

Sport For Development and Gender Equity

Sports Facilitators' Manual



Volleyball

Basketball

Netball

Commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH began work in 2014 through the **'Sport for Development in Africa' (S4DA) Regional Project** to establish sport as a means of achieving development objectives in selected African countries. S4DA aims to create access for children and young persons to development opportunities through sport, with a strong emphasis on promoting gender equality and fostering inclusive participation.

The project focuses on improving access to infrastructure and the sustainable implementation of sports tailored to local contexts. In collaboration with local partners, S4DA has integrated **gender-sensitive approaches** to ensure equitable access to sports for both women and men, girls and boys, to address systemic barriers and promote empowerment through sports.

As of 2024, S4DA is implemented in Kenya, Senegal and Tanzania (Zanzibar) while supporting activities in other selected African countries.

This manual has been developed through close collaboration between **S4DA** and its **partners in Zanzibar**, ensuring it addresses local needs and priorities, particularly regarding gender equality in sports. It is a practical tool aiming to equip sports facilitators with the skills and knowledge necessary to create safe, inclusive, and empowering environments for all participants, particularly women and girls.

The following institutions and individuals played a vital role in developing this manual, contributing their expertise to the content:

Department of Sports (Ministry of Information, Youth, Culture and Sports), Zanzibar

Division of Gender (Ministry of Community Development, Gender, Elderly and Children), Zanzibar

Department of Culture and Sports (Ministry of Education and Vocational Training), Zanzibar

Zanzibar National Sports Council

Zanzibar Basketball Federation

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Foreword

Sport has the capacity to break down social barriers, foster community spirit and empower individuals. In light of this, the Revolutionary Government of Zanzibar has made it a priority to integrate gender equality into our sports policies, programmes and practices.

I am delighted to present the Sport for Development and Gender Equality Manual for Volleyball, Netball, and Basketball. The creation of this manual is evidence of our commitment to ensuring that sport is an inclusive space where everyone, regardless of gender, can thrive. This manual will assist federations and organisations in integrating S4D concepts, fostering a culture of inclusivity, and leveraging sports as a vehicle for social change. It sets out strategies for increasing participation among women and girls, promoting their leadership in sports, and creating safe environments free from gender-based violence and discrimination.

It is our aspiration that sports federations and coaches throughout Zanzibar will proactively use this manual to effect transformative changes to their programmes and policies. Our objective is to establish a sporting environment that values and respects the contributions of women and girls, ensuring they have equal opportunities to participate, lead, and excel in sports.

I would like to express my sincerest gratitude to all the stakeholders who contributed to the development of this manual, including the Ministry of Information, Youth, Culture, and Sports (MIYCS), the Ministry of Community Development, Gender, Elderly, and Children (MoCDGEC), the Ministry of Education and Vocational Training (MoEVT), sports federations, and our invaluable partner, GIZ Sport for Development in Africa (S4DA). Your collaboration and dedication have been instrumental in bringing this vision to fruition.

Together, let us commit to using this manual to drive forward the agenda of gender equality in sports. By championing inclusivity and equity, we can create a brighter, more just future for all the athletes of Zanzibar.



Mr. Said Kassim Marine
Executive Secretary,
Zanzibar National Sports Council

Introduction

We are pleased to present the **S4D and Gender Equity Manual**. This manual has been developed to provide guidance on the implementation of Sport for Development programmes in Zanzibar, with a particular focus on addressing gender issues in Zanzibar through the use of sport as a tool. This programme forms part of the Sport for Development in Africa Regional Project (S4DA).

Launched in 2014, the ‘Sport for Development in Africa’ (S4DA) Regional Project establishes sport as a tool for achieving development goals in selected African countries on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). Building on the great enthusiasm for sport in Africa, the German development cooperation and its African partners constructed grassroots sports grounds, trained multipliers, and advised organisations on fostering youth development through sport in over 15 African countries by June 2022. Since July 2022, it has focused on promoting gender equality, female entrepreneurship, and gender-transformative approaches, striving to change mindsets and behaviour patterns regarding the discrimination of women and girls.

The manual has been published to assist Volleyball, Basketball, and Netball coaches in applying the S4D approach to coaching and to address Gender issues and other forms of exclusion through sport. The overall objective is to bring about sustainable positive, inclusive, and holistic development in communities throughout Zanzibar.

Although the manual focuses on the three sports mentioned, the principles could easily be applied, and the practical sessions can also be adapted to other sports.

Overview of the manual

The primary purpose of the manual is to assist coaches in planning and facilitating effective **S4D and Gender Equity training sessions**.

Chapter 1 – Sport and Sports Development

Chapter 2 – Sport for Development (S4D)

Chapter 3 – Gender in Sport

Chapter 4 – Safeguarding in Sport

Chapter 5 – Sport for Development Coaching

Chapter 6 – Structure of S4D Session

Chapter 7 – Volleyball Activity Sessions

Chapter 8 – Netball Activity Sessions

Chapter 9 – Basketball Activity Sessions

Chapter 1

Sport and sports development

WHAT IS SPORT?

Different scholars have differently defined sport. At the heart of it, sport involves:

- **Physical and mental exertion.** While chess and e-sports are recognised as sports, they may involve minimal physical exertion.
- **Skill development.** This encompasses not only physical skills but also other skills, such as communication and leadership abilities.
- **Individual or team competition.** These competitions can be organised or spontaneous.
- **Social interaction and enjoyment.**
- **Healthy living.**
- **Entertainment for spectators.**

WHY IS SPORT A USEFUL TOOL FOR DEVELOPMENT?

It is essential that coaches and other sports leaders in Zanzibar have a clear understanding of the value of sport and are able to communicate this effectively. It is common for key decision-makers to undervalue the importance of sports. Consequently, only a small proportion of a country's budget is allocated to sport, with sectors such as education and healthcare receiving greater priority. It is the responsibility of coaches and leaders to demonstrate to stakeholders that investment in sport can contribute to the education of children and young people, as well as improvements in their health and wellbeing. The following additional points illustrate the value of sport as a development tool:

- ➔ **Physical Wellbeing:** Sport gets people moving, which improves health, builds strength and increases overall fitness.
- ➔ **Mental Wellbeing:** Participation in sport can also reduce stress, anxiety and depression, and increase self-esteem, resilience and confidence.
- ➔ **Life Skills:** Sport can teach valuable life skills such as communication, discipline, teamwork, perseverance and goal setting. Through your coaching sessions, players can learn to work towards common goals, deal with setbacks and push their limits.
- ➔ **Social Integration and Leadership:** Team sports such as volleyball, basketball and netball can promote social interaction and communication. They provide a sense of belonging and community, especially for young people or those who may feel isolated. Women and girls and people with disabilities often feel excluded and isolated. Sport can provide a way to include people.
- ➔ **Leadership:** Sustainable sport requires good leadership. Sport can also develop leadership skills as players learn to work together, develop strategies and motivate each other. Through sport, we can identify young people with leadership qualities and train, nurture and mentor them.

- ➔ **Education and Empowerment:** Young people can be educated through sports programmes. Sport (extra-curricular) can complement curricular activities. Participation in (in-class) sport can also empower individuals, especially girls and women, to challenge gender norms and stereotypes.
- ➔ **Peacebuilding and Social Change:** As will be discussed in more detail in the next section, sport can bring together people from diverse backgrounds, cultures and religions. Shared experiences on the field or court can help break down barriers and promote tolerance. Sport programmes can also address various social and economic issues such as conflict, poverty, gender inequality and discrimination.
- ➔ **Universal popularity:** Sports have the ability to transcend national, cultural, socio-economic and political boundaries. Implementing a sports programme effectively can be an enjoyable and beneficial experience for the players and communities involved.



This famous quote by the former President of South Africa, Nelson Mandela, best summarises the power of sport.

“ Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination.”

Watch the full speech here.

<https://youtu.be/y1-7w-bJCtY?si=4y465S748XeI5kdn>



- League and Tournament fees.
- Stipends for Coaches
- Travel to leagues and tournaments.

- **Human Resources**

- Sports Administrators
- Coaches
- Safeguarding Officers
- Team Managers
- Referees/Umpires
- Parents
- Sports personalities

- **Material Resources**

- Playing equipment.
- Training equipment, e.g. bibs, cones, agility ladders.
- Playing kits for players
- First Aid Kit
- Office supplies

Sports organisations need to have a PLAN to get the resources they need to sustain sport. Organisations cannot just rely on donors. These are some of the ways in which sports organisations can obtain resources.

- Form partnerships - with governmental international organisations, e.g. international volleyball, basketball and netball federations, NGOs, etc.
- Organise community fundraising events such as tournaments, festivals and talent shows
- Recruit paying members and try to get support from past members
- Encourage local businesses to donate equipment, kits or even products the organisation can sell
- Recruit and manage volunteers in a structured way to meet your staffing needs
- Tell your story - highlight the positive impact your organisation is having in addressing some of the critical social issues in Zanzibar. For example, this handbook focuses on gender equality, so if your organisation is successful in getting more women playing and leading sport, you need to share this success with others.

Remember, it all starts with a PLAN and a few willing volunteers to carry it out.

4 Quality coaching and skill development

The three focus sports in this manual must provide regular, quality coaching opportunities to help participants improve their skills and knowledge in basketball, netball and volleyball. Coaching programmes will range from beginner programmes to training for elite athletes. Typically, your players will progress through the sport development continuum as shown in the diagram below:

What do these levels mean?



Foundation

- Target beginners in your sport, mainly children but also adults
- Focus on basic skills and movement
- Focus on mass participation
- Focus on fun and enjoyment and avoid serious competition. More recreation than sport
- Focus on getting more women involved. Not only as players but also as coaches and leaders



Participation

- Basic sports-specific skills development, i.e. basketball, netball and volleyball
- Specialisation, regular training, and participation in basketball, netball, and volleyball
- Participants join a club and become part of a team and club
- Participation in league matches and tournaments



Performance

- Development of more advanced skills in basketball, netball, and volleyball
- Improving performance, technique and strategy in these sports
- Regular, quality training and coaching
- Improved equipment and facilities
- Participation in matches and tournaments at regional and district levels



Excellence

- Elite, high-performance level
- Players play at national and international competitions
- It involves highly specialised training and coaching
- More specialised equipment and facilities that meet international standards.
- Specialised sports science services, e.g. nutrition, sport psychology, visual skills
- Specialised medical treatment and injury prevention measures
- Limited numbers but high cost
- Elite players can be role models for women, children and youth

5 Creating pathways to success

For some, a career in sports may be the pathway to success as a player, coach or sports leader. An effective sports development programme will identify talent on and off the field and facilitate the progression of talented players, leaders and administrators to higher levels. This may involve linking them with other clubs, coaches, or training programmes to facilitate their full potential, even on an international level.

6 Social development

An effective sports development programme acknowledges the positive social impact of sport. This manual outlines the use of basketball, netball and volleyball as tools for addressing social issues in Zanzibar, including gender inequality, inclusivity and social integration. An effective sports development programme will impart valuable life skills such as teamwork and discipline.

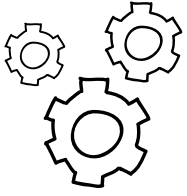
LEADERSHIP AND GOVERNANCE IN SPORT

Effective leadership and robust governance are critical for the success of any sports programme in Zanzibar. Effective leadership and management will ensure that:

- (i) Resources, including equipment and constructed facilities will be used effectively and maintained to the highest standards.
- (ii) The aforementioned programmes, including the sports development programme, gender equity initiatives, and S4D programmes will be implemented effectively, monitored, and evaluated.
- (iii) All financial transactions will be properly documented and accounted for.

While a comprehensive manual on leadership and governance could be written, this manual will only address a few critical elements.





Fundamental principles of good leadership and governance:

(i) Transparency and accountability

It is essential that financial records, decision-making processes and programme outcomes are transparent and accessible to stakeholders, particularly donors and sponsors. Those in leadership positions must be held accountable for their actions.

(ii) Inclusivity and participation

It is essential to ensure that a diverse range of voices and perspectives are represented in leadership positions and decision-making processes. This encompasses guaranteeing equal opportunities for women to assume leadership roles within sports organisations in Zanzibar.

(iii) Ethical conduct

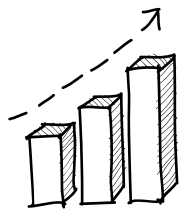
Leaders should uphold high ethical standards, promote fair play, prevent discrimination, and protect athletes from abuse. Sports leaders should lead by example.

(iv) Strategic planning and management

It is essential that sports organisations in Zanzibar, at all levels, from regional to district to club, are guided by clear goals, objectives and strategies. It is vital to have effective resource management and financial oversight in place.

(v) Monitoring and evaluation

Sports organisations should regularly reflect and assess the impact of their programmes to identify successes, challenges, and areas for improvement.



What are the benefits of good leadership and governance in sport?

(i) Increased effectiveness

Well-managed programmes are more likely to achieve their intended development goals, leading to positive outcomes for participants, especially girls and women.

(ii) Empowerment of women

Inclusive leadership structures create opportunities for women to develop leadership skills and advocate for their needs within the sports sector in Zanzibar.

(iii) Sustainability

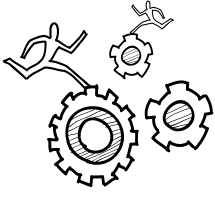
Strong governance practices foster trust with stakeholders, which leads to increased support and long-term programme sustainability.

(iv) Reduced risk

Transparent and ethical practices minimise the risk of misuse of resources, financial mismanagement, or exploitation of participants.

(v) Safeguarding

It is the responsibility of those in leadership roles to ensure that all participants in basketball, netball, and volleyball activities are able to do so in an environment free from all forms of harm, harassment, and abuse.



How can sports organisations in Zanzibar strengthen leadership and governance?

(i) Leadership training and capacity development

Provide training and development opportunities for leaders in sports organisations.

(ii) Collaboration and partnerships

Work with agencies such as the GIZ and government entities at the district, town, and municipal levels. Many of these stakeholders will have governance requirements that you must be adhered to in order to access support.

(iii) Community engagement

Involve the community in the design, decision-making, and monitoring processes of the programme to ensure that the programme is responsive to local needs and promotes gender equity.

(iv) Advocacy and awareness raising

Sports organisations must advocate for policies and initiatives that promote good governance and gender equality within the sports sector in Zanzibar.

Chapter 2

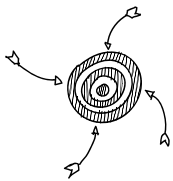
Sport for Development (S4D)

INTRODUCTION

In the previous chapter, we examined the development of basketball, netball and volleyball, including strategies for enhancing performance on and off the field, as well as leadership and governance structures within these sports. S4D has a broader scope than simply the playing field. The S4D approach aims to leverage the transformative power of sport to foster holistic personal development, address social challenges, and drive positive change.

WHAT IS SPORT FOR DEVELOPMENT?

S4D is a method of achieving specific development objectives through the intentional use of sport, physical activity, and play. In recent years, there has been an increase in conflict in various parts of the world. The S4D sector has expanded its remit to encompass the objective of peace, which is now a specific outcome of the S4D agenda. Consequently, you may also see a reference to Sport for Development and Peace (SDP) in many manuals.



What specific development objectives can be achieved through the use of basketball, netball, and volleyball?

- You can develop participants **HOLISTICALLY**.
- You can address societal issues in Zanzibar as described in the **SUSTAINABLE DEVELOPMENT GOALS**.
- You can promote **HUMAN RIGHTS** through sport.

WHAT IS HOLISTIC DEVELOPMENT?

Most sports programmes focus mainly on the physical dimension of development. This includes the improvement of:

- Flexibility
- Strength
- Endurance
- Coordination
- Reaction
- Balance

The S4D approach to sport is designed to develop the other dimensions of a person's overall development. These include:

The cognitive dimension – the mind thinks

Through sport, you can help your players to:

- Concentrate
- Reflect
- Anticipate
- Think logically
- Make the right decisions. The ability to make both quick decisions on the court and decisions with a medium to long-term impact is essential.
- Develop strategies and plans to deal with issues

The emotional dimension – the heart feels

Through sport, you can develop the ability of your players to:

- Deal with fear and frustration
- Deal with aggressive behaviour
- Deal with success and failure
- Deal with winning and losing
- Experience joy, fun and motivation
- Deal with pressure

The social dimension – people are interacting with each other

Through sport, you can help participants to:

- Build friendships
- Develop trust
- Show empathy, respect and tolerance towards others
- Reduce prejudice and build social cohesion
- Learn to collaborate with others and work in a team
- Resolve conflict
- Respect rules
- Be inclusive
- Learn about gender differences and respect women and girls

CAN WE ACHIEVE HOLISTIC DEVELOPMENT OBJECTIVES THROUGH BASKETBALL, NETBALL, AND VOLLEYBALL? OR SHOULD WE CONTINUE THE WAY WE HAVE?

SPORT AND THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)

The Sustainable Development Goals (SDGs) are a set of 17 goals developed and adopted by the United Nations (UN) in 2015. The UN has long recognised the vital role that sport can play in addressing the key challenges facing the world. A number of goals have been identified as offering the greatest potential for impact through the use of sport. As you review these goals, ask yourself, whether

- they are relevant to Zanzibar?
- basketball, netball, and volleyball can play a role in addressing these goals?

1 NO
POVERTY



Goal 1.

End poverty in all its forms everywhere

Sporting events represent an effective means of generating funds for poverty alleviation initiatives. Furthermore, sport can facilitate the creation of employment opportunities, including part-time roles. Careers in sports, including coaching, management, and professional play, can provide women and girls with financial independence and economic empowerment.

2 ZERO
HUNGER



Goal 2.

End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

It is part of your duty of care as a sports person to address any situation where some players have not eaten a proper meal. Your organisation may request financial or in-kind assistance from local businesses to support vulnerable communities.

3 GOOD HEALTH
AND WELL-BEING



Goal 3.

Ensure healthy lives and promote well-being for all at all ages

Regular participation in sports has been proven to improve both physical health and mental well-being, thereby contributing to an enhanced quality of life. Participation in basketball, netball and volleyball can help to reduce the risk of developing heart disease, stroke, diabetes and other illnesses. Furthermore, sport provides an effective platform for disseminating information about healthy living, nutrition, and the advantages of physical activity.

4 QUALITY
EDUCATION



Goal 4.

Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

The right to education and equal rights of women and girls in education are the basis of this goal. Sport provides an ideal platform for further education and the transfer of life skills to participants, equipping them with valuable abilities that can be applied beyond the

school environment, including in the workplace. Furthermore, sport can enhance academic performance, school attendance and achievement, thereby improving learning outcomes in school. Furthermore, sport can be used as a tool for developing leadership abilities and improving concentration and focus.

5 GENDER EQUALITY



Goal 5.

Achieve gender equality and empower all women and girls

This is, of course, one of the key objectives of this manual. Sport can be used in many ways to achieve gender equality. Please find below a few examples. Can you think of more?

- (i) Sport can be a powerful platform for advocacy and awareness raising for gender equality. It can contribute to abolishing all forms of discrimination against women and girls.
- (ii) In Zanzibar, culturally discriminatory norms may result in the exclusion of women and girls from participation in sports. Your sports organisations can play an instrumental role in raising awareness and educating communities about the value of sport for women and girls.
- (iii) Effective and consistent implementation of the sessions in this manual, coupled with a consistent and ongoing messaging strategy around gender equality, can drive positive shifts in gender norms in Zanzibar and promote gender equality.
- (iv) The sessions will enable women and girls to enhance their self-esteem, gain confidence and develop leadership skills. The programme will equip participants with the knowledge and skills to make informed decisions about their health and to take action in the event of harm, harassment or abuse.
- (v) Implementing inclusive sports programmes, such as those outlined in this manual, can foster respect and equality among all participants, thereby ensuring a safe and supportive environment for all those involved in sports.
- (vi) Men and boys also have a key part to play in achieving gender equality. The programme offers an effective platform for engaging men and boys, facilitating the promotion of improved gender relations and cooperation.

11 SUSTAINABLE CITIES AND COMMUNITIES



Goal 11.

Make cities and human settlements inclusive, safe, resilient and sustainable.

- (i) You can effectively celebrate and value diversity by implementing these sessions. You can promote understanding and address various forms of discrimination.
- (ii) The implementation of basketball, netball, and volleyball initiatives can facilitate the participation of individuals with disabilities in sporting activities, empowering them to assume leadership roles and enhance their overall well-being.
- (iii) Sport can, therefore, be an effective means of including all individuals, regardless of age, sex, race, ethnicity, origin, sexual orientation, gender identity, religion or economic or other status.

SPORT AND HUMAN RIGHTS

Human rights are fundamental rights and freedoms that apply to all individuals from the moment of birth until death. These rights are intrinsic to our nature as human beings and apply universally, irrespective of nationality, belief or background.

On December 10, 1948, the UN adopted the Universal Declaration of Human Rights (UDHR).

<https://www.un.org/sites/un2.un.org/files/2021/03/udhr.pdf>



The main objective of the UDHR is to establish a common standard of achievement for all people and nations regarding human rights.

Here are some examples of Human Rights.

- **Right to life:** This is the most fundamental right and includes the right to security of a person.
- **Right to freedom from torture and cruel, inhuman or degrading treatment:** This includes physical and mental well-being.
- **Right to freedom of expression:** This includes the right to hold opinions and to receive and impart information without interference.
- **Right to education:** Everyone has the right to education.
- **Right to work and fair working conditions:** This includes the right to safe and fair working conditions and the right to form or join a trade union.

Sport can be a powerful tool to promote human rights principles like equality, inclusion and fair play. Article Two of the UDHR is an anti-discrimination clause that covers a number of factors, including race, gender, disability, sexual orientation and socio-economic background.

It is the responsibility of S4D coaches to use these sessions to promote awareness of human rights.

CHAPTER 3

Gender in sports

INTRODUCTION

Sport has the potential to enhance the lives of individuals and communities, providing a source of motivation, inspiration and empowerment. Zanzibar boasts a thriving sports culture, offering a multitude of advantages for health, social integration and personal growth. However, for many women and girls in Zanzibar, participation in sports is constrained by a number of barriers. This chapter examines the principal gender-related issues in Zanzibari sports, analysing the obstacles and possibilities for establishing a more level playing field.

OBSTACLES, BARRIERS AND SOLUTIONS

In July 2023, a **“Rapid assessment of the situation of gender in sport in Zanzibar – (Unguja & Pemba)”** was conducted. One of the primary objectives of this study was to assess the gender situation in sports in Zanzibar. The study classified the issues pertaining to gender in sport into four quadrants, namely:

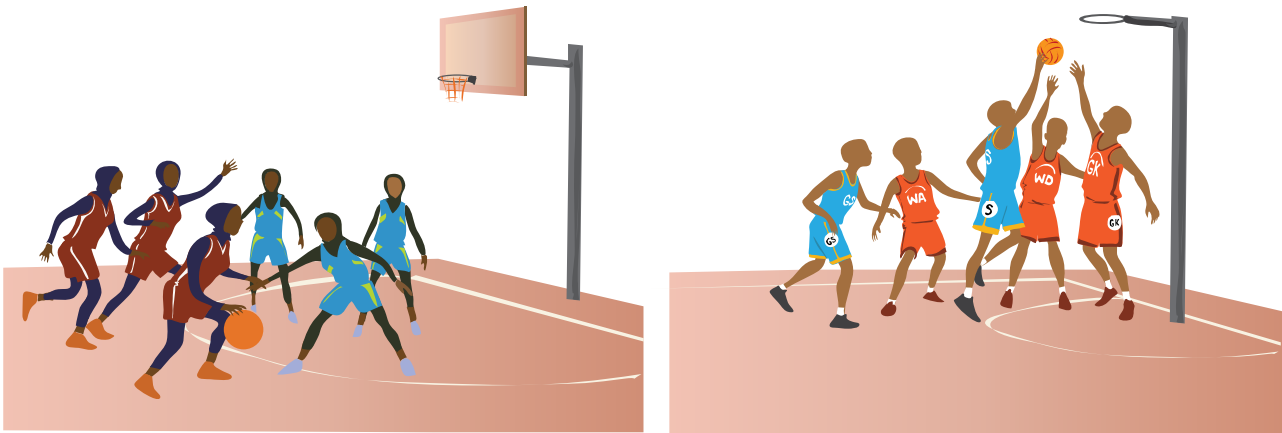
- 1. The Individual**
- 2. Power in relationships**
- 3. Culture (social beliefs, values and norms)**
- 4. Structures, systems and processes.**

Please find below a summary of the essential findings and a few suggested actions for leaders, administrators, and coaches in basketball, netball, and volleyball. It is not feasible to address all of the obstacles immediately. Nevertheless, we can make incremental changes to attitudes and perceptions over time through ongoing initiatives such as this and regular educational and awareness programmes. In each section, we will propose a few actions for your consideration. This is intended as a general guide only. As you implement the suggested actions, you may wish to consider additional measures or ideas that may emerge from participants in your programmes.

1 The individual domain

- In the eyes of the community, there are numerous stereotypes regarding sport. Many believe that certain sports are more suited to one gender than another. For instance, netball is often considered a sport for girls, while football is viewed as a sport for boys.
- Girls are socialised not to participate in sport for cultural and religious reasons.
- Sports clothing for women and girls is a crucial barrier as it is perceived to go against culture and religion.
- Women and girls who participate in sports are seen as masculine, are labelled “rebellious”, and they are stigmatised.
- On the other hand, boys are encouraged to play sports and enjoy outdoor activities.

- (vi) Gender roles affect participation in sports of women and girls. They often need more time to engage in sports activities, due to the prioritisation of domestic responsibilities and childcare commitments.



Suggested actions

- (i) The objective of each activity session is to link a sports skill or a healthy lifestyle topic to a life skill. It is essential to use the activity sessions to facilitate holistic development of participants, with a particular focus on girls. Your sessions should be used to build the following qualities and skills in participants:
- Resilience
 - Self-esteem
 - Confidence
 - Self-worth
 - Leadership skills
 - Communication skills
- (ii) Invite successful women role models in sport and other sectors such as business, education, and health to engage with participants, not only the girls but all the participants.
- (iii) Raise awareness and change mindsets starting at the family level. As part of your planning for the season, it is essential to implement a few targeted interventions. Such initiatives could include:
- Home visits and household dialogues. Try to educate parents and guardians on the benefits of sport. Also renegotiate the distribution of household roles that currently inhibit participation in sport.
 - Community radio campaigns. Use influential community leaders, including supportive religious leaders, to lead such campaigns.
 - Arrange a few fun social events for parents and guardians.

2 Power relations

- (i) The majority of individuals occupying leadership roles within the sporting sector in Zanzibar are male. There is low female representation in positions of authority. Conversely, many women lack the confidence to assume leadership roles. It is the norm for men to assume leadership roles within sports organisations, including women's clubs and teams. The assessment revealed a long-standing stereotype that women are not suited to leadership roles in sports.
- (ii) The current provision of sports facilities in Zanzibar is insufficient, and there is a clear need for the introduction of appropriate sanitation facilities that are safe for both boys and girls. The lack of safety is a significant barrier preventing girls from engaging in sports. The creation of a safe environment for all is a core objective of this programme, with further details provided in chapter 4.



Suggested actions

- (i) In the initial stages, introduce a standard minimum percentage of representation of women in the leadership of your organisations and clubs, across a range of sports including basketball, volleyball and netball. Ensure that women and girls are involved in decision-making processes at all levels within your organisation.
- (ii) In addition to the activity sessions outlined in this manual, it is recommended that organisations create other innovative and creative opportunities for dialogue on topics such as gender equity and inclusivity. It is recommended that stakeholders, such as participants, parents, and community members, be included in the design and implementation of activities.



- (iii) Make sure you constantly raise awareness, using different communications platforms to address issues such as gender inequality, power relations, and culture. Consider appointing somebody in your organisation who focuses on communication.
- (iv) Ensure you use any further training and capacity-building opportunities on these topics. It is recommended that coaches, teachers, parents and other relevant parties be sent on training courses on topics such as gender sensitivity, inclusion, safeguarding and Sport 4 Development. All personnel who attend training sessions are required to provide feedback and facilitate training workshops upon their return.

3 Culture (social beliefs, values and norms)

- (i) There is a cultural belief that boys and girls should not be interacting with each other. This belief has the effect of keeping girls away from sports.
- (ii) There is a cultural belief that boys and girls should not interact with each other. This belief has the consequence of deterring girls from participating in sports.
- (iii) Furthermore, there is a perception that encouraging female participation in sports is contrary to religious and cultural values.
- (iv) Participation in sports by girls is perceived as rebellious, as it is seen to defy religious and cultural norms.
- (v) Zanzibar society is predominantly patriarchal. It is the responsibility of the father to grant permission for their daughter to participate in sporting activities.





Suggested Actions

It will take time and effort to change the existing gender and cultural norms in Zanzibar. This will necessitate a long-term commitment. It is essential that all stakeholders in Zanzibar, including leaders and coaches in basketball, volleyball and netball, play their part in changing behaviour using a variety of strategies.

- (i) We would like to bring to your attention an approach that was initiated in Uganda, which you may find useful. This is the SASA approach. The Swahili word “SASA” translates to “now”. This highlights the need for prompt action. The SASA approach comprises the following components:

S = Start Start to act. Start to educate the community about the connections between cultural norms, the disempowerment of women and girls, and violence. Create opportunities for participants and the broader community to think about and discuss these issues. The use of sports such as basketball, volleyball and netball can facilitate engagement with other social issues over time, provided that communities are involved from the outset.

A = Awareness A lack of awareness is frequently at the root of harmful cultural norms. Sport can be a powerful tool for highlighting how men exercise power over women based on cultural and religious norms. It is possible to raise awareness and effect change in attitudes through the medium of basketball, volleyball and netball.

S = Support How can your sports organisation and community SUPPORT women who experience any form of discrimination or disempowerment? Remember to involve boys and men in supporting women.

Organise basketball, volleyball and netball events that promote positive behaviour and challenge harmful norms.
Remember to record and document as many activities as possible.

A = Action Ongoing and sustained ACTION by your organisation. It means your basketball, volleyball, and netball organisation must CHANGE. It cannot be business as usual. Your goals are now much more than developing the sports of basketball, volleyball and netball in Zanzibar, creating better players, and organising events. It means you commit to long-term action to achieve social objectives such as gender equality and inclusion. This should never be viewed as a burden but as an opportunity develop individuals and contribute to the advancement of Zanzibar through sport.

(ii) The existing basketball, volleyball and netball organisations in Zanzibar may need help, especially in the early stages, to effectively address these issues and implement some of the suggested actions in this manual. One strategy is to form partnerships with organisations that possess greater expertise, experience and resources. There may be government departments, e.g. Department of Sports, the Ministry of Health, or the Ministry of Education, that could provide assistance or collaborate with Civil Society Organisations (CSOs). Here are a few examples of CSOs that could help:

- Zanzibar Female Lawyers Association (ZAFELA)
- Tanzania Media Women Association (TAMWA)
- Centre for Youth Dialogue (CYD)
- Women Empowerment Zanzibar (WEZA)
- Sustainable Development for Humanity Organization (SDHO)
- Association of Non-Governmental Organisations of Zanzibar (ANGOZA)

Involve Parents, Parent Teacher Associations (PTAs) members, community elders and religious leaders in the formation of these partnerships. They are often well-connected to the right people to speak to and have more credibility. This is how you can use “Power relations” positively.

(iii) The dress code is a significant cultural barrier to participation in sport by women and girls. It is essential to engage with religious leaders at all levels to build consensus on a dress code for women and girls in sports. There are numerous examples of women in sports in Zanzibar who have successfully overcome the barriers to participation. You can highlight the stories of women who have competed while adhering to their cultural dress codes. Examples of such cases include:

- Fatma Said Ahmed
- Riziki Abdallah
- Nassra Juma Mohammed
- Maryam Charles
- Neema Othman Mchano

(iv) It is essential to maintain consistent communication across all platforms in order to effectively address the various domains. Use media which appeal to young people and also make use of the talents of young people. Boys and girls can work together on artwork, posters, websites, YouTube videos. This can be an effective way to raise awareness and promote the interest and welfare of girls and boys in sport.

4 Structures, systems, and processes

While there is political will at the policy and legislative level to address gender inequality, this is not always reflected in concrete actions on the ground. It is at this point that you, the practitioner, can make a difference. Many gaps can only be addressed through sustained action. These gaps include the following:

- Lack of clear policy (the gender policy is in the development phase)
- Inadequate design and management of sports facilities, limiting accessibility and suitability for women and girls
- Insufficient technical expertise
- Limited inclusivity, particularly in ensuring the participation of people with disabilities, women, and girls

Suggested actions



The issues outlined above and in the “Assessment” are mainly systemic issues that need a multi-pronged approach involving different stakeholders. As a leader or coach in basketball, volleyball, or netball, your role will be to provide input into policies and, where possible, implement intervention programmes, providing feedback, as necessary.

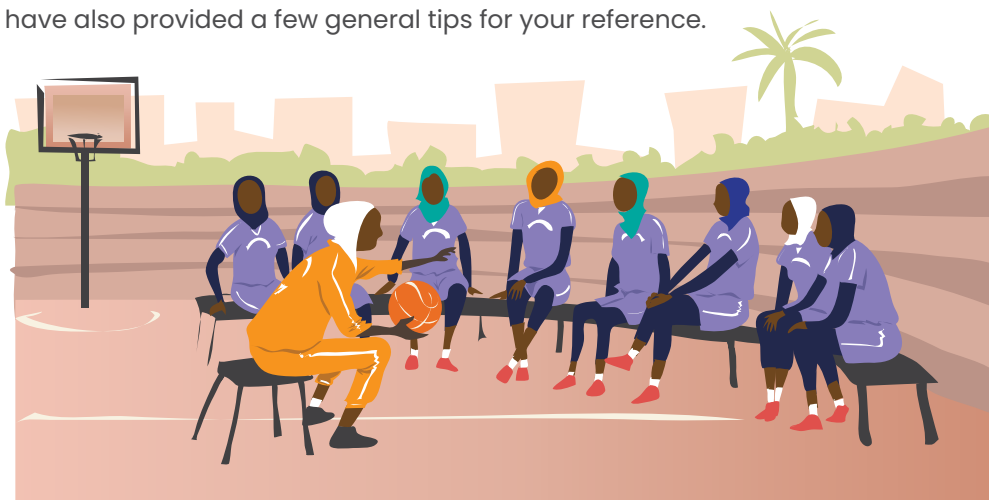
CONSIDERATIONS WHEN COACHING WOMEN AND GIRLS

Introduction

There are considerable obstacles to women and girls taking part in sports in Zanzibar.

As evidenced by the S4D Rapid Gender Assessment, economic, social, cultural, and religious beliefs present significant obstacles to the participation of women and girls. In addition to implementing the aforementioned recommendations, it is essential to adopt a new coaching approach to overcome the barriers hindering girls’ and women’s participation. It is essential that coaches working with this manual are fully aware of the issues involved and adapt their coaching methods and styles accordingly.

In each activity session below, we have included a few tips to assist you in addressing gender issues. However, we have also provided a few general tips for your reference.



Sensitivity and confidence building

- (i) Focus on being supportive, encouraging, positive, and friendly, especially for the younger players.
- (ii) Focus on building self-confidence. Encourage women and girls to:
 - a. believe in their own abilities and strengths
 - b. Take care of themselves
 - c. Works as a team and trust in teammates
 - d. Support each other
 - e. Communicate effectively
- (iii) The coach must help the players to be more self-aware. The players must be able to identify their strengths and weaknesses, as well as their values and emotions. It is the responsibility of the coach to assist the players in setting goals in both sporting and personal contexts, to provide guidance on decision-making and to equip them with the skills to navigate a range of situations and challenges in an effective manner.
- (iv) Introduce a healthy mix of constructive feedback and healthy competition. Also, create opportunities for the players to give you feedback as a coach.
- (v) Avoid favouritism and treat each girl or woman fairly and equally regardless of skill level or performance.
- (vi) The coach must recognise the extra burdens and obstacles girls face when they start to participate in sports. However, it is crucial to avoid perpetuating stereotypes that portray women as weak.
- (vii) It is also the responsibility of the coach to provide an environment that encourages women and girls to develop confidence in themselves and to challenge local, societal, and personal beliefs that may perpetuate the idea that women and girls are fragile and that they have a limited role in society. This is particularly crucial in the Zanzibar context, where gender stereotypes can significantly impede the progress of women and girls.
- (viii) As previously stated, participation in sports by women and girls is frequently regarded as culturally and socially inappropriate. It is the responsibility of coaches to ensure that women and girls who participate in sports are not subjected to any form of revictimisation or stigmatisation.
- (ix) It is important for coaches to be aware of the challenges associated with puberty for girls, including menstruation, pain, and other sex-specific developments that may affect a girl's ability to play sports. Discussing menstruation is still considered a taboo subject in Zanzibar, even among the most liberal Zanzibari or Tanzanian individuals. It is acknowledged that this may be a challenging subject to address. An awareness-raising model, such as the one developed in India (e.g., women talking with women/girls), could assist in breaking the silence and promoting enhanced women's reproductive and menstrual health, particularly among girls with limited access to information or individuals to whom they can turn for assistance. For further details, please refer to the link below:

<https://www.planindia.org/our-project/menstrual-hygiene-education-in-india/>
- (x) It is recommended that the S4D curriculum within Zanzibar encourage and foster behavioural traits of confidence, self-awareness, respect for themselves, and agency over their bodies for girls.



DEVELOPING WOMEN LEADERS AND COACHES

The declining number of women and girls participating in sports has also meant fewer women in leadership positions and fewer women coaches. Women in Zanzibar tend to remain in administrative or support roles rather than taking on leadership positions. Many women lack the confidence to challenge harmful societal perceptions, inherent biases and traditional gender beliefs in Zanzibar that women are unfit or incapable of holding leadership roles.



What Can Be Done?

Action needs to be taken by all stakeholders in sport in Zanzibar to address this gap. Here are a few recommendations

(i) Training and capacity development

There should be training courses specifically designed for women in Zanzibar. These workshops can cover topics such as:

- Leadership
- Communication
- Planning
- Event management
- Presentation skills
- Building confidence and self-esteem.

(ii) Develop a structured and targeted mentorship programme

Match aspiring coaches and leaders with experienced leaders, coaches and sports administrators, both men and women. These mentors can also be recruited from organisations outside of Zanzibar. Mentoring can take place online. Mentors will provide guidance and advice and act as role models for the mentees.

(iii) Diversity training for existing leaders and coaches

The situation is more likely to change if existing male leaders lead initiatives to address gender discrimination in sport in Zanzibar. This means that existing leaders need to be trained in topics such as:

- Gender equity
- Inclusivity
- Diversity

(iv) Create more opportunities for women and girls to fill leadership positions

Internationally, there is an increasing trend to enforce “quotas” for women’s leadership in sports organisations. This forces male-dominated structures to proactively identify and develop women leaders and coaches. This approach may be needed in Zanzibar. Sports organisations need to be encouraged to follow fair and transparent nomination and election procedures, with opportunities widely advertised.

(v) Create supportive connections and networks for women leaders and coaches

Work with local community structures, NGOs and international organisations to create a support system for women and girls in sport.

(vi) Mobilise resources

Work with companies and organisations such as GIZ to fund women leaders and coaches. Lobby for sports organisations and government institutions for equitable funding to ensure a fair distribution of resources.

Chapter 4

Safeguarding in sports

INTRODUCTION

Several international conventions protect the human rights of children and, especially women and girls. Tanzania and, therefore, Zanzibar is a signatory to these conventions. Here are some examples:

- African Charter on Human and Peoples' Rights (Article 18) (https://www.justice.gov.za/policy/african%20charter/1981_AFRICAN%20CHARTER%20ON%20HUMAN%20AND%20PEOPLES%20RIGHTS.pdf)
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2016/CEDAW-for-Youth.pdf>
- Convention on the Rights of the Child (CRC) <https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

Similarly, in Tanzania and Zanzibar, several legal and policy documents protect the rights of women and children. Here are some examples:

- The Law of the Child Act (2009): <https://citizenshiprightsafrika.org/wp-content/uploads/2016/09/Tanzania-Child-Act-21-2009.pdf>
- Zanzibar Children's Act <https://www.warnathgroup.com/wp-content/uploads/2019/08/Zanzibar-2011-Childrens-Act.pdf>
- The Zanzibar Constitution (1984): Articles 12 (4) and (5) <https://citizenshiprightsafrika.org/wp-content/uploads/2016/08/Zanzibar-constitution-1963.pdf>
- United Republic of Tanzania, National Human Rights Action Plan https://www.ohchr.org/sites/default/files/Documents/Issues/Education/Training/actions-plans/Excerpts/Tanzania_en_2013-2017.pdf



Despite these international and national conventions and legislation, discrimination and the abuse of women and children remains a serious problem. In 2022 the World Bank produced two studies calling on the government to strengthen the policy and legal environment to protect women and girls.

<https://www.worldbank.org/en/news/press-release/2022/04/05/tanzania-can-do-more-to-protect-its-women-and-girls-and-promote-gender-equality>

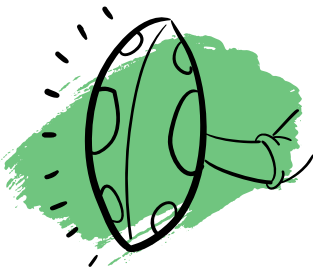


Research has also shown that the abuse of women and girls in sport is also a major challenge.

Sport in Zanzibar, and in many parts of the world, is male dominated, leading to power imbalances between coaches, officials, and athletes. This makes it difficult for women and girls to report abuse or challenge inappropriate behaviour. In many societies, there are existing attitudes and cultural norms that normalise male dominance and downplay the seriousness of discrimination against women or gender inequality. This leads to a situation where abuse of women and other forms of discrimination against women and girls are seen as acceptable.

There are many training programmes and resources available on safeguarding, so we will not go into detail in this manual. The important message to take away from this chapter is the following:

- (i) To give you a basic understanding and awareness of safeguarding
- (ii) To emphasise the need for a safeguarding policy in your organisation together with an implementation plan, with deadlines and resources
- (iii) You must ensure that you have measures in place to protect everyone in sport, with a particular focus on children, women and girls, people with disabilities and vulnerable adults.



Protection



Reporting



Prevention



Support

WHAT IS MEANT BY SAFEGUARDING IN SPORT?

Safeguarding refers to actions taken to protect the health, well-being and human rights of individuals, thereby enabling people, especially young people and vulnerable adults, to live free from harm. In sport, this means ensuring that people can participate in sport in a safe and enjoyable environment. This means that you **MUST** ensure that your coaches, volunteers and programmes do not cause any form of harm, particularly to women and girls, or expose them to harassment, abuse, neglect or exploitation.

Here is a short video clip produced by GIZ that gives a good overview of safeguarding in sport:
https://youtu.be/2wCqlddGXSA?si=fOiQNdlf_bBngn1K



DIFFERENT LEVELS OF HARMFUL CONDUCT

There are different levels of behaviour in sport every day, from good to bad, including unacceptable and perhaps even criminal behaviour. Can you think of any bad or unacceptable behaviour you have seen or heard about in basketball, netball or volleyball?



1 Poor practice

Many coaches have been coaching in the same way for generations. Many coaching practices that they consider acceptable, may be causing harm. Sometimes, this harm can remain hidden for many years and only emerge later in life. Examples of such poor practices include:



This level of harm is most common in sports organisations. Do you agree? This level of abuse is entirely within your control. How can you reduce these bad practices? Here are some ways:

(i) Education and training

Ensure that coaches and volunteers are qualified before they join your club and provide or create opportunities for them to receive further training on issues such as safeguarding, ethical behaviour, communication, etc.

(ii) One-on-one counselling sessions

Coaching practices must be observed by designated people in the organisation, e.g. the safeguarding officer. If unacceptable behaviour is observed, the coach or volunteer must be counselled, and you can agree on corrective action.

(iii) Proper vetting and background checks

Make sure that you check out the references and backgrounds of coaches and volunteers before they join your organisation. We are often so happy that someone is offering their services for free that we neglect proper background checks.

(iv) Support for victims

This applies to all three levels, but make sure that victims of such poor practice are supported. If you do this, other victims will also feel encouraged to come forward to report incidents of poor practice.

2 Unacceptable conduct

Every sports organisation needs to have written codes of conduct in place. There should be different codes of conduct for coaches and officials, players, and even parents and other adults, such as spectators, who also often cause harm.

There must be consequences if anybody breaks the organisation's code of conduct. Typically, there will be a disciplinary hearing where the accused has the right to defend themselves. It is up to the organisation to determine whether harm or abuse has occurred and what kind of punishment is appropriate. This could range from an initial warning to mandatory training, to exclusion or dismissal from the organisation.



Here is a template for a Code of Conduct from the Sport for Development website:

[Sample-code-of-conduct-for-\(s4d\)-facilitators-safeguarding-in-sport-and-s4d-contexts.docx](#)

3 Unlawful conduct

This is behaviour that is against the law. Such behaviour must be reported to and dealt with by the authorities. There would be general laws dealing with violence and assault, including sexual assault, but the Children's Act of Zanzibar 2011 outlines comprehensive measures to prevent and respond to various forms of abuse against children. Here is a short clip about the Act.

<https://youtu.be/u159agqFiKo>

**DIFFERENT TYPES OF ABUSE**

There are four types of abuse recognised by the World Health Organization (WHO), UNICEF and the Centres for Disease Control and Prevention (CDC): physical, psychological (emotional or mental), sexual abuse and neglect.

Physical abuse

Any deliberate and unwanted physical act such as hitting, punching, kicking, biting and burning that causes physical trauma or injury. Physical abuse can also include forced or inappropriate physical activity (e.g. age- or size-inappropriate exercise, forced activity when a person is injured or in pain), forced alcohol consumption or forced doping practices.

Psychological abuse (emotional or mental)

This refers to any unwanted action that damages someone's mental and emotional wellbeing. This form of abuse can have lasting negative effects. Research has shown that it is the most common form of abuse. Here is an example of such research.

<https://www.utoronto.ca/news/psychological-abuse-most-common-form-maltreatment-experienced-national-team-athletes-u-t-study>

Examples of psychological abuse include:

- Verbal abuse (insults, yelling, humiliation)
- Isolation
- Humiliation
- Intimidation or threats
- Body shaming
- Public shaming
- Financial abuse
- Cyberbullying/online abuse

These are just a few examples, but they include any treatment that can undermine a person's sense of identity, dignity, and self-worth.

It is important to note that very often, psychological abuse can be subtle, making it difficult for participants to recognise and report it. Abusers will often try to hide behind statements such as:

- "I was only joking, lighten up"
- "I think she misunderstood me."
- "I'm just trying to toughen you up; you must be tough to succeed in sport."
- "That never happened; she is lying because I did not select her."

Recognising these tactics and understanding how perpetrators may attempt to manipulate and control athletes is essential. It is up to you, as responsible S4D leaders, to be vigilant in identifying and dealing with such behaviour.

Sexual abuse

This refers to any unwanted behaviour of a sexual nature, whether non-contact, contact or penetrative, where consent is coerced/manipulated or is not or cannot be given.

Examples include:

- **Sexual assault:** Any form of forced sexual contact, including rape, attempted rape, and other unwanted sexual touching.
- **Sexual harassment:** Unwelcome sexual advances, comments, jokes, or gestures that create a hostile or offensive environment for the athlete.
- **Grooming:** Perpetrators often manipulate athletes through emotional tactics, building trust and isolating them to gain control and lay the basis for future abuse.
- **Exploitation:** Using an athlete's vulnerability or dependence for sexual gratification, including offering opportunities or rewards in exchange for sexual favours.
- **Possession of child sexual abuse material:** Downloading, sharing, or creating sexually explicit content involving minors.

Neglect

This refers to the failure of a person with a duty of care to a participant to provide a minimum level of care to that person, thereby causing harm, allowing harm to be caused or creating a risk of harm.

The Zanzibar Children's Act does not use the exact term "duty of care", but it clearly outlines the responsibilities of individuals and institutions to prioritise the welfare, safety and best interests of children. It is mandatory for people working with children to report any suspected abuse or neglect of a child. Examples of neglect include:



Physical neglect

- **Inadequate supervision:** Failure to provide adequate supervision during training, competition or travel, thereby increasing the risk of accident or injury.
- **Ignoring safety protocols:** Failure to enforce proper safety measures for certain sports or activities, putting athletes at risk of unnecessary harm.
- **Forcing athletes to participate when injured:** Pressuring athletes to compete or train while injured, potentially aggravating the injury and jeopardising their long-term health.
- **Denying access to proper equipment:** Failure to provide athletes with adequate or well-maintained equipment which increases the risk of injuries.
- **Exposing athletes to extreme conditions:** Requiring athletes to train or compete in extreme weather conditions, such as those often found in Zanzibar, without proper precautions or hydration breaks.



Psychological neglect

- **Ignoring mental health concerns:** Failure to recognise or address signs of stress, anxiety, or depression in athletes.
- **Creating a culture of fear and intimidation:** Using harsh coaching methods that create a stressful and emotionally damaging environment.
- **Failing to address bullying or harassment:** Allowing bullying or hazing among athletes to occur without intervention or support for the victim.
- **Ignoring basic needs:** Failure to provide athletes with food, water, or bathroom facilities during training or competitions.
- **Withholding opportunities:** Denying athletes access to training, competitions, or other opportunities based on personal biases or unfair practices.

It is important to note that exercising a duty of care means dealing with any form of harm regardless of where it occurs. So, if it is clear to you that a participant is being abused at home, you must act. Report your concerns to the designated safeguarding officer or if the participant is in immediate danger, to law enforcement or a social welfare organisation.

We can cover much more in safeguarding, this section is just to introduce you to the main concepts. Coaches, officials, and volunteers should attend specific safeguarding training. There is also specific training for safeguarding officers.

DO NO HARM POLICY

The Regional Project Sport for Development in Africa (S4DA) has developed a “Do No Harm Policy” to ensure that its activities do not inadvertently cause harm or perpetuate discrimination, violence, or exclusion.

The key principles of the policy are:

- (i) Recognising and respecting the inherent dignity and rights of all individuals, regardless of gender, age, ethnicity, ability, or other characteristics.
- (ii) Non-tolerance of discrimination of any form and striving to create an inclusive environment where everyone feels valued, respected, and able to participate fully.
- (iii) Prioritising the safety, well-being, and protection of all participants, particularly children, young adults, and adolescents, by implementing appropriate safeguarding procedures and risk management measures.
- (iv) Promoting gender equality by challenging stereotypes, addressing power imbalances, and creating opportunities for girls’ and women’s equal participation and leadership in S4D activities.
- (v) Fostering positive and supportive relationships between participants, coaches, staff, and volunteers based on mutual respect, trust, and open communication.

The “Do No Harm” Policy also includes some guiding practices. These are good guidelines for the basketball, netball and volleyball stakeholders involved in the implementation of this manual. These guiding practices include:

- (i) Inclusive programming:** Design and deliver S4D exercises and activities that are accessible, inclusive, and culturally sensitive, taking into account the diverse needs and backgrounds of participants.
- (ii) Consent and boundaries:** Ensure that all interactions and interventions are consensual, respect personal boundaries and autonomy, and avoid coercion or pressure.
- (iii) Maintain safe and secure environments for S4D activities:** Address risks of harm, abuse, or exploitation through appropriate supervision, monitoring, and reporting mechanisms.
- (iv) Provide training and capacity development opportunities** for staff, volunteers, and partners on gender equality, safeguarding, inclusion, and ethical practices in S4D programming.

