

## General background information

This training sequence developed by partner organizations in [North Macedonia](#) contains **four training sessions** with the focus on the **development of the competence<sup>1</sup> communication**. Communication is an important life skill, it supports us to better understand others and also helps others to understand you better. It is the ability to share your opinion/thoughts, ask questions and take a stand. Being able to do effective communication is a key skill that makes life much easier. It is important that children's communication skills are nurtured from an early stage. This development is greatly influenced by their interactions, starting with parents, siblings, and friends and then with other adults, such as their school teachers or coaches. Sports being an interactive activity creates an environment that serves as a training ground for kids, not just for honing their physical skills but also for effective communication. So sports play a part in children's development and their communication abilities will benefit from it. Kids' communication skills are put into practice when playing sports.

<b>Main competences/skills</b>	<b>Communication</b>
<b>Subtopics/ Focus of the training sessions</b>	<ol style="list-style-type: none"> <li>1. Communication in groups/teams</li> <li>2. Communication according to teamwork- non-verbal communication</li> <li>3. Positive and motivational communication</li> <li>4. Communication with authorities/coaches</li> </ol>
<b>Sport</b>	Basketball
<b>Sporting Competences targeted throughout the session</b>	<ul style="list-style-type: none"> <li>• <b>Motor competences:</b> Coordination, speed, flexibility</li> <li>• <b>Technical competences:</b> Throwing, running, dribbling</li> <li>• <b>Tactical competences:</b> Working together as a team, making clever choices</li> </ul>
<b>Target Group</b>	<ul style="list-style-type: none"> <li>• <i>Age group:</i> 10-12; <i>gender composition:</i> mixed; <i>size of group:</i> 18 (8 boys - 10 girls)</li> <li>• <i>S4D experiences of the group:</i> regular S4D training; <i>general sporting abilities:</i> basic basketball and sport skills</li> </ul>
<b>Duration of the sessions</b>	60 min for each of the 4 sessions

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

Further Resources: <https://sg.proactivsports.com/developing-good-communication-skills-through-sports/>, <https://in.indeed.com/career-advice/resumes-cover-letters/communication-skills>, <https://www.sportanddev.org/en/learn-more/education-and-child-and-youth-development/social-and-emotional-development>

## 1. S4D session: Communication in groups/teams<sup>2</sup>

<b>Duration of the session</b>	60 min
<b>General learning objective</b>	<p><b>Communication in groups</b> - the young people need to learn how to communicate in groups, especially in the ones where they are included often – in school classes, sport classes, the neighborhood- because it is people’s main characteristic, as social beings, to better understand others and to be understood.</p> <p><b>Communication in teams</b> - is needed for the youngsters to know who from the teammates have same-similar skills like them, same needs or interests, to go forward in the collaboration and go forward as a team - to make bigger success.</p>
<b>Life Competences/skills:</b>	<ul style="list-style-type: none"> <li>• Children and youth are able to learn how to communicate in groups.</li> <li>• Children and youth are able to better understand others, to recognize verbal and non –verbal communication manners.</li> <li>• Children /players will be able to better communicate in sport teams, at the same time understand better teammates or friends when they communicate as leaders.</li> </ul>

### Theoretical background information

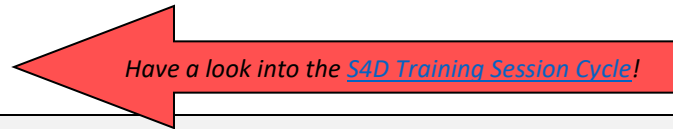
Working together in sports means expressing yourself in non-verbal cues for team plays and sharing winning ideas with your teammates in a convincing manner and at the same time being a good listener. It is all about two-way communication! Just like sports, being exposed to constant responsiveness, makes children develop excellent communication skills for life.

Team communication consists of a least two individuals who share meaningful exchange of information in which a person attempts to influence the response of another person or the team as a whole. Verbal communication is the use of spoken words to convey thoughts, idea, and emotions. Nonverbal communication is silent communication without using words like body language, eye contact or even silence. The shared information in verbal communication is loud and can be heard. Conversely, in nonverbal communication the information cannot be heard, it is hidden, implicit, unexplained, and sometimes, not obvious to the casual observer.

<sup>2</sup> Useful sources / materials / links for further information: Sport for development basketball+: <https://www.sport-for-development.com/imglib/downloads/giz2016-s4da-manual-basketball4life-namibia.pdf>, <https://sg.proactivsports.com/developing-good-communication-skills-through-sports/>, <http://psychology.iresearchnet.com/sports-psychology/team-building/team-communication/>

