SPORT FOR
DEVELOPMENT

SPORT FOR DEVELOPMENT AS A COMPLEMENTARY METHOD IN YOUTH WORK

TRAINING SYLLABUS FOR YOUTH LEADERS AND YOUTH WORKERS IN SERBIA

немачка
сарадња
DEUTSCHE ZUSAMMENARBEIT

Implemented by:

giz
Deutsche Gesellschaft
für Internationale
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Republic of Serbia
Ministry of Tourism and
Youth

NAPOR

SPIN
SPORT INNOVATION

On behalf of

Federal Ministry
for Economic Cooperation
and Development

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SPIN Sport Innovation

|CONTENT

1| INTODUCTION

The German Development Cooperation (GIZ) and the National Association of Youth Workers (NAPOR) have agreed to jointly develop a training module on Sport for Development (S4D) as a complementary method for youth work in Serbia.

The following training concept was developed by SPIN Sport Innovation and adapted to the specific context and needs of open youth work in Serbia as part of a pilot training course with youth workers from the NAPOR network.

The aim of the proposed training concept is to strengthen NAPOR's capacities for facilitating an elective S4D module for their member organisations and to equip (future) youth workers with a good understanding of the theory and practice of the S4D approach, enabling them to apply this methodology within their existing youth work activities and local communities.

1.1 YOUTH WORK EDUCATION IN SERBIA

Youth workers are professionals engaged in youth work with young people, often within civil society organizations. Their focus is primarily on direct engagement with young people through group and individual work. Youth workers also undertake program planning and evaluation, collaborating with diverse interest groups (parents, other professionals) and sectors (social protection, education, sports). They manage youth programs within civil society organizations and contribute to local and national youth policy development and implementation. Furthermore, they can be involved in establishing and overseeing youth centres or clubs within the Youth Offices of local self-governments.

At this point in time, there is no specific form of formal education leading to a qualification as youth worker. In addition, no training for continuous professional development, either directly organised or funded by public authorities is available to youth workers. So far, education is provided through non-formal education conducted by NGOs.

NAPOR, the National Association of Youth Work Practitioners is dedicated to professionalizing youth workers in Serbia. NAPOR has developed a curriculum defining competencies for various levels of the youth worker title. While not nationally recognized, the Ministry of Tourism and Youth supports the NAPOR curriculum through funding for future youth worker education.

NAPOR has developed a curriculum for the education of youth workers based on quality standards developed for qualifications in youth work on two levels:

- Youth Leader

- Youth Worker

Both trainings prepare participants for active work and engagement in youth work. Each student acquires and develops the necessary professional competences and qualifications to perform the tasks envisaged.

1.2 SPORT FOR DEVELOPMENT

Sport for Development (S4D) is a unique approach that leverages the power of sports to address social and developmental challenges, supporting the individual development of young people and fostering positive youth development. It goes beyond the conventional understanding of sports, using organised activities and games as tools to promote positive change and foster community development. S4D initiatives aim to harness the values, skills, and teamwork inherent in sports to address issues such as education, health, gender equality, and social inclusion. By engaging individuals and communities through sport programmes, Sport for Development seeks to instil life skills, promote well-being, and create a platform for social transformation, making it a dynamic and impactful strategy for addressing various societal issues. Against this background, German Development Cooperation is seeking to make a significant contribution to the Sustainable Development Goals (SDGs) by using sport and physical activity as tools to foster broader social development worldwide.

1.3 SPORT FOR DEVELOPMENT IN YOUTH WORK

Sport for Development (S4D) and Youth Work share numerous parallels and commonalities. Both sectors share a common target group and are very much aligned in their objectives to promote personal development, empowerment and social inclusion. As a complementary expertise, S4D brings a wealth of experience in using sport as a dynamic tool to achieve broader societal goals, promoting teamwork, leadership and discipline. On the other hand, Youth Work contributes through its nuanced understanding of the target group and specific expertise in working with marginalised young people through interventions.

By combining their strengths, both sectors obtain a unique opportunity for mutual learning and enrichment. Working together can lead to innovative programme designs that integrate sport activities with targeted youth interventions, providing a holistic approach to personal and community development. Closer collaboration enables the sharing of best practices, methodologies and resources, promoting a more effective and comprehensive approach to addressing the multiple needs of young people. Ultimately, a united approach between sport for development and open youth work maximises the impact on the lives of young people, promoting social change and empowerment through a wellrounded and integrated strategy.

Within the wider context of youth work, sport and play can be used with different aims and ambitions. This becomes evident when the personal development of young people is viewed as a process in which they gradually increase their capacities and their potential to take on more social responsibility in their personal environment and local communities.

The proposed curriculum adopts this perspective and identifies three application scenarios for S4D as a method within the wider field of youth work. These scenarios differ in terms of the desired learning outcomes and thus also the way in which sport and play are applied within the larger context of youth work activities.

The first approach relates to the initial phase of a gradual development process of maturing adolescents. The main aim at this entrance level is to include young people within their local communities and to foster active societal participation. Sport and play are used as connecting tools and interventions must provide a safe space in which young people can pursue enjoyable leisure activities that contribute to their physical and mental well-being, while also strengthening their ties with other young members of the community.

For youth organisations, organisations for youth and youth workers, this presents new opportunities to connect with young individuals, especially from underserved communities, fostering trust and understanding. This then can lay the groundwork for addressing wider social issues and may facilitate referrals to other social services when necessary.

SOCIAL INCLUSION AND ACTIVE PARTICIPATION:

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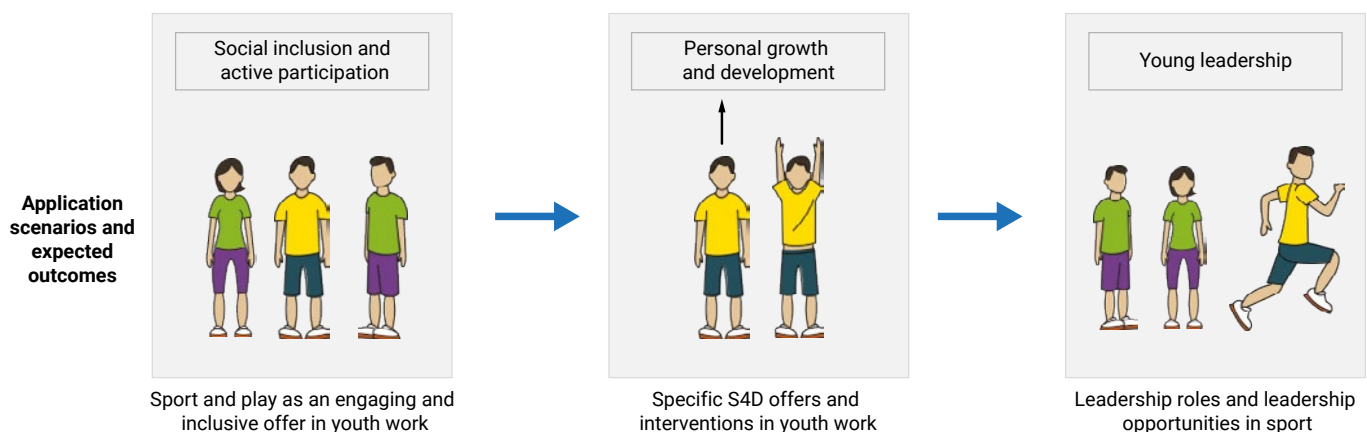
PERSONAL GROWTH AND DEVELOPMENT:

The second application segment capitalises on the actual core elements of the S4D approach. Here, the focus is on personal growth and development of young people. This includes, above all, the promotion of positive values and attitudes and the development of relevant and effective life skills. Through sport and play based activities, socalled teachable moments are created which are then transformed into desired learning outcomes as part of a structured reflection process. Compared to the previous phase, this requires a more specific methodology and a more customised use of suitable sports and forms of play.

Using S4D as a methodology, youth organisations, organisations for youth and youth workers can make a very targeted contribution to strengthening competence, confidence, connection, character and compassion as resources of positive youth development in young people.

YOUNG LEADERSHIP:

On a third level, S4D can also be used to support adolescents and young adults to develop into young leaders in their team, peer group or community. On the one hand, this can be achieved by teaching values and skills that support responsible leadership or as an outcome of the typical dynamics of team sports participation.

On the other hand, sport also offers an environment in which young people can take on tasks and responsibilities at an early age and thus test and develop their leadership skills. This includes for example, young people being trained to become youth sports facilitators or S4D coaches themselves, or the process of planning and implementing their own sports activities such as a tournament or league.

Application scenarios and expected outcomes

Social inclusion and active participation	Personal growth and development	Young leadership
Sport and play as an engaging and inclusive offer in youth work	Specific S4D offers and interventions in youth work	Leadership roles and leadership opportunities in sport

2 | TRAINING FRAMEWORK

The proposed training framework is based on the application scenarios described in section 1.3. It provides for two subsequent training levels: NAPOR Youth-Sport Facilitator and NAPOR S4D Coach.

Application scenarios and expected outcomes

Social inclusion and active participation	Personal growth and development	Young leadership
Sport and play as an engaging and inclusive offer in youth work	Specific S4D offers and interventions in youth work	Leadership roles and leadership opportunities in sport

Prepared to facilitate — Prepared to facilitate

Training levels and entry requirements

NAPOR YOUTH-SPORT FACILITATOR — Youth workers and selected youth leaders can proceed — NAPOR S4D COACH

In addition, selected participants from the group of already trained NAPOR S4D-Coaches will be trained as S4D Instructors in order to make the system independent from external support in the future. These instructors can then in turn train further Youth-Sport Facilitators and S4D coaches from NAPOR members. To ensure that the method is successfully put into practice in youth work, the NAPOR S4D Instructors will also be available to newly trained S4D Coaches as mentors and will advise and support them in the planning and application of the S4D approach in their specific organisations or local communities.

TRAINS NEW YOUTH-SPORT FACILITATORS AND NEW S4D COACHES
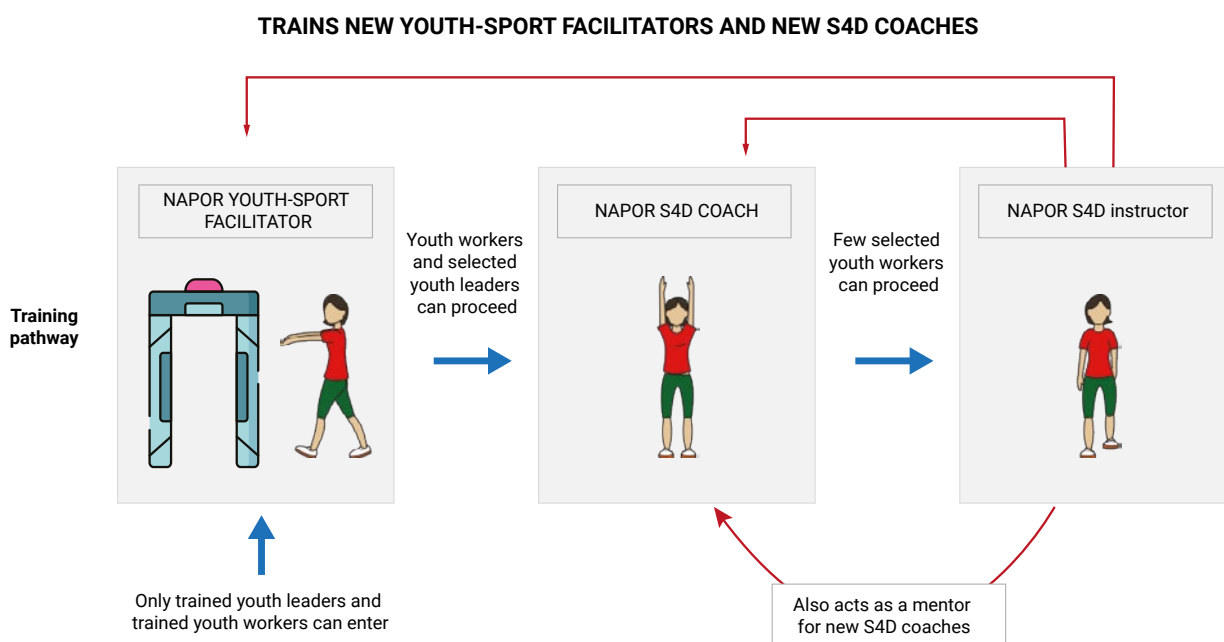
The following table provides an overview of the main properties of the three different training levels

NAPOR YOUTH SPORTS FACILITATOR	NAPOR S4D-COACH	NAPOR S4D-INSTRUCTOR
ENTRY REQUIREMENTS • Age 16+ • Training as NAPOR Youth Leader or NAPOR Youth Worker completed	**ENTRY REQUIREMENTS** • Age 18+ • As default requirement, Training as NAPOR Youth Worker completed • In selected cases with appropriate capability Training as NAPOR Youth Leader completed • Training as Youth Sport Facilitator completed	**ENTRY REQUIREMENTS** • Age 18+ • Training as NAPOR Youth Worker completed • Training as Youth Sport Facilitator and S4D-Coach completed
FREQUENCY • 1-2 Courses per year	**FREQUENCY** • 1 Course per year	**FREQUENCY** • On demand
SCOPE • 2 days (practice)	**SCOPE** • 0,5 days (theory, online) • 3 days (practice)	**SCOPE** • 0,5 days (theory, online) • 1 day (teaching demonstration)

NAPOR YOUTH-SPORTS FACILITATOR	NAPOR S4D-COACH	NAPOR S4D-INSTRUCTOR
LEARNING OUTCOMES	**LEARNING OUTCOMES**	**LEARNING OUTCOMES**
After completing the course, Youth Sports Facilitators will be able to plan and implement games and sports activities primarily for young people in local communities. Participants will not be trained to provide competitive sports coaching (this remains a responsibility of sports clubs and sports federations). The emphasis of this training course is on providing a safe and diverse movement experience for everyone at a participation sports level.	In addition to their previously acquired competences as a Youth-Sports Facilitator, NAPOR S4D coaches are able to use sport and play as a pedagogical tool for personal growth and development. They are able to recognise or create teachable moments in sport and play based activities and bring about specific learning outcomes through structured reflection processes.	Instructors are able to pass on their knowledge on S4D and train new Youth-Sport Facilitators and S4D-Coaches.
COURSE CONTENT	**COURSE CONTENT**	**COURSE CONTENT**
• Following a clear session structure with components like warm-up, main phase, and cool-down • Planning and organizing for a smooth session flow (setting up and dismantling the place, forming teams, explaining games and activities) • Basic forms of active play (tag and run, throwing and catching, jumping and climbing, etc.) • Prioritizing safety • Conducting sports sessions in constrained spaces and/or large groups • Using self-made materials and adapting to simple conditions. • Small games • Games for large groups / "New Games" • Simplified and inclusive versions of selected team sports	• Sport for Development (S4D) theoretical foundation (learning theories, values and principles, functions of sport and play in S4D etc.) • Imparting values and skills through sport and play based activities • Teachable moments and guided reflection, case studies • Inclusive practices, inclusion spectrum • Adapting the rules to better suit a target group or learning objective • Small Games • Creative Activities • 1-2 New team sports (Ultimate Frisbee, Tchoukball) • Prioritizing safety • Coaching in S4D, Positive Coaching • Different S4D implementation formats (regular courses, community festivals, summer camps)	• S4D Context and S4D Ecosystem • Process and Stages of Positive Youth Development through S4D • Youth and Adult Learning specifics • Awareness of specific S4D topics (S4Employability, S4Gender Equality, S4Violence Prevention…) • Mentoring S4D Coaches
LEARNING ASSESSMENT	**LEARNING ASSESSMENT**	**LEARNING ASSESSMENT**
▪ Active participation	▪ Active participation ▪ Online-Test	▪ Teaching Demonstration

3 | DETAILED COURSE DESCRIPTION

3.1 YOUTH-SPORT FACILITATOR

The Facilitator course comprises a total of 10 learning units with a total duration of 12 hours. The learning units can be split over 2 or 3 days as required, although the suggested sequence should be maintained.

All learning units are designed as practical units that can be carried out in the sports hall or on the sports field. Also, the short theoretical contents of the course can be discussed on the pitch.

Learning Unit 1 (practical | sports field | 90min)

1 | ACTIVE START

Learning Objectives	• The aim of this session is for participants to personally experience the unifying influence of sport and to give them the right mindset for the course ahead. • At the beginning of the course, participants should get to know each other and realise that games and sport are very effective tools when it comes to facilitating people's introduction to an unfamiliar situation or a new group.
Games & Activities	• 3-4 activities with low barriers to participation that can be implemented directly without long explanations. • The selected activities should be highly engaging and offer opportunities to laugh and have fun. • The competitive aspect should be deliberately pushed into the background and existing differences in ability and sporting experience should not play a major role. • → A1.1 – A1.4

A 1.1	**SNOWBALL BATTLE**
A 1.2	**JUMP IN – JUMP OUT**
A 1.3	**CRAZY SOCCER TOURNAMENT**
A 1.4	**I LIKE […]**

Points of Attention /Session Reflection	**Before the Activities** • Explain that at the beginning there are only 3 expectations that everyone should respect. (1) We treat each other with appreciation and mutual respect (2) Everyone takes care that nobody gets injured or otherwise harmed (3) Have an open mindset and try to have fun while learning something for yourself. **After the Activities** • Direct your participants' attention to the fact that they are in an unfamiliar situation and a new group. Ask how they felt before the start of the course (e.g. excited, tense, anxious) and then ask about the impact that playing together / having fun at the beginning of the course had on their feelings towards the new situation (e.g., feeling less tense, less anxious, easier to engage in conversation with the other participants). • Highlight that sport and play can have these effects when approached with the right attitude and under the right conditions. It's important to recognise that sport, as we want to use it in Youth Work or S4D, has certain characteristics that may differ from playing sport in other settings like PE or competition-oriented club sports. • This includes, for example that entry barriers are low, that nobody is excluded from participating, that the focus is on joy and positive experiences, that sport is perceived as a safe space, that there can be competition, but winning or performing is not the primary focus etc.

Learning Unit 2 (practical | sports field | 90min)

2 | LEARN TO PLAY

Learning Objectives	• Participants recognize basic motor skills (running, jumping, climbing etc.) and key social skills (communication, teamwork etc.) in different games. • They understand that possessing and developing basic motor- and social skills is essential for participating in and enjoying sports activities. • They also realise that this fundamental skill set, referred to as sports literacy, forms the basis for all further learning through sport and play, just as reading is the foundation for learning from books. • They can identify common elements (e.g., running away from someone, transporting an item from A to B) in familiar games and activities and understand how these can be used as a basis for creating countless new activities. • They practise making small games and activities more engaging and accessible by embedding them in a story or adapting the rules to meet the needs and abilities of the group.

Games & Activities

- Start by playing a normal round of "Tag." This is one of the most basic forms of play .

- Discuss with your participants how this basic game can be changed to make it more diverse and interesting. 🗎 Collect the answers on a flip chart!

  - *size of the playing field*
  - *altering the number of taggers*
  - *using different forms of movement other than just running*

  - *creating a safe zone where one cannot be tagged (home base),*
  - *allowing players to be freed by others after being tagged.*
  - *[…]*

- Play 2-3 additional variations of tag (such as Animal Tag, Hospital Tag) or suggestions from the participants.

- After you have finished the tag games, ask the participants about other games and forms of play they know. 🗎 Create a random list of these games on the flip chart.

  - *hide and seek*
  - *musical chairs*
  - *hopscotch*
  - *dodgeball*
  - *clapping games*
  - *obstacle race*
  - *egg toss*

  - *football*
  - *crab soccer*
  - *handball*
  - *relay games*
  - *skill games…*
  - *[…]*

- Play a few more games that require different motor- or social skills. You can choose from the games listed below or play some of your own favourite games.

A2.1   TAG (BASIC VERSION)

A2.2   ANIMAL TAG

A2.3   HOSPITAL TAG

A2.4   RABBIT HUNT

A2.5   VUKI´S DANGEROUS WAY TO SCHOOL

Points of Attention /Session Reflection	**After the Activities** • Begin the reflection by discussing with the participants which motor and social skills were needed and trained in the games you played and the ones you listed earlier. 📄 Collect these skills on a flip chart.

> • *running*
> • *climbing*
> • *jumping*
> • *throwing a ball*
> • *balancing*
> • *coordination*
>
> • *teamwork*
> • *communication*
> • *agility*
> • *strategic thinking…*
> • *[…]*

• Point out to your participants that it is essential to provide children and adolescents with diverse movement experiences and a variety of games to play in order to enhance their sports literacy. Engaging in different physical activities helps to develop a wide range of motor skills, fosters social interaction, and builds confidence. By exposing them to various sports and games, young people can also discover their interests and talents, leading to a lifelong appreciation for physical activity and healthy living.

• Close the session by emphasising that from a few simple basic games, an innumerable number of versions and new games can be developed by making simple changes to one or more elements (STEP) or by embedding it into a different narrative (STORY).

STEP	The STEP method is a versatile and practical approach for adapting sports activities to meet the diverse needs and abilities of participants. It is particularly useful in physical education, coaching, and recreational sports settings, offering a structured way to modify games and activities to ensure they are inclusive, challenging, and enjoyable for all players. The acronym STEP stands for Space, Task, Equipment, and People, representing the four key areas that can be adjusted. Here's how each component can be adapted: **Space:** This refers to the playing area or environment where the activity takes place. Adjusting the space might involve changing the size, shape, or boundaries of the play area to make the activity either more or less challenging. For example, reducing the size of a soccer field can make the game more manageable for younger children or beginners. **Task:** Modifying the task involves changing the rules, objectives, or goals of the activity. This could mean altering how points are scored, the methods of ball movement allowed (e.g., dribbling instead of passing in basketball), or even the nature of the activity itself to better suit the participants' skills and learning goals. **Equipment:** This entails altering the equipment used in the activity, such as the size, weight, or type of ball, to accommodate different skill levels and physical abilities. Using softer balls, smaller bats, or lower nets are common ways to modify equipment to make activities more accessible and enjoyable for everyone. **People:** Adjusting the people component can involve changing the number of participants on each team, the roles of players, or even the way teams are organized. This might include creating mixed-ability teams, modifying the number of players in play to reduce or increase the challenge, or assigning specific roles to accommodate individual strengths and needs.
STORY	Many games become more interesting or fun when they are embedded within a captivating story. This story can just be humorous and engaging, or it can serve to draw participants' attention to specific elements of the game. The game leader's creativity has no bounds in this aspect, but it is crucial that the story and the game's elements harmonize well. Furthermore, it is essential to ensure that the story is appropriate for the cultural context or group, avoiding any narratives that could hurt feelings or convey unintended messages.

Learning Unit 3 (practical and theoretical | sports field | 45 min)

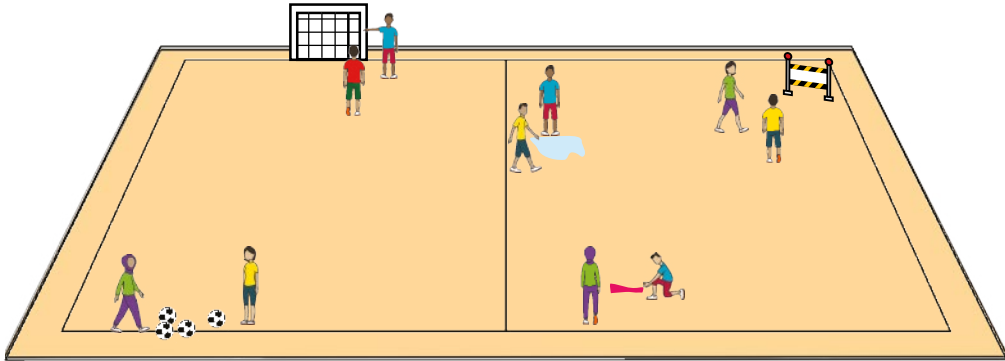# 3 | SAFETY FIRST

Learning Objectives	• The aim of this session is to instil a thorough awareness of safety issues in sports settings among the participants. Unlike in a classroom setting, there is a certain risk of minor and major accidents in a sports environment. • Participants should not develop fear of potential accidents, but they should be trained on how to identify possible risks and take preventive measures in the planning of their activities to minimize these risks. • Additionally, it is crucial that they are prepared to provide first aid in case an accident does occur and to analyse and discuss the incident with the group afterwards.
Games & Activities	Begin the session with a Risk Radar (see below). This activity helps participants develop a certain level of risk awareness. Highlight that this session will not cover a comprehensive discussion of safeguarding in sports but will introduce some practical tools that can enhance the safety of sports activities (Safety Poster, Walk Around Inspection, Rule of 2, Code of Conduct). --- **RISK RADAR** --- **SAFETY POSTER** --- **WALK ARROUND INSPECTION** --- **RULE OF 2**

Risk Radar	Conduct a short brainstorming session with the participants on the risks and dangers that a sports program could entail in the context of youth work. Collect the answers on a flip chart. 📄
	 ・ *accidents*　　　　　　・ *physical risks* ・ *bullying*　　　　　　　・ *emotional risks* ・ *abuse*　　　　　　　　・ *social risks* ・ *lack of social acceptance from parents or community*　・ *[…]* ・ *[…]* **Points of Attention** ・ Ensure that participants understand that, besides physical risks, there are other levels on which a player can be "injured or hurt" in sports. ・ Highlight that there are dangers arising from the immediate practice of sport on the field (e.g., twisting an ankle), as well as those affecting the larger context (e.g., a girl facing issues with her conservative family for participating in football training). ・ Emphasise that risks can stem from the environment (such as bad weather, broken equipment) as well as from the behaviour of players and coaches (like ignoring safety rules, using inappropriate language, or giving harsh criticism).
Safety Poster	In an accident or stressful situation, it is often difficult to act appropriately and swiftly. Therefore, it is helpful to take some preparatory measures and make this information (e.g., in the form of a poster) visible and accessible to everyone. ## SAFETY PREPARATIONS **194** Write down the local emergency numbers on the poster (emergency doctor, ambulance). ・ Ensure that your mobile phone is connected. ・ Have your first aid kit ready. Make sure you know what is inside. ・ Keep an ice pack nearby, it possible. ・ Note the RICE method for sports injuries. **RICE = Rest – Ice – Compression – Elevate**

Walk Around Inspection	Before pilots embark on a flight, they perform a walk-around inspection of the aircraft. This is done before every flight. Similarly, as a sports facilitator, you should adopt the habit of conducting such checks.

Work in pairs to walk through the facility and create a checklist. What should a coach be wary of before every sports session? Collect the answers on a flip chart. 📄

- *Playing surface (holes, debris, or wet spots)*
- *Space (obstacles, run-out areas)*
- *Facility equipment (goals, nets, mats. benches)*
- *Light (visibility on the pitch)*
- *Equipment (rackets, balls, protective gear), wear or damage?*
- *Is the equipment appropriate for participants?*
- *Weather if outdoors (temperature, sun, wind, lightning)*
- *Communication tools (phone, connection)*
- *Participants gear (sports gear, shoes, jewellery)*
- *Participants health (fever, injuries...)*

Rule of 2	The "Rule of Two" aims to minimize potential risk situations for abuse while simultaneously creating a safe environment for athletes and supervisors. It is a preventive measure that provides protection for the athletes and reduces the risk of false accusations against coaches or facilitators.

✓ 2 trained and vetted facilitators. 1 player.

! 1 trained and vetted facilitator. 2 players.

✗ 1 trained and vetted facilitator. 1 player.

The "Rule of Two" is a principle that requires the presence of at least one additional person (besides the coach or supervisor) during interactions with athletes, especially minors. This means that:

- No coach or supervisor should be alone with an athlete in a situation that is not visible to others.

- Meetings or training sessions should take place in public or at least in spaces visible to third parties.

- Travel and accommodations should be planned so that no athlete is alone with just one adult without further supervision.

19

Code of Conduct	• Depending on the group and context, it can be helpful to establish rules of conduct.
	• These rules should be concise and clear and should be developed and confirmed collectively by all participants.
	• They not only serve the physical and emotional safety of the participants but also help to make the session effective and ensure that all participants have a positive experience.
	• There should be a manageable number of rules, ideally 5-6, as this represents a good balance.
	• The content of such a code of conduct depends on the group and the best way to make your group understand the concept is to develop a brief codex for your current learning group.
	On a flip chart collect the behaviours that your group wants to see during this facilitator training course. 🖹
	This may include the following aspect:
	• _Expected behaviours:_ fair play, punctuality, sobriety, wearing sports gear • _Expected routines and rituals:_ greeting each other, shaking hands, helping another player up
	• _Behaviours that are not tolerated:_ violence, inappropriate language
	• It is advisable to visibly display the rules at least initially. The rules created together should be consistently enforced. If they are not adhered to, it is wise to discuss within the group again why these rules are important and what consequences there are if they are not followed.

Learning Unit 4 (practical | sports field | 90min)

4 | EFFECTIVE ORGANIZATION AND COMMUNICATION

Learning Objectives

- One of the core competencies a NAPOR Youth-Sport Facilitator should possess is the ability to effectively organise sports activities on the field. This skill is not developed overnight and requires some experience.

- To start with, participants will learn how to structure their sports activities effectively and create an appropriate organisational framework. For this, they will receive practical tips on the spatial and temporal design of their training sessions and acquire skills to communicate effectively in a sports environment.

- Future facilitators will be given a session structure that puts the different elements of a sports session in the correct order.

- They will also learn how to assign different functions to various areas on the field. This contributes to better organisation and clarity of sports activities.

- They will get to know a set of non-verbal signals that can make communication on the field more effective.

Games & Activities

- In the first half of this unit, carry out an exemplary sports session in which you follow the model session structure described below. Discuss the session structure with your participants after they have played the activities.

A4.1	**SILENT CIRCLE (= OPENING ROUTINE)**
A4.2	**HI-HA-HO (= WARM-UP)**
A4.3	**TAIL TAG (= MAIN PART)**
A4.4	**SLEEPING LIONS (= COOL DOWN)**
A4.5	**POPCORN (= CLOSING RITUAL)**
---	**DISCUSS SESSION STRUCTURE**
---	**DISCUSS PITCH ORGANIZATION**
---	**DISCUSS NON-VERBAL COMMUNICATION**

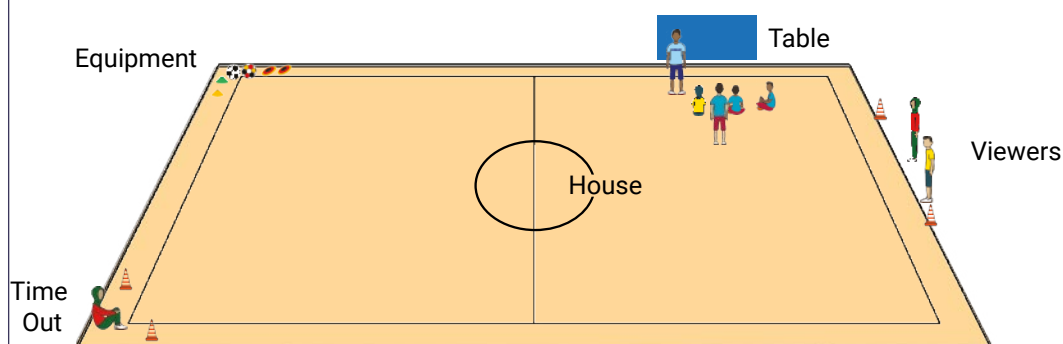| **Session Structure** | • Ask your participants, after conducting games A4.1 to A4.5, how the session was structured up to that point. Note on a flipchart which elements make up a well-structured session 🗎 |

🗎   SESSION STRUCTURE

1. Opening routine / Check in
2. Goal of the session
3. Warm-up (physical and mental)
4. One or more main activities
5. Cooling down
6. Reflexion an evaluation
7. Closing routine

• In this context, also discuss how the dynamics and the energy should build up, be maintained and cool down again during a session.

• In a sports or Physical Education (PE) session, managing the energy and dynamics effectively is crucial for maximizing engagement and participant satisfaction.

• The session should begin with a structured warm-up to gradually build up energy and prepare the participants both mentally and physically.

• As the session progresses, the facilitator should aim to maintain a balance, incorporating peaks of intense activity interspersed with periods of lower intensity exercises. This not only helps in sustaining interest but also prevents fatigue, as maintaining maximum energy throughout is not feasible.

• The facilitator plays a key role in monitoring the group's energy levels, recognizing when signs of fatigue or disengagement appear, and adapting the activities accordingly.

• Finally, a cool-down phase is essential to gradually reduce the intensity, allowing participants to recover and reflect on the session, thereby ensuring the session ends on a positive and calm note.

• This dynamic flow helps in keeping the participants active and engaged throughout the session.

Pitch Organisation	• Organizing the pitch into distinct zones with specific functions can be very beneficial. While not every group may require all the proposed areas, each coach or facilitator has the flexibility to tailor the arrangement to their needs. However, establishing a clear spatial structure can significantly enhance organization and clarity during training sessions. • Direct your participants' attention to the arrangement of the playing field, which you have already used in your own practice throughout the course! **The House** (This is the gathering place for the group at the beginning and end of each session. Here, start and closing rituals such as check-in and check-out can be conducted, as well as reflection and evaluation of the session) **The Blackboard** (An area on a wall where a board, tactical board, flipchart, or poster can be hung to provide explanations or to take notes). **The Time Out Box** (A retreat for players needing a timeout, whether physical or emotional Important: This is not a penalty box!). **The Spectators Area** (An area where spectators can watch the game or where teams not currently on the field can wait until it is their turn. The aim is to keep the playing field clear to avoid disturbing the active players and prevent accidents). **The Equipment Box** (A place where all equipment is stored safely. It is crucial that it is kept out of the danger zone and always in good order.)

Non-Verbal Communication	• Sports halls and playing fields are learning environments that are typically louder and more dynamic than enclosed seminar rooms or classrooms. Therefore, communication is often more challenging and strenuous for the coach or facilitator. It can therefore be very helpful to support verbal instructions with consistent non-verbal signals. • Use the following instructions during your course and discuss with your participants which of these signals they have already noticed:

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

Learning Unit 5 (practical | sports field | 90 min)

5 | TEAMSPORTS 1 (EASY LEARNING)

Learning Objectives	• In principle, almost any sport can be adapted for a Sport for Development programme. However, some sports possess specific features that make them exceptionally valuable in this context. • Participants will understand that team sports include specific features, making them an essential element of S4D and sports-based youth work. Team sports foster social interaction and teach essential skills like teamwork, communication, and cooperation, which are invaluable both on and off the field. • Using Ultimate Frisbee as an example, the future youth sports facilitators learn how a group with no prior knowledge can be put in a position to play a team sport very quickly. They learn what steps they can take to develop sufficient playing ability in their participants so that everyone can enjoy the game and actively participate.
Games & Activities	• Begin with a short brainstorming session on team sports (see points for attention below) and elaborate with the participants on the benefits these sports can bring to sports-based youth work. • Give a brief description of Ultimate Frisbee and explain why this game is particularly suited to the objectives and group composition in S4D. Summarise the core idea of Ultimate Frisbee in a few words. • Then guide participants through the preliminary games leading up to the main game. **A5.1 HEAD-KNEES-DISC (WARM-UP)** **A5.2 THROW & CATCH THE FRISBEE** **A5.3 10 IN A ROW** **A5.4 ENDZONE BALL** **A5.5 ULTIMATE FRISBEE (SIMPLIFIED FORM)**

Points of Attention / Session Reflection	**Before the Activities** • Brainstorming on team sports: For example, ask participants which team sports they know about, which team sports they've played, what they like about these sports and what they find challenging. Focus on what these sports have in common that can be used for Sport for Development (S4D) and learning through sport? • Answers could be that team sports are of immense importance to learners. Beyond the physical benefits, they evoke real emotions and connections that enhance the learning experience. These sports are often easy to grasp but difficult to master, providing a lasting learning journey. They also stimulate social interaction and teach essential skills such as teamwork, communication and cooperation that are invaluable both on and off the field. **After the Activities** • Outline the learning pathway you have been following again. It is important that participants understand how the lead-up games brought them to the main game. • (1) A warm-up game with the frisbee (2) Introduction and practise of the most basic technical skills (3) Introduction of passing and maintaining possession without dribbling (4) Introduction of playing towards an end zone (5) Playing the target game with as simple rules as possible. • Ensure that participants recognise the basic elements of the game and understand that complex team sports can be simplified to make them accessible to everyone. Additional rules, techniques and tactical elements can then be gradually introduced at a pace and level appropriate to the target group.