We hope you have enough information to take safeguarding seriously in your organisation, to adopt the “Do No Harm” policy outlined above and most importantly ...

TO TAKE ACTION.

THE ROLE OF BOYS AND MEN IN ADDRESSING GENDER INEQUALITY - PROMOTING POSITIVE MASCULINITY

Masculinity refers to the behaviours and roles associated with boys and men. There are different norms of masculinity that vary from culture to culture. Zanzibar has traditionally been a very patriarchal society based on Islam as the dominant religion. Some of these norms include:

- Men are the providers, protectors and heads of households.
- Men are physically stronger than women.
- Men do not show emotion, especially in public.
- Men should hold positions of authority and leadership.

Concerning sport, the norms include:

- Some sports, such as football, are mainly for boys and men, and netball is mainly for girls and women.
- Sports that require physical strength, such as boxing, are mainly for boys and men, while sports that emphasise grace and technique, such as rhythmic gymnastics, are mainly for girls and women.
- Boys or men are seen as the “norm” to be coached in sport, while girls and women are seen as needing “special attention.”

These norms may vary from place to place in Zanzibar. Norms in rural areas may be different from those in urban areas.

So what is **Positive masculinity**? It refers to:

- Healthy and constructive behaviours among men and boys that promote respect, empathy and equality.
- Men and boys reject and speak up against discrimination against women and girls.
- Men and boys challenge other men when they engage in toxic behaviour associated with traditional notions of masculinity.

There is a significant increase in GBV in Zanzibar. Promoting positive masculinity through sport also means encouraging men and boys to speak out against GBV.

Basketball, netball and volleyball leaders and coaches can play a key role in promoting positive masculinity. They need to create the space and opportunities to explore these aspects of “positive masculinity” as a critical aspect of achieving gender equality through sport.

BASIC FIRST AID AND INJURY PREVENTION FOR SPORTS

First aid and injury prevention are critical components of ensuring the safety and well-being of players during sports activities. As a coach or facilitator, equipping yourself with basic first aid knowledge and implementing injury prevention strategies can create a safer environment while building the confidence of players. The following guidelines focus on basketball, volleyball, and netball sports programs in Zanzibar. The guidelines can also apply in other sports contexts.

Injury Prevention in Grassroots Sports Programs

Injury prevention is a key responsibility for coaches and sports facilitators. Implementing proactive measures can minimize the likelihood of injuries, ensuring that players remain healthy and engaged in volleyball, basketball, and netball activities. Below are comprehensive strategies for injury prevention tailored to Zanzibar's context, also focusing on grassroots sports levels:

Warm-Up and Cool-Down Routines

- **Warm-Up:** Always start sessions with a 10–15 minute warm-up. Focus on light jogging, dynamic stretches, and sport-specific drills to increase blood flow, enhance flexibility, and prepare the body for physical activity.
- **Cool-Down:** Conclude each session with static stretches and deep breathing exercises to relax muscles, improve recovery, and reduce the risk of post-activity stiffness or soreness.

Importance: Proper warm-up and cool-down routines reduce the risk of muscle strains, soreness, sprains, and cramps.

Proper Technique and Skills Training

- **Emphasize Fundamentals:** Teach players the correct techniques for basic movements like jumping, landing, passing, and shooting to reduce unnecessary strain on joints and muscles.
- **Sport-Specific Guidance:** Provide tailored coaching for each sport:
 - **Volleyball:** Proper spiking, setting, and diving techniques.
 - **Basketball:** Safe pivoting, rebounding, and dribbling.
 - **Netball:** Correct footwork, catching, and passing methods.

Safe Playing Environment and Equipment

- **Safe Courts:** Ensure that playing surfaces are clean and free from hazards such as loose debris, broken equipment or uneven ground.
- **Quality Equipment:** Use appropriate equipment for each sport, such as standard-sized balls properly inflated and durable nets. Inspect equipment regularly to prevent accidents.
- **Protective Gear:** Encourage the use of appropriate gear such as knee pads (e.g. volleyball) where applicable, and well-fitting footwear with good grip.
- Avoid playing during extreme weather conditions.

Ensuring Adequate Rest and Hydration

- **Prevent Overtraining:** Schedule rest days and rotate players to avoid fatigue-related injuries.
- **Hydration:** Promote regular water breaks, especially since Zanzibar has a warm climate, to prevent dehydration and related complications like muscle cramps.

Age and Skill-Appropriate Activities

- **Tailored Drills:** Design exercises and activities that match the age and skill level of the participants to prevent overexertion and errors that may lead to injuries.
- **Gradual Progression:** Increase the intensity and complexity of training gradually to allow participants to adapt and build resilience.



Supervision

- **Coach Vigilance:** Be attentive during sessions to identify and address unsafe practices immediately.
- **Participants Feedback:** Encourage participants to communicate discomfort, fatigue, or pain promptly, allowing for timely intervention.

Basic First Aid Skills for Grassroots Sports Programs

First aid is a critical skill for sports facilitators and coaches, as it ensures they can provide immediate care to injured participants before professional medical help arrives. In grassroots sports settings like Zanzibar, where access to advanced medical facilities might be limited, basic first aid knowledge is crucial. Below are key first aid skills tailored to volleyball, basketball, and netball settings, and applicable to general sports activities.



1 Handling Minor Injuries



Managing Cuts, Scrapes and Wounds

- **Cleaning the Wound:** Use clean water or saline solution to flush out dirt or debris. Avoid using unclean materials to prevent infection.
- **Covering the Wound:** Apply a sterile bandage or clean cloth to cover the wound and reduce the risk of infection.
- **Stopping Bleeding:** Apply gentle but firm pressure to the area using a clean cloth until the bleeding stops.



Handling Sprains and Strains

- **Rest:** Encourage the participant to stop the activity immediately to prevent further injury.
- **Support:** Wrap the injured area with a bandage or cloth to provide stability.
- **Elevation:** Elevate the affected limb, if possible, to reduce swelling.
- **Warm or Cool Alternatives:** In the absence of ice, use cool water to alleviate discomfort. Apply in balms or sprays if available, e.g. Deep Freeze.
- **Optimal Loading:** Instead of complete rest, introduce gentle, pain-free movements or exercises when possible



Dealing with Heat Exhaustion

- **Recognizing Symptoms:** Look for excessive sweating, dizziness, nausea, or fainting, which are common in hot climates.
- **Cooling the Participant:** Move the individual to an open shaded area and use wet cloths to cool them down.
- **Rehydration:** Provide clean drinking water or oral rehydration salts (ORS) to replenish lost fluids.



Responding to Breathing Difficulties

- **Immediate Action:** If a participant shows signs of breathing distress, such as wheezing or shortness of breath, have them sit down and relax in an open shaded area.
- **Calm Assurance:** Reassure the player to prevent panic, as this can worsen breathing issues.
- **Monitor the Situation:** Be ready to call for professional medical assistance if the condition does not improve quickly.

2 Handling Serious Injuries

→ Handling Fractures and Dislocations

- **Immobilization:** Use splints, boards, or other sturdy materials to keep the injured area stable.
- **Prevent Movement:** Ensure the participant does not attempt to move the injured limb.
- **Seek Professional Medical Assistance:** Immediately call for or transport the individual to a nearby healthcare facility.

→ Responding to Head Injuries

- **Recognizing Concussions:** Watch out for confusion, headache, dizziness, or nausea following a blow to the head.
- **Stabilize:** Ensure the participants rests and avoid engaging in any further physical activity.
- **Monitor:** If symptoms worsen, such as vomiting or loss of consciousness, seek medical attention immediately.

Practical Tips for Coaches and Facilitators

- **First Aid Kits:** Always have a well-stocked first aid kit with basic supplies, including bandages, antiseptics, and ORS within the vicinity of the sports grounds. Can be stored in the sports ground office, or institutions (e.g. school) office, with easy access.
- **Emergency Preparedness:** Develop and communicate a clear plan for managing emergencies, including mapping out local health facilities and local transportation options for injured participants.
- **Education and Awareness Creation:** sensitize and educate participants on the importance of injury prevention and encourage them to take responsibility for their own safety.
- **Community Support:** Engage community members e.g. parents in creating a supportive environment for safe sports practices.
- **Capacity Development:** Train local coaches and facilitators in basic first aid to enhance preparedness. Engage institutions such as local health facilities and organizations like Red Cross to facilitate training. This can also be done during training of coaches.
- **Documentation:** Record injuries and first aid actions taken for follow-up care and evaluation.

First Aid Kit Essentials

Facilitators are recommended to have access to a basic first aid kit containing:

- Antiseptic wipes and solutions.
- Adhesive bandages and sterile gauze.
- Pain relief balms and sprays.
- Elastic bandages for sprains.
- Scissors, tweezers, and gloves.
- A list of emergency contacts, including local health facilities and transportation options.

By prioritizing injury prevention and equipping sports coaches and facilitators with basic first aid skills, grassroots sports programs can create safer and more supportive environments. These practices not only reduce the risk of injuries but also enhance confidence, promote long-term engagement in sports, and ensure participants can enjoy activities with minimized risks of harm.

Chapter 5

Coaching in Sport for Development

positive development of children and youth through sport

INTRODUCTION

Coaching with an S4D approach is different from the traditional coaching approach you may be used to.

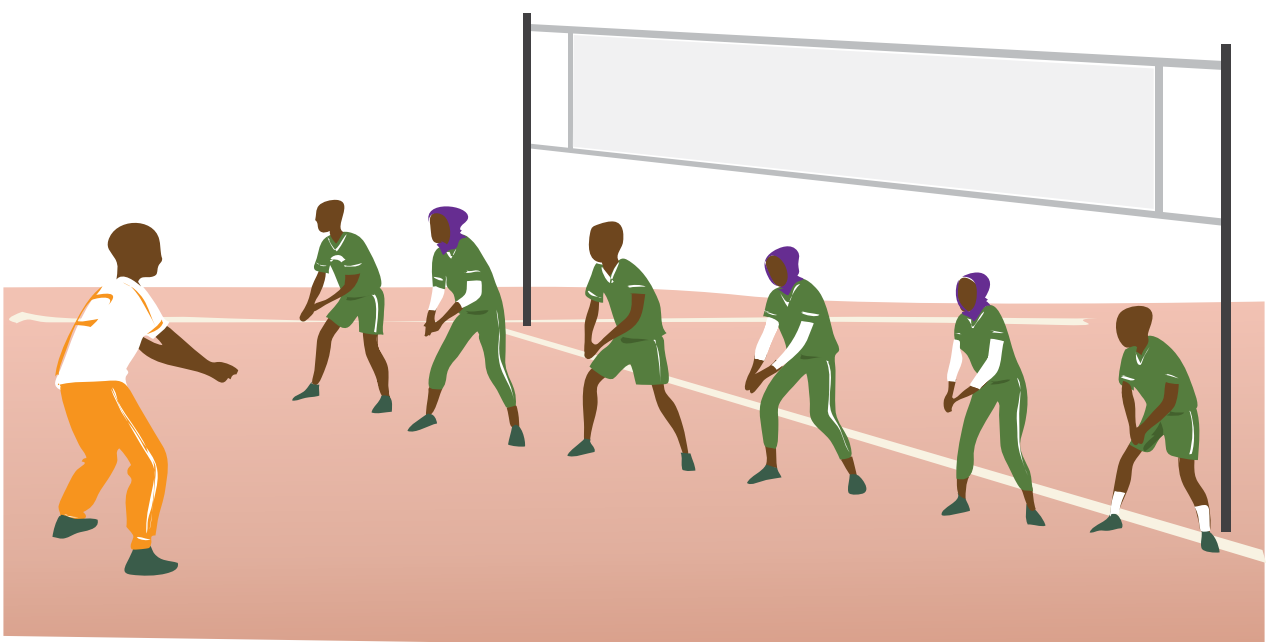
An S4D coach aims to change lives using sport as a tool. However, being an S4D coach also means delivering high quality sport sessions. The S4D Coach aims to equip young people with the physical, mental, technical and tactical skills to make them good players. The S4D Coach aims to develop well-rounded individuals who will become positive role models in their communities and lead healthy and productive lives. The S4D Coach wants all participants to have a positive future - both on the field and in their communities.

Let us take a closer look at the roles and responsibilities of the S4D coach.

ROLES OF AN S4D COACH

The S4D Coach takes on many roles when working with young people, but there is much more to it than teaching skills and tactics and organising teams and matches. Here are some of the roles.

- Assesses the player's ability level and designs training sessions according to the age and ability of the players
- Provides instructions to help players develop their sporting skills
- Motivates and encourages players
- Helps the players deal with both victory and defeat



At different times, the coach will play different roles, in many cases, a combination of roles, such as:

- Teacher, instructor
- Assessor and selector
- Friend, supporter, motivator and mentor
- Facilitator, adviser and counsellor
- Organiser and planner

RESPONSIBILITIES OF AN S4D COACH

You also take on various responsibilities when you agree to become an S4D Coach. These responsibilities include:

- (i) Ensuring the well-being (physical and mental health) and safety of participants
- (ii) Safeguarding participants – protecting them from harm and abuse as outlined in chapter 4
- (iii) Considering the long-term development of the participants. Preparing them for life.
- (iv) Reflecting on your development as a coach. Keeping up to date with modern trends in coaching and knowledge.
- (v) Planning integrated training sessions. (This means integrating your S4D outcome into your coaching sessions)
- (vi) Evaluating your coaching practices – both self-evaluation and creating opportunities for the participants to give you feedback
- (vii) Providing opportunities for ALL children, young people and adults to play basketball, netball and volleyball. Be inclusive in your approach. Do NOT exclude anyone and try to remove any barriers to participation.
- (viii) Healthy competition is good, but also focus on fun and enjoyment
- (ix) Try your very best to involve participants in decision-making. In the traditional approach, adults (leaders, coaches, parents etc.) make all the decisions, but in the S4D approach, there needs to be much more collaboration and working together towards common goals.

The S4D Coach strives for the Player's holistic development, to prepare the Player to lead a healthy and successful life. Their task is to equip Players with the skills they will need to cope with the challenges they face in life and to educate them through the S4D training sessions.

THE S4D COACH AS A ROLE MODEL

The S4D Coach not only achieves sport development outcomes, but also strives to achieve sustainable Sport4Development outcomes.

Well developed, educated and healthy young people can be role models for other young people in Zanzibar. The skills you develop in basketball, netball and volleyball can empower young people to positively influence others around them. In other words, the impact of your work has the potential to multiply.

By integrating S4D into your training sessions, the coach will help players make good, healthy choices on and off the field.

Leading and working with children and young people will give the coach visibility in the community. The community will look up to you even when you are not coaching. The S4D coach must therefore be a positive role model for the players and the community. The coach must demonstrate the behaviour expected of the players. The coach must lead by example!

INTERPERSONAL SKILLS AND QUALITIES REQUIRED OF AN S4D COACH

An effective coach using the S4D approach needs a unique blend of coaching and development skills and qualities. To have many unique skills and qualities. Some of these you may already have, others can be developed over time.

Here are some essential skills and qualities needed to be a good S4D coach.

Technical knowledge	The S4D coach must have a good understanding of the chosen sport, not necessarily at an elite level. The coach must be able to break down skills, adapt drills and cater for players of different levels and abilities.
Fairness	Treat all players equally, do not harass and do not play favourites.
Helpfulness	Players will have difficulty with some of the skills and other issues they are dealing with. They may become depressed and discouraged. The S4D coach needs to be helpful and supportive. Many coaches focus mainly on the physical health of the players. The S4D coach must also focus on the mental health of the players.
Patience and tolerance	The S4D coach must be a patient coach. Be prepared to explain and repeat instructions for activities. Never get angry or frustrated with the players. Tolerate their mistakes and use them as a learning opportunity for everyone.
Respect	Even if the players are younger than you, always respect them. Respect their ideas, ask for and respect their feedback and encourage them to respect each other.
Reflective practice and continuous learning	Reflective learning is one of the best ways to improve as an S4D coach. You need to reflect on your coaching practice, identify strengths and areas for improvement, and seek additional training and knowledge. Your strengths can also be used to help other coaches, and you can learn from them. Many resources are available for free on the internet, and artificial intelligence can be a very helpful tool.
Trustworthiness	The players need to trust you completely. If the trust is broken, the coaching experience will not be practical. Players may share personal stories with you or the group. It would be best if you did not share these stories with others unless it is in the interest and safety of the players.
Effective communication and facilitation skills	Clear and concise communication is essential. This includes explaining the rules, giving constructive feedback and actively listening to participants. When using the S4D approach to coaching, you will also be creating opportunities for people to communicate effectively with each other. In other words, you also need to have good facilitation skills.

Motivational and positive attitude	It is said that enthusiasm is contagious. The S4D trainer is friendly. They do not come across as an angry and autocratic person. The S4D trainer is approachable and has a positive tone, facial expression and body language. The S4D coach creates a fun and engaging environment that keeps participants motivated and coming back for more.
Planning and preparation	The S4D coach comes well-prepared. Sessions are well structured with clear outcomes. The S4D coach must be able to adapt the sessions in this manual to suit the participant's needs and to deal with unexpected situations, such as weather. The S4D coach is always on time and is dressed appropriately.
Community engagement	The S4D Coach places great emphasis on relationship building. The coach builds relationships with the participants, their families and the wider community. The community fields are part of your basketball, netball or volleyball programme. The community helps to look after the facilities. This helps to ensure that the programmes are sustainable.
Cultural sensitivity and awareness	In Zanzibar, coaches work with people from diverse communities, cultures, and backgrounds. The coach must try to understand, respect and appreciate the cultural background of the participants. This may mean adapting your activities and communication styles. Be aware of potential sensitivities, unique challenges, and contexts of the communities you work with. e.g. dress code, language barriers, facilities, funding etc. S4D coaches will also deal with sensitive issues. In many parts of Zanzibar, it may be taboo to talk about issues such as gender inequality, sexual health and relationships, religious practices (e.g. prayer times), political sensitivities (e.g. relations with mainland Tanzania).
Gender equity awareness	Although we focus on gender issues elsewhere in this manual, we emphasise that the S4D coach needs to understand and actively promote gender equity in the programme. This may involve creating a safe space for girls, adapting activities to different abilities, or challenging gender stereotypes.
Passion for social impact	Many coaches in the three focus sports will be introduced to the S4D approach to coaching for the first time. They will also be dealing with issues of gender equality and inclusion for the first time. The sports leadership in Zanzibar must strive to find people with a genuine passion for using sport as a tool for positive social change, personal growth and community development. These coaches must be driven by a desire to empower individuals and communities through sport. There should be "Champions" in S4D who can inspire and train other coaches, teachers and community members.

As a coach, you may only have some of the skills listed above. It is up to you to do some self-reflection, identify the gaps you need to work on and develop an action plan to become a better S4D coach.

CONNECTED COACHING

To achieve the S4D outcomes outlined above, coaches need to change their approach to coaching. Coaches need to develop different coaching techniques that will not only produce skilful players, but also good people with many good skills, qualities and values that will help players succeed in life, not just as basketball, netball or volleyball players.

This “different” approach to coaching is called “**Connected Coaching**”; in some handbooks it is also called “**Inside-Out Coaching**”. In this context, the word “**connected**” is used in several ways.

- ➔ The S4D coach makes an **INTENTIONAL CONNECTION** between sport and development outcomes such as personal development, life skills and healthy lifestyle outcomes.
- ➔ The S4D coach **CONNECTS** and integrates the outcomes during the training session.
- ➔ The coach facilitates **CONNECTED CONVERSATIONS** between the participants. More about this below.
- ➔ The S4D coach is **CONNECTED**. The coach builds relationships with different stakeholders who can help. The coach cannot be an expert in everything, and the coach may not have enough time. Other stakeholders may be too willing to **CONNECT** when asked.

This manual alone is unlikely to bring about this transformation to “connected coaching.” The basketball, netball and volleyball leaders must follow up on this manual and provide ongoing and sustained training and support to ensure that the approach to coaching changes. As you may have realised by now, here is an opportunity not only to change sport in Zanzibar but to change lives.

Here is an example of an organisation using this approach. Although they are applying the approach to athletics, there are many valuable lessons for basketball, netball and volleyball in Zanzibar.

<https://insideoutinitiative.org/>

Elements of a **CONNECTED** coaching session

A **CONNECTED** coaching session is quite different from a typical session.

- 1 A Connected Coaching session begins with an **OPENING TEAM CIRCLE**. This is one of the major differences in the coaching approach. The coach forms a circle **WITH** the players. The coach is part of the circle, not in the middle. Here is what happens during the opening team circle.



Step 1: The coach welcomes the players and creates a fun, friendly and safe environment.

Step 2: The coach facilitates a CONNECTED CONVERSATION with the players.

Here are some conversation topics as a guideline:

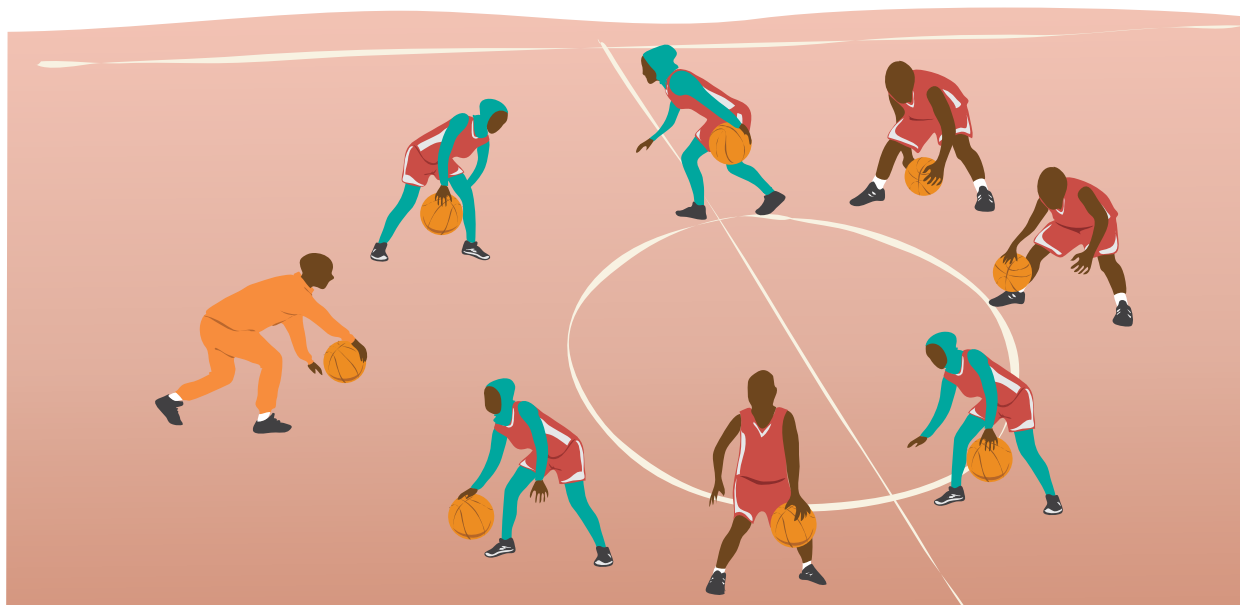
- How are you feeling today? (physically and/or emotionally)
- How has your week been? Any celebrations or achievements?
- Can we reflect on the last training session? What did you learn? Did you apply anything you learnt in your daily life?
- Has anyone struggled with anything on or off the field that you would like to share?
- Does everyone feel safe today, is there anything we can do to make sure everyone feels included?



Please note: The coach must facilitate a CONVERSATION with the players! The coach must not do all the talking. In the traditional approach to coaching, the coach does most of the talking. CONNECTED COACHING is different.

Step 3: The coach introduces or explains the connected outcomes of the session. The coach may use leading questions. It must be clear to the players from the outset that the session is more than just about basketball, netball or volleyball. They need to know and understand the purpose of the session and their role in making it successful.

- 2 The next phase of the connected coaching session is the MAIN PART. It involves focusing on teaching the sport skill and then applying it in the form of a game. The S4D coach must apply the CONNECTED COACHING approach throughout the training session. The coach must constantly CONNECT the sport outcomes and the S4D outcomes, even during this phase of the session. The S4D outcomes and the sport outcomes must be CONNECTED, not separate.



- 3 The S4D coach ends the session with a CLOSING TEAM CIRCLE. By now, the players are usually tired, so the coach and players should sit down in a circle. Again, the coach facilitates CONNECTED CONVERSATIONS. Here is what happens during a closing team circle.



Step 1: The coach **REVIEWS**

- The session outcomes. Ask the players to tell what they have learnt about the sports skills and to summarise the key points of the skill. Let the players explain and demonstrate, not you. Only add or emphasise.
- The link between the sport outcome and the S4D outcome.

Step 2: The players **SHARE** their experience of the session. They reflect on what they enjoyed and what might have been challenging. They give ideas and suggestions for improving the session.

Step 3: The coach concludes with a brief conversation about how the S4D outcomes might affect their future behaviour and daily lives. A few examples:

- Has the attitude of the boys/young men in the group towards girls/women changed?
- Have the girls/women in the group learnt anything about being more resilient or confident and speaking up more?
- What goals have they set themselves?

Step 4: The coach **EXPLAINS** any announcements about upcoming activities, e.g. details of the next match or training session. The coach closes the session with a group activity, such as a team chant.

Here are some key things to remember about the **CONNECTED COACHING** approach.

1 Be patient

The connected coaching approach may be difficult at first for both the coach and the players. Connected conversations will not come naturally to some coaches. At first, the players may not have much to say because this type of conversation will be new to them. But as they see these conversations happening every time the team meets, and that the topics are interesting and important to them, they will begin to participate more.

2 Be more player centred

The coach should not be the centre of attention all the time. Allow the players to speak freely. The coach should encourage ALL players to take part in the conversation. Typically, the most confident players will dominate a conversation. Other players may be quieter because they lack confidence. The connected coach must ensure that all players take part in the discussions and activities of the session.

3 Duration

The length of the opening and closing team circles will vary from session to session. It should never be too long or boring. Coaches should not distract from the sports training by turning these meetings into long dialogues that end up boring the players or disrupting the sports training. Keep your messages short and to the point. As coaches become more comfortable facilitating connected conversations, they will find that other opportunities for informal connected conversations arise during sessions. This could be with all the players, a smaller number or even individual players.

4 Safeguarding

It is important to create a safe, respectful and open environment, free from any form of harm or abuse. Players need to feel that they can express their ideas and reflect on their experiences. Set clear ground rules with players and ensure that everyone feels comfortable contributing to the conversation. Take particular care to ensure that men do not dominate the discussions.

5 Trust and confidentiality

Trust and confidentiality are two of the biggest challenges to making the CONNECTED approach effective. The connected coach must manage this carefully. The coach must EMPHASISE:

**“WHAT HAPPENS
IN THE CIRCLE,
STAYS IN THE CIRCLE”**

6 Respect

Encourage players to show respect to their peers by listening, contributing and acting responsibly. Younger children may be more inclined to joke about these issues. During shared conversations, it is important to encourage players to share their ideas and experiences without being laughed at, judged or gossiped about.

DIFFERENCES BETWEEN A TRADITIONAL SPORTS COACH AND AN S4D COACH

Here is a summary of the key characteristics of an S4D coach compared to a sports coach.

Sports coach	Sport for Development coach
The sports coach focuses on the development and improvement of basketball, netball and volleyball.	The S4D Coach focuses on developing and improving communities using basketball, netball and volleyball as a tool. The S4D Coach integrates social issues such as gender equality and inclusivity into their training sessions.

Sports coach	Sport for Development coach
<p>The sports coach develops better basketball, netball and volleyball players.</p> <p>(Improved fitness, speed, agility, strength etc.)</p>	<ul style="list-style-type: none"> The S4D coach develops people holistically using basketball, netball and volleyball as a tool. (Physical development, but also cognitive development, thinking skills, decision making, social skills, emotional skills, etc.) The S4D coach recognises that sport requires much more than skilful players. It needs good coaches, leaders, administrators, communicators, etc.
<p>The sports coach develops sports skills such as dribbling, spiking, shooting, defending, etc.</p>	<p>The S4D coach develops sports skills AND life skills, such as communication, leadership, teamwork, self-esteem, etc.</p>
<p>Top-down approach</p> <p>The sports coach has all the knowledge, attends training courses and makes all the key decisions, such as who is in the team, who is substituted and when.</p>	<p>Facilitative approach</p> <p>The S4D coach uses the knowledge and experience of the players for the benefit of the team.</p>
<p>The sports coach focuses mainly on training and preparing the players to participate in matches, tournaments, etc.</p>	<p>The S4D coach practices "Duty of Care". The coach is interested in the personal circumstances of the players. The coach understands that he has a duty to improve the lives of the players and to help them overcome whatever challenges they may face.</p>
<p>The sports coach is mostly EXCLUSIVE.</p> <p>The coach includes some players and excludes others because the main objective is to win matches.</p>	<p>The S4D coach is deliberately INCLUSIVE. The coach gives everyone as much opportunity to play as possible. The S4D coach plans activities for everyone, regardless of age, ability or skill level.</p>

Both approaches have advantages and disadvantages. A good coach will try to combine the best of the traditional approach to sports coaching and S4D. The S4D coach will integrate high quality basketball, netball and volleyball training with developmental outcomes. Other objectives, such as winning games, leagues and tournaments, are important but secondary to the holistic development of the players, fun and enjoyment and addressing social issues.

Chapter 6

Structure of S4D Session

INTRODUCTION

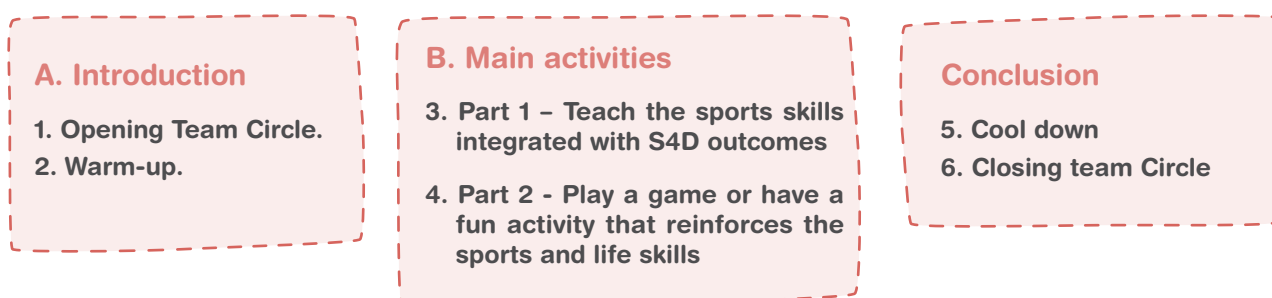
This chapter looks at planning and delivering effective S4D coaching sessions.

Please note the following:

1. The key to a good S4D session is PLANNING and PREPARATION.
2. The session should have clear sports outcomes AND S4D outcomes.
3. Sessions must be planned to be GENDER SENSITIVE and INCLUSIVE.
4. Sessions must be age appropriate.
5. Venues for meetings and sessions should be safe, and child and youth friendly.

PREPARING AND STRUCTURING TRAINING SESSIONS

Sessions should include the following 3 phases, as shown in the diagram below:



Let us take a closer look at the stages. Remember that this is a guideline. A good S4D coach can adapt the session to the situation you are in.

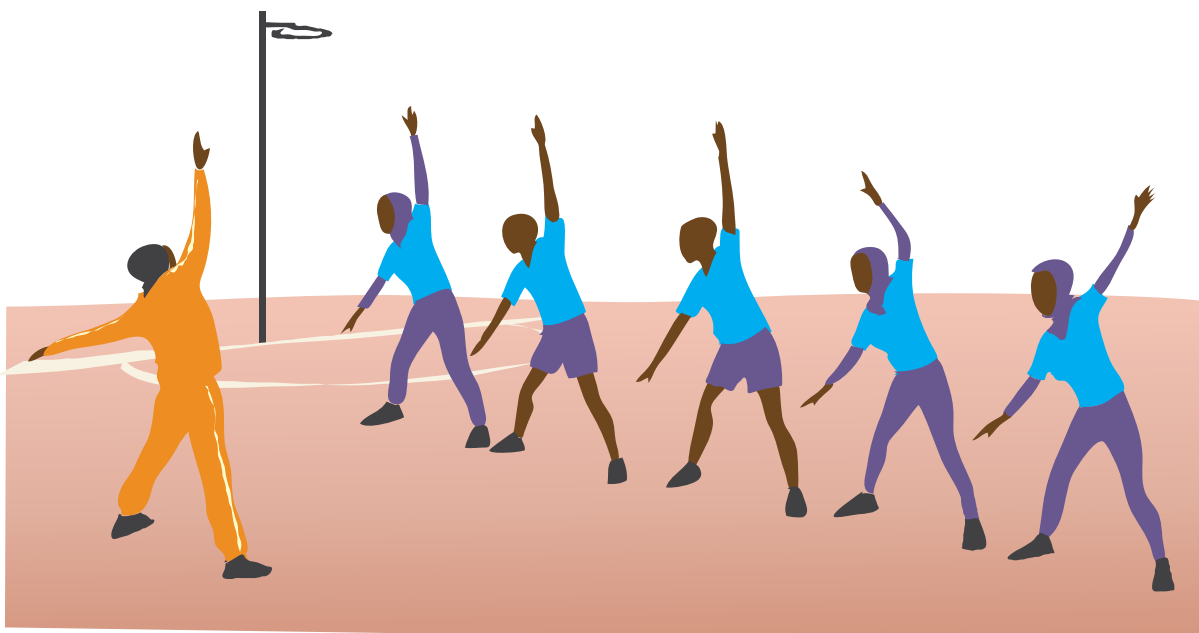
A: Introduction

1 Opening circle

The sessions start with an opening team circle, as described above. In each of the following sessions we will remind you of the structure of the opening team circle. Make sure you introduce the sports outcomes and the S4D outcomes.

2 Warm-up activity

A warm-up is a routine of light exercises at the beginning of a training session or before a competition. Why do you need to warm up the players?



- It **prevents injuries** – Cold muscles are tight and more prone to tears or strains. A warm-up loosens things up and gets the body ready for the session.
- It **boosts performance**: Warmed-up muscles work better. Players have better range of motion, power and coordination.
- It **develops mental focus**: A good warm-up helps the athlete to get into the activity and prepare mentally.

B: Main part

3 Part 1 – Introduction to the sport outcome, integrated with the S4D outcome

- This is the core part of your session where you will focus on specific sporting skills or tactics that are linked to the S4D outcome.
- Break down the skill into smaller, achievable and manageable steps.
- Use a variety of fun drills and games to keep players engaged.
- Give clear instructions and demonstrations.
- Give feedback and encouragement to the players and provide opportunities for them to give feedback and encouragement to each other.
- Ensure inclusivity and have progressions and variations to include girls and boys where appropriate. Provide challenges for the more talented players.
- During this part of the session, the coach must constantly create opportunities to integrate the S4D outcome into the session. For example, if the topic is communication, the players must have opportunities to communicate.

4 Part 2

Reinforce the skills further in a game situation. Create a small-sided game or a fun activity that focuses mainly on the sports skills covered during the session and the S4D outcomes.

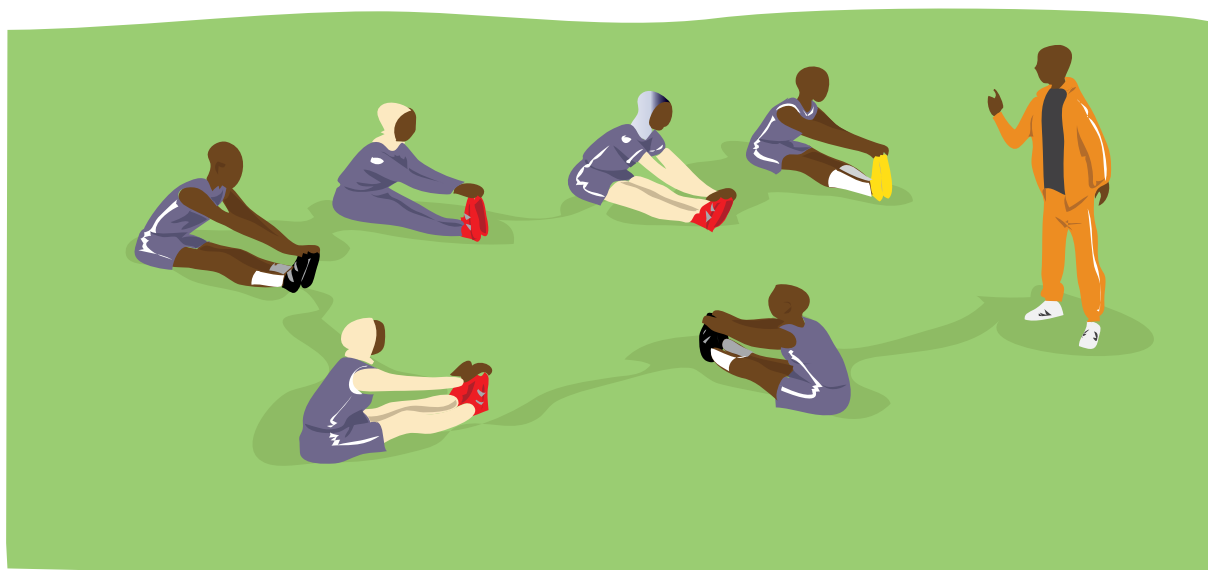


5 Cool down

Cooling down helps the body to return to its resting state. It gradually lowers your heart rate and blood pressure. Cool-down activities can include:

- **Light cardio:** Walking or slow jogging will gradually lower your heart rate.
- **Static stretches:** Hold stretches such as hamstring or quad stretches for 20–30 seconds to improve flexibility.
- **Deep breathing exercises:** Slow, deep breaths will help your body relax and wind down.

Note that the players under your supervision can lead warm-up and cool-down activities.



6 Closing team circle

The sessions end with the final team circle. The coach again facilitates a CONNECTED CONVERSATION. This is an opportunity for the coach to review the session with the players. The coach encourages the players to reflect and discuss their performance during the session. In the final team circle, it is preferable for the players to be seated, as they may be tired. This is also the last opportunity for the coach to make a conscious link between the sports skills outcomes and the Sport4Development outcomes. The coach also needs to emphasise how the S4D topic can be applied to their daily lives.



MORE THINGS TO REMEMBER WHEN PREPARING YOUR SESSION

- (i) When and where will your session take place?
- (ii) Size of the group, age of the players, levels of ability (are they beginners, intermediate, advanced players? A mixture of different levels?)
- (iii) What equipment and material do you need?
- (iv) What variations can you plan to make the exercises more accessible or challenging?
- (v) How will you organise the session to ensure that all players are as active as possible? It would be best if you tried to avoid players waiting too long to participate in a drill.
- (vi) How will you organise the session to create a sense of achievement for all players?

Problems often happen with sessions when:

- (i) The coach does not have clear outcomes for the session
- (ii) The coach fails to involve all the players
- (iii) The coach fails to keep the attention of the players

Player motivation often drops when:

- (i) The group is too big
- (ii) There is not enough space
- (iii) There is limited equipment
- (iv) The coach has difficulty in managing mixed ability groups with confidence
- (v) The coach talks too much
- (vi) Players have too little contact with the ball – in basketball, netball and volleyball it is advisable to have as many practice balls as possible. (This is why fundraising is essential in clubs)
- (vii) The activities could be more challenging or easier
- (viii) There are long waiting times between activities

SPORT SKILLS DEVELOPMENT

Here are some guidelines on how best to teach sports skills.

(i) Break down the skill:

- **Identify the key components:** Break the skill down into its basic components. Is it throwing, catching, running, footwork? Understanding the building blocks helps players see the bigger picture.
- **Start simple:** Start with isolated drills that focus on specific components. Start with a closed situation where players can practise the skills without external influence and then progress to a match situation. This allows players to master the basics before moving on to more complex movements.

(ii) Focus on technique:

- **Visual cues and demonstration:** Use clear explanations and visual demonstrations to show players the correct technique. Break down body positioning, movement sequences and key points of emphasis. Use more experienced players for demonstrations. In male-dominated sports such as volleyball and basketball, try to use female players to do the demonstrations to build their self-esteem and break down gender stereotypes. Similarly, in netball, use men if possible.

(ii) Make practice deliberate:

- **Quality over quantity:** It is better to do exercises correctly a few times than many times but incorrectly. Emphasise quality repetitions.

(iii) Progression and challenge: Players will have different levels of skill and experience in basketball, netball or volleyball. As a coach, you will be familiar with these different levels. It is best to adapt the activities to the individual players. As the players improve, gradually increase the difficulty of the drills. Introduce new variations, add speed or resistance, or introduce game-like situations.

(iv) Feedback and correction:

- **Positive reinforcement:** Provide constructive feedback and positive reinforcement throughout the session. Focus on what the player is doing well, then offer suggestions for improvement. Also, allow the players to give feedback to each other.
- **Individualized attention:** Move between the players and provide personalised feedback. Identify individual mistakes and provide specific corrections tailored to their needs.

(v) Keep the session engaging:

- **Variety and fun:** Include a variety of drills and exercises to keep players engaged. Use fun activities and games to reinforce skill development without monotony.
- **Set goals and track progress:** Help players set achievable goals for each session. Track their progress and celebrate their achievements to keep them motivated.

(vi) Use technology and online resources:

- **Video analysis:** Consider incorporating video analysis into your sessions. Record players performing the skill and review it together. This allows for visual self-correction and reinforced learning.
- There are many online resources, such as YouTube clips, that can support your coaching.

Chapter 7

Volleyball Activity Sessions

INTRODUCTION

Below are 10 sample activity sessions for volleyball. These are merely examples of sessions that coaches can adapt. In the case of volleyball, we have also included two “Healthy lifestyle sessions”. These are sessions that do not focus directly on volleyball skills but use volleyball-related activities to address other social issues. This approach can also be used by basketball and netball coaches.

Each session will have the following components:

- The sports topic and the S4D topic
- Key messages on the S4D topic
- Tips on integrating gender equity and inclusion into your session
- Sport and S4D outcomes.

Guidelines:

- Opening the team circle
- Warm-up
- Main parts
- Cool-down
- Closing the team circle

We must stress that this is only a guideline; you will need to adapt the session to suit the time available, equipment, weather, etc.

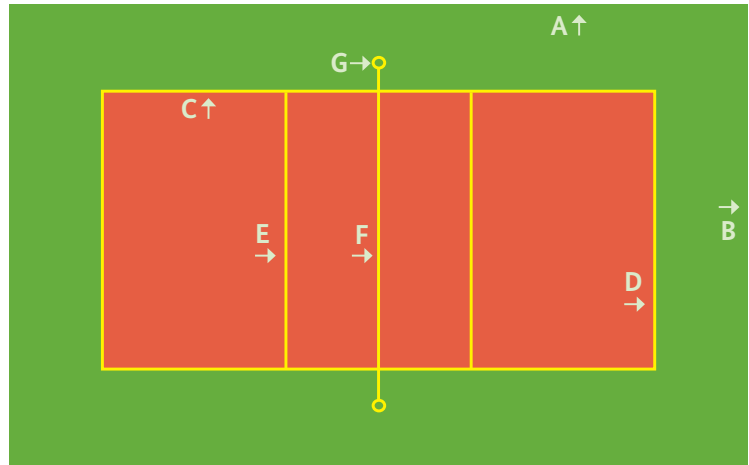
INTRODUCTION TO VOLLEYBALL

Volleyball is a dynamic team sport that combines skill, strategy, and athleticism. It is a popular and inclusive sport that encourages teamwork, communication, and physical fitness. Volleyball is played between two teams, with six players on each side. The objective is to score points by sending the ball over the net and grounding it on the opponent’s court, or by causing the opposing team to commit a fault.

This introduction will provide an overview of how volleyball is played.

Playing field

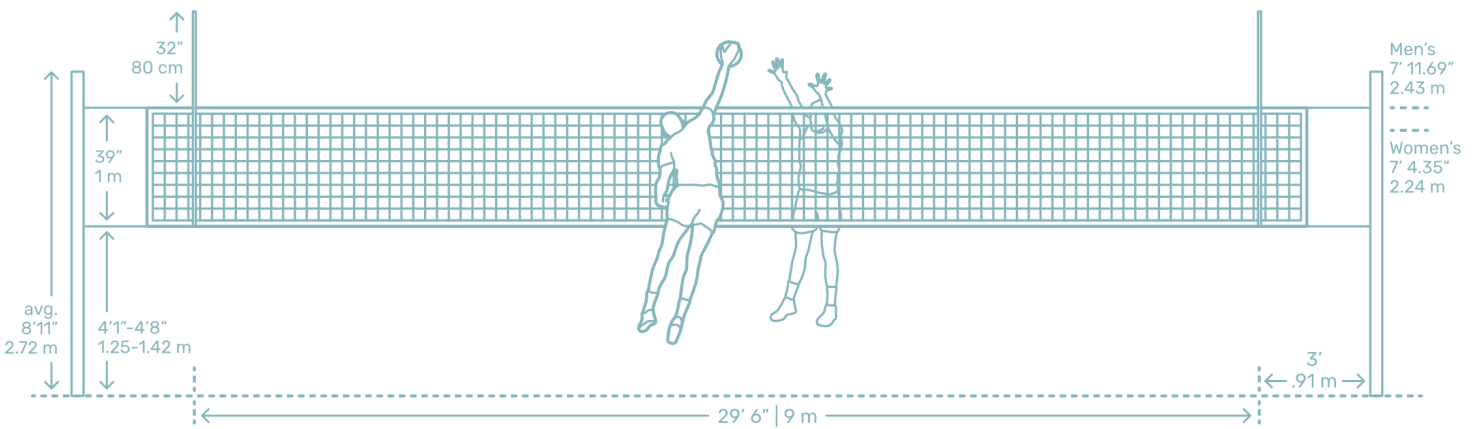
According to the International Volleyball Federation (FIVB), a standard volleyball court measures 18 meters long by 9 meters wide. A centre line divides the court into two halves and the attack line is 3 meters from the center line on either side.



ANNOTATION	DESCRIPTION	REMARK
A	Safety zone limit	3m from the side line
B	Safety zone limit	3m from the side line
C	Side line	18m long
D	End line	9m long
E	Attack line	3m long from the centre line
F	Centre line	Divides the court in two halves
G	Net post	0.5-1.00m from the side line

Post and Net

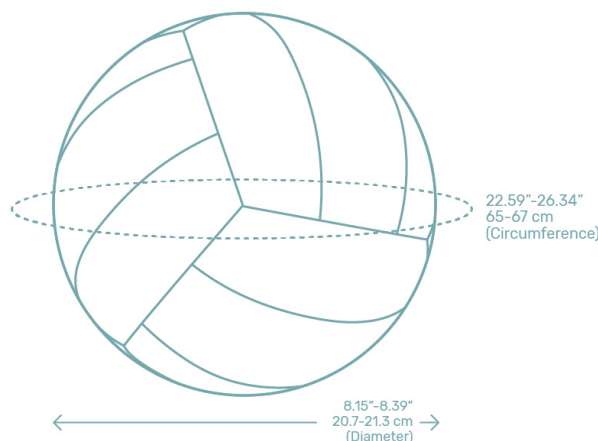
The net is the primary obstacle and separating element between the two teams in a game of volleyball. Volleyball nets span the entire width of the court (9 m) and are held rigid by outer poles typically set approx. 1 m from the edge of the court. The height of the net differs for men’s and women’s play; men’s at 2.43 m and women’s at 2.24 m. The dimensions of the playing court are often identified on the net surface by two antenna extending 80 cm above the net. Volleyball nets have a surface height of 1 m from top to bottom and are constructed with a polypropylene or nylon, have a mesh size of 10 cm and are capped with stiff headbands along the perimeter.



Ball

A standard volleyball match ball is:

- Spherical in shape, with 18 rectangular panels made of leather, rubber or suitable synthetic material.
- Circumference of 65–67 cm
- Weigh 260–280 g.
- Inflated to a pressure as specified on the ball by manufacturer (recommended 4.26–4.61 psi).



Standard size 5 volleyball

How Volleyball is Played

Teams aim to win sets, with most matches played in a best-of-five sets format. A set is won by the first team to reach 25 points with at least a two-point lead.

1 Basic Rules

1. **Serving:** The game begins with a serve from behind the baseline. The serve can be overhand or underhand, and the server must not step on the court until after the ball is hit.
2. **Three Hits per Side:** Each team is allowed a maximum of three consecutive hits to return the ball over the net.
3. **Rotations:** Teams rotate clockwise each time they win the serve from their opponents.
4. **Scoring:** Points are scored when the ball lands in the opponent's court, an opponent commits a fault, or the opposing team is unable to return the ball within the rules.
5. **Boundary Lines:** The ball is considered "in" if it lands on or within the boundary lines of the court.

2 Playing Positions

Each team has six players on the court with specific roles:

1. **Outside Hitter (Left-Side Hitter):** Often the primary attacker, positioned at the front left.
2. **Opposite Hitter (Right-Side Hitter):** Plays at the front right, serving as a secondary attacker.
3. **Setter:** Orchestrates the team's offense by delivering precise sets to attackers.
4. **Middle Blocker:** Positioned in the center front, focusing on blocking and quick attacks.
5. **Libero:** A specialized defensive player who cannot attack or serve and wears a different jersey color.
6. **Defensive Specialist:** Substitutes in for back-row defense.

3 Key Skills

1. **Serving:** Delivering the ball into play with power and accuracy.
2. **Passing (Bumping):** Using forearms to direct the ball to a teammate, often the setter.
3. **Setting:** Gently pushing the ball upwards with the fingertips for an attacker to spike.
4. **Spiking:** Striking the ball forcefully over the net to score points.
5. **Blocking:** Preventing the ball from crossing the net by intercepting it at the net's height.
6. **Digging:** A defensive skill to prevent the ball from hitting the ground after an opponent's spike.

4 Common Errors in Gameplay

- **Serving Errors:** include not getting the ball over the net, serving the ball into the net, serving the ball out, and the ball spinning instead of floating.
- **Passing Errors:** include the ball not reaching the net, the ball being too low, the ball being too tight to the net, and passing the ball to the left side of the court.
- **Setting Errors:** include setting the ball too tight to the net, setting the ball too far inside, setting the ball too far outside, and setting the ball too far outside the court.
- **Hitting Errors:** include hitting the ball into the net, hitting the ball out, hitting the ball wide, and the ball having no spin.
- **Blocking Errors:** include the ball being blocked outside of the court, the ball coming down in front of the player, the ball going between players, and not closing off enough area of the court.
- **Defense Errors:** include not getting to the ball before it hits the floor, the ball coming up too low, the ball not getting to the target, and missing the ball when the attacker hits it off the blocker's hands.

Volleyball is a sport that offers excitement and inclusivity, promoting skills that extend beyond the court. Mastering its fundamentals not only enhances gameplay but also fosters teamwork, strategy, and fitness.

Beach Volleyball

Introduction to Beach Volleyball

Beach Volleyball is an exciting and fast-paced variation of traditional volleyball, played on a sand court with two players per team. Originating as a recreational beach activity, it has evolved into a professional sport recognized by FIVB and included in the Olympic Games.

How Beach Volleyball is Played

Beach Volleyball features two teams of two players competing on a sand court. The game follows similar rules to traditional volleyball but with key differences, such as the lack of rotational positions and the rule allowing only three touches per side. Matches are played in a best-of-three format, with the first two sets scored to 21 points and the deciding set to 15 points.