### Practical Session

#### Introduction



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

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

#### Warm up

#### Game 1: Ring Dribble

<b>Duration</b>	8-10 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>• 3 columns with 6 players at the base line. The rings are spread through whole court for basketball, in a proper lines- 3 columns- 6 rows.</li> <li>• Dribbling to the end of the court and back</li> <li>• The rings for training are divided in 3 columns 6 rows.</li> </ul>
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- 18 basketballs</li> <li>- 18 rings</li> <li>- Whistle</li> <li>- 4 papers with numbers-1,2,3,4 (alternative-if the coach wants he/she could show the numbers with papers- written numbers- not with fingers)</li> </ul>
<b>Activity &amp; Description</b>	<p>The players are in three columns at the base line of the court, each of them with a basketball.</p> <p>On whistle sign the first players from every column start doing dribbling with right hand and doing scissors in the rings. On the whistle sign they go forward, and the second ones go in the first line, but, when they all hear the whistle- they need to say loud: LET'S GO! So on, they repeat the same till the end of court, and after, they do the same in line to come back on the starting positions.</p> <p>2. Doing the exercise with left hand dribbling, doing 1-2 step into the ring and out.</p>

## S4D Training sequence: Communication

	<p>3. Right hand-low dribble-jump into the ring and out.</p> <p>4. Fourth command-left hand-low dribble-alternate jumping in-out and hands forward-back.</p> <p><b>Variation 1:</b> All exercises are numbered, 1, 2, 3, 4. They need to remember the exercises and on command of the coach without whistle, they need to keep the head up, and watch the coach showing them numbers with hands-fingers- 1,4, 3, 2,4, 1, 2...alternately. But they need to do the exercise the coach says, in same line, having non-verbal communication in the same time doing the exercise.</p> <p><b>Variation 2:</b> When showing the number of the exercise-the say it loud - ex.four! one!...so they communicate better and perform better.</p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• With saying loud “LET’S GO!”, the children learn expressing verbal commands and communicate with the group.</li> <li>• Watching the commands from coach (the numbering of exercises) children learn to read the non-verbal communication, reading the signs body language or-signs of actions.</li> <li>• Saying loud the numbers from the exercise command, they need to work in same time- doing the same voice expression, but in same time, children learn to be in communication with the team.</li> </ul>
<b>Reflection</b>	<p>Ask your participants...</p> <ul style="list-style-type: none"> <li>• Was it difficult or easy to see the numbers given by the coach?</li> <li>• How did you communicate the numbers within your team to make sure everyone is doing the right exercise?</li> <li>• Were there participants who took the lead, or did everyone was involved equally?</li> </ul> <p>In a row they are standing at the whole court the coach is talking with the players how important is to be in line with everyone, not to be late in performing, as it means not to disturb the group. But, the communication in a group means that they need to learn to listen for doing the exercise properly and correctly. Explain them that they learned dribbling, coordination, agility, footwork, but also, communication when they are watching the numbers showing the number from the coach, they need to communicate with him, non-verbal, understand that and say loudly to the group, so everyone can perform correctly.</p>

### Main Phase

<b>Duration</b>	30 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>• The players are divided in two groups-(8-9) in each.</li> <li>• At the end of the court, they all have own basketball. The cones are put on the line for three points, at the center of the court left-right base line and the line for three points at the other part of court.</li> </ul>
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- 8 cons</li> <li>- 16-18 basketballs</li> </ul>


## S4D Training sequence: Communication

<b>Activity &amp; Description</b>	<p>The players start in pairs, in each column. One of them is going backwards, and the other one is telling him the direction, how to reach to the first cone, where they change the role- the one without ball takes the ball and dribble, and the other-tells him the direction to the next cone. When they reach to the hoop, they make a shot.</p> <p>1.Dribbling with right hand, shooting and go through the outline back into the column they started.</p> <p>Variation 1: Dribbling with left hand. Do the cross-over when they are at the point of cons.</p> <p>Variation 2: They go back into the opposite column...change the teams.</p> <p>Variation 3: Make two teams and count the scores of each one.</p> <p>Everyone go ones, they shoot at the hoop after two-step, and the game is finished when everyone go once. The winner is the team who scored more points. They can do the same-but in 5 minutes, then count the collected scores.</p> <p>Task: When make a score, the whole team –column cheers the name loud&gt;ex.Tina!Tina! ....</p>
<b>Learning Objective</b>	<ul style="list-style-type: none"> <li>• The players will follow responsible the directions from the coach, to make a better performance.</li> <li>• The players will encourage each other when they score, so the team communication will be better.</li> <li>• The players will be responsible for the performing, the speed and the leadership role when they score.</li> </ul>
<b>Reflection</b>	<p>Ask your participants...</p> <ul style="list-style-type: none"> <li>• How did you feel when you had to score and every score counted? Did you feel more responsibility to score for the team?</li> <li>• Was it better when the others were cheering, did you feel extra motivation and support?</li> </ul> <p>Giving a break after the game, players will take their bottles with water, and stand in circle. Coach explains the sport skills they learned: as left hand, right hand, two-step, cross-over. Ask them how was it when the needed to score, and every score counts? Was it better when the others were cheering, giving a motivation and support? Than explaining that its better when you have a support, that's why the good communication in teams is important. Also, the responsibility to perform better was bigger when the needed to score for better result for the team.</p>