Simplified Ultimate Frisbee Rules	The following rules have proven effective in practice for helping beginners get started with the game and ensuring smooth gameplay:

Simplified Ultimate Frisbee Rules

The following rules have proven effective in practice for helping beginners get started with the game and ensuring smooth gameplay:

Ultimate Frisbee is a team sport where the objective is to catch the Frisbee in the opposing team's end zone to score points.

No Running with the Frisbee: Players are not allowed to run while holding the Frisbee. Once a player catches the Frisbee, they must stop immediately and can only pivot on one foot to pass.

No Physical Contact: Ultimate Frisbee is a non-contact sport. Any physical contact between players is prohibited to promote fairness and safety on the field.

One Defender per Attacker: Each player can only be marked by one defender at a time. This prevents double-teaming and ensures fair play.

Stalling Count: The defender marking the player with the Frisbee can count aloud. The count starts at "1" and ends at "10." The player must pass the Frisbee before the defender reaches "10." If not, possession is turned over to the other team.

Change of Possession: Possession of the Frisbee changes to the other team in the following situations:

- A dropped pass (the Frisbee is not caught and falls to the ground)

- An intercepted pass (a defender catches the Frisbee)

- Out of bounds (the Frisbee lands outside the playing field)

- Stalling (the player with the Frisbee does not pass it before the defender reaches "10")

- No Turnover if touched by a Defender! If a defender touches but does not catch the Frisbee before it hits the ground, the attacking team retains possession.

Gameplay: The game begins with a "pull," which is a throw-off by the defending team to the attacking team. The team in possession of the Frisbee tries to advance it through passes and catch it in the opposing team's end zone to score points. After a point is scored, the teams switch roles, with the scoring team becoming the defenders, and the defending team starting with a new "pull."

Learning Unit 6 (practical | sports field | 90min)

6 | TEAMSPORTS 2 (INCLUSIVE CONCEPTS)

Learning Objectives	• The learning objectives of this module are to ensure that facilitators recognise the significant value of team sports in youth work, while also understanding the challenges that some participants may face due to the skills required to play. • Facilitators will learn the purpose of playing rules and how these rules can be modified and simplified to make team sports more accessible and effective for open, heterogeneous youth groups. • Additionally, they will become familiar with a selection of games or game variations that include specific elements designed to make them more inclusive for a diverse group of players.
Games & Activities	• Play one or two of the game variations described below with the participants. These games include elements that make them more inclusive and easier for beginners to play **A6.1 KORFBALL (BASKETBALL HOOPS)** **A6.2 TSCHOUKBALL (BASKETBALL BOARDS)** **A6.3 MAMABALL**
Points of Attention /Session Reflection	**Before the Activities** • Discuss with the participants what makes it challenging to play sports like basketball, handball, or volleyball with beginner groups or groups that have significant physical or skill differences. **After the Activities** • Discuss with participants which elements of Tchoukball, Korfball, or Mama ball were designed to make the game accessible and inclusive, and whether these worked for the group. • Ask if there are any additional rule suggestions to further adapt the games.

Learning Unit 7 (practical | sports field | 90min)

7 | WORKING WITH POOR EQUIPMENT AND CONSTRAINT SPACE

Learning Objectives	• Sports and games are often not systematically utilized in schools or youth work, supposedly due to a lack of equipment and sports facilities. • This is true to the extent that many locations indeed have limited equipment and only basic or no proper sports facilities. However, this does not mean that sports activities cannot be pursued. It does require improvisation, flexibility, and creativity to create an offering adapted to the conditions, and certain activities may not be feasible in some places. • Participants should see that there are specific approaches to conducting sports activities, even with limited space
Games & Activities	• Play at least one game from each group to demonstrate the different approaches. *GAMES THAT REQUIRE LITTLE SPACE AND ONLY BASIC EQUIPMENT* **A7.1 TWISTER** **A7.2 AIRBALOON** *GAMES THAT ARE MODIFIED FOR SMALL SPACES (REDUCED SPEED, MOVEMENT RESTRICTIONS)* **A7.3 RUSH HOUR** **A7.4 LOOPHOLES** *ROTATION FORMATS* **A7.5 HOT PITCH** **A7.6 3 MINUTE ROTATIONS**

Points of Attention /Session Reflection	**Before the Activities** **Describe typical situation where you might have to work with con-straint space and poor equipment:** • School Setting: Classrooms or small gyms may not accommodate largescale sports activities. • Youth Centre Setting: Space in community centres can be limited, often shared for multiple purposes. • Bad Weather: Outdoor activities may be forced indoors, where space and suitable equipment are less available. **Describe the challenges** • Restricted Movement: Limited space constrains the ability to move freely, impact-ing the types of activities that can be conducted. • Incompatibility with Larger Games: Many traditional sports and games require more space than available, limiting options. • Low Participant Motivation: Participants may feel less enthusiastic due to the cramped space and poor equipment. • Lack of Required Equipment: The absence of specific equipment can prevent some games from being played properly. • Increased Risk of Injury: Tight spaces and improper equipment can lead to accidents and injuries. **After the Activities** **Discuss the potential solutions** • Use the available space effectively by organizing activities that only require little space and basic equipment • Modify activities by reducing the pace, decreasing the number of players, or changing the equipment used to better suit the available space and resources. • Engage different parts of the group at different times to maximize the use of space and equipment (Rotation Systems). • Utilizing Everyday Items: Replace traditional equipment with everyday items, such as using bottles instead of cones or a ball of newspaper held together with tape instead of a regular ball, to adapt to equipment shortages creatively.

Learning Unit 8 (practical | sports field | 90min)

8 | PLAYING WITH LARGE GROUPS

Learning Objectives	• The typical size of a sports group ranges from 10 to 25 participants. However, there are situations where larger groups or groups with a changing number of participants need to be involved in playful and sporting activities, such as during festivals or community events. The aim of this module is to provide future youth sport facilitators with ideas and strategies for activities that can be effectively conducted in these contexts.
Games & Activities	• Play at least one game from each group to demonstrate the different approaches. *COOPERATIVE ACTIVITIES* **A8.1 PARACHUTE GAMES** **A8.2 GIANT LAP CIRCLE** **A8.3 HUMAN KNOT** *TEAM GAMES FOR LARGE GROUPS* **A8.4 GEMO** **A8.5 DODO** *PERFORMATIVE PLAY* **A8.6 PIRATE RITUAL** **A8.7 KNIGHTS, DRAGONS, AND PRINCESSES** **A8.8 HUMAN MEMORY WITH DANCE MOVES**

Points of Attention /Session Reflection

Describe typical situations where you might have to work with very large groups

- Festivals
- Community Events
- School Events

Describe the typical composition of such groups

- Heterogenous
- Probably not very sports literate
- May be shy, sceptical, unsecure

Describe the challenges that lay in such a setting

- Can be a bit chaotic
- Not a lot of space per person
- Not enough equipment of everyone
- Hard to get and maintain everyone's attention
- Difficult to create and maintain the energy
- Your typical games won´t work

Describe what might be your potential main objectives in such situations?

- Get / maintain control over the situation
- Make sure the group engages with your activities and everybody can participate
- Make sure people have fun and a good time
- Make sure no one gets hurt

Think of means and tools to deal with such a situation…

- Activities must be simple and easy to explain
- Activities that need little equipment
- Activities that do not require a lot of sport skills
- Activities where you can easily join in or opt out
- Activities that "benefit" from the size of a large group.
- Clear guidance for the group (for example when marking a field or an area)
- Capture the groups attention: Speak from a podium, wear a large hat to be visible from everywhere, use a megaphone, or walk on stilts to ensure you are seen.

Learning Unit 9 (co-creation | seminar room | 45 min)

9 | ROLE OF THE FACILITATOR

Learning Objectives	• Participants should gain a clear understanding of their role as Youth-Sport Facilitators. • Together with the course leader, they should explore the different contexts in which they can offer sport and game activities. • They should also learn to differentiate their role from that of a traditional sports coach in a sports club or competitive sports setting. • Additionally, they will be encouraged to develop a mindset that is aligned with the principles of positive sports coaching.
Games & Activities	• Discuss with participants how they can fulfil the role of a Youth Sport Facilitator in their specific contexts. Use the points outlined below as a guideline ---- **DISCUSS THE ROLE OF A YOUTH-SPORT FACILITATOR**

Points of Attention /Session Reflection	**Role of the Youth-Sport Facilitator:**
	• The role of a Youth-Sport Facilitator is to integrate sport-based activities into youth work. This could take the form of regular sports sessions at a youth centre or as single activities within events or youth camps.
	
	• The aim is not to replace existing sports programmes offered by sports clubs, nor is there an expectation that facilitators will pursue specific learning or developmental goals with their activities. Instead, the focus should be on providing a safe, diverse and playful sports experience for everyone at a recreational level.
	
	Positive Sports-Coaching Mindset:
	• Positive coaching in sports for children and youth is an approach that prioritizes not only athletic skill development but also the holistic well-being of young athletes.
	
	• The approach emphasizes several key principles.
	
	  ‣ Firstly, it promotes a constructive and supportive coaching style, focusing on positive reinforcement, encouragement, and constructive feedback rather than criticism.
	
	  ‣ Secondly, it encourages the cultivation of life skills such as teamwork, leadership, and resilience through sports. The assumed benefits of positive coaching include enhanced self-esteem, reduced stress and anxiety, improved sports performance, and the nurturing of young athletes into responsible, confident, and well-rounded individuals both on and off the field.
	
	• The role of a sports coach or facilitator is very important as we believe in the idea of social learning and expect young people to closely observe the behaviour of adult role models or peer leaders to learn. Sports coaches or facilitators should be aware of their responsibility as a role model. They should lead by example and follow a "practice what you preach "approach. They should establish a clear, positive and respectful value system in their groups and consequently implement this value system.

10 | ACTION PLANNING

Learning Objectives	• The goal of the final module is to help your participants in taking their first steps in applying what they have learned in practice and to gather brief feedback on the content and delivery of the Youth Sport Facilitator course.
Games & Activities	• Implement the following activities. --- **PLANNING OF A FIRST YOUTH SPORT ACTIVITY** --- **FEEDBACK AND CLOSING**

Points of Attention /Session Reflection

Structure for an Action Planning Activity

Ask participants to think about and answer the following questions. Discuss their results and make sure their ideas are feasible and realistic.

1. *What is your main goal?*	*Define the objective of your first activity. For example: "I want to introduce regular sports sessions at my youth centre" or "I want to organise a sports day in my community."*
2. *Who will participate?*	*Identify the group you will be working with. Be as specific as possible. Consider any specific needs or characteristics that your target group may have.*
3. *What activities will you offer?*	*Briefly describe the type of activities you plan to conduct. For example: "We will play simplified versions of football and volleyball," or "We will organise team-building games."*
4. *What do you need to implement your plan?*	*List the materials, equipment, and any additional support required. For example: "Footballs, cones, bibs, access to our school´s playing field."*
5. *Who can help you?*	*Identify other facilitators, youth leaders, volunteers, or community members who can help you in running the activities.*
6. *When will you start?*	*Set a date or timeframe for when you will run your first activity.*
7. *What are the steps leading up to the activity?*	*Outline the main tasks you need to complete before the activity, such as securing resources, promoting the event, or preparing the venue.*

Feedback and Closing·

Summarize the key points covered during the training. Highlight the main learning outcomes and the importance of their role as Youth-Sport Facilitators.

- Invite participants to ask any remaining questions. Ensure that the environment feels open and supportive, so they feel comfortable raising any concerns or uncertainties.

- Distribute a simple feedback form with a few key questions

  ‣ *What did you find most valuable in this training?*

  ‣ *What could be improved?*

  ‣ *Do you feel prepared to start your activities as a Youth-Sport Facilitator?*

- Inform participants about follow-up opportunities (e.g. the Training to become an S4D-Coach) and encourage them to stay connected and share their experiences in facilitating their first youth sport activities

3.2 S4D COACH

Learning Unit 1 (practical | sports field | 90min)

1 | ACTIVE START

Learning Objectives	• Just like in the Facilitator course, participants should be physically and mentally activated in this first session while getting to know one another. • The goal is to create a playful and cooperative atmosphere at the start of the course, helping participants to develop the right mindset for the S4D (Sport for Development) programme.
Games & Activities	• Play 3-4 of the games listed below with the participants to ensure an active start to the course. **B1.1 4 SEASONS GAME** **B1.2 FRUIT SALAD** **B1.3 SCORING 3-2-1** **B1.4 MEET AND GREET** **B1.5 HEAD OR TAIL?**
Points of Attention /Session Reflection	**Before the Activities** • Welcome your participants and explain that you are intentionally starting the course with games rather than a lengthy introduction or round of introductions. Consider doing a quick round of introductions at the end of this session. • Remind participants about what they have learned during the facilitator course and repeat which kind of mindset is expected: (1) We treat each other with appreciation and mutual respect (2) Everyone takes care that nobody gets injured or otherwise harmed (3) Have an open mindset and try to have fun while learning something for yourself. **After the Activities** • Discuss with participants that sport and play can ease tension and foster connections when approached with the right attitude. Emphasise that in Youth Work or S4D, sport is about inclusivity, joy, and creating a safe, positive environment, where the focus is not on winning but on participation and positive experiences. • Give a brief overview of the course programme.

Learning Unit 2 (practical | sports field | 75min)

2 | PLAY TO LEARN 1 – SMALL GAMES

Learning Objectives	• Small games are simple, playful activities that can be used to create a wide range of learning opportunities. Your participants should become familiar with various small games and understand how these games can be utilised to achieve specific learning outcomes, such as promoting teamwork or effective communication. • There are literally hundreds of different small games, most of which are variations of a few general concepts. These might include running away from and catching other players, hiding and finding each other, or competing in a relay race. By making simple changes to the rules or incorporating a story into the game, you can create countless new variations from these basic forms. • Participants should understand that there is no single right or wrong way to play a game, but that these games should be used purposefully to achieve the desired outcomes.
Games & Activities	• Give the participants a brief introduction to the topic of small games, emphasising the importance of using these games purposefully. • Then choose some of the activities listed below to demonstrate to the participants how specific life skills can be practised purposefully. Be mindful of your time management. **--- SMALL GAMES INTRODUCTION** **B2.1 RAILWAY RUN (→ WARM-UP)** **B2.2 CHICKEN AND FOX (→ WARM-UP)** **B2.3 MOLECULES (→ FORMING GROUPS)** **B2.4 TREES IN THE WIND (→ TRUST AND RESPONSIBILITY)** **B2.5 RELY ON ME (→ TRUST AND RESPONSIBILITY)** **B2.6 TIC TAC TOE (→ DECISION MAKING)** **B2.7 BANANA – MONKEY – TIGER (→ PROBLEM SOLVING)**
Points of Attention /Session Reflection	**Before the Activities** • Point out that small games can be applied in practical ways, such as setting up and taking down equipment, forming evenly sized groups, or for warming up and cooling down. • Most importantly, focus on how small games can be used to teach and practise specific life skills such as teamwork, communication or problem-solving. **After the Activities** • Discuss with the participants what they believe the purpose of each game was. Ensure they understand the primary objective of each activity.

Learning Unit 3 (practical | sports field | 90min)

3 | PLAY TO LEARN 2 – 30 QUESTIONS GAME

|	
Learning Objectives	• In this section participants should learn that physically active learning can be used for almost any subject or topic.
Games & Activities	• The Thirty Questions Game is a fun, active game where teams race to find and answer questions hidden around the game area. It's about quick thinking and fast movement on the pitch. It is a versatile game that allows for any topic or learning field to be integrated into its engaging format. **B3.1 30 QUESTIONS GAME**

Points of Attention /Session Reflection	**Before the Activities**
	
	• Discuss with your participants, how they think playing or being physically active can contribute to learning in other subjects or areas.
	
	• Possible answers would be:
	
	    • *We remember things better if we use different senses in the learning process.*
	
	    • *We learn better if we are emotionally engaged and if the learning is fun.*
	
	    • *Research shows that physical activity has a positive impact on our brain functions*
	
	After the Activities
	
	• Ensure your participants understand that the 30 Questions activity can be adapted in numerous ways, with questions tailored to different topics to raise awareness, trigger learning, or conduct a basic assessment.
	
	• Also emphasise that this game is just one example of how classroom or workshop content can be translated into a playful activity on the pitch, and that many topics can be integrated into a similar game.
	
	• Additionally, review the practical implementation of the game - discuss what worked well and what could be improved to enhance the flow of the activity.

Learning Unit 4 (practical | sports field | 90min)

4 | PLAY TO LEARN 3 – FORUM THEATRE

Learning Objectives	• Forum Theatre is a valuable addition to S4D, as it helps participants understand its principles and facilitates sessions that encourage young people to explore social issues, conflict resolution, and personal development. • By acting out scenarios and exploring alternative outcomes, young people can gain critical thinking skills, empathy, and effective strategies for handling reallife challenges. It empowers them to reflect on their experiences and develop solutions in a supportive environment. • Your participants should be introduced to the method, and practically apply it through an example related to a typical problem in sport or youth work
Games & Activities	• First, explain the individual steps of the Forum Theatre method to the participants. Then, apply the method in practice using the scenario described in B4.2 as an example. **B4.1 FORUM THEATER (METHODOLOGY)** **B4.2 FORUM THEATER (PRACTICE)**
Points of Attention /Session Reflection	**After the Activities** • Ask the participants who was already familiar with this method and how they have used it in their work. • Reflect on the proposed solutions that emerged during the activity. • Also, reflect on the Forum Theatre method itself, highlighting that while it may not be a traditional S4D method, it can certainly have a valuable place within the broader understanding of sport, play, and youth work.

Learning Unit 5 (theoretical + practical | sports field | 90min)

5 | TEACHABLE MOMENTS & SESSION REFLECTION

Learning Objectives	• In this session, participants will explore the core elements of the S4D methodology. • They will be introduced to the concepts of Teachable Moments and Instructive Elements and discuss the significance of the reflection process in S4D. • Participants will also learn about the three-step sequence of an effective reflection process. • After covering the theoretical approach, participants will have the opportunity to experience how this process works in practice.
Games & Activities	• Begin by explaining to your participants how experience-based learning works in the context of S4D (→ concept). • Then, play both games listed below, and take the time after each game to systematically discuss the activity with the participants. • Make sure they understand how the reflection process should be conducted. --- **TEACHABLE MOMENTS AND SESSION REFLECTION** **B5.1** **OCTOPUS TAG** **B5.2** **OUTCAST**
Concept	**The Learning Process:** • Experience-based learning in S4D works as follows: Sport and play-based activities create a setting where young people can have meaningful experiences. • The learning process can be deliberately shaped by choosing games and activities that challenge participants in specific ways, helping them develop particular life skills like effective communication (referred to as an "Instructive Element"). • Alternatively, unexpected situations may arise during play, which can also serve as valuable learning opportunities - we call them "Teachable Moments" (such as a conflict between two participants). • In both cases, it is essential to have a structured and well guided reflection on the experience to fully activate the learning process. • When this process is successful, participants can transfer the skills they've learned to similar situations in sport or other areas of life, applying a skill they've learned or adapting their behaviour accordingly.

INSTRUCTIVE ELEMENT
(e.g. effective communication)

ACTIVITY

TEACHABLE MOMENT
(e.g. a conflict)

GUIDED
REFLECTION

LEARNING &
TRANSFER
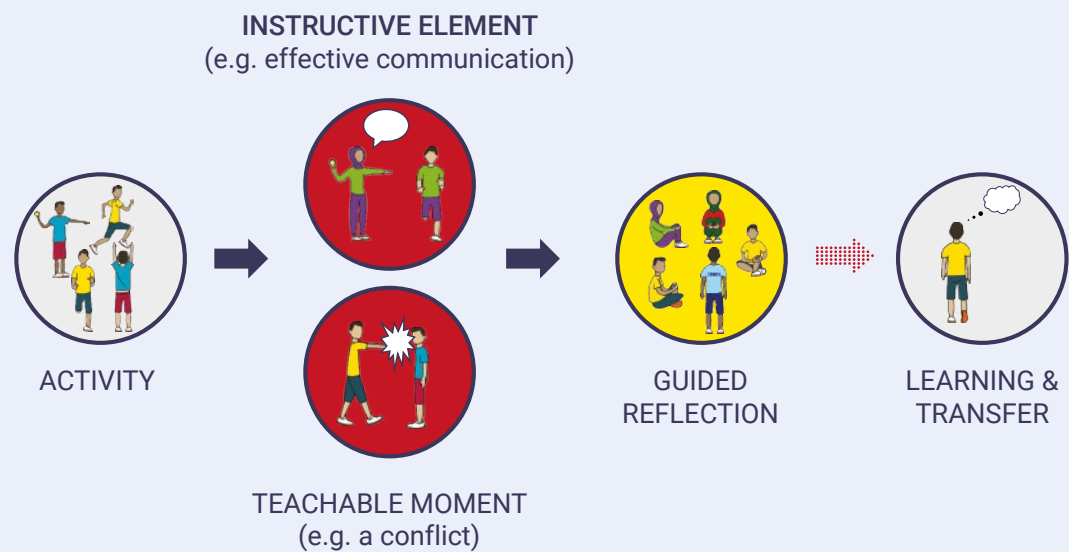
Instructive elements and teachable moments:

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

This absolute need for teamwork and cooperation is an instructive element of this game.

A teachable moment is exactly what the wording says. A particular moment or a situation from which an opportunity arises to teach an individual or a group of learners something specific.

The teachable moment provides a trigger or anchor point for a subsequent learning process, which usually only manifests itself because of the guidance from a learning facilitator (e.g., a coach or teacher).

- A teachable moment can be of a very different nature (both positive and negative) It can be an experience, a behaviour, the result of a successful or unsuccessful trial, something we experience or just observe, an individual mistake, poor teamwork or an unexpected success
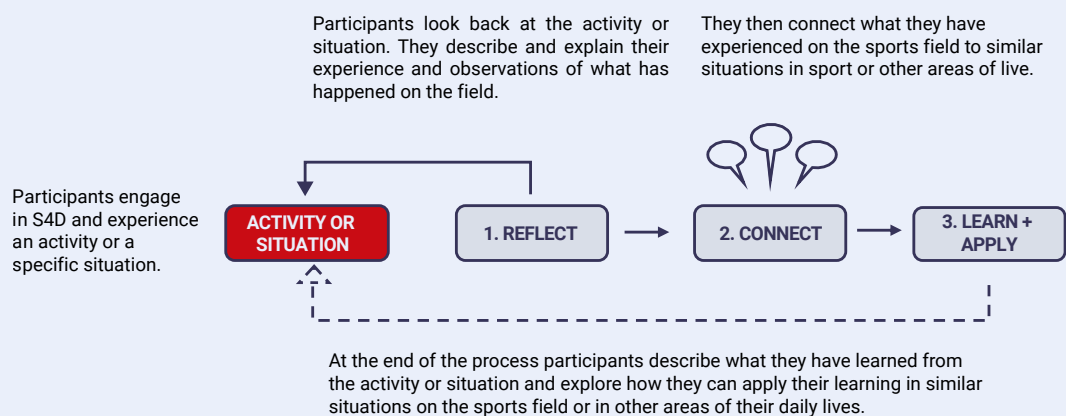
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Guided Reflection:

 Reflection is a key element of the S4D approach. Therefore, it is important to ensure that this process gets enough time and attention:

- Make sure all participants get together after the activity or session in a quite space where you can create a relaxed atmosphere to speak about their experience

- Give participants time to recover and calm down a bit after more strenuous activities

- Give clear guidance during the reflection process and make sure that everyone is involved and gets heard

- Do not rush through the reflection process and give participants some time to think about the experience. However, if you are going through several rounds of reflection also do not overdo it. If you feel that participants don´t have anything else to contribute you can also decide to have a shorter reflection or come back to that topic another day

The reflection process can be divided into three steps, which should be discussed one after the other:

Participants look back at the activity or situation. They describe and explain their experience and observations of what has happened on the field.

They then connect what they have experienced on the sports field to similar situations in sport or other areas of live.

Participants engage in S4D and experience an activity or a specific situation.

ACTIVITY OR SITUATION → **1. REFLECT** → **2. CONNECT** → **3. LEARN + APPLY**

At the end of the process participants describe what they have learned from the activity or situation and explore how they can apply their learning in similar situations on the sports field or in other areas of their daily lives.

How to guide the reflection and learning process?

Guiding the reflection process is not easy and requires some practice. The following sequence of questions can help you facilitate the discussion:

Step 1 – Reflect:

> With your first questions you´ll ask participants to describe what has happened. The idea is to make them look back at the "Teachable Moment" and direct their attention to a specific situation, skill or learning opportunity without judging the situ-ation:
>
> • *What did you notice?*
>
> • *What has just happened?*
>
> • *Which skills were needed?*

Then ask participants to explain what has happened. They will tell why s.th. has happened and describe the impact of their action or behaviour. They may also think about alternative action or behaviour in that specific situation:

> • *Why did that happen?*
>
> • *Why did we play an activity that requires this skill?*
>
> • *What were the consequences of a behaviour or a lack of a specific skill?*

Step 2 – Connect:

The next round of questions invites participants to generalize the experience, asking them to look at it in broader terms and see if there is a connection between the ex-perience in the sport environment and other areas of life such as school or the workplace:

> • *Have you experienced something like this before?*
>
> • *Does that also happen in other areas of life, for example in school or at work?*
>
> • *Where else do you need this skill?*

Step 3 – Learn and Apply:

The final questions are at the heart of the reflection process. They ask participants about their personal learning. What would they do differently in the future? First, within the narrow scope of the activity, but also as a transfer of that learning experience in other areas of life.

> • *What do you take out of this experience?*
>
> • *What will you do differently in the future?*
>
> • *How will you improve and apply this skill?*

Points of Attention /Session Reflection	**Octopus Tag** • In "Octopus Tag," the chain of catchers often breaks apart because the catchers don't coordinate on which players to catch next and pull in different directions. Also, the game becomes easier for the catchers as more players join their site. • During the reflection, you can highlight these points. Emphasise that effective teamwork requires good communication among team members and agreement on shared goals to ensure everyone is working in the same direction. Moreover, the more people who work together, the more they can achieve. **Outcast** • In "Outcast," one or two players are deliberately excluded without their knowledge. The goal is for these players to become frustrated by the lack of cooperation and possibly to express their dissatisfaction. • It is essential to monitor their level of frustration and ensure it does not become too high before deciding to stop the game. • During the reflection, you can discuss how it feels to be excluded, why ineffective cooperation is counterproductive to the team's success, and the importance of inclusion and teamwork. • Also make sure to make the transfer to other areas of life, where exclusion might be an issue.

Learning Unit 6 (exercise | sports field or seminar room | 60min)

6 | CASE STUDY (GROUP WORK)

Learning Objectives	• The previous session has demonstrated how playful activities can be strategically used to stimulate specific learning processes. • This session builds on this learning. However, this time the focus is on unplanned situations that can typically arise in a sports setting. • Participants will engage with the presented scenarios and practise conducting a systematic and guided reflection once again.
Games & Activities	• Divide the participants into groups of three or four and ask them to immerse themselves in the presented scenarios, working out how they would respond as S4D coaches in those situations. • What questions would they ask the young people in this situation? What responses would they expect from the youth? What potential learning outcomes could emerge from the situation and the guided reflection? • Each group should focus on just one scenario. You are, of course, welcome to develop your own scenarios for this purpose. **--- CASE STUDY REFLECTION** **B6.1 A VICTORY WITH A BAD AFTERTASTE** **B6.2 MILICA IS HAVING A REALLY BAD DAY** **B6.3 OUCH, THAT HURTS**
Points of Attention /Session Reflection	**Before the Activities** • Carefully read through each of the scenarios before conducting the session and practise the reflection process yourself for these scenarios to better assist the participants with this task. • Ensure that the participants have understood the task and that they read the scenarios carefully. **After the Activities** • There are no right or wrong answers here, only thoughtful considerations that should align with S4D values such as openness, inclusivity, and fairness.

Learning Unit 7 (theoretical + practical | sports field | 60min)

7 | SKILLS LEARNING (DEEP DIVE)

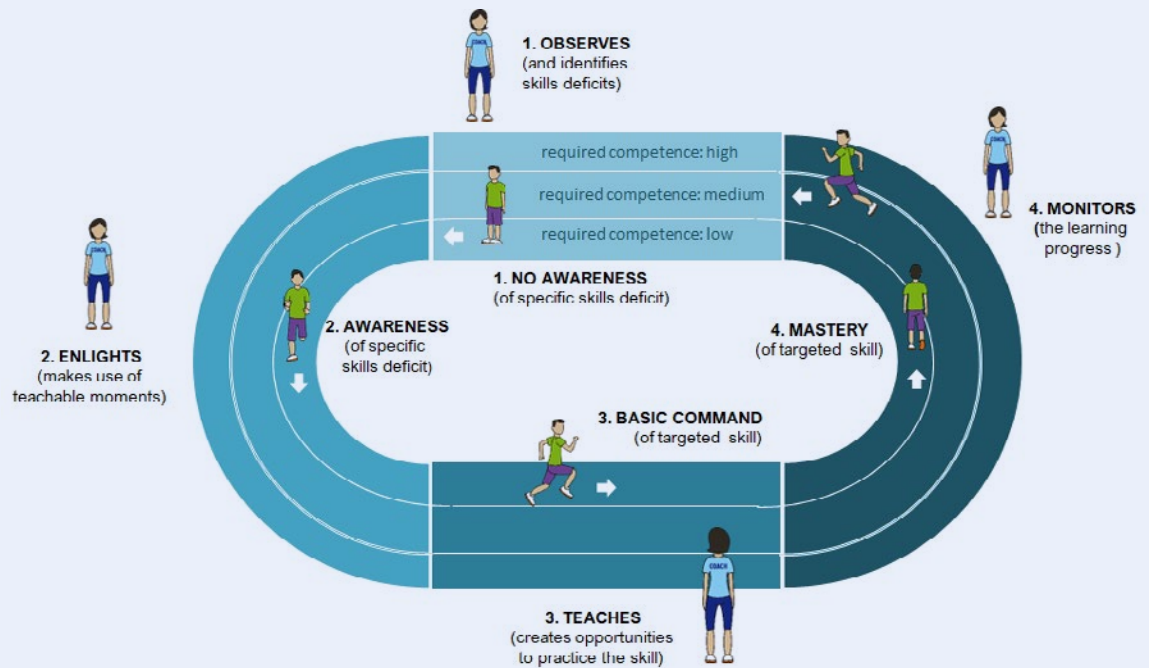|	
Learning Objectives	• Participants should understand what life skills are and how they can be learned and developed through sport and game-based activities. • They should view the process from both the learner's and the educator's perspective, recognising that life skills are continually built and reinforced through a cyclical learning process. • Through practical activities, they should see how the demands and complexity of developing the same life skill can be gradually increased.
Games & Activities	• Begin by discussing with the participants what life skills are (→ Concept). • Then, explain the Conscious Competence Model in a simplified form, without going into too much detail. • Afterwards, play the games B7.1, B7.2, and either B7.3 or B7.4. **--- CONSCIOUS COMPETENCE MODEL** **B7.1 HELPER BALL** **B7.2 LAVA RIVER** **B7.3 DRAGON GOLD** **B7.4 SPIDER NET**
Concept	**What are Life Skills?** • "Life skills" are defined as psycho-social abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. • They are loosely grouped into three broad categories of skills: cognitive skills for analysing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others" (Source: UNICEF) **Life Skills (Examples):** • Strategic Thinking, Planning, Problem Solving and Decision Making, Effective Communication, Friendship, Solidarity and Sense of Belonging, Mutual Respect, Tolerance, Fair Play and Conflict Resolution, Reliability, Trust and Responsibility, Teamwork, Cooperation and Collaboration, Self-Awareness, Self-Confidence and Self-Efficacy, Goal Orientation, Perseverance and Determination, Focus and Concentration and Diligence, Emotional Stability, Coping with Stress and Pressure…

How can sport and play be used to train and develop life skills?

- How sport and play can help young people to develop certain values, or specific skills can be illustrated through different learning theories. Depending on the type and objectives of a S4D programme, Bandura's social learning theory and Kolb's experiential learning provide a good starting point.

- To dive a bit deeper into the process a phase model that divides the skills learning process into five steps provides another helpful perspective. The model is known as the "stages of competence" or "conscious competence theory". Its origins are not hundred percent clear and the approach can´t be assigned to a single author, but the current terminology was probably first introduced by Martin Broadwell in 1969.

- The "Conscious Competence Theory" provides a helpful model about how we learn new skills. It is especially helpful to distinguish between different practices of life skills learning through sport and play as intended in our context.

- The proposed learning stages are described as (1) unconscious incompetence (2) conscious incompetence (3) conscious competence (4) unconscious competence and sometimes (5) reflective competence (see table below).

L1- unconscious incompetence	L2- conscious incompetence	L3- conscious competence	L4- unconscious competence	L5- reflective competence
We don't know, that we are missing a skill.	*We know, that we are missing a skill and we become motivated to learn it.*	*We've learned a skill, but we still need to focus and concentrate on it when we try to apply it.*	*We've learned a skill and trained it for so long, that we just apply it without thinking whenever we need it.*	*We can not only apply the skill at will at any time, we can also "externalize" it and describe it to others.*

skills level

L1- unconscious incompetence	L2- conscious incompetence	L3- conscious competence	L4- unconscious competence	L5- reflective competence
At this stage, a person is not aware of the existence or relevance of a specific skill. The person is either not aware that they have a particular deficiency in that field or the person denies the relevance or usefulness of the new skill.	At this stage the learner becomes aware of the existence and relevance of a skill and their own deficiency in this area. Ideally by trying to use the skill the person realises that by improving their skill or ability in this area their effectiveness will improve.	A person achieves 'conscious competence' in a skill when they can perform it reliably at will. However, the trainee will need to concentrate and think in order to perform the skill. At this stage, the skill is not yet 'second nature' or 'automatic'	At this level, the skill becomes so practised that it enters the unconscious parts of the brain - it becomes 'second nature'. Common examples are driving, typing, listening or communicating. It becomes possible for certain skills to be performed while doing something else, for example, knitting while reading a book.	The last level goes beyond the original learning process and asks how one can teach a skill that is unconsciously performed? At this level the potential teacher of a skill can look at their unconscious competence from the outside, in order to be able to explain what they do and how they do it.

requirements for the learning process

L1-L2		L3- conscious competence	L4- unconscious competence	L5- reflective competence
At this stage, the person must become aware of the specific skills area and their own skills deficits <u>before</u> the learning process can actually begin. The aim of a trainer or teacher is to move the person into the 'conscious competence' stage, by demonstrating the skill or ability and the benefit that it will bring to the person's effectiveness		At this point the person ideally makes an intrinsically motivated commitment to learn and practice the new skill. The trainer or teacher will provide an environment in which the new skill can be practiced and actively assist the trainee, so they will understand the requirements and find the correct solutions.	Once a skill has been learned fundamentally, the trainee should practice the new skill continuously and in increasingly complex situations until he or she is 'unconsciously competent' in this skill. Practise is the single most effective way to move to the stage of unconscious competence.	Whatever we do as a daily routine and at the level of unconscious competence, becomes vulnerable to carelessness or sloppiness and should therefore from time to time be reflected and taken back to the level of consciousness. Finally, not everyone needs to aim for the final step to reach the level of reflective competence, but those who want to teach a specific skill to others need to make that extra effort and systematically analyse that skill and their own unconscious implementation of that skill.

approaches to support the learning process through S4D activities

L1-L2		L3- conscious competence	L4- unconscious competence	L5- reflective competence
Sport and play can be used to create situations in which one or more specific skills are required in order to identify skill deficits within a group. Typically, more complex games and teamsports could be played to observe the level of cooperation, communication, teamwork etc. Targeted activities (e.g. small games) can be used to make the relevance and/or lack of a specific skill visible to a group or to individual players in order to create awareness and motivate them to develop that skill.		Targeted activities (e.g. small games, specific exercises) can be used to make participants fully understand the nature of a specific skill and practice that skill in isolated, "undercomplex" situations.	Targeted as well as unspecific games and sports activities can be used to practice one or more skills in different and more and more complex situations. This can include a wide range of sports activities with team sports being the most typical example. Regular and long-term participation, preferably in stable groups is a precondition at this stage of skills development through S4D. Role model coaches and regular reflection are further key elements.	Mastering complex soft- or life skills such as leadership, teamwork, determination or outstanding communication through sport for development requires a committed, regular and ongoing sports participation in an individual or team sport. Here, sport can unfold its qualities when participants are challenged by a constantly evolving level of requirements through which they can grow continuously while being supported by their coach and peers committed, regular and ongoing participation.