Court Dimensions

The Beach Volleyball court measures 16 x 8 meters, divided by a net set at a height of 2.43 meters for men and 2.24 meters for women. The sand must be at least 40 cm deep, soft, and free from debris to ensure player safety and comfort.

Key Skills:

- **Serving:** Delivering powerful or tactical serves to challenge opponents.
- **Passing:** Accurately receiving and directing the ball to the setter.
- **Setting:** Positioning the ball for an effective attack.
- **Attacking:** Spiking the ball strategically to score points.
- **Blocking:** Defending at the net against opposing attacks.
- **Defense:** Diving and retrieving balls in the sand to keep the rally alive.

Advantages of Beach Volleyball

- **Fitness:** Beach Volleyball promotes physical fitness, agility, and coordination, thanks to the demanding nature of playing on sand.
- **Skill development:** Fosters teamwork and communication due to focus on individuals.
- Accessible as it requires few players and minimal equipment.

SESSION 1

VOLLEYBALL TOPIC: RECEIVING THE SERVE

S4D Topic: Planning and Preparation

Key Messages/Discussion Points

1. Explain that you planned and prepared for the session. Ask the participants why you must plan and prepare for the session.
2. Explain that you set outcomes and goals for the sessions, and by planning and preparing, you can check whether the outcomes and goals have been met.
3. Explain that they must also plan and come prepared for the session. E.g. How long will it take to get to the session, and how long will it take to get dressed? What should they wear?
4. Relate the importance of Planning and Preparation in life.
5. Ask a few participants to share a goal they have in their lives. Ask another participant to share what planning and preparation should be done by that participant to achieve that goal.



Tips – How to Integrate Gender and Inclusion issues into your Session.



NB. These tips are not only applicable to this session. All the tips in this manual can be adapted and applied in other sessions.

1. Where possible, have female facilitators and coaches for at least the girl groups, if not both groups.
2. Create a safe space for girls by having their introductory sessions separated from the boys for them to be more comfortable in discussing.
3. Afterwards, bring the groups together for an integrated session during the activity phase.
4. Create opportunities for Players to do drills without planning and then with planning. Reflect if planning improved their performance.

S4D OUTCOMES

1. Players learn the importance of being ready on the volleyball court and in life.
2. Players learn that Planning and Preparation are skills and habits that can be practised.

VOLLEYBALL OUTCOMES

1. Players learn the ready position.
2. Learn/improve basic passing and setting skills.
3. Learn/improve movement towards the ball to receive the serve.

Time: 60 to 90 minutes

Opening Team Circle Time: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experiences in their lives during the last week.

Step 3: The Coach asks leading questions to introduce the Volleyball topic, e.g. How do we start a rally in Volleyball? (The serve). What must the opponents do to keep the rally going? (Receive the serve effectively)

Step 4: The coach asks leading questions to introduce the S4D topic. E.g. why do you think planning and preparation is important in sport. Why is it important in life? Ask the participants to discuss the question in groups. 1st mix the genders in the groups for a minute. Then let them discuss in same gender groups. Ask them to reflect briefly on whether their discussions were any different when the groups were mixed or when they were of the same gender.



NB: This technique may be used in other sessions but not all. There is no right or wrong approach; it would depend on the nature of the topic to be discussed. At this stage, allow the participants to voice their opinions and use their voices.

Warm-Up

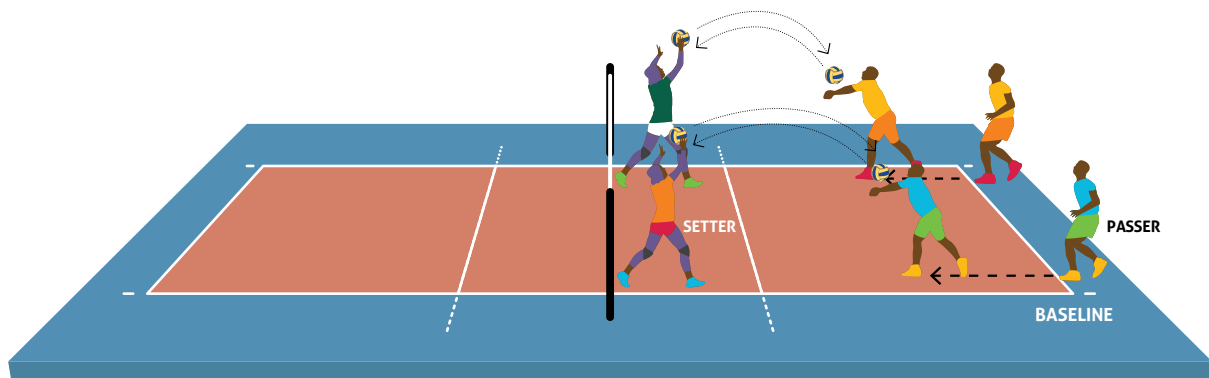
Time: 8 to 10 minutes

Equipment

1. 1 ball per pair of players or 1 per small group.

Set-Up

1. Set up a normal 9m x 18 m volleyball court.
2. Divide participants into pairs. Where possible, arrange mixed-gender pairs.
3. If there are too few balls, increase the size of the groups. Again, mix the genders.
4. 1 Player from each pair stands at the net (Setter), one player on the baseline (P)



Activity

1. The player at the net (Setter) uses an overhead pass (volley) to pass the ball over the net to a spot approximately 2–3m in front of the player on the baseline.
2. The player on the baseline (Passer) must:
 - Stand with feet approximately shoulder-width apart, keep your head up and eyes on the ball and touch the ground with both hands before moving into a ready position.
 - Call the ball (e.g. “mine”, “yes”, “my ball”) before/while moving.
 - Move to the ball.
 - Get into position.
 - Use a bump pass (dig) and try to place the ball perfectly on top of their partner’s head.
3. The Passer then backpedals to the baseline and prepares to receive the next ball.
4. The drill is continuous for a minute, with players switching roles and positions every minute.

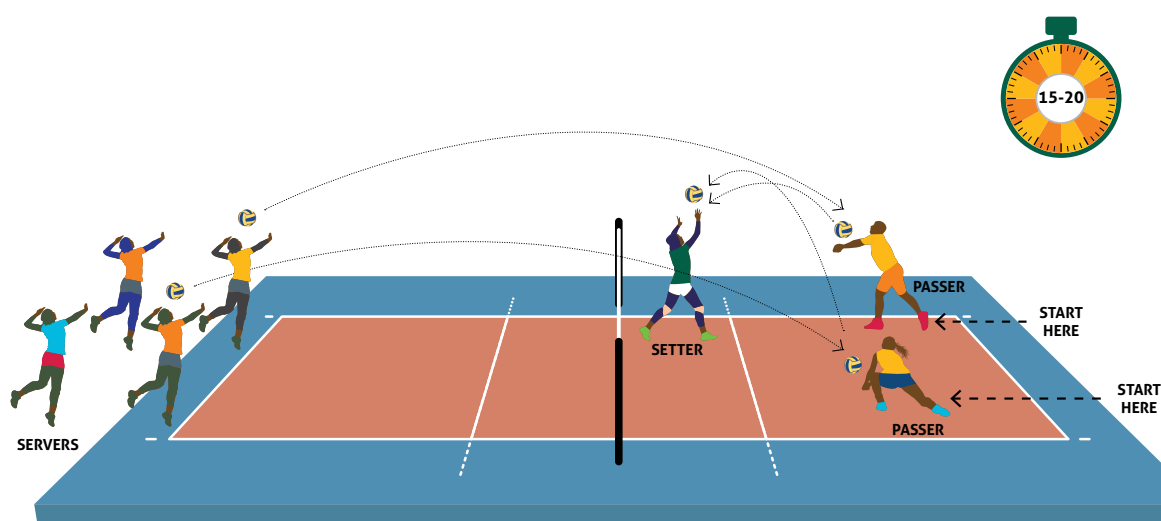


Tips for the Coach

1. Depending on the skill levels of the players, the coach can emphasise various technical components of the ready position, such as:
 - Feet more or less shoulder width apart.
 - Toes on target, i.e. facing the Setter.
 - Knees soft, i.e. slightly bent
2. Emphasise the importance of getting ready every time.
3. Make sure players understand the link between getting ready, and the technique of passing the ball, and how they naturally fit together.
 - Receiving the ball, by dropping slightly as the ball contacts the arm
 - Directing the ball forward by straightening the legs and moving the whole body “through” the ball
 - Minimal arm swing, just a nudge through slight rotation of straight arms at the shoulder

Main Part

Time: 15 to 20 minutes



Equipment: 1 ball per 4 or 5 players.

Set-Up

1. The backcourt (behind the 3m attack line) is divided into two, left and right.
2. 1 player (Passer) in each half.
3. 1 player (Setter) at the net in position between 2 and 3, approximately 0.5m off the net.
4. The rest of the team (Servers) is behind the baseline (or attack line) on the other side of the net, with balls in two lines, one behind the other and in line with the passer on the opposite side.

Activity

1. The passer is in a ready position 2-3m into the court, i.e. from the baseline:
 - Feet shoulder width apart
 - Weight on the balls of their feet
 - Body bent slightly at the waist
 - Arms out, hanging down and slightly in front of the body
 - Palms facing forward towards the Server
 - Body in continuous motion by gently shifting weight from one foot to the other
2. The Servers take turns to serve, two at a time, straight down the line at their corresponding passer. Encourage the players to use the underhand serve if they are beginners or at the primary school level; the overhand serve should only be used by more advanced players.
3. The Passer:
 - Calls the ball (e.g. "mine", "yes", "my ball") before/while moving.
 - Moves to the ball.
 - Gets into the ready position
 - Uses a bump pass (dig) and tries to place the ball perfectly on their partner's head.
4. The Setter catches the ball and rolls it under the net to the Servers
5. The Passer must quickly prepare (use the words "be prepared" to receive the next serve.
6. Each player passes about ten balls, then rotates to serve, and two new Passers take their turn.

PROGRESSION

1. The service can be executed from just behind the attack line to make the delivery of the serve more consistent. Alternatively, the ball can be tossed across the net.
2. Serve cross-court only.
3. Add a quality criterion to the pass, i.e. a good pass is one where the Setter must take no more than one step in any direction to receive the ball on top of his head.
4. Add a performance target, e.g. 10 good passes, before the player rotates out.
5. Add a consistent performance target, e.g. 5 good passes in succession, else start over.



Tips for the Coach

1. The ready position is soft and relaxed, no tension. The emphasis is on being ready (prepared) all the time.
2. The pass is soft and relaxed, no tension.
3. Eyes are on the ball all the time.
4. Check that the Passer's feet are on target and, in passing, she is moving her body through the ball and towards the setter.

Equipment

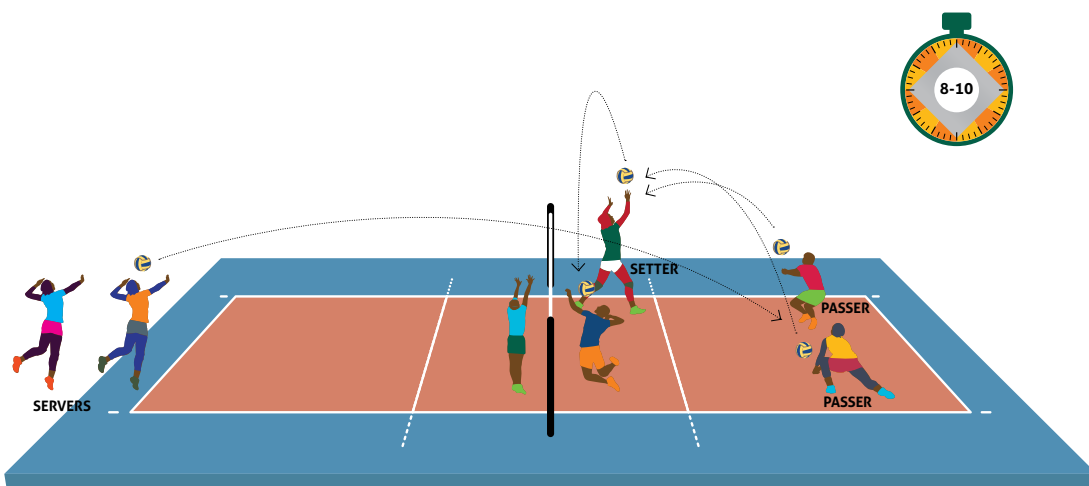
1. Balls
2. Volleyball court.

Set-Up

1. Two teams
2. Team A, with a minimum of 4 players.
 - 2 x Passers
 - 1 x Setter
 - 1 x Spiker in position 4
 - If up to 6 players are available, additional players are spikers in positions 3 and 2
3. Team B
 - 2 x Blockers
 - The rest are Servers
 - If there are six players in Team A, Team B must have three blockers
4. Teams play a first-phase side-out game.

Activity

1. The Passers in Team A are in the ready position to receive serve.
2. A Server serves the ball anywhere in the opponent's court.
3. The Passers self-select by calling the ball, then moving to the ball and passing it perfectly to the Setter.
4. The Setter sets the ball to the Spiker (if there is more than one Spiker, to any Spiker of her choice)
5. The Spiker spikes the ball into the opponent's court.
6. The Blockers in Team B put up a double block (two blockers blocking) in position 2 or a single block in position 3, trying to prevent the ball from crossing the net into their court. If there are three attackers, a double block is executed in position 4 as well.
7. A point is scored for Team A when the ball crosses the net, beats the block and is in the court.
8. A point is deducted from Team A when the ball does not clear the net, is blocked by the blockers, or is hit out.
9. The objective is to get to 11 points.



PROGRESSION

1. The service can be executed from just behind the attack line to make the delivery of the serve more consistent, if required. Alternatively, the ball can be tossed across the net.
2. Vary the serves from different positions on baseline
3. Decide on the specific attack up front, e.g.:
 - Down the line
 - Cross court
 - Quick middle
 - Reverse set to 2
 - Etc.
4. Play a full-out game between two teams of 6 players each.



Tips for the Coach

1. Focus on the getting ready for the pass and then executing the pass, as the starting point for an effective attack.
2. Passers have to be in a ready position before the ball is served.
3. Passers have to call the ball as early as possible.
4. The Passer who calls first, makes the pass, regardless of who is closer.

Closing Team Circle

Time: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they learnt about the volleyball skills. Ask them to highlight a few key points about serve reception.
- The link between the **sport skill** and the **S4D outcome**. Ask the players to reflect on what happens if they are not ready to receive whatever life serves them.

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and if there was anything you could have done better. What would have made them enjoy the session even better?



NB: The first few times you use this approach, you may need help to get good responses from the learners. They may not be used to giving feedback. Again, divide them into groups so that they do not feel intimidated by you in any way. Ask them to assign one person to provide feedback on behalf of the group. Refrain from responding to their feedback. Do not be defensive in any way.

Step 3: The Coach **FACILITATES** a short discussion by asking them what they think they should do to **PLAN** and **PREPARE** to reach goals in their lives. Ask them to share anything they learnt about **PLANNING** and **PREPARATION** and if there is anything they will do differently.

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities, e.g. details of the next match or training session, and closes the session with a cheer or chant.

SESSION 2

VOLLEYBALL TOPIC - PEPPER DRILL

S4D Topic – Motivation and Focus

Key Messages/Discussion Points

1 Motivation

1. Discuss the concept “Motivation” in simple terms, what excites you about life, about Volleyball. What motivated them to start and continue to play Volleyball?
2. Introduce the concept of setting goals to motivate themselves. (Goal setting will be a topic of another session, but it can be introduced here and reinforced later.)
3. Introduce the concepts of **Intrinsic motivation** –playing for fun and enjoyment, vs **Extrinsic motivation** – playing for rewards, like winning or medals. Use simpler words that the players will understand or make examples.

2 Focus

1. Explain that this is about **reducing distractions** in their lives and in Volleyball that will keep them from achieving their goals.
2. Introduce **visualisation exercises** where they imagine a future version of themselves being successful in life or volleyball. E.g. Imagine yourself being a successful businesswoman in Zanzibar. Imagine yourself playing Beach Volleyball for Zanzibar at the Olympics. Explore their thoughts and feelings. Can these dreams be realised? How?
3. Discuss staying present in a volleyball match, practice session, or life. Emphasise that making mistakes or incorrect decisions in a volleyball match is part of sport, and they should let go of the error, learn quickly, and move on to the next point.

Also, introduce the idea of a **growth mindset**, where the players believe they can improve in volleyball and life through hard work, dedication, and focus.

S4D OUTCOMES

By the end of the session, players will be able to:

1. Explain what is meant by motivation and focus.
2. Practice visualisation techniques to improve their motivation and focus.
3. Show increased enthusiasm and enjoyment during volleyball sessions.

VOLLEYBALL OUTCOMES

By the end of the session, players will be able to:

1. Consistently perform a three-hit sequence (pass, set, spike) in a pepper drill.
2. Improve their passing, setting, and hitting techniques.
3. Vary and adjust their hitting power based on the setter’s location and whether they want a soft touch vs a powerful spike.



Tips on Gender Equity and Inclusion.

- Let the players discuss in groups.
 - Are girls more motivated or less motivated than boys to play Volleyball? Why?
 - In Zanzibar, who gets more media attention, male or female sport? Why?
 - How can we motivate girls more during the session? Get ideas from the players themselves.



NB: These discussions must be short and fun and can be integrated into the session. There should be no lengthy, boring discussions, and you should keep your opinion on the issues to a minimum, only addressing any stereotyping and discriminatory practices.

- The Coach must get into the habit of using inclusive language. Avoid gendered language like "his" and her and instead use gender-neutral volleyball terms like players, teammates, setters, attackers, receivers, etc.
- Recognize and celebrate the achievements and contributions of female players within the team.
- Encourage an inclusive team culture where everyone feels valued and motivated to perform their best, regardless of gender.

Time: 60 to 90 minutes

Opening Team Circle 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

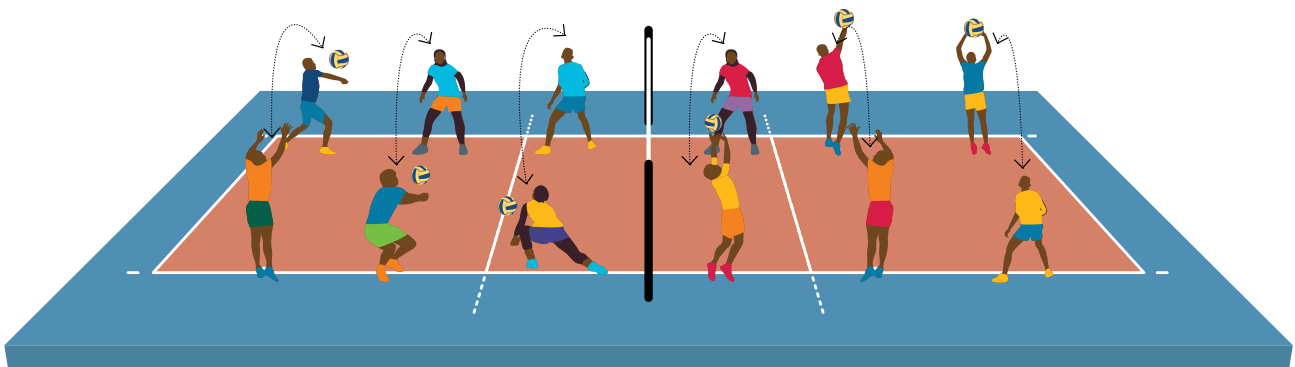
Step 2: The Players SHARE a few experiences in their lives during the last week.

Step 3: The Coach introduces the S4D outcomes through leading questions. E.g. We are playing a big match next week. How can we motivate ourselves and remain excited to play the game instead of worrying about losing? Also, see the discussion points above.

Step 4: Introduce the Volleyball topic with leading questions. E.g. how many times can one team touch the ball before it has to go over the net? Typically, what would those touches be? (Pass, set, hit)

Warm-Up

Time: 6 to 8 minutes



Equipment

- 1 ball per pair of players, if possible.

Set-Up

1. Set up a normal 9m x 18 m volleyball court.
2. Divide participants into pairs. If there are too few balls, increase the size of the groups.
3. Pairs of players work across the court, i.e. from side to side, 1-2 metres from the sideline, facing each other.

Activity

1. The players bump pass the ball to each other for three minutes.

(<https://youtu.be/vAAcuihU11U?si=5qkp8tYwkrsGI8sA>)

2. The players set pass the ball to each other for three minutes.

(https://youtu.be/58w4Aeyyy_0?si=NYbsLfDO_9KYvMIW)

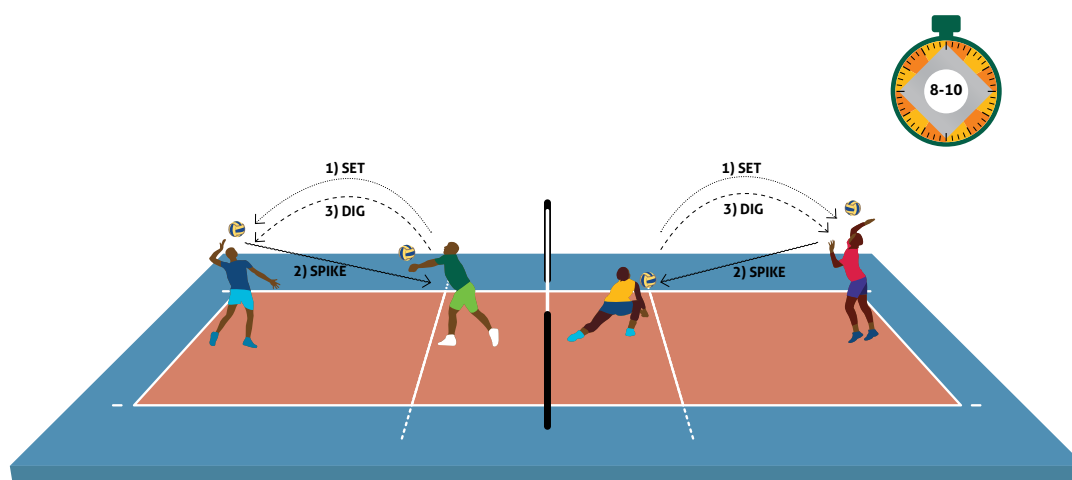


Tips for the Coach

1. Focus on accurate passes, i.e. each player has to make their partner move as little as possible.
2. Focus on keeping the ball alive, i.e. moving as much as is required to keep the ball alive
3. It is both a physical warm-up, i.e. warming up the body, as much as it is a hands-eye coordination warm-up.
4. Emphasise that each player is his partner's keeper, so when his partner makes an error, he has to do whatever it takes to get back on track.

Main Part

Time: 15 to 20 minutes



Equipment

- 1 ball per pair of players if possible. Otherwise, in groups.

Set-Up

1. Same as for warm-up

Activity: (Pepper Drill)

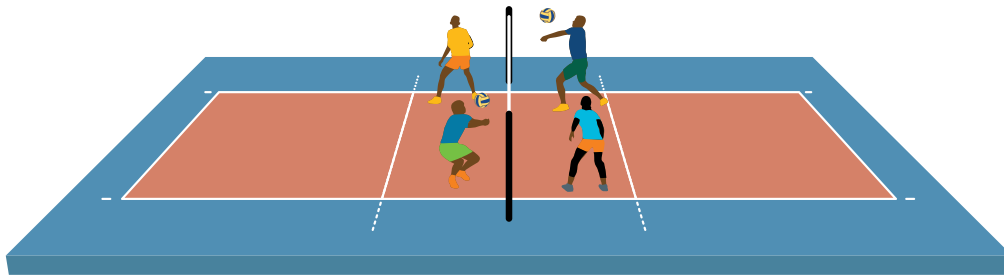
1. Any player in each pair initiates the activity by volleying (set) passing the ball to their partner.
2. The partner hits the ball at the first player, aiming it at the centre of his body, just below the waistline.
3. The first player bump passes the ball to their partner.
4. The partner then volley (set) passes the ball to the first player.
5. The first player hits the ball at the partner, aiming it at the centre of his body, just below the waistline.
6. The partner bumps the ball to the first player
7. The cycle starts again
8. This lasts for 2 minutes
9. Rest for 30 seconds

<https://youtu.be/0FK1nQunWus?si=IB-CflLwKGCadezt>



Main Part 2

Time: 15 to 20 minutes



Equipment

1. Balls
2. Volleyball court.

Set-Up

1. Teams of 2 players each.
2. Utilising only the net and the attack zone (3m zone) on both sides
3. Teams play a continuous dig-set-spike game

Activity

1. The ball is served underarm from behind the attack line.
2. The receiving team must dig the first ball, set the second, and direct a controlled, soft hit into the opponent's attack zone.
3. The serving team defends with a dig, set and controlled soft hit across the net into the opponent's attack zone
4. The objective is to keep the ball alive for as long as possible

5. The team that makes the first mistake, i.e. hits out of the attack zone, or into the net, or is otherwise unable to return the ball to their opponents' court, leaves the court for a new pair to come on and challenge the winners.
6. Players leaving the court must encourage and motivate the players on the court.

PROGRESSION

1. Enforce the dig-set-spike sequence, i.e. make a rule that failure to maintain the sequence would be a fault, which means losing the point.
2. If there are fewer players (and teams) make the game slightly longer, e.g. first team to get 3 points.



Tips for the Coach

1. Focus on control
2. Players have to learn to "read the ball", from both the opponents' side as well as from their partner
3. Players have to communicate to define their roles every time the ball crosses the net.
4. Emphasise the discipline required of playing a controlled game, and their dependence on each other for continuous motivation.

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they learned about the pepper drill.
- Ask them to highlight a few key points about motivation and focus. Why is it important in volleyball? Why is it important in life?
- The link between the **sport skill** and the **S4D outcome**. Ask the players to reflect on what happens when they are not focused on the task.

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what could be improved.

Step 3: The Coach **FACILITATES** a short discussion by asking them what they should do to improve their motivation and focus.

Step 4: The Coach **EXPLAINS** any announcements on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 3

VOLLEYBALL TOPIC: WALL PASSING

S4D Topic Self-Discipline

Key Messages/Discussion Points

1. Wall passing in volleyball is a training technique where players practice their passing skills against a wall. It's a simple yet effective drill that allows players to work on their passing form, hand positioning,

and control in a solo setting. i.e. If they have access to a ball, they can do this on their own if they exercise self-discipline.

https://youtu.be/_c_qI9llwrE?si=FXpPzFciFCv8L20x



2. Emphasise that self-discipline starts with the players understanding what motivates them and their goals. What are they working towards?
3. Guide the players to set SMART Goals. (Specific, Measurable, Achievable, Relevant and Timebound.
4. Emphasise the importance of developing a daily or weekly routine.
5. Take Small Steps – Start with small, achievable actions and build from there.
6. Help the players identify the behaviours and people that hold them back.



TIPS – How to integrate the S4D Topic into your session?

1. **Importance of Routines** – Discuss the importance of establishing a routine to improve their wall passing. Encourage the players to work on this routine at home on their own.
2. **Focus on repetition** – Highlight that self-discipline involves the commitment to repetitive practice.
3. **Setting Goals:** Encourage players to set personal goals for their wall passing, such as achieving a certain number of consecutive passes without a drop. This helps them track progress and stay motivated.



Tips on Gender Equity and Inclusion

1. Ask some of the players to share their daily routines. Examine if there is any significant difference between the daily routine of boys and girls.
2. Explore the reasons for this. E.g. Girls must take care of younger siblings, clean, help with cooking etc.
3. Explore with the players whether they think girls face more obstacles in achieving their goals.
4. Let the group suggest strategies for girls to achieve self-discipline tailored to their unique experiences and challenges.



NB: When running these sessions, it would be necessary for male coaches to have female assistants as part of their team. This need not be a volleyball coach but somebody who can help you facilitate these discussions.

S4D OUTCOMES

By the end of this session, participants should be able to:

1. Explain what self-discipline means and why it is essential in Volleyball and their lives.
2. Identify actions and behaviours that should be part of their daily or weekly routines,
3. Set SMART Goals for themselves and a plan as to how they could achieve those goals.

VOLLEYBALL OUTCOMES

By the end of this session, participants should be able to:

1. Demonstrate improved passing control and accuracy.
2. Demonstrate improved setting control and accuracy.

Time: 60 to 90 minutes

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

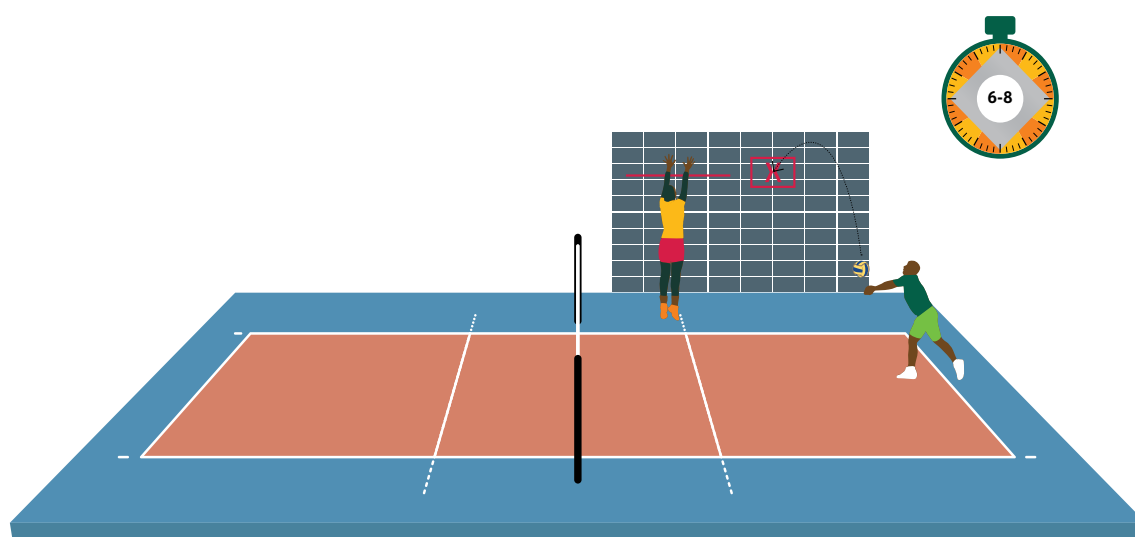
Step 2: The Players SHARE any important experience in their lives during the last week. This could be a positive experience, a happy moment, a challenge, or a sad moment.

Step 3: The coach introduces the S4D and Volleyball topic through leading questions such as: What can we do on our own at home to improve our volleyball skills? What do we need (a ball, self-discipline)

Step 4: The Coach EXPLAINS that the drills learned in this session should be practised and they must make it part of their daily routine.

Warm-Up

Time: 6 to 8 minutes



Equipment

1. 1 ball per player.
2. If there are not enough balls for each player to have their own, they take turns for about two minutes each

Set-Up

1. A wall that is high enough – over 3m
2. Chalk to mark a spot on the wall. If that is not available or desirable, players will be required to mark a spot on the wall mentally

Activity

1. The player tosses the ball straight up in front of them and then tries to bump pass the ball onto the spot (physical or imaginary) on the wall.

- Catch the ball and repeat.
- If the players are sharing, the player without the ball has to practice blocking against the wall, i.e. stand facing the wall, jump up and touch a spot higher than the net, and come down ready to jump again.

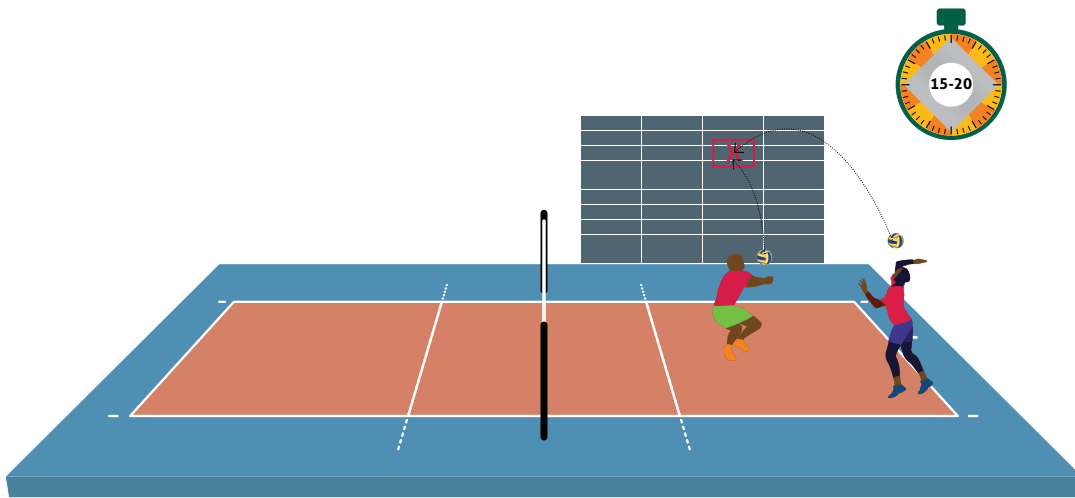


Tips for the Coach

- Focus is on accuracy and control of the bump pass,
- The goal is for the ball to travel the same trajectory and hit the spot every time.
- The blocker has to ensure that she only touches the wall at the target spot and not anywhere else.

Main Part

Time: 15 to 20 minutes



Equipment

- 1 ball per player

Set-Up

- A wall that is high enough—over 3m.
- Chalk to mark a spot on the wall. If that is not available or desirable, Players will be required to mark a spot on the wall mentally

Activity

- The player stands at a distance (4–5m) from the wall.
- She tosses the ball into the air and serves the ball to a spot on the wall higher than the net would be.
- When the ball rebounds from the net, she moves into position to pass the ball to an imaginary spot on the wall
- When the ball rebounds, she catches the ball and starts again

PROGRESSION

- Instead of passing the ball to a spot on the wall, the player digs the ball to herself and then hits the ball (with or without a jump) to the spot on the wall and repeats until failure.
- Serve the ball at an angle to the wall, thus forcing the player to move sideways to pass the ball.
- Pass continuously, at an angle until failure – count the number of successful passes executed.
- Players work in pairs. When one player hits, the other player passes to herself and then hits.

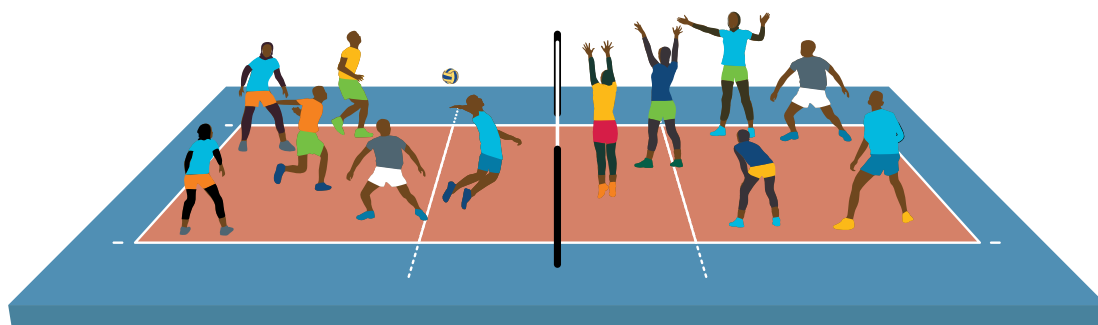


Tips for the Coach

1. The most important element is fun, because players must want to do this in their spare time.
2. Creativity is a second important element. Players should be encouraged to improvise.
3. Vary the distance from the wall to increase level of difficulty.
4. This can be turned into a game of “volley squash ” with 2-4 players at a time.
5. Emphasise that this is something that a player can do at home.

Main Part 2

Time: 15 to 20 minutes



Equipment

1. 1 Ball
2. Volleyball court.

Set-Up

1. Full court with net
2. Normal 6-a-side teams
3. If there are not enough players, work with even teams (as far as possible) on either side
4. If there are too many players, instead of rotating from position 5 to position 4, rotate out so a player from the bench comes in at position 4.

Activity:

1. The teams play a short game to 7 points
2. Everybody does 3m shuttle runs (or line touches, mountain climbers, burpees – exercises to get them into oxygen debt) for a minute, and then they play again immediately.
3. Repeat until the training session is finished

PROGRESSION

1. Shorten the game to 5 or even 3 points, thereby increasing the number and frequency of exercises to get them into oxygen debt. Depends on the general fitness (and skill level) of the players.



Tips for the Coach

1. Focus on scoring points quickly
2. Focus on performing under oxygen debt (self-discipline)
3. The main point is to get them performing under oxygen debt and on them pushing themselves to, and beyond their perceived limits.

Closing Team Circle 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they understand about self-discipline and what they can do to improve their self-discipline.
- Reflect on the challenges girls face and let the group make a few practical suggestions to support girls in sport.

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what can be improved.

Step 3: The Coach **ENCOURAGES** them to practice at home, in their own time

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 4

VOLLEYBALL TOPIC: TEAM SELF-ASSESSMENT AND GOAL-SETTING

S4D Topic. Goal setting

Key Messages/Discussion Points

1. This is not a typical session focusing on volleyball skills. This is a session in which the players collectively evaluate their performance, identifying strengths and weaknesses in the team and setting goals for improvement. This is a valuable tool for promoting teamwork, accountability, communication, and goal setting. All of this will contribute to the team's overall success.
2. In the previous session on self-discipline, we introduced the concept of goal setting. In this session, we will reinforce and focus on goal setting.
3. Encourage the players to think about the benefits of goal setting and the possible consequences of not setting goals.
4. In the previous session, you introduced the concept of SMART Goal Setting.
 - S-Specific
 - M-Measurable
 - A-Achievable
 - R-Realistic
 - T-Time bound

Reinforce the concept but focus on challenges and obstacles the players may face to reach their goals in Volleyball and their lives. Reflect again on whether girls and boys face the same challenges and why.

5. Distinguish between short-term, medium-term, and long-term goals.



TIPS – How to integrate the S4D topic into your session?

1. **Individual Goal Setting** – Before the session, provide the players with a worksheet and let them set individual volleyball goals for themselves. It could be goals for the season or a skill they are not good at that they would like to improve.
2. **Team Brainstorming** – create opportunities for the players to brainstorm during the session. Let them identify areas where they feel the team needs to improve
3. **Individual and team reflection** – At the end of the session, allow players to share and reflect on their individual and team goals. Let them report on goals they have successfully achieved and challenges or obstacles they may have experienced. Throughout the season you should constantly reflect on the goals and whether the individual or team goals should be adjusted and why.

S4D OUTCOMES

By the end of the session, the participants should be able to:

1. Identify at least one SMART goal applicable to their personal lives.
2. Identify at least three actions they will take to achieve their goal.
3. Identify at least one obstacle preventing girls from achieving their goals.

VOLLEYBALL OUTCOMES

By the end of the session, the participants should be able to:

1. Identify at least two strengths and areas to improve in Volleyball.
2. Actively participate in a team discussion about the team's overall strengths and weaknesses.
3. Identify at least two areas for improvement as a team and devise a plan.



Tips for Integrating Gender Equity

1. The male players must recognise that female players face more obstacles in setting goals due to challenges such as gender stereotyping, parental pressure, peer pressure, etc.
2. The group must collectively develop ideas to help the female players set ambitious yet achievable goals for themselves on and off the volleyball court.
3. Offer guidance and encouragement as they work towards their goals and celebrate their successes.

Time: 60 to 90 minutes

Opening Team Circle 6 to 8 minutes

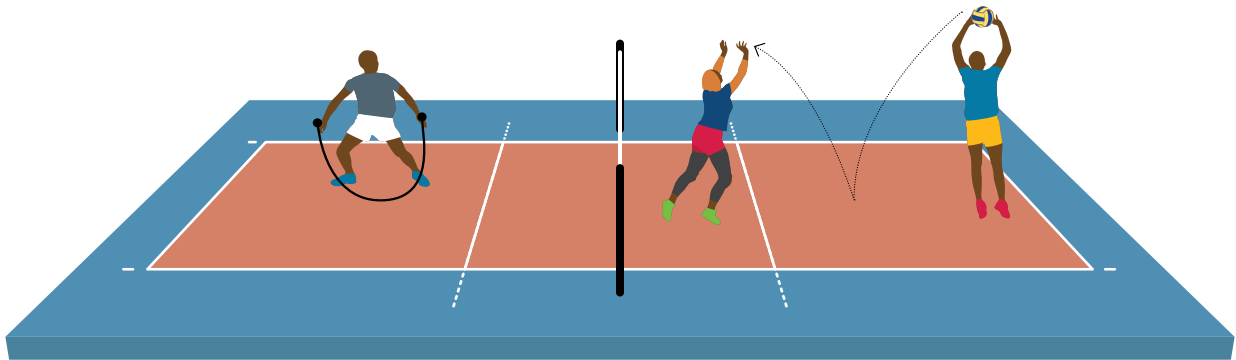
Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Coach introduces the S4D topic by asking leading questions such as: What are Goals? Why is setting goals for our volleyball session and in life important?

Step 3: The Coach EXPLAINS that the session is about assessing the team's strengths and improvement areas and setting goals.

Warm-Up

Time: 6 to 8 minutes



Equipment

1. One ball for each pair of players
2. one skipping rope per player

Set-Up

1. Standard volleyball court and net

Activity

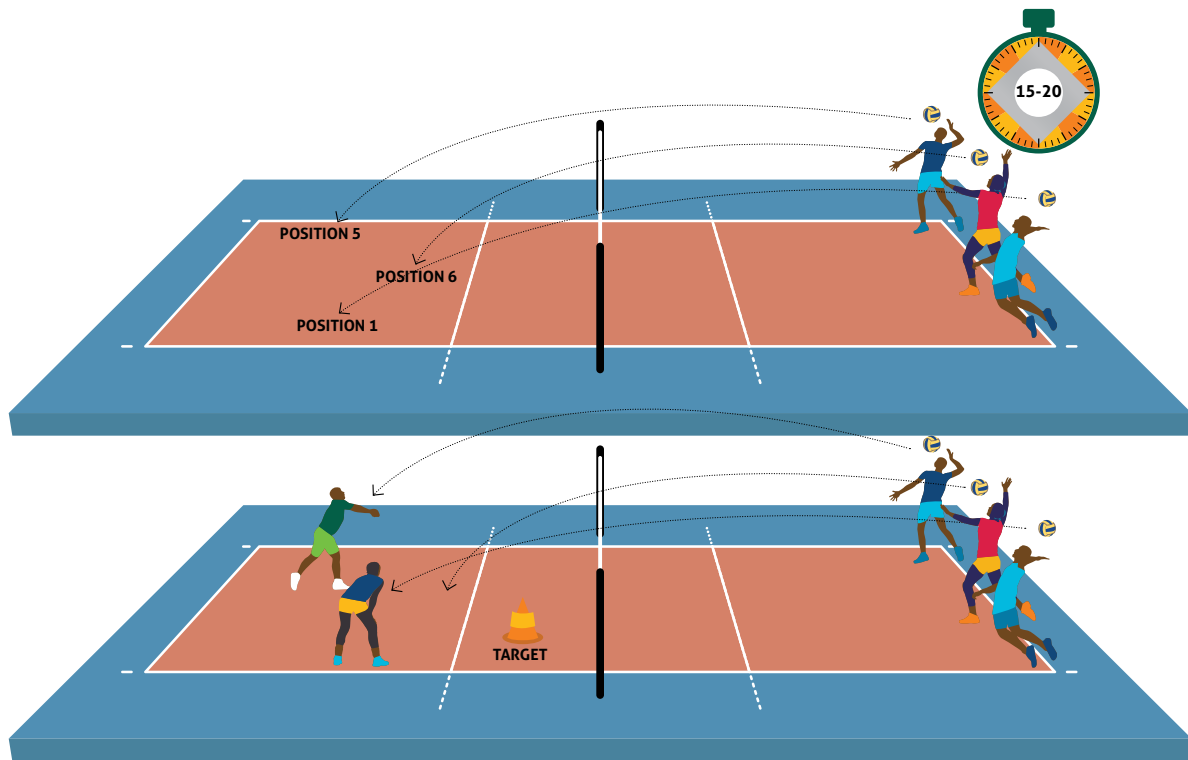
The players do six sets of 30 seconds each.

1. Sets 1, 3, and 5 are skipping sets
2. In set 2, the players stand 8–9m apart and bounce the ball to each other by lifting the ball overhead with both hands and driving it into the ground with the other. The partner catches the ball and does the same.
3. In set 4, the players stand 5–6m apart and volley the ball to each other.
4. In set 6, the players stand 5–6m apart and dig the ball to each other
5. There are no breaks; they move directly from one activity to another
6. At the end of the first cycle, they rest for 30 seconds and then repeat the cycle.



Tips for the Coach

1. The main purpose is to get the body and mind fully warmed up for what is to come.
2. Coach has to remind the players of the importance of warm-up to get their mind into the game.



Equipment

Lots of balls, preferably one ball per player

Set-Up

1. Same as for warm-up

Activity

1. The players stand behind the baseline with a ball.
2. Their job is to serve 30 balls – 10 to position 1, 10 to position 5 and 10 within a metre of the attack line into position 6
3. Each player keeps their own count and must record the number of serves on target.
4. The coach records the achievement against the target.
5. after that, two passers at a time assume the ready position in the backcourt on both sides.
6. They agree on a target for the passes, which could be any object placed within 0.5m of the net between positions 2 and 3.
7. The players not passing must serve the ball, making it as difficult or easy as they like for the passers.
8. Each player must pass 20 balls and then rotate out and be replaced by one of the serving players.
9. The team agrees before the time what the goal is, e.g. the pass must land within 1m of the target on the same side of the net.
10. Each player keeps their own count, and the coach records the achievement against the target.
11. This continues until each player has passed 20 balls and recorded their score.

PROGRESSION

1. Add an element of transition by adding a setter, who has to set the ball to the passer, thus training transition from defence into attack.
2. Passers lie flat on their stomachs behind the serving line facing the server, and only get up to move into position when the ball is tossed into the air for the serve.

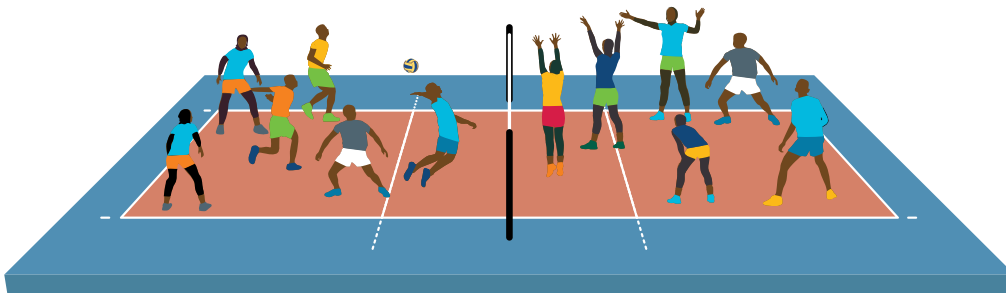


Tips for the Coach

1. The purpose of this drill is to baseline the performance of each player on some of the most critical basic skills, putting the ball into play, and defending a serve in order to initiate an attack.
2. Passers have to call the ball every time. It should become engrained in them through practice.
3. Have a quick review of their performance to target and emphasise continuous improvement for the next time.

Main Part 2

Time: 15 to 20 minutes



Equipment

1. 1 Ball and the Volleyball court.

Set-Up

1. Full court with net
2. Normal 6-a-side teams
3. If there are not enough players, work with even teams (as far as possible) on either side
4. If there are too many players, instead of rotating from position 5 to position 4, rotate out so a player from the bench comes in at position 4.
5. Make sure the genders are evenly balanced in the teams.

Activity:

1. The teams play a regular game for 25 points
2. The teams play the best out of 3 sets
3. The losing team must take down the net

PROGRESSION

- To focus on serve, award negative points for service errors in addition to the opposing team winning a point.
- Force the players to serve only to the target areas identified in the earlier drill. Serves not in those areas are treated as a service error and penalised, with the loss of a point.



Tips for the Coach

1. Emphasise a good first ball as the basis for a successful attack.
2. Encourage the players to search for weaknesses in the receiving team's passing rotation and serve there.
3. Observe if the players are identifying girls as the "weak" players and reflect on this.
4. It is important that each server can put the receiving team under pressure when they commence the point with a serve.
5. Remind the players that every serve and every play have an objective.

Closing Team Circle 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Share the scores on the skills drills with the players and agree on the areas that could be improved.
- Set realistic improvement targets beyond the players' immediate performance and agree on a time to achieve them.
- The link between the **sport skill** and the **S4D outcome**. Ask the players where goal setting could help them outside of volleyball.

Step 2: The Players **SHARE** their best moment in the training session and explain why.

Step 3: The Coach **FACILITATES** a discussion on the link between this training session and achieving their goals as a team.

Step 4: The Coach facilitates a Connected Conversation on boys and girls playing on the same team.

Step 5: The Coach **EXPLAINS** any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 5

VOLLEYBALL TOPIC: PASSING FROM THE SIDE

S4D Topic: Observe, Reflect, Decide, Act

Key Messages/Discussion Points

1. This session focuses on situations the players will face on the court and in life all the time... making the right decision based on the correct information and taking the right action. On the court, it will be split-second decisions. In life, they may also have to make quick decisions or they may have more time to Observe, Reflect, Decide, and Act.

- To **observe** is about gathering information.
 - **Reflecting** is about processing the information and understanding the available options.
 - To **decide** means to choose the best option, i.e. make the best possible decision.
 - To **act**– Implement your decision.
2. This method can also be applied to their everyday challenges.
 3. Emphasise that they will often make mistakes on the volleyball court and in life. I.e. they may make the wrong decisions or execute their choices incorrectly. They must understand that making mistakes is integral to sport and life. They must understand the importance of learning from mistakes and constantly improving their decision-making.



TIPS – How to integrate Observe, Reflect, Decide, and Act into the session.

1. **Shadow Play** – Players shadow a teammate, copying their movements; this encourages *observing*.
2. **Mirror Drills** – Players stand opposite each other and mimic each other’s movements. This promotes observing form and identifying areas for improvement.
3. **Decision-Making Drills:** Set up drills where players must choose the appropriate passing technique (bump, set, dig) based on the ball trajectory and court position (observed information). Give them time to **reflect** and **decide** before **acting**.



Tips for Integrating Gender Equity Issues.

1. Create a scenario where you ask the group to ignore the suggestions of their female teammates deliberately. Facilitate a brief discussion about whether this happens in real life where women and girls are ignored. Let the girl players share how it made them feel. Discuss how to address these situations and ensure everyone’s ideas are valued.
2. Invite female guest speakers, a coach, senior players, and officials to address the players and share how they applied the principles of “Observe, Reflect, Decide and Act” in their daily lives and how it contributed to their success. You could play a short video if the person cannot attend personally.
3. As always, where possible, work in mixed-gender groups. This allows all the players to work together and learn from each other’s decision-making skills and approaches.

S4D OUTCOMES

By the end of the session, players must be able to:

1. Explain what “Observe, Reflect, Decide and Act” means and identify at least two parts of the session where they could apply this.
2. Demonstrate an openness to considering other players’ ideas.
3. Identify and challenge any potential bias or discrimination against female players and devise a simple strategy to deal with such bias.

VOLLEYBALL OUTCOMES

By the end of the session, players must be able to:

1. Demonstrate proper hand positioning and platform formation for side passing.
2. Demonstrate proper footwork and body positioning to execute a side pass.