### Cool Down<sup>3</sup>

<b>Duration</b>	15 min
<b>Setting</b>	They play in the whole court, 2 teams in- another one is on the left-right side of the court, all the time watching the game and be ready to get in...the teams rotate depends on the scorers.
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- 1 basketball</li> <li>- 16 markers</li> <li>- 1 whistle</li> </ul>
<b>Activity &amp; Description</b>	<p>The group is divided in mixed teams of four players. Each of them is with different marker color. Two teams start with game, the one who scores is staying in the game, the other one is out of line-the third is in-playing defense, after that, the same rule- the one who scores-is staying-another, the fourth is in...so they play with changing depends of the scoring-till one of the teams have 8 points. One score-counts 1 point.</p> <p>Encourage them to communicate within the team.</p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Communication in the team, passing-dribbling, good communication on the court.</li> <li>• Responsibility and leadership in the team-who to shoot, who to be dribbling.</li> </ul>

Have a look into the [Reflection Guidelines!](#)

	<p><b>Reflection (10 min)</b></p> <ul style="list-style-type: none"> <li>- Welcome the participants back from the session activities and sit them in a preferable position.</li> <li>- Ask whether the session was good or not and which part of the session was most interesting or fun and which was not.</li> <li>- Ask for the topic of the session to see whether they understood the message of the session.</li> </ul> <p><b>Example Questions:</b></p> <ul style="list-style-type: none"> <li>- How did you like the session?</li> <li>- How did you like the game at the end?</li> <li>- What was more interesting, the teamwork and win, or the good energy, changing all the time of being in the game or out of the game?</li> <li>- How was it for the teams being on the court most of the time? What do you think were your strengths?</li> <li>- How was it for the teams that were not on the court for so long? What do you think could you improve the next time?</li> </ul>
--	---

<sup>3</sup> [giz2016-s4da-manual-basketball4life-namibia.pdf \(sport-for-development.com\)](#)

## S4D Training sequence: Communication

	<ul style="list-style-type: none"> <li>- How was the communication within your team in the last game? How was the communication in the group through the whole session?</li> <li>- Can you think of aspects of communication that worked well, or that did not work well? How could you improve the next time?</li> <li>- Which learning do you take away from this session, that you will apply into your daily life?</li> </ul> <p>So, explanation is that when you have a good communication, good performing the exercises, everything is easy. You can be better performer if you are responsible for improving better every skill, so the responsibility is in every minute, every time on the training and the communication is so important to be in good vibes with the teammates and make a win. In general, the communication helps you to better do everything, be in a good relations with teammates here, but in the neighborhood, at home, in class in the classroom etc.</p> <p>So, today we improve better communication in the team and learned how important is to be responsible. And the next session, you will have better scores, but the most important is to be better persons in life.</p>
--	--

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

### 2. S4D session: Communication for teamwork/ non-verbal communication

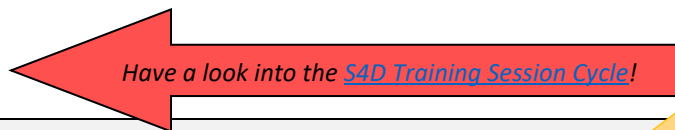
<b>Duration of the session</b>	60 min
<b>Life Competences/skills:</b>	<ul style="list-style-type: none"> <li>• children and youth are able to learn how to communicate in groups</li> <li>• children and youth are able to communicate into the team follow the team rules and goals</li> <li>• children are able to understand, read the body language, the non –verbal communication</li> </ul>

### Theoretical background information

Every day we communicate with our family, friends, colleagues and even strangers, but only a small percentage of what we communicate during each of these conversations is verbal. Research shows that the vast majority of what we convey through our interactions with others is innate and instinctual, known as nonverbal communication. Nonverbal behavior like body movements and posture, facial expressions, eye contact, hand gestures and tone of voice all contribute to how we communicate and understand each other. When we talk about sports, working together in sports means expressing yourself in non-verbal cues for team plays and sharing winning ideas with your teammates. Moral behavior is acquired through social interaction that occurs through sport and physical activity conducted in a collective. Sport has a positive impact on character-building in an individual, and especially in the team sports the main focus is on the communication, teamwork values, because of the importance to be always in good collaboration with the teammates. And for good team performance, the non-verbal communication, good understanding of the body language is also a skill that every person needs to possess.

### Practical Session

#### Introduction



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

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

#### Warm up

#### Game 1: Number Play

<b>Duration</b>	15 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>• papers with written numbers are spread on the court</li> <li>• the number of papers is half from player number</li> <li>• first- the field is limited with cones</li> <li>• later, they perform at the whole field</li> </ul>
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- 9-10 paper leaves- written with numbers</li> <li>- Whistle</li> <li>- 4 cones</li> </ul>
<b>Activity &amp; Description</b>	<p>There are a papers with numbers on it, 1, 2, 3...and the coach explains which number what exercise is (ex. 1 is squat, 2-jump up, 3-jump forward)</p> <p>Coach divides players in pairs and they run slowly (side by side- the pairs) through all the court. On a whistle, they stand to the nearest paper – the two players from each pair on one paper.</p> <p>1. They stand face to face- and the one who reads the paper say loud the number, so they perform the exercise. This is for 6-7 minutes.</p> <p>Variation 1: Coach changes the exercises – duck walk, opposite hand-leg touch, plank.</p>