The following graphic describes the same concept in a more simplified way:

Points of Attention /Session Reflec-tionn

Before the Activities

• Explain the principles of the Conscious Competence Model to the participants. Use an example, such as learning to drive, where initially conscious actions like shifting gears eventually become automatic.

After the Activities

• Discuss with the participants how the same requirement, the same skill- cooperation and teamwork - became increasingly complex across the different games.

• As S4D trainers, coaches should observe the life skills of the youth, helping them in a playful way to recognise their strengths and weaknesses. Through sports and fun activities, these skills can be continually practiced. When something is mastered well, take the next step and repeat the process at a higher level to encourage further development.

Learning Unit 7 (theoretical + practical | sports field | 60min)

8 | SKILLS LEARNING (DEEP DIVE)

Learning Objectives	• The goal of this unit is to help participants understand that rules in games serve multiple purposes: they define the game, ensure player safety, and standardise gameplay, among other things. • However, in S4D, our focus is not on competitive sports, but on using sports for recreation, education, and inclusion. Our aim is to create a positive experience for all participants. • This means that the rules are flexible, and we adapt them to suit the players' needs and conditions, rather than expecting players to conform to rigid rules.
Games & Activities	• Start by very briefly discussing the function of rules in sport. • Then play a game of dodgeball and reflect about the strengths and weaknesses of the game from a youth work or S4D perspective. • Then start changing a few rules and explore some game variations that are supposed to make the game mor interesting and more inclusive. --- **PLAYING RULES** **B8.1** **DODGE BALL** --- **REFLECTION ON STRENGHTS AND WEAKNESSES OF THE GAME** **B8.2** **DODGE BALL MODIFICATIONS**

Points of Attention /Session Reflection	**Before the Activities**
	
	• There are different types of rules in sport. You should use them to make the activities more attractive and more inclusive for your specific group and reduce them to a minimum.
	
	  • Rules to Define the Game: These are the core rules that establish the framework of the game, such as the objective, boundaries, and methods of play.
	
	  • Rules to Ensure Safety: Safety rules are designed to protect participants from injury and make the game safe for everyone. These rules are non-negotiable, especially in contact sports or activities involving potential hazards.
	
	  • Rules to Sanction the Breaking of Playing Rules: These rules set out the consequences for violating game rules, often to maintain fairness and ensure sportsmanship. These include fouls, penalties, and suspensions in response to inappropriate behaviour or illegal actions.
	
	  • Rules to Standardise the Game for Global Competition: These rules ensure that the game can be played consistently at a competitive level, no matter where or by whom it is played. This includes specifications for equipment, field dimensions, and timing, all necessary to ensure a level playing field in professional or global sports.

- In participatory sports, the emphasis is on inclusivity, fun, and player engagement, so the most important rules are those that define the game and ensure safety. These rules maintain the essence of the sport and protect players. On the other hand, sanctions for rule-breaking and rules for standardisation can be adapted or relaxed to enhance enjoyment and make the game more accessible for players of all skill levels. The flexibility in these areas allows for a more inclusive and less competitive environment, which is often the primary goal in recreational sports.

After the first round of Dodge Ball

- Discuss about the potential strengths and weaknesses of the traditional game. Observing a game with "open eyes" and recognizing where it needs to be adjusted to make the gaming experience positive for everyone is a skill that a good facilitator should develop.

  Potential Strengths:

  - Promotes fitness, agility, coordination, speed, reaction, throwing and catching.

  - Promotes teamwork and strategy

  - Can be played by individuals of various skill levels

  - Does not require a lot of equipment

  - Can be very engaging

  Potential Weaknesses:

  - Provides a stage for those that are good at sport already. Players with lower skill levels may be targeted first or feel left out, which can affect their self-esteem and willingness to participate.

  - Overemphasis on Competition: If not managed carefully, the competitive aspect of dodgeball can overshadow the development of sportsmanship, cooperation, and respect among players.

  - Potential for Aggression: The nature of eliminating opponents can encourage aggression and competitiveness, leading to a less friendly game environment if not properly monitored.

  - Can be boring when a player has to go to the outfield.

  - Risk of Injury: The potential for balls to be thrown with high force against the head or into the face can lead to injuries. Some players may be afraid of being hit by the ball.

- To maximize the benefits and minimize the downsides of the game the facilitator must focus on creating a supportive and inclusive environment. This can involve modifying some rules to ensure safety, emphasizing teamwork and strategic thinking, and encouraging participation from all skill levels.
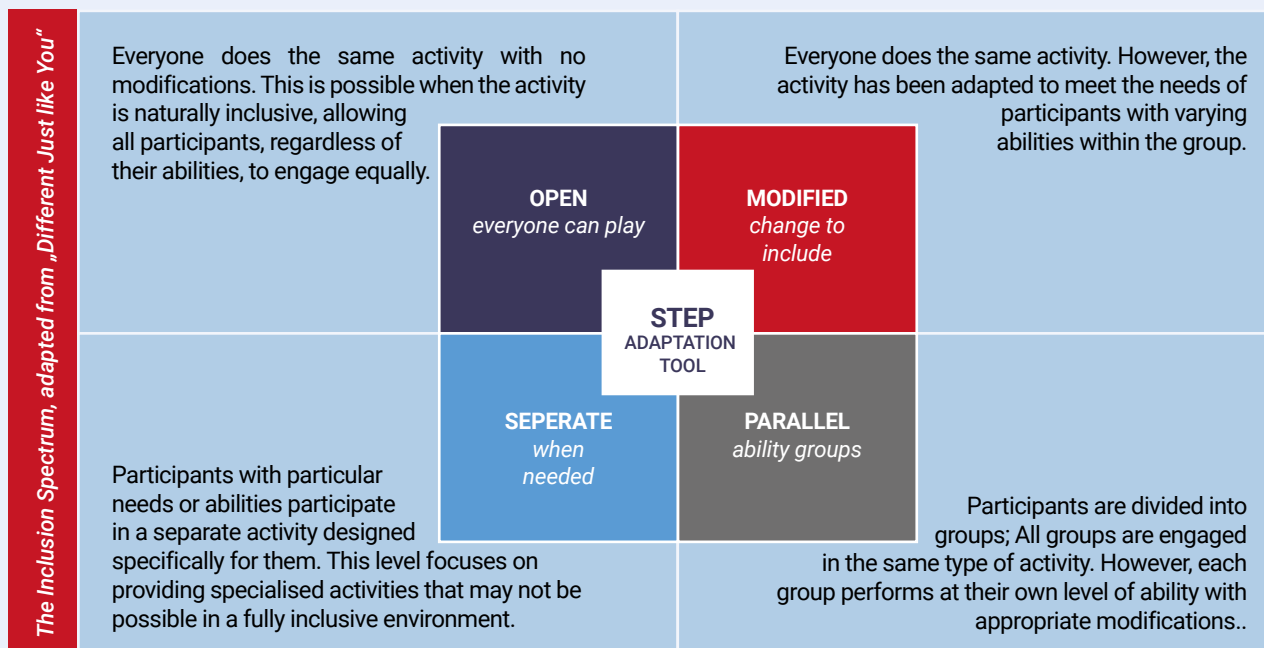
After some variations of Dodge Ball have been played

- Discus if the modification of playing rules has made the activity more inclusive and more interesting for participants.

Learning Unit 9 (theoretical | sports field or seminar room | 60min)

9 | INCLUSIVE ENVIRONMENT / INCLUSION SPECTRUM

Learning Objectives	• The opening up of sports activities for all, and in particular for social disadvantaged and vulnerable target groups can be a significant challenge • Besides the need for creating an inclusive sports environment, the sports activities themself must be open and inclusive in order to allow people with different resources and abilities to participate. • This aspect falls into the responsibility of coaches and teachers. Therefore, the inclusion spectrum and the STEP approach are presented in this session as a generic instrument for designing more inclusive sports actives: First and foremost, the task to create inclusive sport activities requires an open attitude. • The idea is to adapt the activities to the needs and resources of the participants instead of trying to make the participants fit into a pre-defined framework, such as a standardized set of playing rules.
Games & Activities	• Discuss with participants the necessary measures to make a sports programme as inclusive as possible for young people. • Think beyond just including young people with disabilities. Barriers to participation and inclusion can also arise from practical or social factors. These range from a lack of bus transport to cultural or familial restrictions (e.g., girls not being allowed to play football), to feeling untalented in sports. • First, gather the key points that need to be considered in the environment of a sports programme to make it as accessible as possible (youth workers often have valuable knowledge and experience in this area). • Then, explain how to make the activities on the field as open and inclusive as possible, introducing the concept of the Inclusion Spectrum to support this. --- **INCLUSIVE ENVIRONMENT** --- **INCLUSION SPECTRUM (CONCEPT)**
Concept	• When sports coaches and programme managers ask themselves whether their offers are open and accessible, they should consider two distinct aspects: The inclusiveness off and on the field:

Inclusive sports environment:	Inclusive sports activities:
To ensure that a sports programme is actually inclusive, appropriate framework conditions must be created outside the pitch. This may for example include, that girls are trained by a female coach, that participants can travel safely to the venue and back, that no expensive equipment is required, that disabled youth can access the venue etc.	This refers to the way how the activities are delivered on the pitch. This primarily requires an open attitude. The idea is to adapt the activities to the needs and resources of the participants instead of trying to make the participants fit into a predefined concept. The inclusion spectrum is a particularly helpful tool for the inclusive design of S4D activities.

The Inclusion Spectrum, adapted from „Different Just like You"

Everyone does the same activity with no modifications. This is possible when the activity is naturally inclusive, allowing all participants, regardless of their abilities, to engage equally.

Everyone does the same activity. However, the activity has been adapted to meet the needs of participants with varying abilities within the group.

OPEN
everyone can play

MODIFIED
change to include

STEP ADAPTATION TOOL

SEPERATE
when needed

PARALLEL
ability groups

Participants with particular needs or abilities participate in a separate activity designed specifically for them. This level focuses on providing specialised activities that may not be possible in a fully inclusive environment.

Participants are divided into groups; All groups are engaged in the same type of activity. However, each group performs at their own level of ability with appropriate modifications..

The STEP adaptation tool provides a structure for adapting and modifying the activities. Changes in the way the activity is delivered can be made in one or more of the STEP areas as the table below shows.

S	**Space** – Increasing or decreasing the size of the playing area; varying the distance to be covered to suit different abilities or mobility levels; using zones where players are matched by ability and therefore have more opportunity to participate etc.
T	**Task** – Changing the rules, instructions, or objectives of the activity. Tasks can be simplified or made more complex, depending on the needs of participants.
E	**Equipment** – Using different types of equipment to suit various abilities. For example, using a larger, softer ball or racquets with larger heads.
P	**People** – Altering the groupings or roles of participants. For instance, pairing a more experienced player with someone who is learning or adjusting team sizes to balance abilities.

⫸ **Further Information:**

https://icoachkids.org/learn/inclusion/the-inclusion-spectrum

Learning Unit 10 (practical | sports field | 60min)

10 | INCLUSION SPECTRUM (PRACTICAL APPLICATION)

Learning Objectives	• Participants should apply the different approaches of the Inclusion Spectrum to a specific activity on the field. • The focus is not on learning specific games or formats, but on understanding the underlying principles behind the different approaches. • It is important to implement all four approaches, even briefly, within the limited time to clearly demonstrate the core concept of the Inclusion Spectrum through comparison.
Games & Activities	• Implement the different approaches of the Inclusion Spectrum using the games listed below. **B10.1 OPEN (SOCCER CIRCUIT)** **B10.2 SEPARATE (5-2 || PASSING SKILLS)** **B10.3 PARALLEL (FUN LEAGUE VS CHAMPIONS LEAGUE)** **B10.4 MODIFIED (WALKING FOOTBALL)** **--- REVERSE (GOALBALL)**
Points of Attention /Session Reflection	**After the Activities** • In the discussion, ensure that participants understand that the games played are not the Inclusion Spectrum itself, but rather that the principles applied in these games can be transferred to any other games, sports, or even non-sport situations.

Learning Unit 11 (group work | sports field or seminar room | 60min)

11 | SAFE SPACES FOR SPORT

Learning Objectives	• The goal of this session is to specifically raise participants' awareness around the topic of safety and creating safe spaces. • Building on the corresponding module from the facilitators' course, the focus should shift beyond accident prevention to emphasise the social and emotional aspects of safety.
Games & Activities	• Start with a brainstorming session on what defines a "safe space" from the perspective of potential participants. • Then, work with the group to develop guidelines that can help create a safe environment within a sports programme aimed at young people, ensuring that the space feels and is secure for all participants. --- **WHAT IS A SAFE SPACE FOR YOU** --- **GUIDELINES FOR SOCIAL AND EMOTIONAL SAFETY IN S4D**
Concept	**Starting Point for a Brainstorming Activity:**

A safe space is an environment in which I can feel psychically and emotionally secure

In a safe space I can trust the other people

In a safe space I do not have to be afraid of physical dangers, like sexual abuse or preventable athletic injuries

A safe space is also accepted by my family and friends. They don´t worry about me when I´m there.

In a safe space I don´t feel threatened and the atmosphere is not just competitive

A safe space is a place were I feel comfortable and free to open up and express myself. It´s a place where I feel that I can share my concerns and ask sensitive questions

Think about, how you would define a safe space for YOU!

Potential Guidelines to ensure a safe space for participating Youth:

Understand the Local Context

- Respect Cultural Sensitivities: Before introducing programmes, especially for specific groups like girls, or participants from diverse ethnic or religious backgrounds, understand the local cultural and community attitudes. Engage with community leaders, parents, and other stakeholders to explain the benefits of the programme and gain their support, while also being mindful of differences in traditions or practices.

- Avoid Direct Conflict with Local Norms: Encourage inclusion and equality - whether regarding gender, ethnicity, religion, or other factors-in subtle, non-confrontational ways to avoid putting participants at risk of backlash from their families or communities. Focus on fostering confidence and inclusion without creating social tension.

Foster Respect and Inclusivity in the Group

- Set Clear Behavioural Expectations: From the start, establish that disrespectful behaviour, including bullying, teasing, exclusion, or discrimination based on gender, ethnicity, religion, or socio-economic status, will not be tolerated. Reinforce the importance of treating all participants equally, regardless of their background, identity, or skill level.

- Create a No-Judgement Environment: Make it clear that everyone is free to express themselves and participate without fear of criticism. Encourage positive reinforcement and appreciation for each other's unique contributions, regardless of their socio-economic status or emotional vulnerabilities.

Confidentiality and Trust

- Respect Confidentiality: Make it clear that any personal information or concerns shared during discussions remain confidential within the group. This is particularly important for emotionally vulnerable participants or those from minority groups who may feel hesitant to open up. Avoid discussing individual challenges outside of training sessions, unless necessary for safety or safeguarding reasons.

- Build Trust Gradually: Allow participants, particularly those from underrepresented backgrounds or emotionally vulnerable individuals, to open up at their own pace. Do not force them into sharing personal information if they are not comfortable. Create regular opportunities for group reflection to help participants build trust over time.

Address Social Threats

- Handle Equality and Inclusion Sensitively: When addressing topics like gender equality, diversity, or inclusion, ensure that conversations are respectful and inclusive of different perspectives. Provide space for open dialogue but avoid putting participants in positions where expressing their views may cause them harm in their communities.

- Monitor Group Dynamics: Be aware of signs of exclusion, bullying, or disrespect based on race, religion, socio-economic status, or emotional vulnerability. Intervene early to prevent issues from escalating. Regularly remind participants of the value of supporting each other and creating a welcoming, inclusive team environment.

Create an Open, Safe Dialogue Space

- Regular Check-ins: Begin or end sessions with opportunities for participants to share how they are feeling or any concerns they have. This is particularly important for participants who may be emotionally vulnerable or feeling marginalised. Make sure all participants feel heard and that their concerns are addressed in a respectful and sensitive manner.

- Use Anonymous Feedback: Provide an anonymous way for participants to communicate concerns or suggestions, such as a suggestion box or online form. This can be especially helpful for those who may feel uncomfortable voicing concerns in front of the group due to cultural, religious, or emotional factors.

Adapt Activities to the Group's Needs

- Flexible Programming: Adjust activities based on the physical, emotional, and social needs of participants. For example, be mindful of religious practices that may affect participation, such as prayer times or fasting. For those with physical or emotional challenges, ensure they feel included in the activities by providing alternative roles or modified tasks.

- Create Separate Spaces if Necessary: In contexts where mixed-gender or diverse group activities may not be accepted or participants feel uncomfortable, consider offering separate sessions while still promoting inclusion and equality. Be aware of any sensitivities related to religious or cultural practices and adapt accordingly.

Encourage Peer Support

- Promote Peer Mentorship: Encourage participants to support each other, pairing more experienced or confident youth with those who may be from different socioeconomic backgrounds, ethnic groups, or who might be emotionally vulnerable. This fosters unity, understanding, and cooperation across diverse participants.

- Build Leadership Skills: Encourage participants to take leadership roles within the group, which helps participants feel more connected to the team and responsible for maintaining the safe space. This is especially empowering for those from traditionally marginalised backgrounds or with emotional challenges.

Consistently Model Respectful Behaviour

- Lead by Example: As an S4D coach, consistently model the respectful and inclusive behaviour you expect from your participants. Demonstrate empathy, respect, and confidentiality in all interactions, particularly when dealing with sensitive issues related to cultural, religious, or socio-economic diversity, as well as emotional vulnerabilities.

Learning Unit 12 (group work | sports field or seminar room | 60min)

12 | ROLE OF THE S4D-COACH

Learning Objectives

- In this session, participants will explore the role of the S4D-Coach and distinguish it from that of a typical sports coach and a youth worker.

- They will also gain an understanding of the diverse skill set required by an S4D coach and develop a personal strengths and weaknesses profile.

- Additionally, participants will reflect on the importance of the S4D coach as a role model for young people.

Games & Activities

---   **SKILLS AND QUALITIES OF THE S4D COACH**

---   **S4D COACH VS SPORTS COACH VS YOUTH WORKER**

Concept

Skills and Qualities of the S4D-Coach

A Sport for Development coach requires a diverse set of skills to effectively engage with participants and achieve developmental goals. Compare these skills to your own skills profile:

Technical Skills involve the specific sporting knowledge and expertise required for coaching. This includes understanding the rules, techniques, and strategies of a sport, as well as the ability to demonstrate and instruct these elements effectively.

Methodological Skills refer to the pedagogical approaches a coach employs to deliver effective training sessions. This involves designing and implementing sessions that integrate sport with educational and social outcomes.

Organizational Skills are crucial for planning and executing sports programmes. This includes the ability to manage time efficiently, coordinate events and activities, and ensure that all logistical aspects of the programme are handled smoothly.

Personal Skills encompass the coach's intrinsic attributes, such as self-awareness, resilience, and adaptability. These skills enable coaches to act as positive role models for participants, inspiring them to overcome challenges and pursue continuous improvement.

Social Skills are essential for fostering an open and inclusive environment where all participants feel valued and respected. This dimension involves the ability to build strong relationships, empathize with others and work within a team.

Communication Skills are vital for conveying information clearly. A coach with strong communication skills can facilitate open dialogue, provide constructive feedback, and foster an environment where participants feel heard and understood.

S4D-Coach vs Sports Coach vs Youth Worker

	S4D COACH	SPORTS COACH	YOUTH WORKER
Main Focus	Using sport as a tool for development, social change, and education	Skill development, performance improvement, and competition	Supporting the personal, social, and emotional development of young people
Primary Goal	Promote life skills, inclusion, and teamwork through sport	Improve athletic ability and prepare for competition	Foster overall well-being and address social, educational, and emotional needs
Approach to Sports	Flexible rules, inclusive participation, and safe environments	Structured training, focus on rules, and competitive success	May use sports as one of many tools to engage youth but not central to the role
Target Group	All young people, especially those from marginalised backgrounds or with fewer opportunities	Athletes looking to improve their skills and compete	Young people in need of social, emotional, or practical support
Role as a Mentor	Strong role model promoting values like teamwork, inclusion, and respect	Role model for discipline, focus, and athletic success	Supportive figure focused on personal development and navigating life challenges
Approach to Problem-Solving	Addresses social challenges (e.g., discrimination, bullying) through team activities and discussion	Solves issues related to sports performance, discipline, and teamwork on the field	Helps young people overcome personal and social barriers (e.g., family issues, education)
Skills and Competencies	Combination of sports knowledge, social skills, leadership, and empathy	Expertise in a particular sport, focus on training techniques and performance strategies	Strong interpersonal, communication, and counselling skills
Evaluation of Success	Success is measured by personal growth, team cohesion, and positive social outcomes	Success is measured by individual or team athletic achievements	Success is measured by personal development, positive life choices, and improved well-being

S4D-Coach as a Role Model

If you need a starting point for this discussion you may start by discussing the following short comics with your participants.
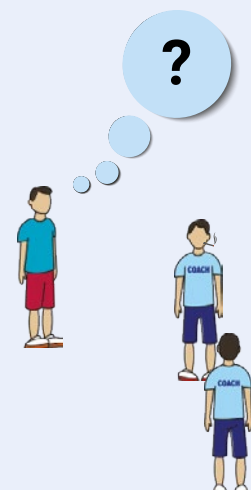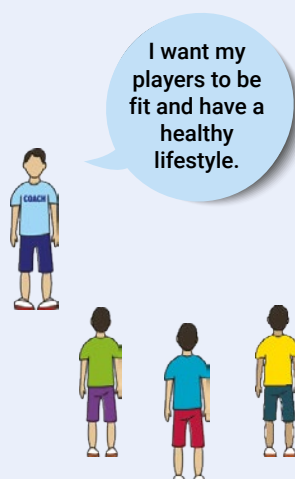
What does it mean for an S4D-Coach to be a role model?

There are more than one answers to this question. Participants may come up with thoughts like this:

- Model healthy habits, such as staying active, eating well, and maintaining balance between sports and other aspects of life, to show the importance of overall well-being.

- Show a willingness to learn and improve, demonstrating that personal growth and development are ongoing processes for both coaches and participants.

- Show respect for all participants, regardless of their background, abilities, or opinions, setting an example for inclusive and fair treatment.

- Always act honestly and ethically, demonstrating the importance of fair play, both on and off the field.

- Be reliable and consistent in your behaviour and expectations, providing stability and building trust with the participants.

- Actively include all participants, regardless of their gender, ethnicity, ability, or socio-economic background, and model behaviours that promote equality and inclusion.

- Encourage and model effective collaboration, showing how individuals can achieve more by working together rather than alone.

- Be aware of and sensitive to the personal challenges and emotions of the young people, offering support and understanding when needed.

- Use clear, positive, and constructive language. Avoid negative criticism and promote open dialogue among participants.

- Approach conflicts or difficulties with patience and composure, teaching young people how to resolve issues in a positive and constructive way.

Learning Unit 13 (test / seminar room | 30min)

13 | LEARNING ASSESSMENT

Learning Objectives	• Depending on how you want to organise the course, you can carry out a small learning assessment test at the end of the course or check the learning success in another way.
Games & Activities	**TEST LEARNING ASSESSMENT TEST**

Learning Unit 14 (group work / seminar room | 60min)

14 | ACTION PLANNING

|	
Learning Objectives	• Just like in the Youth Sport Facilitator course the goal of the final module is to help your participants in taking their first steps in applying what they have learned in practice and to gather brief feedback on the content and delivery of the S4D-Coach course.
Games & Activities	• Implement the following activities. --- **PLANNING OF A FIRST SPORT FOR DEVELOPMENT ACTIVITY** --- **FEEDBACK AND CLOSING**

Points of Attention /Session Reflection

Structure for an Action Planning Activity

- Ask participants to think about and answer the following questions. Discuss their results and make sure their ideas are feasible and realistic.

1. What is your main goal?	Define the objective of your first activity. For example: "I want to introduce regular sports sessions at my youth centre" or "I want to organise a sports day in my community."
2. Who will participate?	Identify the group you will be working with. Be as specific as possible. Consider any specific needs or characteristics that your target group may have.
3. What activities will you offer?	Briefly describe the type of activities you plan to conduct. For example: "We will play simplified versions of football and volleyball," or "We will organise team-building games."
4. What do you need to implement your plan?	List the materials, equipment, and any additional support required. For example: "Footballs, cones, bibs, access to our school´s playing field."
5. Who can help you?	Identify other facilitators, youth leaders, volunteers, or community members who can help you in running the activities.
6. When will you start?	Set a date or time for when you will run your first activity.
7. What are the steps leading up to the activity?	Outline the main tasks you need to complete before the activity, such as securing resources, promoting the event, or preparing the venue.

Feedback and Closing

- Summarize the key points covered during the training. Highlight the main learning outcomes and the importance of their role as Sport for Development Coaches.

- Invite participants to ask any remaining questions. Ensure that the environment feels open and supportive, so they feel comfortable raising any concerns or uncertainties.

  - *Distribute a simple feedback form with a few key questions*

  - *What did you find most valuable in this training?*

  - *What could be improved?*

  - *Do you feel prepared to start your activities as a Sport for Development Coach?*
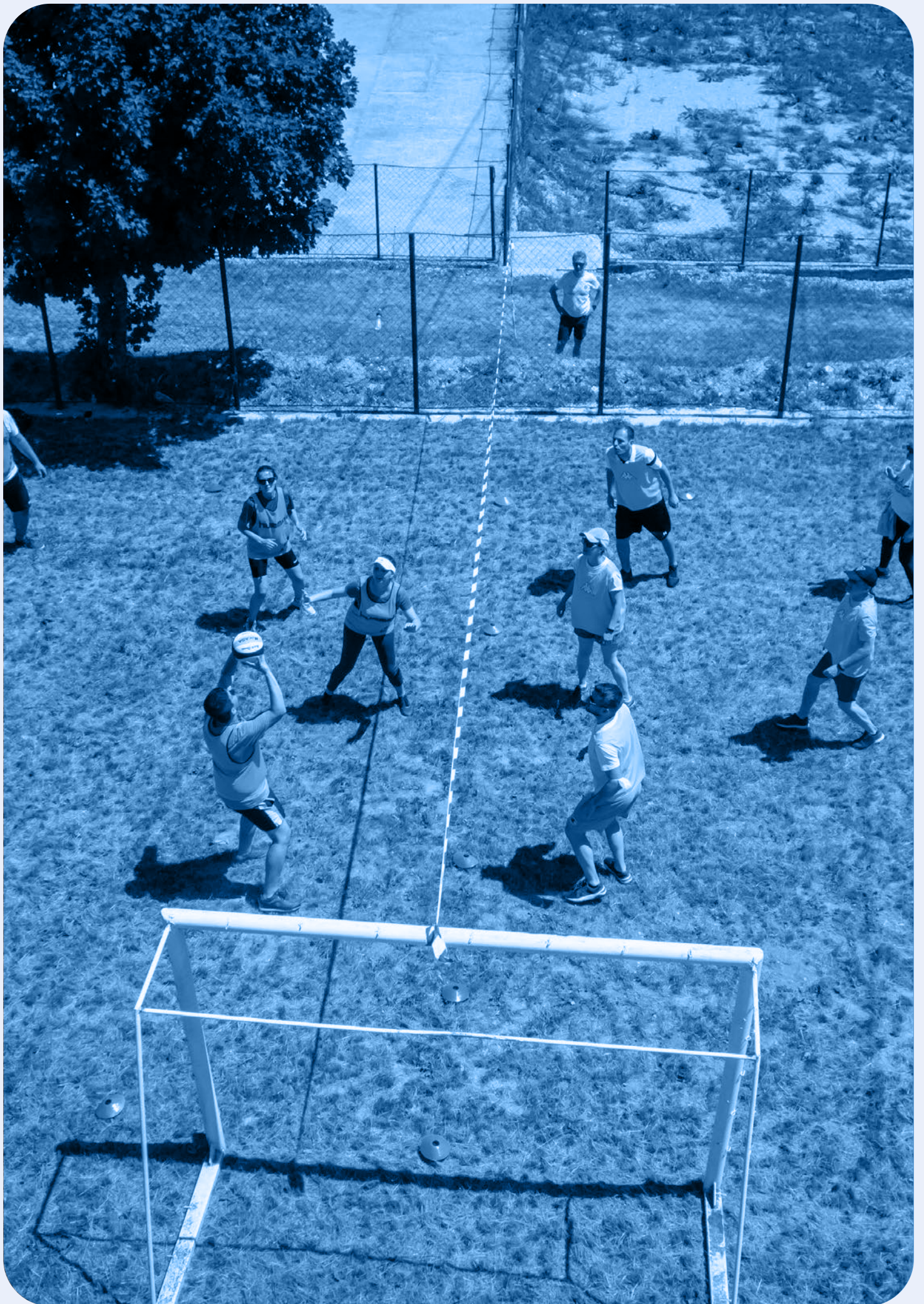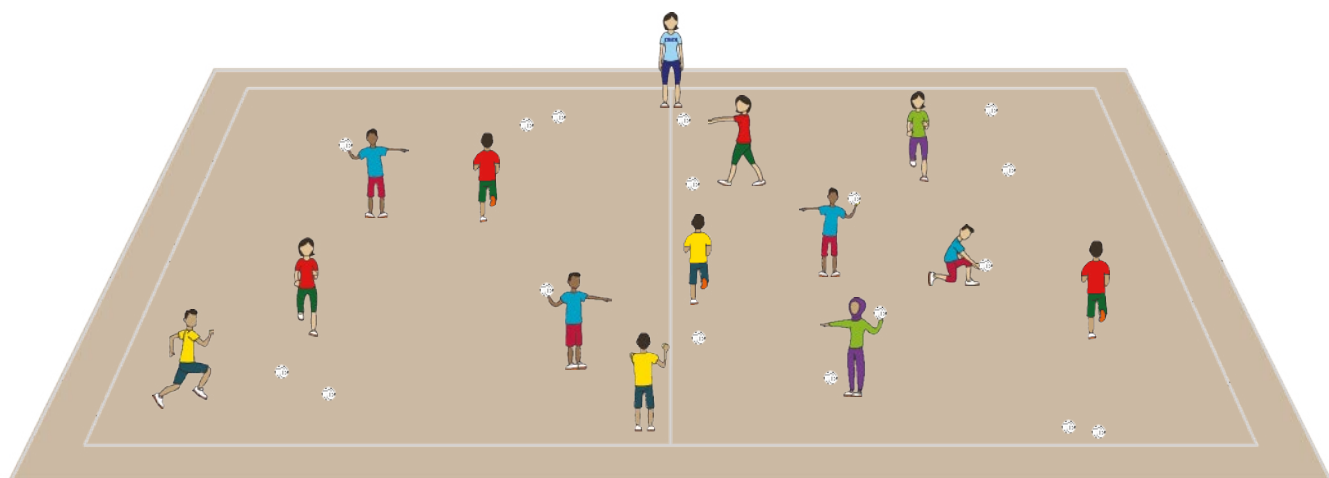
4| GAME DESCRIPTIONS

4.1 GAME DESCRIPTIONS: YOUTH-SPORT FACILITATOR (A)

A 1.1	SNOWBALL BATTLE

The objective of this activity is to get a group moving and to start with a very simple physical warm-up.

Description: Two equally sized groups each receive 2 sheets of paper per person. They form "snowballs" out of the paper, which they throw into the opposing team's field on command. The game leader whistles to end the game after an unspecified time, and the players immediately sit down on their hands on the ground; No more throwing is allowed. The team that first has all players sitting on their hands will have 5 snowballs deducted later. The teams count the snowballs in their field. The team with fewer snowballs wins the round. The overall winner is the team that first wins 2 rounds.

Equipment: 2 sheets of paper per person (use old newspapers if available).

A 1.2   JUMP IN – JUMP OUT

The goal of this game is to "wake-up" the participants mentally.

Description: All players stand in a circle. The game leader gives commands which the participants follow. On front, they jump forward; on back, they jump backwards. Other commands could be jump left, jump right, clap, psst, move up, down etc.

In the second round, participants should then do the opposite of what the game leader says: (left means right; forward means backwards; clap means psst; jump means sit; turn left means turn right etc.).

Equipment: ---

Tips: Do not drag the game out too much. It should only be a brief intervention to increase the participants' attention.
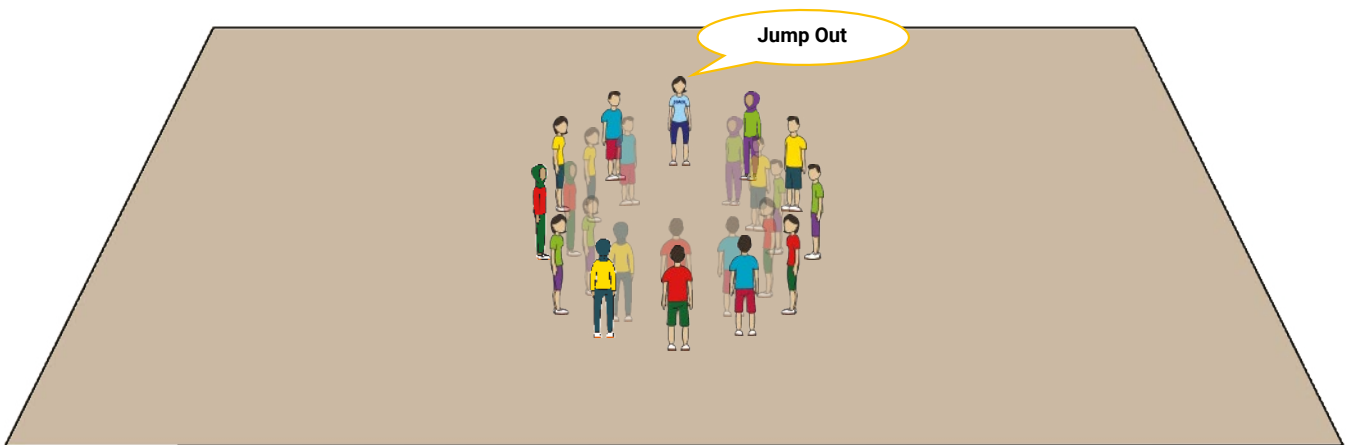
A 1.3 CRAZY SOCCER TOURNAMENT

The Crazy Soccer Tournament is a lively twist on traditional soccer. Rather than focusing on competition, this game encourages participants to have fun while realizing how rule changes can transform the game's dynamics and perspectives.

Description: Divide participants into four to six teams, depending on the number of players. Within each team, assign a fixed number to every player, ranging from 1 to X.

Before starting the tournament, gather all participants and establish a few simple basic rules for the game. This includes both, football and safety regulations.

Then, begin the tournament with a standard game of soccer adhering to the agreed-upon rules. This provides a familiar starting point.

Every 2 to 3 minutes, introduce a new rule to the game. These rules can be as creative as you like, such as using a rugby ball, playing with hands only, or using your weaker foot. Each new rule replaces the previous one.

Instead of adding new rules, introduce the element of player or team swaps. For example, individuals or entire teams can change playing fields, fostering unpredictability and diversity.

