

GAME DESCRIPTION - FIND YOUR TWIN

Idea of the game:

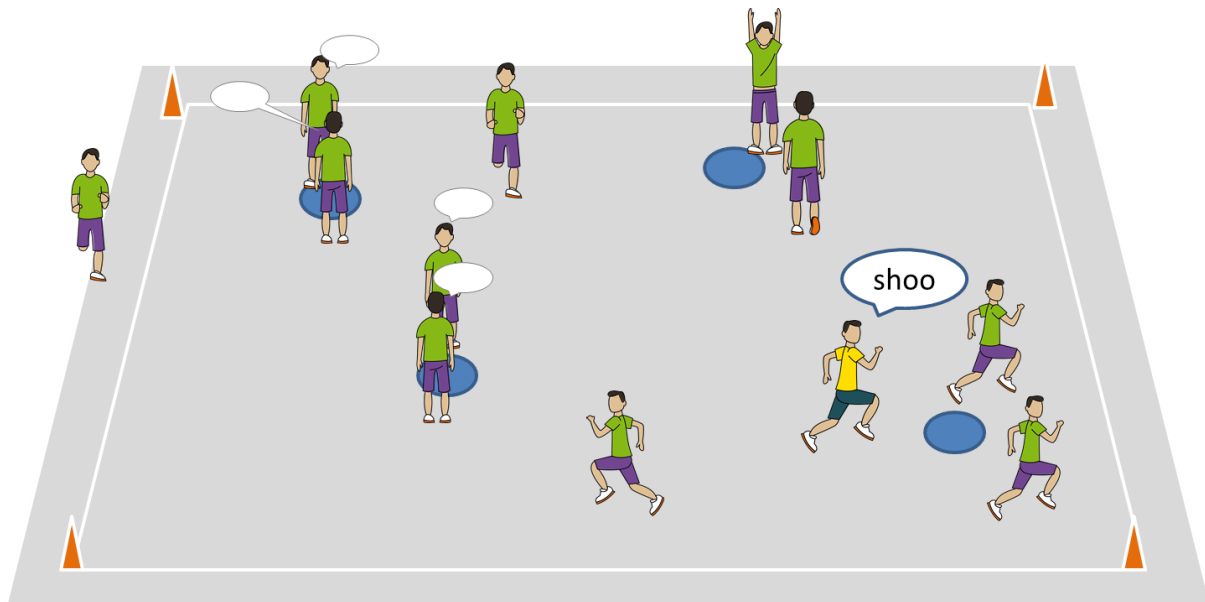
Players are supposed to find their secret twin. This is the person with whom they have the most in common.

Preparation:

- Play with 15-30 persons
- Mark 10 +/- contact points on the ground
- Ask 1 person to play the spoilsport and mark them with a bib

How to play:

- Players move freely across the field
- Whenever they find a free contact point they step on it and wait for a second player to join
- Only 2 players are allowed to use a contact point at the same time
- As soon as two players are together, they exchange as much information about themselves as possible - always trying to find things they have in common (we are both blond, we both have a dog, we both like Beyonce's songs...)
- But, they must be careful! When the spoilsport comes, they better leave the contact point because if he tags them while they are still touching the contact point, they need to run a lap around the playing field before they are allowed to join the action again



End of the game:

- Play for 10 +/- minutes
 - Then ask the first player who they think is their „best“ twin.
 - How many things do they have in common? What are these things?
 - Are there other players who have even more in common?
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Reflexion / envisaged learning

- Although someone might be a stranger or seems to be different than you on first sight, you may be surprised, how much you've got in common with the other person. So don't judge before you know each other!

GAME DESCRIPTION – LIVING STATISTICS

Idea of the game:

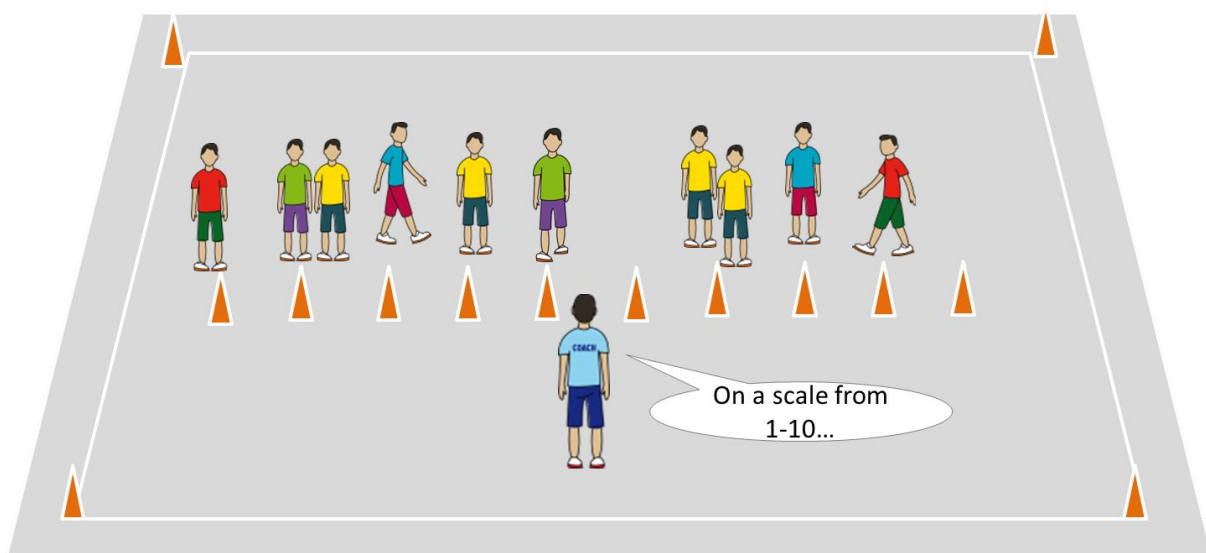
Players position themselves on a scale from 1-10 due to different questions.

Preparation:

- Play with up to 30 persons
- Mark a large scale with cones on the ground

How to play:

- Ask players to position themselves on the scale between the two poles, depending on their individual answers to your questions
- The questions depend on what you as a coach would like to know about the group. Make sure your questions are not embarrassing or exposing participants in front of the group.
- Don't ask more than 5-6 questions



Reflexion / envisaged learning

- After each question describe what you see (e.g. I see, that the group is more or less divided in two halves on this question...)
- Then ask 2-3 individuals to explain why they have positioned themselves where they are. If somebody wants to change their position after s.th. has been discussed they can do so.
- The discussion should always be appreciative and open for different experiences and opinions
- Instructors will get a brief overview of how the group is composed and each participant knows where he/she is positioned compared to others.

GAME DESCRIPTION – Celebrate like girls / like boys

Idea of the game:

Participants play a game of small field soccer. While playing they are supposed to communicate and celebrate (1) like girls/women, (2) like boys/men, (3) like themselves

Preparation:

- Set up one or more small soccer fields
- Play with simple soccer rules

How to play:

- Instruct participants to celebrate their goals and to communicate on the field in a typical female style
- Play for 10min, then instruct the group to switch, and do the same in a typical male style
- End with a few minutes of playing in which all players are just the way they are



Reflexion / envisaged learning

- Ask your players what they have seen and how they felt, collect the information on a flip-chart
- We all do have an idea of what is considered as typical male or typical female behaviour in sport
- There is a difference between typical male and typical female behaviour
- We all, and younger persons in particular, tend to adapt our own behaviour to what is expected.
- When we just behave like “ourselves” it feels less stressful and we are probably more moderate or more in between socially constructed prototypes...

GAME DESCRIPTION – Run away

Idea of the game:

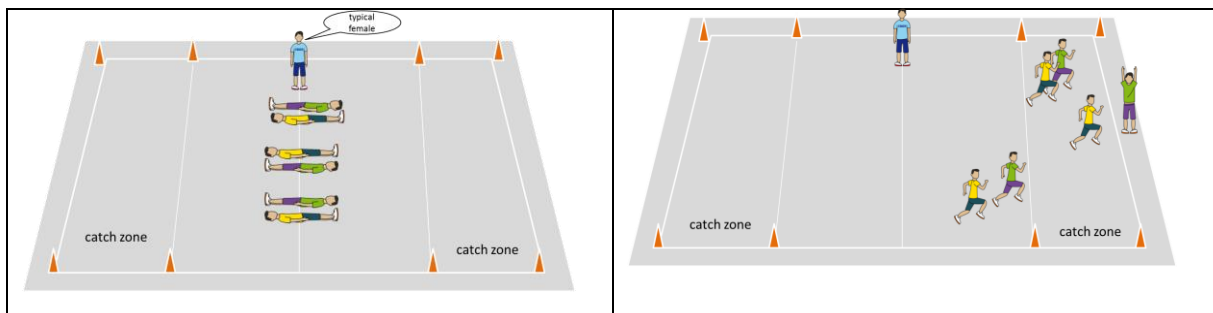
- Participants play a catching game in which gender stereotypical statements determine who catches and who runs away

Preparation:

- Mark a middle line, and a catch zone on both sides of the field
- Group players in pairs and determine the male and female role for each pair
- Determine a male and female catch zone