Time: 60 to 90 minutes

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

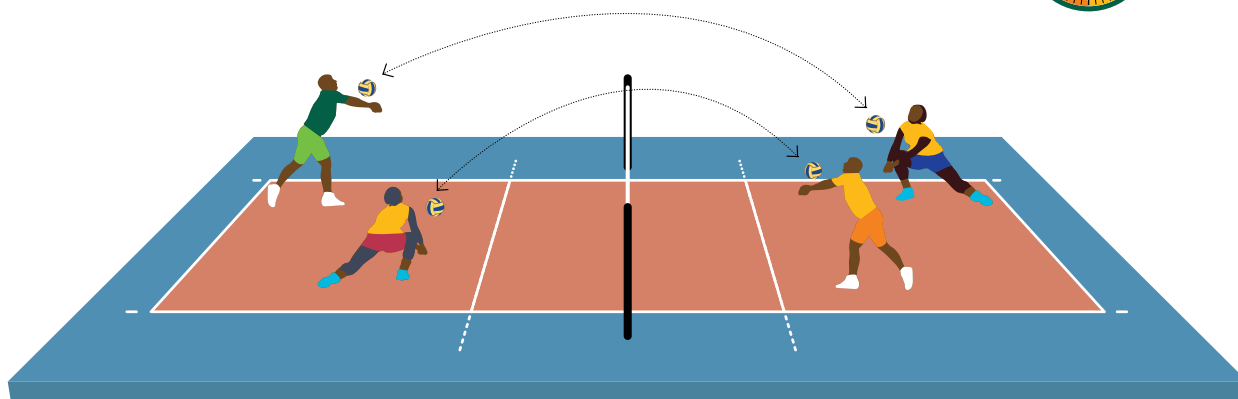
Step 2: The Players SHARE any important experiences in their lives during the last week.

Step 3: The Coach INTRODUCES the S4D outcomes and sports skills outcomes for the session through leading questions such as:

- What do we mean by Observe, Reflect, Decide, and Act?
- Can you give examples of decisions that must be made during a volleyball match or training session?
- Give examples of decisions that you must make in your everyday life.

Warm-Up

Time: 8 to 10 minutes



Equipment

1. 1 ball per pair of players.

Set-Up

1. Set up a normal 9m x 18 m volleyball court.
2. Divide participants into pairs. If there are few balls, increase the size of the groups.

Activity

1. The players dig the ball to each other. For the first two minutes, any digs will do.
2. After two minutes, the players are instructed to dig all balls in the middle of their bodies. In other words, they must shuffle to the ball, position their feet, and pass the ball directly in front of them.
3. After another two minutes, players are instructed to dig the ball at the side of their bodies. In other words, they must shuffle to (or away from) the ball such that, the ball must be played at a point to the left or right of their bodies.
4. At the end of the warm-up, ask the players to reflect on which pass was more effective and why.

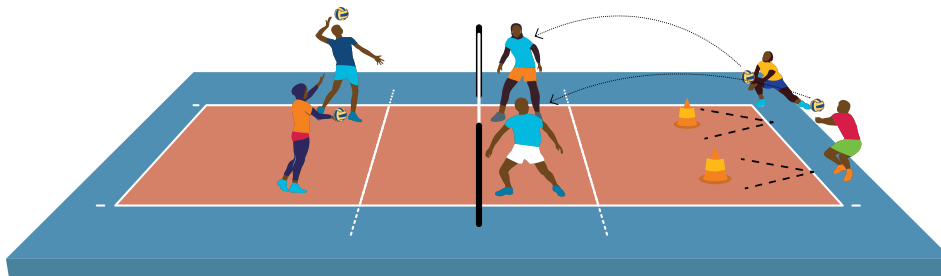


Tips for the Coach

1. When they dig the ball to each other, from directly in front of them, their feet (and therefore their whole body) must point towards the target. This allows them to play the ball in the middle of their bodies.
2. Follow through is important.
3. When they dig the ball at their side, the movement of the body through the ball should be directed at the target, and the arms are angled to direct the ball to the target.
4. When they shuffle to the ball, their feet do not cross over, so they stay balanced.

Main Part

Time: 15 to 20 minutes



Equipment

1. As many balls as possible.

Set-Up

1. Two cones, placed halfway between the baseline and the attack line, on the same side of the net, each cone approximately 2.25m from the sideline.
2. Two passers on the baseline.
3. Two servers on the opposite side of the net from the passers, behind the attack line (or the serving line).
4. Two people at the net, one in position two and one in position 3 – they are the targets for the passers

Activity

1. The Server initiates the activity by serving either in the middle of the court or to the side line.
2. If the ball is served to the right of the passer, he must shuffle to the ball and pass the ball from the mid-line of his body to the target.
3. If the ball is served to the left of the passer, he must shuffle to the ball and pass the ball from the left side of his body to the target.
4. After each pass, the passer shuffles back to the baseline.
5. Each passer passes a set number of balls (e.g. 10) before rotating positions.

PROGRESSION

1. The drill can be made easier by tossing the ball over the net, rather than serving it.
2. The server does not have to serve the full length of the court. Can shorten the distance as this is a passing drill, not a service drill.

3. Can also serve from the baseline, so players get to practice serving and passing simultaneously.
4. Increase difficulty by having Passers lie flat on their stomachs behind the serving line facing the server, and only get up to move into position when the ball is tossed into the air for the serve.

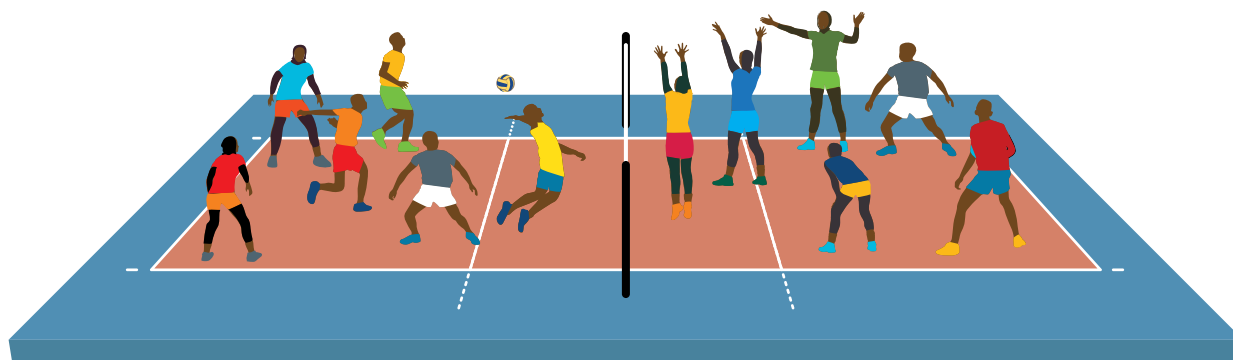


Tips for the Coach

1. The ready position is soft and relaxed, no tension.
2. The pass is soft and relaxed, no tension
3. Eyes are on the ball all the time
4. When they dig the ball to each other, from directly in front of them, their feet (and therefore their whole body) must point towards the target. This allows them to play the ball in the middle of their bodies.
5. Follow through is important.
6. When they dig the ball at their side, the movement of the body through the ball should be directed at the target, and the arms are angled to direct the ball to the target.
7. When they shuffle to the ball, their feet do not cross over, so they stay balanced.
8. Emphasise that the key is observing, picking up cues from the toss of the ball, the movement of the body, and responding appropriately.

Main Part 2

Time: 15 to 20 minutes



Equipment:

1. 1 Ball
2. Volleyball court.

Set-Up:

1. Full court with net
2. Normal 6-a-side teams of mixed gender, if possible or beach volleyball teams.
3. If there are not enough players, work with even teams (as far as possible) on either side

- If there are too many players, instead of rotating from position 5 to position 4, rotate out so a player from the bench comes in at position 4.

Activity:

- The teams play a regular game to 25 or 21 points for Beach Volleyball.
- The teams play the best out of 3 sets

PROGRESSION

- To focus on serve, award negative points for service errors in addition to the opposing team winning a point.
- Force the players to serve only to the target areas identified in the earlier drill. Serves not in those areas are treated as a service error.



Tips for the Coach

- Emphasise a good first ball as the basis for a successful attack.
- With more advanced players, it is good practice to have them pass in a more upright position on the side of their bodies, particularly from the front court, as it makes the transition to attack quicker.
- Emphasise that, before the serve, they should pick a spot which they deem to be weakly defended and make that the target. Observe, assess, act.

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they learned about passing from the side. Ask players to demonstrate the correct technique. (remember to deliberately ask female players)
- The link between the **sport skill** and the **S4D outcome**. Ask the players to think of one situation outside of volleyball where they must decide and act appropriately, e.g. I have a project due at school; when should I start?

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what could be improved.

Step 3: The Coach **FACILITATES** a short, connected conversation by asking them what they think they should do to improve the way they make decisions.

Step 4: The Coach **Facilitates a Connected Conversation** on any Gender-related issues that may have cropped up during the session. Ask girls in the group how they experienced the sessions and whether they have any concerns.

Step 5: The Coach **SHARES** any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 6: COMMUNICATION

VOLLEYBALL TOPIC: OVERHAND PASS

S4D Topic: Communication

Key Messages/Discussion Points

1. Effective communication is the most important skill the players will need to succeed in Volleyball and life.
2. Being able to express yourself clearly and understand others when they communicate is crucial in every aspect of life.
3. By the same token, miscommunication can also have negative consequences, such as:
 - Breakdown in relationships.
 - Mistrust
 - Missed opportunities.
4. Communication is a two-way street. Successful communication involves expressing yourself clearly but also actively listening to others when they speak. Try to understand not only the words but also the emotion.
5. A large part of communication is non-verbal. Body language, facial expressions, and tone of voice can all impact how a message is received.
6. Encourage the players to be patient and respectful when communicating with others. Avoid interrupting others.
7. In Zanzibari culture, greetings are very important. The players should make a habit of enquiring about the other person's well-being and wait for a response.
8. Encourage players to communicate openly and freely in your coaching sessions. Please encourage them to share their thoughts, opinions, needs, and concerns.



NB – Communication is vast and probably requires a few coaching sessions, not only 1. These are only a few key points; there are many more. The key message is that the S4D coach must be more player-centric and encourage communication from and among the players.



TIPS – How to integrate Communication into your coaching session?

1. Create opportunities for Players to practice various forms of communication during the session, not only during the opening and closing circles. E.g. After you have explained an activity, they must explain the activity in their groups.
2. Let Players repeat what you or one of their teammates said to check for listening skills and understanding.
3. If any negative communication or conflict happens during the session, use this as a learning moment.



Tips to Integrate Gender Equity Issues into the Session

1. Discuss how communication styles can be stereotyped based on gender. Reflect with the players whether they think boys and men communicate differently to women and girls. As examples to stimulate discussion
 - Are boys in Zanzibar more confident than girls?

- Are boys more direct than girls?
 - Are there topics that boys will not discuss with girls and vice versa?
 - Do boys and girls use different body language?
 - Do boys and girls in rural areas communicate differently from those in urban areas?
2. Use role plays to let the players demonstrate different communication styles.
 3. Don't dwell too much on the differences; focus on common ground.
 4. Foster open and inclusive communication channels within the team where female players feel empowered to speak up and contribute ideas.
 5. Provide access to additional training and resources to help female players develop their communication skills on and off the court.



NB: Do not try to discuss all these matters in one session and make the sessions boring talk shops. This can be spread over a few sessions.

S4D OUTCOMES

By the end of the session, participants must be able to:

1. Identify and demonstrate a few key elements of effective communication. (Verbal and non-verbal)
2. Practice giving feedback to each other and the coach.
3. Identify and challenge communication stereotypes based on gender.

VOLLEYBALL OUTCOMES

By the end of the session, participants must be able to:

1. Demonstrate how to execute a proper, controlled overhand pass.
2. Consistently pass the ball to a designated target with accuracy.
3. Demonstrate proper hand positioning to receive a pass.

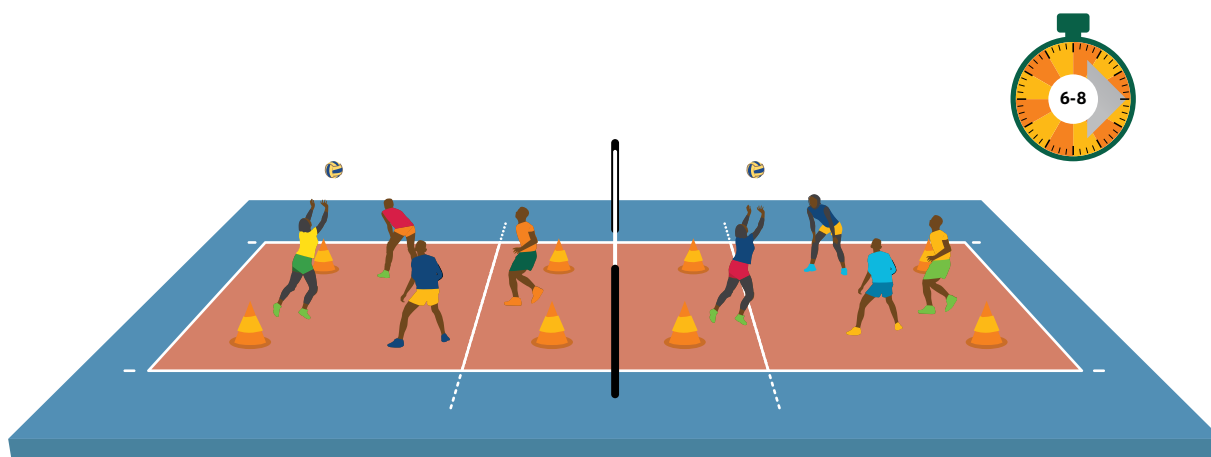
Time: 60 to 90 minutes

Opening Team Circle 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach EXPLAINS the S4D and sports skills outcomes for the session.



Equipment

1. 1 ball per group of 4 players.
2. Cones for marking areas.



Set-Up

1. Mark out areas of about 6m X 9m.
2. Divide participants into small groups of 4. If there are too few balls, increase the size of the groups.
3. 1 player goes into the centre of the group.

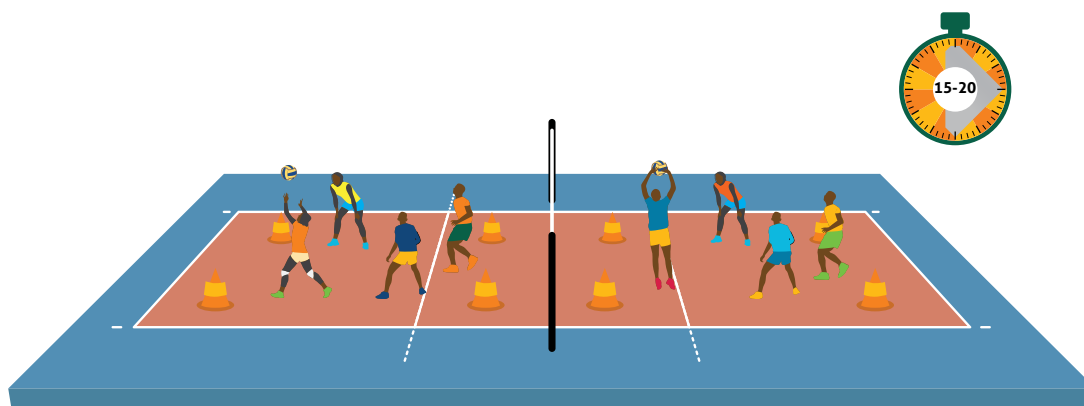
Activity

1. Players take turns to throw the ball in the air and catch it. The player repeats the throw and catch to themselves twice; on the second pass they call the name of another player to be ready. "Are you ready Ayesha?"
2. The 3rd time, they throw the ball to the identified player, who catches it and thanks the thrower, "Thank you, Hijja". The player repeats the exercise.
3. The remaining players in the group skip around the edge of the marked-out area.
4. The players must give each other feedback and encouragement. Example: Well done, Fatima; bend your knees, Hassan! Etc.)



Tips for the Coach

1. Players must not throw the ball too far from where they are.
2. Check that they catch the ball with their knees slightly bent.
3. At the end of the warmup, reflect briefly on the communication part of the exercise.
 - Did the player identify them in time?
 - Did they feel encouraged?
 - Was the feedback from their peers helpful?



Equipment

1. 1 ball per 4 or 5 players, Cones for marking areas

Set-Up

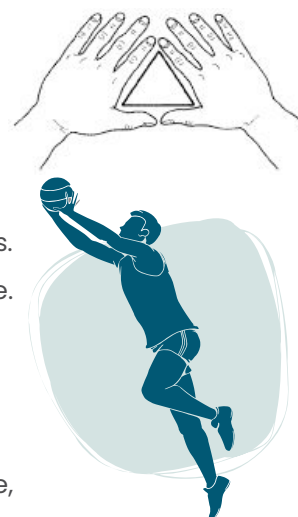
1. Same setup as per warm-up. Mark out area 6m X 9m area with cones.
2. Divide players into groups of 4 to 5.



NB: Not less than 4 and not more than 5 at this stage. If too few players the area is too large, if too many the players have less opportunity to handle the ball.

Activity

1. The players must be shown the correct technique to do the overhand pass, also known as the volley.
2. Get them to open their fingers wide and make a triangle at eye level as in the diagram below.
3. Have them spread their elbows wide with their legs slightly apart in a crouched position.
4. Players must toss the ball with their fingertips, not with the palm of their hands.
5. Continue the exercise as in the warmup, this time with the correct technique. (Still passing to themselves twice then to a fellow player)
6. Encourage the players to communicate with each other.



PROGRESSION

1. Players must clap their hands before catching the ball, 1st once, then twice, then thrice.
2. After enough practice the players may not catch the ball after a pass but must pass the ball to themselves twice before passing to another player.



Tips for the Coach

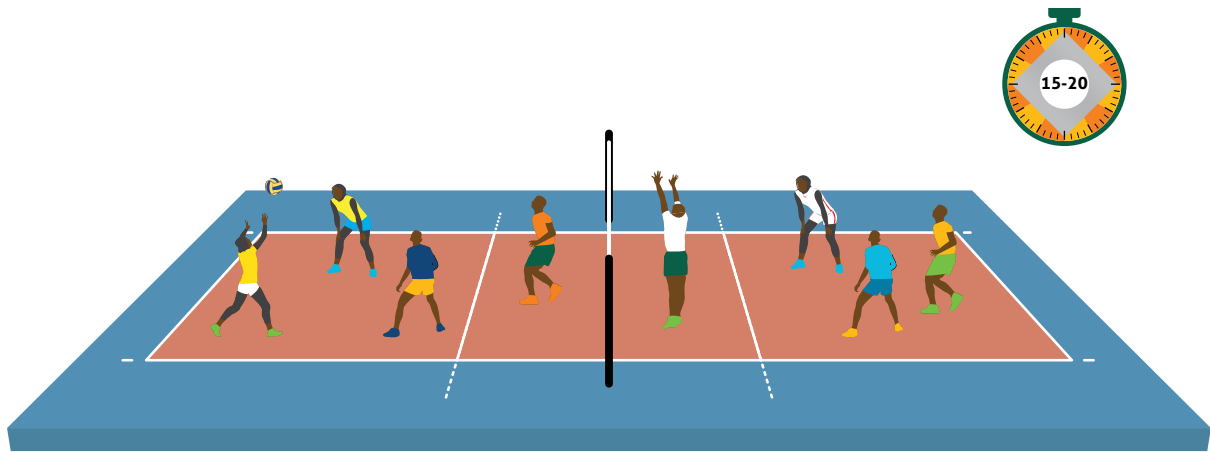
1. Ensure that the players are constantly moving.
2. Ensure that all players have an opportunity to practice their overhand passing and catching.



3. Ensure that **all** players practice **communication**.
 - Call names of players you pass to.
 - Observe and communicate good and poor technique to their peers.
 - Give positive feedback to their peers.

Main Part 2

Time: 15 to 20 minutes



Equipment

1. Balls, Volleyball court.

Set-Up

1. Teams are formed using the same groups of 4 or 5 players.
2. Teams play against each other across the net.
3. Team members must spread themselves around the area.

Activity

1. Teams start the game by throwing the ball across the net to the opposition, one of whom catches the ball. (no serving at this stage)
2. The receiving player starts the point by tossing the ball in the air and then doing an overhand pass to a teammate.
3. The receiving teammate may pass the ball over the net to the opposition or another teammate.
4. By the 3rd pass, the ball must go over the net to the opposing group.
5. If passing to a teammate, he must communicate so that the teammate expects the ball.
6. The opposing team gets a point if the ball lands on the ground.
7. The opposing team gets a point if the ball lands outside the court.
8. Only overhand passing is allowed. (above the shoulder) If an underhand pass is attempted, the opposing team gets a point.
9. Different players must get a turn to start the point.
10. Play only to 5 points to give the teams a chance to change constantly.
11. Non-playing teams must choose a team to cheer on as spectators.



Tips for the Coach

1. Ensure that the players focus on the overhand pass and no other techniques at this stage. This will force them to get into the correct position to do the overhand pass.
2. Remind them constantly to communicate with each other.
3. Remind them to encourage each other, even if they make mistakes that cause the team to lose points.
4. Remember to praise the teams executing the sport skill well but also the teams doing the life skills, i.e. communicating, well.
5. Keep the focus on fun and enjoyment, don't overemphasise the life skill or gender issues to the point where the players get bored.

Closing Team Circle 6 to 8 minutes

Step 1: The Coach REVIEWS

- The session outcomes. Ask the players to relate what they learned about overhand passing. Ask them to highlight a few key points regarding the technique. Ask them to reflect on the various aspects of communication.
- Ask the players to reflect on issues of gender stereotyping that may have occurred during the session

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what could be improved.

Step 3: The Coach FACILITATES a short discussion on any personal stories relating to communication in their personal lives. Do they communicate with their peers, brothers, and sisters? Do they give each other feedback?

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session, and closes the session with a cheer or chant.

SESSION 7

VOLLEYBALL TOPIC: PASSING FROM THE SIDE

S4D Topic: Leadership

Key Messages/Discussion Points

1. **Everyone can be a leader:** Emphasize that leadership isn't just about titles or positions. Everyone on the court can demonstrate leadership qualities.
2. **Clear communication** is essential for effective leadership: Discuss how good leaders use clear and concise language to give instructions and motivate teammates. This includes calling for the ball clearly during side passes.
3. **Lead by Example.** Leaders set a positive example: Highlight how leaders demonstrate good sportsmanship, hustle, and a positive attitude on the court. These qualities can inspire teammates during side-passing drills and throughout the game.
4. **Ethical Leadership.** Good leaders will act with integrity, fairness, and respect for everyone on the team. A good leader will not discriminate against women. A good leader will be inclusive.

- 5. Shared Responsibility:** Leadership is a shared responsibility. Emphasize that a successful team doesn't rely on just one leader. Everyone has a role to play in supporting each other and achieving the team's goals. This is especially important during side-passing drills where precise communication and teamwork are crucial.



TIPS – How to integrate Leadership into the session?

1. During the sessions, create opportunities for Players to lead activities. E.g. divide the players into groups for side passing drills. Let the players take turns to lead the session. The leader's responsibilities include:
 - Calling for the ball clearly before attempting a side pass.
 - Deciding on positioning for receiving passes within the group.
 - Offering constructive feedback to teammates on their side-passing technique.
 - Encouraging and motivating their teammates throughout the drill.
2. Create opportunities for Players to lead the warm-up or cool-down sessions.
3. Create a scenario where the umpire's decision is blatantly unfair and biased. Reflect on the Player's response to this bias. (Emphasise the umpire in Volleyball is always right)
4. Throughout the session, you should acknowledge and celebrate instances where players demonstrate good leadership qualities.

S4D OUTCOMES

By the end of the session, the players must be able to:

1. List key qualities of a leader. (e.g. communication, decision-making, respect).
2. Explain the importance of ethical leadership in a team.
3. Identify ways to encourage and develop women's leadership.

VOLLEYBALL OUTCOMES

By the end of the session, the players must be able to:

1. Demonstrate proper hand positioning and platform formation for side passing.
2. Execute a controlled side pass with consistent accuracy towards a designated target.
3. Maintain proper body posture and footwork during side passing.



Tips to Integrate Gender Equity Issues into the Session

1. Briefly discuss how leadership roles in sports can be stereotyped based on gender. Reflect on women leaders in Zanzibar/Tanzania. Is there an even spread of leadership? Or is a sport in Zanzibar dominated by males?
2. Ask the players to research and reflect on strong women leaders in sport. E.g. the captain of the national women's volleyball team.
3. Have a role-playing activity where participants create a situation that needs leadership, but a player is hesitant to lead due to gender stereotypes.
4. Consider inviting a female volleyball coach or player to share their experiences with leadership on the court. This can be a powerful way to inspire young girls and demonstrate the value of female leadership in sports. If not personally available, the person can send a recorded message.

Time: 60 to 90 minutes

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any interesting experiences during the last week. These could be happy moments or setbacks and challenges.

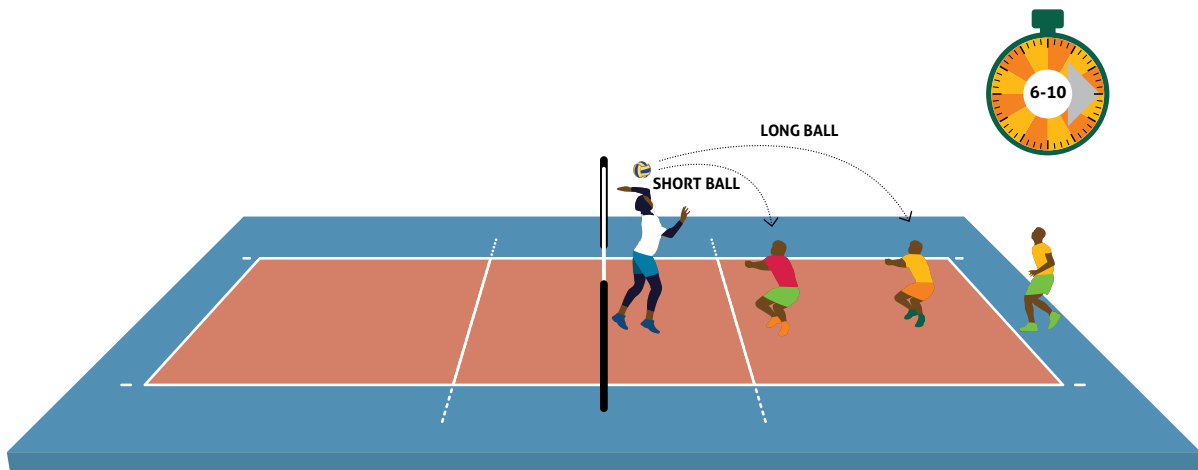
Step 3: The Coach INTRODUCES the S4D outcomes for the session through leading questions such as:

- What is a leader?
- Who are some of the leaders in your lives?
- What do you think makes a good leader?

Step 4 – The Coach Explains the Volleyball outcome of the session.

Warm-Up

Time: 8 to 10 minutes



Equipment

1. 1 ball per group of players, and a volleyball court with a net or beach volleyball court.

Set-Up

1. Players are divided into groups of 3 or 4.

Activity

1. One player (Target) stands at the net, with her back to the net.
2. The rest of the players stand behind the baseline, one behind the other, facing her.
3. The player at the net initiates the activity by volleying the ball.
4. As she is about to volley the ball, she calls "Long" and volleys the ball to the backcourt (2-3m from the baseline).
5. The first player in line moves and digs the ball to the Target.
6. The Target, as she is about to volley the ball, calls "Short" and volleys the ball 2-3m from her.
7. The passer runs in and digs the ball to the Target, and then runs off to join the back of the line.
8. This is repeated with the next in line and the next until everybody has had a turn to pass two balls.

9. The players rotate – the Target becomes one of the passers, and one of the passers becomes the Target.
10. This is repeated until everybody has been a passer and a target.

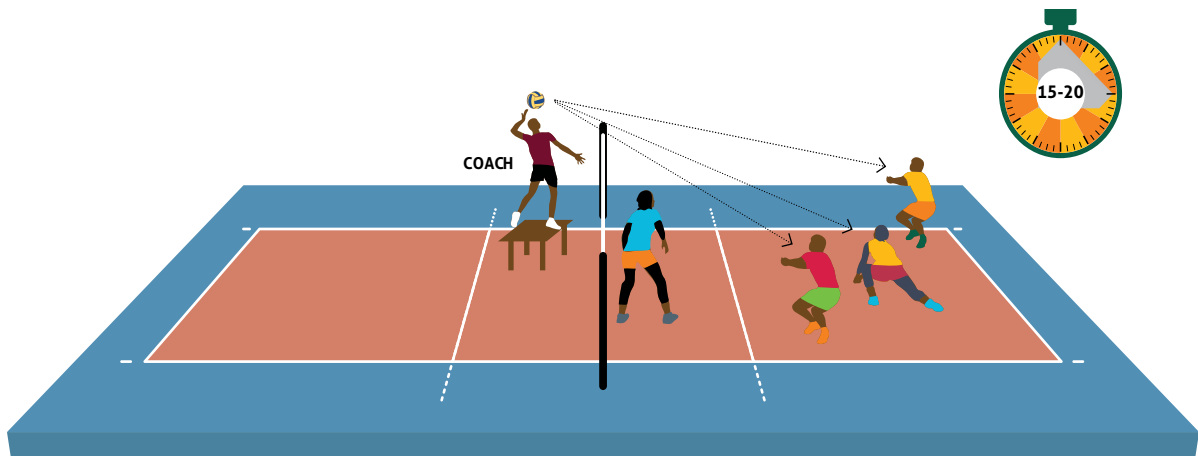


Tips for the Coach

1. The set should be such that the passer can pass the ball, but the Target must increase the level of difficulty, by pushing the passer back and bring the passer rapidly forward.
2. The drill can be varied by adding a left and right ball to the long and short ball.
3. The complexity could be increased by being completely unpredictable, still calling the ball, but not in a predetermined sequence.

Main Part 1

Time: 15 to 20 minutes



Equipment

1. Lots of balls

Set-Up

1. Three players, one each in positions 1, 6, and 5 (the backcourt)
2. A Target (setter) at the net between positions 2 and 3.
3. The coach on the other side of the net, on a table, in position 4
4. The rest of the team is fetching balls and providing the coach with an uninterrupted supply of balls.

Activity

1. The coach initiates the activity by gently hitting the ball at the defending players.
2. As he hits, the coach exaggerates the movement of his shoulders to signal whether he is hitting cross-court or down the line.
3. As the coach tosses the ball, the players interpret the movement of his shoulders and call the direction of the spike, e.g. "Cross" or "Line"
4. The coach can also make a show of closing his hand to play the ball over the imaginary block with his knuckles (called a pokey), in which case the players call the attack "Short"
5. For every one of these three attacks, there are set positions for the players to move into to defend, so they need to call it early enough to enable them to move into position.
6. The coach will attack the ball into one of the positions the players are supposed to defend.

PROGRESSION

1. The coach can add a blocker or two, to help the players line up their defence with a blocker.
2. The coach can add another attacking station in position 2 and alternate between the attacks, thus requiring the defence to adjust their positions continuously.

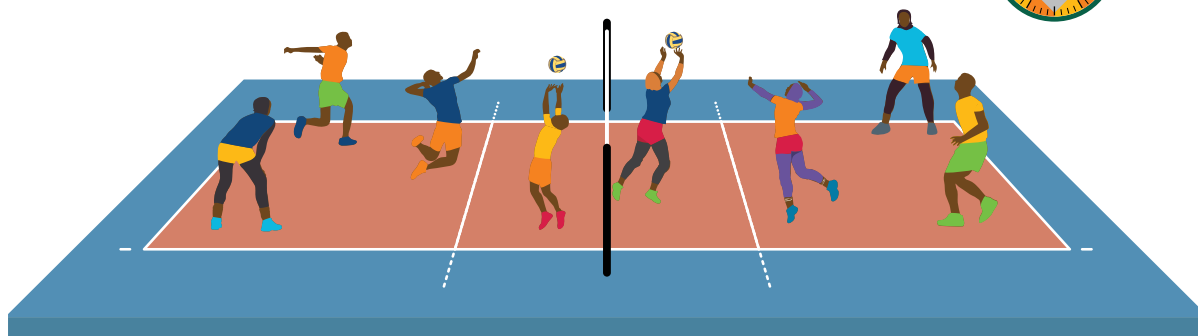


Tips for the Coach

1. The defending players have to be in the ready position – soft and relaxed, no tension.
2. The positioning of the players in defence is intended to defend the areas of the court most vulnerable to an attack.
3. Emphasise the importance of providing guiding information (leadership) on every point to all the other players.

Main Part 2

Time: 15 to 20 minutes



Equipment

1. Ball and Volleyball court or beach volleyball courts.

Set-Up

1. Full court with net
2. Teams of 4, one of which is the setter
3. The other three are both passers and attackers.
4. The attackers can only spike from behind the attack (3m) line.
5. If they are forced to play the ball over the net from the attack zone, it should be using a pass into the opposing team's backcourt.
6. No blocking is permitted. Players must play a floor defence.

Activity

1. If there are more than two teams of 4 players, they play a shortened game of 7 points.
2. The setter stays in position, at the net, between positions 2 and 3, and the 3 players at the back rotate on serve.
3. They play a normal game but must call the attack of the opposing team, e.g. "Line", "Cross", "Middle", "Reverse", "Long", etc.

4. No blocks are allowed. The ball must be defended in the backcourt.
5. First team to get 7 points wins. The winning team stays on, and the next team comes in to challenge.



Tips for the Coach

If there are more than two teams of 4 Players, they play a shortened game of 7 points.

- The setter stays in position, at the net, between positions 2 and 3, and the 3 Players at the back rotate on serve.
- They play a normal game, but have to call the attack of the opposing team, e.g. 'Line', 'Cross', 'Middle', 'Reverse', 'Long', etc.
- No blocks are allowed. The ball has to be defended in the backcourt.
- First team to get 7 points wins. Winning team stays on, and next team comes in to challenge

Closing Team Circle 6 to 8 minutes

Step 1: The Coach REVIEWS

- The session outcomes. Ask the players what they learned about leadership. Ask them to reflect on their experience being a leader during the session. Did they enjoy leading, or not?
- Ask the girl leaders whether they experienced any disrespect when they played the role of leaders. Have a conversation about this if necessary.

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what could have been improved.

Step 3: The Coach FACILITATES a short discussion by asking them what they think leadership in volleyball looks like. Players also reflect on the roles of leaders in their lives.

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.

HEALTHY LIFESTYLE TOPICS

Introduction

The final three sessions relate to "Healthy Lifestyle Topics". Sport is an effective tool to encourage young people to lead healthy lifestyles. In the S4D approach, the Coach can integrate Healthy Lifestyle messages into the sports sessions or have separate sessions, such as the ones below, focusing only on Healthy Lifestyle topics. Besides the 3 topics below, many other healthy lifestyle issues relevant to Zanzibar can be addressed. Examples include:

- Healthy Relationships
- Road Safety
- Financial Literacy
- Substance Abuse
- Care for the Environment
- Common diseases



Tips - How to Integrate Healthy Lifestyle Topics into your S4D session.

1. Don't have too much information.
2. Get the key messages across in a fun and engaging way.
3. Use a variety of methods and activities.
4. You should involve the participants in designing fun activities.

Here are some techniques that you can use in different sessions.



Relay Games

This is a good way to encourage teamwork, cooperation and physical activity. Players compete in teams and complete a series of tasks or activities in succession. Relay games have many variations, from basic running between points and touching objects to more creative relays carrying objects, passing on information, or doing specific sports skills like passing, catching, and jumping.



Team Building Exercises

This is good for developing cooperation, communication and problem-solving skills. In promoting gender equity in Zanzibar, coaches should often use team-building exercises to ensure that males and females work together to solve challenges and work as a team. There are so many different types of teambuilding exercises. Many teambuilding activities require little or no equipment.

Here are a few good examples:

https://youtu.be/qaM_FfCPKyY?si=yxs8MrNlrM0rEtY-



Role Plays

This is a powerful tool for developing social skills, empathy and problem-solving abilities amongst participants. This is particularly useful when dealing with issues of gender equity. Through role-play, participants can put themselves in the shoes of others. E.g. boys can act out the obstacles girls face in participating in sport. The coach can develop various types of role plays to deal with everyday situations young people face in Zanzibar, such as teenage pregnancy, substance abuse, youth unemployment, etc.



Inclusive Activities

As indicated in other parts of this manual, inclusivity means creating an environment where everyone feels welcome. This applies to this section on Healthy Lifestyle Sessions, too. Here are a few ways to address issues of inclusivity in your sessions:

- Modify rules to accommodate different abilities.
- Use blindfolds.
- Use games that require good problem-solving and communication skills instead of physical skills.
- Similarly use activities where Players are restricted to one hand, one leg or no legs.

SESSION 8

HEALTHY LIVING

Key Messages / Discussion Points

1. Healthy living is about more than just physical health; it is about adopting a balanced approach to life. Emphasize that Healthy Living includes physical activity, healthy eating, mental well-being, and having enough sleep.
2. Healthy living can be fun. Encourage the players to do other physical activities outside of volleyball, such as dancing, walking, swimming, etc.
3. Encourage the players to encourage their families, siblings, neighbourhood, friends etc. to live healthily and create a supportive environment.
4. Developing a healthy lifestyle at a young age will have lifelong health benefits.
5. Emphasise that living healthily does not have to be expensive. Zanzibar has many open spaces, beaches, etc., which lends itself to physical activity.
6. Stress the importance of practising good personal hygiene as part of a daily routine. E.g.
 - Use a toilet—do not urinate or defecate in the open.
 - Wash your hands with soap after using the toilet or before eating.
 - Keep your fingernails and toenails short and clean.
 - Brush your teeth every day.



Tips to Integrate Gender Equity into the Session.

1. Emphasize that everyone benefits from a healthy lifestyle, regardless of gender.
2. Briefly discuss whether girls and women face any obstacles in leading healthy lifestyles. Encourage the participants, boys and girls, to develop solutions that support healthy living for everyone.
3. Reflect on the way women are portrayed in the media. Is this acceptable? How can we change perceptions?
4. Highlight positive women role models who promote healthy living.

S4D OUTCOMES

By the end of the session, the players must be able to:

1. List the different aspects of a Healthy Lifestyle (physical activity, nutrition, sleep, mental well-being).
2. Identify healthy food choices from the options that are normally available to them.
3. Explain some of the benefits of a healthy lifestyle.
4. Identify and challenge gender stereotypes surrounding physical activity, body shape, and food choices.
5. Make a clear distinction between Healthy and Unhealthy habits.

Time 60 to 90 minutes

Opening Team Circle 8 to 10 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any interesting experiences during the last week. These could be happy moments, setbacks or challenges.

Step 3: The Coach INTRODUCES the S4D topic for the session through leading questions such as:

- What makes you feel good about yourself?
- Has anybody noticed how your mood and energy levels change depending on what you eat and how much sleep you have? Who would like to share with us?
- Today, we are focusing on healthy living. What would do you think is meant by healthy living?

Warm-Up/Ice Breaker

Time: 8 to 10 minutes

Equipment

Music player (Could be a mobile phone and a speaker), whistle.

Activity

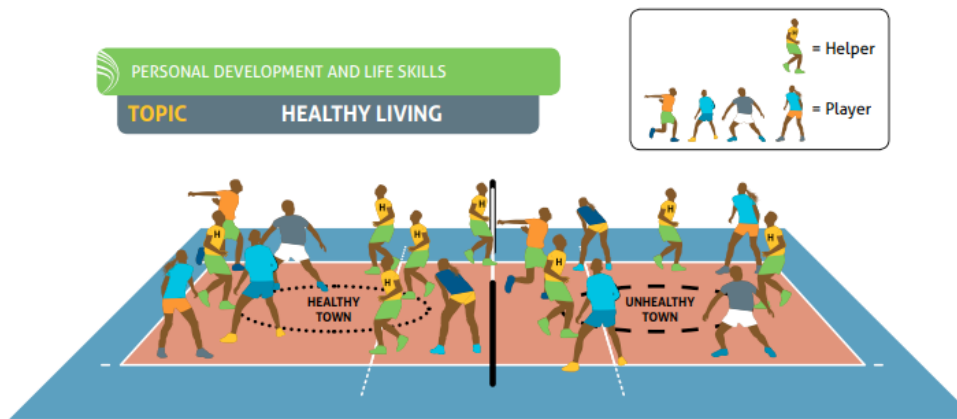
1. Play upbeat local dance music and have the participants move around freely to the beat of the music for about 30 seconds.
2. Stop the music, then announce either a healthy or unhealthy habit. Here are a few examples, but you can add your own.

Healthy	Unhealthy
Brush your teeth every day.	Don't waste water by washing too much.
Drink lots of water.	Drink lots of fizzy drinks with sugar in it.
Get enough sleep	Stay up as late as you can.
Play volleyball	Playing games on your cell phone all the time.
Eat a balanced diet, including fruit and vegetables.	Watch as much television as you can.
Helping with chores at home.	
Spending time with friends and family. ones.	
Spend some time self-reflecting and planning.	

3. The participants must say whether it is a healthy or unhealthy habit. If healthy, they must do actions to mimic the habit for a few seconds; then the music plays again.
4. If an unhealthy habit is announced, they do not mimic the habit; the music continues.

NB: Be sure to have more healthy habits than unhealthy ones to promote a positive, healthy lifestyle.

Main Activity



Equipment

1 ball per participant if possible. Masking Tape, A4 paper.

Activity

The Coach prepares A4 sheets with numerous True and False statements relating to the key messages above and any other messages relating to healthy living. The Coach could identify Players to assist him/her in preparing these statements a week before the training session. There should be as many statements as there are participants.

Examples of statements

1. Regular exercise at a young age will lead to bone disease when you are older.
2. Regular exercise increases the risk of heart disease.
3. Regular exercise reduces the risk of heart disease.
4. You should not eat more than one apple per day.
5. Washing your hands after using the toilet is unnecessary.
6. A balanced diet consists mainly of potatoes and meat.
7. A balanced diet comprises the correct balance of fats, protein, and carbohydrates.
8. Brown bread is a good source of protein.
9. It is advisable to have a meal with mainly carbohydrates 30 minutes before a training session.
10. Drink water regularly during training sessions.
11. Drinking too much water during training will make you tired.
12. Brushing teeth daily is a myth created by toothpaste manufacturers.
13. It is important to brush your teeth every day.
14. Due to a shortage of water in Zanzibar it is not advisable to wash yourself every day.
15. Women are best suited to prepare healthy meals for families.
16. It is much healthier to be a vegetarian.
17. Women's bodies are not well suited for physical activity.
18. It is OK to take performance-enhancing drugs as long as you don't get caught.
19. Because Beach Volleyball happens in a small space, being physically fit for BV is not that important.
20. Skipping meals is a good way to lose weight.
21. Reading is more important than playing sport.

The Coach could prepare more statements; these are just examples. Preferably, some statements must be open to interpretation and discussion.

1. You will need a few "helpers" or "Umpires".
2. Designate one side of the Volleyball court as the 'Healthy Town', and the other side as the 'Unhealthy Town'.
3. Helpers tape the messages to the backs of the Players with the masking tape.
4. Once players all have messages on their backs, they must walk around the court, doing forearm setting) passes to themselves. The Players may not talk to each other at this stage.
5. Blow your whistle to get their attention. Explain that they must read the messages on each other's backs and advise each other where to go. E.g.
 - I think you must go across to Healthy Town',

- I think you must go to Unhealthy town’,
 - You must stay here!’ you are in the right place.
 - I am not sure where you should go; maybe stand in the middle by the net.
6. At this stage, they don’t reveal the statements yet. The helpers must ensure that participants stick to the rules.
 7. The helpers must also re-enforce the Volleyball skills. E.g. ‘keep your eye on the ball, spread your fingers’ etc.
 8. Once all the Players have found their place, the Coach stops the activity and asks the Players to take the statements off their backs.
 9. Ask the Players if they think they are in the right ‘town’.
 10. The Coach asks a few random Players to read their statements.
 11. Ask the helpers to share their observations of the exercise.
 12. Have a brief discussion if there is disagreement about any statement. E.g. women are better at preparing healthy meals.



Closing Team Circle 6 to 8 minutes

Step 1: The Coach **REVIEWS**

The session outcomes. Ask the players to :

- List the key components of a Healthy Lifestyle.
- Give examples of good and poor food choices.
- Explain a few benefits of healthy living.

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what could have been improved.

Step 3: The Coach **FACILITATES** a short discussion by asking the participants about behaviour change. What will they do to lead a healthier lifestyle?

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities e.g. details of the next match or training session, and closes the session with a cheer or chant.

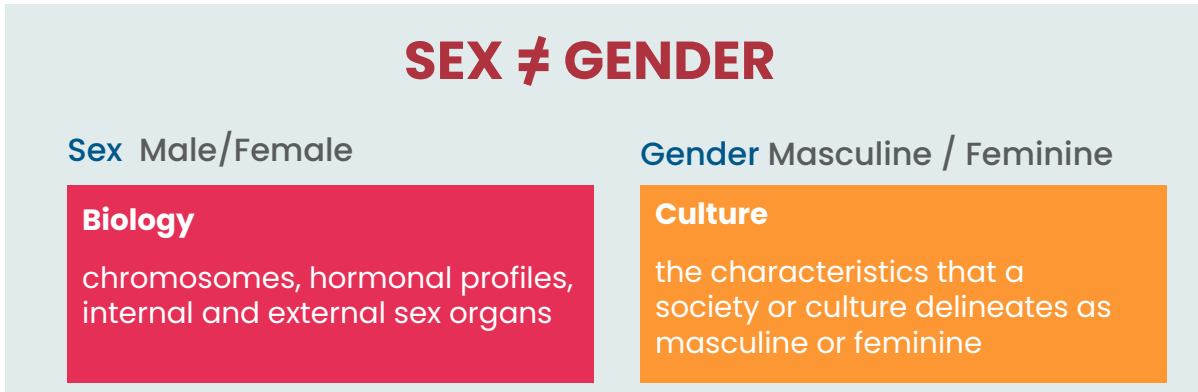
Concludes by summarising the key Healthy Lifestyle messages in the closing team circle.

SESSION 9

GENDER AND SEX

Key Messages/Discussion Points

'Sex' refers to the biological distinction between males and females. 'Gender' refers to the social differences between males and females.



1. Sex describes our body parts—things we are born with.
2. Gender describes what society expects of us because of our sex.
3. Gender norms can be challenged and changed.
4. Discuss gender stereotyping. E.g. Boys play football, girls play netball.
5. Explain the role the media plays in gender stereotyping.

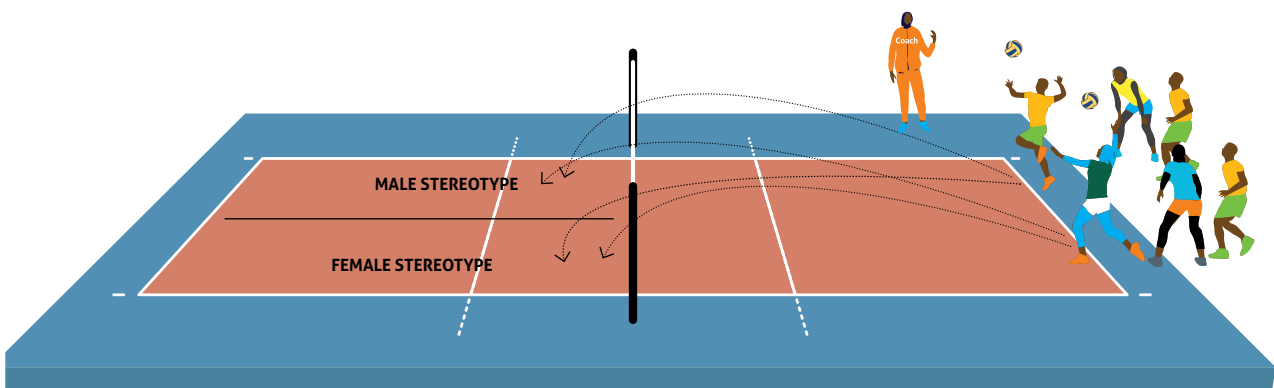
For example, in adverts, women are used to sell cosmetics and household products, but men sell cars, business products and investments



Gender and Inclusion Tips

1. Create a safe and inclusive environment where discussions about gender and sex are welcomed and respected.
2. Provide education and resources on topics such as gender equality, diversity, and inclusion, and ensure that all players feel valued and supported regardless of their gender identity or expression.

Activity - Gender and Sex



1. Players line up in 4 relay teams behind the baseline.
2. The coach calls a stereotype from the list below.
3. The team must quickly decide if this is a male or female stereotype.
4. When the coach blows the whistle, the player must serve the ball across the net into the male or the female half of the court.
5. The coach announces the correct answer but first asks the players to shout what they think. Teams must keep track of their scores.
6. The player must run to retrieve his/her own ball and return the ball to the next player in the team.
7. When the next sets of players are ready, the coach calls out another stereotype and repeats the exercise.
8. Teams score 5 points for serving the ball into the correct area. If they serve against the net or outside of the court, they do not score a point and lose their turn.
9. In the closing circle, the Coach facilitates a discussion on gender stereotyping, re-enforcing the key messages from the game.
10. Players share any personal experiences.

SESSION 10

CARE FOR THE ENVIRONMENT

Key Messages/Discussion Points

1. Understand the importance of recycling. Example
 - Reduce pollution
 - Reduce the need to destroy trees
 - Save costs, cheaper to produce goods with recycled material
 - Recycling requires less energy

Discuss the effect of litter on the environment. Example

- Litter attracts germs and disease
 - Litter can blow into the sea or veldt and be eaten by animals
 - It attracts rats and harmful bacteria
2. Involve the Players in creating a clean training or playing environment.
 3. Ensure the Players leave the playing area clean after a training session or match.
 4. As a team-building exercise, the team can also do anti-litter or clean-up campaigns in the community. This is also good marketing for the Volleyball club.
 5. Involve the team in recycling campaigns; this could also raise funds for the team.
 6. Explain what vandalism is and how to prevent it. Discuss the impact of vandalism.
 7. Discuss how sports facilities are often vandalised and how the Players can help prevent vandalism, especially of school property and sports facilities



Gender and Inclusion Tips

1. Emphasize the importance of environmental stewardship and sustainability and encourage female players to take an active role in caring for the environment both on and off the court.
2. Provide education and resources on topics such as recycling, energy conservation, and reducing waste, and empower female players to positively impact their communities.

Activity

1. Divide players into four equal groups.
2. The coach distributes equal amounts of waste materials to the groups.
Example
 - Newspapers
 - Plastic shopping bags.
 - Beverage cans.
 - Empty 2-litre cool drink bottles and milk containers.
 - Drinking straws.
 - Toilet paper or paper towel rolls.
3. Each group is tasked with coaching any volleyball skill using the waste materials.
4. Each Group must create a simple game using the materials.
5. Each group must present their coaching session and game to the rest of the group for a maximum of 5 to 8 minutes.
6. The coach reflects on how using waste material positively impacts the environment. Point out that the players recycle old material instead of using raw material. Reflect on the need to recycle.
7. Players share ideas on how the volleyball club or school can improve the environment.