Equipment: Bibs (4 Colours), 2 Soccer Balls, 2 Rugby Balls, 2 Tennis balls etc.
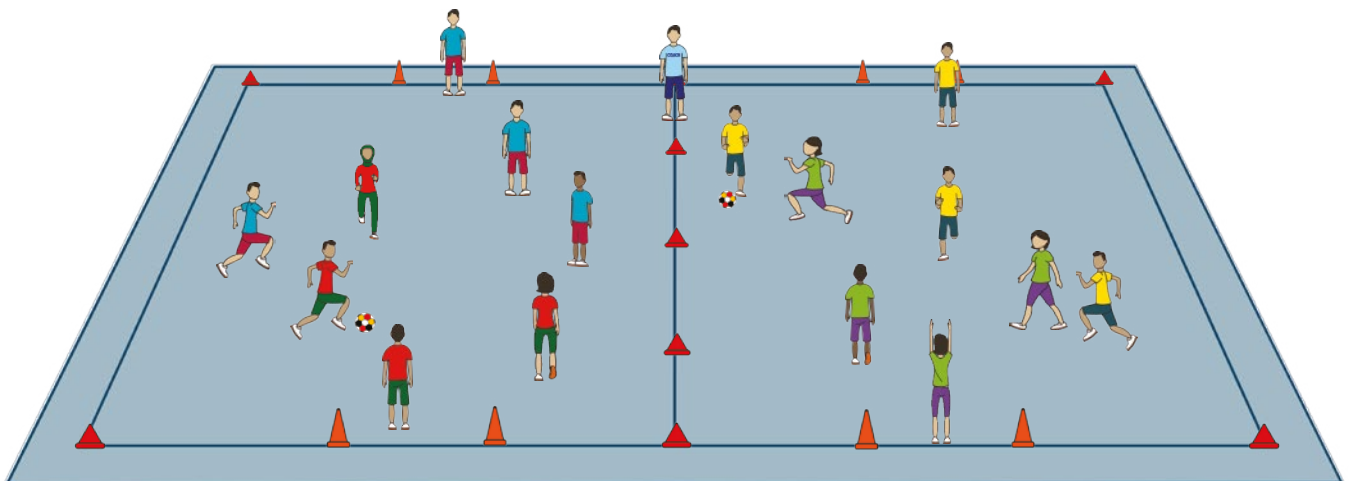
A 1.4   I LIKE […]

The objective of this activity is that participants can get to know each other a bit.

Description: All players stand in a circle on marked areas or a marker. One player stands in the circle and says their name and something about themselves. For example, "My name is Igor and I like pizza." All players who also like pizza then leave their spot and try to claim a new spot. The one left over is in the middle and the next round begins.

Equipment: ---

Tips: At the beginning players can walk inside the circle to switch places. If you want to speed up the game, you can add the rule that they need to go around the circle to switch places. But be careful, only clockwise to avoid accidents.
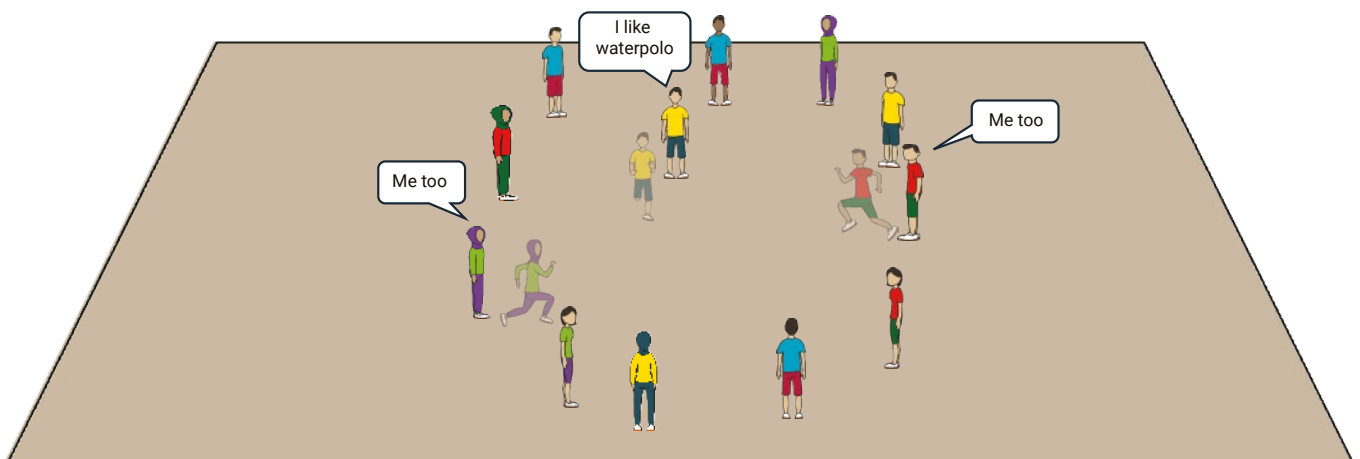
A 2.1   TAG (BASIC VERSION)

Description: Tag is a simple game that requires at least two players. One player is designated as "it" and must chase the other players, attempting to tag them by touching them with their hand. The other players run away to avoid being tagged. Once a player is tagged, they become "it" and the game continues.

Equipment: ---

Tips: You may want to experiment with the size of the playing field and observe, together with the participants, how this adjustment changes the dynamics of the game.
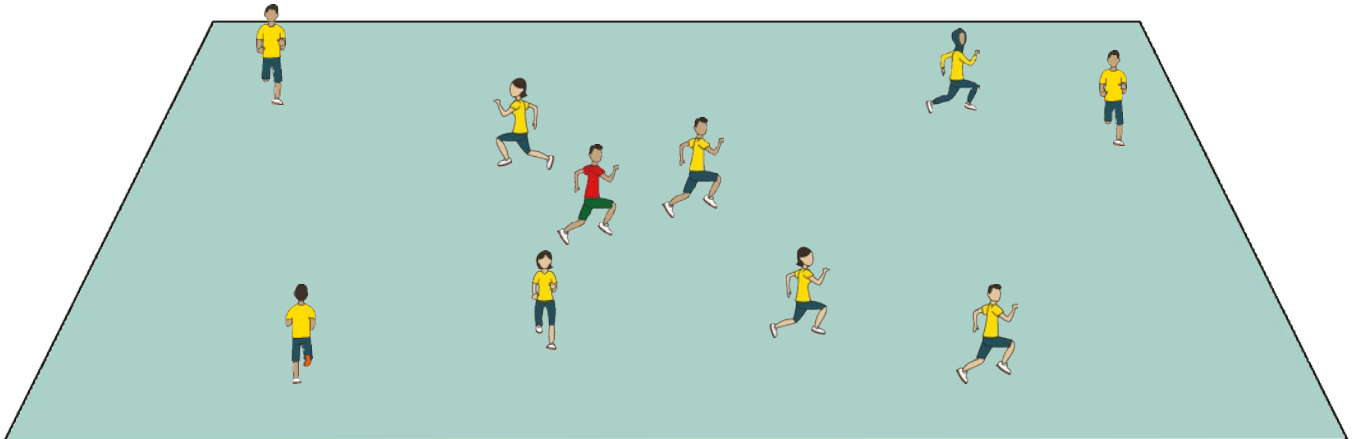
A 2.2   ANIMAL TAG

Animal Tag is a fun variation of the classic game of tag. In this version, each player chooses an animal to imitate in their movements and sounds.

*Description:*One player is designated as "it" and must chase the others, trying to tag them while everyone moves and acts like their chosen animals. The game continues until the player who is "it" successfully tags someone, who then becomes the new "it." This variation encourages creativity and adds an extra layer of excitement and humour to the traditional game of tag.

Equipment: ---
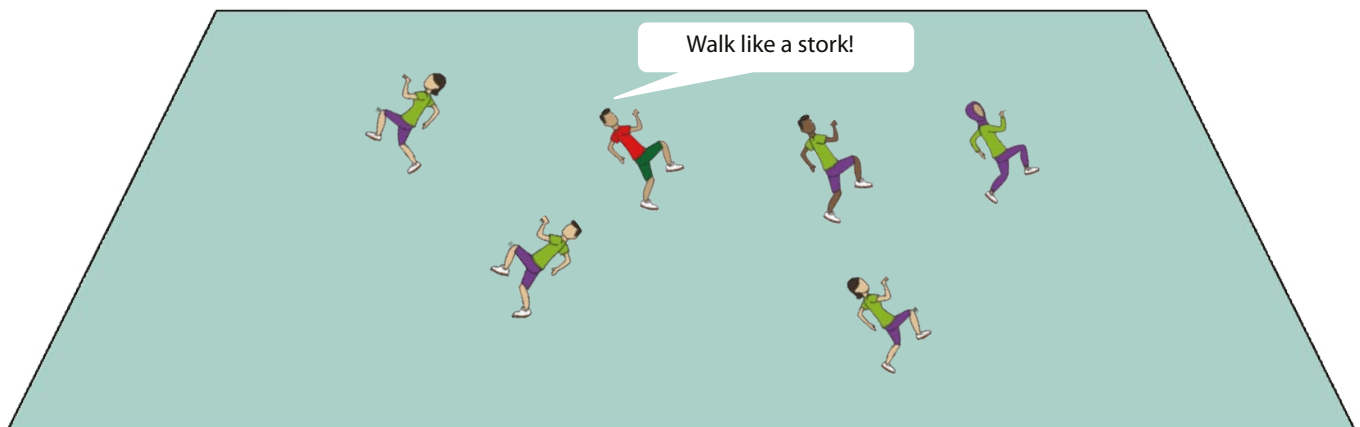
A 2.3	HOSPITAL TAG

Hospital Tag is another engaging variation of the classic game of Tag.

Description: In this version, when a player is tagged, they must hold a hand over the spot where they were tagged, simulating an injury. They continue to play with this "injury" until they are tagged again in a different spot. After being tagged a second time, they must hold the new "injury" with their other hand.

If they are tagged a third time, they are considered "out" and must sit down. However, players can be "healed" if they are brought to the designated hospital area by another player and then stay there for 30 seconds.

After this time, they can re-join the game without any injuries. The game continues until only one player remains uninjured. This version adds an extra challenge and encourages strategic thinking and teamwork.

Equipment: ---
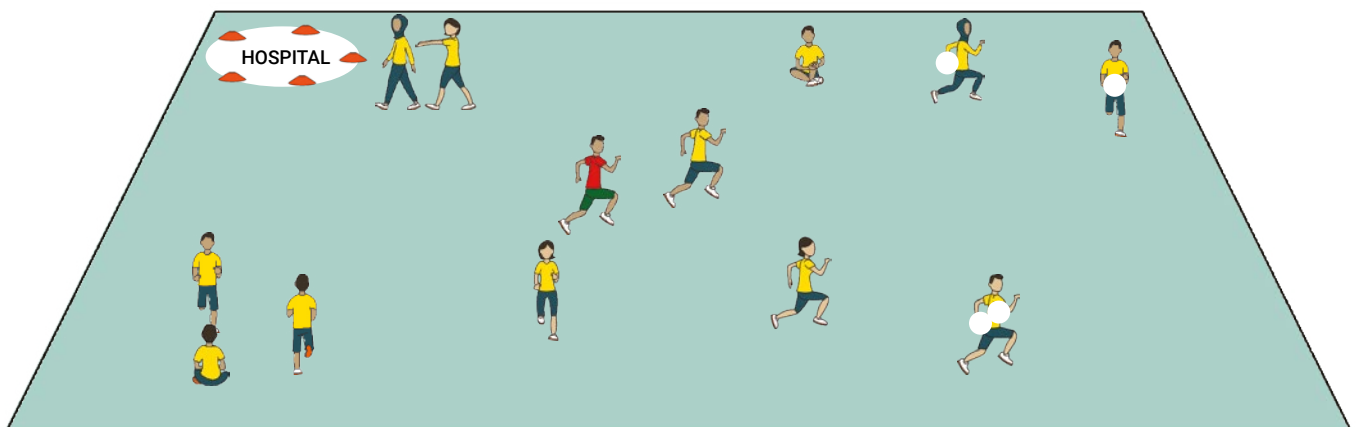
A 2.4	**RABBIT HUNT**

The rabbit hunt adds a ball to the tagging game.

Description: In a clearly marked field, there are 2 hunters and a lot of rabbits. The rabbits are identified by a bib, which they tuck into the back of their waistband as a tail. The hunters wear their bibs visibly. The hunters are equipped with a soft foam ball, which they use to try to hit the rabbits. They are allowed to throw the ball to each other and can move freely in the field without the ball. However, once they have the ball, they are not allowed to do more steps. If a rabbit is hit, they become a hunter and put on their bib. The last remaining rabbit is the winner. If a rabbit catches the ball in the air, they are not considered hit. Furthermore, aiming at the head is not allowed, and hits to the head do not count.

Equipment: 1 Soft or foam ball, Bibs
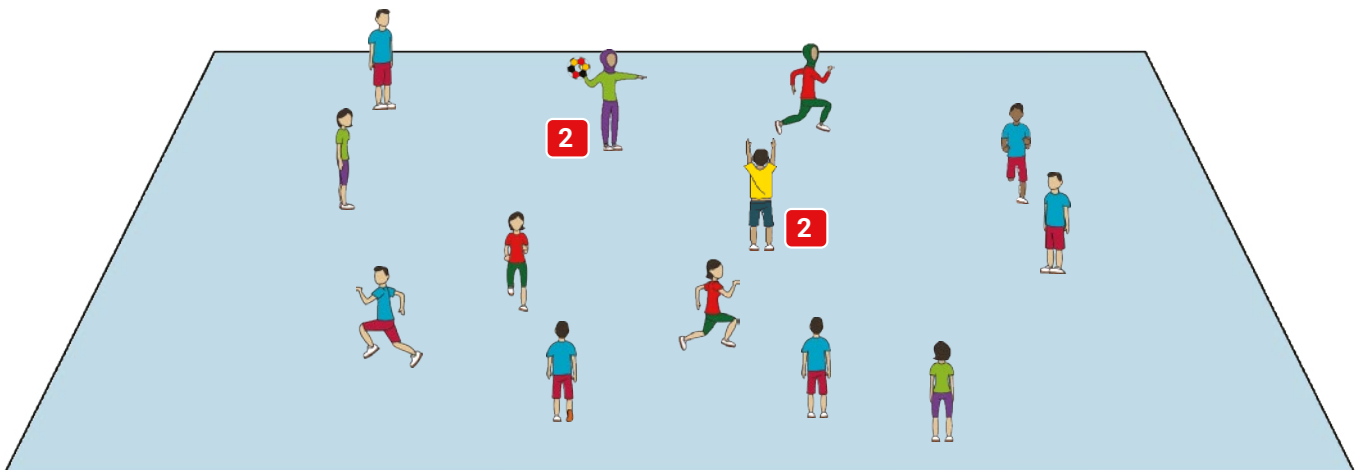
A 2.5	VUKI´S DANGEROUS WAY TO SCHOOL

In this game, players engage in a variety of exercises that challenge their motor skills, such as strength, coordination, balance, flexibility, and more.

Description: Design an obstacle course that players must navigate using various skills. Each station in the course is connected to the story of Vuki (see below)

Obstacle 1: Players need to pass the obstacles by putting their hand and feet on the ground in different ways. (draw it with a chalk or put paper signs)

Obstacle 2: The participants need to use their speed to find a way to go through on of the gates. Make one player the guard dog. If a player is touched by the dog, they must go back and try again. Players can cooperate to move through the gates.

Obstacle 3: Walk on top of a balance beam or a rope without falling outside of the line. If you step outside, start over balance obstacle.

Obstacle 4: Make the participants crawl underneath an object.

Tell players, that they will experience the road that Vuki takes to school every day. Each team member needs to go through all the obstacles and finish the tasks. As a group they need to finish the "road to school" in a certain time or as many times as possible.

Equipment: Use what is available and adapt the story if needed.

Tips: If the group is very large, create two obstacle courses. You can also add more challenges if you want but try to connect them to the story.
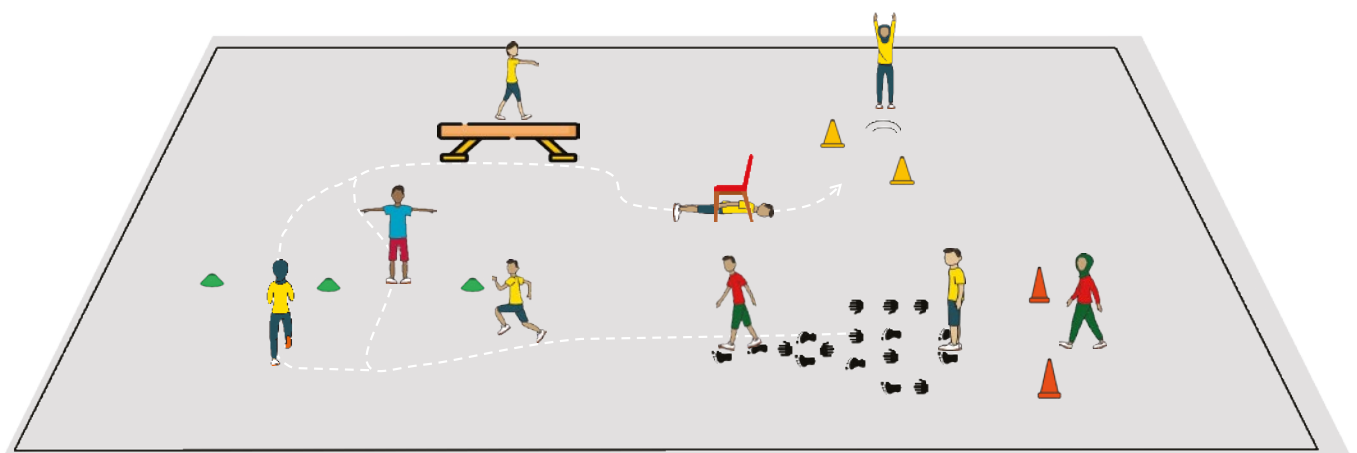
A 2.5   VUKI´S DANGEROUS WAY TO SCHOOL (THE STORY)

Vuki lives in a remote village, far from his school. Every day, he has to walk to school as there's no pub-lic transport available at the time he needs it. And it is a long way that he has to work every day, no matter if it´s hot or cold or if the rain is pouring down.

One day, Vuki discovers a shortcut that halves his journey time. But this path is dangerous and full of risks and challenges. Despite the dangers, Vuki and his friends secretly use this route without telling their parents of course, believing that the time saved is worth the risks.
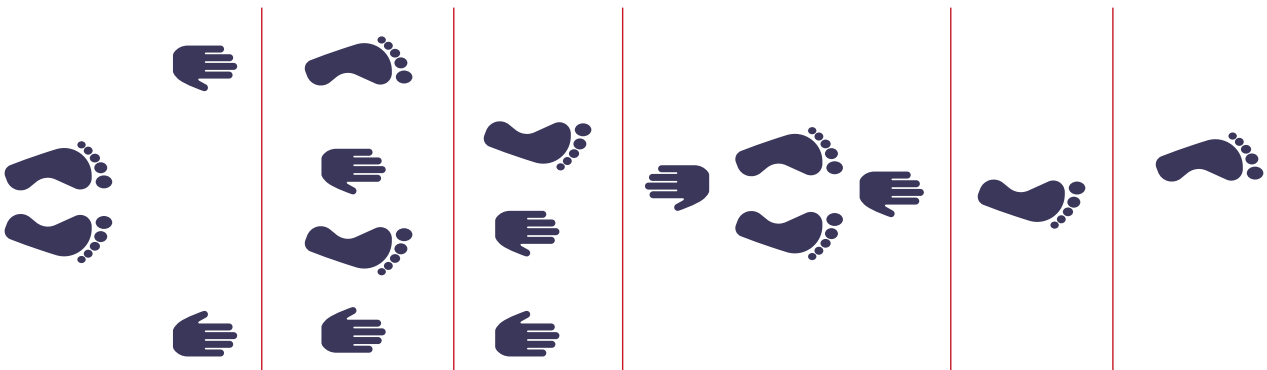
Recently, after a heavy rain, the shortcut became particularly bad. In one section, the path is so slip-pery and muddy that the only way through is by using your hands and feet. Imagine yourself in Vuki's shoes, navigating the mud by crawling as shown on the ground. (Obstacle 1)

As you pass through a small garden, a dog suddenly appears and tries to grab your backpack. To con-tinue, you must squeeze through one of the two narrow gates, but be careful—the dog will try to nip at you as you approach. Your challenge is to slip through both gates while the dog is guarding the other door as quickly as possible without getting bitten. (Obstacle 2)

Next, you come to a narrow bridge that stretches over a small river. You must cross it without losing your balance. If you fall, you'll need to start this obstacle again, just as Vuki would if he slipped off the bridge. (Obstacle 3)

Finally, you're almost at school, but a large truck is blocking the entire road. The only way to get past is by crawling underneath it. Imagine crawling under a chair to complete the journey, just as Vuki would crawl under the truck. (Obstacle 4)

Good luck! Vuki managed to overcome all these obstacles—can you do the same?

A 3.1   WALK-AROUND INSPECTION

Before pilots embark on a flight, they perform a walk-around inspection of the aircraft. This is done before every flight. Similarly, as a sports facilitator, you should adopt the habit of conducting such a routine check before each session.

Description: Work in pairs to walk through the facility and create a checklist. What should a coach be wary of before every sports session? Collect the answers on a flip chart.

Equipment: ---
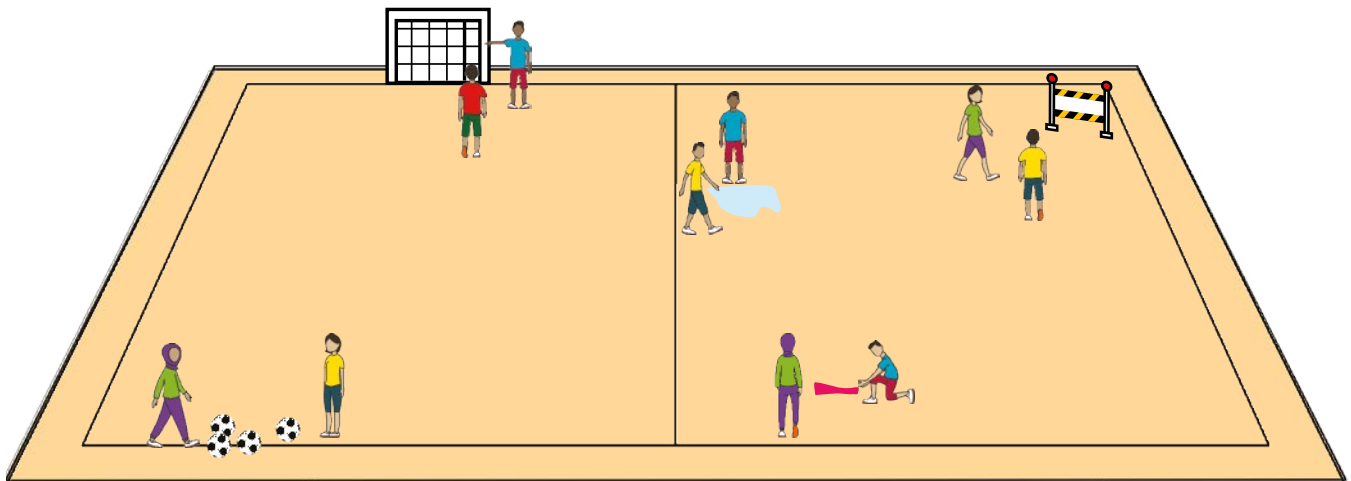
A 4.1   SILENT CIRCLE (OPENING ROUTINE)

The Silent Circle is a quiet routine to open a session. Through it, players calm down and get ready to focus on the upcoming session.

Description: The coach starts initiating a circle in the middle of the field, giving a clear visual signal. He for example puts his hands on his head to show to players that the session is about to start. Whenever the players become aware of it, they join the circle one by one, mirror the gesture and become quiet. When everybody has joined the circle and is quiet, the coach checks in with the group (is everybody ok and ready to start?). When all the players are ready, the coach asks them to "brush off" thoughts and hassles they had before the training and fully focus on the session until it ends.

Equipment: ---

Tips: This can take a while during the first times, be patient and see how the silent circle creates some soft pressure for everyone to join and calm down. Make sure there is no chatting within the circle.
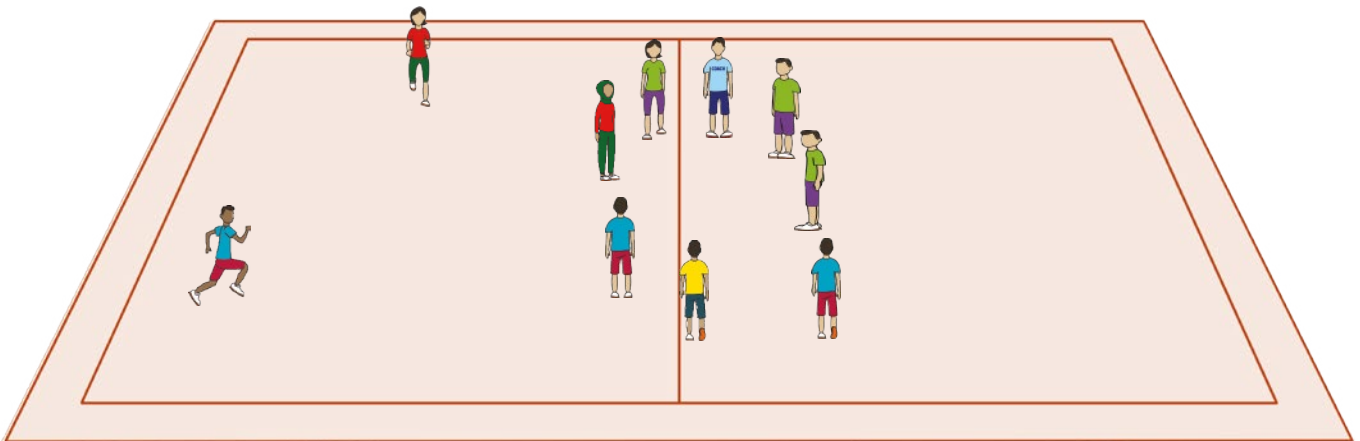
A 4.2	HI-HA-HO (WARM-UP)

HI-HA-HO includes movement and thinking, which offers a great opportunity to prepare physically and mentally for the session.

Description: All players stand in a large circle. The first player puts their palms together, makes a sweeping gesture towards another player, and shouts 'HI'. The addressed player repeats this gesture and passes the 'HI' on to another player. After several rounds, 'HA' is added as the second signal. A player addressed with 'HI' accepts the signal by raising their arms with palms together from bottom to top and loudly shouting 'HA' before passing on the 'HI'. After more rounds, 'HO' is introduced as the final signal. The two neighbours of the addressed player wave both hands and shout 'HO' loudly. Players must concentrate to coordinate the correct gestures and calls properly."

Equipment: ---
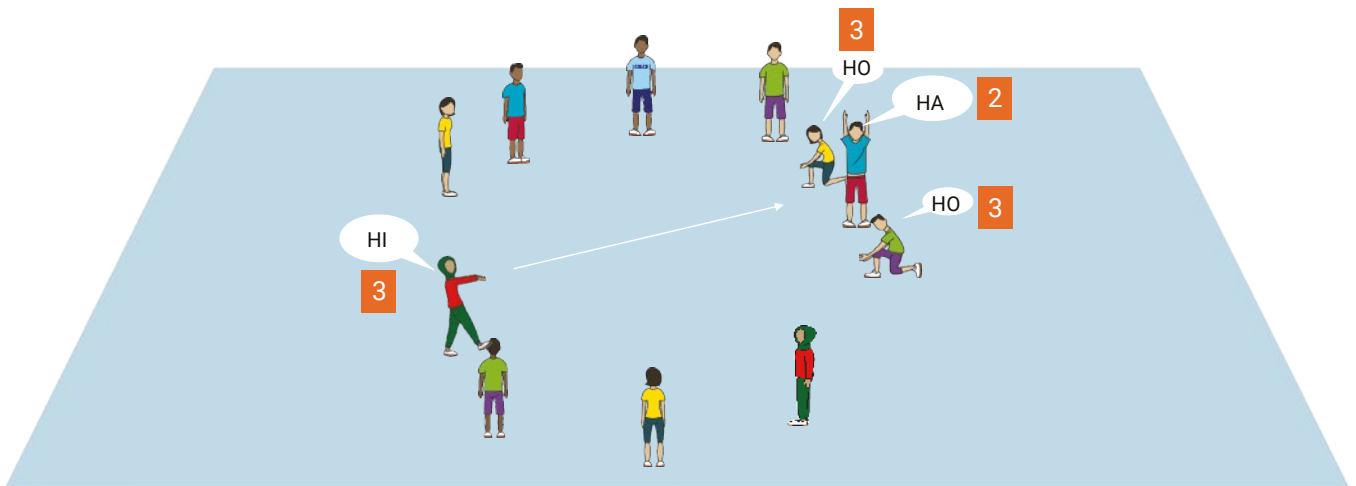
A 4.3	TAIL TAG (MAIN PART)

Tail tag is a simple and very active warm-up game.

Description: All players are within a designated playing area. Each player tucks a bib (acting as a goat´s or pig's tail) into the back of their waistband. At the start signal, all players attempt to snatch others' tails. Players who lose their tail must leave the playing area. In the end, there are two winners: the last piggy still with a tail, and the player who has captured the most bibs.

Equipment: ---
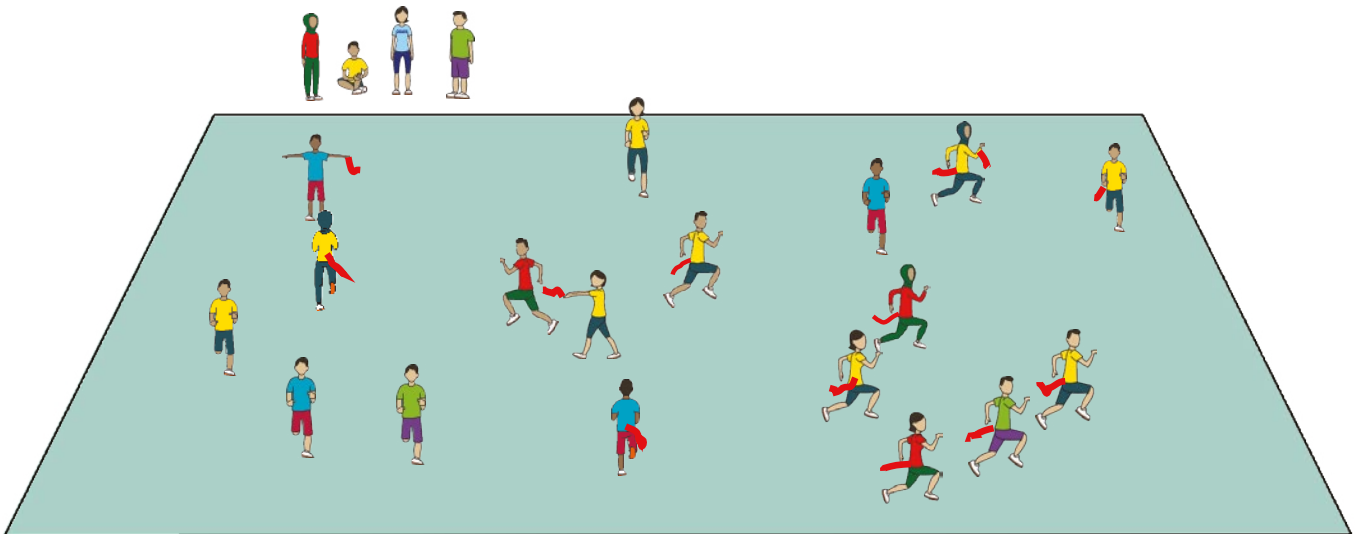
A 4.4	SLEEPING LIONS (COOL DOWN)

Sleeping lions is a nice game to cool down a group and end the session with everybody laughing.

Description: All players except one position themselves within a designated area of the playing field. They can sit or lay down. These participants are the 'sleeping lions'. Their task is to keep their eyes open without speaking or laughing. The remaining player, the "cheeky monkey", tries to wake the lions by telling jokes or making faces, but he may not touch the lions. Once a lion 'wakes up', he joins the "cheeky monkey´s" team in trying to wake the others. The game ends when all the lions are awake, or the predetermined time has elapsed.

Equipment: ---
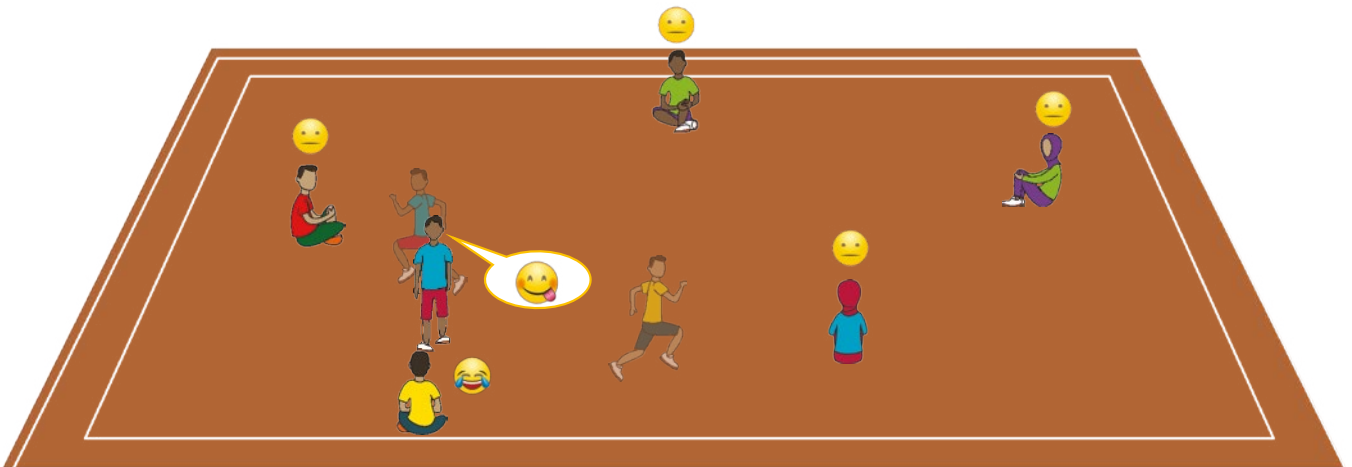
A 4.5   POPCORN (CLOSING RITUAL)

Just as it's important to use an opening ritual to determine participants' readiness to engage and to mark the beginning of the session, closing rituals are useful to signal the end of a session and to release participants from their focus on the activity. "Popcorn" is a simple but effective closing ritual.

Description: Participants choose to count from one to three in one language. During the counting they "warm up the corn" by rubbing their hands. When they say three, they "pop the corn" by clapping once.

Equipment: ---

Tips: See in how many languages your participants can count to three.
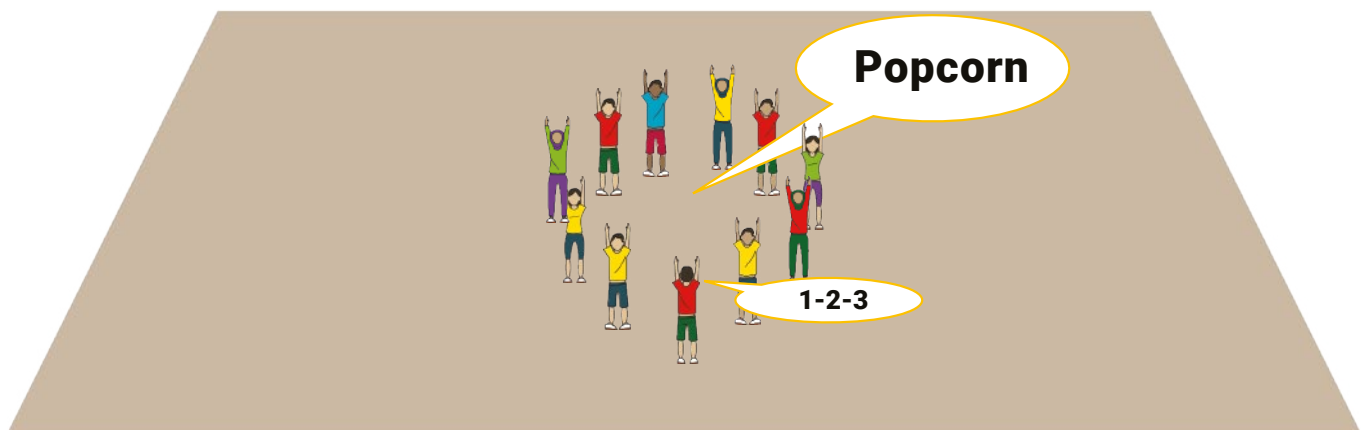
A 5.1   HEAD-KNEES-DISC (WARM-UP)

"Head, Knees, Disc" is a quick warm-up game that requires concentration and quick reactions from the participants while also introducing them to the frisbee as a new piece of equipment.