## S4D Training sequence: Communication

	<p>Variation 2: Speed-running through the court</p> <p>Variation 3: When they stand in pairs-face to face, one reads the number, not telling it- the other need to follow the body-language and moves and perform the same exercise.</p>
<b>Learning Objective</b>	<ul style="list-style-type: none"> <li>• With the task to one of players reading the number of the paper-other listening and two of them performing same exercise, the players learn to communicate, saying loud and clear the words-directions, and, learn to listen correctly.</li> <li>• They learn to do the correct moves-tasks, but not by themselves, but in pairs (in team).</li> <li>• Following the body expression without telling the task, players learn to read the non-verbal communication.</li> </ul>

### Main Phase

<b>Duration</b>	30 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Players are divided in 4 columns (4-5 players in each)</li> <li>• Columns are set in square position –at distance of 7-8 meters</li> </ul>
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- 4 cons</li> <li>- 2 basketballs</li> </ul>
<b>Activity &amp; Description</b>	<p>In 4 columns – located in a square position, they make passes-chest pass. The one who pass the ball and all players in general need to be focused and watch the opponent in eyes to expect the moment of passing the ball, without doing a mistake. They are not allowed to talk, need to be concentrated all the time.</p> <ol style="list-style-type: none"> <li>1.The player who passes goes back at the end of his column</li> <li>2.The player who makes the pass go to the opposite column (follows the ball)- makes a fake pass to the first player at the opposite column where he throws the pass to show him that he'll do the pass, and the other need to be focused on his moves.</li> </ol> <p><b>Variation:</b></p> <ul style="list-style-type: none"> <li>• Making a bounce pass-going into the same column- doing a front pivot before the pass.</li> <li>• Overhead pass to the opposite column-going into the diagonal column- the catcher-makes step forward and back then in a position for receiving the ball, so the other do the pass.</li> <li>• Baseball pass-shoulder pass, passing to the right side (following the move of the ball)-the player who catches the ball rise up the hand for demarcation and then the other passes the ball. The other-is not allowed to pass if he don't do the demarcation.</li> </ul>
<b>Learning Objective</b>	<ul style="list-style-type: none"> <li>• The way of moving is always changing the direction-so the players learn how to listen the instructions.</li> <li>• The players learn through moving on different directions to follow the expression of the others body-language, non-verbal communicating all the time, because if somebody makes a mistake in the direction, the others will tell him (for sure)</li> </ul>
<b>Reflection</b>	Ask the participants...

## S4D Training sequence: Communication

- Were there any mistakes or miss-matches? If they yes, what was the problem?
- Was it difficult to perform the drill without being allowed to verbally communicate with each other?
- What do you think is better for you for this game, communicating with words, or without talking, with non-verbal communication?
- Do you have the feeling you had to concentrate more, to pass correctly and receive a pass?

Maybe because they were not allowed to speak. Take opinion from 2-3 players, what they think- how it will be better, communicating with words, or without talking, with non-verbal communication? How they communicated on the training, was easy if they followed the rules, the tasks?

Then, conclusion, that the non-verbal communication and body expressions are inseparable part of sport performance, on the trainings and in the official games.

So, they had a good chance to improve a little bit this kind of communication, because its important also as the verbal communication not only in sport, but in life as an important life skill is needed and crucial, for better living, working...

## Cool Down

### Game: Guess the move

<b>Duration</b>	15 min
<b>Setting</b>	They play in circle, round the center.
<b>Material, Equipment</b>	-
<b>Activity &amp; Description</b>	<p>The players are in circle, coach asks some of them to guess and he goes out of the circle for a minute.</p> <p>In meanwhile, the others peak one of them or he is a volunteer, to show the move of some animal, or to do pantomime- imitating the main moves of some job, profession or animal. The others do the same moves.</p> <p>The first one that was out of the circle, is going in the middle, observing the moves an have 2 chances to guess what the move means-to guess the correct answer.</p> <p>The game repeats 7-8 times.</p> <p>Variations:</p> <ul style="list-style-type: none"> <li>• The player showing the moves and the whole team is not allowed to do voice expression.</li> <li>• The team can do the voice expressions and moves.</li> <li>• The player-volunteer is showing one exercise-ex.hands-shoulders touch, than changing the stretching exercises, all the players follow the moves, follow him, performing correctly as a team, and the one in middle, needs to guess who is the leader. 2 chances to guess, if not, he is guessing again, but after changing the leader. Game finishes after 12 players show the stretching exercises</li> </ul>
<b>Learning Objective</b>	<ul style="list-style-type: none"> <li>• Communication is well expressed when the one who chose the moves, the others are following, and simultaneously working together as a team.</li> <li>• Non-verbal communication is very good expressed when observing and guessing the right answer.</li> <li>• The team communication and teamwork are accented in the part with coordinative moving versus the one who is guessing the leader showing the exercise, but also the non-verbal communication.</li> </ul>
<b>Reflection</b>	<p>Ask your participants...</p> <ul style="list-style-type: none"> <li>• How was the game?</li> <li>• Was it easy to guess the moves-animal/profession? If not, why was it difficult?</li> <li>• Was it easier with pantomime or with using voices?</li> <li>• The one who was guessing, was it easy to read the body expressions?</li> <li>• And how was it when guessing the volunteer-leader showing the exercise? Was it difficult and why? Was it because of the good teamwork and communication into the team?</li> </ul>



### Reflection (10 min)

- Welcome the participants back from the session activities and sit them in a preferable position.
- Ask whether the session was good or not and which part of the session was most interesting or fun and which was not.
- Ask for the topic of the session to see whether they understood the message of the session.