Note to the Coaches

- It is essential that these messages are integrated into the training in a fun and exciting way.
- The connected conversations must indeed be conversations and not deteriorate into lectures that bore the Players.
- If the Players are not inspired or motivated, they will not return to your training sessions and may choose unhealthy options. This will defeat the purpose of this programme.
- The training sessions must not begin to resemble the classroom! The young people will vote with their feet and tell other young people.
- Coaches must involve the youth in giving feedback on the training sessions and how to keep them fun and enjoyable whilst at the same time achieving the goal of Life Skills training and Healthy Living

Chapter 8

Netball Activity Sessions

INTRODUCTION

This manual focuses on addressing gender equity issues using sport as a tool. From a player's perspective, Netball in Zanzibar is mainly played by females, but many men are still in key leadership positions. In the main section of the manual above, we list some obstacles women and girls in Zanzibar face regarding participation in sport.

During these practical sessions, the focus is not so much on achieving gender equity in netball, i.e. the focus is not on getting more boys and men to play netball. The sessions should instead be used to address gender equity issues and build the confidence, self-esteem and leadership qualities of women in a safe, supportive environment.

Remember, these are only sample sessions. Please adapt the sessions to suit your environment and the skill levels of your participants.

INTRODUCTION TO NETBALL

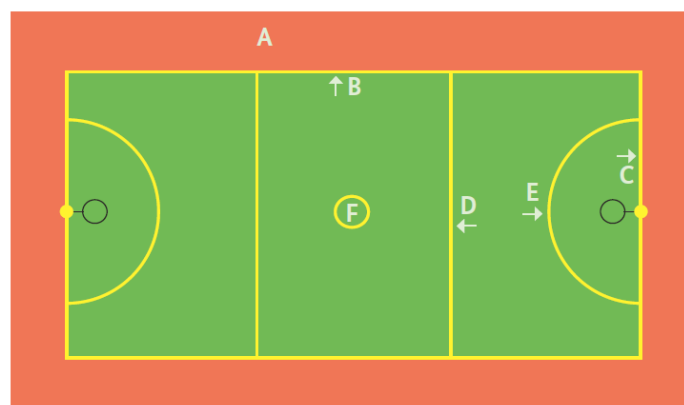
Netball is a fast-paced, dynamic sport that emphasizes agility, coordination, and strategy. It is nplayed by **two teams of seven players** on a **rectangular court**. Netball's goal is to **score more goals** than the opposing team by **shooting a ball through a hoop (goal ring)** at each end of the court.

Here is an outline of the game's key features:

Playing Field

According to the International Netball Federation, a standard netball court measures 30.5 meters long by 15.25 meters wide. The court is divided into three equal sections: two goal thirds and a center third. Each goal third contains a goal circle (shooting circle), a designated area where only designated players can shoot.

FIGURE 13: NETBALL COURT PLAYING SURFACE (30.5 M X 15.25 M) AND ITS ANNOTATION

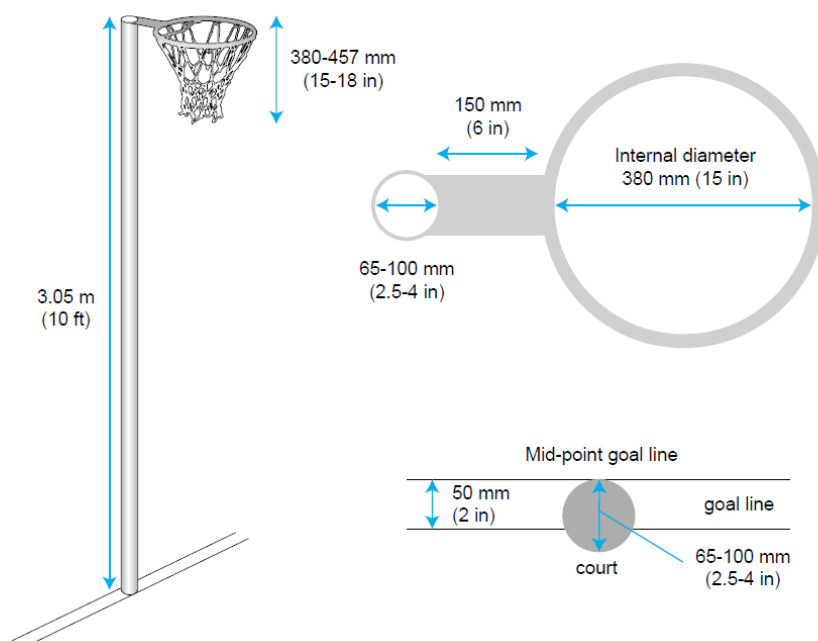


ANNOTATION	DESCRIPTION	REMARK
A	Court surround	3.05m from side lines
B	Side lines	Longer sides of the court (30.5m)
C	Goal lines	Shorter sides of the court (15.25m)
D	Transverse lines	Length equals the length of the goal lines; divides the court into 3 equal parts.
E	Goal lines	Semi-circles with a radius of 4.90m
F	Centre lines	Full circle with diameter of 0.9m

Netball court with line marking and annotations

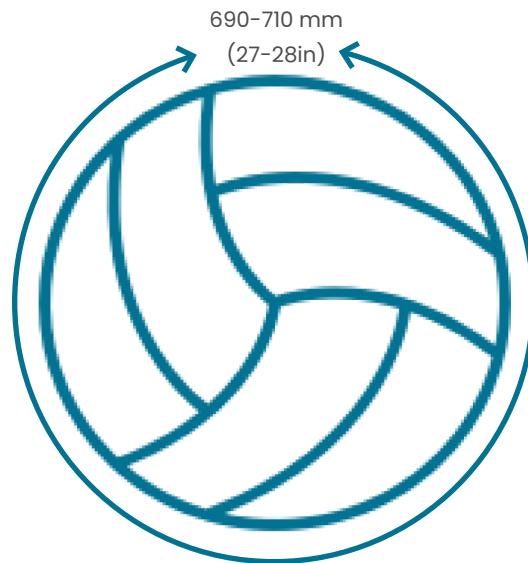
Goal Posts and Nets

A netball court's goal post consists of a metal pole with a height of 3.05 m and a steel metal ring/hoop and a net. It is installed at the centre of the goal line at each end of the field. The metal rings have an inside diameter of 0.38 m attached at the top of the metal pole. The nets attached to the rings are normally made of rope.



Ball

- A standard netball match ball is:
- Spherical in shape, made of leather, rubber or suitable synthetic material.
- Circumference of 690–710 mm.
- Weigh 400–450 g.
- Inflated to a pressure as specified on the ball by manufacturer.



Standard size 5 netball

How Netball is Played

1 Gameplay:

- The game begins with a centre pass taken by the Center player.
- Teams attempt to move the ball down the court through passing.
- Only the **Goal Shooter** and **Goal Attack** are permitted to shoot for goals.
- Defenders attempt to intercept passes and prevent attackers from scoring.
- Games consist of four quarters of up to 15-minute with breaks between each quarter (4 minutes for 1st and 3rd breaks and up to 12 minutes for half-time (2nd break)).
- Teams change ends each quarter.

2 Playing Positions:

Each of the seven players on a team is assigned a specific position that dictates where they can move on the court. these are:

- **Goal Shooter (GS):** Shoots goals and operates primarily within the goal circle.
- **Goal Attack (GA):** Feeds the Goal Shooter and can shoot goals from outside the goal circle.
- **Wing Attack (WA):** Brings the ball into the attacking third and feeds the Goal Attack and Goal Shooter.
- **Center (C):** Starts play in the center third and is the only player who can move throughout all three sections of the court.
- **Wing Defence (WD):** Defends against the opposing Wing Attack.
- **Goal Defence (GD):** Defends against the opposing Goal Attack and can only move within the defensive goal third.
- **Goal Keeper (GK):** Defends against the opposing Goal Shooter and can only move within the defensive goal third.

3 Basic Rules:

- **Contact:** Netball is a non-contact sport, meaning players cannot make physical contact with opponents.
- **Player Restrictions:** Each player is assigned a position that determines their movement within specific areas of the court.
- **Traveling:** Players cannot run with the ball and must pivot on one foot while holding the ball.
- **Holding the ball:** Players cannot hold the ball for more than three seconds.
- **Obstruction:** Players cannot impede the movement of opponents who are not in possession of the ball.
- **Footwork:** Specific rules govern footwork and pivoting, and infractions result in turnovers.

4 Basic Skills

- **Passing:** Essential for moving the ball down the court. Common passes include chest passes, shoulder passes, and bounce passes.
- **Catching:** Crucial for receiving passes and maintaining possession.
- **Shooting:** The ultimate objective of the game is to shoot accurately and score goals.
- **Footwork:** Proper footwork is essential for staying within the rules and maneuvering effectively.
- **Defending:** Defensive skills involve intercepting passes and preventing opponents from scoring.
- **Positioning:** Players must learn to move strategically to create space and become open to receive a pass.
- **Dodging:** Quick, evasive movements help players escape defenders.

Netball's structured rules and focus on teamwork make it an engaging and strategic sport, perfect for developing coordination, communication, and sportsmanship.

For more information on netball, please read "Rules of Netball, 2024 edition" on <https://netball.sport/wp-content/uploads/2024/01/World-Netball-Rules-Book-2024.pdf>



SESSION 1

NETBALL TOPIC: GETTING FREE. (CREATING SPACE)

S4D Topic: Planning and Preparation

Time: 60 to 90 minutes

Key Messages/Discussion Points

1. Explain that you planned and prepared for the session. Ask the participants why they think planning and prepare is important.
2. Explain that you set outcomes and goals for the sessions, and by planning and preparing, you can check whether the outcomes and goals have been met.
3. Explain that they must also plan and come prepared for the session. E.g. How long will it take to get to the session, and how long will it take to get dressed? What should they wear?
4. Relate the importance of Planning and Preparation in life.
5. Ask a few participants to share a goal they have in their lives. Ask other participants to share what planning and preparation should be done to achieve that goal.



Tips – How to integrate the S4D topic into your session.

1. Compliment and applaud the players who arrived on time and dressed properly.
2. Ask the players if they experienced any obstacles before coming to play because they were female.
3. Have a competition over the season and award points for punctuality and readiness. E.g. 3 points 30 minutes before the time, 2 points–15 minutes: 1 point 5 minutes or less. Similarly, players lose points for coming late. Keep a table over the season and have annual awards.
4. Discuss why players are late or unprepared in the opening or closing circle.
5. Ask the players to reflect on what they think the consequences of late coming would be in real life. E.g. late for a job interview or late for a netball match.
6. Create opportunities for players to do drills without planning and then with planning. Reflect if planning improved their performance.
7. Establish ground rules for the coaching sessions.

S4D OUTCOMES

By the end of the session, players should be able to:

1. Explain the importance of planning, preparation and being ready in Netball court and in life.
2. List ways to improve their planning and preparation skills.
3. Identify obstacles that hinder the Planning, Preparation and Participation of women and girls in sport.

NETBALL OUTCOMES

By the end of the session, players should be able to :

1. Explain what “getting Free” means in netball and why it is important.
2. List a few different ways of getting free.
3. Improve their basic footwork and passing skills.
4. Demonstrate ways to improve their movement towards the ball
5. Understand the relationship between a good pass and an effective attack
6. Understand the importance of preparation and good timing in netball.

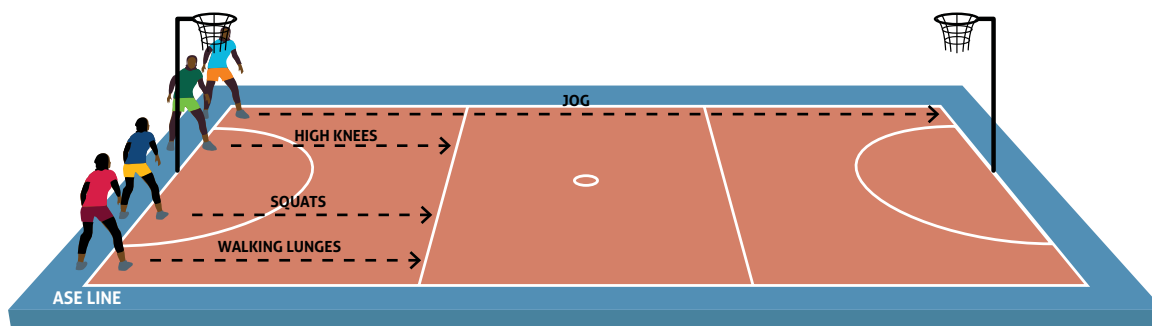
Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Coach facilitates a CONNECTED CONVERSATION with players. E.g. The Players SHARE any important experience in their lives during the last week. E.g. a significant family celebration, an achievement in the classroom, a disappointment, etc.

Step 3: The Coach introduces the S4D outcomes for the session through leading questions such as :

- What Planning did you have to do and when before you came to this coaching session?
- Think about a game of netball you played recently or watched. Think about how you created space to receive or make a pass. Can you improve Getting Free by better planning? How?



Balls (preferably one ball per player)



Whistle

EQUIPMENT



Cones (color spots is preferable)



Stop watch

Set Up

1. Use a normal netball court (30.5m X 15.25 m)
2. Players line up on the baseline.

Activity

1. Players jog slowly along the length of the court (6–8 times)
2. Players line up on the baseline and do the dynamic stretches below, to the first transverse line and back
 - High knees
 - Bum flicks
 - Side steps
 - Walking lunges
 - Squats
 - Ground sweeps
 - Knee to chest walk
 - Walking to the transverse line, arms to the side and making big circles forward with your arms (on return, big circles backwards)
 - Stretch any other body part (i.e. ankles) on their own.
3. Players do shuttles (to improve speed)
 - Players sprint from the baseline to 1st transverse line and sprint back
 - Players sprint to 2nd transverse line and back to 1st transverse line
 - Players sprint to the 3rd transverse line, back to the 2nd transverse line, back to the 3rd transverse line and full-on sprint back to the baseline



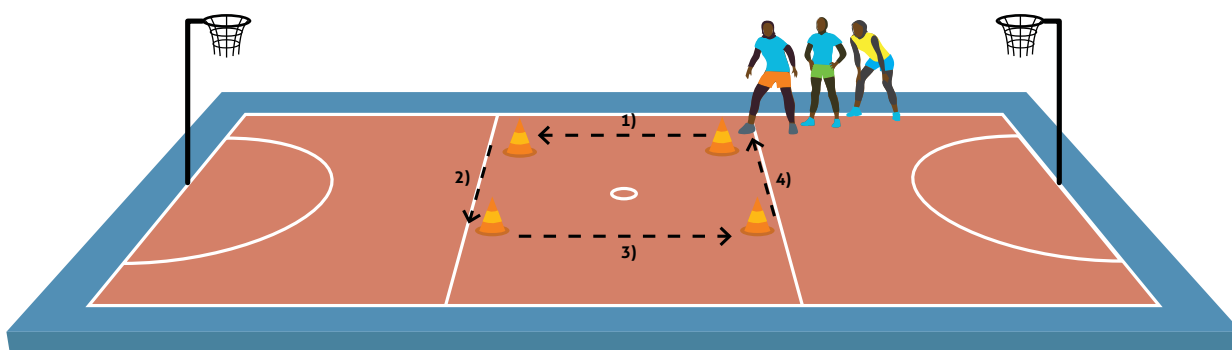
Tips for the Coach

Depending on the skill levels of the players, the coach should emphasise various technical components, such as:

1. Knees should not extend over the toes (during lunges or squats).
2. The knees must be "soft", i.e. slightly bent
3. When turning at the lines during shuttles ensure that it is a sharp change of direction

Main Part 1

Time: 10 to 15 minutes



Balls (preferably one ball per player)



Cones

EQUIPMENT

Set Up

1. Divide Players into groups of 3.
2. For each group of 3, place 4 cones in a square at least 3 meters apart.
3. (Three players can work in a square.)

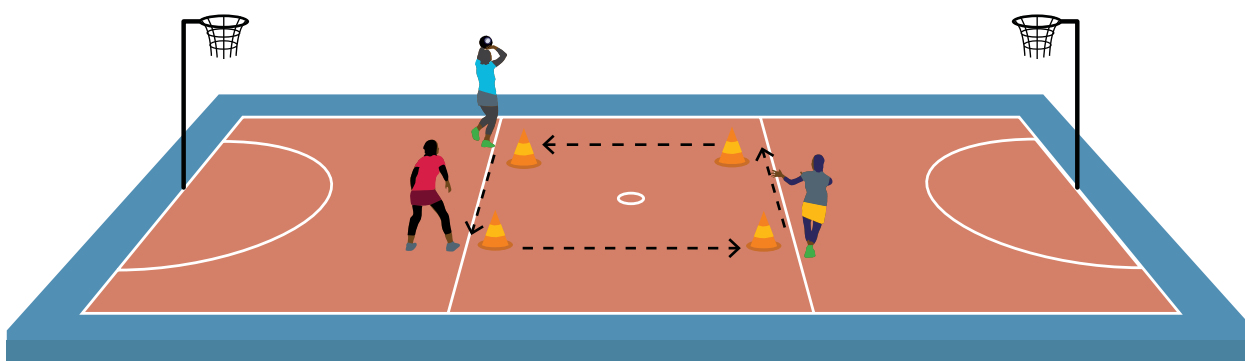
Activity 1

1. Players start at one cone.
2. Facing the same direction, the player moves with small steps from cone to cone:
 - » Sideways to the right
 - » Small steps forward
 - » Sideways to the left
 - » Small steps backwards



Tips for the Coach

1. Players should look ahead and not at their feet.
2. Knees should be slightly bent (soft knees).
3. Players must move their arms to increase the speed of the movements.



Balls (preferably one ball per player)



Cones

EQUIPMENT

Activity 2

1. The 3 Players start on different corners (leaving the top right corner free).
2. The Player at the bottom right runs to the free corner to receive the ball from the Player at the top left.
3. The Player at the bottom left runs to the now free corner to receive the ball.
4. In this way, Players move around the square anticlockwise.
5. Once they have returned to their starting position, reverse the direction.
6. Once the Coach has issued the instructions, allow the Players to review the instructions in their groups and plan who will stand in which corner and how the exercise will work. If unsure, one member of the group must ask the Coach



Tips for the Coach

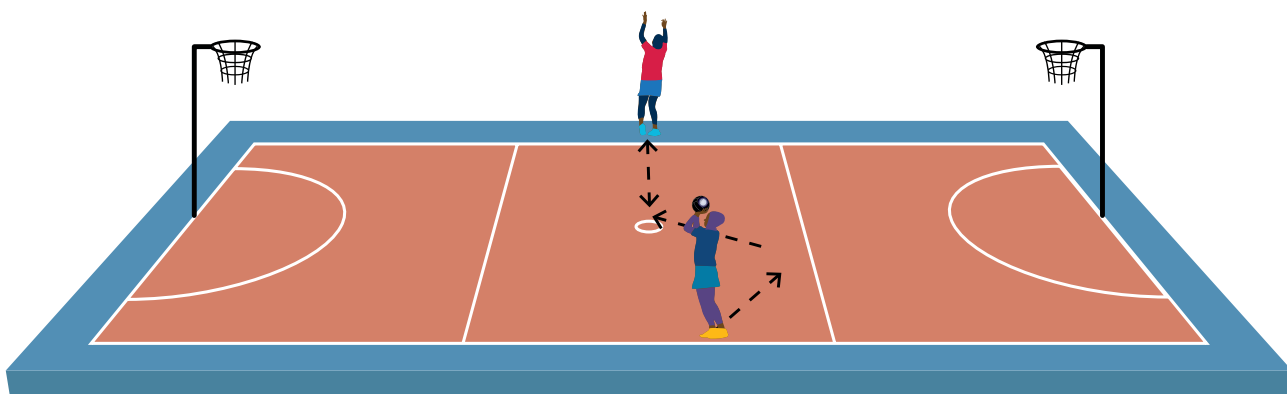
The Player passing the ball:

- a. Should focus on ball placement so that the receiver collects the ball on extension i.e. the ball is placed in front of them so that they move into the ball.
- b. Therefore, timing is important – the Player throwing the ball should do so before the receiving Player reaches the cone.

The Receiver:

- Needs to turn quickly and look over their shoulders as soon as possible. Then, their hips and feet will follow.
- Players need to practice turning in and turning out (when catching the ball, turning to face the next pass. This involves turning on different feet and weight transfer. How a Player turns in the game depends on where the defender is. Therefore, they should be able to do it on both feet

Main Part 2



Balls (preferably one ball per player)



Cones

EQUIPMENT

Set Up

- Players work in pairs.
- Set up 3 cones per pair as per above.

Activity 1 - Change of Direction

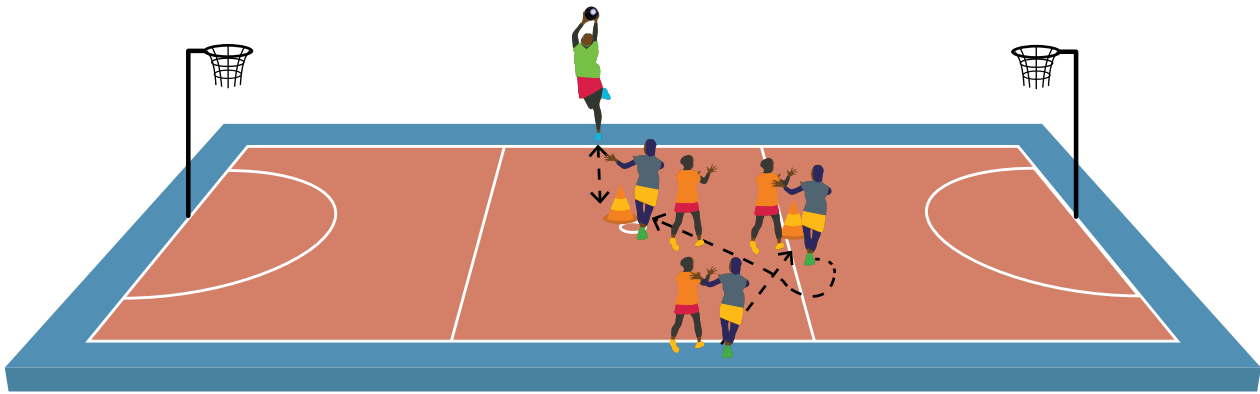
- A player runs out towards a cone, changes direction and sprints to receive a pass from the feeder.
- Players do this 10 times and change after both have done this; they change the cone direction and do it on the other side.



Tips for the Coach

- There must be a sudden change of direction.
- Players must sprint onto the pass.
- Push off from the outside leg to increase power and speed of change of direction.

Main Part 2



Balls (preferably one ball per player)



Cones

EQUIPMENT

Set Up

1. Divide Players into groups of 3.
2. Two Players set up a few meters away from the Player with the ball, with the defender marking the attacker.

Activity

1. The attacker should make a forward run and then perform an outside roll, spinning 360 degrees, before running into space and receiving the pass.
2. Repeat 5 times, then Players rotate roles clockwise.



Tips for the Coach

1. Players should be running at a high intensity and the focus should be on the attacker's change of direction and pace.
2. Ensure that the Players are balanced as they roll and are ready to receive the ball (heads up and hands ready).
3. The initial run forward should be convincing in order to 'sell' the move and send the defender in the wrong direction.
4. How to do the full roll (this they can practice before doing the activity):
 - The player runs to the cone (which is placed to the right of them).
 - When they reach the cone, they place the foot closest to the cone next to it, stop, turn their back to the cone, push off and run towards the person with the ball.
 - After practising it without a defender, let them walk it with a person before starting with the activity.

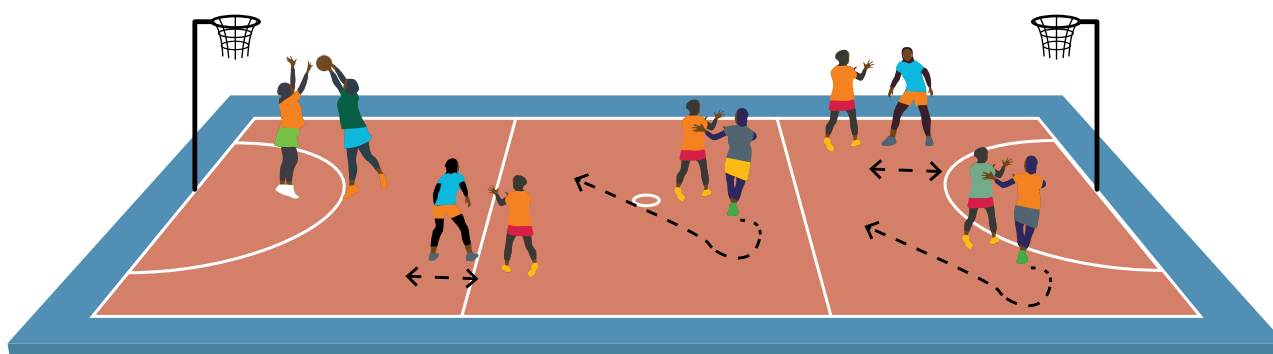
- Let the Players discuss the movement amongst themselves. (link with Planning and Preparation), rehearse, make sure they understand, and the Coach assists where necessary.

Watch this video

https://youtu.be/5opWTP58qEs?si=vKs_r10Fada8WL8I



CONCLUSION



Balls (preferably one ball per player)



Bibs (two sets)

EQUIPMENT



Netball court



Whistle

Set Up

Two teams, each with a minimum of 5-7 Players.

Activity

- Teams play a game of modified netball.
- For the first 5 min, Team A must attempt to get free, using the change of direction method and Team B must use the roll.
- After 5 minutes, teams swap methods. of getting free.
- For the last 5 minutes, any method of getting free can be used to get free.
- After explaining the rules, give teams a minute to plan and prepare their strategy



Tips for the Coach

1. Focus on the execution of the movements.
2. All netball rules apply.
3. Stress the importance of preparing to receive the ball by making two movements to get free.
4. Challenge Players to count for themselves the different attempts at getting free they do during this game.

COOL DOWN

- Players jog the length of the court twice.
- Players walk the length of the court once (return to the baseline).
- Players form a circle and do stationary stretches of the body's muscles (neck to ankles).
- Remember to use senior players to lead the stretches.

CLOSING TEAM CIRCLE

Step 1: The Coach **REVIEWS**

- The session outcomes.
- Ask the Players to relate what they learnt about the Netball skills. Ask them to list a few key points about getting free.
- The link between the sport skill and the S4D outcome.
- Ask the Players to reflect on discussing and planning some of the activities. Let them reflect on whether planning helped them to do the activities better.

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what was a challenge for them.

Step 3: The Coach **FACILITATES** a short discussion by asking them what they think they should do to improve their planning and preparation to make their lives successful.

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities, e.g. details of the next match or training session, and closes the session with a cheer or chant.

SESSION 2

NETBALL TOPIC: FOOTWORK AND BALL SKILLS

S4D Topic: Motivation and Focus

Key Messages/Discussion Points

Motivation



1. Encourage the players to reflect and share why they are playing netball. (What motivates them?) Help them to appreciate the benefits of playing netball.

2. Encourage the players to learn from their mistakes or team losses. Make them understand that mistakes and losses in sport are very common. They should see this as an opportunity for growth and learning. Ensure that the players encourage each other, especially after mistakes.
3. Always create a positive environment that keeps the players motivated and confident
4. Develop positive talk. The players must use positive, motivating language.



Focus

1. Encourage the players to stay present, concentrate on the activities and block out distractions.
2. Introduce simple techniques and drills to improve focus and manage distractions. E.g. breathing exercises, visualisation and body scanning.



Tips – How to Integrate Gender and Inclusion issues into your Session

1. Constantly highlight successful Zanzibari, Tanzanian or other well-known female netball players who are good examples of being motivated and focused. Highlight players who succeeded despite facing difficulties. It would be desirable to get a short, recorded video message from such players explaining the problems they faced as women and how they overcame these challenges.
2. Discuss the unique obstacles that Zanzibari women and girls face in playing sport and brainstorm strategies to overcome these obstacles.

NETBALL OUTCOMES

By the end of this sessions, players will:

1. Demonstrate proper pivoting technique without travelling.
2. Consistently catch passes with two hands.
3. Apply improved footwork and ball skills in game situations.

S4D OUTCOMES

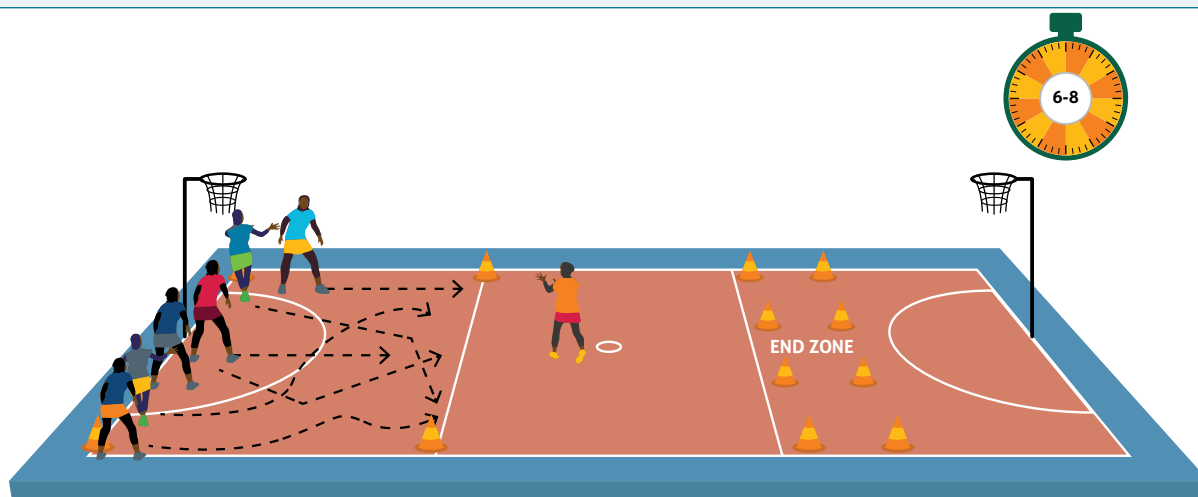
1. **Motivation** – Players will develop a growth mindset and show a belief in their ability to improve. They will also motivate each other.
2. **Focus** – Players will develop the ability to block out distractions and stay present.

OPENING TEAM CIRCLE

Step 1: The coach WELCOMES the Players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experience during the last week e.g. a sad moment, a happy moment, any achievements?

Step 3: The coach INTRODUCES the Netball and Life Skills outcomes for the session through leading questions such as, “How can we improve our ability to change direction and move quickly on the court? (Footwork). How can we improve our accuracy when passing the ball? (Ball skills). What do you enjoy most about netball? (Motivation) What can cause distractions when we are training and playing netball? How can we stop ourselves from being distracted?”



Equipment:

Balls, Bibs, Cones, Whistle and Stopwatch

Set Up

1. Select a Player to be the catcher on the first transverse line wearing a bib.
2. The rest of the Players spread out on the baseline facing the catcher.
3. Cones are set up just behind the 2nd transverse line, which indicates the end zone.

Activity

1. On the coach's whistle, the players try to run past the catcher into the End Zone.
2. The catcher must try to tag at least one player who then also becomes a catcher and puts on a bib.
3. The players jog back slowly to the baseline. Let the players talk briefly about how they can avoid being tagged.
4. On the coach's whistle, the players again try to make it to the baseline with two catchers tagging. All tagged players become catchers.
5. This continues until all the players are tagged.
6. Reflect briefly on why some players were more successful than others. Ask what they did or tried to do to avoid being tagged.



Tips for the Coach on the Warm-Up

1. Encourage the attacking Players to explore different methods of getting free.
2. The catchers (defenders) must be encouraged to use tactics to catch Players successfully. Do they home in on one Player or a group of Players?
3. Get them to think about their body positioning and being prepared and on their toes.
 - the catcher needs to use her peripheral vision if balls are added into the game – this will be vital when working with your team to develop a successful zone defence later in the session.
4. Constantly link to the S4D Outcome. E.g. Encourage the players to 'remain focused', 'motivate each other, concentrate', etc

Main Part 1 – Footwork & Ball Skills



Equipment

1. Balls (1 per player if possible)
2. Cones

Set Up

1. Divide the Players into groups of 4 to 5.
2. Section off half of one of the thirds for the groups.
3. Each Player should have a ball.
4. The Players split into two groups and form lines on opposite sides of each other across one third of the court.

Activity 1

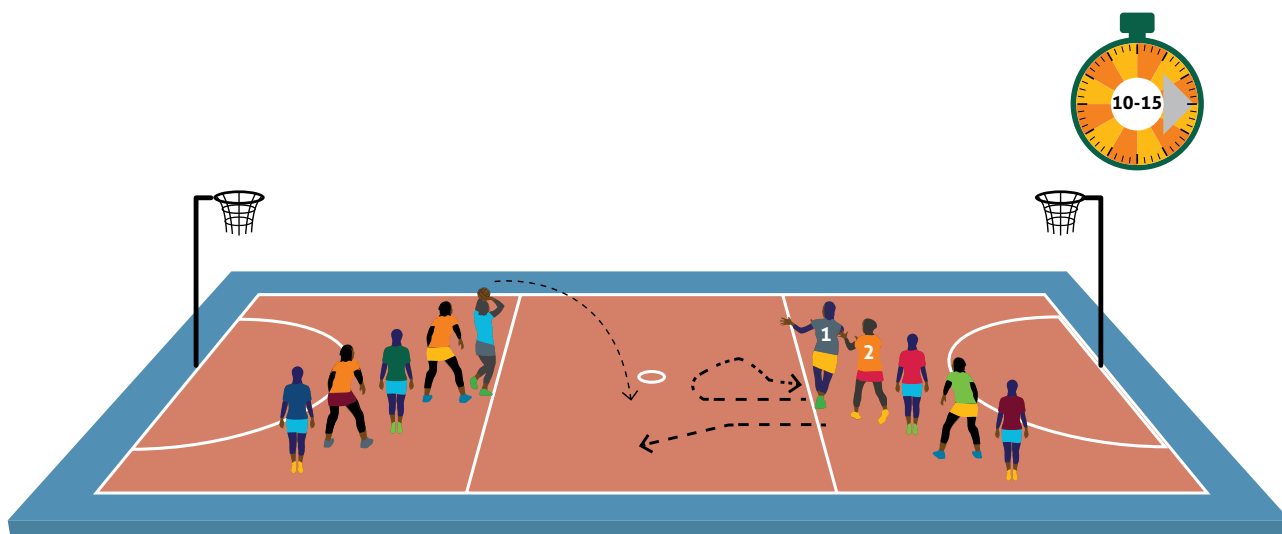
1. Players bounce their balls whilst walking around the area.
2. While bouncing and moving around, they try to knock the other Players' balls away.
3. Once the player loses their ball, they must continue walking in the area, encouraging other players.
4. The last Player with a ball wins.



Tips for the Coach on Activity 1

1. Players should keep their heads and eyes up to try and steal/tap away others' balls.
2. This encourages Players to be aware of other players around them whilst working on controlling their ball without looking at it.
3. This is important in a game situation because receiving a ball without directly looking at it allows Players to pre-scan the court and be ready for the next phase of the game.
4. By getting your Players to steal the other Player's balls, you encourage a ball-hungry attitude and a competitive nature to go and win the ball.

Main Part 2 -Footwork and Ball skills



Equipment

1. Balls and Netball court

Set Up

The Players split into 2 groups and form lines on opposite sides of each other across one 1/3 .

Activity 2

1. Players start behind each other.
2. Players 1 and 2 run straight forward, then Player 1 chooses a direction she will break towards (either left or right).
3. Player 2 drives in the opposite direction and receives the ball from the Player with the ball.
4. Player 2 pivots on her outside foot and passes the ball to Player 1, who turned (changed direction) and is driving back to the line where they started.
5. Player 1 passes the ball to the next Player in her line, and she and Player 2 falls into the back of their line.
6. Now, the Players in the opposite line do the same movements. 1.

PROGRESSION

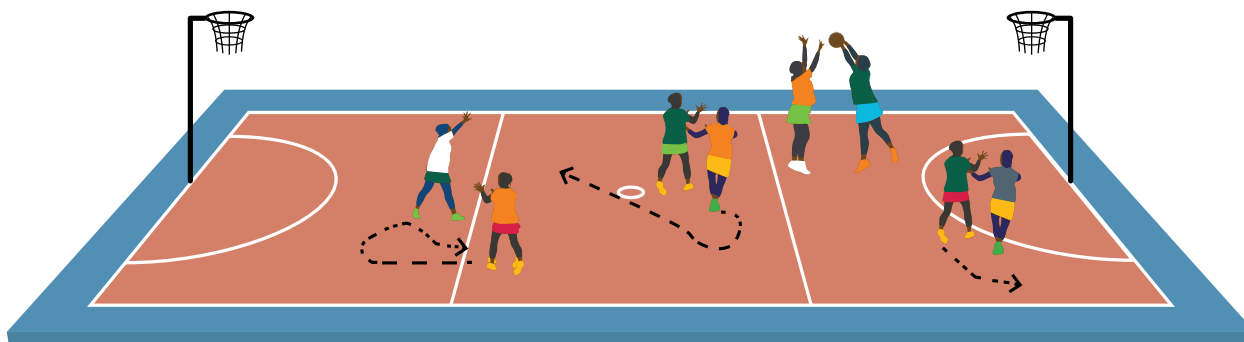
1. Select a Player from each line to defend during the exercise (let them wear a bib).
2. Players need to be aware of where the defender is.
3. The coach can initially restrict the defender to Player 1 only.
4. The coach can now allow the defender to decide who she will defend.



Tips for the Coach

1. Players should focus on the ball placement. The ball must be passed into the space in front of the receiving Player so that the momentum of the ball assists in the turning of the Player
2. Focus on the landing of the Player.
3. Player 1 should change direction quickly to receive the ball as soon as Player 2 throws it.
4. The thrower must concentrate and pass the ball to the correct Player.
5. Encourage strong, straight passes at all times.
6. When a defender is added, the Player with the ball must make the correct decision regarding whom to pass to and where to place the ball.
7. With a defender, the attacking Player needs to prepare well to get free and receive the ball.

CONCLUSION



Equipment

1. Balls
2. Bibs (Two sets)
3. Netball Court

Set Up

Players are divided into teams (minimum of 5, maximum of 7 Players per team)

Activity

1. Players will play a game where they have to use the techniques learnt.
2. Players can use any method to get free and become available to receive the ball.
3. Players shout out and encourage each other every time they do or observe others doing a roll, change of direction, etc



Tips for the Coach

1. Apply the rules of the game.
2. Encourage Players to apply the lessons learnt in the session.

CLOSING TEAM CIRCLE

Step 1: The Coach REVIEWS

1. The session outcomes. Ask the Players to relate what they learnt about the Footwork and Ball skills. Ask them to list a few key points.
2. The link between the sport skill and the S4D outcome. Ask the Players to reflect on what happens in life when they are not focused on the task at hand. Ask them how they can motivate themselves and others.

Step 2: The Players SHARE

Their experience of the session. They reflect on what they enjoyed and what can be improved.

Step 3: Coach FACILITATES a short discussion

Ask the players what they could do to improve their motivation and focus in life.

Step 4: The Coach EXPLAINS

Any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 3

NETBALL TOPIC: PASSING CONTROL AND ACCURACY

S4D Topic: Self-Discipline

Key Messages/Discussion Points

1. **Passing control and accuracy** in netball refer to the ability to deliver the ball to a teammate with precision. A controlled pass is delivered with the correct force, direction, and height to ensure the receiver can catch it comfortably. An accurate pass reaches the intended target without going out of bounds or being intercepted by an opponent.
2. **Self-discipline** is the ability to control one's impulses and behaviours, particularly in the face of temptation or difficulty. It involves resisting distractions, staying focused on goals, and persevering through challenges.
3. It means doing the things in your life that must be done despite the challenges you may face, e.g., regularly doing your homework. Don't delay.
4. Understand your strengths, weaknesses and capabilities.
5. Take action to overcome your weaknesses.
6. Perform within your capabilities, but also take risks occasionally.
7. Encourage Players to exercise self-discipline in life. They must avoid bad influences and learn when to say, 'yes' and when to say 'no'.



Tips – How to Integrate the Netball Skill and the S4D Skill

1. Encourage the players to stick to a regular training schedule, even when they feel tired or unmotivated.
2. Explain the link between having the self-discipline to follow the directions of the coach and playing according to the team's strategy instead of doing your own thing.
3. Explain and emphasise throughout the session that accurate passing in netball requires focus on the target, the ball's trajectory, and the receiver's position. This demands self-discipline to avoid distractions.
4. Achieving goals or tasks in netball and in life requires focus and concentration, which can be cultivated through self-discipline.



Tips on Gender Equity and Inclusion

1. Create occasional opportunities for Co Ed to play. Communicate, for example, with the basketball or volleyball coach and invite male players to the sessions. In this way you can promote gender equality and break down stereotypes that netball is only played by females.
2. Use these sessions to encourage females to take on leadership roles within netball, such as coaching or umpiring.
3. Offer training and mentorship programmes to help women and goals develop the skills and confidence needed to succeed in these roles.

S4D OUTCOMES

By the end of this session, participants should be able to:

1. Explain what is meant by self-discipline means and why it is essential in Netball and their daily lives.
2. Identify distractions in netball and life that should be avoided.
3. Identify actions and behaviours that should be part of their daily or weekly routines,

NETBALL OUTCOMES

By the end of this session, participants should be able to:

1. Demonstrate improved passing technique, including accuracy, control, and timing.
2. Make better decisions when passing, considering the receiver's position, the defensive pressure, and the team's strategy.
3. Feel more confident in their passing abilities.
4. Have a better understanding of the importance of accurate and controlled passing in netball.

OPENING TEAM CIRCLE

Step 1: The Coach Welcomes the Players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experiences in their lives during the last week. It could be a happy moment or a sad moment.

Step 3: The Coach INTRODUCES the netball topic and the S4D topic through leading questions such as:

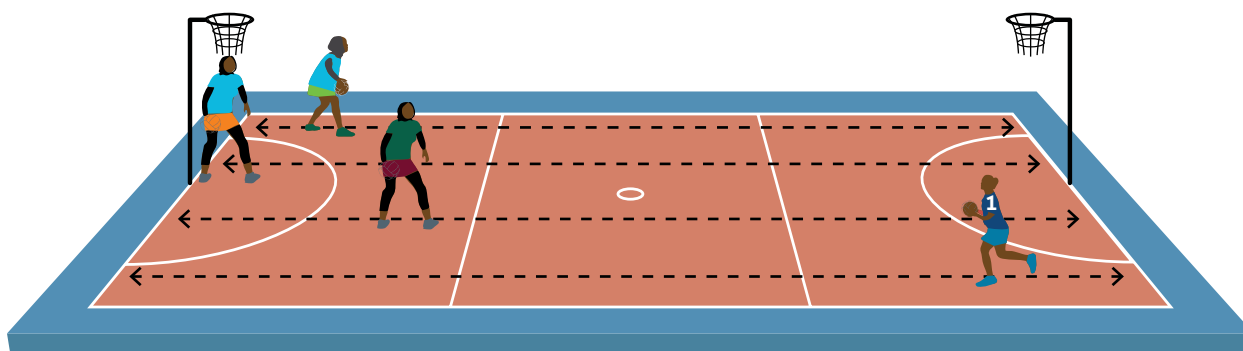
- What do you think it means to have 'control' over a pass?"

- How can we ensure that our passes are 'accurate'?"
- "Why is it important to pass the ball with both control and accuracy in netball?"
- "What does it mean to be 'self-disciplined'?"
- "How can self-discipline help us achieve our goals in netball and in life?"
- "Why is self-discipline important in a team sport like netball?"



Note to the coach: Remember, these are only guideline questions. You will not have time to ask all these questions. The opening team circle must be short, fun and interesting for the players.

Warm-Up



Equipment

Balls (1 ball per player if possible)

Set Up

Players line up on the baseline with their balls.

Activity

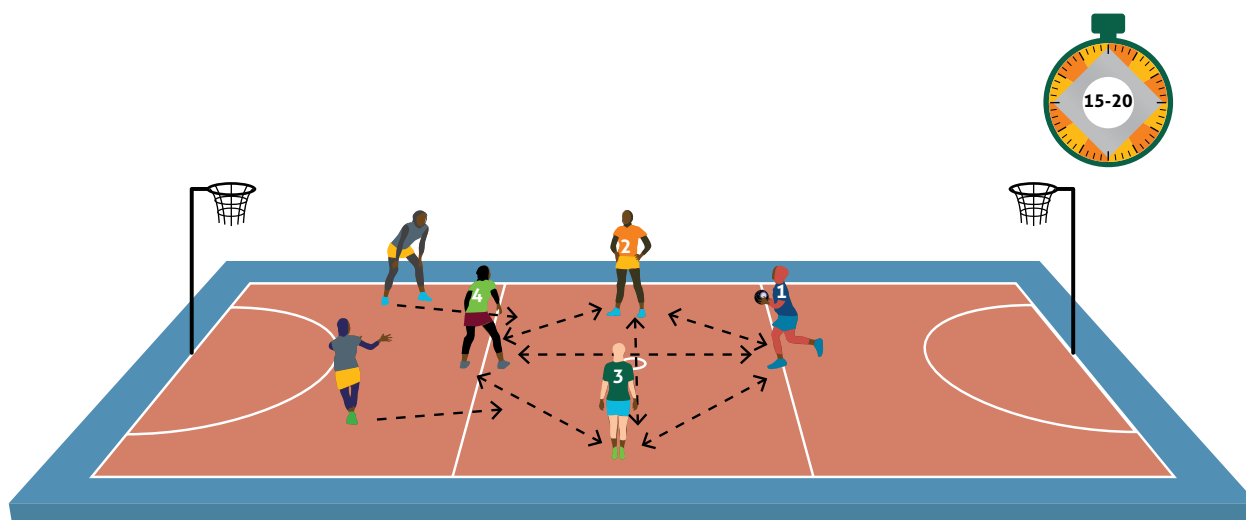
1. Stretching: Ensure that Players stretch sufficiently before the activities start. Let the players lead the stretching sessions. Allow different players to lead a stretch. Reflect on how they felt about leading the stretch.
2. Players run up and down the length of the court at a gentle pace, bouncing the ball. If there are not enough balls, the players can run without a ball and pass the ball to another player when they return.



Tips for the Coach

1. The Players must learn to control the ball using both hands.
2. Players must bounce the ball using only their right hand in one direction and their left on the way back.
3. Players should try and keep their eyes off the ground

Main Part 1



Equipment

Balls (One per group)

Set Up

1. Players work in groups of 6.
2. Four Players (feeders) set up in a diamond.
3. Two workers (defenders) are positioned behind one of the Players.

Activity 1 - Decision Making and Passing / Catching under Pressure

1. Feeders pass the ball to each other.
2. Defenders time the passes, and when the ball is passed to 4, one of the defenders tries to intercept the ball.
3. If the defenders go too early, the feeders can decide to pass the ball to the opposite side and pass it to feeder 4 and the other defender should try and cover the feeder.

PROGRESSION

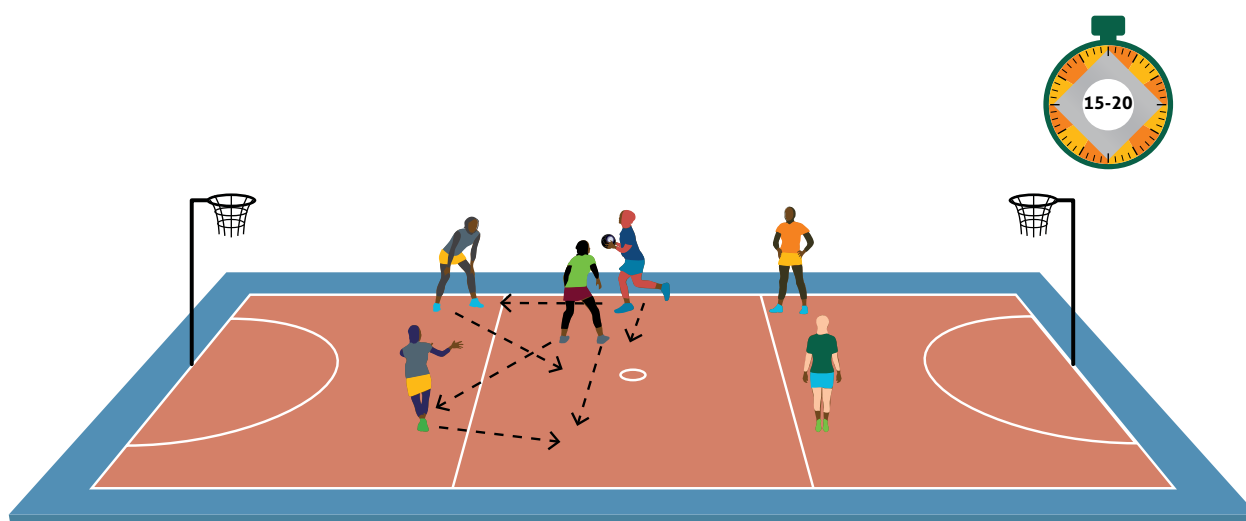
A second ball can be added to the activity when Players are familiar with the activity.



Tips for the Coach

1. The defenders should work together, communicating well and directing each other.
2. If the defender misses an intercept, they should recover and get back for the next pass.
3. Make sure all intercepts are clean 2 handed intercepts.
4. Defenders should focus on the ball and not the feeder.
5. The feeders can fake passes and vary the types of passing to make it more challenging for the defenders.
6. Ensure that everyone in the group has an opportunity to be a defender

Main Part 2



Equipment

Balls (One per group)

Set Up

1. Players work in groups of 7.
2. 6 Players (feeders) set up in a rectangle.
3. 1 worker (defender) positions in front of one of the Players

Activity 2 - Intercepting and Dictating play

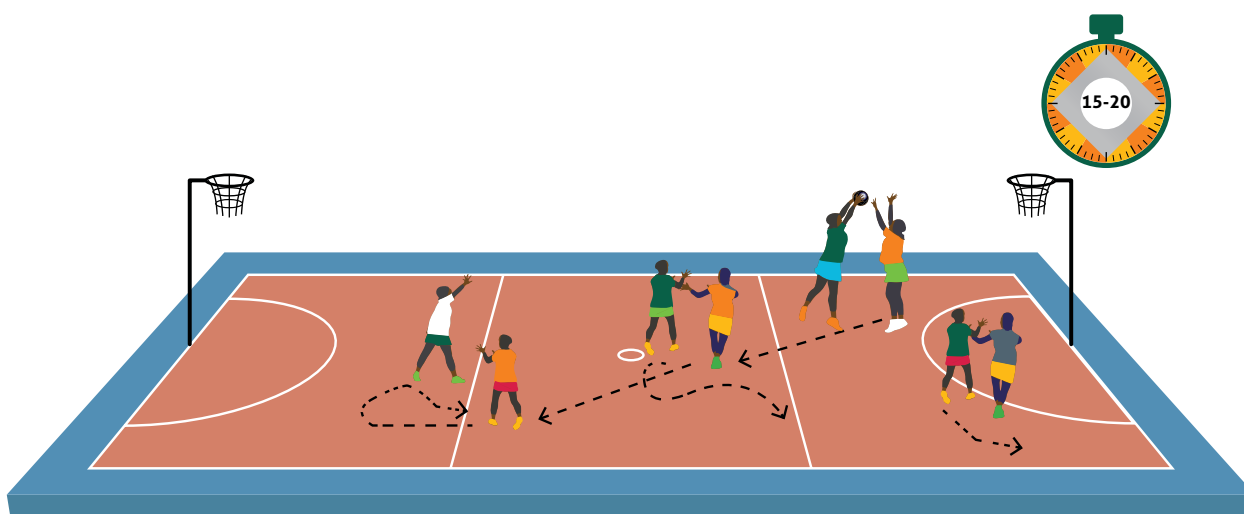
1. The attacker will start the drill by passing the ball to one of the first feeders.
2. The feeder will pass back to the attacker moving forward.
3. The attacker will start the drill by passing to the next feeder on the same side.
4. It doesn't matter which side they pick to start the drill, but both passes must stay on the same side.
5. The attacker also has to receive the ball in line with or in front of the feeder to keep play moving forward



Tips for the Coach

1. Make sure if the defender misses the intercept that, they get their arms up immediately to prevent the attacker from passing.
2. Once the attacker has offloaded to the first feeder, the defender should step across and in between the feeder and the attacker to direct the attacker away.
3. If the defender is using a face-to-face method of defending, then they should angle themselves to the ball and the attacker:
 - » They should step across the attacker, allow her whilst still facing her until 2.5 seconds, then open up (180°) and move back with her for the intercept
4. The defender needs to move back before making a jump; if they jump too soon then it gives the attackers time to move (defenders should stay grounded as much as possible).
5. If the defender gets stuck behind the passing, then they should overrun ahead and cut back in.
6. Compare different defensive styles (face-to-face vs. side-on) »
 - Face marking: The defender can see the attacker for longer (should not turn their back completely – should be able to see the attacker and the ball at all times). »
 - Side on (T-Defence – keeping the attacker on their back): the defender can see the whole court and intercept passes to other places

CONCLUSION



Equipment

Balls, Bibs (Two Sets), Netball Court

Set up

Players are divided into teams (minimum of 5, maximum of 7 Players per team).