Description: Each player stands facing another player with a frisbee placed between them. The coach stands in the middle and gives three commands: "Head," "Knees," and "Disc." When the coach says "Head," participants place their hands on their heads. If the command is "Knees," they place their hands on their knees. When the coach says "Disc," players try to grab the frisbee before their opponent does. The coach alternates between the "Head" and "Knees" commands a few times before giving the "Disc" command.

Equipment: Frisbees

Tips: Ensure there is enough space between the players, so they don't accidentally bump heads when reaching for the frisbee. If needed, you can add additional commands to the game to make it more entertaining.
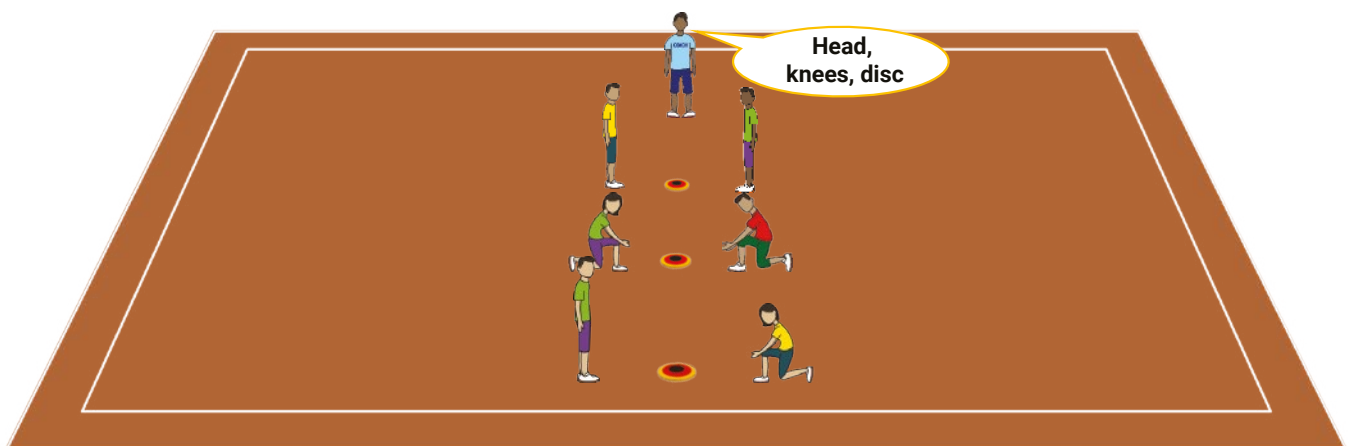
A 5.2   THROWING & CATCHING THE FRISBEE (SET-UP)

Through this drill participants are introduced to the most basic techniques of Ultimate Frisbee.

Description: Players are paired up and stand facing each other in two parallel lines, ensuring that everyone throws in the same direction. They position themselves at least 5-6 meters apart and practice throwing and catching the frisbee in a straight line, without running with the disc or changing positions.

Before they start, demonstrate the two most basic techniques to them - The Backhand Throw and the Pancake Catch (see next page).

Since most participants will be beginners, make sure there is plenty of space between them to avoid disrupting or hurting each other.

Equipment: Frisbees

Tips: As players' skills improve, increase the challenge by widening the distance between them. You can also instruct them to pass the frisbee in groups of four, varying the height, angle, or direction of their throws.
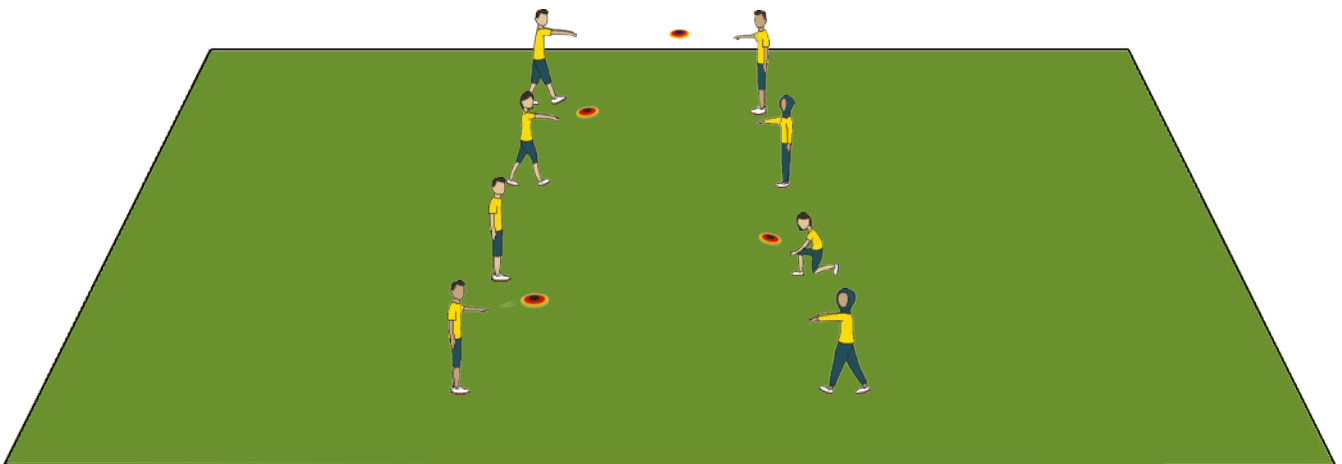
A 5.2   **THROWING & CATCHING THE FRISBEE (TECHNIQUE)**

BACKHAND THROW

Grip: Hold the frisbee with your thumb on top and your fingers underneath, gripping the rim. Your index finger should be along the outside edge for control, while the other fingers wrap around the rim for a firm hold.

Stance: Stand sideways to your target with your throwing shoulder facing towards them. Your feet should be shoulder-width apart, and your knees slightly bent for balance.

Wind-Up: Bring the frisbee across your body to your non-throwing side, keeping it level. Your arm should be bent at the elbow, and your wrist cocked back slightly.

Throw: Begin the throw by rotating your hips and shoulders towards your target. As you do this, extend your arm and flick your wrist to release the frisbee. Your wrist should snap forward at the point of release to give the frisbee spin, which helps it fly straight.

Follow-Through: After releasing the frisbee, follow through with your arm in the direction of your target. Your throwing hand should point towards the target after the throw.

PANCAKE CATCH

Positioning: As the frisbee approaches, position yourself so you are directly in line with its path. Keep your eyes on the frisbee and your body balanced.

Hand Placement: Extend both hands out in front of you at chest height, with your palms facing each other, as if you are about to clap. One hand should be above the frisbee and the other below it.

The Catch: As the frisbee arrives, bring your hands together to "sandwich" the disc between them. The top hand applies gentle pressure downwards, while the bottom hand supports from below. This ensures a secure catch and minimises the risk of dropping the frisbee.

Secure the Disc: Once you've caught the frisbee, bring it into your body to secure it, preparing for the next play

A 5.3   10 IN A ROW

10 in a Row is an activity that already incorporates some key elements of the ultimate frisbee game (no running while holding the disc, no physical contact, searching for open spaces on the field).

Since the initial focus is on learning how to move into open space on the field, the game will start with a ball rather than a frisbee, to prevent participants from being distracted by handling a new piece of equipment.

Description: On a square or rectangular field, two teams compete against each other. To score, a team must successfully complete 10 consecutive passes without the ball touching the ground or being intercepted by the opposing team. If possession is lost, the count resets to zero the next time they gain possession. Players are not allowed to run while holding the ball, and each player can hold the ball for a maximum of 10 seconds. Physical contact, screening, or picking is not permitted. The player in possession of the ball can only be defended by one opponent, who must maintain an arm's length distance. The ball cannot be taken directly from the hands of the player holding it. Teams count their passes out loud as they progress.

Equipment: Ball, Bibs

Tips: It's important to ensure the field isn't too small for the number of players at the start. Continuously encourage players to move into open space when they are not in possession of the ball.

A 5.4	ENDZONE BALL

This lead-up game includes all core rules of Ultimate Frisbee, with the only difference being that players still use a ball instead of a frisbee.

Description: The game is played on a rectangular field with two end zones, one for each team. Set up as many fields as needed based on the number of teams (in the illustration below, 4 teams are playing on 2 parallel fields).

The objective is to score by catching a pass in the opponent's end zone. All other rules from the "10 in a Row" game remain the same.

Equipment: Balls, cones, markers, bibs

Tips: If some participants struggle on a small playing field, consider enlarging the field or reducing the number of players. This gives each player more space and time, making it easier to catch and pass the ball.

A 5.5   ULTIMATE FRISBEE (SIMPLIFIED FORM)

Game Setup: To introduce players to Ultimate Frisbee, a handball-sized field (20m x 40m) with two end zones each 5m deep is an ideal starting setup. Two teams of 5-6 players typically work well on a field of this size.

RULES:

- Starting Play: Each point begins with teams lined up at opposite end zones. The defence initiates play by throwing ("pulling") the disc to the offense.

- Movement: The disc can be passed in any direction, but players cannot run while holding it. The thrower has 10 seconds to release the disc, with the count often done aloud by the defender. Each player can only be defended by one opponent at a time, and the defender must maintain an arm's length distance to ensure fair play.

- Change of Possession: Possession switches to the opposing team if the disc is dropped, intercepted, or lands out of bounds. However, if a defender touches the disc but fails to catch it before it hits the ground, the attacking team retains possession.

- Scoring: A point is scored when the offense successfully catches a pass in the opponent's end zone. After each score, the team that just scored switches to defence and throws the disc to restart play.

- Non-Contact: Physical contact is strictly prohibited
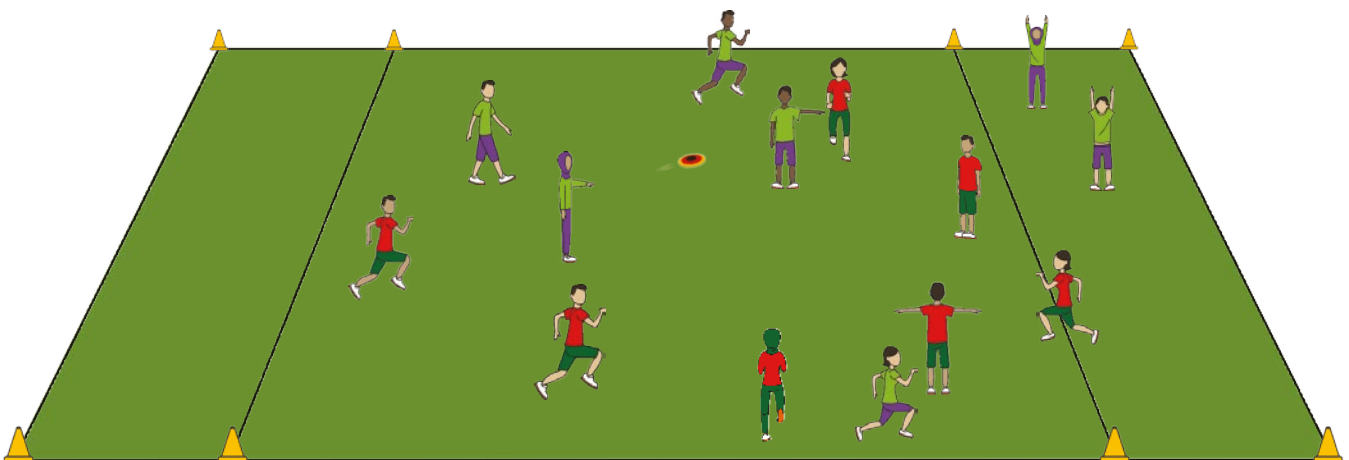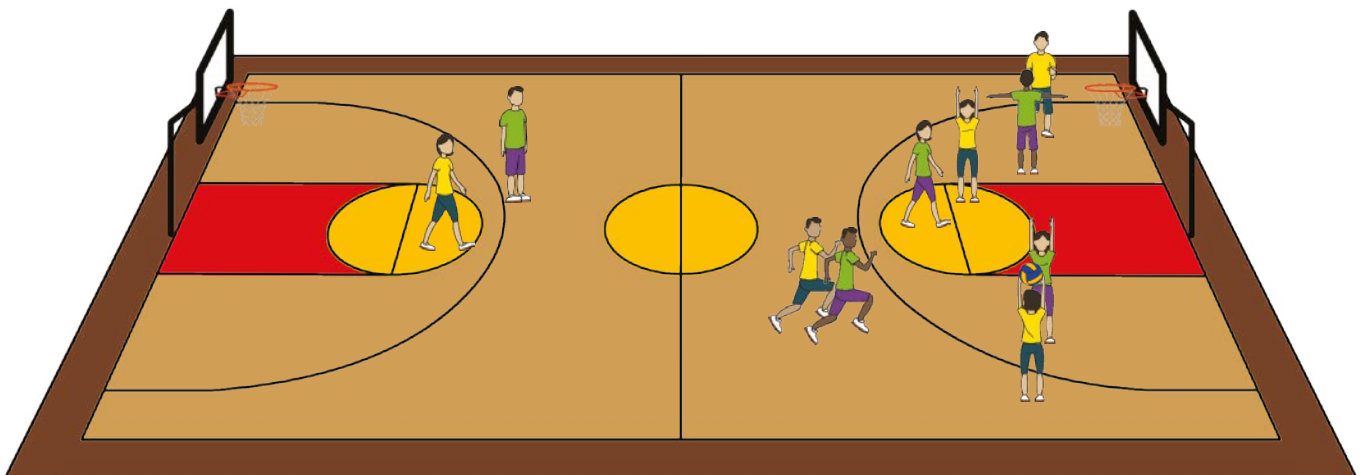
A 6.1   KORFBALL (BASKETBALL HOOPS)

A Korfball adaptation designed for mixed-gender youth groups that can be played using a volleyball and playing on a regular basketball court on basketball hoops.

Description: The goal is to score by shooting the ball into the opponent's hoop. Play with 4 to 5 players per team. Teams can be mixed by gender or grouped by skill level, using bibs or markers to differentiate. The game starts with a throw-off, and players advance by passing - no dribbling allowed. After receiving the ball, a player may take 1 or 2 steps before passing or shooting.

Each player is responsible for defending a specific opponent, traditionally based on gender (i.e., males defend males, and females defend females). However, you can adapt this by matching players according to skill level or experience. For instance, newcomers can defend each other while advanced players are paired together. Physical contact should be minimal, focusing on interception rather than aggression.

While teams generally have the freedom to move across the court, each team must keep at least one player in their defensive half while attacking, or one player in the attacking half while defending. This creates more space on the court and encourages strategic positioning.

Equipment: Volleyball, Bibs, Basketball Court

A 6.2   **TSCHOUKBALL (BASKETBALL BOARDS)**

A Tchoukball adaptation designed for mixed-gender youth groups that can be played on a regular basketball court on basketball hoops. The goal is to score by throwing the ball at either hoop, so it rebounds onto the court without the opposing team catching it.

Description: Play with 4 to 5 players per team. Both teams can attack and score on either hoop, requiring players to switch quickly between offense and defence. The game starts with a throw-off, and players pass the ball towards either hoop.

A point is scored if the ball rebounds off the hoop and touches the ground without being caught by the other team. However, there is a designated zone directly under each hoop, typically about 3 metres in diameter, that players may not enter. Additionally, the ball must not land in this zone after rebounding; otherwise, no point is awarded, and the opposing team gains possession.

To ensure the game flows well, it's recommended to use a ball that bounces effectively off the backboard, such as a small, rubbery ball or a well-inflated volleyball.

Players can take up to 3 steps with the ball and must pass or shoot within 3 seconds. Physical contact is not allowed, and defenders focus on catching the rebound rather than blocking shots.

Equipment: Volleyball, Bibs, Basketball Court
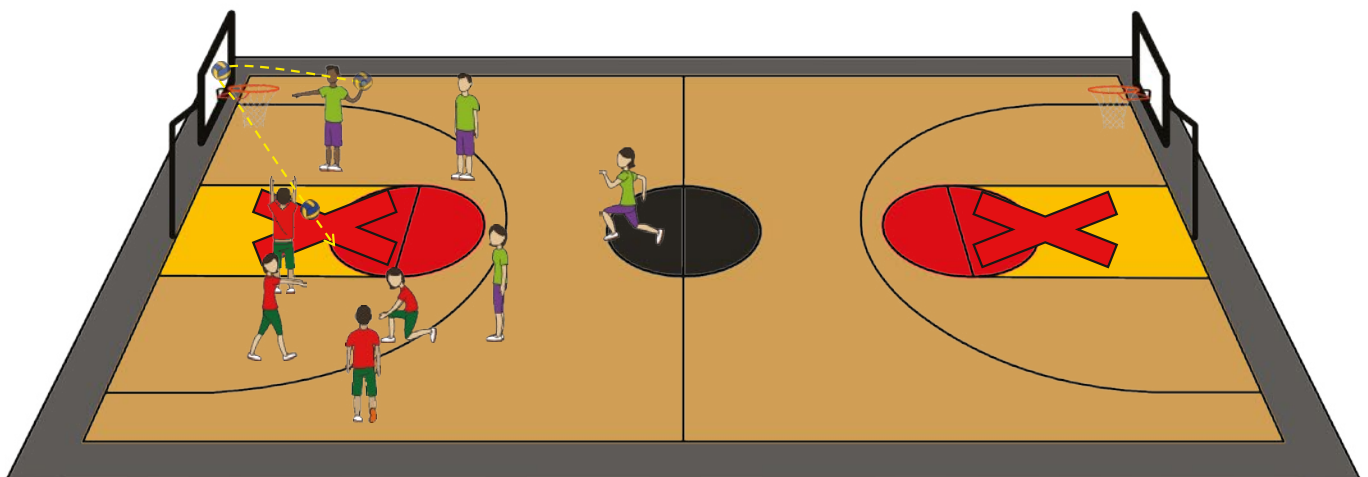
A 6.3	MAMABALL

Mamaball is a simplified version of volleyball designed to be more inclusive and accessible, especially for beginners or those looking for a less physically demanding game.

Description: The objective is the same as traditional volleyball: to score points by sending the ball over the net so that it lands in the opposing team's court. Each team usually consists of 4 to 6 players, though team sizes can be adjusted. In Mamaball, players catch the ball instead of hitting it. Once a player catches the ball, they must throw it to a teammate or over the net. While holding the ball, players cannot move their feet, which encourages strategic passing. Teams can pass the ball up to three times before they must throw it over the net, similar to traditional volleyball but easier to manage.

The game starts with a serve, where the serving player throws the ball over the net to the opposing team. Points are scored when the ball lands in the opposing team's court and they fail to catch it, or if the opposing team fails to return the ball within the three allowed passes or throws it out of bounds. The game usually continues until one team reaches a set number of points, such as 15 or 21, depending on the agreed rules.

After each point, teams rotate positions, ensuring that all players have a chance to serve and play in different roles. A lightweight, soft ball, like a foam or beach ball, is typically used to make catching and throwing easier and safer. The court size can be adjusted based on the age and skill level of the players, with smaller courts recommended for younger or less experienced participants.

Mamaball doesn't involve spiking, as the focus is on catching and throwing. This makes it a great option for mixed-age groups, beginners, or anyone looking for a fun and less intense version of volleyball.

Equipment: Volleyball Field, Volleyball
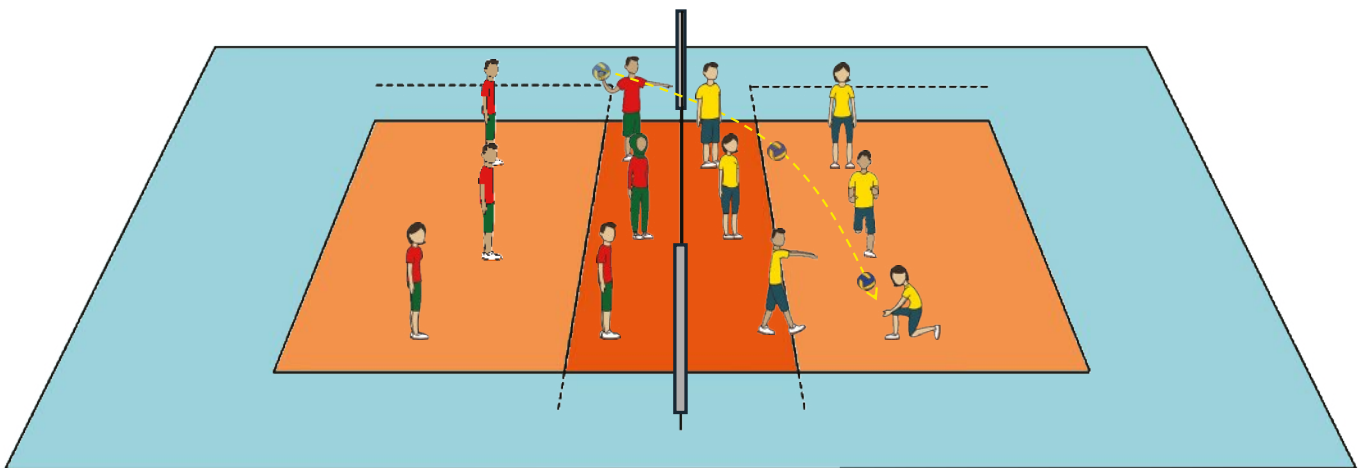
A 7.1   TWISTER

Twister is a game that is easy to set up and doesn't require much space.

Description: Create one or more Twister-style courses by drawing sequences of hand-foot combinations on the ground. You can use chalk or place paper markers on the floor. Players move through each course by placing their hands and feet according to the sequence.

Equipment: Chalk or paper signs.

Tips: This game can be arranged with different stations or played as a relay game with two or more teams competing on parallel courses.

Test the courses yourself to ensure they are practical and achievable.
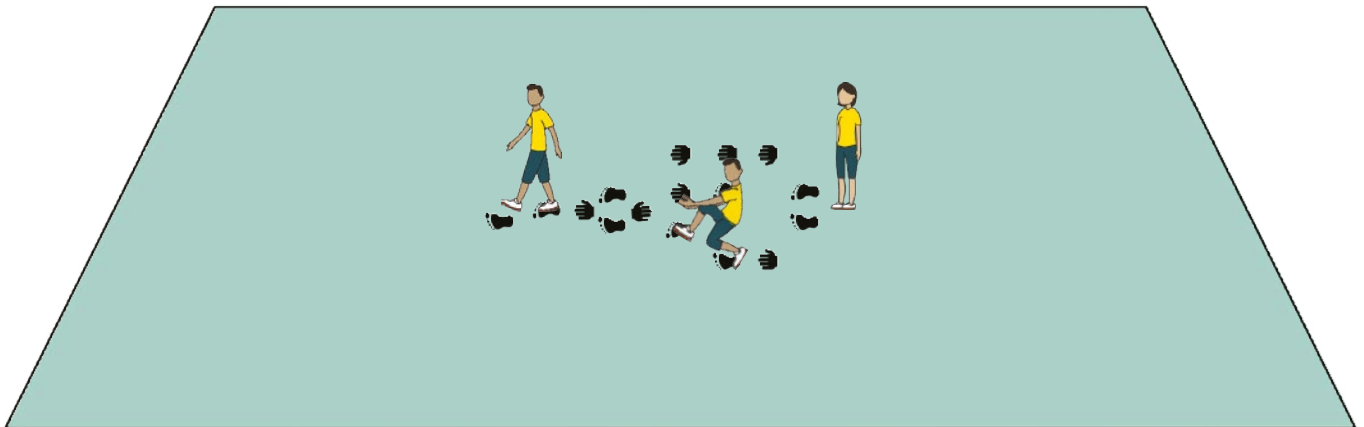
A 7.2	AIRBALOON

Air Balloon is a simple yet fun game to play when you have very limited space.

Description: Give each player a balloon, and their goal is to keep it in the air by tapping it - no holding allowed! Players must also keep moving around and aren't allowed to stay in the same spot.

Equipment: Air balloons.

Tips: To mix things up, you can add different challenges. For example, when the coach claps, players must swap balloons with someone else. You could also throw in more balloons than there are players to make things more challenging and fun. Other ideas include setting rules where players can only tap the balloon with specific body parts, like elbows or knees, or giving them a time limit to keep more balloons than players in the air without dropping any of them.

These variations can keep the game lively and make it more engaging while promoting movement and coordination.
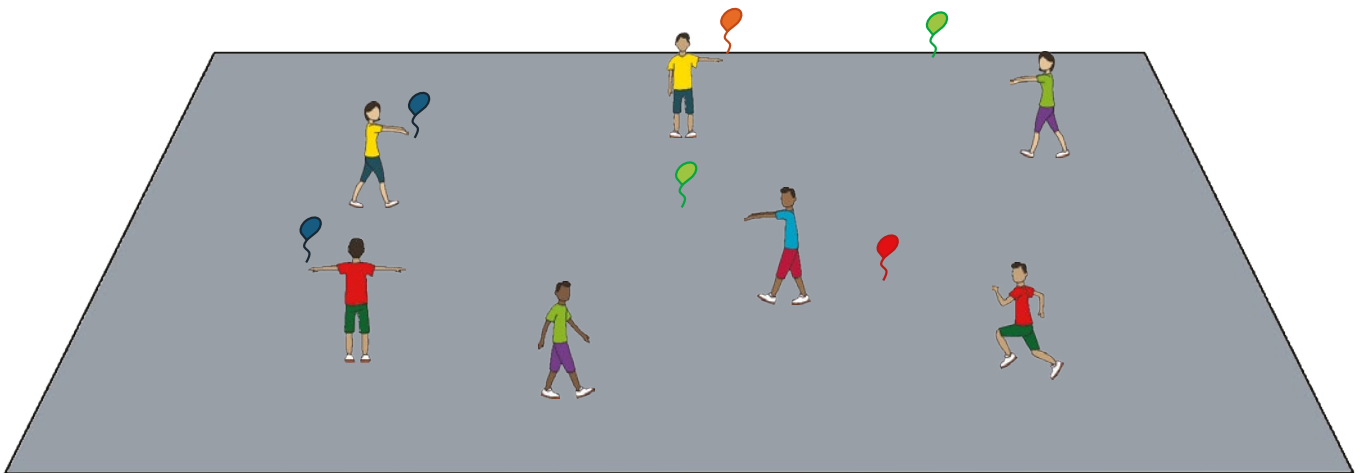
A 7.3	**RUSH HOUR**

This game is most fun when more participants join in. It can be played indoors or outdoors and works best when space is as limited as it is during rush hour.

Description: Everyone picks a partner to challenge. Each pair then decides who will start. The starter tries to tag their partner, with walking being the strict rule – no running allowed! And off they go: The starter spins around three times on the spot, while the other blends into the crowd. Once the starter tags their partner, roles immediately switch: the person who was tagged spins around three times, and the other disappears. Of course, the pursued can always keep moving. Usually, three minutes of play are enough to get everyone's heart rate up.

Equipment: ---
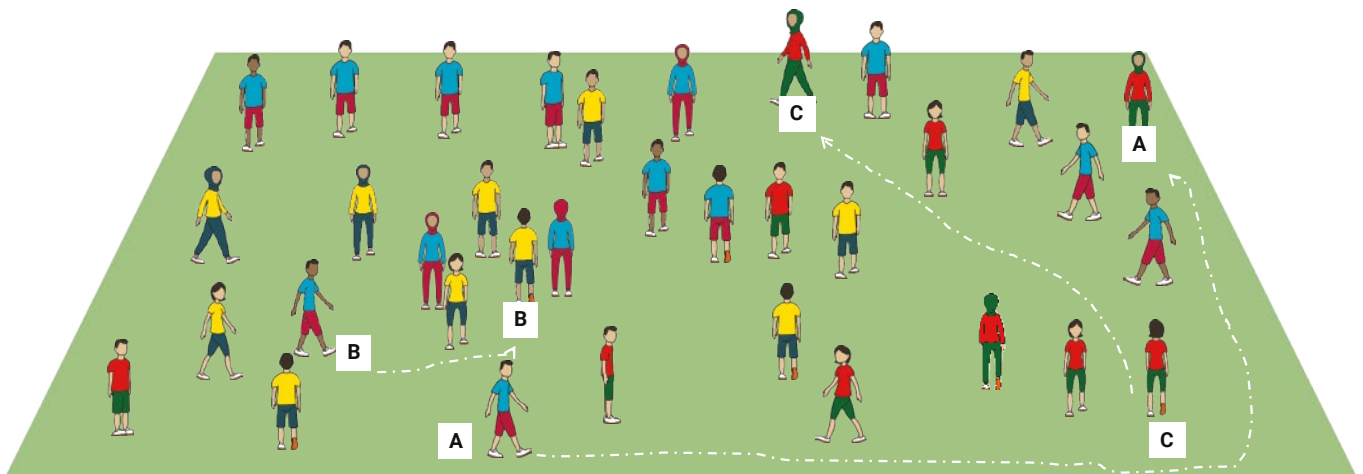
A 7.4	**LOOPHOLES**

Loopholes is an intense running and tagging game that requires relatively little space, as the movement is "channelled" through specific paths.

Description: Set up a playing field with several gates, in this case, 4 gates (2 in the front and 2 in the back). Players must attempt to run through both rows of gates without being tagged by the gatekeepers. If a player is tagged, they must return to the start and try again. The gatekeepers can only block the gates by moving left and right along a set line. Once a player successfully finishes the course, they return to the start and try again. Each participant keeps track of how many times they complete the course. The objective is to cross as many times as possible within a time limit set by the coach.

Equipment: Cones.

Tips: Adjust the distance between the gates to make the challenge balanced for both runners and gatekeepers. Rotate the gatekeepers regularly, as this role can be quite exhausting.
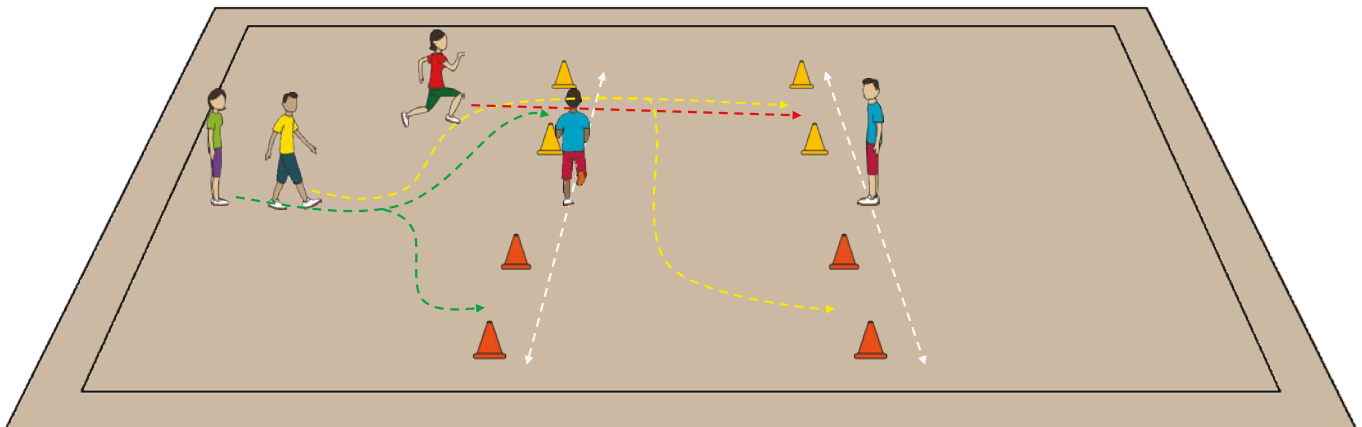
A 7.5   HOT PITCH

The hot pitch isn't a standalone game but rather an organisational method that can be applied to various games when only one playing field is available for multiple teams or players.

Description: Set up a playing field for the game of your choice and divide the group into as many teams as needed to ensure that team sizes fit the playing area. Around the field, create waiting zones marked with numbers (e.g., 1, 2, 3, etc.). The number of waiting zones should be two fewer than the total number of teams.

Start by sending the first two teams onto the field to play, while the remaining teams wait in their designated zones. After each point or goal is scored, the team that scored remains on the field, and the other team rotates out. The team in waiting zone 1 then enters the field, and all the other waiting teams shift forward by one zone. The team that left the field moves to the last waiting zone. If neither team scores after a given amount of time, both teams must rotate out, and two new teams from the waiting zones enter the field. Continue this cycle after each point or goal is scored or after the time limit is reached.

Equipment: Ball, cones, bibs.

Tips: This method keeps the game flowing and ensures all teams get equal playing time, even with limited space. It also prevents long periods of waiting by rotating teams regularly.
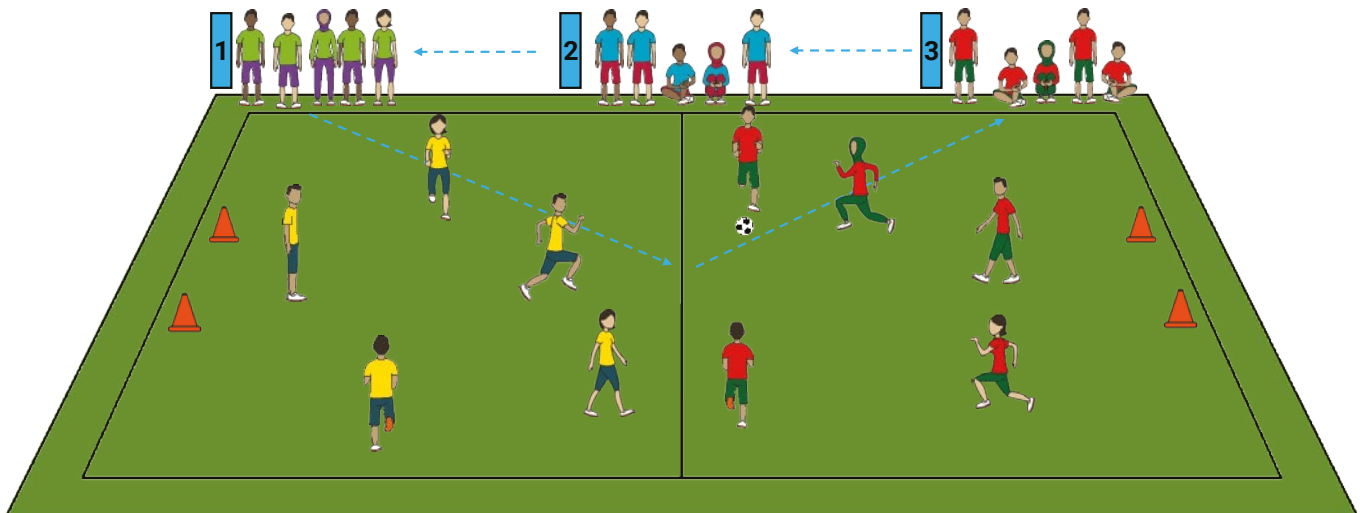
A 7.6	3 MINUTE ROTATIONS

The 3-Minute Rotation is a slightly different organisational method than the hot pitch.

Description: Set up a playing field for the game of your choice and divide the group into as many teams as needed to ensure team sizes are suitable for the space. Around the field, create waiting zones marked with numbers (e.g., 1, 2, 3, etc.). You will need two fewer waiting zones than the number of teams.

Start by sending the first two teams onto the field to play, while the other teams wait in their designated zones. Every 3 minutes, all teams rotate (e.g., counterclockwise). One team leaves the field and moves to the last waiting zone, while the team in the first waiting zone enters the field.

The advantage of this method is that all teams receive equal playing time, unlike in the hot pitch where a stronger team can earn more time on the field. The downside is that teams may end up playing against the same opponents more frequently, reducing variety.

Equipment: Ball, cones, bibs.