### Example Questions:

- How did you like the session?
- What was the main topic of the session?
- Why do you think non-verbal communication is important on the pitch, but also off the pitch?
- Which non-verbal signals do you know or can you think of that you experience in your daily life?
- What can non-verbal communication tell you, what normal communication can't tell you sometimes? For example, if someone is sad, etc.?
- How can we improve our non-verbal communication to be more understanding and helpful towards others?

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

In the circle in the middle of the court, after finishing the game, coach asks how was the game? Was it easy to guess the moves/animal/profession? Why? If it was difficult? Was it easier with pantomime or with using voices? The one who was guessing, is it easy to read the body expressions? And how was it when guessing the volunteer-leader showing the exercise? Was it difficult and why? Was it because of the good teamwork and communication into the team? Asking the team members-how was the non-verbal communication? Explaining them that this kind of communication will be important in future, for a good collaboration into the team, but also in life: at school, at friend communication, in the personal developing as a person and professionals.

### 3. S4D session: Communication – positive and motivational communication


Duration of the session	60 min
Life Competences/skills:	<ul style="list-style-type: none"> <li>• Players/children will be able to do positive communication with smile and approving</li> <li>• Children and youth are able to communicate with compliments and affirmative words</li> <li>• Children will motivate each other to perform better</li> </ul>

#### Theoretical background information

Communication skills are abilities you use when giving and receiving different kinds of information. While these skills may be a regular part of your day-to-day work life, communicating in a clear, effective and efficient way is an extremely special and useful skill. Learning from great communicators around you and actively practicing ways to improve your communications over time will certainly support your efforts to achieve various personal and professional goals. Always the way of positive and motivational communication is precious, and everyone will appreciate it. In sports, concrete- team sports, it is very important to have a positive way of communication for doing well the games and achieve the goals- win.

#### Practical Session

##### Introduction



**Welcome and Introduction (5 min)**

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

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

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

## S4D Training sequence: Communication

### Warm up:

#### Hug and save

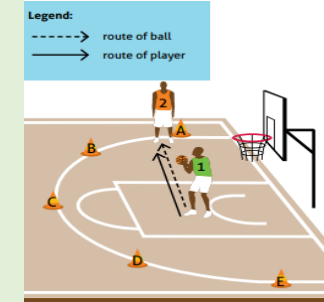
<b>Duration</b>	15 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>the field is square- half of court</li> <li>whole court included</li> </ul>
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>8 cones</li> <li>markers</li> </ul>
<b>Activity &amp; Description</b>	<p>Players are spread in the area marked with cones. One of them is chasing, and the others are running away. The one who is chasing with a finger-touch can freeze the caught person, so he or she can't move further. Others, whoever, can save the freezed person with a hug.</p> <p>Variations:</p> <ul style="list-style-type: none"> <li>The freezed person can be saved by smile from a person that needs to stay in front of him and smile as in a mirror.</li> <li>The freezed person can be saved if two players caught with hands-hug him in middle of hug.</li> <li>There can be introduced more chasing players: 2, than 3, so the play is faster.</li> <li>Divide the team in two groups with markers, they can chase –save each other, so they will have a winning and losing team.</li> </ul> <p>Game finishes when there is no way (little number of persons to save the others- or on time after 10-12 minutes).</p>
<b>Learning Objective</b>	<ul style="list-style-type: none"> <li>Players learn to communicate with a positive attitude when they hug the others.</li> <li>They learn to be always positive- saving the players with a smile, also, watching him in eyes, like in mirror, also learn to communicate, non-verbal, but affirmative, positive.</li> <li>They learn empathy, when they need to help others to run again after they save him or hear.</li> <li>In the last variation they learn to communicate with others for a same goal- to save their teammates.</li> </ul>
<b>Reflection</b>	<p>Ask your participants...</p> <ul style="list-style-type: none"> <li>How did you feel as the person who was chasing the others?</li> <li>How did you feel when you were frozen?</li> <li>How was the feeling when you were saved with a smile or a hug?</li> <li>Can you think of situations in your daily life where you feel like you are “frozen” because someone said something bad to you or when you were not supported? What helps you in those moments and how can we as a group try to prevent that things like this happen?</li> </ul>

