

Material:

Fitness ball

Exercise:

The entire group gets 1 big fitness ball. The group must move the ball from one place to another, but they must keep the ball in the air and are not allowed to hold on to it (like volleyball). There is one team leader who decides on a goal, where and how the ball needs to be moved. The group collectively decides on a strategy to reach that goal.



5 min

Pedagogy session plan L3:

Leading small teams

- Identifying areas of improvement
- Making team members actively participatory
- Developing individual and joint responsibility



Sport for Development Exercise

I will exercise, and I do that by...

5 min

Exercise:

The group stands in a circle. They must think of their training goals and what type of exercise would fit their goal. For example, if you want to be more flexible, you'll do stretching exercises; if you want to work on your cardiorespiratory fitness, you go running.

One by one they say "I will exercise, and I do that by..." then they name and portray their sport. It keeps building within the circle, thus person 3 does person 1's exercise first, then 2's and then their own, etc.



Sport 2 Work manual

Decision-making, Self-discipline

Pedagogy session plan L3:

Receive and respond to workplace communication

- Nature of communications
- Types and techniques of communication
- Processing information



Sport for Development Exercise

Challenge! Take 6000 steps
(during the class)

5 min

Material:

A phone or watch that can count steps

Exercise:

All together take 6000 steps during 1 class

- The goal of the exercise is that the students collectively take 6000 steps during the class (they still have to pay attention to the class).
- Divide the students into 5 smaller teams, they have to divide the steps among the members of the team.
- Do students know their limits? Are these respected?
- How do they make sure nobody misses anything from the class?



Sport 2 Work manual

Decision-making, Goal orientation,
Cooperation (empathy)

Pedagogy session plan L1:

Demonstrate work values

- Commitment/dedication
- Sensitivity to others
- Using company resources and guidelines (human resources)

Sport for Development Exercise

Sport to develop personal relations

5 min

Material:

Chair or ball or basket (anything the students can pick up)

Exercise:

- Form groups of 3, stand 1 meter apart. Find a way to weave a chair/any object (ball, trash basket) from one participant to the next, first around the sides, then overhead and between the legs.
 - Do you need help?
 - What did each person do well?

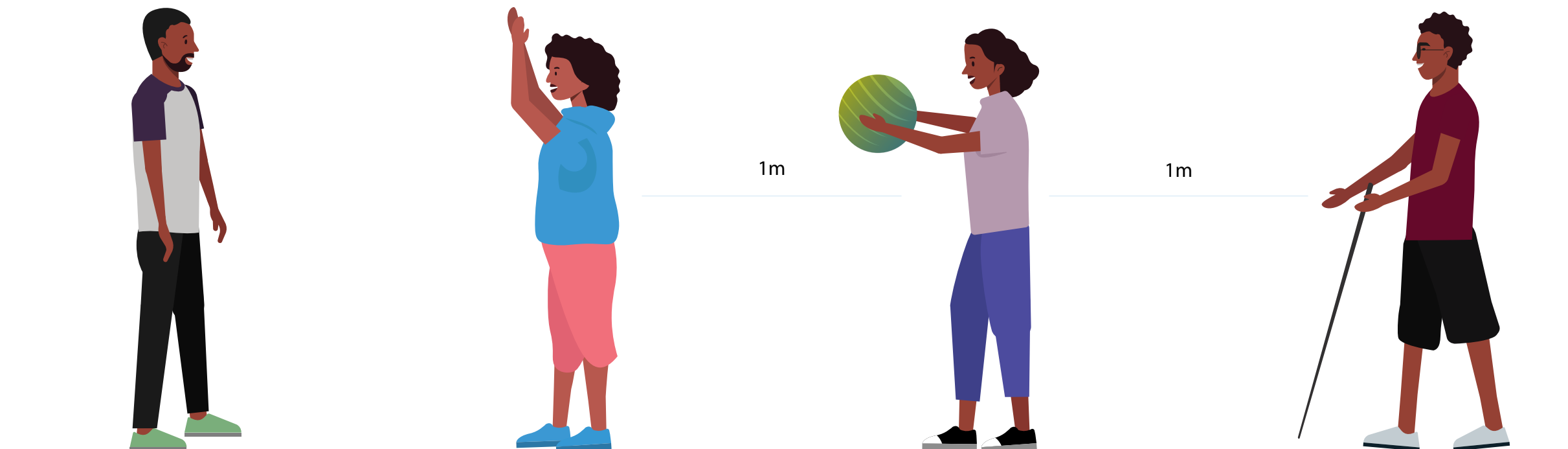
Sport 2 Work manual

Creativity, Self-responsibility, Self-discipline

Pedagogy session plan L1:

Work with others

- Seeking assistance from peers
- Performance appraisals/feedback
- Explaining



Sport for Development Exercise

Inspire each other and be creative



Material:

Sticky notes

Exercise:

Write down an activity you enjoy/would like to do on a sticky note. Stick it on the board in front. We'll go through them; raise your hand up if you agree/like something. Pay attention to who else is interested in the same activity, maybe you can pair up to do the activity together and keep each other accountable.

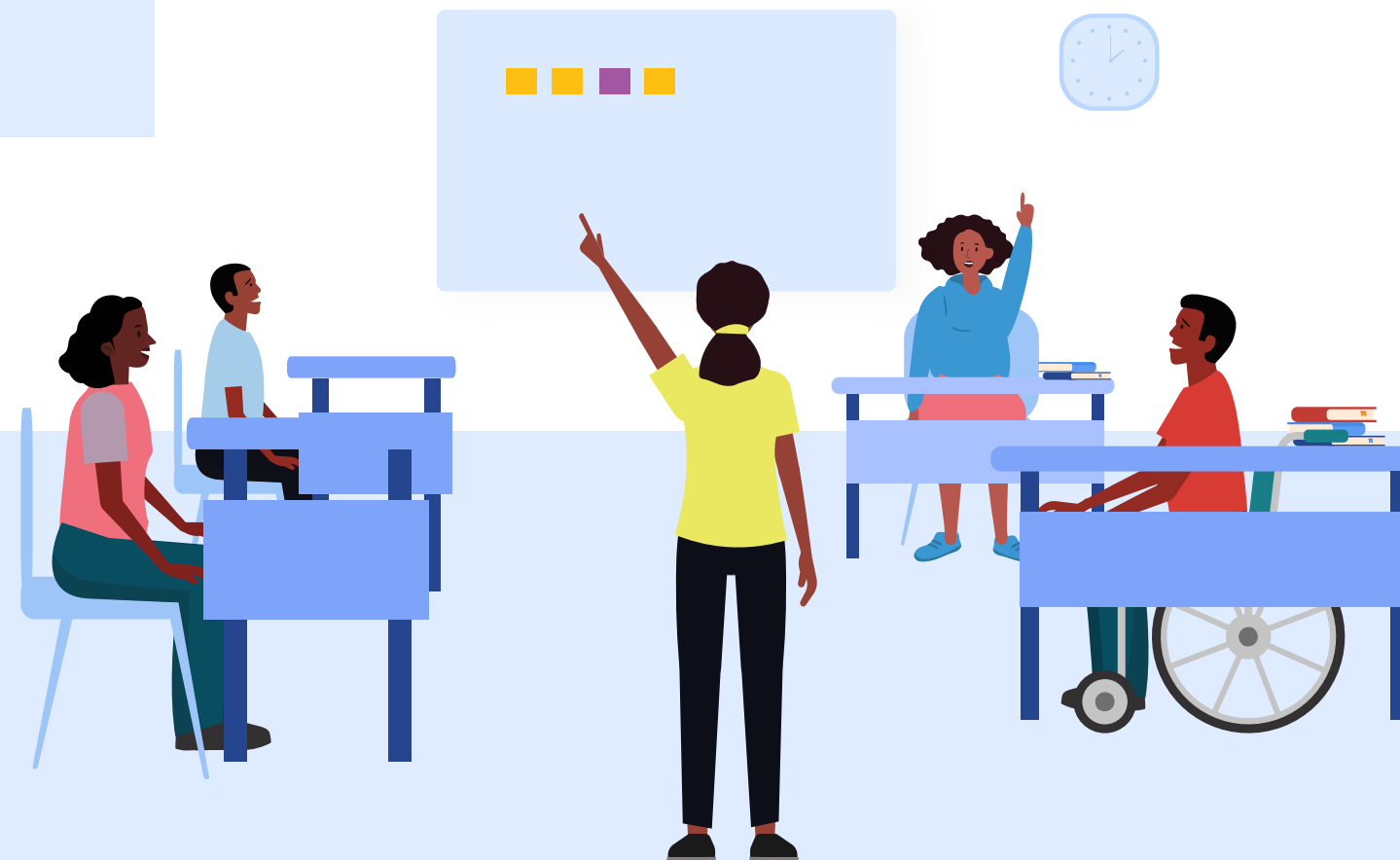
Sport 2 Work manual

Self-responsibility, Self-discipline

Pedagogy session plan L2:

Participate in workplace communication

- Using effective questioning, active listening and speaking skills
- Carrying out personal interaction
- Recording workplace data



Sport for Development Exercise

Keeping a good posture throughout the day

Sport 2 Work manual

Cooperation, Self-responsibility, Self-discipline

Material:

Books

Exercise:

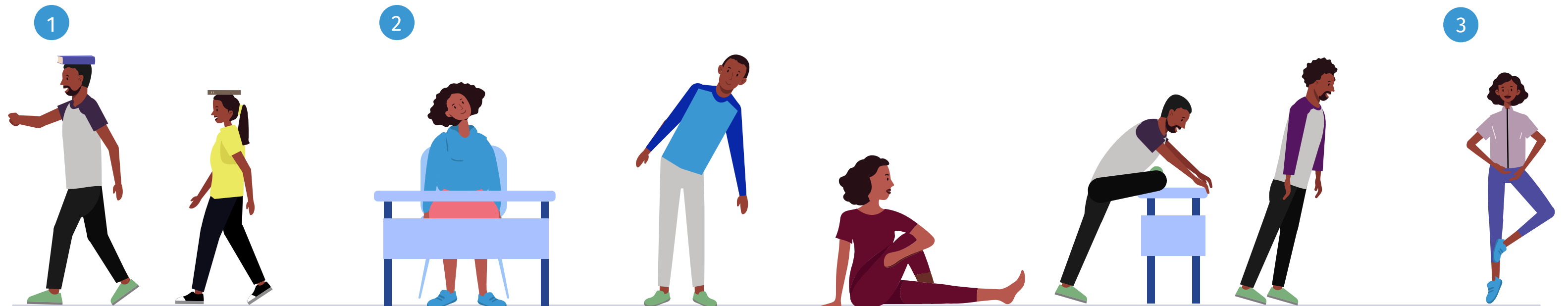
1. Walking with a book on your head (relay race).
2. Desk stretches:
 - neck rolls,
 - standing side bend,
 - seated spinal twist,
 - pigeon on desk (one leg up bend),
 - leaning forward while standing.
3. Ballet-turns on one leg (see image). Support from classmates can be offered by holding the "turner's" hand

8 min

Pedagogy session plan L2:

Working in a team environment

- OHS and environmental standards
- Identifying individual roles and responsibilities
- Making effective contributions



Sport for Development Exercise

What if you can't pick something up?