Tips: You can also use this method for playing different games in separate areas, such as football on one side of the hall and street basketball on the other. It's important to establish a clear rotation system to keep everything running smoothly.
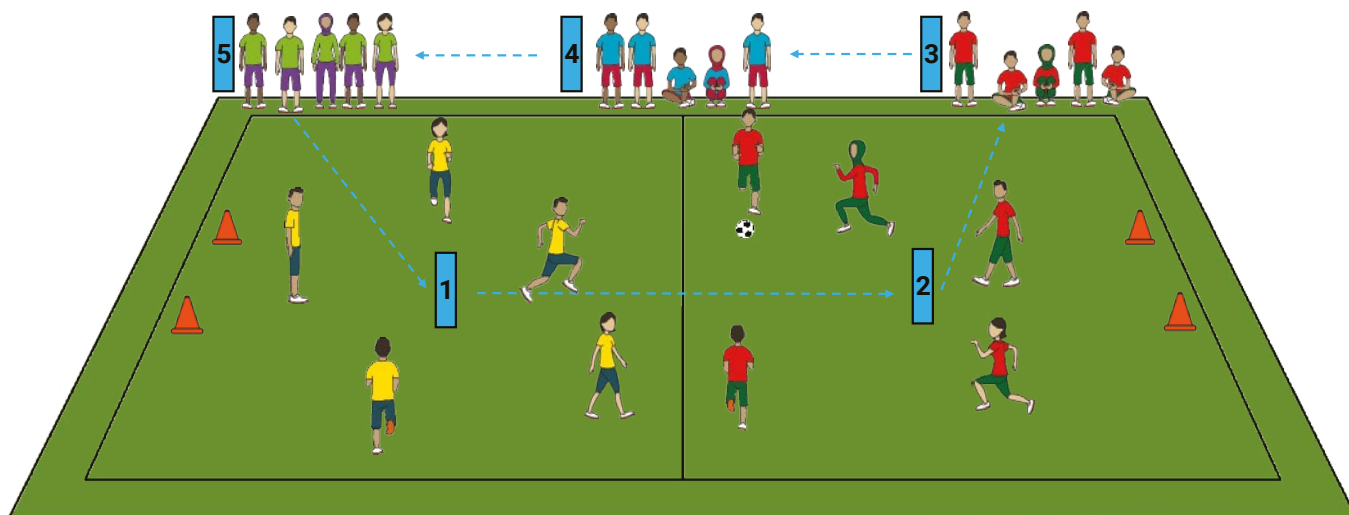
A 8.1	**PARACHUTE GAMES**

Description:

- Wave Creation: Experiment with creating both small and large waves using the parachute.

- Wave Motion ("La Ola"): The group initiates a "La Ola" wave, circulating it around in a circle.

- Position Swap: Slowly swing the parachute up and down. Each time the parachute is at its peak, two players switch places.

- Slalom: Continue the slow swinging of the parachute up and down. Each time the parachute is lifted, one player attempts to run a slalom around all other players before the parachute descends again.

- Circle Ball: Players pass a ball around the circle using the parachute.

- Ball Relay: Start with one ball being passed around on the parachute, then introduce a second ball. The group tries to have the second ball catch up and overtake the first.

- Ball Toss: Use the parachute to catapult a ball as high as possible

- Mole Game: All players sit around the parachute with their legs underneath it. One player acts as the "mole", moving under the parachute to pull another player by the legs into their "burrow". The game continues with more players becoming moles and pulling others under. The game ends when all players are under the parachute! Watch out that no one bumps on the back of their head when pulled under the parachute

Equipment: Parachute

A 8.2	GIANT LAP CIRCLE

Description: Participants stand in a tight circle, shoulder to shoulder, and turn in one direction so that everyone sees the back of the person in front of them. On a signal, each player tries to slowly and simultaneously sit down on the lap of the person behind them. This requires coordination and trust that everyone in the circle does their part to keep the circle stable. The goal is for all participants to eventually sit without falling, balancing on the "lap" of the person behind them. If the circle is successfully formed and everyone can sit without the structure collapsing, the game is considered a success.

Equipment: ---

Tips: Depending on the cultural context or group composition, this game might involve more physical closeness than is comfortable for some participants. In such cases, it may be advisable to play the game in gender-segregated groups.
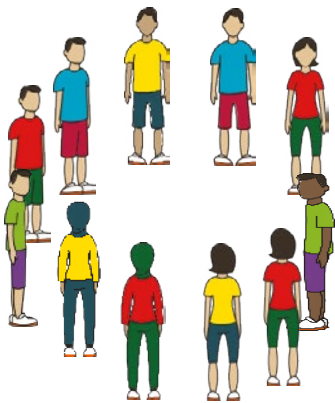
A 8.3	HUMAN KNOT

Description: Participants create and then untangle a 'Human Knot'. Standing shoulder to shoulder in a circle, participants all raise their left hand. The participants should then reach across and take the hand of someone standing across the circle. Then, the participants raise their right hands and repeat the same procedure without letting go with their left hand. Now everybody is connected to someone else with both hands. This creates the 'Human Knot'. Now, without letting go of each other's hands, participants try to unravel the 'Human Knot', moving their bodies to unpick the tangle. The group is successful if participants end up standing in a line or circle, still holding hands. Sometimes participants end up in two or three smaller circles which is also fine.

Equipment: ---

Tips: The ideal group size is between 6 to 12 players. If the group is too large, consider dividing them into smaller groups to make the game more manageable.

Ensure everyone is comfortable and that no one is being twisted into an uncomfortable or unsafe position. If necessary, pause the game to adjust and prevent any injuries.

As a facilitator, observe the group and offer guidance if they seem stuck or are struggling. Sometimes a small suggestion can help them get back on track.

Depending on the cultural context or group composition, this game might involve more physical closeness than is comfortable for some participants. In such cases, it may be advisable to play the game in gender-segregated groups.

A 8.4	GEMO

GEMO is a very active game and a good preparation for all kind of team sports. At the beginning, participants usually take some time to understand the playing principle and basic tactics before they succeed in playing it. Fair play (admitting that one was tagged for example) is an important requirement in this game. At the beginning there will be arguments over who is in possession of the GEMO and players must find a way to resolve these conflicts. As soon as the group has understood the concept, the game requires a lot of strategic thinking, teamwork and concentration to make it to the other side.

Description: Mark a rectangular area, approx. 20m x 40m. Define two goals, one at each end of the field. Anything can be the goal (e.g. two trees, two cones on the ground etc.). Make sure that the goal can be reached from all sides.

Two equal number teams start in their own half of the marked area and both teams try to get the Gemo (which is an invisible ghost) into their opposition's scoring zone

One participant starts in their own scoring zone 'carrying' the Gemo. This player tries to reach the opposition's goal without losing the Gemo

However, if this participant is touched by any another player on the field (no matter if this player is on their own or the opposite team!), the Gemo jumps to this other person. Now this participant is in possession of the Gemo

Make sure players understand that the Gemo can either be passed on from teammate to teammate for tactical reasons or that it can be stolen by the other team. In both cases the current Gemo just needs to be touched.

Whenever the Gemo jumps to another person, the person who has taken possession of the ghost shouts Gemo loud and clear and puts 1 hand on their head, so everyone knows where the Gemo is

The Ghost will jump many times between participants and from team to team. The team that finally brings the Gemo to the other side wins the game. Gemo is a minimal contact game, blocking or rough play is not allowed
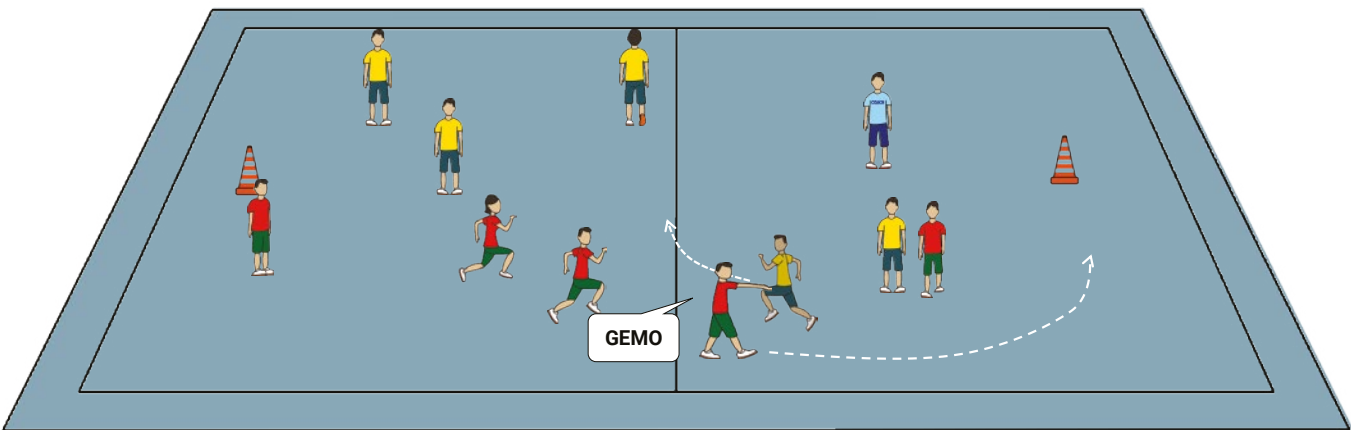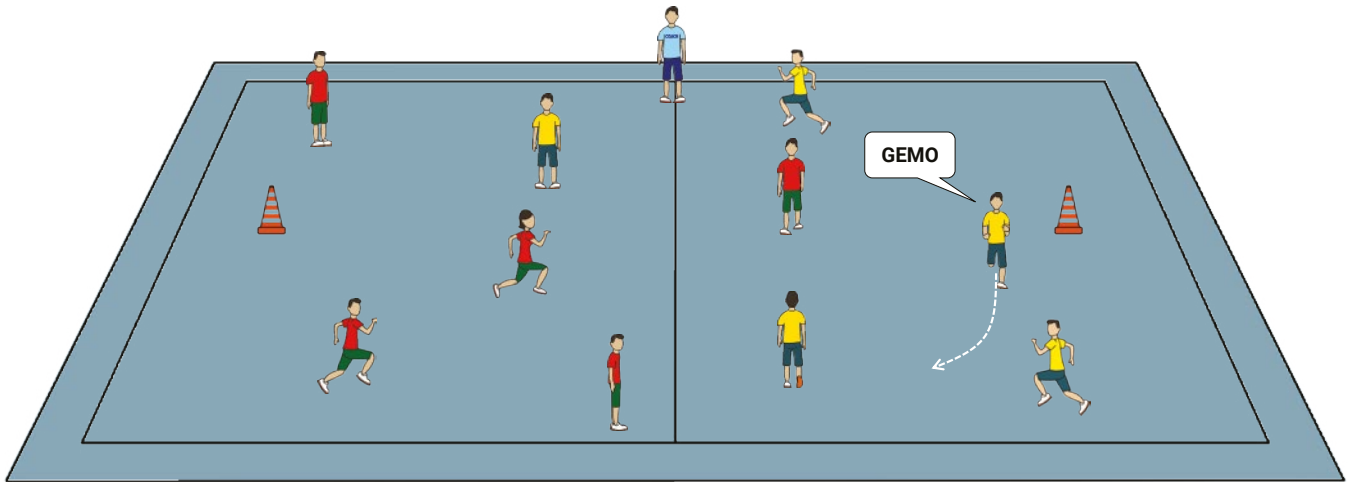
Equipment: Cones

Tips: At the beginning the coach needs to support the teams in keeping track of who is in possession of the Gemo when the play is at full speed.

You probably need to play a few rounds before players will understand the game and develop a strategy.

A 8.4   GEMO

A 8.5   DODO

Description: Mark a playing field approximately 15m x 20m and draw a middle line to divide it into two equal halves. Two teams of equal numbers start within their respective halves. The game begins when one team selects a player to be the 'DoDo.'

The DoDo takes a deep breath and runs into the opponent's half while continuously shouting 'dododo-dodododo' for as long as the breath lasts. During this time, the DoDo can tag as many players as possible. However, the DoDo must return to their own half before running out of breath. If successful, the tagged players must switch sides and join the DoDo's team. If the DoDo runs out of breath before returning, they stay on the opponent's side.

As soon as the DoDo tags the first player, the defending team is allowed to gently restrain them from returning to their half. It's essential to ensure that the play remains non-aggressive.

Teams take turns at-tacking and defending. The game ends when all players have been tagged and moved to one side of the field, determining the winning team

Equipment: ---
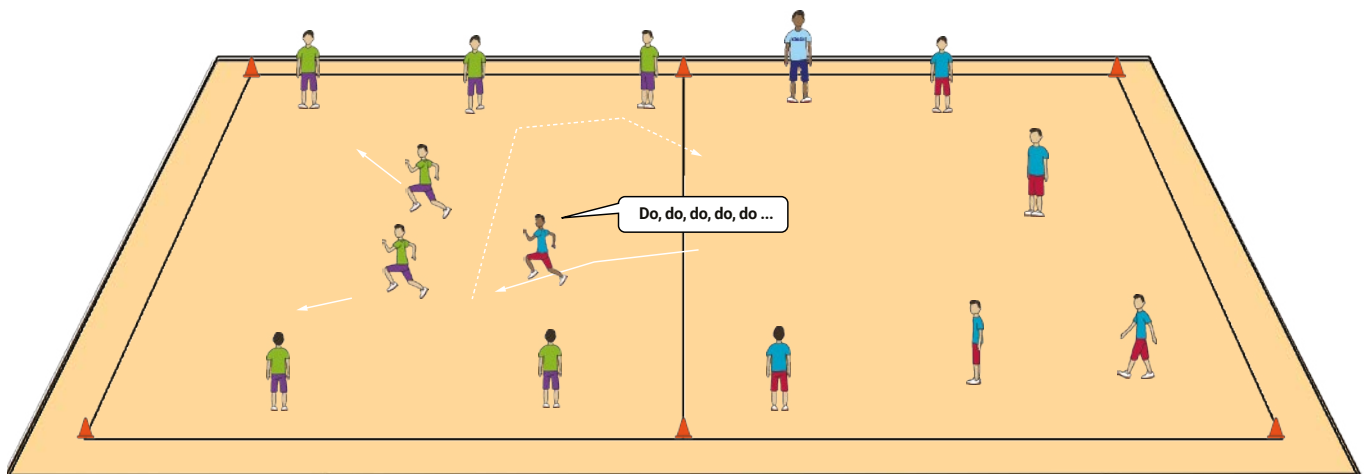
| A 8.6 | **PIRATE RITUAL** |

Anyone from the coast knows how pirates get ready for a treasure hunt. They do the pirate ritual:

Description: Form a large circle. The game leader starts by walking across the circle towards another pirate while constantly shouting a term from the pirate world. For example: "Captain, Captain, Captain…!" This continues until he reaches the other side and takes the other pirate's place. Then, the next pirate takes his turn, also crossing the circle towards another, all the while loudly repeating "Captain!" This ritual goes on, with different pirates traversing the circle. After a short while, the game leader introduces a second term, like "Treasure Box," then a third, and so on, creating a growing cacophony of voices. Important: Only the game leader initiates the new terms!".

Equipment: ---
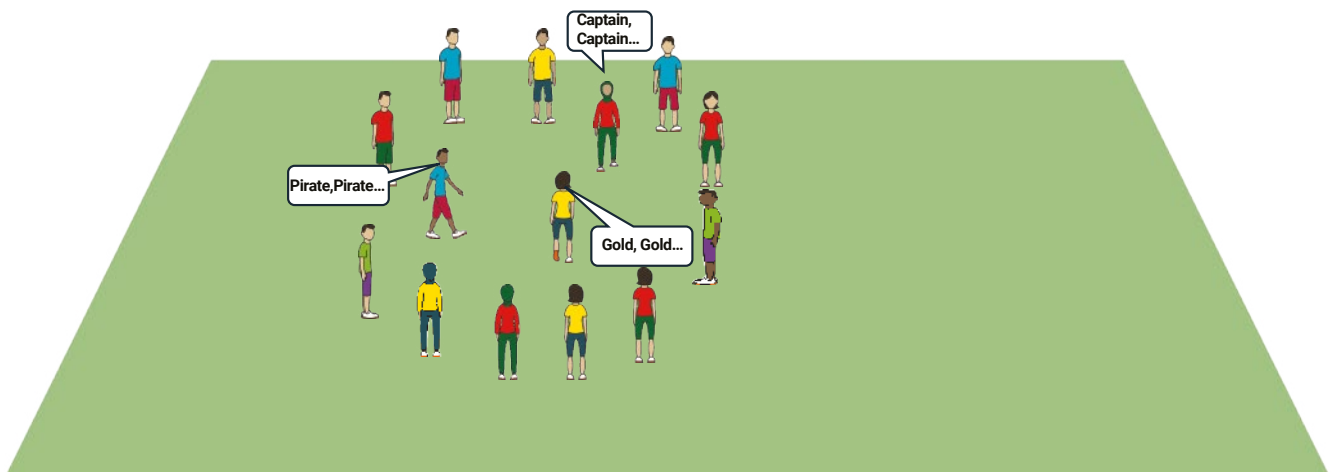
A 8.7	KNIGHTS, DRAGONS, AND PRINCESSES

Knights, Dragons, and Princesses is a variation of the classic "Rock, Paper, Scissors" game but involves whole-body movement and team strategy.

Description: The game is played by two teams, and each team chooses to become Knights, Dragons, or Princesses in secret. Once the teams have made their choices, they reveal their characters at a signal and act out their roles. The game follows a similar rock-paper-scissors logic with thematic modifications:

- Knights kill Dragons

- Dragons kidnap Princesses

- Princesses make Knights fall in love with them

The game is versatile, requiring no specialized equipment, and can be adapted for various age groups, making it an accessible and inclusive activity.

Equipment: ---
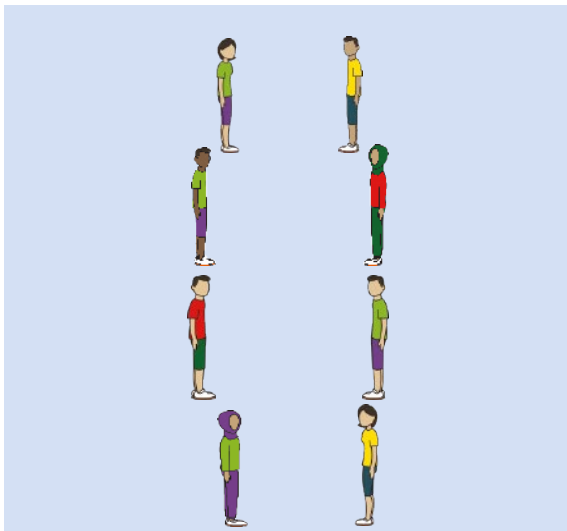
A 8.8 **HUMAN MEMORY WITH DANCE MOVES**

Description: Two people—the Memory Players—step outside or move far enough away. All others become the Memory Cards. This means, each person finds a partner. Each pair comes up with a movement (or optionally a sound or both). Now, all Memory cards mix themselves up.

The Memory Players are called back and take turns in calling out two people each, who then show their movement and/or make their sound. If a player finds a pair, they 'collect' that pair. The 'cards' then stand to one side near the player. Whoever finds a pair gets another turn, just like in real Memory."

Equipment: ---
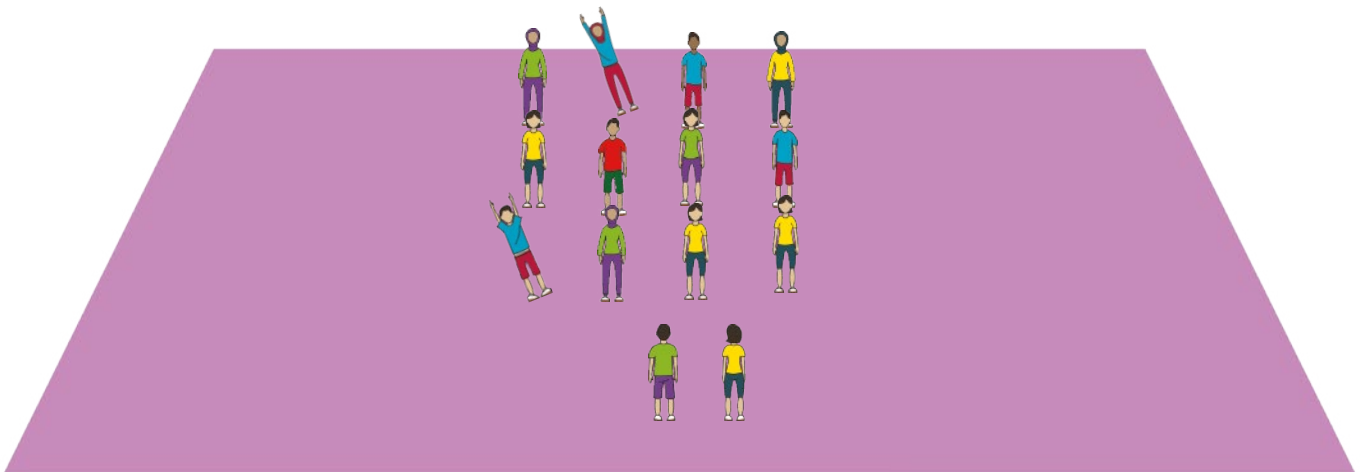
4.2 GAME DESCRIPTIONS: S4D-COACH (B)

B 1.1	4 SEASONS GAME

The "Four Seasons Game" is a simple and active warm-up activity.

Description: Each participant receives a snowball made of scrap paper. The participants are divided into four groups, each positioned in one of the four quadrants of a rectangle. Each quadrant represents a season. When the game leader signals the start, players begin throwing their snowballs at each other. If a player is hit, they must move to the quadrant from which they were hit. The goal is for all players to end up in the quadrant representing the same season.

Equipment: 1 paper ball / person (use scrap paper / recycling paper)
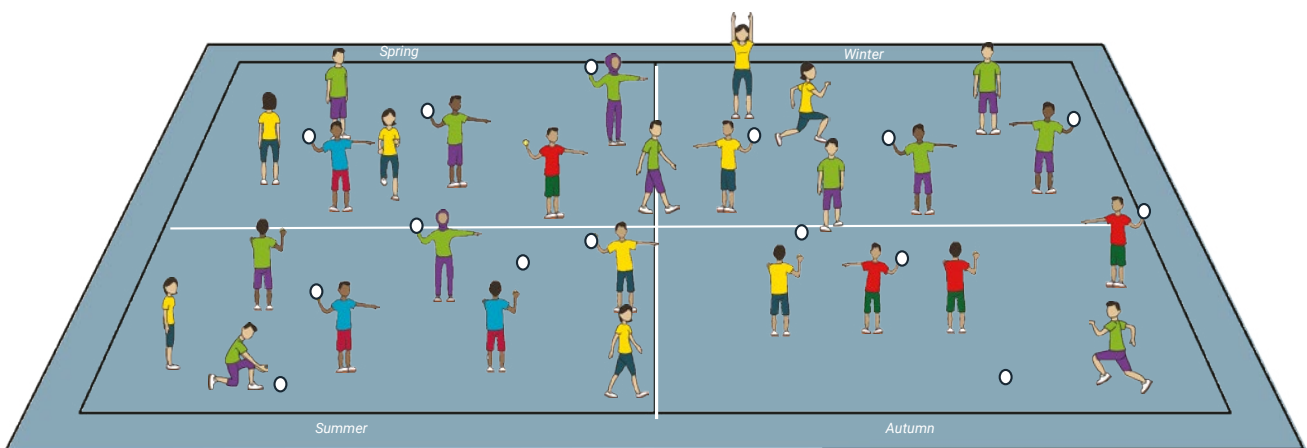
B 1.2   FRUIT SALAD

"Fruit Salad" is a lively movement game that involves quick thinking and agility.

Description: Players sit in a circle, and each person is assigned the name of a fruit (e.g., apple, banana, cherry). One player stands in the middle and calls out the name of a fruit. All players who were assigned that fruit must quickly stand up and switch seats, while the player in the middle tries to sit in one of the vacant spots. The player left without a seat stands in the middle for the next round. Occasionally, the person in the middle can shout "Fruit Salad!" which means everyone must switch seats, creating more chaos and fun.….

Equipment: ---

Tips: Instead of simply standing up and switching seats, add a specific movement that players must do before they switch (e.g., hopping on one leg, spinning around once, or crawling to the new seat).

B 1.3   SCORING 3-2-1

The aim of the "Score 3-2-1" game is to encourage players to involve as many team members as possible, as this maximises the team's overall points.

Description: The game can be played as basketball, handball, or football, with simplified rules to keep it straightforward. The key rule is that players must look out for each other and avoid causing injury.

Scoring: The first basket or goal scored by each player earns 3 points, the second earns 2 points, and the third earns 1 point. Any additional baskets or goals by the same player do not count towards the team's score. In the illustration below, the player has already scored once before, so this time her successful throw adds only 2 points to her team's total.

Equipment: Ball, bibs,
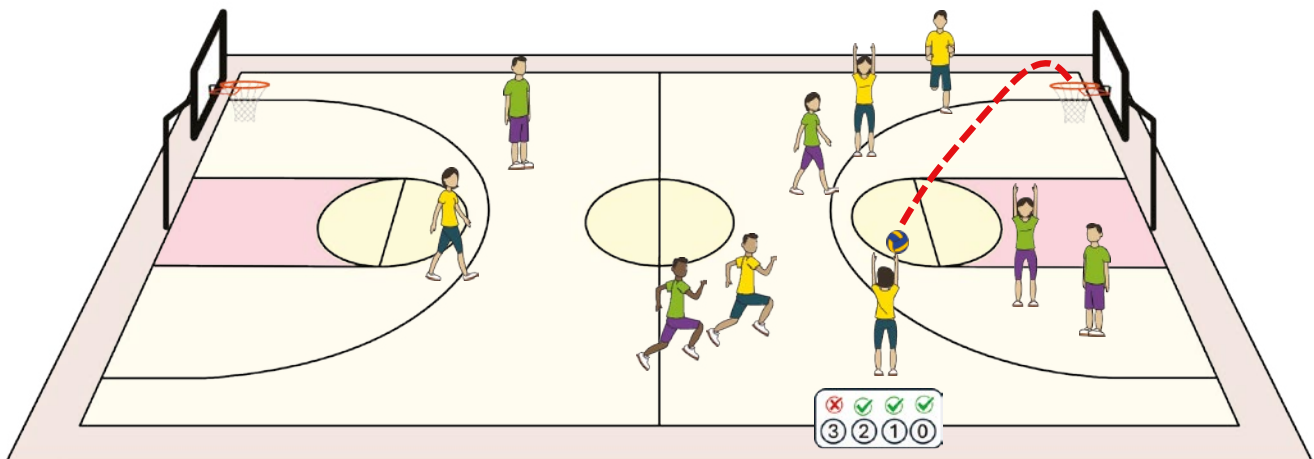
B 1.4	MEET AND GREET

Description: Participants jog around a designated area. When the coach blows the whistle, they stop, approach the nearest person, greet them, and introduce themselves. They should share their name and one piece of information about themselves. After the exchange, they resume jogging until the next whistle.

Participants should only speak to the same person once and must share new information each time they meet someone new. The jogging should cover the entire area, keeping everyone moving and engaged.

After participants have interacted with 5-6 different people, the coach stops the game. The coach then selects a participant and asks others who met them to share the information they´ve learned about them. This process can be repeated with 2-3 more participants.

Equipment: ---
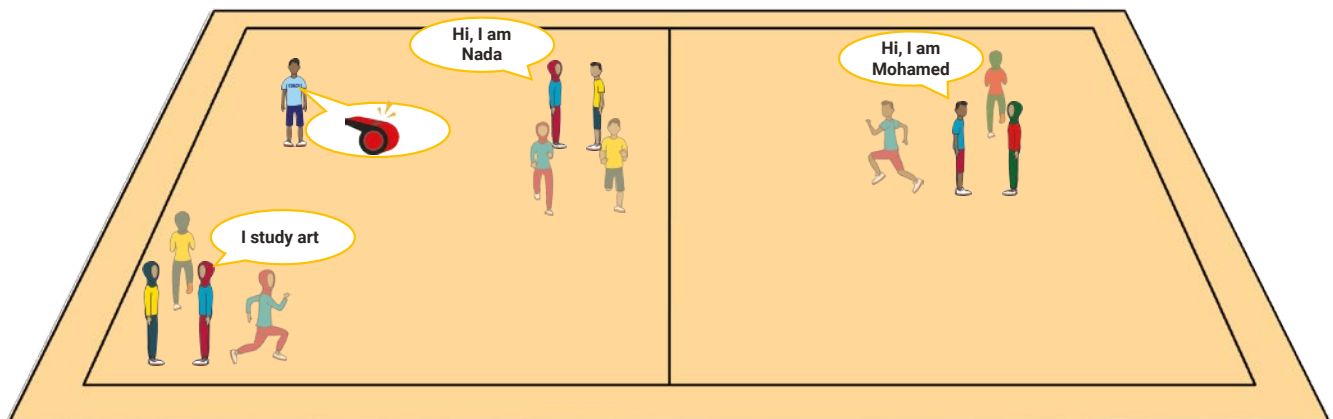
B 1.5	HEAD OR TAIL?

Description: Divide participants into 2-3 teams, with 5-10 individuals per team. The teams should line up behind the start line in a "snake" formation, with each member holding onto a bib or a rope. When the coach signals the start, the teams must run through a prepared obstacle course without breaking the "snake."

At the turning point of the course, teams will find a piece of paper with instructions on how they need to reorder themselves, such as "sort by height, shortest in front – tallest in back." The participants must then rearrange themselves according to the instructions. Once they believe they are in the correct order, the "snake" runs back through the course, again without breaking.

The first team to cross the finish line in the correct order wins the round. This process can be repeated a few times with different sorting instructions, requiring participants to share various pieces of information with their team members.

Some possible instructions include:

- Sort by name, alphabetically (Z as head, A as tail)

- Sort by birthday (1. Jan as head, 31 Dec as tail)

- Sort by age (oldest as head – youngest as tail)

- Sort by distance from home (closest as head, furthest as tail)

Equipment: Cones, bibs or ropes
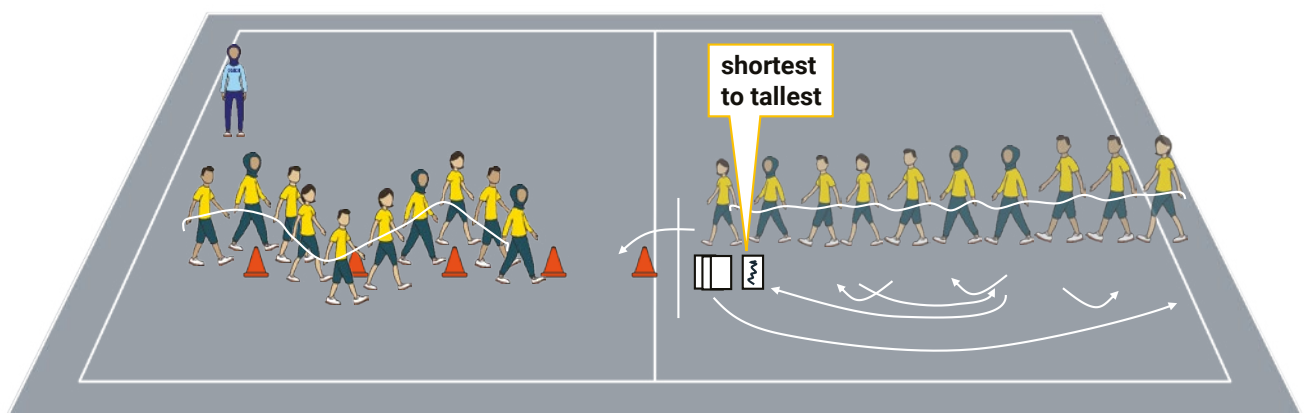
B 2.1	AY RUN (WARM-UP)

Railway run is a simple warm-up game to be played in any standard sports hall

Description: In this warm-up game, participants will form "trains" of 4-5 players. Each train moves together around the sports hall, following the lines on the floor, which represent a railway network. The goal is for each train to navigate the lines without colliding with other trains. Players must stay in line and follow the route carefully, ensuring smooth movement around the hall. The game continues for a set time or until the trains have explored the entire "railway network."….

Equipment: Sports hall with marked lines on the floor

Tips: Introduce varying speeds—announce "Express!" for faster movement or "Slow Train" for slower movement. This adds an element of challenge as participants must adjust their pace accordingly.

Mark certain points on the lines as "stations." When a train reaches a station, they must stop, perform a quick exercise (e.g., 5 jumping jacks or squats), and then continue their journey.

If you're playing the game outdoors, you can also draw a railway network with chalk, for example, in a car park.
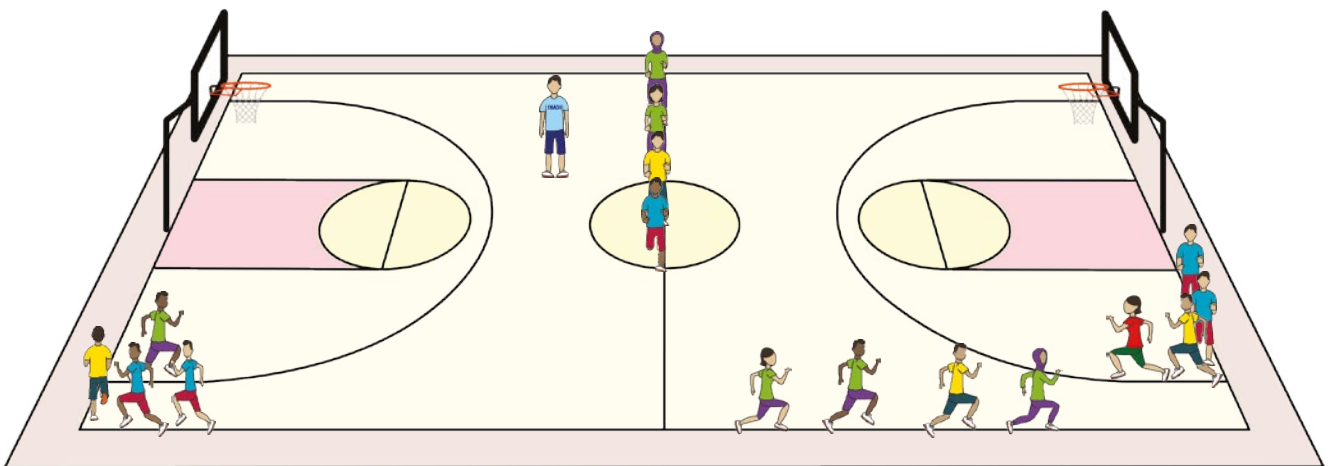
B 2.2   CHICKEN AND FOX (WARM-UP)

Chicken and Fox is an energetic warm-up game that demands strong cooperation and determination from all participants.

Description: In this game, the "Mother Hen" has 5-6 chicks lined up behind her, each holding onto the hips or shoulders of the person in front of them. The "Fox" tries to catch the last chick in the line by tagging them. Meanwhile, the Mother Hen and the chicks work together to move and manoeuvre so that the Fox can't reach the last chick. The roles are regularly rotated so that everyone gets a chance to be the Mother Hen, the chicks, and the Fox.

Equipment: ---

Tips: Make sure the floor isn't too slippery, as players could easily slip and fall.
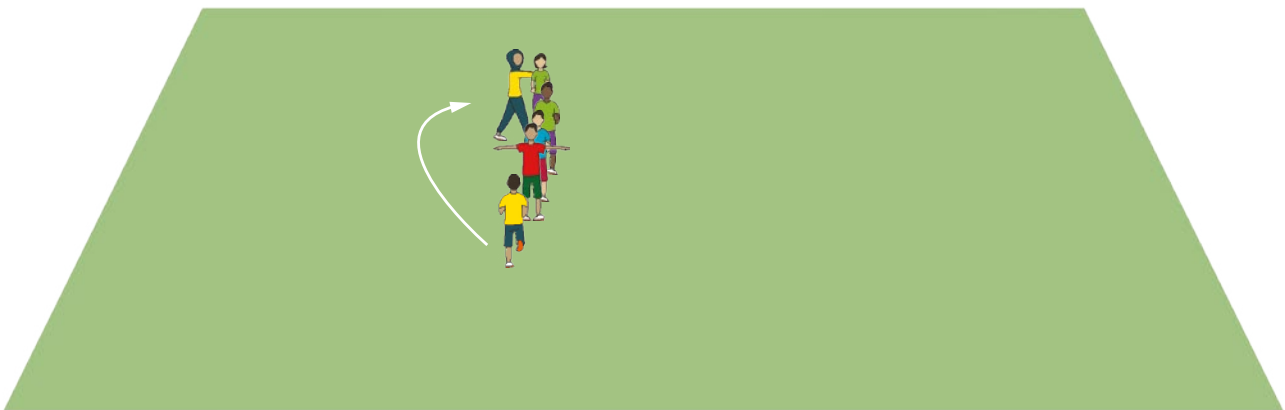
B 2.3	MOLECULES (FORMING GROUPS)

This game can be used as a warm-up game or for forming groups. Simply choose the number of people per molecule so that the final round results in the number of groups you need for your next activity.