## S4D Training sequence: Communication

	<p>Coach ask players how do they feel, the ones who were chasing? How did they feel when they were frozen? How is the feeling to be saved(with a smile/hug)? Then, coach tells them that in everyday living there are a lot of situations when someone can freeze you for a moment, when tells you bad words, or when not support you, or insult you. So, like at the game, they need to find a way always communicate with positive words or facial –emotional expressions.</p>
--	--

### Main Phase<sup>4</sup>

<b>Duration</b>	30 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Players are divided in 2 groups, at the 2 sides of the court</li> <li>• One player starts at the line 6.75 and the others are at the base line</li> </ul>
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- 5 cons</li> <li>- 2 basketballs</li> </ul>
<b>Activity &amp; Description</b>	<p>Players are divided in two groups, each at the one half of the court, and one (player 1) is at the line for 3-pts, and another under the hoop (behind the base line)</p> <ol style="list-style-type: none"> <li>1. Player 1 makes a good chest pass to player.</li> <li>2. When he pass the ball, need to smile and say “get that shoot“.</li> <li>3. Player 1 follows the pass and closes-out on player 2, but does not try to block the shot or simply fly by the shooter.</li> <li>4. 2 takes the shot (no dribbling) and follows it for the rebound. Now player 2 passes back out to player 1 (who is at position A) and closes-out on 1, who is now the shooter.</li> </ol> <p><b>Variation 1:</b></p> <ul style="list-style-type: none"> <li>• After both players have shot from position A, they move next to position B, and on around the circle and then back around again (E-&gt;D-&gt;C-&gt;B-&gt;A). But, then can come out another players from the column and do the same. When the player scores, all the team cheers his name ( ex. Mike, Mike, Mike!)</li> </ul>



<sup>4</sup> [giz2016-s4da-manual-basketball4life-namibia.pdf](http://giz2016-s4da-manual-basketball4life-namibia.pdf) (sport-for-development.com), page.64

## S4D Training sequence: Communication


	<ul style="list-style-type: none"> <li>• With the same game, we will now add a player in on position 'B' to close the ball down when it's moving from player 1. This will put more pressure on player 2 to move quickly to receive the ball, but more importantly get the shot off quickly against opposition.</li> </ul> <p><b>Variation 2:</b></p> <ul style="list-style-type: none"> <li>• After both players have shot from position A, they move next to position B, and on around the circle and then back around again (E-&gt;D-&gt;C-&gt;B-&gt;A). Once this has happened, change the angle of which the defender is pressuring the shooter from.</li> <li>• The both teams-on the both sides of court can compete- till one team make 10 shoots.</li> </ul> <p>Encourage the players to always have a positive attitude, smile and be friendly. Encourage them to cheer and to motivate the ones who is making a shoot.</p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• With the smile while passing the ball, players learn to be friendly, with positive communication.</li> <li>• The loud saying "get that shoot" they are practicing the communication skills for improving positive way of communication, affirmative, motivational.</li> <li>• The players are supporting others, so it's a positive communication.</li> </ul>
<b>Reflection</b>	<p>Ask the participants...</p> <ul style="list-style-type: none"> <li>• Did you feel encouraged? What's the main reason?</li> <li>• What kind of energy can you feel right now?</li> <li>• How did you create this positive energy?</li> <li>• How can you create positive energy in your daily lives? How could you for example communicate with each other in a positive, encouraging way?</li> </ul> <p>Ask what kind of energy is present into the gym? Then, he explains that the phrase "get that shoot" expressed by the ones who passed the ball in the exercise, the cheering from the teammates, the smiles, all of that contributes to the very positive and motivational atmosphere in the class. That's why the way of positive communication is needed, to better,easier and successful fulfill the tasks. As at the training, same in life.</p>



### Cool Down

<b>Duration</b>	10 min
<b>Setting</b>	They play in circle, at half of the court, round the center
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- Paper-markers (stick papers)</li> <li>- Pen's</li> </ul>
<b>Activity &amp; Description</b>	<p>On the center, coach give players papers and pens, so they have to write down 2 words with positive meaning, two with negative. After that, they run in circle, clockwise...than opposite....than doing some stretching exercises...after that running in circle with performing jumping high, then other exercises..after that randome running in circle, and they need to put on the back of other players sticker-papers.</p> <p>After 7-8 minutes, all of them sit down in circle doing the stretching.</p> <p>In same time, they read all the words on papers and discuss about them.</p>
<b>Learning Objective</b>	<ul style="list-style-type: none"> <li>• Players learn that they can't always have only good words-good situations.</li> <li>• They learn that is not very good to hear negative things, it's always demotivating.</li> </ul>





**Reflection (10 min)**

- Welcome the participants back from the session activities and sit them in a preferable position.
- Ask whether the session was good or not and which part of the session was most interesting or fun and which was not.
- Ask for the topic of the session to see whether they understood the message of the session.

**Example Questions:**

- Is there someone who mostly has positive words? How does that feel?
- What would you say how someone would feel with mostly negative words? Why would the person feel this way?
- How can positive communication encourage us? How does it make us feel if we get authentic compliments?
- Would you say you feel more comfortable in performing when someone encourages you with positive words?
- How can we encourage each other better during our sports sessions, but also in our daily lives?
- Why do you think positive communication is important?

