

## General background information

This training sequence developed by partner organisations in [Albania](#) contains **four training sessions** with the focus on the **development of communication, cooperation,<sup>1</sup> sense of belonging and social interaction**. Sport is more than physical exercise; sport is about the personal and social development of young people. Sport activities offered in a pedagogically valuable way can impact and strengthen different competences that children and youth need in their daily lives. Communication and cooperation through sport is essential and being able to do it effectively is a key skill that has an important impact on personality development. It is important that youth’s communication skills are nurtured from an early stage. These skills are nurtured through sports, influencing team performance, cooperation and providing skills that students may transfer into future social areas.

**Communication:** The transmission of the message from sender to recipient can be affected by a huge range of external and internal factors. These include our emotions, the cultural aspects, the medium used to communicate, and even our location.

**Cooperation:** Cooperation is the process of a group working or acting together for common, mutual, or some underlying benefit, as opposed to working in competition for the individual benefit.

**Sense of Belonging:** The sense of belonging and identification involves the feeling, belief, and expectation that one fits into the group and has a place in it. It is a feeling of acceptance by the group and a willingness to sacrifice for the group.

**Interaction:** a dynamic, changing sequence of social actions between individuals (or groups) who modify their actions and reactions due to the actions of their interaction partner(s). In other words, these are instances in which people attach meaning to a situation, interpret what others are expressing, and respond accordingly.

<b>Main competences/skills</b>	<b>Communication, cooperation, sense of belonging and social interaction</b>
<b>Subtopics/ Focus of the training sessions</b>	<ol style="list-style-type: none"> <li>1. Communication in the context of socialisation</li> <li>2. Cooperation in the context of socialisation</li> <li>3. Sense of belonging in the context of socialisation</li> <li>4. Social interaction in the context of socialisation</li> </ol>
<b>Sport</b>	Ball Games, Athletics

<sup>1</sup> S4D Competences should be part of every S4D Activity and S4D Training Session. [HERE](#) you can find a collection of general S4D competences children and youth can gain through their participation in S4D Activities and Training Sessions. To get an idea of how we define S4D Competences, Life Competences/Skills, Sporting Competences and Learning Objectives, please have a look in our [Glossary](#).

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<b>Sporting Competences</b> targeted throughout the session	<ul style="list-style-type: none"> <li>• <b>Motor competences:</b> Coordination, speed, flexibility</li> <li>• <b>Technical competences:</b> Throwing, running, jumping</li> <li>• <b>Tactical competences:</b> Working together as a team, making clever choices</li> </ul>
<b>Target Group</b>	<ul style="list-style-type: none"> <li>• <i>Age group:</i> 12-16; <i>gender composition:</i> mixed; <i>size of group:</i> 18</li> <li>• <i>S4D experiences of the group:</i> no experience; <i>general sporting abilities:</i> medium (good knowledge of handball &amp; volleyball); other relevant aspects: unfamiliar group of students</li> </ul>
<b>Duration of the sessions</b>	60 min for each of the 4 sessions

## 1. S4D session: Communication in the context of socialisation

<b>Duration of the session</b>	60 min
<b>General learning objective</b>	<ul style="list-style-type: none"> <li>• In this session, students will learn about the concept of socialisation with a strong focus on the competence communication.</li> <li>• The students will become familiar with the norms of a given social group or society and understand the difficulties some young people might face when being involved and interacting with a social group or society.</li> </ul>
<b>Life Competences/skills:</b>	<ul style="list-style-type: none"> <li>• Students are able to express themselves freely in an unfamiliar environment.</li> <li>• Students are able to discuss topics among various sized groups of students without overpowering others.</li> <li>• Students are able to use nonverbal communication to interact with each other.</li> <li>• Students are able to convey positive messages to each other.</li> <li>• Students are able to communicate in an effective and useful manner with their peers and teacher.</li> </ul>

### Theoretical background information

Communication involves people interacting with one another in order to convey information. The most obvious form of communication is linguistic (expressing oneself verbally or in writing), however, body language, behavioural mannerisms and many other interpersonal signals are also types of communication. Communication is an important tool for socialisation within a group and particularly important for teamwork.