Sport 2 Work manual

Communication, Cooperation,
Goal orientation

5 min

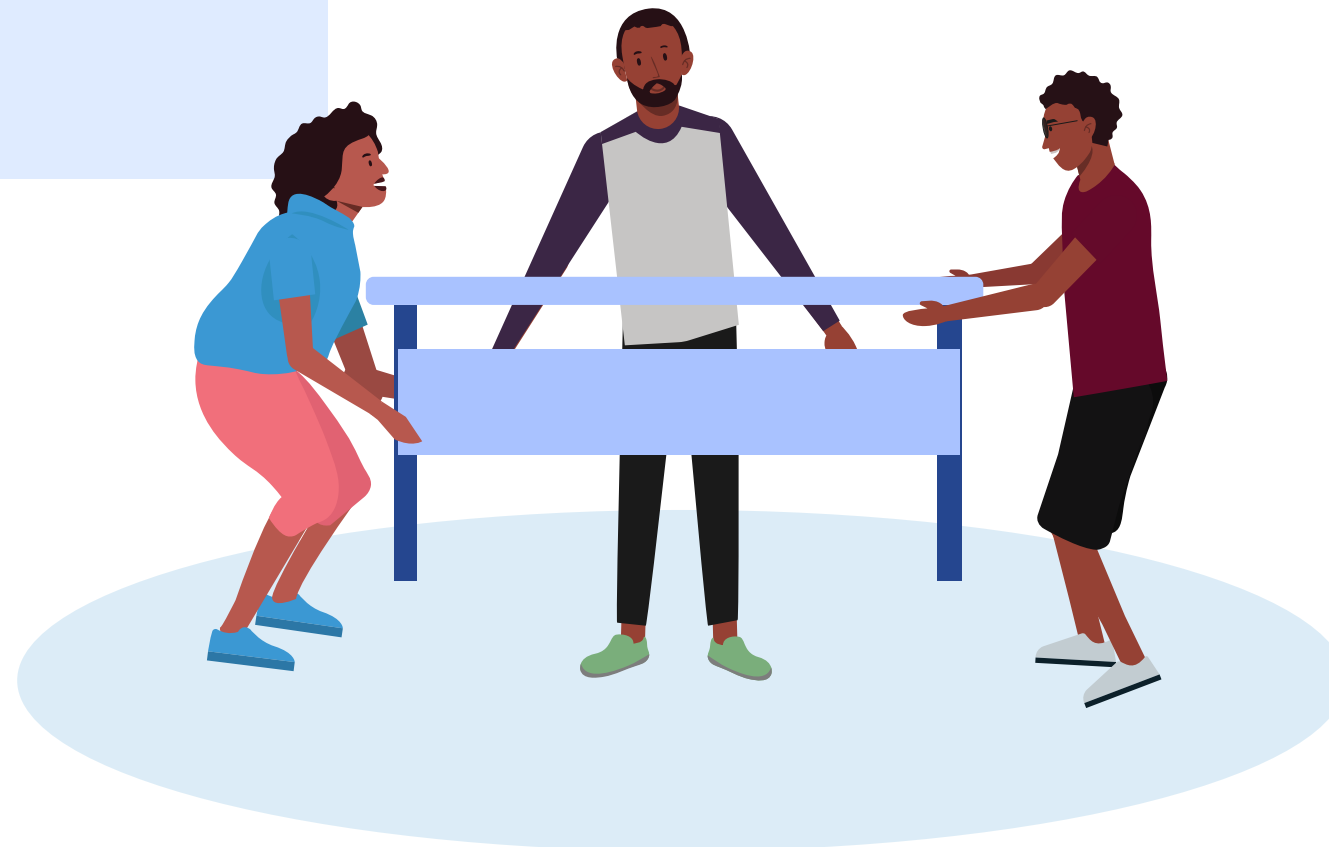
Exercise:

- Ask 1 student to pick something up in the classroom that is clearly too heavy for them.
 - See what happens... Will they ask for help?
 - How does that communication go?
 - Is there a difference between genders?
- Ask several students to hold something heavy for several minutes.
 - What happens? What is the communication like?

Pedagogy session plan L2:

Working in a team environment

- Identify individual roles and responsibilities
- Identify and recognise roles and responsibilities of other team members
- Making effective contributions



Sport for Development Exercise

Leading a stretching exercise

5 min

Exercise:

- Pick 5 students on the spot, each has to lead 1 stretching/flexibility exercise for the other students in the classroom
 - How does the group react/participate?
 - Is there a different reaction to different leaders?
 - How do the leaders communicate?
 - What is effective or less effective?



Sport 2 Work manual

Leading a team, Adaptability and creativity

Pedagogy session plan L2:

Leading workplace communication

- Selecting an appropriate communication method
- Maintaining communication skills
- Communicate goals/objectives