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

## S4D Training sequence: Communication

	<p>When the stretching is finished, they are still in circle and with the words on papers in front of them. Coach asks some of them if anyone had only negative words? How does he/she feel like? If someone has only positive words, how does they feel? Then, how is the feeling to hear negative versus positive, affirmative things, to see somebody smiling? That's the point of the whole training session, at the end, to show the power and importance of the positive communication, which can cause only positive emotions, empathy, solidarity, motivation, vs. the negative one.</p> <ul style="list-style-type: none"> <li>- So, the main thing that should be pointed is to learn to be always with a smile, positive and have an open hug if someone needs. But for good teamwork and good communication into the team, all the players need to be with high positive thoughts and emotions- a key for success.</li> </ul>
--	---

#### 4. S4D session: Communication with authorities/ coach

Duration of the session	60 min
Life Competences/skills:	<ul style="list-style-type: none"> <li>• Athletes will improve the good communication with the coach.</li> <li>• Players will learn to understand the verbal and non-verbal signs of communication with authority.</li> <li>• Coach/athletes will gain a trust and confidence at each other.</li> </ul>

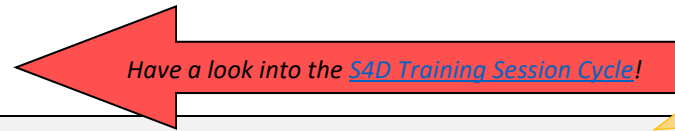
#### Theoretical background information

Effective communication is essential in all aspects of life and just as important to be a successful coach or athlete. Coaches must be able to communicate with athletes, other coaches, parents, the public and administrators by sending clear and understandable messages, but also with listening to and understanding. And the communication on the athletes with coaches often is an expression of what they have learned from the coaching. Coaches gain their athletes' trust and respect through the engagement that makes them better athletes and people. In that two-direction communication it is important to listen, gain trust, respect etc.

Communication problems arise if a coach assumes athletes are not interpreting a message exactly as the coach intended. Thus, effective communicators focus not only on the message content but also on how a message might be interpreted by-and might affect-the receiver. The actions as a coach speak much louder than the words. Through posture, facial expressions, body language, gestures and tone, players and coaches send each other unspoken cues. It is important that players learn to say what they mean and mean what they say.

### Practical Session

#### Introduction



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

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

#### Warm up

#### Game: Net for Life

<b>Duration</b>	10-12 min
<b>Setting</b>	A circle near the center
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- 1 basketball</li> <li>- 1 ball of wool</li> </ul>
<b>Activity &amp; Description</b>	<p>In a circle, mixed- boys and girls, players are all round, one of them in the middle, showing a warm-up exercise, after he finishes, he passes the basketball to another player, and ask him a question about the problem that the coach told. They repeat the same-exercising, passing the ball to the next player and giving a quiz questions and answers-solutions into the team for solving the problem.</p> <p>-All the time they have doubt, they ask the coach for an extra details for the "girl in the role"(ex. is she an orphan? Does she have an equipment for training? Are they having a family problems....) He is answering the questions for a better guide.</p> <p>Variation: Coach exclude the ball and introduce a ball of wool, and now, all the participants are in a circle, The one who have the ball of wool give a solution for the problem solving, then he throws it to the one who wants to share his opinion but still holding the wool</p> <p>- so they repeat it till they have the best option for resolving the problem.</p> <p>The wool network is showing which player had spoken the most, so he is a leader and together with the group he explains the solution to the coach.</p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Players learn to communicate within the group, but for a task given from the authority-coach.</li> </ul>

## S4D Training sequence: Communication

	<ul style="list-style-type: none"> <li>• Players learn to be open with asking the coach questions and asking for information.</li> <li>• Players learn to summarize and make a conclusion (based on a high communication).</li> <li>• Players learn to listen and respect others meaning (so the meaning of the teammates and of the coach).</li> <li>• Players learn to express the own opinion based on wider consultation.</li> </ul>
<b>Reflection</b>	<p>Ask your participants...</p> <p>Coach comes to the circle, listening the solution of the players and ask them how did they made it? Does everybody contribute to the conversation? Who was asking most questions to the coach? Why others didn't asked for an extra detail, why some of them (watching the net of wool- didn't have a contact-communication with the team?) Coach explains that when authority give them a task, they need to be focused, communicate, ask, consulate materials, search for information, ask the coach-teacher, authority –for a help, however, to do the task better and precise.</p> <p>So, this game shows how important is to ask/answer, bring information, search for information, what can mean that often the information are into the more experience persons, so, it's very important to communicate with all of them, to have a god clue.</p>