A nod or shake of the head, a thumbs up, or any other motion or gesture that people use to convey a message to someone else are all types of non-verbal communication. As far as interpersonal verbal communication goes, clear and constructive communication between players, coaches and others involved is essential.

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## Practical Session

### Introduction



#### Welcome and Introduction (5 min)

- Gather the players in a team circle.
- Welcome the participants and create a pleasant setting and atmosphere.
- **Have a look back at the last training session:** What happened after the last training session?
- **Have a look ahead to the upcoming training session:** What will happen in this session?
  - o Introduction of learning objectives
  - o Sensitisation for the topic

Have a look into the [S4D Training Session Cycle!](#)

See [Structure of an S4D Training](#) and [S4D Training Session Cycle](#) to find more information about how to structure a S4D training session. To plan your own training session, you can use the [Template “Planning and Reviewing Sheet for S4D Training Sessions”](#).

### Warm up


#### Game 1: Pass the Ball

<b>Duration</b>	8 min
<b>Setting</b>	The students line up in a row. The first participant in the row will have the ball.
<b>Material, Equipment</b>	- 25m x 25m field, 4 cones, 1 volleyball
<b>Activity &amp; Description</b>	<p>The students will run in a circle without breaking up the initial row while transporting the ball from the first participant to the last. When the ball reaches the last student in the row, they take the ball and run to the beginning of the row. Simultaneously, they present their name and hobby (e.g. Name: Jane, hobby: music). This exercise ends when all students have been introduced.</p> <p><i>Tip:</i> control the running pace according to the abilities of the students.</p>
<b>Learning Objective</b>	Students learn how to present themselves in an unfamiliar group while communicating in order to cooperate. The students will develop their communication skills and increase self-confidence in building social relations with each other.




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## Game 2: Stretching Exercise

<b>Duration</b>	7 min	
<b>Setting</b>	Students stand in a circle.	
<b>Material, Equipment</b>	n/a	
<b>Activity &amp; Description</b>	The students come together in a circle and take turns to perform a warm-up exercise (with the help of the teacher). Everyone else must follow the student who is leading the exercise. Before the student starts to present the exercise, the other students have to introduce the student who will lead the exercise. (e.g. His name is John and he likes music.)	
<b>Learning Objective</b>	Students have to perform an exercise and lead the group through nonverbal communication.	

## Main Phase

### Game 1: Handball Drill Exercise

<b>Duration</b>	10 min	
<b>Setting</b>	<ul style="list-style-type: none"> <li>Divide the students into three equal groups; each group is mixed with boys and girls.</li> <li>Mark the field with disc cones, use the cones to make the handball gates</li> </ul>	
<b>Material, Equipment</b>	- 20m x 30m field, 3 balls, 4 cones, 20 disc cones	
<b>Activity &amp; Description</b>	<ol style="list-style-type: none"> <li>After the students are divided into three groups, they come together in a circle where they pass the ball to each other. A student enters the middle of the circle and makes a short introduction of themselves. The student then tries to catch the ball. If the student in the middle catches the ball, the student that threw the ball enters the middle.</li> <li>Multiple of 3: Students come together in a circle and pass each other the ball. The students count each pass out loud (1,2...) apart from the numbers that are a multiple of the number 3. In this case, the students just continue passing the ball silently and continue counting after that respective number has past (1, 2...,4,5...). The game is considered won if the students manage to finish the count successfully up to 20. The student who makes a counting mistake enters the middle.</li> </ol>	
<b>Learning Objective</b>	All students get to know each other better and gain self-confidence in speaking in front of their peers. The game aims at building a sense of cooperation between the students by communicating and practicing exercises before the handball game.	

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## Game 2: Handball Game

<b>Duration</b>	25 min
<b>Setting</b>	Divide the group into three teams.
<b>Material, Equipment</b>	- 20m x 30m field, 3 balls, 4 cones, 20 disc cones
<b>Activity &amp; Description</b>	<p>Two teams play a handball game while the other team starts with a drill exercise.</p> <p><i>Rules of the game:</i></p> <ol style="list-style-type: none"> <li>1. In order to score the first goal, the ball must be passed to each member of the team. Before a member passes the ball to another, they have to say the name of the member to whom they will pass the ball.</li> <li>2. After every goal or latest after three minutes of play, one team swaps with the team that is doing the drill exercise. The teams take turns in swapping, however, the team that scores a goal must swap.</li> </ol>
<b>Learning Objective</b>	Students use communication to socialise with each other during the game and to build a strong team foundation.