Description: All players (atoms) run around the hall. When the coach gives a stop signal, he or she announces how the atoms should group together to form molecules. For example, "4 people, 6 feet on the ground, and 0 hands on the ground." Once everyone has formed their molecule, the next round begins.

Tips: You can play this game with music and give the instruction when the music stops.

Equipment: ---
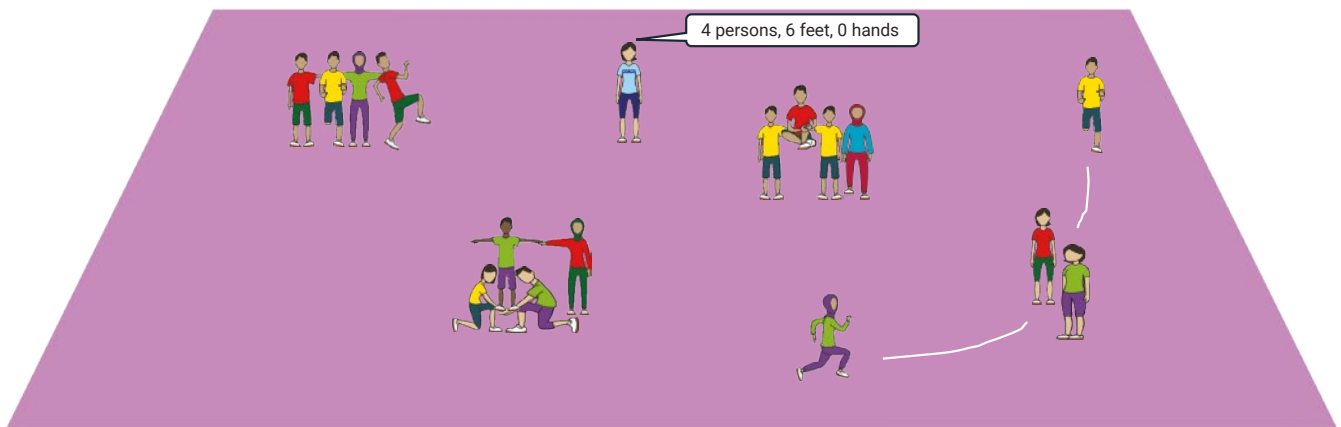
B 2.4   TREES IN THE WIND (TRUST AND RESPONSIBILITY)

Description: In this game, 5-7 players stand close together in a tight circle, facing the centre. One player acts as the "tree" and stands in the middle with their arms either by their sides or raised upwards. The player symbolizing the tree tenses their body, closes their eyes, and slowly lets themselves fall in any direction. The other players represent the "wind" and gently push the tree back towards the centre, ensuring the tree stays upright. The wind can sway the tree softly or a bit more strongly in all directions. The roles are rotated so that each player gets a turn to be the tree in the middle.

Equipment: ---

Tips: Make sure the players in the circle don't let the tree lean too far and that they take their responsibility seriously.
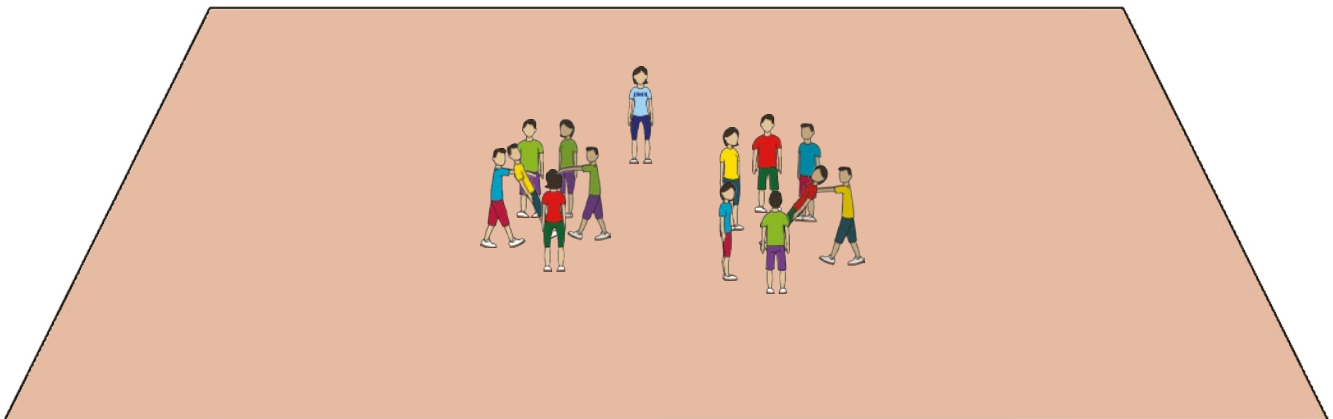
B 2.5   RELY ON ME (TRUST AND RESPONSIBILITY)

The game is particularly effective during life skills training because it involves balancing two seemingly contradictory tasks: (1) Running fast to catch others or avoid being tagged, and (2) Moving slowly and carefully to ensure your partner's safety. In life and work, many situations require us to either trust someone or take responsibility for someone else. Often, we must find a balance between taking risks and being cautious. It's important that participants experience both roles and discuss their different perspectives.

*Description:* Participants work in pairs, trying to avoid being tagged. In each pair, one person is blindfolded while the other can see. The seeing person holds their blind partner's hand and guides them. One pair starts as the catchers, while the others try to avoid being tagged. If a pair is tagged, they become the new catchers. The seeing person is responsible for directing their pair's movements, aiming to tag others while avoiding being tagged themselves. At the same time, they must take care of their blindfolded partner to prevent them from stumbling or colliding with others. Ensure participants switch roles so that both experience the game from the perspectives of guiding and being blindfolded.

Safety: Make sure the area is free of obstacles to ensure participant safety. All seeing participants must understand their responsibility to protect their blindfolded partner, reinforcing the game's title, 'Rely on Me'. If any partner is not being careful enough, pause the game to remind them of their duty. If participants are uncomfortable with running while blindfolded or if the game becomes too chaotic, instruct everyone to walk quickly instead of running.

Equipment: Cones and blindfolds.
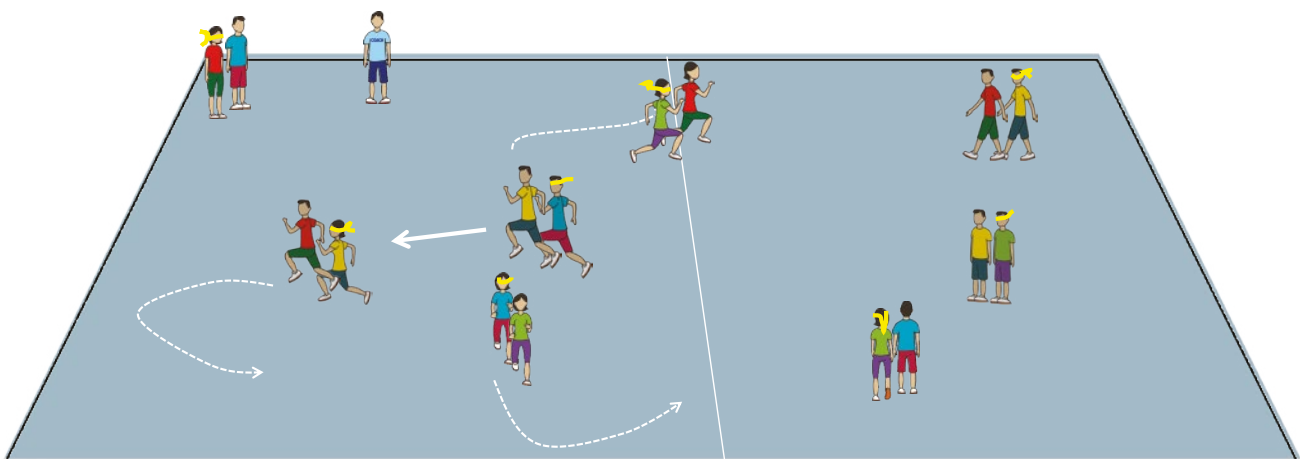
B 2.6	TIC TAC TOE (DECISSION MAKING)

This game creates a situation where players must make very quick decisions under time pressure. It is particularly useful for developing concentration, decision-making skills, and encouraging strategic thinking and problem-solving. One key takeaway could be that failing to decide is often the worst option, as it prevents any progress from being made.

Description: Set up a grid of 3 x 3 fields using cones, with a starting point approximately 20 metres away. Divide participants into two teams of equal numbers. Both teams compete to be the first to place three markers in a row on top of the cones (horizontal, vertical, or diagonal).

The first participant from each team runs to the grid carrying a marker and places it on one of the nine cones. They then run back and tag the next participant, who repeats the process. The game continues until one team successfully places three markers in a row, ending the round.

If neither team wins after placing their three markers, the next participants must move one of their own markers to an empty cone until a winner is found.

Tips: Players are not allowed to move the other team's markers or obstruct each other. They also cannot wait by the cones for the opposing team to make a move.

Play multiple rounds to allow teams to develop new strategies. If necessary, introduce a handicap for the faster team, such as requiring them to run a few extra metres or complete a push-up before tagging the next player, to even out the competition.

Equipment: Cones and bibs.
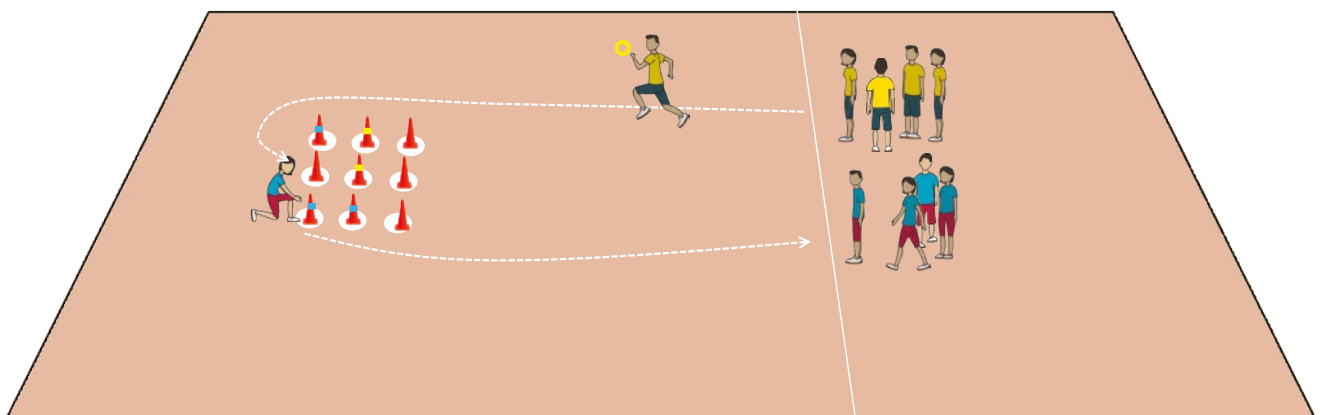
B 2.7	**BANANA – MONKEY – TIGER (PROBLEM SOLVING)**

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

Description: Set up the playing field with a starting point and an "island" (e.g., marked by a cone) for each team. These two points should be about 15-20 metres apart. Divide participants into teams of two and assign the roles of Captain and Sailor to each pair.

Bring all players together and explain the task: The Captain and Sailor must transport a Banana, a Monkey, and a Tiger to the island. However, the boat can only carry either 2 people and 1 piece of cargo or 1 person and 2 pieces of cargo at any one time.

The cargo needs constant supervision. For instance, if the Monkey is left alone with the Banana while the Tiger is being transported, the Monkey will eat the Banana. The Tiger presents the biggest challenge, as only the Captain can handle it. If left alone with the Sailor or the Monkey, the Tiger will have them for lunch.

Once the task is explained, teams should head to their starting points and attempt to solve the challenge. The first team to successfully complete the task wins.

Equipment: Cones to mark the "islands," and symbols or objects representing the Bananas, Monkeys, and Tigers.

Tips: Make crossing the "water" more interesting by having participants slide on a blanket or use two flipcharts to "float" across.
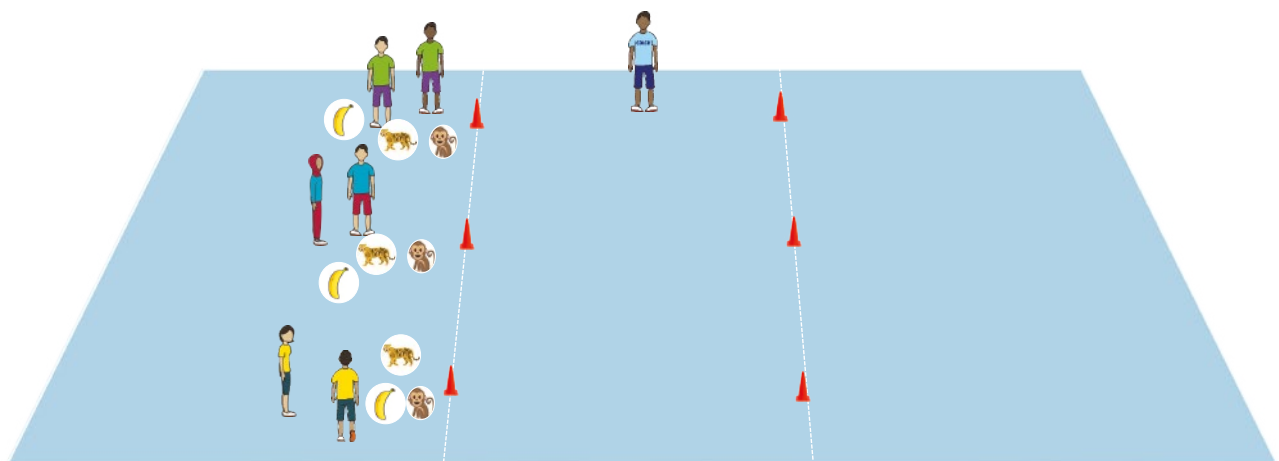
Fastest Solution:

1. The Captain and the Tiger cross to the island.

2. The Captain returns alone to the starting point.

3. The Captain and the Monkey cross to the island.

4. The Captain returns with the Tiger.

5. The Captain and the Sailor take the Banana to the island.

6. The Captain returns alone to pick up the Tiger.

7. The Captain and the Tiger make the final trip to the island.

B 3.1	30 QUESTIONS GAME

Description: Form several teams of 4-5 players. The 'map' with 30 numbered fields is positioned on a table anywhere on the playground. Each team puts its playing cone at the starting position on the map.

30 numbered question cards are randomly spread on the playground (question facing down, number facing up). All teams roll the dice and put their cone on the respective number on the map. When all cones are positioned, the teams run off to find the question card with their number. The participant who finds the card first, reads the question to his/her team and puts it back.

The team discusses the possible answer. When they think they know the answer, they run towards the coach and propose their solution. The coach stands close to the map, keeping hold of a list with the correct answers and checks their solution. If they are correct, they may again roll the dice, count and move their cone to the next number and search for the next question card. If the answer is wrong, they must run an extra lap around the pitch before rolling the dice again. The team that reaches field 30 first and knows the correct answer is the winner.

Equipment: game plan, question-cards, list with correct answers, bibs, dice

Tips: Mark an area where the teams have to line up one after the other to present their answers to you. Thus, you only must deal with one team at a time.

Make sure players only turn the question cards which they are supposed to be looking for instead of reading them all.

Make sure teams are not hiding the question cards, so that all teams have a fair chance to find them.

As a variation replace some of the questions with activities (sing a song, build a human pyramid etc.)

THE 30 – QUESTIONS GAME

START

1 2 3 4 5 6
7
8 9 10 11 12
13
14 15 16 17 18 19 20 21
22
23
24
25 26 27 28 29
30
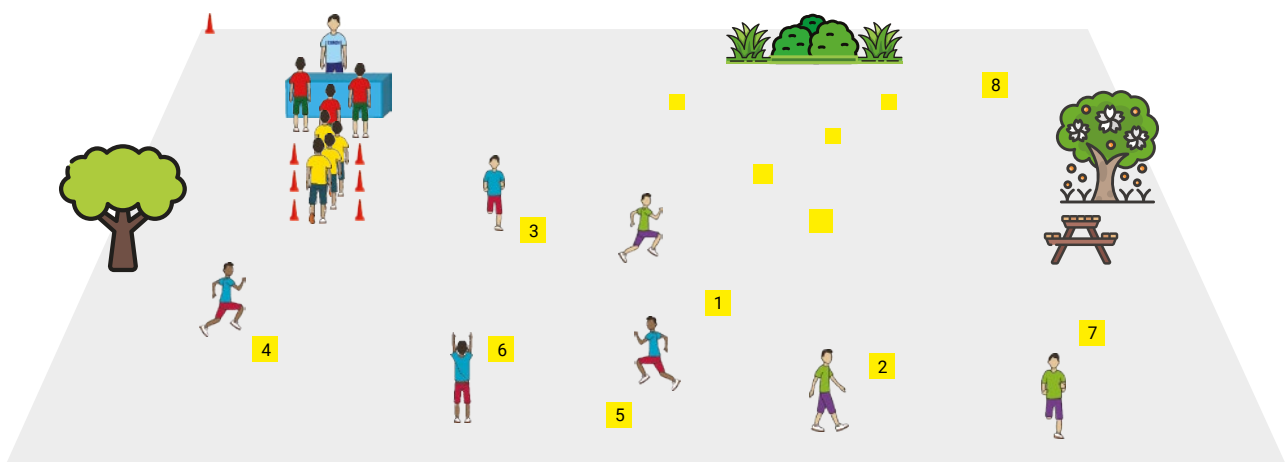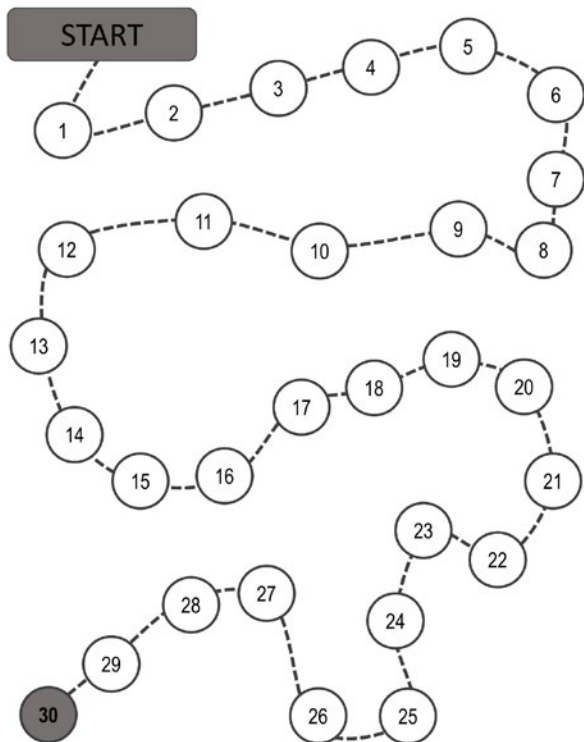
Question Cards (Examples)

1

Calculate:

$\sqrt{81}$

3

Which animal is NOT a mammal

A Elephant
B Dolphin
C Ostrich

2

What is the highest Mountain in Albania?

4

What does the Olympic Flag look like?

5

30

List with correct answers (example)

Q 1:   9

Q2:   Mount Korab

Q 3:   C (Ostrich)

Q4:   White with 5 Rings

Q5:   .

Q6:   .

B 4.1   FORUM THEATER (METHOD)

Forum Theatre is a method used to analyse a specific situation, often involving conflict or inappropriate behaviour, by presenting it as a short theatrical piece.

Description: Some participants take on the roles of actors and present their interpretation of the situation to the group. Typically, the actors do not speak but instead convey the situation through their actions. The activity usually consists of three rounds:

First Round:

•   The actors perform the story without any interruptions.

Second Round:

•   During this round, anyone in the audience can say "STOP" at any point during the performance. When they do, the actors freeze in position.

•   The person who called for the stop can then share their ideas, suggest alternative solutions, or step into the role of one of the actors to demonstrate their approach.

•   This process can be repeated multiple times.

Final Round:

•   A "best practice" version of the scene is played out, incorporating the most effective solutions identified during the second round.

Equipment: ---
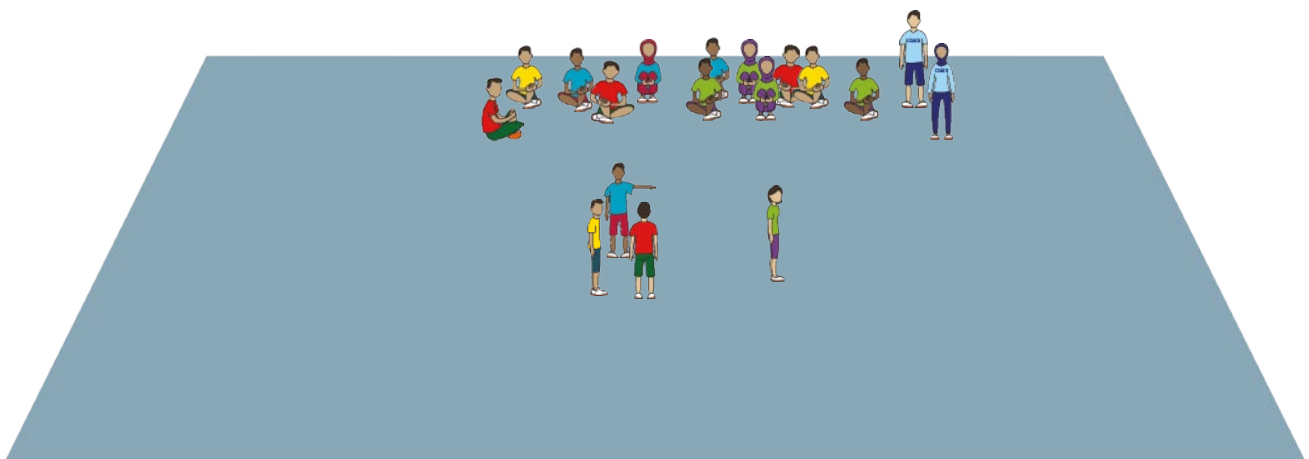
B 4.2	FORUM THEATER (PRACTICE)

The following scene is just an example of how Forum Theatre could be applied in practice. You are, of course, welcome to choose a different topic and create your own cast and initial scenario.

Cast: 1 Youth Worker; 1 Victim; 2 Bullies; 3 Bystanders.

Scenario: A youth worker is leading activities at a local youth centre. Two bullies begin harassing a victim, always doing so behind the youth worker's back, though the other young people can see it. The bystanders observe the bullying but do not intervene, and some even join in by making fun of the victim. At one point, the victim tries to report the bullying to the youth worker. The youth worker asks the bullies about it, but after they deny any wrongdoing, the youth worker dismisses the situation and pays no further attention. The bullying continues, and the victim eventually leaves the scene.

Alternative Solutions: In Forum Theatre, participants explore different ways to resolve challenges in a scene by suggesting and acting out alternative solutions. While participants are encouraged to find their own solutions, the following suggestions can be used if needed.

Alternative 1: The Victim Stands Up to the Bullies

In this scene, as the bullies begin to harass the victim, the victim decides to stand up to them. Finding their voice, the victim confronts the bullies, expressing their feelings and firmly telling them to stop. Inspired by the victim's courage, the bystanders begin to show their support, eventually leading the bullies to back down, and the victim is no longer harassed.

Alternative 2: Bystander Intervention

In this scene, the bystanders who were previously observing the bullying decide to intervene. Instead of joining in or staying silent, they step in to stop the bullying. Collectively, the bystanders speak up against the bullies and show their support for the victim. Their intervention deters the bullies, and the victim gains confidence, feeling supported by their peers.

Alternative 3: The Youth Worker Takes the Bullying Seriously

*In this scene, when the victim reports the bullying to the youth worker, the youth worker takes the issue seriously. Instead of dismissing it, the youth worker listens attentively, expresses concern, and decides to investigate. The youth worker confronts the bullies and takes appropriate action, leading to consequences for the bullies. This highlights the crucial role of adult intervention in addressing bullying.*

B 5.1   OCTOPUS TAG

The objective of this game is to foster teamwork, effective communication, and coordination among participants. By playing as the Octopus team, players learn the importance of working together to achieve a common goal.

Description: Two people from the group hold hands and are the 'Octopus'. The Octopus tries to tag the rest of the group. If a participant is tagged by the Octopus, they also join the Octopus, holding hands. This continues until either one or no participant is left. In this game players on the Octopus team need to coordinate their efforts to catch the other participants. This requires effective communication and teamwork. Players must recognize that it is better to concentrate on one target as a team instead of having everybody on the team following their own agenda. Meaning they are working together effectively to achieve a common goal. In addition, if it is played until no player is left, everyone is on the winner team

Equipment: --
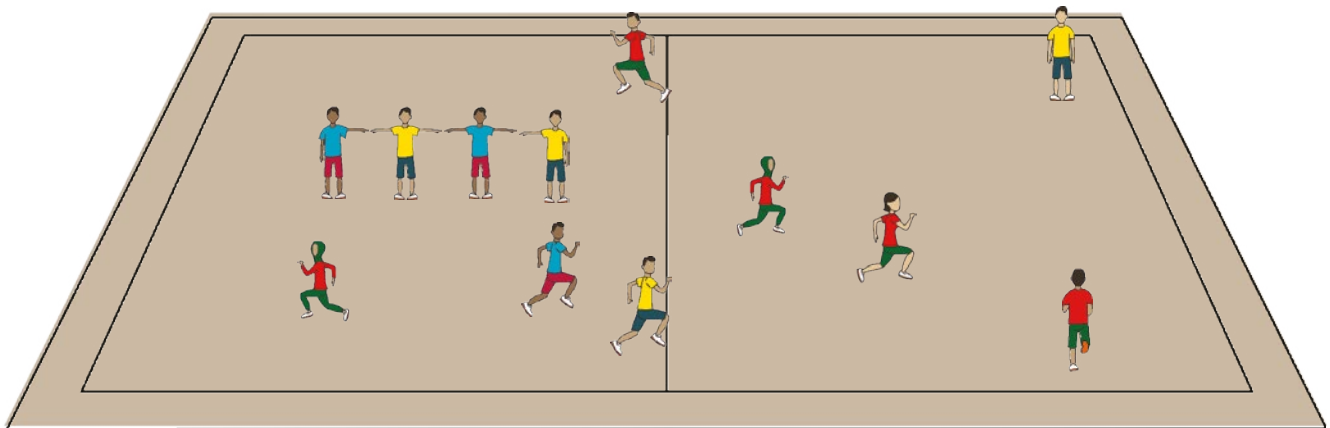
B 5.2	OUTCAST

Description: Prepare to play a ball game with 2 teams (e.g. football, basketball, handball). From both teams select one player who is keen on playing and make them the team captains. Before you start, send these two players away under an excuse and while they are not listening instruct all other players to secretly ignore their team captains during the game: Don´t pass them the ball, don´t react to their comments etc.

Start playing the game. This will possibly create a situation in which the two excluded players get frustrated, emotional or angry. Let the situation work for a while before interrupting the game. Then start the reflection process.

Equipment: Ball, bibs,

Tips: It is essential to monitor the excluded player´s level of frustration and ensure it does not become too high before deciding to stop the game.
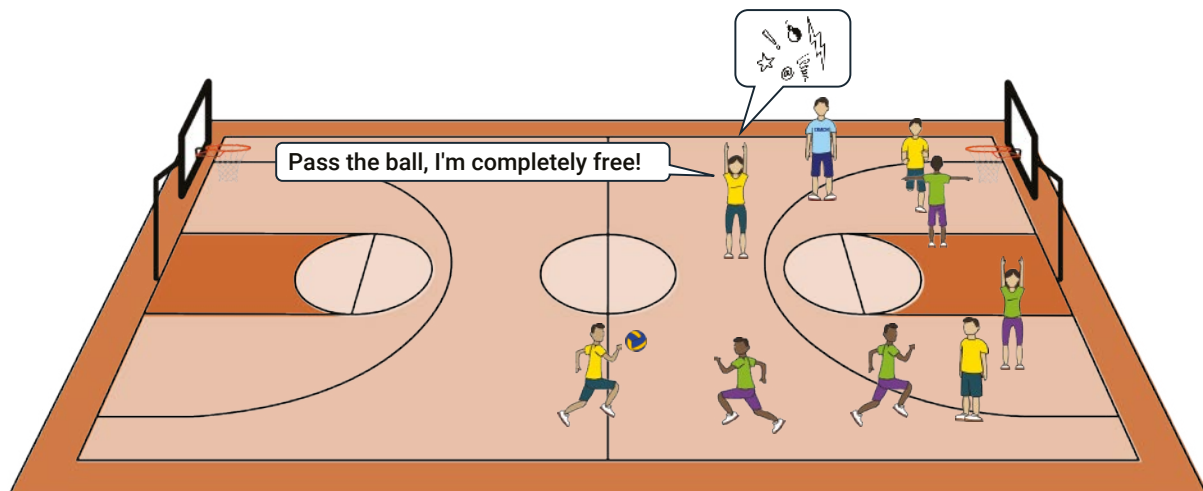
B 6.1	A VICTORY WITH A BAD AFTERTASTE

Imagine: You are participating in a soccer tournament in your community with your team. Your team makes you a proud coach because they make it to the final. There, one of the girls unintentionally pushes the ball into the goal with her hand. Unlike the referee, you and two of your players see the situation very clearly. The other team complains loudly, but the referee already points to the middle. Neither you nor any of your players says anything and you win the game 1:0. Your team takes their first trophy home.

As always, before the next training session, you start by discussing the game of the previous weekend. A few of the girls start singing "we are the champions..." but Anna, the girl who scored in the final, is very quiet and seems to be in a bad mood.

- Does the case study describe a planned or incidental learning opportunity?

- At what point would you intervene and discuss what happened with the participants?

- When would you talk to whom?

- What questions would you ask, when discussing this situation with your players?

- What answers can be expected from the different participants?

- What could the participants learn from this situation?

B 6.2	MILICA IS HAVING A REALLY BAD DAY

Imagine: During one of your training sessions, your group is preparing for an upcoming community basketball tournament. Milan and Milica are usually good friends and two of your most dedicated players. However, today Milica seems unfocused and makes a lot of mistakes. Milan becomes visibly annoyed and criticizes Milica for her poor passes. This escalates to the point where Milan shouts at Milica and calls her a total failure. During the next water break, Milica suddenly disappears, and another team member comes to you, reporting that she is sitting outside the sports hall, crying.

- Does the case study describe a planned or incidental learning opportunity?

- At what point would you intervene and discuss what happened with the participants?

- When would you talk to whom?

- What questions would you ask, when discussing this situation with your players?

- What answers can be expected from the different participants?

- What could the participants learn from this situation?

B 6.3   OUCH, THAT HURTS

Imagine: You introduce a new sports game to a group of girls in your youth centre. One of the participants twists her ankle during a simple exercise. One of the other girls is quick-thinking and runs straight to the bar on the other side of the street to get a bag of ice while you administer first aid. To be on the safe side, you ask a colleague to take the girl to the doctor for an X-ray.

After she is on her way to the doctor, you want to continue with the activities, but the mood is depressed, and some girls don't want to participate anymore because they think playing sport is too dangerous.

- Does the case study describe a planned or incidental learning opportunity?

- At what point would you intervene and discuss what happened with the participants?

- When would you talk to whom?

- What questions would you ask, when discussing this situation with your players?

- What answers can be expected from the different participants?

- What could the participants learn from this situation?

B 7.1   HELPER BALL

Description: This game demonstrates the value of teamwork and cooperation. Start by selecting one or two catchers and play a basic round of tag. In the second round, introduce a ball into the game. Whoever holds the ball cannot be tagged. Players must pass the "helper ball" between each other to avoid being caught by the catcher. The catcher is not allowed to touch the ball at any point.

In the third round, you can increase the difficulty by adding more catchers or more "helper balls" to the game.

Throughout the game, participants need to work together to avoid being caught, sometimes putting themselves at risk to help others. Introducing helper balls or increasing the number of catchers creates different dynamics.

Equipment: Volleyball or similar ball.

Tips: The coach should observe the players´ behaviour: The catcher is easily tagging players, the catcher is struggling to catch players due to their strong cooperation, players successfully helping each other even as the number of catchers increases.

These outcomes can serve as discussion points during the reflection phase, allowing participants to talk about the importance of teamwork and cooperation in their daily lives, such as at school, home, or in their neighbourhood.
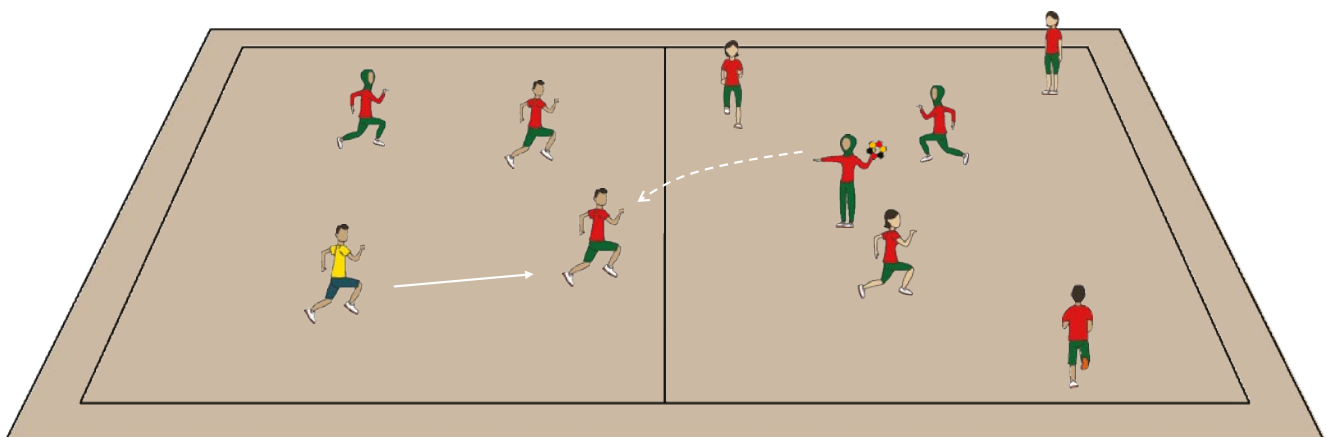
B 7.2	**LAVA RIVER**

Lava River is a cooperative game that offers multiple solutions and requires some strategic thinking.

Description: Create a course with two lines representing the banks of a lava river. Divide participants into groups of 6-8 people. The objective is to cross from one side of the river to the other without falling into the lava. The only way to cross is by using the "lava-proof" flipchart provided to each team.

The coach gives each team 2 minutes to discuss their strategy before starting. During this time, teams are provided with a single flipchart and are not allowed to begin crossing until the 2 minutes have passed. After the time is up, the coach signals that teams may start crossing the river whenever they are ready (teams do not need to start at the same time). The first team to successfully get all their members across the river wins.

To add a challenge, ensure the flipchart is not too large, making it difficult for all participants to fit on it at once. For example, if there are 6 participants in a team, the flipchart should only have enough space for 4 at a time. Each team is provided with only one flipchart, and if it gets damaged, they will not receive a replacement.