Activity

1. Players play a game where they must use the techniques learnt in this session.
2. Players should apply techniques learnt during sessions 1 and 2 to get free.
3. On defence, Players should apply the new knowledge



Tips for the Coach

1. Apply the rules of the game.
2. Ensure that knowledge is applied correctly.
3. Encourage Players to apply lessons learnt in sessions 1 and 2.
4. Reward team that applies techniques learnt in session 3

CLOSING

Step 1: The Coach **REVIEWS**

- The session outcomes as outlined above.

Step 2: The Players **SHARE**

- Their experience of the session and reflect what they enjoyed and what can be improved.

Step 3: The Coach **ENCOURAGES** the players to become self-disciplined, to develop a daily routine and to stick to their routine, avoiding distractions.

Step 4: The Coach makes announcements on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 4

NETBALL TOPIC: DEFENDING

S4D Topic: Goal Setting

Time – 60 to 90 minutes

Key Messages/Discussion Points



Defending in Netball

1. Emphasise the importance of a strong defence in netball to prevent the opposition from scoring and winning matches.
2. Discuss various defensive tactics, such as the face method, shadowing, zone defence, and their effectiveness in different situations.



Goal Setting

1. Goals are targets, or dreams that you want to achieve; they are things that you aim for.
2. Setting goals helps you stay focused and motivated to work towards what you want.
3. It is a good practice to set realistic goals in Netball and life.
4. Distinguish between short-term, medium-term and long-term goals.
5. Understand the importance of setting SMART goals.
6. Understand that you must take SMART actions to achieve your goals. E.g.

- If you want to become a good Netball player, then you must attend training and practice regularly.
- If you want to get a good pass mark, then you must study and do your homework and assignments.

S-Specific

M-Measurable

A-Achievable

R-Realistic

T-Time bound

7. Emphasise that they are likely to experience obstacles and challenges in achieving their goals, e.g. finance, and parental support. Emphasise the importance of coming up with strategies for overcoming their challenges.
8. Emphasize celebrating small and large accomplishments to stay motivated.



TIPS-How to integrate Goal Setting into your session?

1. Create opportunities for the players to set and achieve SMART defensive goals. Examples could include:
 - Reduce the number of goals scored against the team.
 - Increase the number of times you intercept the ball.
2. Discuss with the players how achieving defensive goals can create more opportunities for scoring and boosting the team morale.
3. Celebrate success and achievements throughout the session as they perform the activities.
4. Recognise and reward players who demonstrate exceptional defensive performance.



Tips for Integrating Gender Equity Issues into the Session

1. Let the players discuss if females face more challenges and obstacles in achieving their goals. What challenges do women and girls face in setting and achieving goals?
2. Create opportunities for the players to develop practical ideas to address some of their challenges.
3. Create opportunities for the players to set SMART Goals as individuals in netball and in their daily lives, and to set goals as a team.
4. Offer guidance and encouragement as they work towards their goals and celebrate their successes.

S4D OUTCOMES

By the end of the session, the participants should be able to:

1. Identify at least one SMART goal applicable to their personal lives.
2. Identify three actions they will take to achieve their goal.
3. Identify at least one obstacle preventing girls from achieving their goals.
4. Identify a few ways to address their challenges or obstacles.

NETBALL OUTCOMES

By the end of the session, the participants should be able to:

1. Demonstrate improved footwork, including lateral movement, backpedalling, and changing direction.

2. Show better anticipation of attackers' movements and be able to react more quickly.
3. Feel more confident in their defensive abilities.

OPENING TEAM CIRCLE 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Coach introduces the S4D topic by asking leading questions such as: What are goals? Why is setting goals in netball and in life important?

Step 3: The Coach EXPLAINS that the session is about setting goals for Netball and goals in their lives and coming up with actions to achieve their goals.

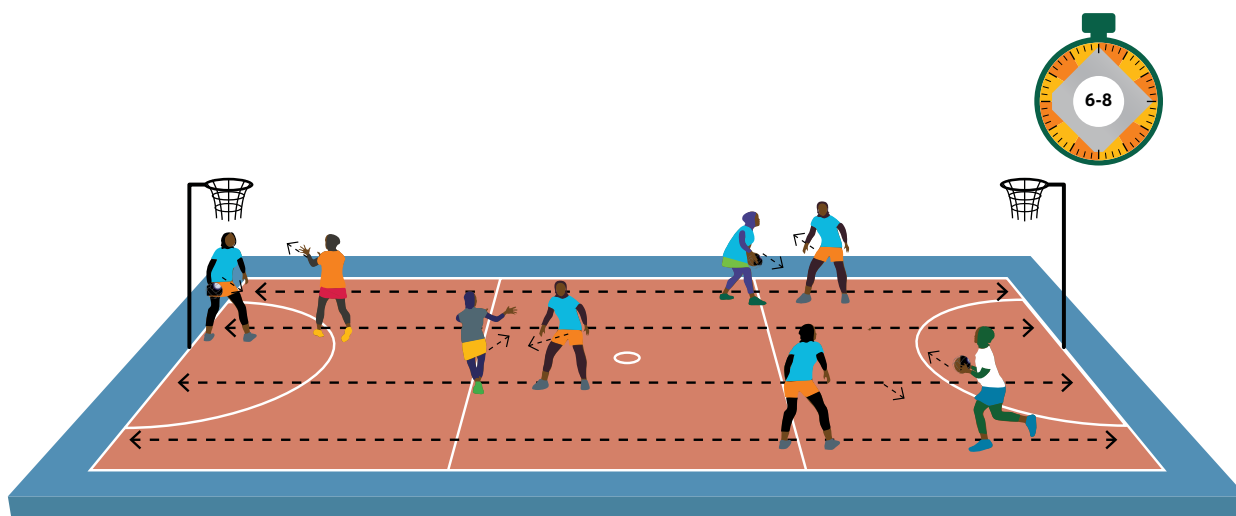
Warm-Up

Time: 6 – 8 minutes

Equipment

1. 1 ball for each pair of players
2. 1 skipping rope per 2 players

Set Up



Activity

1. Both players move in the same direction, with the feeder moving backwards
2. The feeder must play the ball to any side of the receiving player, within arm's reach
3. The receiving player reacts to, collects and passes back as quickly as possible.
4. Players progress like this from one side of the court to the other, taking short, fast steps
5. After each player has swapped twice, they do different skipping rope activities

PROGRESSION

The feeder should try to mask where they will pass the ball by faking the pass.

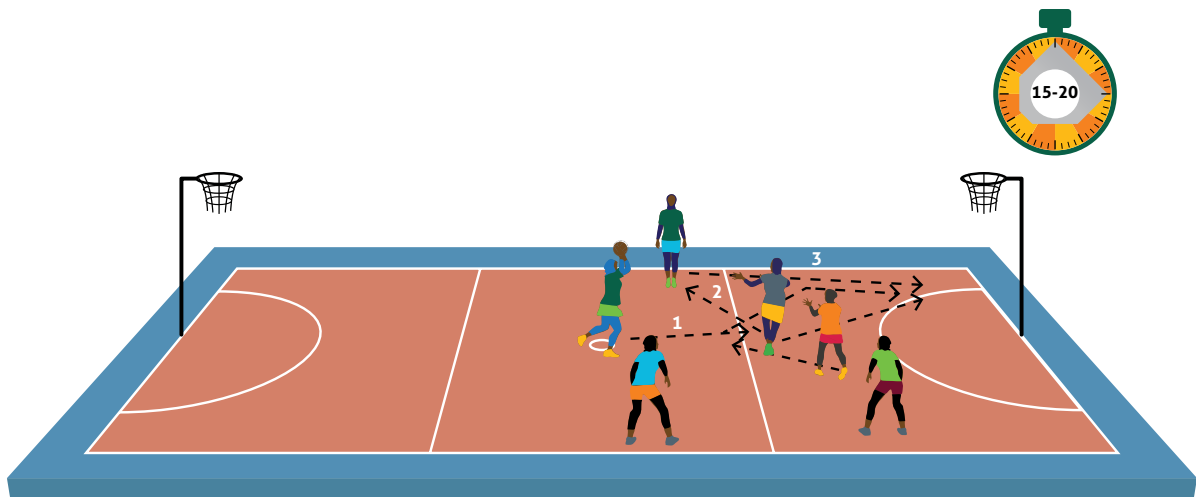


Tips for the Coach

1. Once the players reach the back line they swap roles and repeat the drill in the other direction
2. Players should stay on the balls of their feet
3. Change the instructions with regards to the skipping (double foot skips; 1 foot skips; forward/back)

Main Part

Time: 15 to 20 minutes



Equipment

Balls: 1 ball in a group of 5

Set Up

Groups use one-half of the court.

Activity

1. 1 player starts the activity from the C circle
2. Player 1 passes the ball to one of the attackers on the transverse line (like a C-pass) (1)
3. The defender attempts to intercept the pass (1), if successful, pass back to the C
4. The Attacker passes the ball to the feeder in front of them (2).
5. The Feeder pass the ball back to the attacker on the circle's edge (3)
6. The defender attempts to recover quickly to intercept the ball on the circle's edge



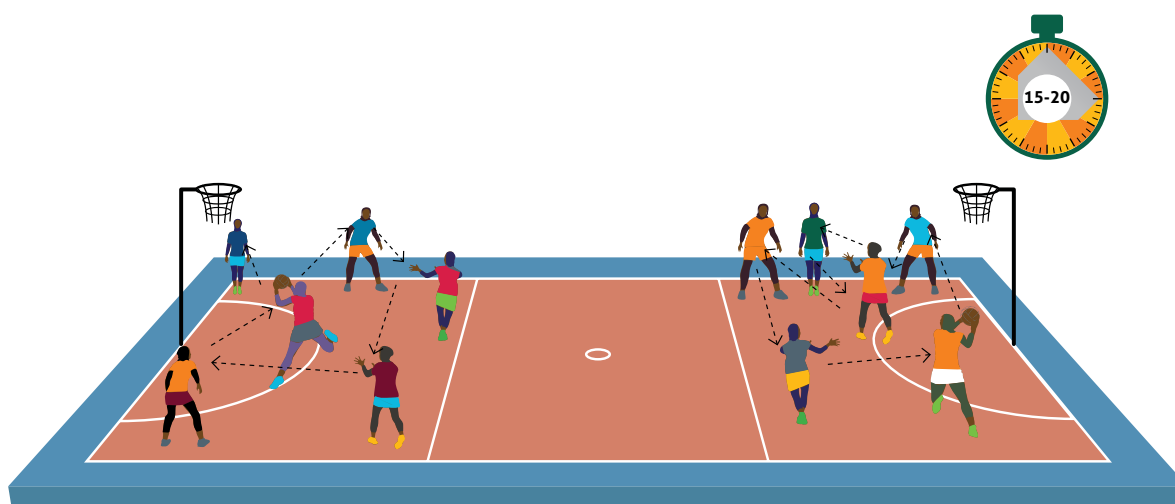
Tips for the Coach

1. The defender should be in a ready position (knees slightly bent and on the balls of their feet)
2. The defender should ensure that they can see both the attacker and the ball
3. Do 5 to one side (right) and 5 to the other side (left) then rotate all players in their group

CONCLUSION: 15 TO 20 MINUTES

Equipment

1. Balls
2. Netball court.
3. Bibs (Two Sets)
4. Stopwatch
5. Whistle.



Set Up

1. Divide the players into 2 equal teams (each in an adjacent third of the court)
2. Each team has their own area in which they keep possession of the ball by passing the ball around

Activity

➔ Round 1

1. The Coach explains that each team will have 60 seconds to make as many complete passes as possible to each other. Each team must get together and decide quickly how many passes they think they can complete during the 60 seconds. i.e. they must set a goal as a team. This they announce to the coach, who makes a note of their „goal“

NB: The receiver cannot return the ball to the passer; it must be to a different player.

2. The Coach blows the whistle, and the teams start to pass the ball. They must count the number of passes.
3. After 60 seconds, the coach blows the whistle, and each team announces the number of passes made and how this compares to their goal.

➔ Round 2

1. Now, each team sends two players across to their opponent's area to try and intercept the ball or cause the passes to be incomplete. (Distractions)
2. The teams must once again, quickly set a goal, remembering how they fared in Round 1 and also considering that they will have „distractors“ trying to stop them from making complete passes/
3. The coach blows the whistle again, and the passing begins with the „distractors“ trying to prevent complete passes. The players must once again count the number of complete passes as they go along.

4. If the „Distraction“ manages to disrupt a pass, the team must start counting as from 1 again.
5. After 60 seconds, the coach blows the whistle. The players again announce the number of passes and compare this to the goal they set.



Round 3

1. Allow the teams to have a 60-second „time out “and discuss briefly how they can better achieve their goal of making complete passes and avoiding the „distractions“ Together they must set a final goal.
2. The distractors must return to their teams for the time out and discuss how they can become better at distracting.
3. The coach blows the whistle for the final time. Again, compare the goal they set with the goal they achieved.

Wrap up the session by reflecting on whether communicating and planning improved their ability to achieve their goals. Emphasise that in life, they will also face „distractions“ trying to prevent them from achieving their goals and they can avoid distractions through planning and supporting each other.

PROGRESSION

1. Change the time allocated.
2. Players may not pass to somebody directly next to them.
3. Increase the number of „Distractors“
4. Change rules to limit the passing so the ball cannot go back to the player you’ve received from.



Tips for the Coach

1. Encourage players to communicate with one another to ensure they keep possession of the ball.
2. Try to get players to choose the correct pass for the situation. If there is no defender between the ball and the teammate, use chest passes over a short distance, etc.

Closing Team Circle

Step 1: The Coach REVIEWS the session outcomes. The coach also reflects on the team’s planning and how it can be improved. Was there any leadership that emerged in the process? Were everybody’s opinions considered?

Step 2: The Players SHARE their experience of working as a team to set goals and dealing with distractions. They share what they enjoyed in the session and what can be improved.

Step 3: The Coach FACILITATES a discussion on the link between this training session and achieving their goals as a team and achieving goals in life.

Step 4: The Coach EXPLAINS any announcement on upcoming activities, e.g. details of the next match or training session, and closes the session with a cheer or chant.

SESSION 5

NETBALL TOPIC – PASSING FROM THE SIDE.

S4D Topic: Observe, reflect, decide

Time – 60 to 90 minutes

Key Messages/Discussion Points

1. This session focuses on situations the players will face on the Netball court and in life, making the right decision based on the correct information and taking the right action. On the court, it will be split-second decisions. In life, they may also have to make quick decisions or have more time to Observe, Reflect, Decide, and Act.
 - To **observe** is about gathering information.
 - **Reflecting** is about processing the information and understanding the available options.
 - To **decide** means to choose the best option, i.e. make the best possible decision.
 - To **act**– Implement your decision.
2. This method can also be applied to their everyday challenges.
3. Emphasise that they will often make mistakes on the netball court and in life. I.e. they may make the wrong decisions or execute their choices incorrectly. They must understand that making mistakes is integral to sport and life. They must understand the importance of learning from mistakes and constantly trying to improve their decision-making.



TIPS – How to integrate Observe, Reflect, Decide, and Act into the session.

1. Observe –

- During drills, ask players to observe their teammates' movements and identify areas for improvement.
- Shadow Play – Players shadow a teammate, copying their movements; this encourages **observing**.

2. Reflect

- After an activity, let the players discuss their performance and reflect on their learning.

3. Decide

- Set up drills where players must choose between different defensive techniques.
- Encourage players to identify improvement areas and decide how to improve themselves. Give them time to **reflect** and **decide** before **acting**.

4. Act:

- Have players make quick decisions in game-like situations on the court. Reflect on these decisions



Tips for Integrating Gender Equity Issues into the session.

1. Invite female guest speakers, e.g. a coach, senior players, former players, officials, to address the players and share how they applied the principles of "Observe, Reflect, Decide and Act" in their daily lives and how it contributed to their success. You could play a short video if the person cannot attend personally.
2. Reflect and encourage the players to share any challenges, obstacles or discrimination they experienced because they were females. Use these real-life experiences as a basis for discussion and ask the players to suggest possible solutions.

3. Since netball in Zanzibar is played mainly by females, these sessions will provide a safe environment where girls and women can discuss gender-sensitive issues without fear of intimidation. Without detracting from the quality of the netball coaching session, the coach must create opportunities for the players to engage with these issues.

NETBALL OUTCOMES

By the end of the session, players must be able to:

1. Execute a correct passing technique from the side, ensuring accuracy and power.
2. Consistently pass the ball to a targeted teammate, minimising overthrows or underthrows.

S4D OUTCOMES

By the end of the session, players must be able to:

1. Explain what "Observe, Reflect, Decide and Act" means and identify at least two parts of the session where they could apply this.
2. Demonstrate an openness to considering other players' ideas.
3. Work as a team and develop strategies to deal with the real-life challenges their fellow players face due to their gender.

Opening Team Circle 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

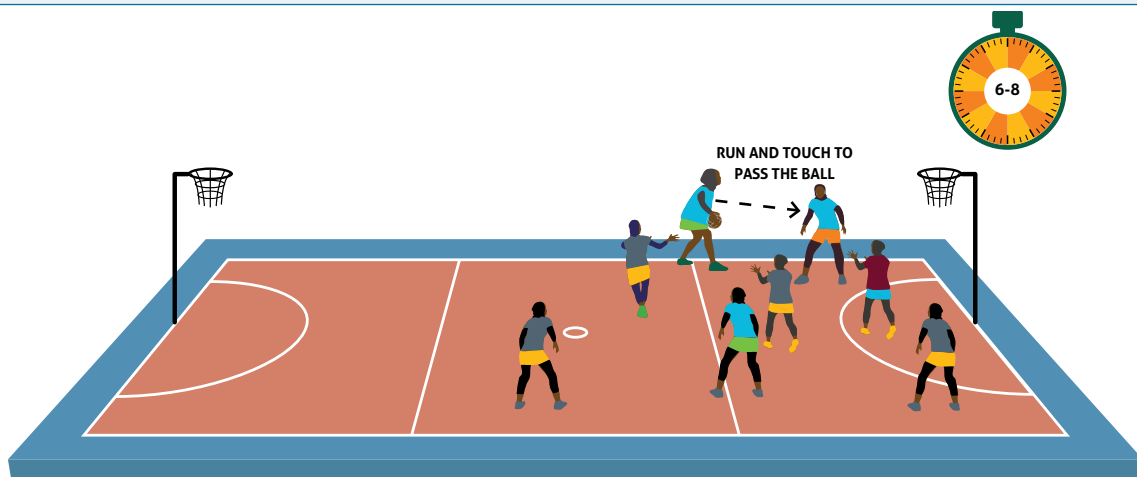
Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach INTRODUCES the S4D outcomes and sports skills outcomes for the session through leading questions such as:

- What do we mean by Observe, Reflect, Decide, and Act?
- Can you give examples of decisions that must be made during a volleyball match or training session?
- Give examples of decisions that you must make in your everyday life.

Warm-Up

Time: 6 to 8 minutes



Equipment

1. 1 ball for each pair of Players
2. Bibs

Set Up

1. Players are grouped into 2 equal teams
2. One team wears bibs

Activity

1. All the players must form a circle and do basic stretches led by one or more senior players.
2. The two teams then line up on two halves of the court.
3. The teams pass the ball to each other and try to get over the baseline of the opponents.
4. A Point is scored when a player catches the ball cleanly in the „End Zone.“

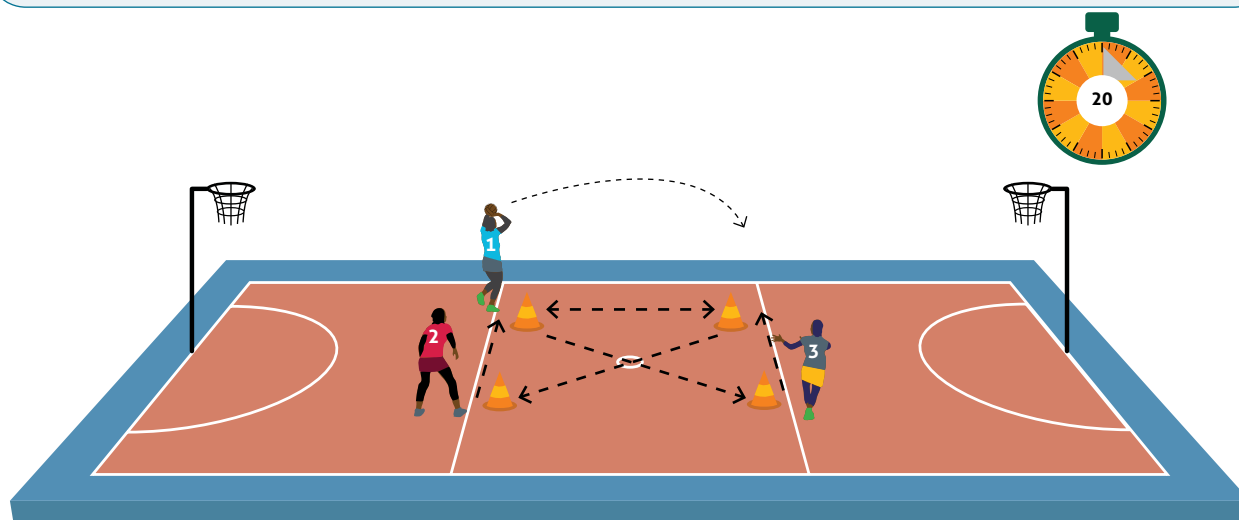


Tips for the Coach

1. This warm up activity does not use netball rules and positions.
2. Ensure that all players participate and is actively involved in the game

Main Part

Time: 20 minutes



Equipment

1. Balls
2. Cones/colour spots

Set Up

1. Players work in groups of 3 with 1 ball
2. Four cones/colour spots are used to make a small square for the group to work in.
3. Each player takes up a position at a cone /colour spot

Activity 1 – Space Awareness, Reaction Time

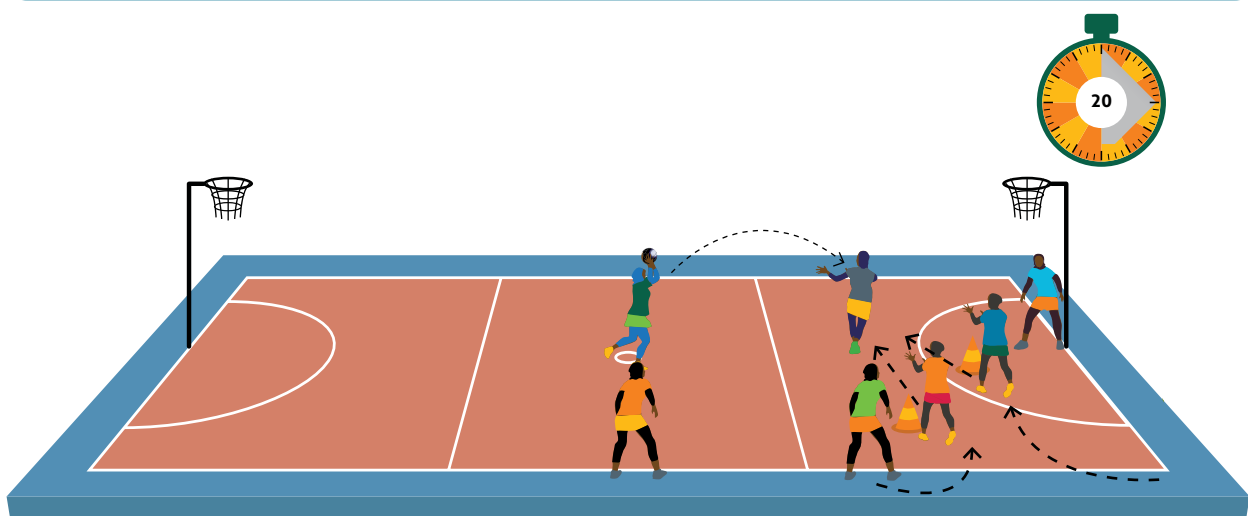
1. The player (1) opposite the open cone /colour spot starts with the ball
2. Player 3 drives towards the open cone/colour spot and receives the ball from player 1
3. Player 1 drives diagonally to the cone vacated by Player 3
4. Player 2 then drives to receive the ball from Player 3 in the open space
5. The process is repeated a few times.



Tips for the Coach

1. This warm up activity does not use netball rules and positions.
2. Ensure that all players participate and is actively involved in the game

Main Part 2



Equipment

1. Balls
2. Bibs
3. Cones/colour spots

Set Up

1. Half the length/width of the court
2. Players work in groups of 6 (2 attackers, 2 defenders and 2 trailers)

Activity 2 - Decision Making

1. The attackers work to get the ball from one end to the other using their passes, and the defenders try to intercept the ball
2. 2 players are stationary trailers that need to stay behind the ball and can receive the ball from the attackers
3. The attacker can pass the ball to the trailers at any time if their teammate is not free
4. If the ball is intercepted, then the defenders become the new attackers, the trailers become the defenders, and the defenders become the new trailers.



Tips for the Coach

1. Trailing players stay behind the ball as options for the attackers
2. Attackers can take on defence and get free or re-offer when back pass to a trailer is used
3. The player can pass back to a trailer in an attempt to get free
4. Free attackers balancing space and providing options
5. Decision-making by ball carrier to pass forward or back
 - Identify the open player
6. If the ball is passed backwards there needs to be movement/options with attackers re-ordering for the ball
7. The ball carrier should pass and scan
 - See where teammates are

Options: Follow pass or run wide and deep to get the next phase

CONCLUSION: 15 TO 20 MINUTES



Equipment

1. 1 Ball
2. Netball court.

Set Up

1. Full court
2. Work with even teams (as far as possible) on either side
3. One team wears bibs

Activity

1. Play starts with a throw-in from the baseline
2. One team work the ball down using skills learned in the previous lessons to get the ball to the other baseline
3. If the opposing team intercepts the ball, the attackers restart from the intercepted spot
4. When the attackers successfully complete the activity, they become the defenders, and the defenders become the attackers



Tips for the Coach

1. Defenders count the number of successful intercepts.
2. Attackers get 2 points for successfully completing the activity
3. Count time how long it take for attackers to reach the other side
4. Make it more difficult for attackers by restricting where they're allowed to receive the ball
5. Make it more difficult for the defenders by changing the type of defence they have to practice

Closing Team Circle 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they learnt about the Netball skills. Ask them to highlight a few key points about passing from the side.
- The link between the sport skill and the S4D Topic. Ask the players to think of situations outside of Netball, where they have to observe, reflect, decide and act/

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what can be improved .

Step 3: The Coach **FACILITATES** a short, connected conversation by asking them what they think they should do to improve the way they make decisions.

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 6

NETBALL TOPIC: DEFENSE AS A UNIT

S4D Topic: Communication

Time – 60 to 90 minutes

KEY MESSAGES/DISCUSSION POINTS

1. Effective communication is the most important skill the players will need to succeed in Netball and in life.
2. Being able to express yourself clearly and understand others when they communicate is crucial in every aspect of life.
3. By the same token, miscommunication can also have negative consequences, such as:
 - Breakdown in relationships.
 - Mistrust
 - Missed opportunities.
4. Communication is a two-way street. Successful communication involves expressing yourself clearly but also actively listening to others when they speak. Try to understand not only the words but also the emotion.

5. A large part of communication is non-verbal. Body language, facial expressions, and tone of voice can all impact how a message is received.
6. Encourage the players to be patient and respectful when communicating with others. Avoid interrupting others.
7. In Zanzibari culture, greetings are very important. The players should make a habit of enquiring about the other person's well-being and wait for a response.
8. Encourage players to communicate openly and freely in your coaching sessions. Please encourage them to share their thoughts, opinions, needs, and concerns.



NB – Communication is vast and probably requires a few coaching sessions, not only 1. These are only a few key points; there are many more. The key message is that the S4D coach must be more player-centric and encourage communication from and among the players.



TIPS – How to integrate Communication into your coaching session?

1. Create opportunities for Players to practice various forms of communication during the session, not only during the opening and closing circles. E.g. After you have explained an activity, they must explain the activity in their groups.
2. Let Players repeat what you or one of their teammates said to check for listening skills and understanding.
3. If any negative communication or conflict happens during the session, use this as a learning moment.



Tips to Integrate Gender Equity Issues into the Session

1. Discuss how communication styles can be stereotyped based on gender. Reflect with the players whether they think boys and men communicate differently to women and girls. As examples to stimulate discussion
 - Are boys in Zanzibar more confident than girls?
 - Are boys more direct than girls?
 - Are there topics that boys will not discuss with girls and vice versa?
 - Do boys and girls use different body language?
 - Do boys and girls in rural areas communicate differently from those in urban areas?
2. Use role plays to let the players demonstrate different communication styles.
3. Don't dwell too much on the differences; focus on common ground.
4. Foster open and inclusive communication channels within the team so that all players feel free and empowered to speak up.
5. Provide access to additional training and resources to help players develop their communication skills on and off the court.



NB: Do not try to discuss all these matters in one session and make the sessions boring talk shops. This can be spread over a few sessions. Also, consider inviting boys e.g. from a nearby football club, to have joint sessions occasionally. Let the football boys try out Netball and vice versa, with an emphasis on fun and communication.

S4D OUTCOMES

By the end of the session, participants must be able to:

1. Identify and demonstrate a few key elements of effective communication. (Verbal and non-verbal)
2. Practice giving feedback to each other and the coach.
3. Identify and challenge communication stereotypes based on gender.

NETBALL OUTCOMES

By the end of the session, participants must be able to:

1. Effectively execute basic defensive techniques, such as marking, intercepting, and turning over the ball.
2. Show an understanding of the importance of defensive positioning and maintaining appropriate distances from opponents.

Opening Team Circle 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

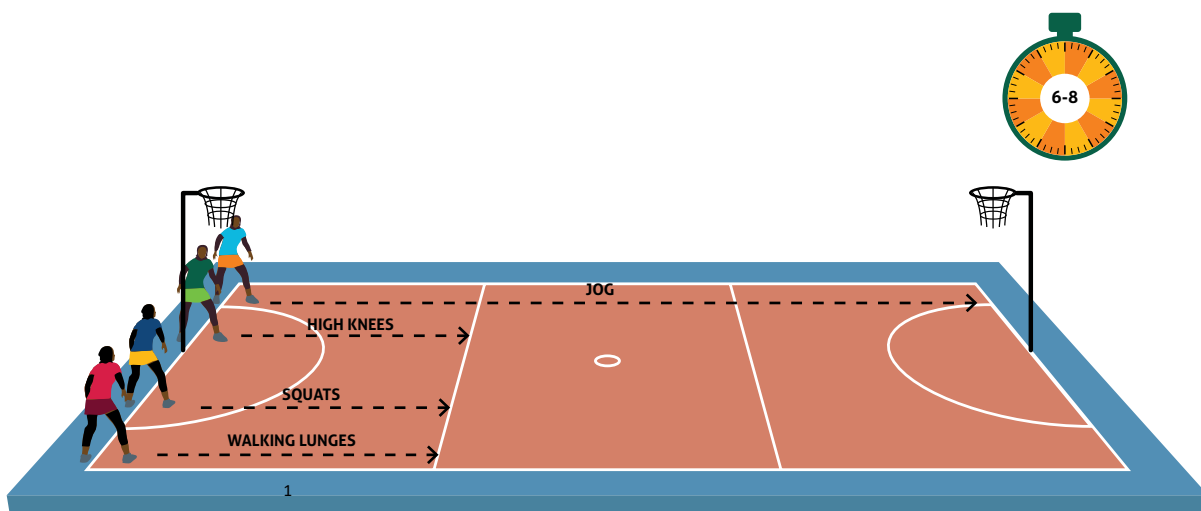
Step 2: The Players SHARE any important experiences, successes or challenges in their lives during the last week.

Step 3: The Coach INTRODUCES the S4D and Netball topics through leading questions such as:

- Is teamwork important in netball? Why?
- What is the best way to ensure good teamwork? (Good Communication)
- When do we communicate on the court? Why is it important to communicate effectively during a game?
- Why is good communication important in their daily lives?
- What can go wrong if we do not communicate effectively?
- What are some of the challenges relating to communication in Zanzibar culture?

Warm-Up

Time: 6 to 8 minutes



Activity

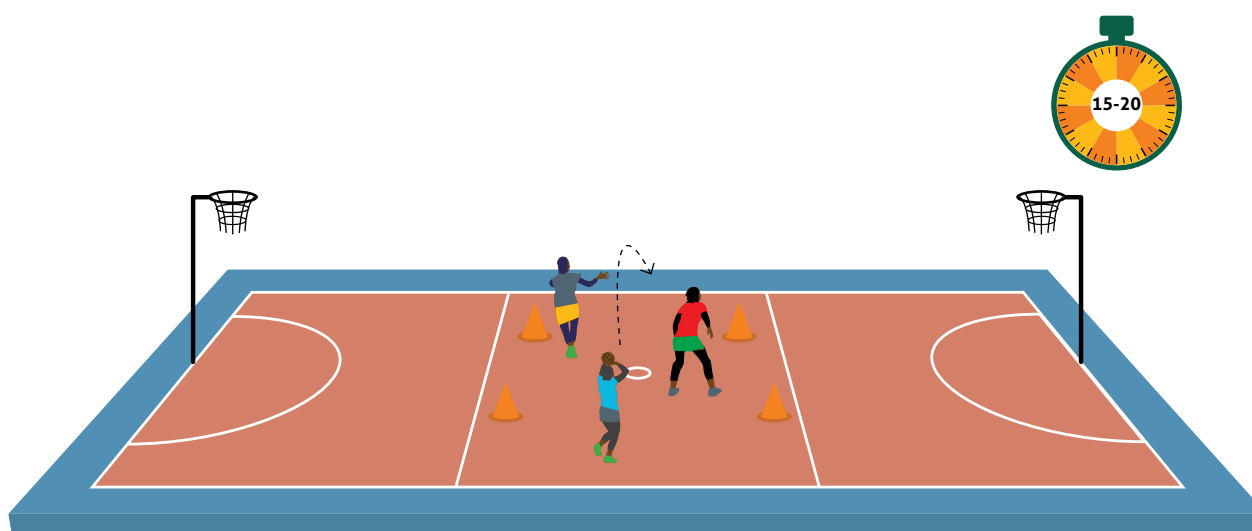
1. Players start at one end of the court and run to the 1st transversal line and back, doing various warm-up activities. Including :
 - Slow jogging
 - High knees
 - Butt kicks
 - Skipping (Normal skip and high knee skip)
 - Knee hops
 - Sprints
 - Dynamic stretches

https://youtu.be/8Mgoymrtwjw?si=P_QBTTIkC-uaZ79s



Main Part 1

Time: 15 to 20 minutes



Equipment

1. 1 ball per 3 players.
2. Cones or Colour Spots

Set Up

1. Players cordon off a little square (they can use cones to do this)
2. One player starts with the ball
3. The other two players position one in front and one in the back of the square

Activity

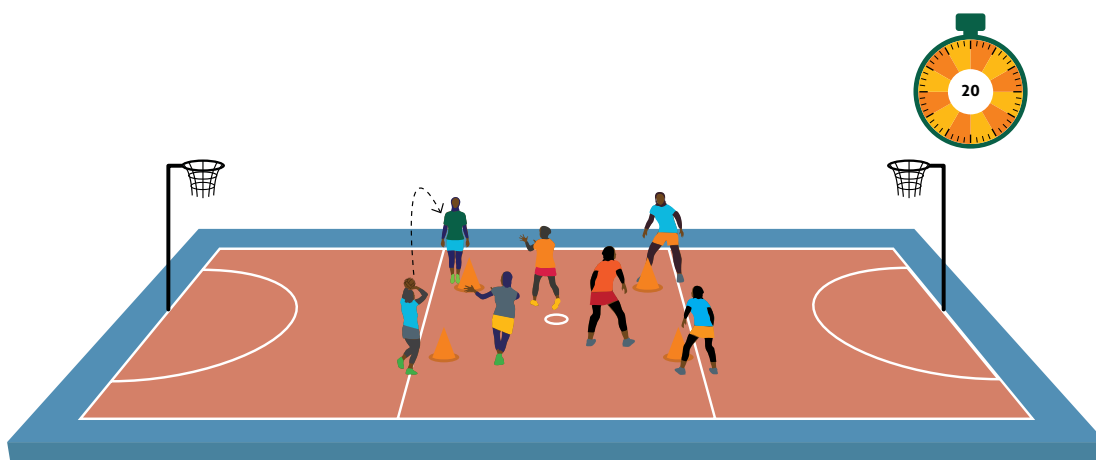
1. The player with the ball passes the ball into the open space in the square.
2. The two workers (defenders) talk to each other and balance the square. (Balancing a square is a defensive drill where defenders form a square around the attacker to prevent the attacker from moving freely to receive or pass the ball.)
3. If player 1 picks up the ball behind player 2, then player 2 switches to the other side of the square.



Tips for the Coach

1. Players should constantly communicate
2. Players should switch and let each other know when they move
3. Players should nominate when they go for the ball
4. Players should also indicate if the other player should go for the ball
5. Ensure that the player with the ball swop with one of the workers
6. Give the group of 3 players an opportunity to discuss how they will communicate with each other.

Main Part 2



Equipment

1. 1 ball per group of 7
2. 4 cones/colour spots

Set Up

1. Players work in groups of 7
2. Set up the cones/colour spots in a square

Activity 2

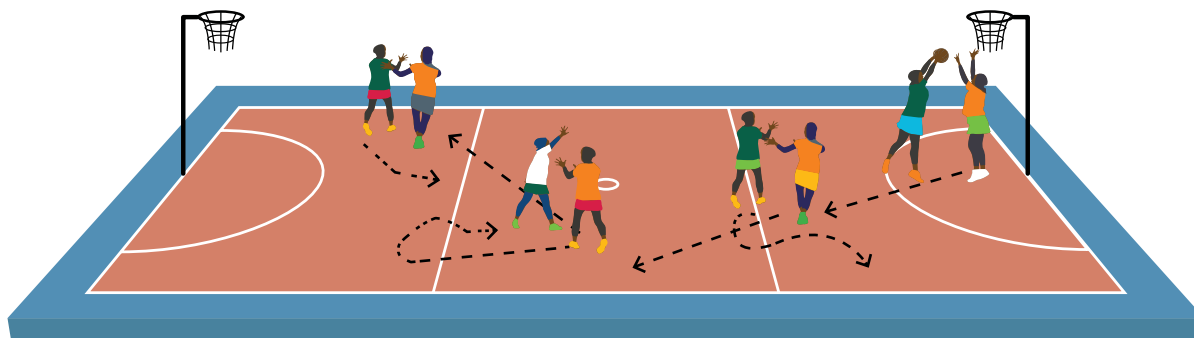
1. The four attackers with one ball stand on four corners of the square; they are not allowed to move from their cones
2. Three defenders work inside the square
3. Attackers pass the ball around, and the defenders attempt to intercept the ball, by driving into the space between the passer and the receiver
4. If the defender attempts to intercept the ball and fails and is out of position, one of the other defenders should try to cover the space



Tips for the Coach

1. Players should constantly communicate with each other.
2. Player closest to the ball put up a 3 feet defence.

CONCLUSION: 15 TO 20 MINUTES



Equipment

1. Ball
2. Netball court.
3. Bibs (Two sets)

Set Up

Teams play against each other in a normal game of netball (if there are fewer than 14 players split the team into an even number of players).

Activity

1. Teams play a normal game of netball
2. Defensive players constantly communicate with each other



Tips for the Coach

1. Ensure constant communication between players.
2. Deliberately create situations where they are NOT allowed to communicate let them experience and reflect on the challenges caused by poor communication.
3. Attackers apply skills of getting free acquired in the previous sessions
4. Defensive players try and cover spaces and assist teammates

Closing Team Circle 6 to 8 minutes

Step 1: The Coach REVIEWS

- The session outcomes. Ask the players to relate what they learnt about Defending as a Unit. Ask them to highlight a few key points w.r.t the technique. Ask them to reflect on the various aspects of communication.
- The link between Defending as a Unit and Communication. Ask the players to reflect on the process of planning a strategy to improve their performance and achievements in life.

Step 2: The Players SHARE their experience of the session and reflect on what could be improved.

Step 3: The Coach FACILITATES a short discussion on any personal stories relating to communication in their personal lives. Do they communicate with their peers, their parents, brothers and sisters? Do they give each other feedback?

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 7

NETBALL TOPIC: DEFENSE

S4D Topic: Leadership

Time – 60 to 90 minutes

KEY MESSAGES/DISCUSSION POINTS

1. **Everyone can be a leader:** Emphasize that leadership isn't just about titles or positions. Everyone on the court can demonstrate leadership qualities.
2. **Clear communication** is essential for effective leadership: Discuss how good leaders use clear and concise language to give instructions and motivate teammates. This includes calling for the ball clearly during side passes.
3. **Lead by Example.** Leaders set a positive example: Highlight how leaders demonstrate good sportsmanship, hustle, and a positive attitude on the court. These qualities can inspire teammates during side-passing drills and throughout the game.
4. **Ethical Leadership.** Good leaders will act with integrity, fairness, and respect for everyone on the team. A good leader will not discriminate against women. A good leader will be inclusive.
5. **Shared Responsibility:** Leadership is a shared responsibility. Emphasize that a successful team doesn't rely on just one leader. Everyone has a role to play in supporting each other and achieving the team's goals. This is especially important during side-passing drills where precise communication and teamwork are crucial.



TIPS – How to integrate Leadership into the session?

1. During the sessions, create opportunities for Players to lead activities. Let the players take turns to lead the session. The leader's responsibilities include:
 - Effective communication.
 - Constructive feedback and advice
 - Encouraging and motivating their teammates.
2. Create opportunities for Players to lead the warm-up or cool-down sessions.
3. Create a scenario where the umpire's decision is blatantly unfair and biased. Reflect on the Player's response to this bias. (Emphasise that the umpire or referee in sport is always right)
4. Throughout the session, you should acknowledge and celebrate instances where players demonstrate good leadership qualities.



TIPS TO INTEGRATE GENDER EQUITY ISSUES INTO THE SESSION

1. Briefly discuss how leadership roles in sports can be stereotyped based on gender. Reflect on women leaders in Zanzibar/Tanzania. Is there an even spread of leadership? Or is a sport in Zanzibar dominated by males?
2. Ask the players to research and reflect on strong women leaders in sports. E.g. the captain and coach of the national Netball Team, former national players or strong women in other sports in Zanzibar.

3. Consider inviting such a leader to address the players and share their experiences and the challenges they faced as women. This can be a powerful way to inspire young girls and demonstrate the value of female leadership in sports. If not personally available, the person can send a recorded message.
4. Create role-playing activities dealing with gender stereotypes.

NETBALL OUTCOMES

By the end of the session, the players must be able to:

1. Effectively execute basic defensive techniques, such as marking, intercepting, and turning over the ball.
2. Demonstrate an understanding of defensive positioning and maintain appropriate distances from opponents.
3. Identify and execute common defensive strategies, such as one-on-one marking and zone defence.
4. Players will be able to anticipate opponents' moves and react quickly to defensive situations.

S4D OUTCOMES

By the end of the session, the players must be able to:

1. List key qualities of a leader. (e.g. communication, decision-making, respect).
2. Explain the importance of ethical leadership in a team.
3. Identify ways to encourage and develop women leadership.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any interesting experiences during the last week. These could be happy moments or setbacks and challenges.

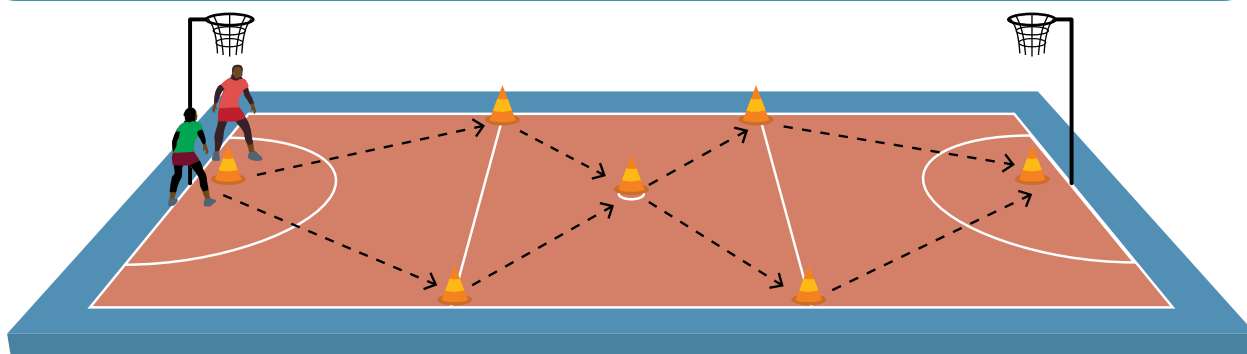
Step 3: The Coach INTRODUCES the S4D outcomes for the session through leading questions such as:

- What is a leader?
- Who are some of the leaders in your lives?
- What do you think makes a good leader?
- What makes a poor leader?

Step 4 – The Coach introduces the Netball outcome of the session.

Warm-Up

Time: 6 - 8 minutes



Equipment

1. Cones/colour spots

Activity

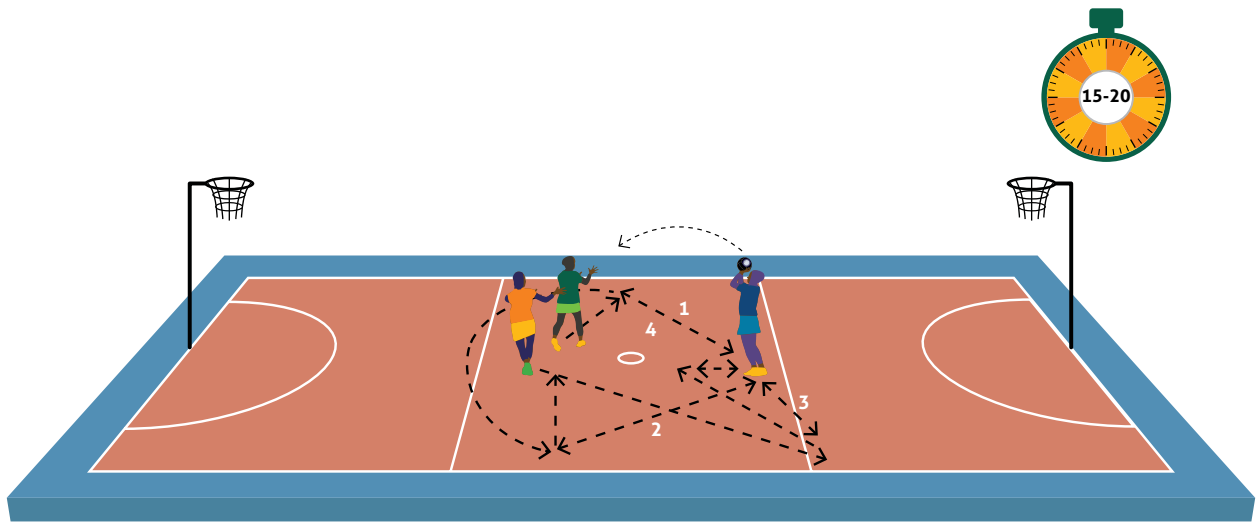
1. Players work in two groups
2. Players start off jogging to the cones
3. When they reach the last cone, they jog back to the start
4. After jogging through four times, they have to increase their pace
5. The coach can call different movements (as during session 6)

Main Part 1

Time: 15 to 20 minutes

Equipment

One ball per group of 3 players.



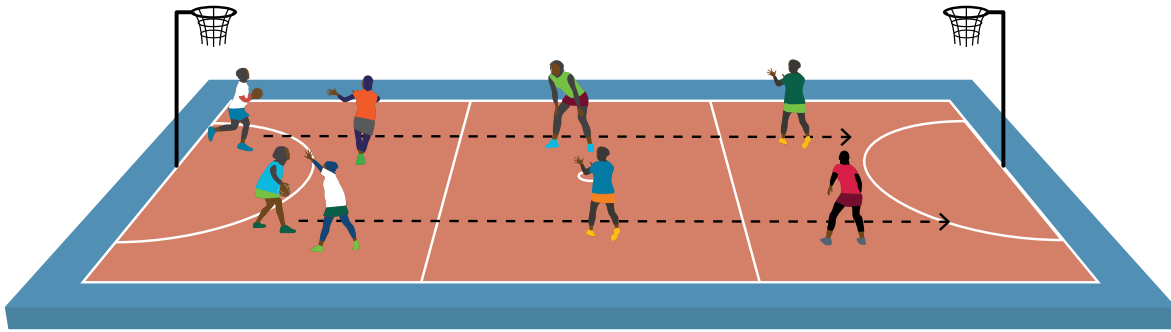
Activity 1

1. Player 1 starts with the ball
2. Player 2 is stationary, and one player is the worker (Defender)
3. The worker starts behind the stationary player
4. The player with the ball passes the ball into the space, and the worker has to collect the ball (1) and pass it back
5. The Worker returns to the stationary player and collects a ball passed to the open space on the opposite side behind the stationary player (2)
6. The Worker returns to the stationary player and receives a ball at a 45° angle (3)
7. The Worker drives to intercept the straight pass (4) that is passed to the stationary player



Tips for the Coach

1. The Worker should always return to the stationary player
2. The ball should be placed into the space



Equipment

1. 1 ball per group of seven
2. Bibs

Set Up

1. Groups of 8
2. 2 players are attackers and work the ball from one end of the court to the other
3. 2 defenders per third
4. Defenders are not allowed to move out of their designated area

Activity 2

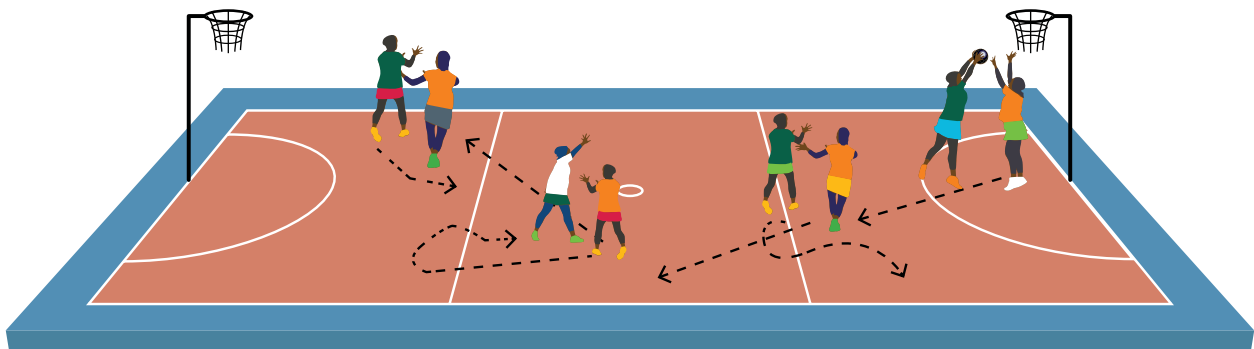
1. Attackers start with the ball in one third
2. Attackers can use any means to get free.
3. Attackers have to pass the ball 5 times before they can go to the next third
4. Defenders should communicate with each other
5. Defenders in other sections can assist by talking to the defenders trying to get the ball



Tips for the Coach

1. Focus on communication between players
2. Ensure players apply lessons learnt during previous sessions

CONCLUSION: 15 TO 20 MINUTES



Equipment

1. 1 Ball
2. Netball court
3. Bibs (two sets)

Activity

1. Players play a game of netball
2. Apply the skills learned in previous sessions
3. Players have to pass the ball 5 times in each third before it can go forward
4. Defensive players talk to each other and assist each other



Tips for the Coach

1. The players at the back should be encouraged to communicate with their team mates (they have a better view).
2. Player at the back should be encouraged to seek opportunities for interceptions and fellow team mates should cover the gap created by the opportunity

Closing Team Circle 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players what the lesson was for each of them in this training session. No discussion.
- The link between the sport skill and the Personal Development/Life Skills. Ask the players if they can think of situations at school or in their communities where they can influence how other people behave.