## Cool Down

### Human Knot<sup>2</sup>

<b>Duration</b>	10 min
<b>Setting</b>	Students come together in a close circle and entangle their arms by holding hands.
<b>Material, Equipment</b>	n/a
<b>Activity &amp; Description</b>	Students should stand next to one another in a line, shoulder to shoulder, and then come together in a circle. Once in a circle, each person must reach across the circle and take a hand of two others, creating a human knot out of their arms. The goal of the game is to untangle themselves without letting go of the hands they are holding. Once the students have untangled themselves, they will be standing in a regular circle, without any joined hands in the middle.
<b>Learning Objective</b>	The objective of this team-building game is to increase communication and collaborative problem-solving skills of the group.

<sup>2</sup> Resource: University of Oregon, Center for Leadership and Community Engagement, <https://holden.uoregon.edu/leadership>, [https://youtu.be/moP9wWcnC\\_A](https://youtu.be/moP9wWcnC_A)

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## Reflection (10 min)<sup>3</sup>

	<ul style="list-style-type: none"> <li>• Gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion.</li> <li>• Ask whether the session was good or not and which part of the session was most interesting or fun and which was not.</li> <li>• Give a short recap of the session and ask the participants what they have learned or what sticks to their minds after the session.</li> </ul>
<p><b>Example Questions:</b></p>	<ul style="list-style-type: none"> <li>• How did you feel during the session?</li> <li>• Do you think the communication within the team was good? Was everyone able to have their say? Did you listen to each other?</li> <li>• Did communication help you to win a game? What strategy did you use as a team?</li> <li>• How can you make use of the communication skills you improved during this session in your daily life?</li> <li>• What did not go well in the session or what can be changed?</li> </ul>

*Make sure that every participant gets the chance to share or say something if they want to.*

<sup>3</sup> [HERE](#) you'll find a guideline including examples of ways/methods how a reflection can be structured in four steps and how participants can be best organized.

## 2. S4D session: Cooperation in the context of socialisation


<b>Duration of the session</b>	60 min
<b>Life Competences/skills:</b>	<p><b>Cooperation</b></p> <ul style="list-style-type: none"> <li>• Students are able to describe the importance of cooperation in a team.</li> <li>• Students are able to recognise the individual strengths of group members and use them to reach a common goal.</li> <li>• Students are able to combine efforts for the achievement of a common goal.</li> <li>• Students are able to increase their critical thinking and problem-solving abilities through cooperating within a team.</li> </ul>

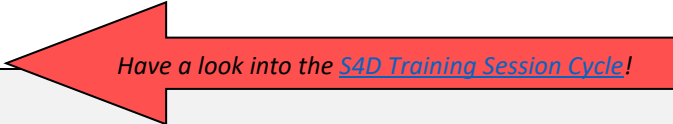
### Theoretical background information

Cooperation is a continuous process in the society. During the process of cooperation, two or more individuals work together to achieve a common goal. It's a form of organised interaction between different people to attain common goals. While cooperation often includes a notion of friendship, solidarity, and integrity, it additionally builds self-esteem, helping students to communicate and socialise within their groups. Sports are inherently cooperative and foster teamwork. Therefore, good cooperation can bring team members closer together and build strong social bonds amongst them, even beyond the pitch.