Sport for Development Exercise

Fitness goals crossover to Sport for Development training structure

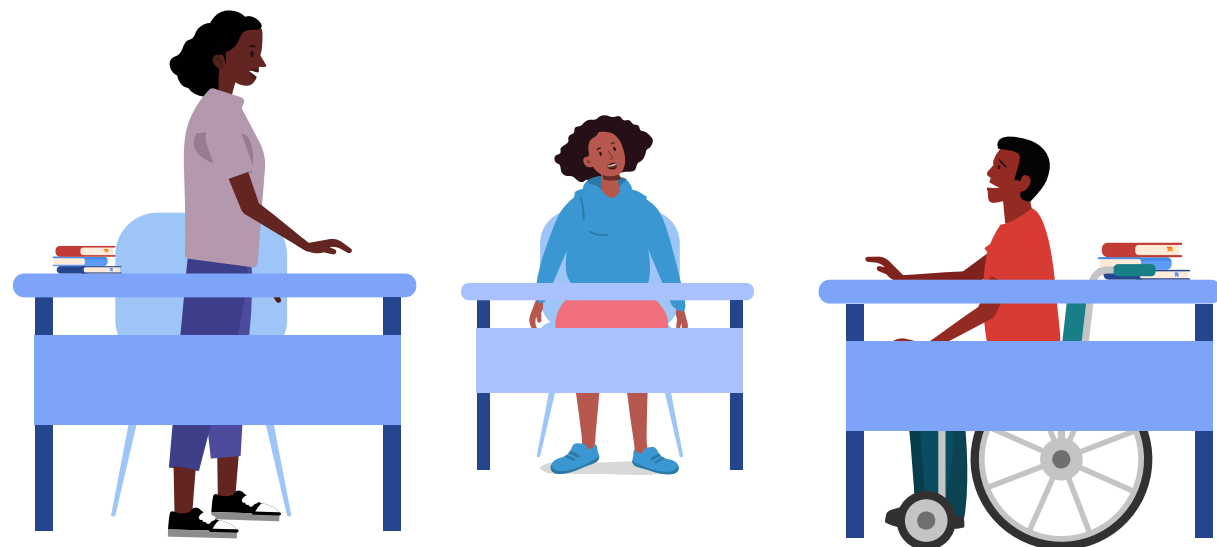
5 min

Material:

Sport to Work Manual

Exercise:

- Introduce students to the Sport for Development activity structure and the reasons why it is structured this way.
 - Make groups of 5 sit in a circle.
 - Allow 3 minutes to discuss and define personal goals for that day:
 - Is any advice from others needed?
 - How do you deal with personal challenges?
 - How do you hold yourself and other accountable?



Sport 2 Work manual

Circle, Warm-up, Game, Reflection

Pedagogy session plan L2:

Leading workplace communication

- Identify, reflect on and define work and development purpose
- Conducting personal behaviors and relationships
- Reporting or resolving work incidents/situations

Time	Phase	Content
5 minutes	Opening Team Circle	Gather players in a team circle. Create a warm learning atmosphere by asking about the players well-being. Summarise the football and soft skill outcomes for the training session and the expectations of the players.
15 minutes	Warm-up	Warm up with the ball, practicing skill unopposed plus additional coordination and /or speed activity (2 activities). Competence gain: Communication.
30 minutes	Main Part	Activity 1: Skill practice, practice skill opposed technique under pressure. Activity 2: Game situation practice, practice technique under pressure. Competence gain: Communication.
25 minutes	Game Time	Play a game-full or small sided depending on numbers encourage scoring of goals. competence gain: communication.
5 minutes	Cool-down	Cool-down may include jogging, relaxed play with a ball, stretching.
10 minutes	Closing Team Circle	Players to reflect on session and what they have learned. Moves from sports skill to soft skill. Sports and soft skills practiced. Players asked to reflect on use of soft skills in their lives outside football and their application to the workplace.

Sport for Development Exercise

Make a dance, but with a handicap

10 min

Exercise:

Divide the class into 2 groups. The goal of each group is to create a 16-count dance. One of the groups is only allowed to sit in a corner of the room and speak about the moves they will be doing. The other group is on the other side of the room and they can stand up and do the moves, but they are not allowed to speak.

When the time to create the dance is up, both teams have to perform the dances they came up with for each other.



Sport 2 Work manual

Communication, Cooperation, Adaptability and creativity

Pedagogy session plan L2:

Leading workplace communication

- Selecting an appropriate communication method
- Seeking responses to workplace issues
- Making constructive contributions to the workplace



Sport for Development Exercise

Make training extra fun with friends and/or family!

Sport 2 Work manual

Joyfulness, Adaptability and creativity,
Bringing people together


10 min

Material:


Blindfolds

Exercise:

- Pair up with someone you don't know well
- Pairs are assigned 3 fun exercises/challenges they get to do together
- Together they must come up with a 4th exercise

3 short exercises:

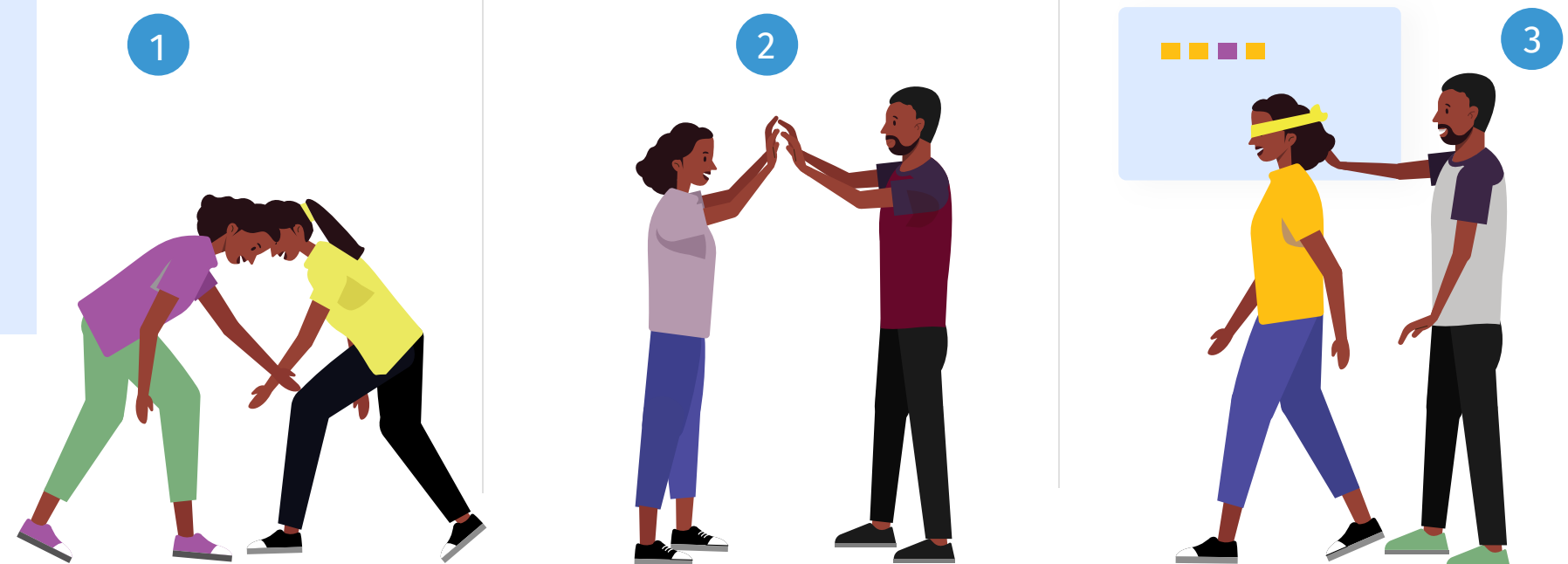
- 1 Try to tap each other's knee when standing opposite one another.
- 2 Stand opposite each other, hands facing each other with the palms open, try to push each other over without moving the feet (high ten).
- 3 Blindfold one person; the other person has to stand behind them and direct them (tap right shoulder to go right, left shoulder to go left and tap on the back to move or stand still). All pairs walk through the classroom and have to make sure not to bump into each other.

 be aware you are not tricking the other person - everything is about trust

Pedagogy session plan L2:

Work with others

- Code of conduct
- Appraisals
- Providing support



Sport for Development Exercise

Team rope skipping



Material:

Skipping ropes (one per student)

Exercise:

All students get a skipping rope. While skipping they have to answer questions about certain foods. If the answer is “yes”, they jump forward; if the answer is “no”, they jump backwards.

Questions:

1. Carbohydrates are bad for you
2. Water, vitamins and minerals provide energy
3. If you do a lot of sport, you need more protein than others
4. Fat is not essential
5. Hypervitaminosis can be caused by too much vitamin B and/or C
6. It is a good idea to eat an egg after exercises that involve using weights or body weight
7. Teff, the main ingredient in Injera, has the most fibre per serving out of all the grains in the world
8. Meat, peas, beans and rice mostly contain proteins
9. Shiro is a healthy source of both macro and micro nutrients
10. Raw meat has more nutrients than cooked meat, thus it is better to eat Kitfo