Equipment: Flip chart paper

Tips: Consider excluding the solution where each player makes "lava-proof" shoes out of a small piece of paper, as this doesn't truly require cooperation among the team members
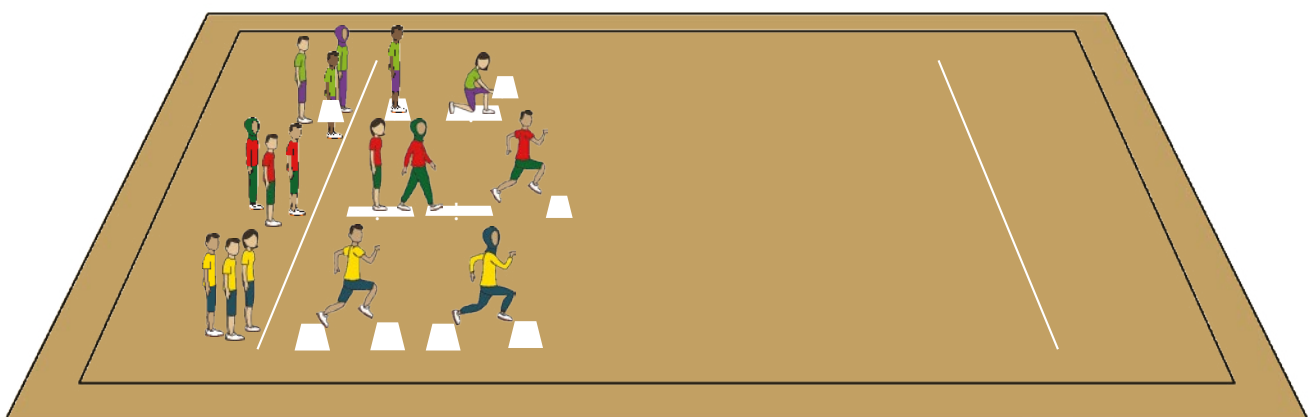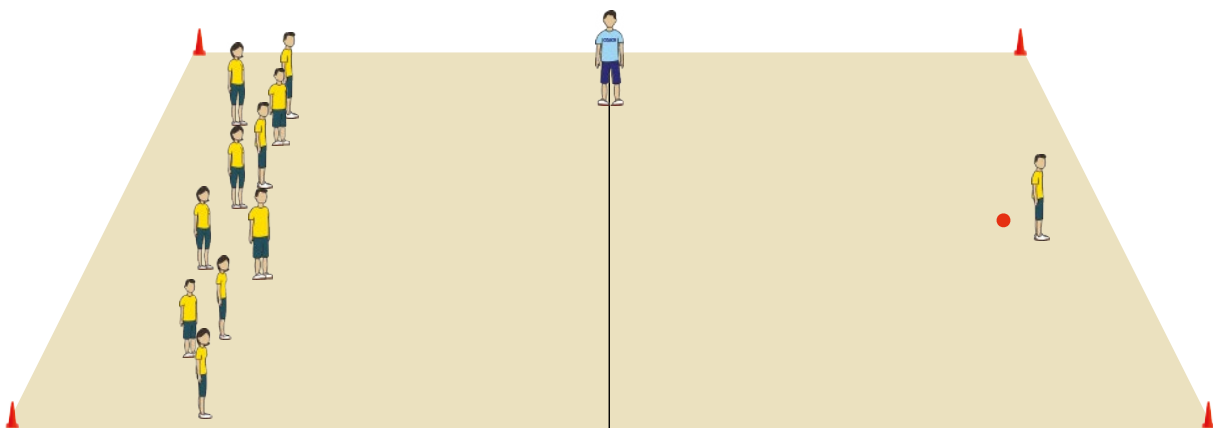
B 7.3	DRAGON GOLD

The activity provides a very complex cooperation task for a group in which the players need to communicate, work as a team, develop a strategy, be patient etc. It also provides an opportunity for the coach to observe the behaviour of individual participants and the interaction within the group. The reflection can then be used to identify different soft skills and stress the importance of communication and teamwork as key factors for success.

Description: The game starts with one player (the Dragon) on one side of the field and all other players on the baseline of the opposite side.

■ The single player has to guard his Dragon Gold, while all the other players are supposed to "steel" it and bring it back to their baseline.

■ The Dragon Gold can be any small object (e.g. a tennis ball or a marker) and should be placed 1-2m away from the dragon (pic. 1).

■ The dragon then turns his back to the group and shouts "Hands off my gold!". During this time the other players are allowed to move forward (pic. 2).

■ As soon as the sentence is finished, the dragon turns around and sends back any player to the baseline, that was still moving forward when he turned around (pic. 3).

■ After a few rounds, the group is near enough to grab the "gold" and hide it behind their backs. The dragon has one attempt to say who has got his gold (pic. 4).

■ If he is right, he won the game. If he is wrong the game goes on until the Dragon finds out who stole his gold or until the group has brought the treasure back to their baseline. In this case, the group has won the game.

Equipment: 1 Tennis ball or 1 marker

B 7.3   DRAGON GOLD
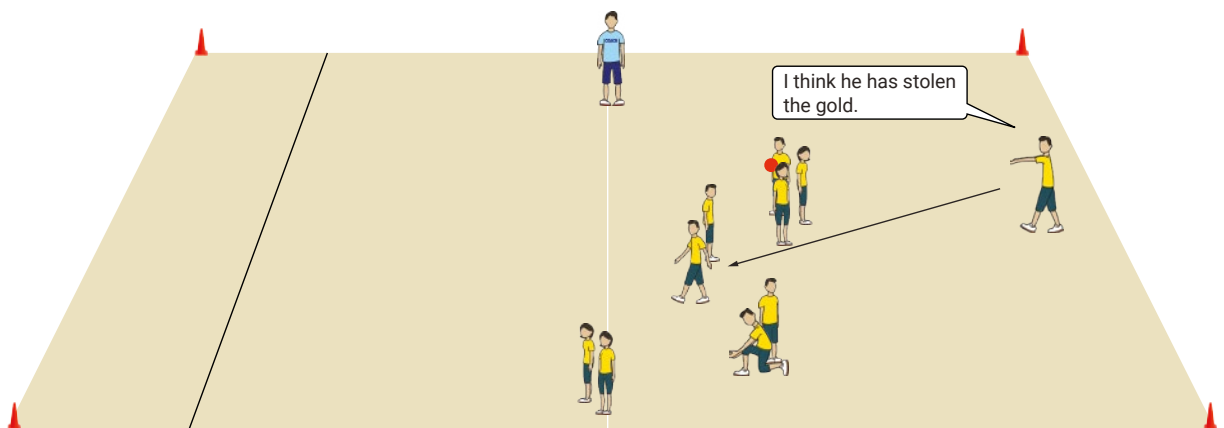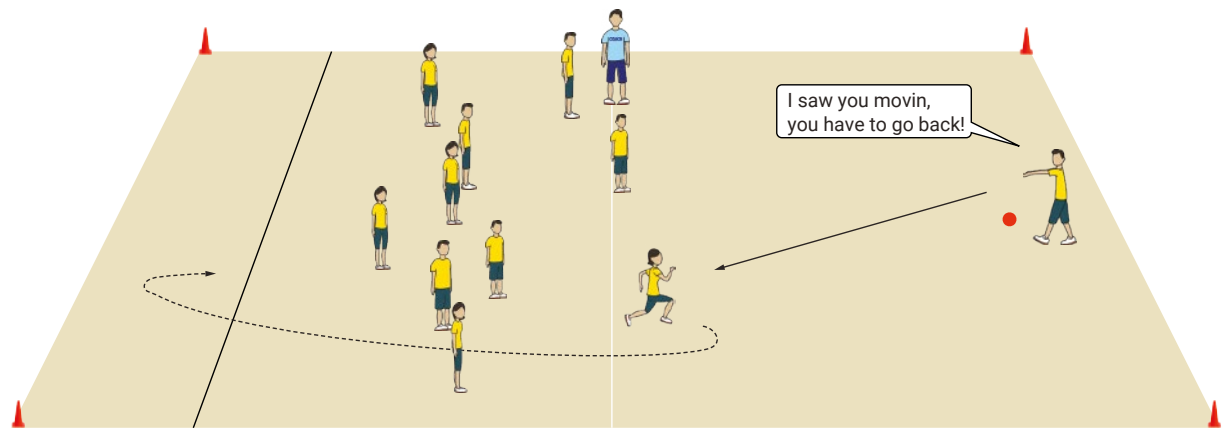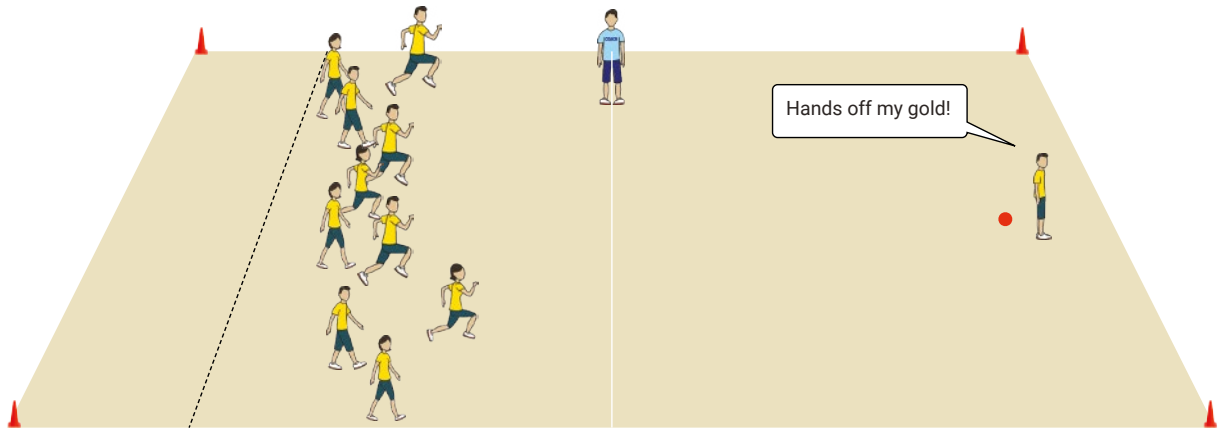
B 7.4	SPIDER NET

This activity is particularly effective in fostering strategy, problem-solving, effective communication, and teamwork. Participants must develop a team strategy, identifying which members should use the easier holes (e.g., those who are smaller) and which can help others with more difficult tasks (e.g., those who are strong enough to lift someone). Success depends on every team member contributing their unique abilities.

Description: Use a long rope or several shorter ones to create a 'Spider Web' between two posts. The web can be set up between goal posts, trees, or other sturdy objects. Make sure the holes in the web are large enough for a person to pass through, with at least one hole per participant. The objective is for all team members to pass from one side of the web to the other without touching the rope. If anyone touches the web, the "Spider" wakes up and the team loses the game! Each hole can only be used once—after a hole is used, mark it with a bib to indicate it is closed.

Be mindful that some participants may be uncomfortable with physical contact, so consider creating lower and larger holes that are easier to pass through.

Equipment: Rope, two posts (or equivalent), bibs.
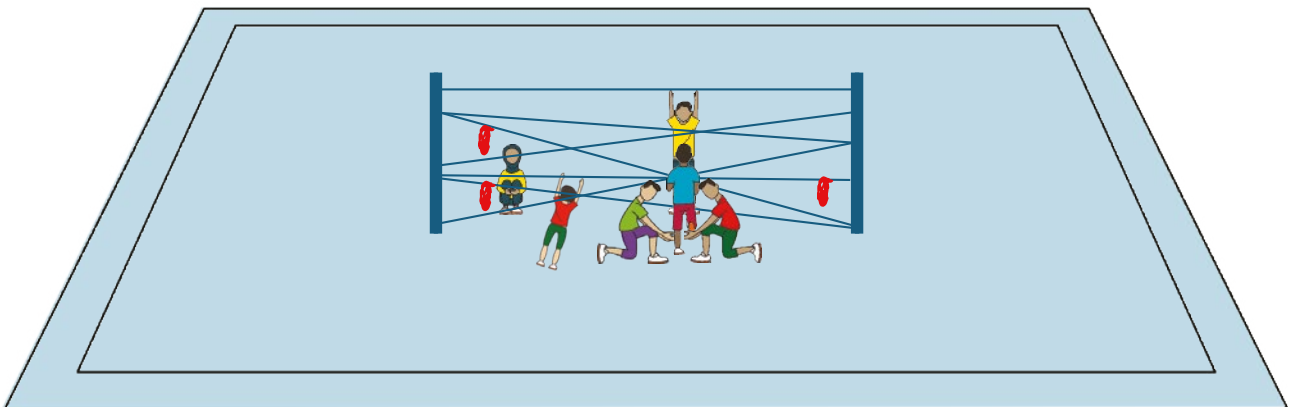
B 8.1	**DODGE BALL**

Description: The playing field is divided into two equal halves (approximately 10m x 10m for each half). Additional zones for eliminated players (outfield) can be marked on the outside of the field. Each team consists of about 10 players, with one player acting as captain or "king," who plays a special role. The game is played with a soft ball. The game starts with one team throwing the ball across the field three times. The other team can try to intercept it. The objective of the game is to eliminate the players of the opposing team by hitting them with the ball. A player is eliminated when they are hit by the ball before it touches the ground. A player can re-enter the game if a teammate hits an opponent or catches an opponent's throw from the air. When a team is down to one player on the field, the king is called into play. The king has three lives, and the game ends when the king is hit for the third time.

Equipment: Volleyball,

OUTFIELD

INFIELD
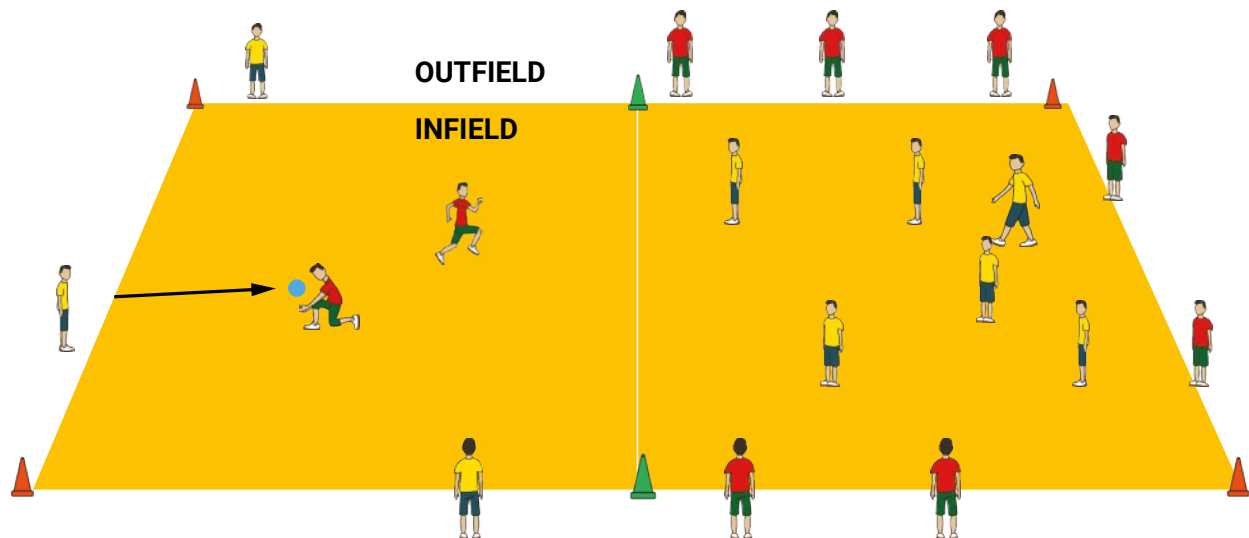
B 8.2   DODGE BALL MODIFICATIONS

Variation 1: Tagging from the Outfield

The game is played in its basic form. The only change is that a player from the outfield can tag a player in the field (without crossing the field line). If successful, the eliminated player must go to the outfield, and the player who made the tag can return to the field.

Variation 2: Queen Bee

Before the start of the game, both teams secretly decide which player in the field will be their Queen Bee, who must be protected by the entire team. If the Queen Bee is eliminated, the game ends immediately. It is important to give as few clues as possible to the other team about who this special player is.

Variation 3: Invincible

In this variation of dodgeball, each team designates one player as the "Invincible." This player cannot throw balls but can protect teammates by standing in front of them and catching balls aimed at their team. The Invincible player plays a crucial defensive role by shielding teammates from being hit. Once the team is down to one regular player besides the Invincible, the king is called into play. At this point, the Invincible player must move to the outfield and becomes a normal player. This shift adds a strategic layer to the game, and promotes teamwork, increased difficulty and intensity.

Variation 4: Standing Mat

In this variation, a regular round of dodgeball is played with one key difference: each team is given a gym mat, which they must keep standing upright within their playing area. Players can hide behind the mat, but if the mat falls and lies flat on the ground, the game is immediately lost. This variation requires coordination and communication within the teams.

B 10.1	OPEN (SOCCER CIRCUIT)

The soccer circuit is an example of the open approach within the inclusion spectrum. It works like a menu in a restaurant, where each player selects what suits them best at the moment.

Description: Set up a circuit with various football-related tasks, ranging from dribbling, passing, and shooting to juggling. Each station should offer a different level of difficulty to cater to different skill levels.

Once the circuit is ready, participants can move through the tasks at their own pace, completing them according to their individual skills. The coach can provide tips along the way, and players can also support each other.

Equipment: Bibs, cones, markers, balls

Tips: Players can also create their own stations and invite others to try them out.
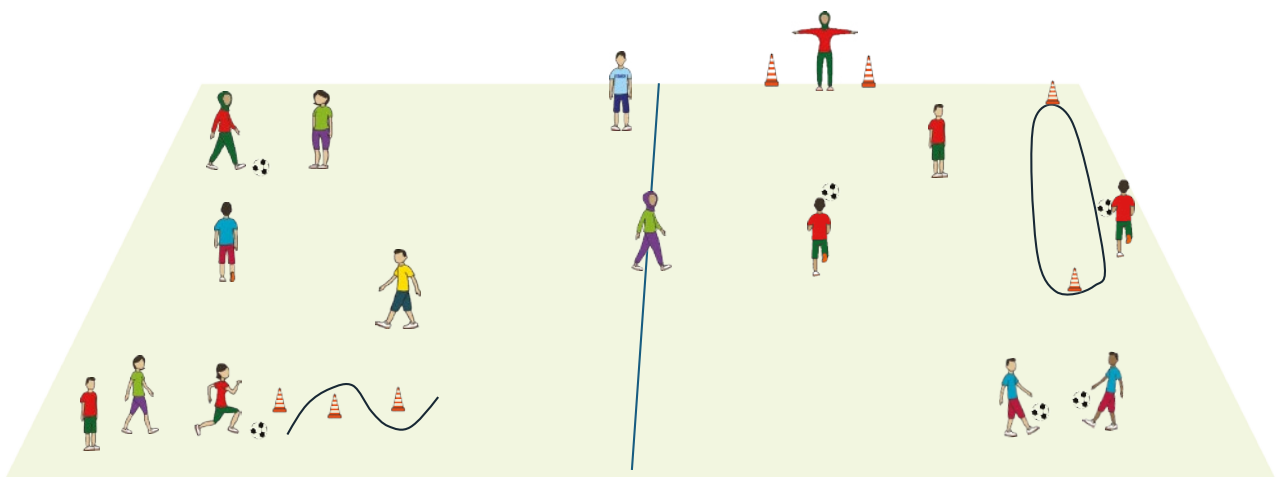
B 10.2   **SEPARATE (5-1 || PASSING SKILLS)**

As an example of the separate approach within the inclusion spectrum, the field is divided into two halves where different activities take place.

Description: On the first half of the field, the larger part of the group plays a "5 vs.1" game in one or more circles. In this game, five players in the circle try to pass the ball to each other while the player in the middle attempts to intercept the passes and win possession. If the player in the middle manages to win the ball, the roles switch, and the last player to touch the ball takes the position in the middle.

On the other half of the field, a smaller group practices stopping and passing the ball under the coach's guidance. The skills required for the game on the other side are practiced here in a more relaxed environment, with focused instruction. It is important to ensure that all participants understand that playing on this side is not a form of punishment or a sign of lower ability, but an opportunity to quickly develop the essential skills they need. Groups should be formed according to skill levels, ensuring that each player receives the appropriate support and guidance.

Equipment: Bibs, cones, markers, balls

Tips: The groups can also switch sides, allowing more advanced players to receive targeted feedback from the coach, while players with lower skill levels take part in the 5 vs. 1 game on the other side. This ensures that all participants benefit from both structured coaching and gameplay experience.

Passing Skills   5 : 2
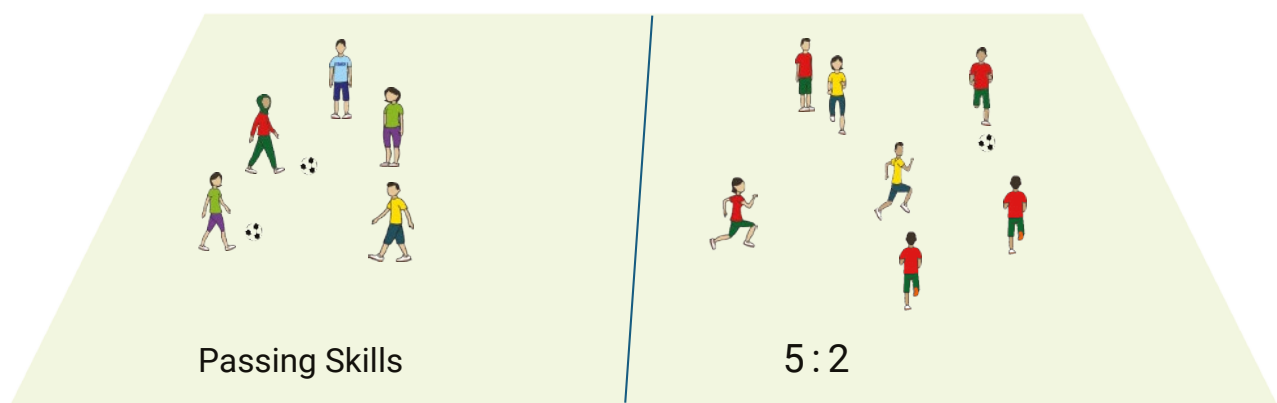
B 10.3   PARALELL (FUN LEAGUE VS CHAMPIONS LEAGUE)

In the parallel approach of the inclusion spectrum, the same activity is carried out in different groups simultaneously. These groups are more homogeneous within themselves than the overall group. The distinguishing factor can be skills level or another criterion, such as whether participants prefer a fun or competitive approach to the game.

Description: Set up a short football match on two parallel fields. One field is for the "Champions League," where the focus is on a bit more ambition and competitive play. The other field hosts the "Fun League," where the emphasis is purely on enjoying the game without the competitive pressure. Players should assign themselves to one of the fields, ensuring that the groups are roughly equal in size. Before starting, the teams in both leagues agree on the specific rules they will follow.

Equipment: Bibs, cones, markers, balls

Tips: Ensure that even on the Champions League field, the game remains fair and not overly competitive to avoid injuries.

FUN LEAGUE   CHAMPIONS LEAGUE

B 10.4   MODIFIED (WALKING FOOTBALL)

The modified approach within the inclusion spectrum involves adapting and changing activities to make it easier for all players to participate and play together. Walking football is an example of how traditional football can be altered to become more inclusive.

Description: Form two teams and play a football match where players are only allowed to walk, not run. This reduces the pace of the game, making it more accessible and minimising the risk of injury.

Equipment: Bibs, cones, markers, balls

Tip: Ensure that players make full use of the entire playing area to create a dynamic game.

Alternatively, you can try seated football as another modified variant.
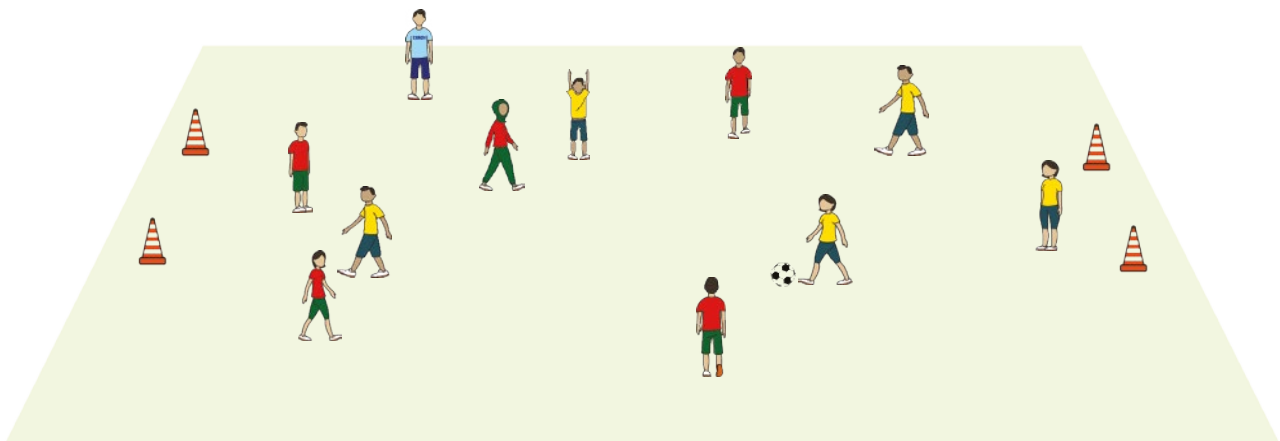
LEARNING ASSESSMENT TEST: S4D-COACHES

1. What is the main focus of the S4D Coach role?

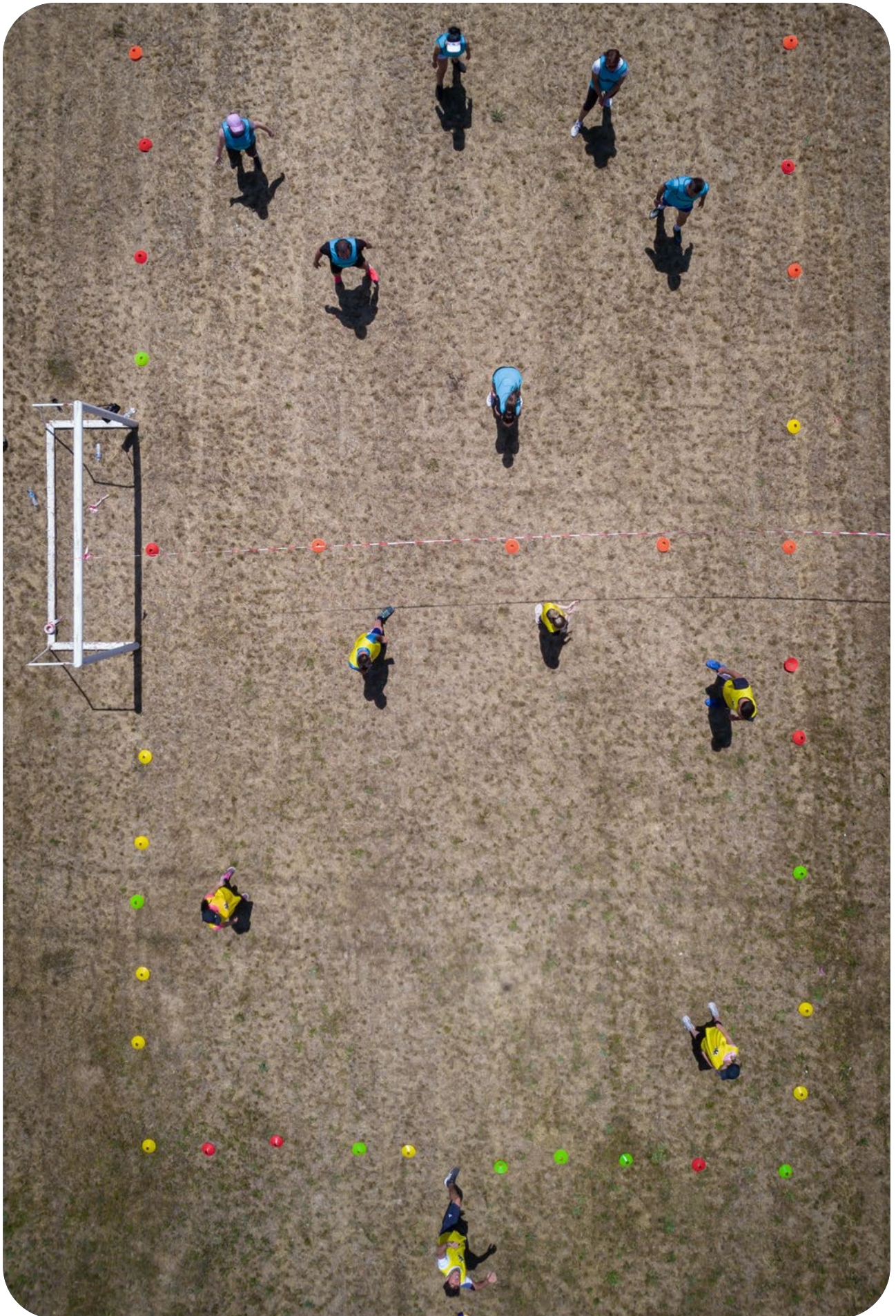a) Enhancing physical fitness and athletic skills
b) Developing elite athletes
c) Using sports as a tool for life skills and social development
d) Preparing youth for international sports competitions

Correct answer: **c) Using sports as a tool for life skills and social development**
Explanation: The role of an S4D coach is to use sports to teach life skills, inclusion, teamwork, and social development.

2. What is a "Teachable Moment" in the context of S4D?

a) A scheduled time for discussing tactics
b) An unexpected situation offering a learning opportunity
c) A formal lecture on life skills
d) A competition result review

Correct answer: **b) An unexpected situation offering a learning opportunity**
Explanation: Teachable moments arise during sports activities and provide an opportunity to discuss and reflect on important life skills.

3. In the Conscious Competence Model, what is the first stage of learning?

a) Conscious competence
b) Unconscious competence
c) Conscious incompetence
d) Unconscious incompetence

Correct answer: **d) Unconscious incompetence**
Explanation: The first stage is when learners are unaware of their lack of a skill.

4. What is the primary objective of including games in S4D sessions?

a) Promoting competitiveness
b) Teaching advanced sports techniques
c) Developing life skills and fostering inclusion
d) Improving individual player rankings

Correct answer: **c) Developing life skills and fostering inclusion**
Explanation: Games in S4D sessions are used to encourage teamwork, inclusion, and the development of key life skills.

5. What does the term "Instructive Element" refer to in an S4D context?

a) A planned lesson on sports techniques
b) An activity that requires specific life skills
c) An unexpected learning moment
d) A referee's instruction during a game

Correct answer: **b) An activity that requires specific life skills**
Explanation: Instructive elements are intentionally included in games to teach skills like cooperation and communication.

6. Why is flexibility in rules important for S4D programs?

a) To make the game more competitive
b) To ensure standardization across all participants
c) To adapt the game to meet the needs of all participants
d) To simplify the scoring process

Correct answer: **c) To adapt the game to meet the needs of all participants**
Explanation: In S4D, rules are flexible to ensure inclusivity and engagement for participants with diverse abilities and backgrounds.

7. What is the main purpose of reflection after an S4D session?

a) To critique player performance
b) To assess the competitiveness of the game
c) To connect lessons learned in the game to real-life skills
d) To identify rule violations

Correct answer: **c) To connect lessons learned in the game to real-life skills**
Explanation: Reflection helps participants understand how sports-related experiences can be applied to broader life situations.

8. Which of the following is NOT typically a function of sports in S4D?

a) Creating elite sports teams
b) Teaching communication and teamwork
c) Promoting social inclusion
d) Developing personal resilience

Correct answer: **a) Creating elite sports teams**
Explanation: S4D focuses on life skills and inclusion rather than training elite athletes.

9. What is the role of the S4D coach when a "Teachable Moment" occurs?

a) Ignore it to maintain the flow of the game
b) Stop the game and give instructions on the technical aspect
c) Guide participants to reflect on what they can learn from the moment
d) Review the rules of the game to prevent future mistakes

Correct answer: **c) Guide participants to reflect on what they can learn from the moment**
Explanation: The coach uses teachable moments to facilitate learning about life skills, promoting reflection and discussion.

10. How should an S4D coach handle a situation where a participant struggles to follow a game due to physical limitations?

a) Remove the participant from the game
b) Modify the rules to allow the participant to contribute
c) Encourage the participant to push through without assistance
d) Ignore the issue and focus on the rest of the group

Correct answer: **b) Modify the rules to allow the participant to contribute**
Explanation: S4D encourages adapting rules to ensure every participant can be involved and feel included.

11. What is the first step in the reflection process in S4D?

a) Learning new strategies
b) Connecting the experience to life outside of sports
c) Describing what happened during the game
d) Changing the rules of the game

Correct answer: **c) Describing what happened during the game**
Explanation: The first step is reflecting on and describing what happened before analysing or learning from the experience.

12. What should an S4D coach prioritize when a conflict arises between participants?

a) Removing the players from the game
b) Ensuring both players apologize immediately
c) Using the conflict as a learning opportunity for conflict resolution
d) Ignoring the issue to keep the game going

Correct answer: **c) Using the conflict as a learning opportunity for conflict resolution**
Explanation: S4D promotes conflict resolution through discussion and reflection, turning conflicts into learning moments.

13. What is an example of a modification in a game to promote inclusion?

a) Allowing only the fastest players to participate
b) Decreasing the number of players on each team
c) Adapting rules to allow players of all abilities to participate
d) Creating a separate game for the less skilled players

Correct answer: **c) Adapting rules to allow players of all abilities to participate**
Explanation: Modifying rules ensures everyone, regardless of ability, can participate meaningfully.

14. What is the final step in the reflection process in S4D?

a) Deciding new rules for the next game
b) Applying what was learned to other areas of life
c) Assessing player performance
d) Returning to the original game

Correct answer: **b) Applying what was learned to other areas of life**
Explanation: The last step is transferring the learned skills from sports to broader life contexts.

15. What is the key difference between an S4D coach and a traditional sports coach?

a) S4D coaches focus on creating elite athletes
b) S4D coaches emphasize life skills and social development
c) Traditional coaches do not use rules in their training
d) S4D coaches focus only on winning games

Correct answer: **b) S4D coaches emphasize life skills and social development**
Explanation: S4D coaches focus on personal and social development through sports, unlike traditional coaches who emphasize competition and skill improvement.

16. How can sports activities in S4D promote gender equality?

a) By providing separate sessions for boys and girls
b) By encouraging mixed-gender teams and equal participation
c) By allowing only girls to participate
d) By reducing the number of female participants

Correct answer: **b) By encouraging mixed-gender teams and equal participation**
Explanation: Promoting mixed-gender participation helps address gender stereotypes and fosters equality.

17. What should an S4D coach do if a participant feels uncomfortable with physical contact during a game?

a) Encourage the participant to overcome their discomfort
b) Force the participant to continue
c) Modify the game to respect the participant's boundaries
d) Ignore the participant's concerns

Correct answer: **c) Modify the game to respect the participant's boundaries**
Explanation: It's important to respect the participant's feelings and modify the game to ensure they feel safe.

18. Why is it important for S4D coaches to understand the cultural backgrounds of participants?

a) To avoid conflict during the game
b) To make sure everyone speaks the same language
c) To tailor activities that respect and include diverse cultural practices
d) To group participants by their cultural background

Correct answer: **c) To tailor activities that respect and include diverse cultural practices**
Explanation: Understanding cultural backgrounds helps ensure that all participants feel respected and included.

19. What is a key life skill that S4D activities often promote?

a) Dribbling
b) Speed
c) Teamwork
d) Scoring goals

Correct answer: **c) Teamwork**
Explanation: Teamwork is one of the core life skills that S4D programs aim to promote through group sports activities.

20. In S4D, why is adaptability in coaching important?

a) To increase competitiveness
b) To ensure only the best players participate
c) To accommodate the needs and abilities of diverse participants
d) To avoid making any changes to the game

Correct answer: **c) To accommodate the needs and abilities of diverse participants**
Explanation: Flexibility allows S4D coaches to adapt games so that all participants, regardless of ability, can join