### Practical Session

#### Introduction

	<p><b>Welcome and Introduction (5 min)</b></p> <ul style="list-style-type: none"> <li>• Gather the players in a team circle.</li> <li>• Welcome the participants and create a pleasant setting and atmosphere.</li> <li>• <b>Have a look back at the last training session:</b> What happened after the last training session?</li> <li>• <b>Have a look ahead to the upcoming training session:</b> What will happen in this session?             <ul style="list-style-type: none"> <li>○ Introduction of learning objectives</li> <li>○ Sensitisation for the topic</li> </ul> </li> </ul>
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# giz S4D Training sequence: “Communication, Cooperation, Sense of Belonging and Social Interaction”

## Warm up:

### Game 1: Switch Place

<b>Duration</b>	10 min
<b>Setting</b>	Place the hula hoops in a 20x20m field.
<b>Material, Equipment</b>	- 20m x 20m field, 18 hula hoops
<b>Activity &amp; Description</b>	Students are running on the field to music. While the students are running, each one high fives another student and they introduce themselves. After a few seconds, the teacher asks the students to stand in a hula hoop. After a minute, the students start running again and the teacher removes one hula hoop. Once again, the teacher asks the students to find a hula hoop, this time two students stand in one hula hoop, and they high five each other and introduce themselves. Again, the students start running around the field. Another hula hoop is removed, and the teacher asks the students to find a hula hoop to stand in, three students at a time. The game continues like this until there are only a few hula hoops left. Throughout the game, the students might have to change their strategy.
<b>Learning Objectives</b>	The students increase their cooperation, communication and understanding within the group.



## Main Phase

### Game 1: The Mined Zone

<b>Duration</b>	15 min
<b>Setting</b>	The students are divided into three teams that each line up in a row.
<b>Material, Equipment</b>	- 25 x 25m field, 3 Cones, 6 Hula hoops
<b>Activity &amp; Description</b>	Each of the three teams stand in a row at one end of the field. Each group has to find a way to cross the field to reach the opposite end. The students crossing have to walk with hula hoops. Each team is given two hula hoops and they must find a way on how to cross the field and reach the safe zone as quickly as possible. No one should be left behind. The team that crosses the fastest wins.
<b>Learning Objectives</b>	The students develop teamwork abilities, build cooperation and increase communication and problem-solving competences.





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## Game 2: Tic Tac Toe

<b>Duration</b>	20 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>The students are divided in 4 rows, A, B, C, D and will independently compete two by two in a row (A competes with B and then C competes with D).</li> <li>Each group receives 3 cones in a different colour.</li> </ul>
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>9 hula hoops</li> <li>6 cones</li> </ul>
<b>Activity &amp; Description</b>	<p>The students are divided into four teams (team A, team B, team C, team D). Two teams compete against each other (Team A against team B; Team C against team D). Ahead of the competing teams are two sets of 9 hula hoops placed in a tic tac toe pattern. The first student from each team carries a cone and drops it in of one of the nine hula hoops.</p> <p>The students then run back to their team and choose another student who repeats the same task. Once a team has three cones in a row, the game is over. If, after each team has placed its 3 cones there is still no winner, the next students are allowed to move one of their own cones to another empty hula hoop until there is a winner.</p>
<b>Learning Objective</b>	The students increase the cooperation within the team and their self-confidence. The players need to make very quick decisions under time pressure. They have to develop a strategy and problem-solving skills collectively.




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## Cool Down

### Position Play

<b>Duration</b>	15 min
<b>Setting</b>	Mark the field with cones 10m x 10m and divide the students into two groups.
<b>Material, Equipment</b>	- 8 cones - 10mx10m field
<b>Activity &amp; Description</b>	Students move around in a marked area performing stretching exercises. On a signal, the students have to line up according to their height, names (alphabetical), age, feet size, birthday, etc. After the first two rounds the students have to line up without speaking to each other. The group who lines up first, wins.
<b>Learning Objective</b>	This game increases the sense of team cooperation while socialising and learning more about each other’s characteristics.

## Reflection (10 min)<sup>4</sup>

	<ul style="list-style-type: none"> <li>• Gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion.</li> <li>• Ask whether the session was good or not and which part of the session was most interesting or fun and which was not.</li> <li>• Ask for the topic of the session to see whether they understood the message of the session.</li> </ul>
<p><b>Example Questions:</b></p>	<ul style="list-style-type: none"> <li>• How do you understand the word cooperation and what does it mean to you?</li> <li>• Did you have difficulties to develop cooperation strategies during the games?</li> <li>• Do you think all the participants were contributing towards achieving the common goal?</li> <li>• How did the activities throughout the session helped you to socialise with each other?</li> <li>• During the activities, do you think there was a moment when the other participants didn’t involve you in the group to cooperate? If yes, how did that make you feel?</li> <li>• In an all-participatory mode, ask what life skills have been acquired during all the activities throughout the session.</li> <li>• What are the different motor skills acquired throughout the session?</li> <li>• How can you use the newly acquired life skills in your day-to-day life in order to adapt to a new group/environment?</li> <li>• What did not go well in the session or what can be changed?</li> </ul>

<sup>4</sup> [HERE](#) you’ll find a guideline including examples of ways/methods how a reflection can be structured in four steps and how participants can be best organized.