How to play:

- Players lay down in pairs at the middle line
- The coach shouts a statement which can be considered as typical male or female (e.g. doing the housework, climbing Mt. Everest, driving a fast car...)
- If players consider the statement as typical female, the „female“ player tries to run away and pass the catch zone before the male player can tag. If the statement is considered as typical male, it's the other way round
- If the player that runs away passes the catch zone, they earn a point, if the other player catches them, it's their point
- If players head for opposite directions, they don't score a point



Reflexion / envisaged learning

- We all do have very strong gender related assumptions or stereotypes which immediately trigger our decision as something being male or female
- Which stereotypes “worked”? Which ones didn't ?

GLOSSARY (1)

Sport for Development (S4D) / Sport for Inclusion	Sport for Development (S4D) refers to the use of sport as a tool to improve people’s lives and enlarge people’s choices. The concept grew from the conviction that well-designed, sport-based initiatives can be powerful, practical and cost effective in achieving development goals”. Within the Balkan Region we use Sport for Inclusion as a synonym term because social inclusion can be seen as a key goal of the respective regional initiative.
Sustainable Development Goals (SDGs)	The Sustainable Development Goals (SDGs) , also known as Global Goals, build on the success of the Millennium Development Goals (MDGs) and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.”
Sport	Sport within our context is defined as “all forms of physical activity that contribute to physical fitness, mental well-being and social interaction. This includes play, recreation, organized or competitive sport, and indigenous sports and games”
Coach	A Coach is a person involved in the direction, instruction, training and operations of a sports team or physical education class (children and youth) and delivers S4D activities. A coach can be a trainer of a club, a teacher, social worker or any other profession.
Gender / Sex	<p>Gender refers to the roles, behaviours, activities, and attributes given by society, at a given time, and considers what is appropriate for men and women. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context.</p> <p>Traditionally, Sex refers to a biological pattern of being born female or male. Of course social and human reality (including e.g. transsexuals, transgender people, hermaphrodites or intersex individuals) goes beyond this traditional binary division.</p>
Gender Identity	Gender identity refers to a person’s innate, deeply felt internal and individual experience of gender, which may or may not correlated within one’s physiology or sex at birth.
Gender Discrimination / Gender Related Violence	Gender Discrimination or Gender Related Violence is discrimination or violence that is performed due to the actions of a person who is acting outside the “normal” socially constructed roles, behaviours, activities and attributes that are considered appropriate for their biological sex.

GLOSSARY (2)

Gender Equality / Gender Equity	Gender equality , equality between men and women...does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female. Gender equity means fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities." –United Nations Educational, Scientific and Cultural Organization (UNESCO)
Health	The term Health in our toolkit is based on the definition of the World Health Organization (WHO): "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity"
Prejudices	Are assessments that are often not based on own experiences, filter our experiences, might just be a form of differentiation, are often (wrongly) equated with assessment or stereotype, are created in our mind.
Stereotypes	Mean that something is typical for.... Address social groups or single persons as members of these groups, are prejudicing in a simplifying, unfair and emotional manner, attribute or deny specific characteristics and behaviours to a specific group of persons, are more than just prejudices, because they generalize a prejudice, are harder to disperse than prejudice, are hiding the true personality and qualities of a person, are often negative, but there are also positive examples.
Discrimination	Unequal treatment in comparable situations or equal treatment despite different conditions or requirements.
Diversity	Differentiates and takes social complexity into account, respects the whole set of social categories.