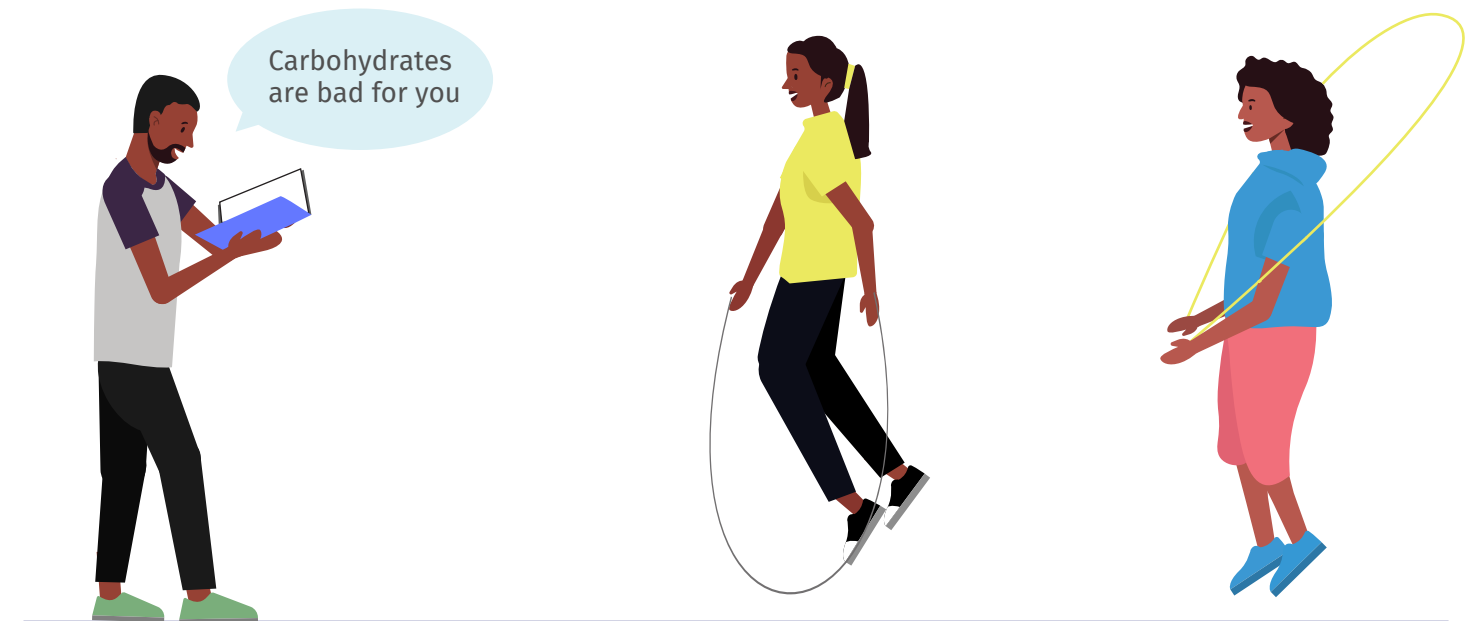
Sport 2 Work manual

Communication, Cooperation, Creativity

Pedagogy session plan L2:

Participating in workplace communication

- Using non-verbal communication
- Expressing own opinions
- Asking and responding to questions



Sport for Development Exercise

Passing around two-litre water bottles

10 min

Material:

Two full water bottles of 2 litres each

Exercise:

- Students stand in one big circle.
- Get 2 two-litre water bottles and assign 2 leaders who are outside the circle.
- The leaders cannot talk to each other.
- The leaders decide how and when bottles are thrown within the circle.
- Optional: leaders clap once when the direction of one of the bottles has to change; clap twice for the other bottle; 3 times when both have to change direction.
- Is there a way to make it easier/lighter?



Sport 2 Work manual

Communication, Leading a team,
Decisions under pressure

Pedagogy session plan L2:

Leading small teams

- Identify areas of improvement
- Using feedback from individuals or teams
- Making team members actively participatory

**Material:**

Blindfolds

Exercise:

- Students have 2 minutes to build 3 obstacle courses of tables and chairs
- 3 teams, 1 person is blindfolded, the rest have to guide them through the course using only their voices.
- Reflection:
 - Why was the exercise difficult? How does that compare to being hungry or thirsty?
 - Why do we relate an exercise where someone has a handicap to nutrition?
 - Why do we consider being hungry and/or thirsty a handicap?
 - What are ways to avoid a situation in which you have no food/water?
 - How can you support others?
- Ensure a very clear point is made during the reflection! (explain the connection between hunger/thirst and the ability to perform optimally; explain why hunger/thirst would be a handicap).

Pedagogy session plan L2:

Receive and respond to workplace communication

- Barriers to effective communication
- Communication methods
- Giving feedback