### 3. S4D session: Sense of belonging in the context of socialisation


<b>Duration of the session</b>	60 min
<b>General learning objective</b>	In this session students will learn from each other by working and developing strategies together to achieve group success. They will increase their self-confidence and their sense of belonging within the group. Situations will be created where students will feel and be valued as an important part of the group.
<b>Life Competences/skills:</b>	<p><b>Cooperation</b></p> <ul style="list-style-type: none"> <li>• Students get a sense of the group dynamics and are able to describe why they feel connected to others.</li> <li>• Students are able to cooperate and encourage others to share diverse perspectives.</li> <li>• Students are able to work together for the achievement of a collective goal.</li> <li>• Students are able to strengthen the connection within their group and foster their sense of contribution to meaningful shared goals.</li> </ul>

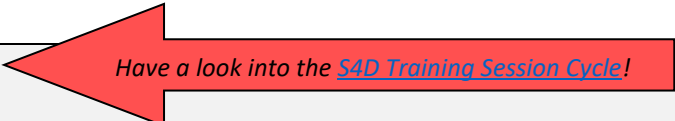
#### Theoretical background information

Belonging is about how much we believe we fit into a group or to a place – and how much that place or group welcomes or includes us. It is the result of connecting with others in rich relationships and engaging with our communities to improve these. Belonging is fundamental to our sense of happiness and well-being. Team sport builds a sense of belonging and creates social bonds beyond the sports field. Within a team, everyone has a specific role to play and is recognised and respected for that. Participants from different backgrounds can experience a sense of belonging through strengthened bonds between the members of the group.

#### Practical Session

##### Introduction

	<p><b>Welcome and Introduction (5 min)</b></p> <ul style="list-style-type: none"> <li>- Gather the players in a team circle.</li> <li>- Welcome the participants and create a pleasant setting and atmosphere.</li> <li>- <b>Have a look back at the last training session:</b> What happened after the last training session?</li> <li>- <b>Have a look ahead to the upcoming training session:</b> What will happen in this session?             <ul style="list-style-type: none"> <li>○ Introduction of learning objectives</li> <li>○ Sensitisation for the topic</li> </ul> </li> </ul>
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# giz S4D Training sequence: “Communication, Cooperation, Sense of Belonging and Social Interaction”

## Warm up

### Prince, Princess, and the Dragon<sup>5</sup>

<b>Duration</b>	10 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>Mark the area with cones.</li> <li>Divide the participants into two teams and ask them to stand in two lines, with their backs facing the other team.</li> </ul>
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>15m x 25m field</li> <li>10 – 15 cones</li> </ul>
<b>Activity &amp; Description</b>	<p>Participants are divided into two teams which are both lined up, with their backs facing the other team. Each team decides whether they will be the prince, princess, or the lion, without telling the other team. They turn around to face the other team and mime an action representing who they are. For example, a dainty pose could represent the princess. Flexed muscles with a sword in the hands could represent the prince and a ferocious roar could represent the dragon.</p> <p><i>Rule:</i> The princess defeats the prince, the prince defeats the dragon, and the dragon defeats the princess. Sometimes, neither group will defeat the other because they will both choose to be the same.</p> <p>The winning team has to chase the losing team. The losing team tries to escape across the line behind them. If they make it behind the line, they are safe. If some of them get caught while running, they have to change over to the winning team.</p>
<b>Learning Objective</b>	Students will acquire a sense of belonging to their respective group. They collaborate and make decisions together.