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what can be improved.

Step 3: The Coach facilitated a short discussion by asking them what they think leadership in Netball should look like. Players reflect on being the captain of the team.

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 8

NETBALL TOPIC: WORKING AS A TEAM TO ACHIEVE SUCCESS

S4D Topic: Teamwork

Time: 60 to 90 minutes

KEY MESSAGES/DISCUSSION POINTS

1. Discuss what teamwork means and why it is important in netball and life.
2. Explore the benefits of working together as a team, such as increased success, improved morale, and personal growth.

3. Discuss how teamwork is essential for success in netball, from passing and shooting to defensive strategies.
4. Emphasize the importance of clear communication and cooperation among teammates.
5. Discuss how teamwork can help players overcome challenges and setbacks.
6. Understanding and accepting that you are part of a team.
7. Build trust and good positive relations in the team.
8. Build unity in the team and deal with any conflict issues.



TIPS–How to integrate Teamwork into your session?

1. Incorporate fun icebreaker games to help players get to know each other and build rapport.
2. Create team challenges requiring the players to work together to achieve common goals.
3. Conduct passing relays that require players to work together to pass the ball accurately and quickly.
4. Conduct drills that require players to shout defensive calls or offensive plays. Various simple team-building exercises can be applied in a sport session.
5. Every sample session will lend itself to reinforcing the importance of teamwork.
6. Create opportunities for groups to work in teams and tackle tasks. Reflect on the contribution of everybody in the team and how better teamwork can improve the result.



Tips – How to Integrate Gender equity Issues into your session.

1. Remember to create a safe environment for the players.
2. As before, give the players opportunities to reflect on any real-life challenges they may have faced at home, school or in their communities.
3. Emphasise the importance of working as a team to overcome these challenges.
4. Connect players with successful female netball players or coaches who can serve as mentors.
5. Encourage players to participate in community outreach programs to promote netball and inspire young girls.

S4D OUTCOMES

By the end of this session, participants will be able to:

1. Explain the importance of teamwork and collaboration in Netball and in life.
2. Demonstrate cooperation and support for each other.
3. Identify and execute common teamwork strategies, such as assigning roles, setting goals, and problem-solving.

NETBALL OUTCOMES

By the end of this session, participants will be able to:

1. Communicate effectively with their teammates during a game.
2. Identify and execute common teamwork strategies, such as passing, setting, and shooting.
3. Anticipate their teammates' movements and react quickly in game situations.
4. Encourage each other even when facing defeat.

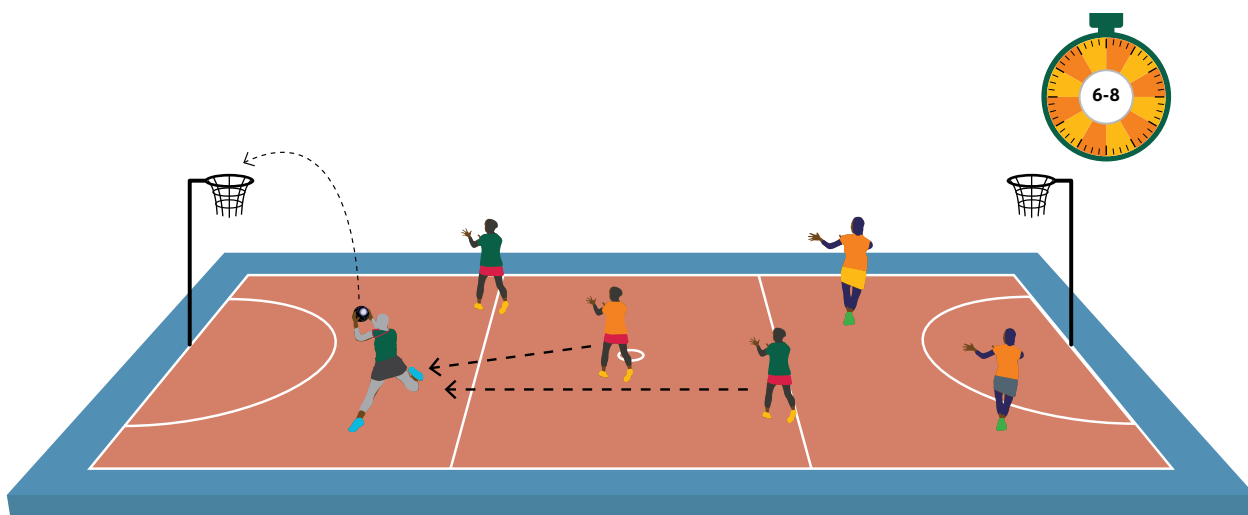
Opening Team Circle 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any important life experience during the last week. Remember to focus on gender-related issues. Ask the players whether they experienced any form of harm, e.g. bullying or being forced to do chores.

Step 3: The Coach INTRODUCES Teamwork through leading questions such as :

- What is teamwork, and why is it important in netball?
- Can a netball team be successful without teamwork?
- Do we need to work in teams in our daily lives? Why?
- How can being part of a team help us grow as individuals?

Warm-Up**Time: 8 to 10 minutes****Equipment**

1. 1 ball
2. Bibs

Activity

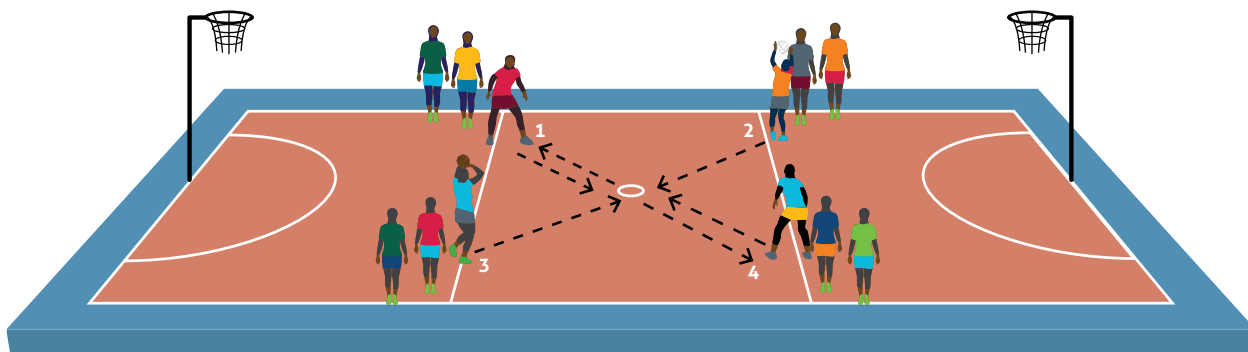
1. Players play a friendly game of **basketball** using **basketball** rules
2. Players are allowed to take the ball from their opponents.
3. Players have to bounce the ball before they can move forward.
4. Discuss briefly the main differences between basketball and Netball.

**Tips for the Coach**

1. All players should be actively participating in the warm up.
2. Change it up a little and restrict the number of players who can shoot the ball.

Main Part 1

Time: 15 to 20 minutes



Equipment

2 Balls

Set Up

1. Players spread out over 4 corners in one third of the court.
2. Two players (on opposite sides of each other) each start with a ball.

Activity 1

1. Players receive the ball from the Player to their right.
2. Player 2 and 3 starts with the ball.
3. Players 1 and 4 drive to the middle and receive the ball from the person on their right (1 from 3 and 4 from 2).
4. 1 and 4 pass the ball to the Player in the line directly in front of them (so 1 pass to the Player where 4 started and 4 passes it to the Player standing where 1 started).
5. Players 1 and 4 fall into the group where they pass the ball.
6. Players 2 and 3 run to receive the ball in the middle.



Tips for the Coach

1. Ball placement is important
2. Players should be aware of the other player's movements as well.

Main Part 2

Time: 15 to 20 Minutes



Equipment

2 Balls

Set Up

1. Players spread out over 4 corners in one third of the court.
2. Two players (on opposite sides of each other) each start with a ball.

Activity 2

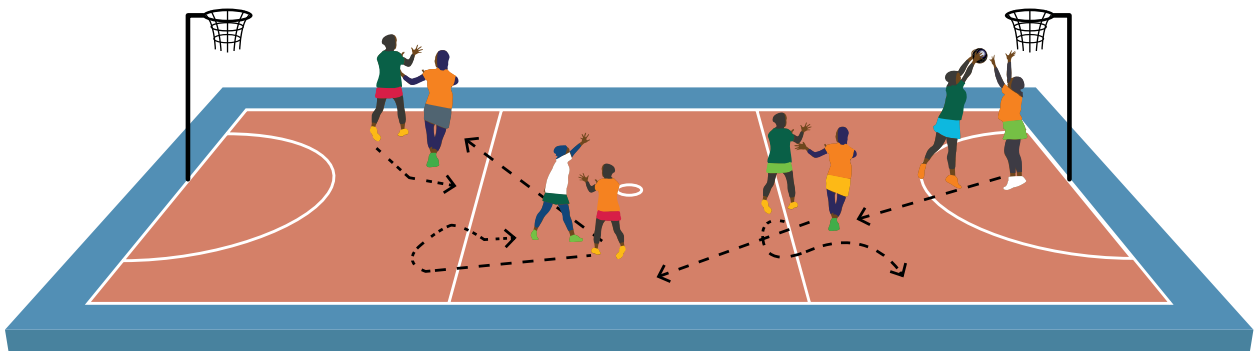
1. Players receive the ball from the Player to their right.
2. Player 2 and 3 starts with the ball.
3. Players 1 and 4 drive to the middle and receive the ball from the person on their right (1 from and 4 from 2).
4. 1 receives the ball and passes it back to the person behind her (from the line where she started
5. She drives to the left (space between line 1 and 3) and receives the ball back from the Player, she passed it to.
6. she passes it back and drives to the right and receives the ball in the space between line 1 and 2.
7. Passes the ball to the Player in front of line 2 and drives to the space between lines 2 and 4 to receive the next pass.
8. After receiving the ball from the Player in line 2, she passes it to the Player in front of line 4 and falls in line behind the Players in group 4.
9. Player 4 does the same on the other side:
 - Pass the ball back to the line she originates from.
 - Drives to the left (space between line 2 and 4) and receive a ball from the Player in front of line 4.
 - She passes it back and drives into the space between lines 3 and 4 and receives the ball in the space.
 - Passes the ball to the Player in front of line 3 and receives a pass in the space between 1 and 3.
 - Passes the ball to the Player in front of line 1 and falls in behind the group.



TIPS FOR THE COACH

1. Ball placement is important.
2. Players should be aware of the other Player's movements as well.
3. Communication is key.

CONCLUSION: WORKING AS A TEAM TO ACHIEVE SUCCESS 15 TO 20 MINUTES



Equipment

1. 1 Ball
2. Netball court.
3. Bibs (two sets)

Set Up

Normal netball game.

Activity

1. The teams play a normal game of netball.
2. The team must have a team discussion first to plan their strategy and how they will work as a team.
3. The captain must share this quietly with the coach who is tasked to monitor how the implementation compared with the planning and give feedback.



Tips for the Coach

1. Give more opportunities for team talks during the game. (1 minute time outs)
2. Don't make the game too competitive, the game must focus on fun and the value of teamwork.

Closing Team Circle 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they think the take-home message was of the training session.
- The link between Teamwork on the Netball court and Teamwork at school, at home and in the community.
- Ask the players to suggest a few examples in life where they have to cooperate with others to reach a common objective.

Step 2: The Players **SHARE** their experience of the session and reflect what they enjoyed and what can be improved.

Step 3: The Coach **FACILITATES** a short discussion by asking them why they think working together as a team is important. Also, discuss the advantages and disadvantages of working in teams of females only and mixed teams.

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 9

NETBALL TOPIC: SHOOTING

S4D Topic: Self-Esteem

Time – 60 to 90 minutes

Key Messages/ Discussion Summary

1. Self-esteem is confidence in your own worth or ability. It is about how you value yourself and what value you think you add.
2. Positive self-esteem will give you the ability to take charge of your life, learn from your mistakes and lead a positive life.
3. Signs of positive self-esteem
 - Confidence
 - Take responsibility for your decisions, don't blame others
 - Make mistakes; learn from them, move on
 - Optimistic
 - Ability to trust others
4. Signs of low self-esteem
 - Negative about everything
 - Perfectionist
 - Fear of taking risks
 - Dependence on others to decide (prefers to be a follower)
 - Does not take initiative
5. Players must understand that on the Netball court there is little room for low self-esteem or low morale. In the course of a game, every player is likely to make mistakes.
6. In Netball, teammates have to encourage each other all the time.
7. The coach must ensure:
 - No dominance or bullying.
 - Respect for each other
 - Fair play
 - Tolerance



TIPS—How to integrate the S4D topic, self-esteem, into your session?

1. The coach must create opportunities for all to show their skills: their sporting skills and other skills such as communication skills, punctuality, honesty, etc. Compliment good performance.
2. Some of the scenarios above will naturally present themselves in the course of a training session or game. The coach must use any such opportunity to reflect on negative behaviour low self-esteem vs high self-esteem.
3. Every player has strengths; make sure you create opportunities for the self-esteem of every player to be built by showcasing their strengths, even if not directly linked to the session,
4. Give players opportunities to do simple tasks and commend and applaud them for doing the task well. E.g. "Priscilla, please count the balls before the session and make sure we get all the balls back after the session."

S4D OUTCOMES

By the end of this session, players will be able to:

1. Build their own and others' confidence and self-esteem.
2. Develop a belief in their potential to succeed.
3. Learn from their mistakes and use them as opportunities for growth.
4. Celebrate their successes, both big and small.

NETBALL OUTCOMES

By the end of this session, players will be able to:

1. Improve their accuracy when shooting from various distances and angles.
2. Shoot consistently with a controlled and repeatable technique.
3. Develop proper shooting form, including hand placement, elbow angle, and follow-through.

Opening Team Circle 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

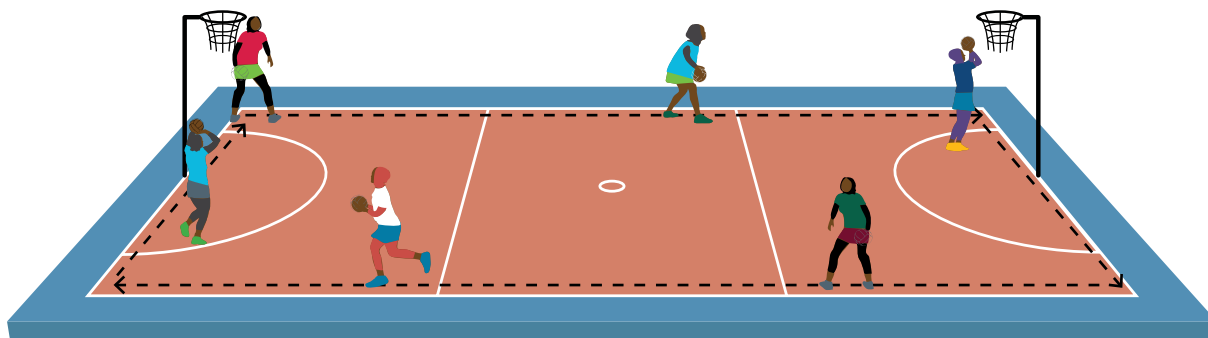
Step 2: The Players SHARE any important experience in their lives during the last week. Players must be encouraged to particularly share experiences where they felt any form of harm, such as neglect or emotional harm.

Step 3: The Coach INTRODUCES the S4D and sports skills outcomes for the session through leading questions such as:

- Have you ever felt proud of yourself for something you've achieved?
- Do you ever doubt your abilities?
- How do you feel when you make a mistake?
- What do you think it means to have high self-esteem?
- Do you think having high self-esteem can help you perform better on the court?

Warm Up

Time: 8 to 10 Minutes



Equipment

Balls (preferably 1 per player), Netball court

Activity

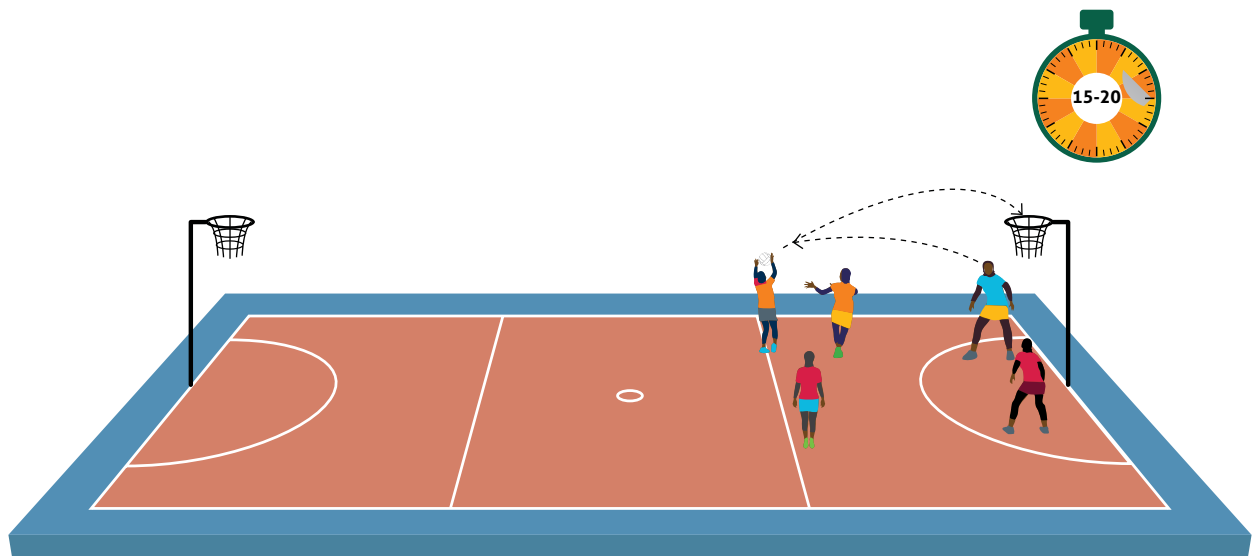
1. Players jog slowly at first, bouncing the ball along the perimeter of the court.
2. When they get to the hoops, they cut into the goal circle and make an attempt at goal.
3. Regardless of whether they are successful, they must retrieve the ball and continue jogging.
4. For variation, the players can increase the pace along the sidelines and jog slowly along the baselines.



Tips for the Coach

1. Players cannot simply one-two the ball between them, they should make a variety of different passes and moves before reaching the circle.
2. During this session, players must encourage each other with positive comments.

Main Part 1



Equipment

Balls(2), Netball Court

Set Up

Divide players into groups of 5, 3 attackers and 2 shooters.

Activity 1

1. The three attackers start at the transverse line and must make five passes before passing to shooters.
2. A further five passes must be made before a shot can be made.
3. The attackers should be aiming to receive the ball on the edge of the circle when they come to pass to shooters.

VARIATION

Introduce a defender in each zone to make it harder for the attackers

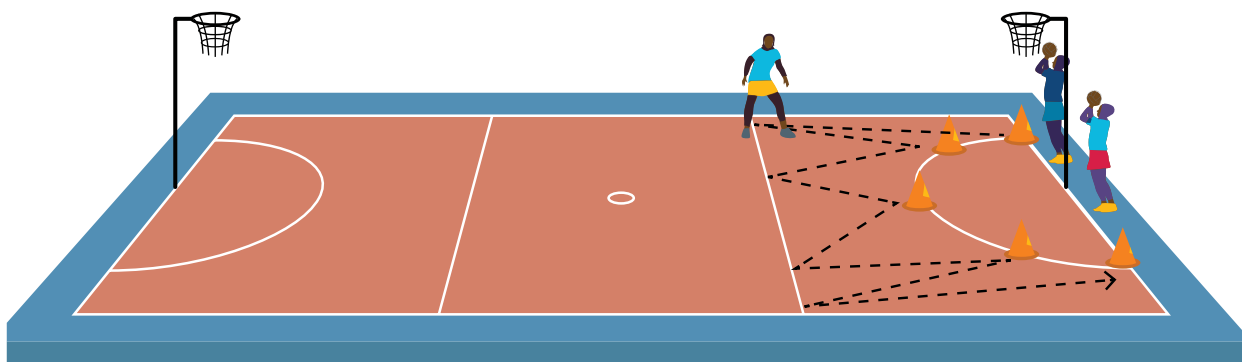


Tips for the Coach

1. Players cannot simply one-two the ball between them, they should make a variety of different passes and moves before reaching the circle.
2. During this session, players must encourage each other with positive comments.

Main Part 2

Time: 15-20 Minutes



Equipment

Balls, cones, netball court.

Set Up

Players work in groups of three, two feeders and one shooter.

Activity 2

1. Three players - 2 static feeders with 1 ball each standing behind the goal line and 1 shooter (worker).
2. Five cones are placed around the circle edge which the shooter sprints to and from, receiving a pass near to the post in order to make a successful shot.

VARIATIONS

1. Increase the number of cones.
2. The Player does not receive the ball every time they reach the post, therefore they must move to a different cone.
3. Change the order of movement to the cones.
4. The feeder calls a coloured cone for the shooter to move towards

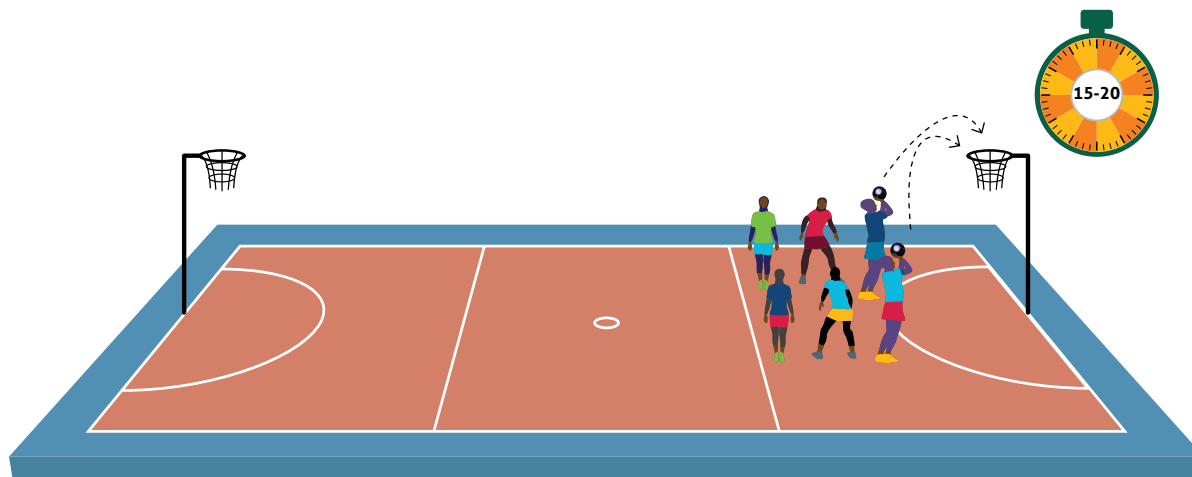


Tips for the Coach

1. Ensure passes from the feeders are accurate and well timed, enabling the shooter to drive on to the ball.
2. Use arms to assist a good sprinting technique
3. Plant front foot upon reaching the cone, push and pivot on this foot whilst turning hips and head round to facilitate a quick change of direction, maintaining an upright body position

4. When driving towards the post keep eyes up, focusing on the ball
5. After receiving the ball, steady your breathing whilst taking up a balanced shooting position. Exhale when executing the shot.

CONCLUSION



Equipment

2 balls, netball court.

Set Up

1. The players line up behind each other at the top of the court.
2. The first 2 players in line each have a ball.

Activity

1. The goal is to make a shot before your opponent.
2. The players must start at the edge of the goal circle and then take shots.
3. If they fail to make a shot, they can take 1 one step closer to the hoop.
4. They continue until one player makes the shot, knocking out the other player.
5. The winning player is joined on the edge of the circle by a new player until there is only one player left.
6. The remaining players must constantly encourage the shooting players. "You can do it Mariam", "That was close, Fatima" etc.

Closing Team Circle 6 to 8 minutes

Step 1: The Coach REVIEWS

- The session outcomes. Ask the players to relate what they think the take-home was of the training session.
- The link between the sport skill, Shooting and the S4D topic, self-esteem.

Step 2: The Players SHARE their experience of the session and reflect what they enjoyed and what should be improved.

Step 3: The Coach FACILITATES a short, connected conversation. Players can be divided into groups and discuss how to build their own self-esteem and the self-esteem of others.

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.

Chapter 9

Basketball Activity Sessions

INTRODUCTION

In the following pages, we set out 10 sample basketball sessions for you to conduct with players. These are guidelines for coaches. It is up to you to assess your players' level and add progression levels or make the drills easier to ensure that you always include male AND female players of all ages and all levels of ability.

Remember, the suggested equipment in the practical sessions below is only sometimes available. This may be the ideal situation. The S4D coach must adapt depending on what you HAVE. You can still make your sessions fun and engaging with alternatives. Here are a few examples:



Basketballs

- Use other available balls of a similar size (e.g. Soccer balls, netballs, Basketballs]
- Make balls from tightly wrapped cloth or plastic bags
- Use coconuts for passing practice (improving hand strength)



Cones

- Use plastic bottles filled with sand or water.
- Stack stones or seashells.
- Use shoes or sandals as markers.



Hoops:

- Hang baskets or buckets from trees or poles
- Create targets on walls using chalk or paint
- Use large rings made from local materials (e.g., bent bamboo, bicycle wheels)



Court markings:

- Use chalk, sand, or rope to mark lines
- Plant sticks or poles to indicate boundaries



Agility ladders:

- Draw ladder patterns on the ground with chalk or sticks.
- Use rope or vines to create temporary ladder patterns



Resistance training:

Use filled water bottles or sandbags as weights
Utilize rubber bands or old bicycle tubes for resistance exercises.



Rebounding practice:

- Use a wall or board propped against a tree



Passing targets:

- Draw or paint circles on walls
- Hang old tires or hoops from trees



Obstacle course:

- Use natural elements like trees, rocks, or logs
- Repurpose everyday items like chairs, tables, or boxes



Team identification:

- Use different coloured cloth strips or ribbons



The S4D coach in Zanzibar is creative and innovative. The S4D uses whatever resources they DO have to make things happen!



At the start of the session, you will see a few key messages and discussion points on the S4D topic. You will also see tips on integrating Gender and Inclusion issues. Again, this is only a guideline. Do not try to cover every point; you will not have time. Also, you must keep the sessions fun and engaging.

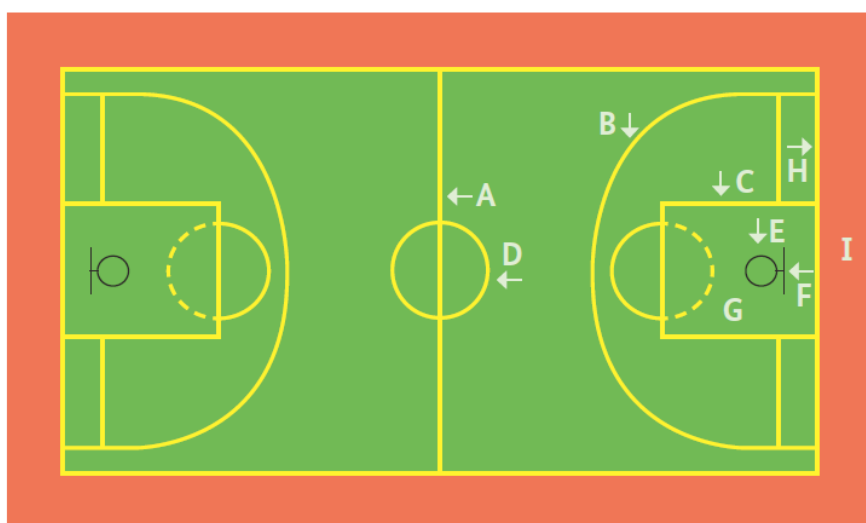
INTRODUCTION TO BASKETBALL

Basketball is a fast-paced, popular team sport across the world. It is played in schools, communities, and professional leagues, making it one of the most accessible sports for players of all skill levels. It emphasizes skill, strategy, and athleticism.

This introduction outlines how basketball is played, including court and equipment standards, basic rules, player positions, and key skills essential for the game.

The Court

According to the International Basketball Federation (FIBA) the basketball playing court 'shall have a flat, hard surface free from obstructions with dimensions of 28 metres in length by 15 metres in width. Outdoor basketball courts are usually made from standard paving materials such as **concrete** or **asphalt**, while indoor courts for professional high-performance basketball maybe made from highly polished wood. Surfaces such as turf, gravel or sand are not suitable for basketball.



ANNOTATION	DESCRIPTION	REMARK
A	Mid court line	Marked parallel to the end lines from the midpoint of the side lines.
B	Three-point line	The two parallel lines extending from and perpendicular to the end-line, with the outer edge 0.90m from the inner edge of the side lines. An arc of radius 6.75m measured from the point on the floor beneath the exact centre of the opponents' basket to the outer edge of the arc.
C	Free throw line	Draw parallel to each end line. Its furthest edge is 5.81m from the inner edge of the end line and is 4.9m long Its midpoint lies on the imaginary line joining the midpoint of the two end lines.
D	Centre circle	The centre circle is marked in the centre of the playing court and has a radius of 1.80m measured to the outer edge of the circumference.
E	Basket	See description below.
F	Backboard	See description below.
G	Free throw lane 'the paint'	The area bounded by the free throw lines.
H	Baseline (end line)	The shortest boundary lines.
I	Safety area	Min. 2m around the playing surface.

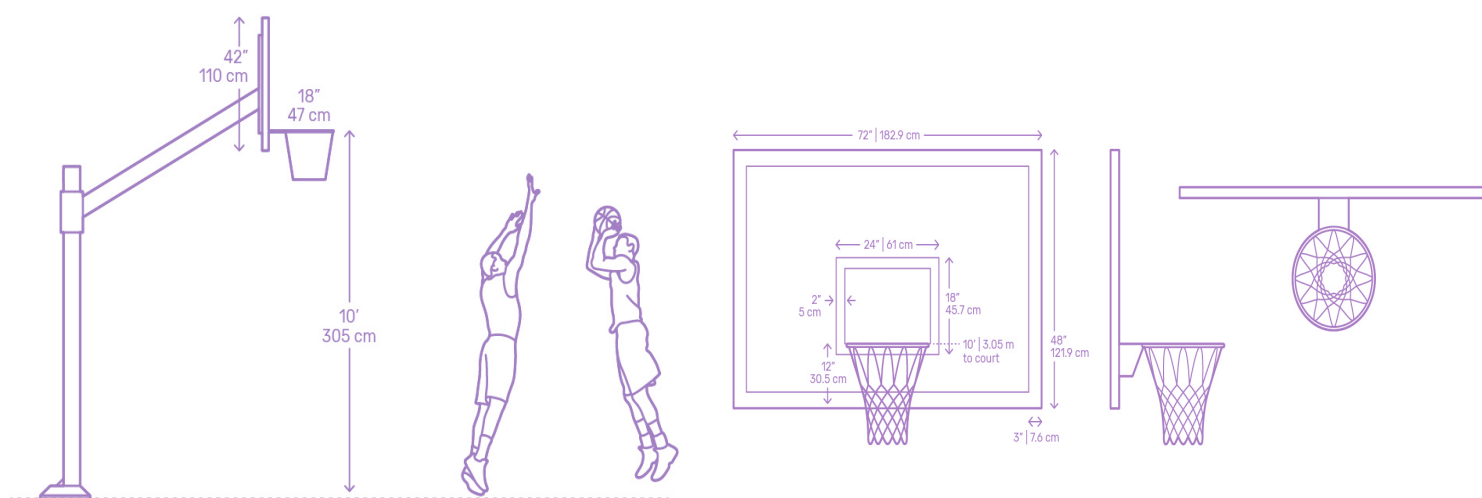
Backstop Units, Backboards, Ring and Net

A simple standard backstop unit consists of a backboard, a basket, comprising a ring and a net, and a backboard support structure with padding.

Backboards can be made of different materials such as wood and metal, though metal is highly recommended for durability. They are either transparent (acrylic glass) or white, marked with a boundary line and a rectangle behind the ring.

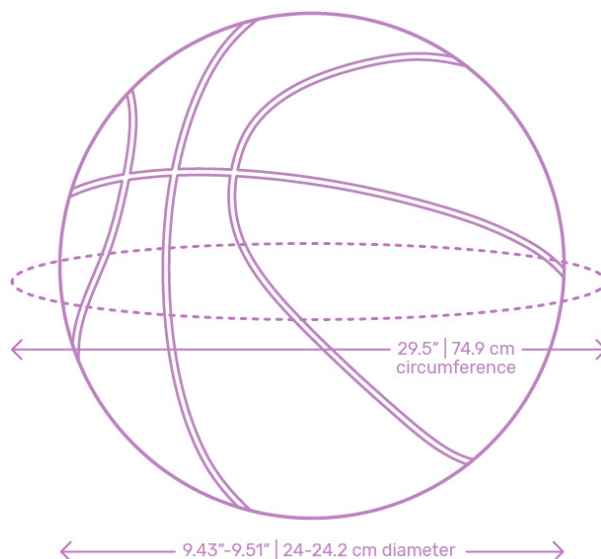
The ring is made of solid, 16 to 20 mm thick steel. It has an inside diameter between 450–459 mm. the height of the ring/basket is 3.05 m (305 cm) from the ground.

The nets are made of white cord and suspended from the rings. They are supposed to slow the ball momentarily as it passes through the basket. The nets are between 400–450 mm long and have 12 loops to attach to the rings.



Ball

Basketballs are generally made of **rubber** but can also be made of **leather or composite leather** depending on the level of play and playing surface. Leather balls are used for professional indoor games, while composite and rubber balls are more durable for outdoor and recreational play. Basketball sizes come in variations for different ages, genders, and levels of play. For standard competitive basketball, the following sizes are used: for men's basketball, a **size 7 ball** is used, with a circumference of approximately **29.5 inches (75 cm)** and a weight of **620 grams**. For women's basketball, **size 6 ball** is used, with a circumference of **28.5 inches (72 cm)** and a weight **570 grams**.



Standard size 7 basketball

How Basketball is Played

Basketball is played between two teams, each consisting of five players on the court. The objective is to score points by shooting the ball into the opponent's hoop while preventing them from scoring. The team with the most points at the end of the game wins. Games are typically divided into four quarters of 10–12 minutes each, depending on the level of play.

1 Basic Rules

- **Scoring:** Points are awarded based on where a shot is taken:
 - 2 points for shots inside the three-point line.
 - 3 points for shots beyond the three-point line.
 - 1 point for each free throw after a foul.
- **Dribbling:** Players must dribble (bounce) the ball while moving; carrying or traveling (moving without dribbling) is not allowed.
- **Time Restrictions:**
 - A team has 24 seconds to attempt a shot (shot clock).
 - Offensive players cannot remain in the key (painted area near the hoop) for more than 3 seconds.
- **Fouls:** Physical contact that impedes an opponent's play is penalized, and teams are allowed a limited number of fouls before free throws are awarded.
- **Inbounding:** The ball must be passed into play within 5 seconds after an out-of-bounds or stoppage.

2 Playing Positions

- **Point Guard (PG):** Often the team leader, responsible for directing plays and distributing the ball.
- **Shooting Guard (SG):** Primarily a scorer who is skilled at shooting from long range.
- **Small Forward (SF):** A versatile player who can score, defend, and assist.
- **Power Forward (PF):** Known for rebounding and inside scoring near the basket.
- **Center (C):** The tallest player, focusing on shot-blocking, rebounding, and scoring in the paint.

3 Key Skills

- **Dribbling:** Controlling the ball while moving to evade defenders and advance up the court.
- **Passing:** Delivering accurate and timely passes to teammates to create scoring opportunities. Includes, **chest pass, bounce pass, overhead pass.**
- **Shooting:** The skill of scoring by aiming the ball into the hoop. Common shots include; Layups, Jump Shots, Free Throws.
- **Defense:** Preventing the opposing team from scoring by blocking shots, stealing the ball, or contesting shots.
- **Rebounding:** Gaining possession after a missed shot attempt, either offensively or defensively.

Basketball is a sport that requires strategy and precision, necessitating both physical and mental agility. Its rules and emphasis on teamwork provide a good platform to build not only athletic skill but also leadership and collaboration, making it an excellent tool for personal and community development.

Introduction to 3x3 Basketball

3x3 Basketball, a modern and fast-paced alternative to traditional basketball, is played on a half-court with a single hoop. Recognized by FIBA as an official discipline, it has gained global popularity due to its simplicity and accessibility. Its inclusion in the Olympic Games highlights its growing prominence as a dynamic platform for showcasing skills in a compact, high-intensity format.

1 How 3x3 Basketball is Played

- **Teams:** Each team consists of three players on the court, with one substitute allowed.
- **Scoring:**
 - 1 point for shots inside the arc.
 - 2 points for shots beyond the arc.
- **Game Duration:**
 - 10 minutes or the first team to score 21 points (whichever comes first).
 - A 12-second shot clock is used to maintain fast play.
- **Possession:** After a basket or a defensive rebound, the ball must be taken beyond the arc before the next play begins.

2 Court Dimensions for 3x3 Basketball

- **Size:** Half the size of a standard basketball court (15m x 11m).
- **Arc Radius:** 6.75 meters (same as the three-point line in traditional basketball).
- **Free-Throw Line:** 5.8 meters from the basket.

3 Key Skills in 3x3 Basketball

- **Quick Decision-Making:** Players must make split-second choices due to the fast pace and short shot clock.
- **Versatility:** With fewer players, each participant must excel in both offense and defense.
- **Teamwork:** Effective communication and collaboration are crucial for successful play in the tight half-court setting.
- **Accuracy:** Scoring opportunities are limited, making precision shooting critical.

4 Advantages of 3x3 Basketball

- **Accessibility:** Can be played on smaller courts, making it ideal for areas with limited facility, e.g. community settings.
- **Inclusivity:** Requires fewer players, making it easier to organize and encourage participation.
- **Skill Development:** Focuses on individual and team skills, fostering creativity and adaptability.

3x3 basketball is not just a game; it's a tool for engaging communities and promoting physical activity in an exciting and inclusive way.

SESSION 1

BASKETBALL TOPIC: PASSING (AGES 10 TO 12)

S4D Topic: Self-Awareness

Key Messages/Discussion Points on Self Awareness

Self-awareness means having a good understanding of yourself. It involves several key aspects.

1. **Know your strengths and your weaknesses**, both in basketball and in life. For example, you may have a great jump shot in basketball but struggle with dribbling under pressure. You may recognise that you have good communication skills in life, but you may be impatient sometimes.
2. **Understanding your emotions.** This means being aware of your feelings and how they affect you. Do you get frustrated easily? If you make a mistake on the court will that affect you for a long time? Do you lose focus easily?
3. **Recognising your values.** E.g. honesty, hard work, teamwork etc.) What is important to you? Why are you playing basketball? Is it to win at all costs? Is it to make friends?
4. **Understanding yourself is the foundation for improvement.** Self-awareness helps you recognise your strengths and weaknesses as a player on the court. In life, it helps you navigate challenges and make good decisions.
5. **Seeing yourself through the eyes of others.** On the basketball court, we work as a team, so it is important to understand how others may perceive you. Are they aware of your strengths and weaknesses? Are you aware of theirs? Why is this important?
6. **Making the Right Decisions** –Self-awareness helps you make the right decision on the court, who to pass to, should you try to make the shot? Lack of self-awareness may make you miss opportunities on the court and in life.
7. **Effective Communication** – Self-awareness helps you communicate effectively with teammates. If they know your strengths and weaknesses, they can support you.
8. **Learn from mistakes** – Self-awareness helps you recognise when you may have made the wrong decision. This allows you to adjust and improve.



Tips – How to Integrate Gender and Inclusion Issues into the Session.

NB These tips are not only applicable to this session. The tips can be adapted and applied in other sessions.

1. Where possible, include female facilitators and coaches in your team.
2. During the warm-ups, have players complete drills in mixed-gender groups. This breaks down the stereotype that certain drills are for specific genders.
3. In the Opening team circle, you may want to create a safe space for girls by having some discussion topics separate from the boys for them to be more comfortable discussing.
4. Afterwards, bring the groups together for an integrated session during the activity phase and reflect on the advantages and disadvantages of discussing in separate gender groups vs together.
5. Emphasise the importance of clear communication and teamwork when passing the ball, regardless of gender.
6. Share examples of successful male and female basketball players known for their exceptional passing skills. This showcases the value of passing regardless of gender.
7. Remember to use inclusive, gender-neutral language, such as “Players”, and “Teammates”, “Everyone” when giving instructions or feedback.

S4D OUTCOMES

By the end of the session, the participants should be able to:

1. Explain what is meant by Self-Awareness, and why it is important in Basketball and in life.
2. List their key strengths and areas of improvement in basketball and in their personal lives.

BASKETBALL OUTCOMES

By the end of the session, the participants should be able to:

1. Make a one-handed or two-handed chest pass or bounce pass with good accuracy and force.
2. Maintain control of their dribble while making a chest pass to a moving teammate.

Opening Team Circle Time: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

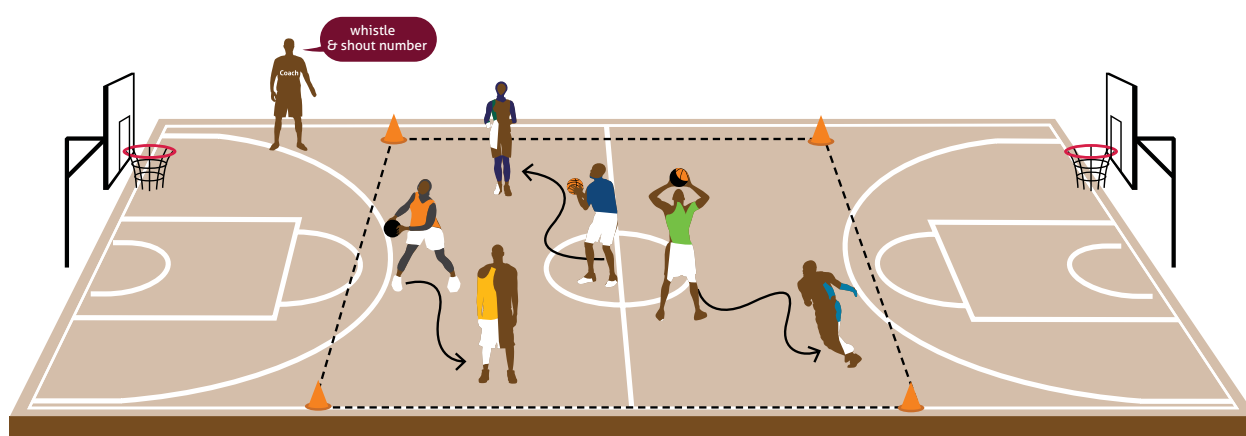
Step 2: The Coach FACILITATES A CONNECTED CONVERSATION with the players. e.g. The Players SHARE any important life experience during the last week.

Step 3: The Coach introduces the Basketball topic through leading questions such as :

- What skill do we use in basketball the most?
- Why is passing important in basketball?
- What are some of the different types of passes in basketball?

Step 4: The coach asks leading questions to introduce the S4D topic.

- Abdalla, what are you good at in Basketball? Khadija, what are you good at, at school?
- Do you think knowing your strengths and weaknesses is important? Why?
- What do you think it means to be self-aware?



Equipment:

- 1 ball between two players.
- Cones
- Bibs
- Coaches whistle

Set-Up

- Play area of about 15 m X 15 m

Activity:

Phase 1

1. Start moving around the area in different directions.
2. On the blow of the whistle, change direction.
3. Give different numbers which will trigger different movements and changes of direction.
4. We will then introduce a ball between 2!
5. Encourage different ways of passing to each other in the area marked without directly explaining what to do.
6. Players cannot run/walk when they are in possession of the ball. They must stand still.

VARIATION

Change over after 30 seconds and make the passing styles different for each pass they complete.

Phase 2

Don't get caught!

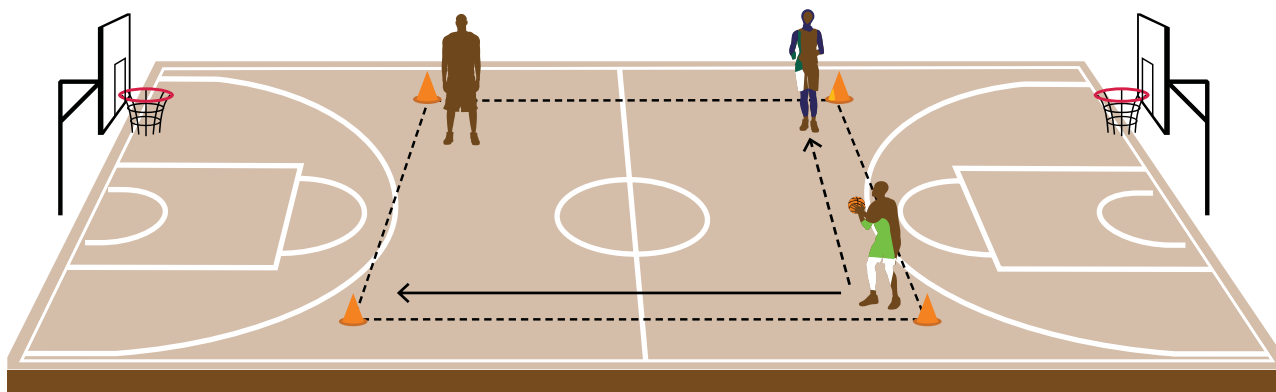
1. Let the players form pairs, 1 'dodger' and 1 'marker'
2. The "Marker" must stay within touching distance and try to anticipate changes in the direction of the "Dodger"
3. The dodger must look for space, and when space is seen, run into it.
4. The Dodger' must look and think ahead.
5. The Dodger must change space and try to get rid of the marker.

VARIATION

1. Change the style the players are allowed to dribble and move the ball.
2. The players can now use their bodies to shield the ball where necessary.

**Tips for the Coach**

When changing direction, bend your knees slightly and push off with the opposite leg.

Main Part**Time: 40 Minutes****Phase 1****We will look at The 'Triangle Pass'**

1. Introduce the idea of passing into a space.
2. Use 4 cones to make a square.
3. Players work in 3's, 1 player at each cone - leave one cone free.
4. After a pass, a player will move to the free cone. V

VARIATION

Add a player on the 'spare' cone, and the players now must move to either the 'free cone' OR they follow their pass, whichever one is 'on'.

Phase 2

1. Have different markers spread out around, randomly in the area.
2. Have one player (minimum) on each cone and the players must pass the ball and move to a spare 'un-manned' marker.

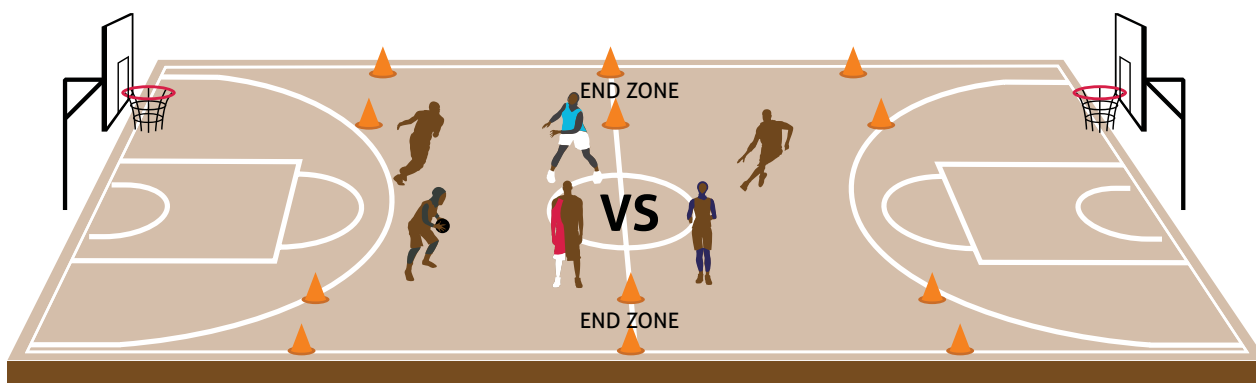
VARIATION

Have one player that is trying to 'defend' and win the ball back from the players manning the cones.



Tips for the Coach

1. Awareness of who will be manning the cones.
2. Try and use different styles of passing and receiving.
3. Make the players aware of how you can utilise the body to shield players trying to get the ball back from you.



Phase 1

1. Players work in groups of 5 – three attackers and two defenders.
2. The 3 attackers must not move but must pass the ball to each other.
3. The Defenders must try to intercept the ball – defenders can move.
4. The aim of the game is to get into the 'end zone'.

VARIATION

Attackers can now move and are advised to be aware of the space they can move into!

Phase 2

In the whole session, have a 'spare' extra attacker that can 'float' from one small game to another small game to strengthen a team if they are struggling.

VARIATION

The 'floating attacker' can now move from game to game but isn't allowed to be on the attacking team, so they will only help the 'defending' teams. This will make the game more challenging.



Tips for the coach

1. Identify and acknowledge players doing well and support some struggling with the game.
2. Each team member must support and help their teammates with positive words and actions.
3. Make sure you're practising the skills and techniques that have been practised during the session

Closing Team Circle**Step 1: The Coach REVIEWS**

- The session outcomes.

Ask the Players to relate what they learnt about the Basketball skills. Ask them to list a few key points about Passing effectively.

- The link between the sport skill and the S4D outcome.

Ask the Players to reflect on their strengths and improvement areas as individuals and as a team.

