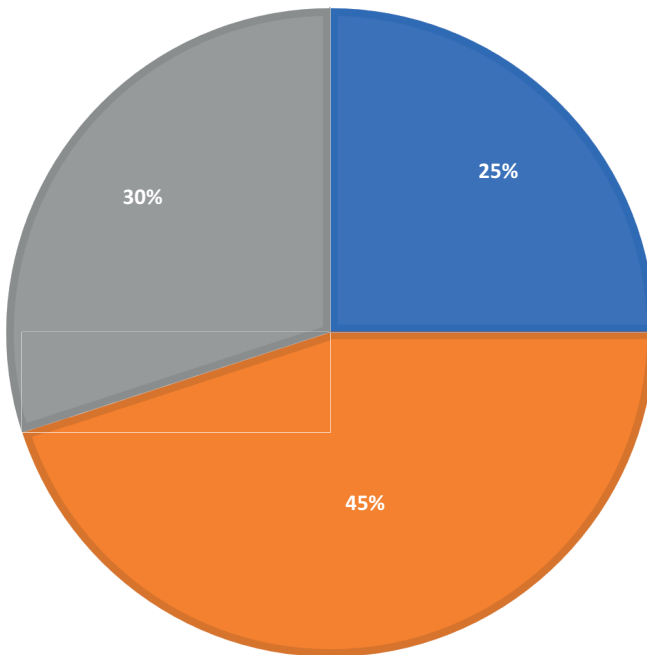
- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



OVERVIEW OF THE SESSION ON CONFLICT RESOLUTION

BREAKDOWN OF THE SESSION

- Warmup: Spider web
- Main part: Treasure
- Cool down: Tug of war



CONFLICT RESOLUTION: WARMUP

SPIDER WEB

A warmup game where participants work together to get all members of the team through the spider web without touching the web.

OBJECTIVE

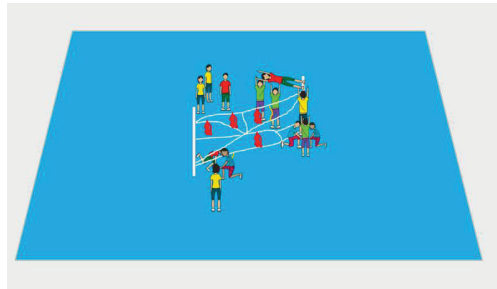
↳ Participants develop their ability to work together and resolve problems.

NUMBER OF PARTICIPANTS

↳ 6 to 14 participants

EQUIPMENT

- ↳ 1 long rope
- ↳ 3-5 short ropes
- ↳ 2 goal posts
- ↳ 6-14 bibs
- ↳ 1 safe playing field



LENGTH

↳ 10-15 minutes

HOW TO PLAY

↳ The facilitator sets up the spider web between the posts with the long rope and several smaller ropes. If there are no goal posts, the facilitator could look for two trees standing close together and set up the web there. Make sure the holes are large enough so that a person can fit through them. There should be as many holes in the web as there are participants.

↳ The participants must make their way through the web without touching the web. Each participant must go through a different hole. Once a participant has gone through a hole the facilitator should mark it with a bib. The participants will need to work as a team to help participants get through some of the more challenging holes.

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? How did you manage to resolve the problem of getting everyone through the spider web?
- ↳ **Connect** – If you view the spider web as a conflict, what does this game teach us about conflict resolution?
- ↳ **Apply** – Why is conflict resolution important in daily life, and when working within teams?
- ↳ **Action** – What action could you take to improve the way you resolve conflicts within a team?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?



CONFLICT RESOLUTION: MAIN PART

TREASURE¹²

A game where participants work with their teammates to try and collect as much treasure as possible before time runs out.

OBJECTIVE

- ↳ Participants develop their ability to resolve conflict.

NUMBER OF PARTICIPANTS

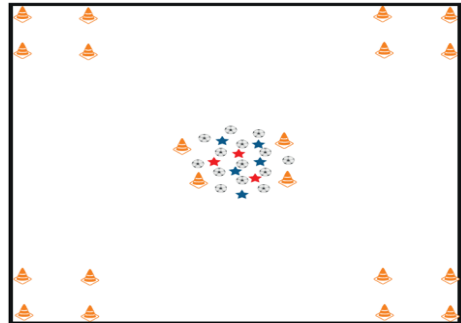
- ↳ 8 to 24 participants

EQUIPMENT

- ↳ 15 balls
- ↳ 30 cones
- ↳ 20 bibs of four colors
- ↳ 1 safe playing field

LENGTH

- ↳ 20-25 minutes



HOW TO PLAY

- ↳ The players are organized into four teams. The four teams divide themselves into four zones. These are now their respective base camps.
- ↳ At kick-off, the players must collect the "treasures" in the middle of the field and bring them back, one by one, to their respective base camps.
- ↳ In the first phase of the game, the four teams play against each other without imposing any rules. In the second phase of the game, the four teams propose and discuss rules to improve the game. The players participate in a second phase of the game while respecting the rules established together.

¹² This exercise has been adapted from streetfootballworld's "Scoring for the future" manual: [Scoring for the Future_Empoyability Toolkit_ENG.pdf \(streetfootballworld.org\)](https://streetfootballworld.org)

CONFLICT RESOLUTION: COOL DOWN

TUG OF WAR

A cool down game where participants work in teams to try and pull the other team over to their side.

OBJECTIVE

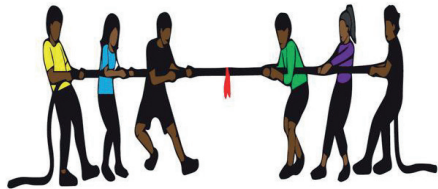
- Participants work in teams to understand the dynamics of conflict.

NUMBER OF PARTICIPANTS

- 8 to 20 participants

EQUIPMENT

- 1 rope with a flag in the middle
- 2 cones
- 1 safe playing field



LENGTH

- 10-15 minutes

HOW TO PLAY

- The facilitator sets up the game by laying the rope on the ground and placing two cones on both ends of the rope. The flag of the rope should be in the middle of the two cones.
- The participants are organized into two teams with the same number of participants in each team. Each team should be on either ends of the rope with each member of the team touching the rope. Team members should make sure that there is a little bit of space between each other.
- The facilitator explains that the objective of the game is to pull the other team towards one side of the playing surface. If the flag in the middle of the rope reaches your cone your team wins the game.

DISCUSSION AND REFLECTION

- ↳ **Reflect** – How did the exercise go? Was it difficult to pull the other team to your side?
- ↳ **Connect** – What does this game teach us about conflict and resolving conflict?
- ↳ **Apply** – How could resolving conflict improve the way you work with others?
- ↳ **Action** – What action could you take to improve the way you resolve conflict?

ANALYSIS

Take notes in order to document your experience as a facilitator:

- ↳ What worked well in this exercise?
- ↳ What challenges did you face and why?
- ↳ What changes can you put in place to ensure a better experience?
- ↳ Other comments or suggestions?