## Main Phase


### Game 1: Molecule Game<sup>6</sup>

<b>Duration</b>	10 min
<b>Setting</b>	n/a
<b>Material, Equipment</b>	- 2 Balls, 1 Cone, 1 Hula hoop


<sup>5</sup> Resource: 100 ways to energize groups, Page 21, Samson and Delilah Game: <https://www.ndi.org/sites/default/files/Energisers.pdf>

<sup>6</sup> Resource: [GIZ Practical Booklet for S4D Volunteers in the Balkan Region, Page 12](#)

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<b>Activity &amp; Description</b>	<p>The students move around freely like “atoms” in a marked area. On a signal, the students have to form groups (molecules). The teacher defines the number of persons who have to get together to form a molecule. Together, they have to collect objects from the ground while the molecule has to stay connected</p> <p><i>Tips/Variations:</i> Start with a small number of participants 2,3 players for one molecule and then increase the number.</p>	
<b>Learning Objective</b>	<p>This game strengthens the social bond between the participants. It strengthens the connection with their group and fosters their sense of cooperation to achieve a common goal.</p>	

## Game 2: The Fisherman’s Net

<b>Duration</b>	<p>25 min</p>	
<b>Setting</b>	<p>Students line up at the bottom of the field and are labelled as "fish", while one student stands in the middle of the field who is called the "net".</p>	
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- 40m x 30m field</li> <li>- 4 cones</li> </ul>	
<b>Activity &amp; Description</b>	<p>At the teacher's command, the “fish” students set off to cross from one side of the field to the other, trying not to be caught by the net. The “net” student aims to touch the “fish” students and make them a part of the net. After crossing the field, the “fish” students cannot be caught by the “net” students. Again, the “fish” students start to cross to the other side of the field. The game ends when all the “fish” students are caught by the “net”. The game is repeated several times</p>	
<b>Learning Objective</b>	<p>Students learn how to adjust themselves in different/new conditions and to make themselves fit/belong into a new group.</p>	


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## Cool Down

### Blindfold

<b>Duration</b>	10 min
<b>Setting</b>	Mark the field using the cones. Divide the students into pairs. One of the students has to cover their eyes and be blindfolded. Place obstacles randomly on field.
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- 20x25 field</li> <li>- 10 cones</li> <li>- Obstacles</li> <li>- Blindfolds</li> </ul>
<b>Activity &amp; Description</b>	The blindfolded student is guided to overcome the obstacles by the voice of their partner. The goal is for the pair to work together to collect all the cones. The students take turns in being blindfolded.
<b>Learning Objectives</b>	The objective of this game is to take social responsibility while building and receiving trust between the students.

### Reflection (10 min)<sup>7</sup>

	<ul style="list-style-type: none"> <li>• Gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion.</li> <li>• Ask whether the session was good or not and which part of the session was most interesting or fun and which was not.</li> <li>• Ask for the topic of the session to see whether they understood the message of the session.</li> </ul>
<b>Example Questions:</b>	<ul style="list-style-type: none"> <li>• How did you feel during the session? Did you have difficulties to “fit” into the group?</li> <li>• Did you feel like your thoughts and contributions were welcomed by the other participants?</li> <li>• During the activities, do you think there was a moment when the other participants didn’t take your opinion into consideration? If yes, how did that make you feel?</li> <li>• What are the different motor skills acquired throughout the session?</li> <li>• How can you use the newly acquired life skills in your day-to-day life in order to adapt to a new group/environment?</li> <li>• What did not go well in the session or what can be changed?</li> </ul>

<sup>7</sup> [HERE](#) you’ll find a guideline including examples of ways/methods how a reflection can be structured in four steps and how participants can be best organized.

#### 4. S4D session: Interaction in the context of socialisation

<b>Duration of the session</b>	60 min
<b>General learning objective</b>	In this session students will understand the importance of interaction in a team and increase their abilities to work in different social groups. This will increase their self-confidence, responsibility, and cooperation abilities.
<b>Life Competences/skills:</b>	<ol style="list-style-type: none"> <li><b>1. Responsibility</b> <ul style="list-style-type: none"> <li>• Students have courage when taking over responsibility for others.</li> <li>• Students will take over responsibility for their own actions, as well as encourage other participants to anticipate consequences for their own actions and act accordingly.</li> </ul> </li> <li><b>2. Self-Confidence</b> <ul style="list-style-type: none"> <li>• Students are able to give examples for having developed a positive self-perception.</li> <li>• Students are able to trust in others and their abilities.</li> <li>• Students are able to manage difficult situations and accept support from others.</li> </ul> </li> <li><b>3. Cooperation</b> <ul style="list-style-type: none"> <li>• Students are able recognise the individual strengths of group members.</li> <li>• Students are able to combine efforts to achieve a common goal.</li> </ul> </li> </ol>