### Main Phase

<b>Duration</b>	30 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Players are divided in 2 groups, two columns at the left-right side of court (near the base-line)</li> <li>• start from column 1. The first player first, then the first one from the column 2. And so on...</li> <li>• when in pairs-the ball is at the line-they sprint one from each column ...to the end of court than near the outline, they come back to the own column</li> </ul>
<b>Material, Equipment</b>	<ul style="list-style-type: none"> <li>- 2 cons</li> <li>- 4 basketballs</li> </ul>
<b>Activity &amp; Description</b>	<p>Players are divided in two columns, from two sides of the hoop-left/right.</p> <p>Coach has the basketball in his hands and on his sign (whistle), players, first from a column from the right side, then, second- left side, and so on...takes the ball and makes a sprint dribble with right hand, then point at the hoop with two-step.</p> <ul style="list-style-type: none"> <li>• Going alternately and doing the task depends on the side of the ball.</li> <li>• Coach gives them the basketball from left- they need to go on the same side to the hoop.</li> <li>• Give the ball left-player goes right on a two-step.</li> <li>• Handing the ballplayer need to go in the middle of the court performing floater.</li> </ul> <p><b>Variation 1:</b></p>

## S4D Training sequence: Communication

	<ul style="list-style-type: none"> <li>Coach throws the ball to the hoop-player sprint for the ball-then go to the opposite hoop, and follow the instructions (after going at the other half of court, coach give the instructions:             <ol style="list-style-type: none"> <li>ONE! - it's a right side two step</li> <li>TWO! – left side shoot</li> <li>THREE! - through middle- floater</li> </ol> </li> <li>* Coach puts the ball at the middle at the 6.75 line- players run in pairs- the faster possess the ball and they play One-on-One (performing two-step / floater / shoot)</li> <li>Game finishes when one of the columns have 10 points (every ball in the hoop is counted 1 point)</li> <li><b>Variation 2:</b> <ul style="list-style-type: none"> <li>Coach changes the stiles-types of pointing (floater/two step/shoot) in the game duration</li> </ul> </li> </ul>
<b>Learning Objective</b>	<ul style="list-style-type: none"> <li>Players learn to respect the directions and orders/tasks from the coach, for better improving the skills.</li> <li>Players learn to communicate with the coach in a non-verbal way when they follow the position of the ball.</li> <li>Players learn to follow the instructions of coach with concentration -when he tells: one, two, three- instead of side or a way of movement.</li> <li>Players learn to be on a same frequency with the team and the coach, performing fast and doing fast changes of the movements-skill-elements on the court.</li> </ul>
<b>Reflection</b>	<p>Ask the participants...</p> <ul style="list-style-type: none"> <li>What did you feel more comfortable with, when the coach told you to perform or when you could choose for yourself? Why do you think did you feel more comfortable with the latter option?</li> <li>When do you think it is important to listen to your coach or an authority and when do you think it is important to make your own decisions?</li> </ul>

### Cool Down

Game: Follow me

<b>Duration</b>	10-12 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>The players are spread at the 2/3 of the court</li> <li>in lines, 4-5 players at a baseline, with distance of 1,5 meter, 4-5 players at free throws line, another at the center and one line-4-5 players at free throws.</li> <li>The coach is under the hoop-in front of all the players.</li> </ul>
<b>Material, Equipment</b>	- 20 cones (or no cones at all/the lines of the court can be used)
<b>Activity &amp; Description</b>	<p><b>1. Follow me</b>            Players stand in stance, doing a step (little moves on foot fingers), and on a movement and showing with a hand from the coach-all of them repeat the side movement in the direction that coach gives.</p> <p><b>Variation:</b></p> <ul style="list-style-type: none"> <li>Coach goes and shows- left-right side moves, without a ball...forward-backward</li> <li>Step all the time, coach shows high jump, then left jump- jump forward, round jump (360).</li> </ul> <p><b>2. Mirror</b>            Players are in pairs-face to face and one column is a face-another-mirror. They need to imitate the others moves, and the coach gives the "role" of faces ex. Angry, winning, sad, furious, scary, indifferent..            After 3-4 minutes, they change the role- "mirrors" are now faces and faces-mirrors. They try to imitate emotions-attitude: crying, satisfying, hurry, lazy...</p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>The players learn how to express and read different emotions sensitizing them to the different emotions that they themselves and their teammates can feel and experience.</li> <li>Players develop an awareness of different emotions and learn that each emotion is important because it allows us to express how we feel about something.</li> </ul>

## S4D Training sequence: Communication

**Reflection (10 min)**

- Welcome the participants back from the session activities and sit them in a preferable position.
- Ask whether the session was good or not and which part of the session was most interesting or fun and which was not.
- Ask for the topic of the session to see whether they understood the message of the session.

**Example Questions:**

- Which exercise did you like most in this session?
- How did you feel when acting out the different emotions, was it easy or hard for you? In your daily life, do you feel comfortable with sharing your emotions with others or do you struggle with telling or showing other people what you feel? Do you have ideas about what could help in those situations?
- When looking back at the four sessions, what are your main takeaways?
- Have you learned something that you can also apply in your daily life?
- For example, how could you create more positive communication between you and the person you are talking to? Are there specific strategies, words or gestures you can think of? Also, when you think about sharing emotions.
- How can you create an atmosphere in your team and with your coach where everyone feels comfortable talking about things that are important to them? And how could this also help you in your surrounding at home or in your class?

Have a look into the [Reflection Guidelines!](#)

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