Life Skills

Strategic Thinking, Planning, Problem Solving and Decision Making	<ul style="list-style-type: none"> ▪ Reflecting on the situation and spotting the problem ▪ Planning different approaches to solve a problem ▪ Deciding which approach would be the most effective
Effective Communication	<ul style="list-style-type: none"> ▪ Listening to and empathising with others ▪ Communicating your support clearly and simply ▪ Encouraging and motivating
Friendship, Solidarity and Sense of Belonging	<ul style="list-style-type: none"> ▪ Being part of a group ▪ Finding common ground with others and developing solidarity through it ▪ Accepting others into your group and helping them make friends ▪ Trusting each other on and off the sports field
Mutual Respect, Tolerance, Fair Play and Conflict Resolution	<ul style="list-style-type: none"> ▪ Recognising and understanding both differences and things in common ▪ Tolerating different attitudes to your own ▪ Acting fairly and always trying to find a solution to satisfy all
Reliability, Trust and Responsibility	<ul style="list-style-type: none"> ▪ Understanding that reliability builds trust ▪ Knowing that if you are trusted you will be given more responsibility ▪ Recognising that any team needs these 3 to be successful
Teamwork, Cooperation and Collaboration	<ul style="list-style-type: none"> ▪ Understanding that you can contribute to a team ▪ Knowing that a team is stronger than an individual ▪ Working together with a team towards a common goal
Self-Awareness, Self-Confidence and Self-Efficacy	<ul style="list-style-type: none"> ▪ Understanding your own strengths and areas for development ▪ Being confident enough to use and demonstrate your strengths and recognising when to ask for help ▪ Believing in your ability
Goal Orientation, Perseverance and Determination	<ul style="list-style-type: none"> ▪ Establishing what your goals are and what you need to do to achieve them ▪ Sticking to the plan you have made and the everyday actions which lead to success
Focus and Concentration and Diligence	<ul style="list-style-type: none"> ▪ Reflecting on the situation and spotting the problem ▪ Planning different approaches to solve a problem ▪ Deciding which approach will be the most effective
Emotional Stability, Coping with Stress and Pressure	<ul style="list-style-type: none"> ▪ Being able to calmly assess a situation ▪ Balancing your emotional reactions with your reflection and problem solving skills

FORUM THEATRE

- is a specific method of analysing a conflict-situation by presenting it as a short theatre piece
- however, no single or definite result or solution is presented
- the actors present their version of the conflict, before the other participants take over from their, improvise with the story to suggest and explore different solutions
- usually actors don't speak, just act
- the audience supports the actors with their competences and is always involved as co-directors or co-actors
- the audience can get involved by giving instructions to the actors or they can even go a step further and become part of the action by replacing one of the actors in the scene

3 rounds: (you might do more rounds – it depends on the story and your ideas for alternative solutions...)

- ➔ 1st run: demonstrate the story
- ➔ 2nd run: say „STOP“ while the action plays to express your own ideas, action alternative or solutions from the audience – the actors freeze as a picture meanwhile
- ➔ 3rd run: best practice example

Forum Theatre...

- is a good method to demonstrate “action-reaction mechanisms” in social situations.
- the method shows how minor changes and creative approaches can lead to a large impact in a social situation
- allows social learning while acting
- presents problems and makes solutions visible
- if you can't change a situation change your own attitude towards it
- is holistic
- is based on the assumption that as you can't change another person, you should consider to change your own (typical) behaviours in order to trigger another reaction.

ULTIMATE FRISBEE TOURNAMENT

A: Tournament Schedule

Game 1:	Blue	vs.	Orange	GOALS	OBSERVER
Game 2:	Orange	vs.	Yellow	<input type="text"/> : <input type="text"/>	Yellow
Game 3:	Yellow	vs.	Blue	<input type="text"/> : <input type="text"/>	Blue
				<input type="text"/> : <input type="text"/>	Orange

B: Tournament Ranking

Place	Team	Points	Diff.
1st	<input type="text"/>	<input type="text"/>	<input type="text"/>
2nd	<input type="text"/>	<input type="text"/>	<input type="text"/>
3rd	<input type="text"/>	<input type="text"/>	<input type="text"/>

C: Rules

- 7 vs 7 (+ substitutes)
- no physical contact
- no running with disc, pivoting only
- max. 3 steps after catching the disc
- game starts with both teams in their field and the defensive team throwing the disc into the offense team's field
- a goal can be scored by catching the disc in the other team's endzone
- disc possession does not change if
 - (a) the offense player catches the disc
 - (b) the defensive player touches the disc before it hits the ground
- disc possession changes when
 - (a) a pass falls to the ground
 - (b) the offense player can't catch the disc and touches last before it hits the ground
 - (c) the defensive player catches the disc
 - (d) the disc is out of bounds
- game resumes after the defensive player has checked the disc
- only one defending player can block an attacking player
- if the defending player counts to 10 before the disc is played, possession changes

D: Observation Guidelines (example)

Game observed:

Team observed:

Player observed:

TEAM

		1	2	3	4	5
1	Do all players fully participate in the game?	○	○	○	○	○
<hr/>						
2	Does your team show high motivation and a good spirit?	○	○	○	○	○
<hr/>						
3	Do players communicate with each other?	○	○	○	○	○
<hr/>						
4	Is communication between players positive and supportive?	○	○	○	○	○
<hr/>						

PLAYER

		1	2	3	4	5
1	Does your player fully engage with the game?	○	○	○	○	○
<hr/>						
2	Does your player act as a team player or does he/she play rather selfish?	○	○	○	○	○
<hr/>						
3	Does your player show good throwing and catching skills or does he/she need to improve on s.th.?	○	○	○	○	○
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