#### Theoretical background information<sup>8</sup>

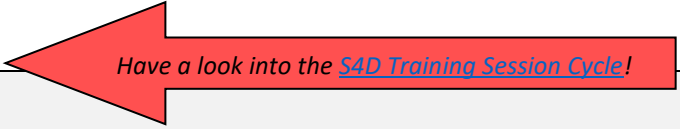
Social interactions are the acts, actions, or practices of two or more people mutually oriented towards each other. In other words, any behaviour that tries to affect or take account of each other's subjective experiences or intentions. This means that the involved parties of the social interaction must be aware of each other – have each other's self in mind. Socialisation occurs through the social interaction that accompanies sport participation. Patterns of social interaction in sports are influenced by many factors, including those external to sport environments.

<sup>8</sup> Further Resources: The Importance of Socialization Through Sport in Students Group Integration [https://www.armyacademy.ro/reviste/rev2\\_2016/Pomohaci.pdf](https://www.armyacademy.ro/reviste/rev2_2016/Pomohaci.pdf)

## Practical Session


### Introduction

	<p><b>Welcome and Introduction (5 min)</b></p> <ul style="list-style-type: none"> <li>• Gather the players in a team circle.</li> <li>• Welcome the participants and create a pleasant setting and atmosphere.</li> <li>• <b>Have a look back at the last training session:</b> What happened after the last training session?</li> <li>• <b>Have a look ahead to the upcoming training session:</b> What will happen in this session?             <ul style="list-style-type: none"> <li>○ Introduction of learning objectives</li> <li>○ Sensitisation for the topic</li> </ul> </li> </ul>
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### Warm up

#### Bed Sheet Race



<b>Duration</b>	15 min	
<b>Setting</b>	<p>The students are divided into three teams. The teams line up next to each other at a distance of 5 metres. Place a cone at the top of each row and another cone at a distance of 10 metres.</p> <p><i>Note:</i> To avoid any serious accidents, it is advised to play the game on grass or sand.</p>	
<b>Material, Equipment</b>	- 6 cones, 3 bed sheets 2mx2m, 3 balls	
<b>Activity &amp; Description</b>	<p>At the beginning of each row, two students hold on to an open bed sheet. In the middle of the bed sheet is a ball. On the teacher's command, the pairs of students holding the bed sheets perform a circuit, running from the first cone over to the second cone and then returning to their team. To continue, another student from each team joins their fellow students and holds on to the bed sheet. All three students now repeat the circuit and return to their team. One by one, all students from the team join to hold on to the bed sheet and do the circuit.</p> <p>The race ends when all the students from the team are holding on to the bed sheet and have completed the circuit collectively.</p> <p>This game is repeated several times to give all students the opportunity to run only as a pair at the beginning. Students will need to develop strategies to find the best way of lining up during the game.</p> <p><i>Rules:</i> The bed sheet should not touch the ground; the ball should not fall to the ground (the team is otherwise penalised with an extra lap around the circuit). Other students should not join before the circuit has been completed.</p>	
<b>Learning Objective</b>	Students have to interact with each other, plan strategies and cooperate to achieve the overall goal of the team.	



# giz S4D Training sequence: “Communication, Cooperation, Sense of Belonging and Social Interaction”



## Main Phase

### Game 1: Make a friend

<b>Duration</b>	15 min	
<b>Setting</b>	<p>Place 18 hula hoops in one half of the volleyball field. In each hula hoop is the name of a student, written on a piece of paper which is secured by a cone. Students should not know in which hula hoop their name has been placed. On the other side of the volleyball field are the students, divided into three groups. Each group is holding a bed sheet with a ball on it (same as in the warm-up game).</p> <p><i>Note:</i> If you do not have 18 hula hoops, use chalk to draw on the ground.</p>	
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- 18 hula hoops</li> <li>- 18 cones</li> <li>- 18 A5 sheets</li> <li>- A volleyball court with net height 200 cm,</li> <li>- 3 bed sheets 2m × 2m</li> <li>- 3 balls</li> </ul>	
<b>Activity &amp; Description</b>	<p>The game begins on the teacher's command. Each group holds on to the bed sheet and uses it to throw the ball over the volleyball net and into the hula hoops. If the ball hits a hula hoop that includes a name of a player from the opposite team, that player must swap teams. The game ends when all hula hoops have been hit.</p> <p><i>Rule:</i> If a group hits a hula hoop that includes the name of one of its own players, that member does not leave the game or join the other group but stays until the end of the game in the same team (the player becomes immune).</p>	
<b>Learning Objective</b>	Students interact and socialise with different participants apart from their team.	

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## Game 2: Volleyball with a Bed Sheet

<b>Duration</b>	15 min
<b>Setting</b>	Mark the volleyball court 7m × 14m. The height of the net should be 2m. Students are divided into two teams in which each of the players receive a number from 1- 9 (9 players per group). For example, James number 1, Ben number 2 and so on – the other team should not know what number belongs to whom. Both teams have a bed sheet that they hold on to.
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- Volleyball court</li> <li>- 3 bed sheets 2m × 2m</li> <li>- 1 ball</li> </ul>
<b>Activity &amp; Description</b>	<p>The game starts on the teacher’s command. One team passes the ball with their bed sheet to the other side of the field while the other team tries to catch it with their bed sheet and pass it back. If the ball is not caught by the other team or lands outside of the marked area, a point is awarded to the rival team.</p> <p><i>Rule:</i> The team that wins three points has the right to take a player from the other team by saying one of the 9 numbers, however, without knowing to whom the number belongs. For example, the team chooses number 2 to join the team, so Ben joins the team. Students who have changed teams can no longer be selected to swap until all group members have swapped teams. The newly selected players are excluded from choosing numbers as they know the number composition of their old team.</p> <p>The game ends when one team wins 10 points.</p> <div style="display: flex; justify-content: space-around;">   </div>
<b>Learning Objective</b>	Students learn how to interact with each other and design winning strategies.

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## Cool Down:

### Game: Who is the Leader?

<b>Duration</b>	10 min
<b>Setting</b>	Students come together in a circle.
<b>Material, Equipment</b>	n/a
<b>Activity &amp; Description</b>	Ask one person to volunteer and to leave the room/field. After they leave, the rest of the group chooses a “leader”. The leader must perform a stretching exercise that is copied by the whole group. The volunteer comes back into the room/field, stands in the middle, and tries to guess who is leading the stretching exercises. The group protects the leader by not looking at them. The leader must change the actions at regular intervals without getting caught. When the volunteer spots the leader, they join the circle, and the previous leader leaves the room/field to allow the group to choose a new leader. The student in the middle has 4 tries to guess who the leader is.
<b>Learning Objectives</b>	Students must use nonverbal communication to interact and cooperate with each other.



## Reflection (10 min)<sup>9</sup>

	<ul style="list-style-type: none"> <li>• Gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion.</li> <li>• Ask whether the session was good or not and which part of the session was most interesting or fun and which was not.</li> <li>• Ask for the topic of the session to see whether they understood the message of the session.</li> </ul>
<b>Example Questions:</b>	<ul style="list-style-type: none"> <li>• Did you feel like your opinions were welcomed by the other participants?</li> <li>• In an all-participatory mode, ask what life skills have been acquired during all the activities throughout the session.</li> <li>• What are the different motor skills acquired throughout the session?</li> <li>• During the session, did you feel that you were part of a group where everyone was continuously cooperating with each other to achieve the overall goal of the team?</li> <li>• How can you use the newly acquired life skills in your day-to-day life in order to adapt to a new group/environment?</li> <li>• What did you take away from all four sessions? What sticks to your mind the most? What will you share with your friends and family?</li> </ul>

<sup>9</sup> [HERE](#) you’ll find a guideline including examples of ways/methods how a reflection can be structured in four steps and how participants can be best organized.