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what can be improved.

Step 3: The Coach FACILITATES a short discussion by asking them what they think they could do to improve their self-awareness.

Step 4: The Coach EXPLAINS any announcement on upcoming activities, e.g. details of the next match or training session, and closes the session with a cheer or chant.

SESSION 2**BASKETBALL TOPIC: PASSING (AGES 13 TO 16)****S4D Topic: Planning and Preparation****Key Messages/ Discussion Points**

1. Explain that you planned and prepared for the session. Ask the participants why they think planning and preparation is important.
2. Explain that you set outcomes and goals for the sessions, and by planning and preparing, you can check whether the outcomes and goals have been met.
3. Explain that they must also plan and come prepared for the session. E.g. How long will it take to get to the session, and how long will it take to get dressed? What should they wear?
4. Relate the importance of Planning and Preparation in life.
5. Ask a few participants to share a goal they have in their lives. Ask other participants to share what planning and preparation should be done to achieve that goal.

**Tips – How to integrate “Planning and Preparation” into your session.**

1. Create opportunities during the session for the players to plan. E.g. in the Concluding activity below, let the players “plan and prepare” for having the most complete dribbles
2. Set up timed dribbling exercises (e.g., dribble around the court in under 30 seconds).
 - a. Let them first do the exercise without “Planning and Preparation”
 - b. Then have players prepare by practising and developing strategies to improve their time.
 - c. Discuss how preparation improved their dribbling speed and how it can also lead to better performance in life.

3. Dribbling under pressure
 - a. Create scenarios where players must dribble while facing defensive pressure.
 - b. Before each scenario, give players time to prepare and strategize.
 - c. Relate this to handling pressure and unexpected challenges in life.



Tips – How to Integrate Gender and Inclusion issues into your Session.

1. Include female facilitators and coaches in your sessions.
2. Create a safe space for girls by sometimes having their “Opening Team Circles” separate from the boys for them to be more comfortable in discussing and sharing.
3. Afterwards, bring the groups together and discuss the advantages and disadvantages of having separate vs integrated discussions.
4. As an ongoing exercise constantly create players to share any experiences where they experienced any obstacles or harm based on their gender or ability.

S4D OUTCOMES

By the end of the session, players should be able to :

1. Perform a variety of passes (chest pass, bounce pass, overhead pass, and no-look pass) accurately and with appropriate force, based on game situations.
2. Execute passes under pressure from defenders while maintaining proper footwork, balance, and control.
3. Make quick and effective passing decisions to move the ball efficiently, creating scoring opportunities for teammates.
4. Combine passing with movement, such as cutting, faking, and receiving passes while maintaining game flow.

BASKETBALL OUTCOMES

By the end of the session, participants should be able to:

5. Perform a variety of passes (chest pass, bounce pass, overhead pass, and no-look pass) accurately and with appropriate force, based on game situations.
6. Execute passes under pressure from defenders while maintaining proper footwork, balance, and control.
7. Make quick and effective passing decisions to move the ball efficiently, creating scoring opportunities for teammates.
8. Combine passing with movement, such as cutting, faking, and receiving passes while maintaining game flow.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Coach facilitates a CONNECTED CONVERSATION with players. E.g. The Players SHARE any important experience in their lives during the last week. E.g. a significant family celebration, an achievement in the classroom, a disappointment, etc.

Step 3: The Coach introduces the S4D outcomes and the basketball outcomes for the session through leading questions such as :

- Why do you think planning and preparation is important in sport?
- Why is it important in life?

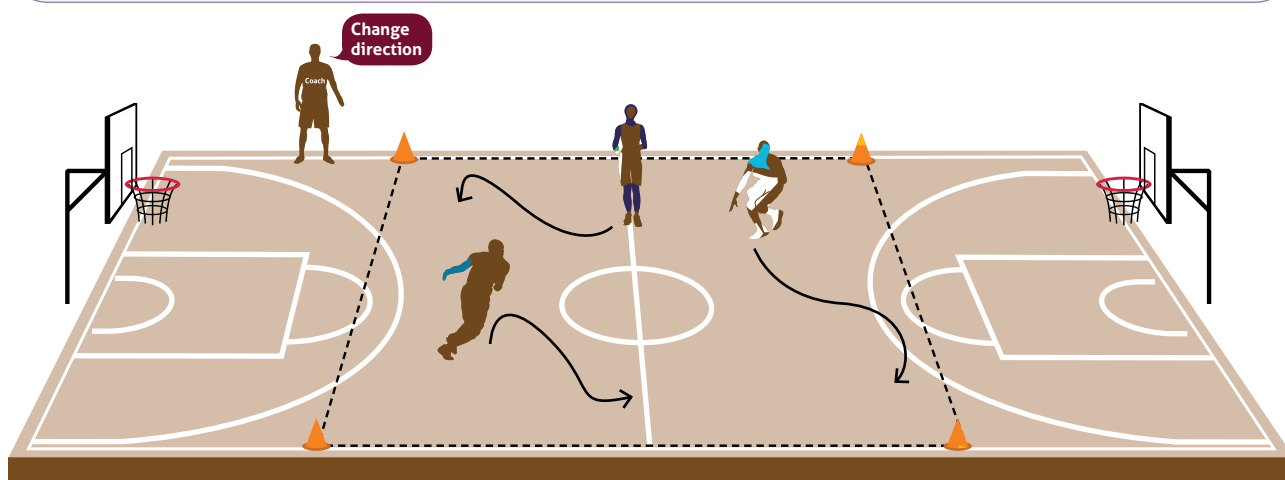
Ask the participants to discuss the question in groups. 1st, mix the genders in the groups for a minute. Then let them discuss in same gender groups. Ask them to reflect briefly on whether their discussions differed when the groups were mixed or when they were of the same gender. What do they prefer?



NB: This technique may be used in other sessions but not all. There is no right or wrong approach; it would depend on the nature of the topic to be discussed. At this stage, allow the participants to **voice their opinions** and **use their voices**.

Warm-Up

Time: 12 – 15 minutes



Phase 1

1. Start moving around the area in different directions.
2. Give the commands as below:
 - a. Jump up
 - b. Touch the floor
 - c. Right hand high five
 - d. Left hand high five
 - e. Change direction
 - f. Stand on a line
3. Shout the above commands normally so players get used to it.

VARIATION

Now make the players do every command 'opposite' then what you're saying, for example below:

- a. Jump up (now means touch the floor)
- b. Touch the floor (now means jump up)
- c. Right hand high five (now means left hand high five)
- d. Left hand high five (now means right hand high five)
- e. Change direction (now means continue forward)
- f. Stand on a line (now means don't stand on a line)

Phase 2

Don't get caught!

1. In pairs - 1 'dodger' and 1 'marker'.
2. Marker' to stay within touching distance and try to anticipate changes of direction.
3. Look for space, when space is seen and run into it.
4. Dodger' to look and think ahead.
5. Change space and try to get rid of marker.

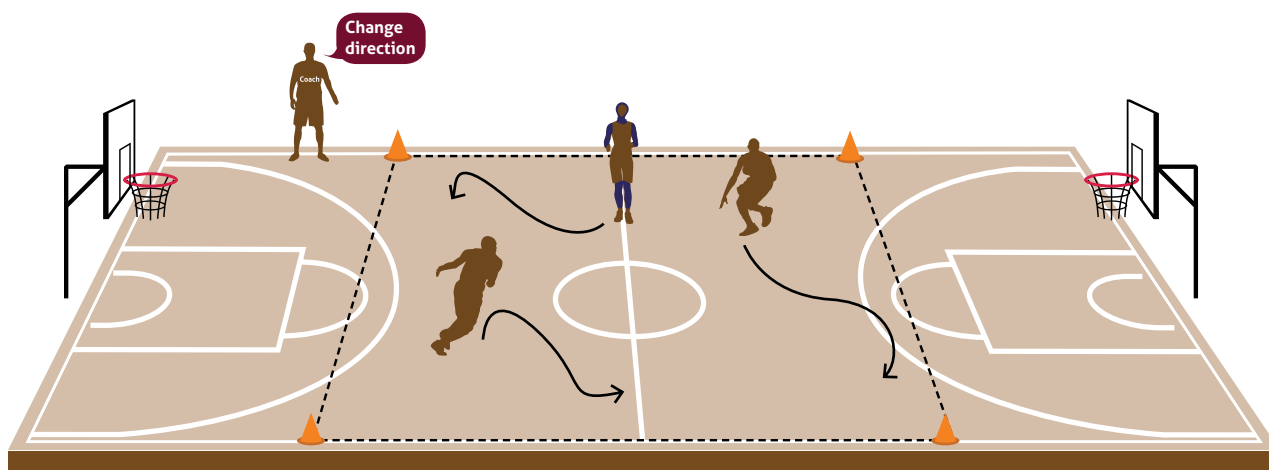
VARIATION

1. Change the style the players are allowed to dribble and move the ball.
2. The players can now use their body to shield the ball where necessary



Tips for the Coach

When changing direction bend knees slightly and push off with opposite leg.



Phase 1

1. We will be now looking at players in space and where to pass:
2. Introduce the idea of passing into a space.
3. In 3's one player is the server and throwing to one player (the attacker) who has a defender marking them
4. The 'attacker' must find space in the area to receive the ball safely
5. The server throws the ball to the 'attacker's' safe side (the side where the defender can't reach it).

VARIATION

Try and use different passes appropriate to where the defender is and their body position on where to put their feet and what sequence to use

Phase 2

1. In the same area make it 3 attackers vs 2 defenders (the server can become an attacker).

- To 'score a point' the attacking team have to complete four different passes to each other without the defenders touching the ball.

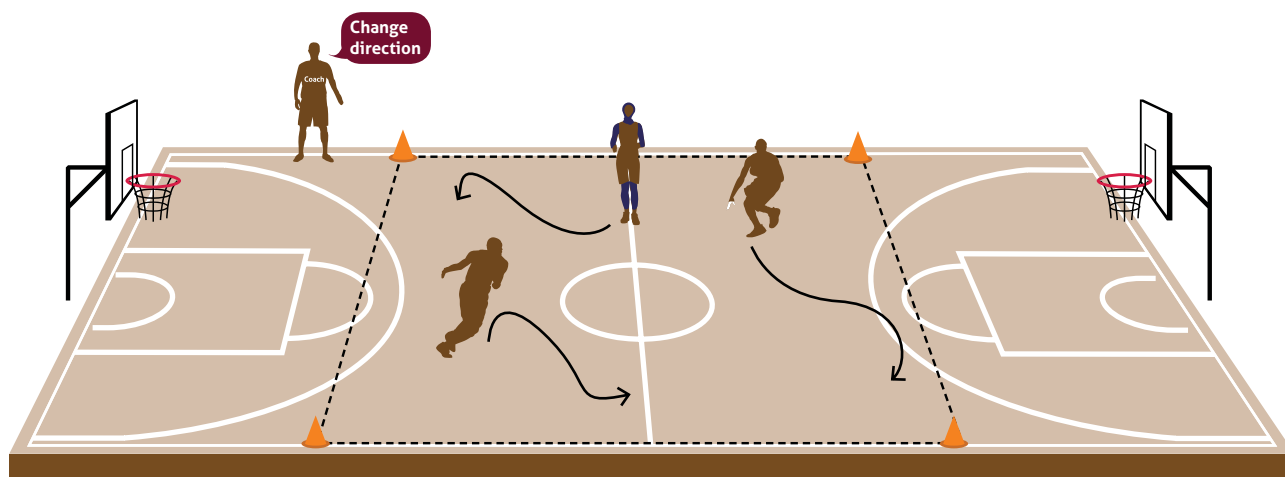
VARIATION

Try making the area smaller and challenge the players to really go into 'detail' on the passes, for example which hand to pass to, what is their body position like? Are you throwing into space



Tips for the Coach

- Awareness of where defenders are in relation to the attacking player.
- Awareness and to have knowledge on what passes are used for which specific circumstances



Phase 1

- Time for a game - 4 v 4.
- Instead of 'baskets' to score in, players have to enter the 'end zone' to score a point for their team.
- One team is only allowed to pass the ball in one style (bounce pass) and another team are allowed to use all styles of passes.
- Discuss what the challenges were for only being allowed to use one style of pass for the games.

VARIATION

Change the passes allowed to be used

Phase 2

Same game set up as Phase 1 but now we limit the 'dribbling' and 'movement' of players on both sides so they have to try and adopt different styles of passing to suit the challenges and distance they're passing the ball across.

VARIATION

Why not try and see how 'aware' the players are and take the bibs off the players so everyone is in the same shirts with no colour distinguishing them! This will mean the players have to be aware when passing of the players they're passing to

Closing Team Circle 6 to 8 minutes**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the players to relate what they learnt about dribbling. Ask them to highlight a few key points.
- The link between the **sport skill** and the **S4D outcome**. Ask the players to reflect on what happens on what they learnt about "Planning and Preparation"

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and if there was anything you could have done better. What would have made them enjoy the session even better?



NB: The first few times you use this approach, you may need help to get good responses from the learners. They may not be used to giving feedback. Again, divide them into groups so that they do not feel intimidated by you in any way. Ask them to assign one person to provide feedback on behalf of the group. Refrain from responding to their feedback. Do not be defensive in any way.

Step 3: The Coach FACILITATES a short discussion by asking them what they think they should do to PLAN and PREPARE to reach goals in their lives. Ask them to share anything they learnt about PLANNING and PREPARATION and if there is anything they will do differently.

Step 4: The Coach EXPLAINS any announcement on upcoming activities, e.g. details of the next match or training session, and closes the session with a cheer or chant.

SESSION 3**BASKETBALL TOPIC: DRIBBLING (AGE 10 TO 12)****S4D Topic: Self Discipline****Key Messages/ Discussion Points**

1. Dribbling in basketball is bouncing the ball repeatedly against the floor with one hand while moving or standing still. It's a fundamental skill that allows players to maintain possession of the ball while moving around the court, evading defenders, and creating opportunities to pass or shoot. Here are two clips that you may find useful.

<https://youtu.be/oADaM2LIYlc?si=Af67bbWjJLPBZhv->



<https://youtu.be/CMQp0bwjokw?si=pGEAjD6qcHO7vP5p>



2. Dribbling is a skill that can be practised on their own. Encourage the players to be self-disciplined and practice at home.
3. Emphasise that self-discipline starts with the players understanding what motivates them and their goals. What are they working towards?
4. Guide the players to set SMART Goals. (Specific, Measurable, Achievable, Relevant and Timebound.
5. Emphasise the importance of developing a daily or weekly routine.

6. Take Small Steps – Start with small, achievable actions and build from there.
7. Help the players identify the behaviours and people that hold them back.



Tips – How to Integrate Gender and Inclusion issues into your Session.

1. Ask some of the players to share their daily routines. Examine if there is any significant difference between the daily routine of boys and girls.
2. Explore the reasons for this. E.g. Girls must take care of younger siblings, clean, help with cooking etc.
3. Explore with the players whether they think girls face more obstacles in achieving their goals.
4. Let the group suggest strategies for girls to achieve self-discipline tailored to their unique experiences and challenges.



NB: When running these sessions, it would be necessary for male coaches to have female assistants as part of their team and vice versa. This need not be a basketball coach but somebody who can help you facilitate these discussions.

S4D OUTCOMES

By the end of this session, participants should be able to:

1. Explain what is meant by self-discipline and why it is important in Basketball and their lives.
2. Explain the importance of having a daily routine and sticking to it.
3. Identify actions and behaviours that should be part of their daily or weekly routines,
4. Set SMART Goals for themselves and a plan as to how they could achieve those goals.

BASKETBALL OUTCOMES

By the end of this session, participants should be able to:

1. Demonstrate the ability to alternate between left and right-hand dribbling while stationary.
2. Maintain control of the ball while dribbling at different speeds.
3. Show improvement in their ability to dribble while keeping their eyes up.
4. Demonstrate proper dribbling stance and ball protection techniques.

Opening Team Circle Time: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experiences in their lives during the last week.

Step 3: The Coach asks leading questions to introduce the Basketball topic e.g.

- What is dribbling?
- Why is dribbling important in basketball?
- What parts of your body do you use when you dribble?

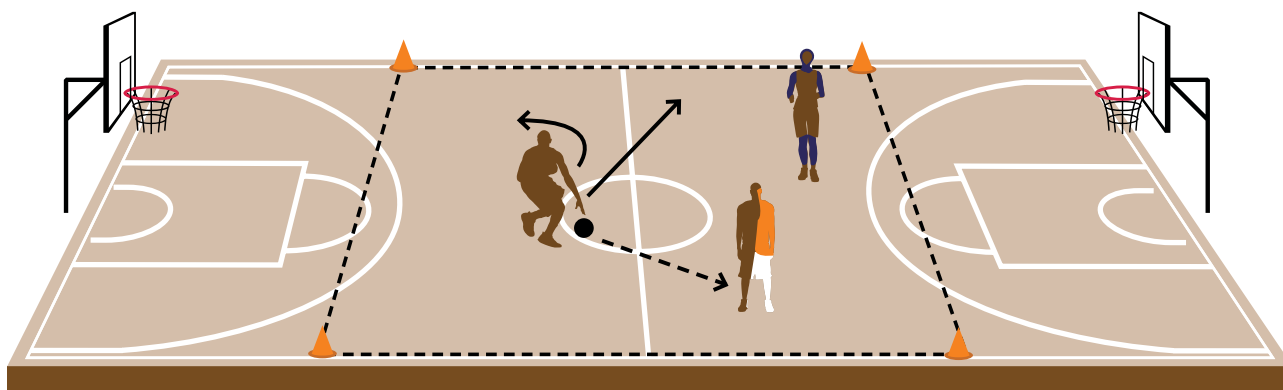
Step 4: The coach asks leading questions to introduce the S4D topic, Self-Discipline. E.g.

- What is meant by self-discipline, and why is it important in basketball and life.

- Can you think of a time when you had to show self-discipline to achieve a goal in basketball or your personal life?
- How do you think self-discipline could help improve your basketball skills and life?

Warm Up

Time: 20 minutes



Phase 1

1. Players moving around in a square marked out by the coach.
2. Players can throw the ball to each other using bounce passes and from the chest too.
3. Once the players have thrown the ball, they 'jump up' or 'touch the floor'.
4. Once the jump has been done, have a small sprint into space in the area.

VARIATION

Mix up the 'after' throw tasks by suggesting they move in different directions and in different ways.

Phase 2

1. Give every player a number 1-10 (or however many players are in the group).
2. Player number '1' and player number '5' start with the ball.
3. They have to pass the ball to the next number up i.e. player '1' passes to player '2' and this carries on.. (player '10' passes to player '1').

VARIATION

Let's challenge the players and ask them to only pass in 'odds' and 'evens' numbers ('2' passes to '4' who passes to '6' etc.)



Tips for the Coach

1. Encourage to help others within their small groups.
2. Encourage pupils to lead within small groups.
3. Encourage the players to communicate and support each other with the task



Phase 1

Dribble development

1. All pupils to have a ball
2. Start with dribbling whilst seated.
3. Move to dribbling whilst kneeling.
4. Develop into dribbling whilst standing.

VARIATION

Once skills have been done individually, the coach can use command numbers: 1=Dribble sat down 2=Dribble kneeling 3=Dribble standing

Phase 2

Let's play paint the court!

1. All pupils to have a ball.
2. Aim to pretend ball is full of paint and they have to empty the ball by bouncing the ball on every bit of the court, you can mark out as many different parts of the court if this helps.
3. Encourage different pace of dribbling with the ball and changes of direction.

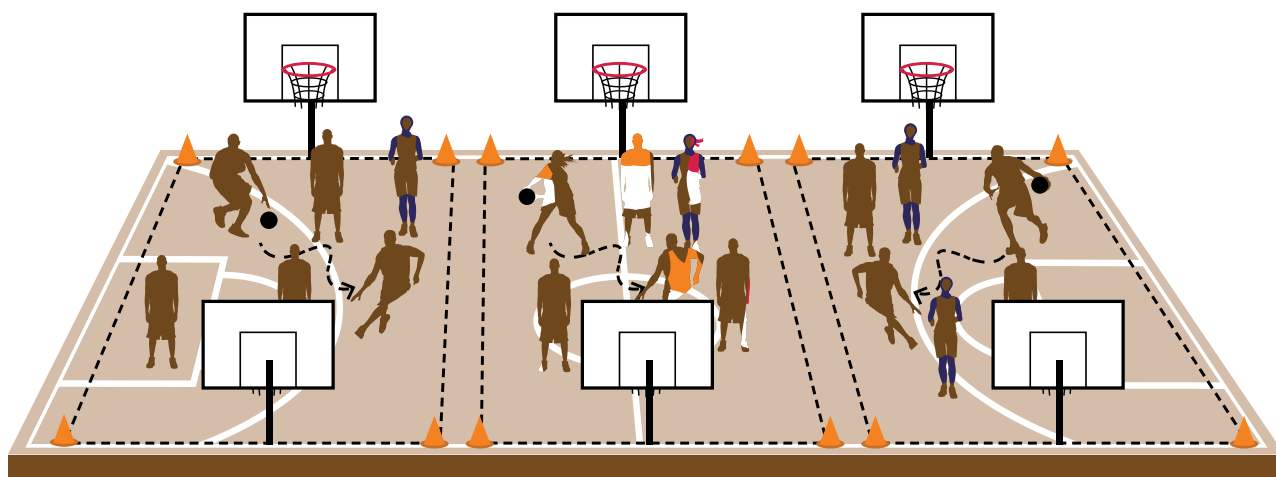
VARIATION

Why not challenge the players to work in two's and task one with being the defender to put pressure on the dribbler to move around the court quicker with more touches on the ball



Tips for the Coach

1. Allow pupils to practice using both dominant and weaker hands.
2. Encourage the players to change direction in a positive attacking manor



Phase 1

1. Split the players into equal teams.
2. Have 3 games of 7 minutes each (or relevant time to suit).
3. During each game, the team with the most 'complete dribbles' wins.

VARIATION

Why not challenge the players to make sure that every player must be encouraged to try and make the dribble

Phase 2

1. Keep the same game as above
2. A new rule is for the coach to highlight that if every player on the team successfully completes a dribble the team get five free points as recognition of good teamwork!

VARIATION

Why not challenge the players and make the 'complete dribble' an 8 second one instead of 5 seconds!?



Tips for the Coach

1. A 'complete dribble' is a team member that dribbles the ball for 5 seconds and successfully passes the ball on to another team member.
2. Encourage players to pass to team mates in space and once in appropriate space, then dribble.

Closing Team Circle 6 to 8 minutes

Step 1: The Coach REVIEWS

- The session outcomes. Ask the players to relate what they understand about self-discipline and what they can do to improve it.
- Reflect on the challenges girls face and let the group make a few practical suggestions to support girls in sport.

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what can be improved.

Step 3: The Coach ENCOURAGES them to practice at home, in their own time, exercising self-discipline and making sure they develop a daily routine.

Step 4: The Coach EXPLAINS any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 4

BASKETBALL TOPIC: DRIBBLING (AGE 13 TO 16)

S4D Topic: Goal Setting

Key Messages/Discussion Points



Dribbling Skills

1. **Ball Control:** Emphasize the importance of controlling the ball with both hands. Discuss “keeping the ball low” and avoiding dribbling too high.
2. **Change of Pace:** Discuss how changing the dribbling pace can create advantages. Explain how to vary the speed and rhythm of dribbling.
3. **Dribbling with Both Hands:** Highlight the importance of being comfortable dribbling with both hands. Discuss how this can make players more unpredictable and effective.



Goal Setting

1. **What are goals?** Explain that goals are desired outcomes or achievements a person wants to reach. It could be individual goals or group goals.
2. **SMART Goals:** Introduce the concept of SMART Goal Setting. Guide the players to understand the importance of setting SMART goals.
 - S–Specific
 - M–Measurable
 - A–Achievable
 - R–Realistic
 - T–Time bound
3. **Short-Term and Long-Term Goals:** Discuss the difference between short-term and long-term goals. Explain how setting both types of goals can help players stay motivated and focused.
4. **Goal-Setting Process:** Guide the players through the goal-setting process. Help them break down larger goals into smaller, more manageable steps.
5. **Overcoming Obstacles:** Emphasise that obstacles and challenges will likely prevent them from reaching their goals. Discuss strategies for overcoming obstacles and setbacks. Emphasize the importance of perseverance and resilience. Reflect on whether women and girls are likely to face more challenges.



Tips – How to integrate Dribbling and Goal setting.

1. Create opportunities for players to set dribbling goals.
2. **Obstacle Course Dribbling:** Set up an obstacle course with various challenges, such as cones, chairs, or small hoops. Have players set goals for completing the course within a certain time or without making mistakes.
3. **Dribbling Relay Races:** Divide players into teams and conduct dribbling relay races. Encourage players to set team goals for winning or completing the race within a specific time.
4. **Individual Goal-Setting Worksheets:** Provide players with worksheets where they can set personal dribbling goals (e.g., improving ball control, increasing dribbling speed, becoming more comfortable dribbling with both hands).
5. **Group Goal-Setting Discussions:** Facilitate group discussions where players can share their dribbling goals and provide support and encouragement for each other.
6. **Goal-Setting Check-Ins:** Regularly check in with players to discuss their progress towards their dribbling goals. Provide feedback, offer support, and help them stay motivated.



Tips – How to Integrate Gender and Inclusion issues into your Session.

1. Create a scenario where you ask the group to ignore their female teammates deliberately. Facilitate a brief discussion about whether this happens in real life where women and girls are ignored. Allow the girl players to share how it made them feel. Discuss how to deal with these situations.
2. Invite female guest speakers, a coach, senior players, and officials to address the players and share how they set and achieved their goals in basketball and their lives. Let the speakers focus on the challenges and obstacles they faced as women and girls and how they overcame them.
3. Also, invite wheelchair basketball players or officials to share their experiences in sports for people with a disability.
4. Where possible, work in mixed-gender groups. This allows all the players to work together and learn from each other's skills and approaches to goal setting.

S4D OUTCOMES

By the end of the session, the participants should be able to:

1. Explain what is meant by SMART Goals.
2. Write down a few SMART goals applicable to their personal lives.
3. Identify SMART actions they will take to achieve their goal.
4. List some of the obstacles they may face.
5. List particular obstacles girls and people with a disability may face in reaching their goals.

BASKETBALL OUTCOMES

By the end of the session, the participants should be able to:

1. Dribble the ball with both hands at a controlled pace.
2. Change the pace of their dribbling.
3. Dribble through traffic without losing control of the ball.

Opening Team Circle: 6 to 8 minutes

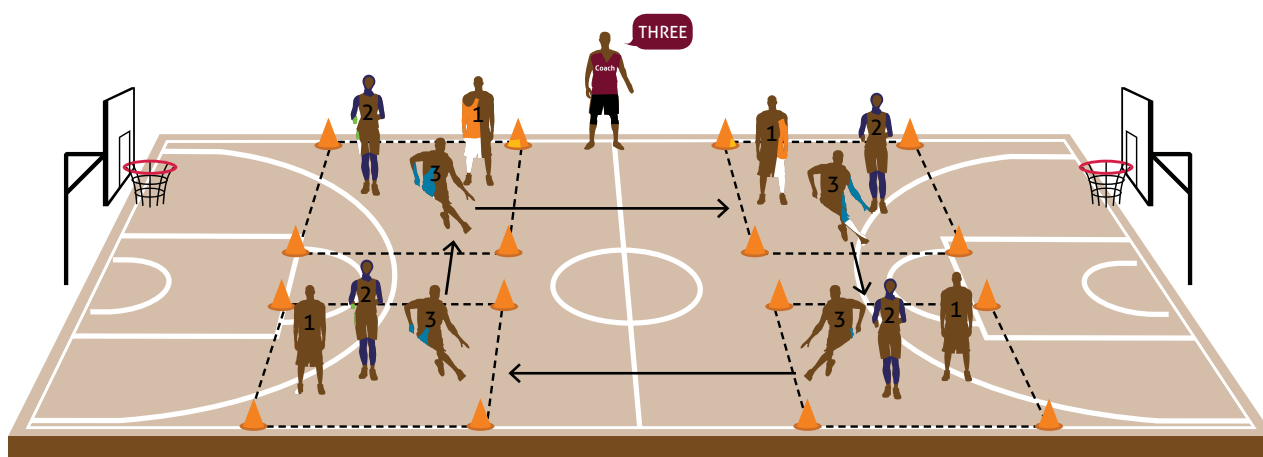
Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Coach introduces the S4D topic by asking leading questions such as:

- What are Goals?
- What do you want to achieve in basketball this season? As an individual and as a team?
- Why is setting goals for our basketball session and in life important?
- What are some of the challenges you might face in achieving your goals?

Step 3: The Coach EXPLAINS the S4D and basketball outcomes for the session. The coach touches on some (NOT all) of the key discussion points.

Warm Up



Phase 1

1. Give every player a number 1-10 (or however many players are in the group).
2. Player number '1' and player number '5' start with the ball.
3. They must pass the ball to the next numbered i.e. player '1' passes to player '2', and this carries on. (player '10' passes to player '1').

VARIATION

Challenge the players and ask them only to pass in 'odds' and 'evens' numbers ('2' passes to '4' who passes to '6' etc.)

Phase 2

1. Split the area into four smaller areas.
2. Evenly divide the players into the four smaller areas.
3. Play the 'numbers' game as in phase 1 in their separate areas.
4. When the coach shouts a 'number', that number must move with the ball to another area but look to see where the other players are going so there doesn't end up with too many players in one area.
5. Continue the game and challenge the players to listen carefully to the 'calls'.

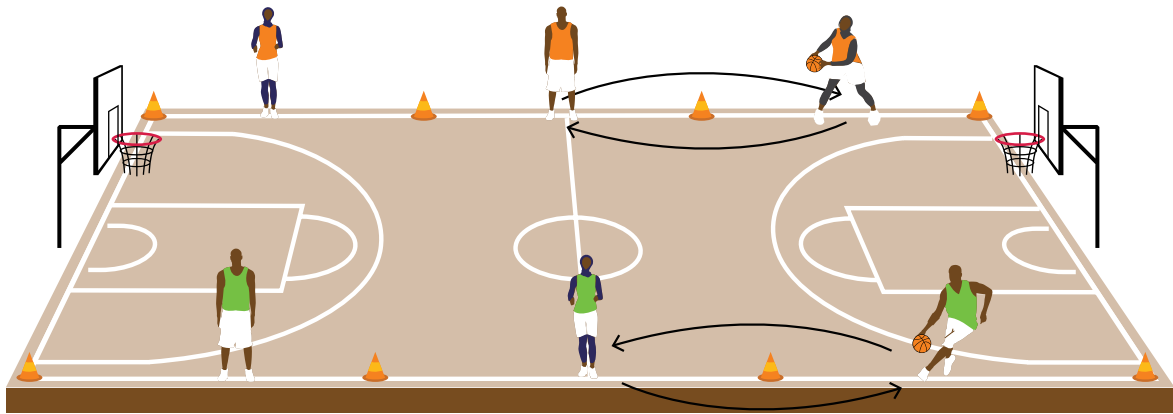
VARIATION

1. Why not call the 'numbers' something else to challenge the players even more?
2. For example, instead of '1', you could give it a well-known basketballer in Zanzibar/Tanzania's name. This will encourage concentration and listening skills.



Tips for the Coach

1. Encourage them to help others within their small groups identify rules as they go along.
2. Encourage pupils to lead within small groups.
3. Encourage the players to listen to the numbers to help each other



Phase 1 - Mirror, Mirror

1. Players form pairs and stand opposite each other.
2. The players stand between cones that are equal distances to either side of them (6 metres to their right and 6 metres to their left).
3. The player with the ball must dribble to the right cone or left cone.
4. The partner on the other side must "mirror the movement".
5. The players must try to get to the cone 1st.
6. Each player should have four turns and then pass the ball to their partner on the other side.

VARIATION

Ask the players to try and 'fake' which way they go then change direction

Phase 2

1. Three players stand opposite three players.
2. One line has the ball and can pass or move down/along the row facing each other.
3. Every time the ball moves to someone else, the players must move spaces.
4. The opposite players must copy the movements.
5. When the team with the ball decides, they can 'dribble' the ball to the basket to score a point.
6. When they do this, a player from the opposite line must quickly move to try and prevent the point from being scored.

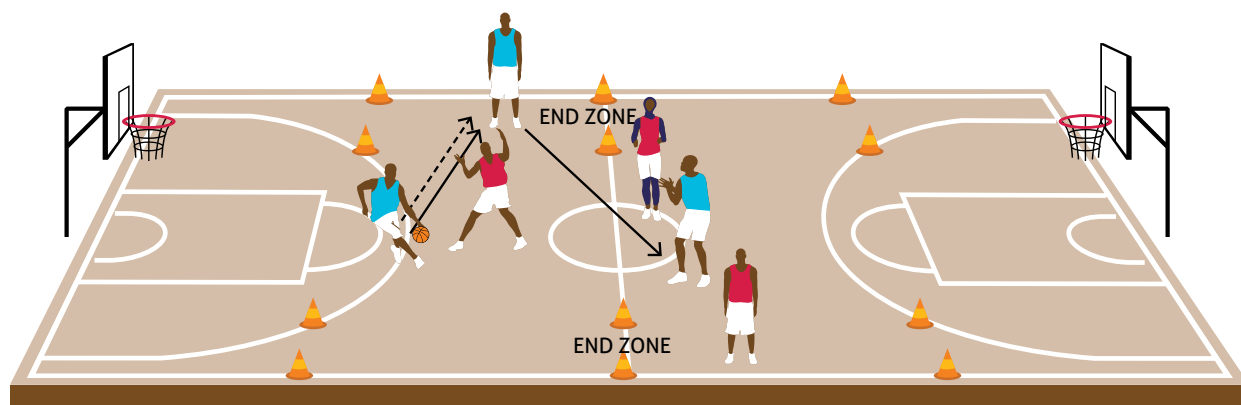
VARIATION

1. Challenge the players to use their other teammates as 'diversions' to hide the ball behind when making movements.
2. If a female player is the one "breaking the line" to make the basket, the opposing team should also send a female to defend and vice versa.



Tips for the Coach

1. Make sure all players are 'on their toes' and ready for movements to avoid being beaten to the basket by the opposition.
2. Encourage the players to work with one another to make sure they get the best chance of succeeding.
3. Allow for a "timeout" of about 90 seconds to allow the teams to discuss their performance and "set goals"



Phase 1

1. Split the teams into four equal teams on two different courts.
2. Have one player 'spare'.
3. This 'spare' player can go on any team whenever he/she wants.
4. To score a basket, the players must pass the ball into the end zone to their other player.
5. That player then can get back on the court and the passer and end zone player swap places.
6. Three 'dribbles' must be 'completed' before the ball can be sent into the end zone.

VARIATION

Increase the number of dribbles needed to be completed before the ball can be passed to the end zone.

Phase 2 – Set challenges on the above game! E.g.

1. One team are only allowed to use their right hand.
2. The other team are only allowed to use their left hand.
3. Only certain passing techniques should be used by one team (i.e. bounce pass for one team and the opposite team from the chest pass).

VARIATION

1. The S4D must be innovative and creative coaches and change the rules, setting different challenges for the players which promote gender equality and inclusivity. E.g.
 - Play with one hand behind your back
 - Hopping on one foot.
 - Male must pass to female and vice versa.



Tips for the Coach

1. Encourage the players to communicate through hand gestures and voice commands.
2. Concentrate on the quality of the techniques being used by the players.

Closing Team Circle 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The Basketball and S4D outcomes of the session. The players share what they learned about dribbling, goal setting, gender equity, and inclusion.
- Ask the players to share any challenges they experienced in dribbling and how goal setting will help them to improve their dribbling skills.
- Emphasise the importance of goal setting in basketball and goal setting in life

Step 2: The Players **SHARE** their best moments in the training session and explain why. They make suggestions on how the session can be improved.

Step 3: The Coach facilitates a Connected Conversation on gender and inclusion related activities during the session. As an example where girls had to pass to boys and vice versa.

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 5

BASKETBALL TOPIC: SHOOTING (AGES 10 TO 12)

S4D Topic: Observe, Reflect, Decide, Act (ORDA)

Key Messages/Discussion Points

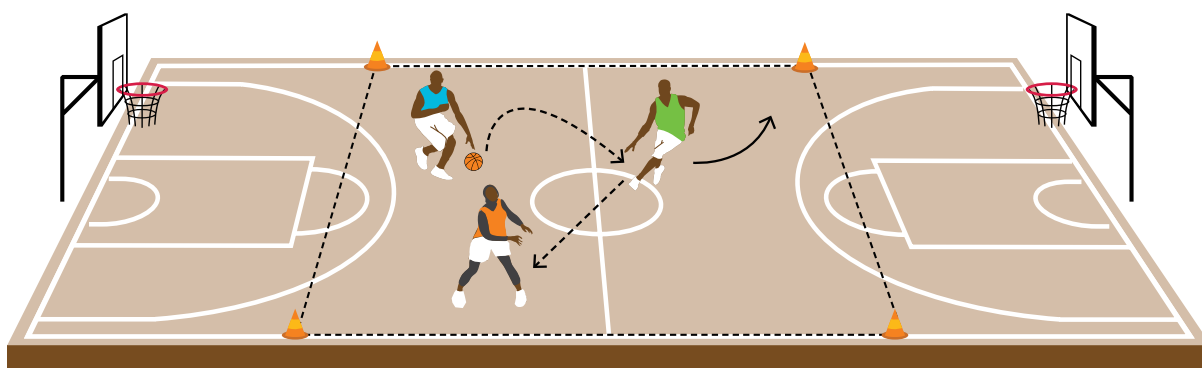
1. This session focuses on situations the players will face on the basketball court and in life all the time... making the right decision based on the correct information and taking the right action. On the court, it will be split-second decisions. In life, they may also have to make quick decisions or have more time to Observe, Reflect, Decide, and Act.
 - To **observe** is about gathering information.
 - **Reflecting** is about processing the information and understanding the available options.
 - To **decide** means to choose the best option, i.e. make the best possible decision.
 - To **act**– Implement your decision.
2. This method can also be applied to their everyday challenges.
3. Emphasise that they will often make mistakes on the Basketball court and in life. I.e. they may make the wrong decisions or execute their choices incorrectly. They must understand that making mistakes is integral to sport and life. They must understand the importance of learning from mistakes and constantly improving their decision-making.
4. Compare taking a “shot” in basketball and seizing opportunities in their lives which could make a difference.



TIPS – How to integrate Observe, Reflect, Decide, and Act into the session.

1. **Structured Observation** –
 - Have players watch a teammate shoot for about 30 seconds.
 - Ask them to share what they observed about the shooter's form, focus, and follow-through.
 - Relate this to observing situations in daily life before acting.
2. **Shadow Play** – Players shadow a teammate, copying their movements; this encourages observing.
3. **Mirror Drills** – Players stand opposite each other and mimic each other's movements. This promotes observing form and identifying areas for improvement.
4. **Decision-Making Scenarios.**
 - Set up game-like situations where players must quickly decide to shoot or pass.
 - After each play, ask them to explain their decision-making process.
 - Discuss how they can apply similar quick thinking in school or with friends.

Remember, encourage coaches to be patient and consistently reinforce the ORDA concept throughout the season, not just in this session.



Set-Up

A marked-out area of 15 X 15 m

Equipment

1 ball per player, cones, bibs

Warm Up Activity Phase 1

1. Players move around the area randomly, passing the ball to each other.
2. The passes must be different each time they do it. E.g. chest pass, bounce pass, overhead pass, baseball pass, no-look pass, lob pass.

VARIATION

1. To learn the names and to promote positive communication, have the players call out the name of the person they're passing to.
2. Put three of the players in bibs and have the other players always looking to pass the ball to them whenever they're 'on'

Warm-Up Activity - Phase 2

1. In the area marked out, repeat the game as above.
2. This time, once the players have passed their ball to another player, they sprint to touch two cones/markers before getting back involved.
3. Once they're back in the game, they continue as before.

VARIATION

Once the players have passed the ball, they could do two press-ups or star jumps before sprinting to the markers



Set-Up

Players work in pairs as per the above sketch.

Equipment

1 ball per 2 players, cones, bibs

Phase 1

1. Player 1 makes a good chest pass to player 2.
2. 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.
3. Player 2 takes the shot (no dribbling) and follows it for the rebound.
4. Now, player 2 catches the ball, passes back to player 1 (who is at position A), and closes out on 1, who is now the shooter.

VARIATION

After both players have shot from position A, they move next to position B, on around the circle and then back around again (E→D→C→B→A).

Main Part Activity - Phase 2

1. With the same game, we will now add a player in on position 'B' to close the ball down when moving from player 1.
2. 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.

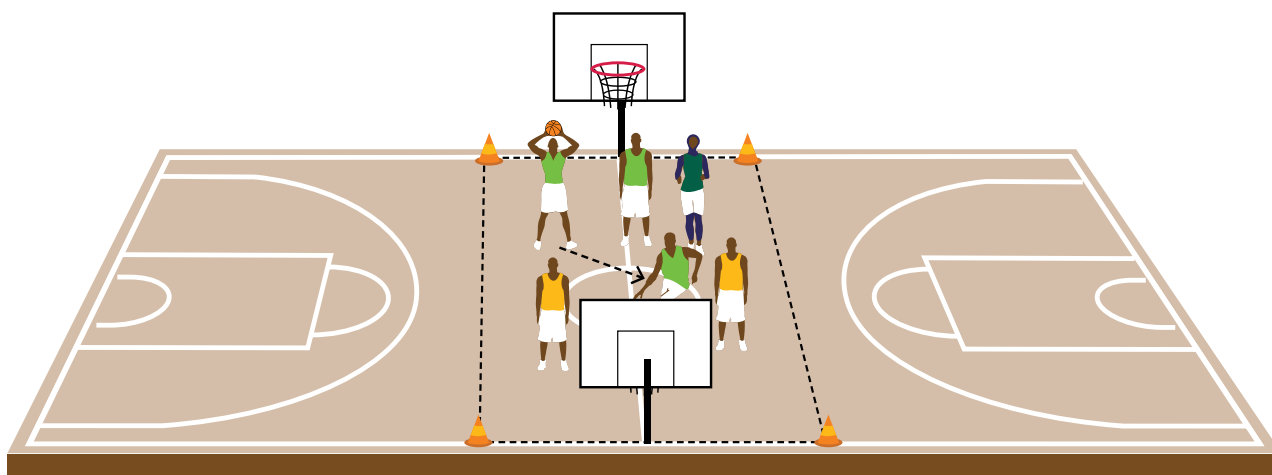
VARIATION

After both players have shot from position A, they move next to position B, on around the circle and then back around again (E→D→C→B→A). Once this happens, change the angle from which the defender presses the shooter.



Tips for the Coach

1. Encourage the players to apply the correct technique for shooting. Here are a few pointers.
 - a. Stance and Balance:**
 - Feet shoulder-width apart, toes pointing towards the basket
 - Knees slightly bent for balance and power
 - Body squared to the hoop
 - b. Ball Placement:**
 - Hold the ball with fingertips, not palms
 - Shooting hand behind and slightly under the ball
 - Non-shooting hand on the side for support (guide hand)
 - Form a "W" shape with thumbs and index fingers
 - c. Elbow Position:**
 - Keep the elbow of the shooting arm close to the body
 - The elbow should be at about a 90-degree angle when ready to shoot
 - d. Eye Focus:**
 - Keep the eyes on the target (usually the back of the rim)
 - Maintain focus even after releasing the ball
 - e. Shooting Motion:**
 - Extend legs, body, and arms upward in one smooth motion
 - Release the ball just as you reach full extension
 - Flick the wrist forward, creating backspin on the ball
 - f. Follow-Through:**
 - Extend the shooting arm fully
 - Hold the follow-through position with the wrist flexed ("hand in the cookie jar")
 - Keep your arm up until the ball reaches the basket
 - g. Power Source:**
 - Power comes from the legs, not just the arms
 - Encourage a slight jump, pushing through the feet
2. Always ensure you enable the shooter to have time to shoot (after all, this is the aim of the session).
3. Encourage the players to constantly practice ORDA in split seconds, (Instinctively) Observing, Reflecting, Deciding, an acting.



Set-Up

As per the sketch above.

Equipment

Balls, cones, bibs, portable hoops if possible. NB if the facility does not have portable hoops available, use the existing hoops but have mini matches at each hoop.

CONCLUSION

Activity - Phase 1

1. Evenly split the group into 3 teams.
2. Play team vs team, and the 'winner' stays on.
3. Make the court as small as possible to ensure plenty of shooting is practised. (15 X 8m)
4. The emphasis should remain on the shooting technique, focusing on being in space to receive.
5. The team/s not playing must reflect on the S4D skill, as well as whether the observed and gender or inclusion-related issues. Was there discrimination of any kind? Did the team put more emphasis on winning and neglect inclusivity?

VARIATION

If the teams are very good at this, challenge the players by making the shots worth more points in relation to where they shoot from and the technique shown.

Phase 2

1. To close the session off, partner up one member from each team to have a 'shoot off' against each other.
2. Each time a player scores it counts as one point and it's the first team to score 7 baskets wins!

VARIATION

Why not change the way the players are shooting! Make them shoot off their strong arm and weaker arm too.



Tips for the Coach

Ensure demonstrations are easy enough to understand

Closing Team Circle 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they learned about shooting. Recap the key points, and let different players give a key point. Ask players to demonstrate the correct technique. Ask the rest to observe and reflect on the demonstrations. (Remember to deliberately ask female players to demonstrate)
- The link between Shooting and ORDA. Ask the players to think of situations outside of basketball where they must observe, reflect, decide and act.

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what could be improved.

Step 3: The Coach **FACILITATES** a short, connected conversation by asking them what they think they should do to improve the way they make decisions.

Step 4: The Coach **Facilitates a Connected Conversation** on any Gender-related issues that may have cropped up during the session. Ask girls in the group how they experienced the sessions and whether they have any concerns.

Step 5: The Coach **SHARES** any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 6

BASKETBALL TOPIC: SHOOTING (AGES 13 TO 16)

S4D Topic: Communication

Key Messages/ Discussion Points

1. Effective communication is the most important skill the players will need to succeed in Basketball and in life.
2. Being able to express yourself clearly and understand others when they communicate is crucial in every aspect of life.
3. By the same token, miscommunication can also have negative consequences, such as:
 - Breakdown in relationships.
 - Mistrust
 - Missed opportunities.
4. Communication is a two-way street. Successful communication involves expressing yourself clearly but also actively listening to others when they speak. Try to understand not only the words but also the emotion.
5. A large part of communication is non-verbal. Body language, facial expressions, and tone of voice can all impact how a message is received.

6. Encourage the players to be patient and respectful when communicating with others. Avoid interrupting others.
7. In Zanzibari culture, greetings are very important. The players should make a habit of greeting respectfully and enquiring about the other person's well-being. and wait for a response.
8. Encourage players to communicate openly and freely in your coaching sessions. Please encourage them to share their thoughts, opinions, needs, and concerns.



NB – Communication is vast and probably requires a few coaching sessions. Communication should also be integrated into all sessions. The key message is that the S4D coach must be more player-centric and encourage communication from and among the players. GIVE THE PLAYERS A VOICE!!!



TIPS – How to integrate Communication into your coaching session?

1. Create opportunities for Players to practice various forms of communication during the session, not only during the opening and closing circles. E.g. After you have explained an activity, they must explain the activity in their groups.
2. Let Players repeat what you or one of their teammates said to check for listening skills and understanding.
3. If any negative communication or conflict happens during the session, use this as a learning moment.



Tips – How to Integrate Gender and Inclusion issues into your Session

1. Discuss how communication styles can be stereotyped based on gender. Reflect with the players whether they think boys and men communicate differently to women and girls. As examples to stimulate discussion
 - Are boys in Zanzibar more confident than girls?
 - Are boys more direct than girls?
 - Are there topics that boys will not discuss with girls and vice versa?
 - Do boys and girls use different body language?
 - Do boys and girls in rural areas communicate differently from those in urban areas?
2. Use role plays to let the players demonstrate different communication styles.
3. Don't dwell too much on the differences; focus on common ground as outlined above.
4. Foster open and inclusive communication channels within the team where female players feel empowered to speak up and contribute ideas.
5. Provide access to additional training and resources to help female players develop their communication skills on and off the court.



NB: Do not try to discuss all these matters in one session and make the sessions boring talk shops. This can be spread over a few sessions.

S4D OUTCOMES

By the end of the session, participants should be able to:

1. Identify and demonstrate a few key elements of effective communication. (Verbal and non-verbal)
2. Practice giving feedback to each other and the coach.
3. Identify and challenge communication stereotypes based on gender.

BASKETBALL OUTCOMES

By the end of the session, participants should be able to:

1. **Master the fundamentals:** Execute the proper form for a jump shot, including hand placement, elbow position, and follow-through.
2. **Develop Accuracy:** Consistently make shots from various distances and angles.
3. **Improve Footwork:** Players should have good footwork for shooting, maintaining balance and positioning their feet correctly.
4. **Learn Different Shot Types:** Players should be able to shoot with both hands, as well as execute layups, free throws, and bank shots.
5. **Develop Confidence:** Players should have confidence in their shooting ability and be able to shoot under pressure.

Opening Team Circle Time: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

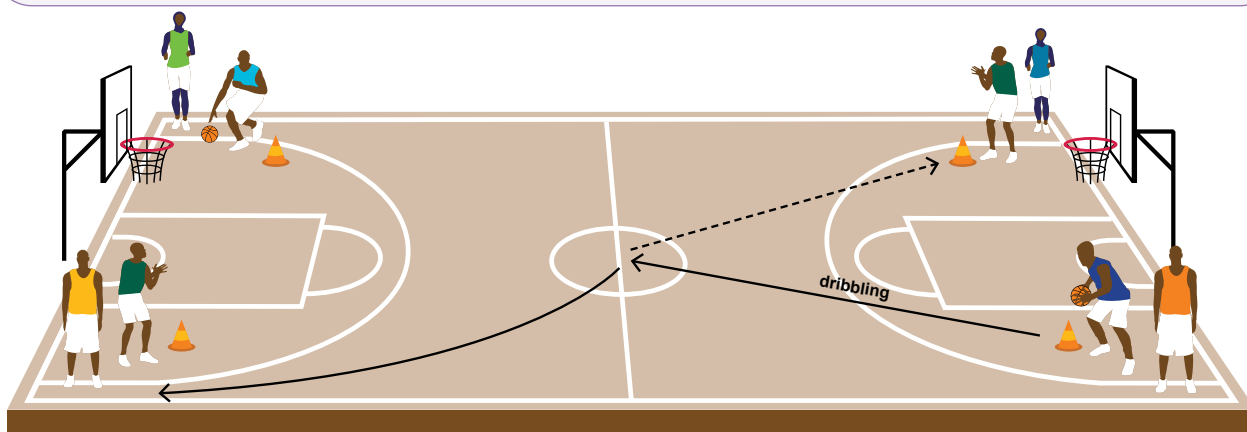
Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach INTRODUCES the S4D skills, communication and the basketball skill "Shooting" through leading questions such as :

- Why is communication important in basketball and in life?
- How can effective communication improve our performance as a basketball team?
- How can communication help you set screens and create open shots for your teammates?"
- Can you imagine a situation where miscommunication can lead to a turnover?
- What are the different ways we can communicate on and off the court?

Warm Up

Time: 20 Minutes



Phase 1

1. Start in the corners of the court by the sideline and baseline; players line up one behind another along the baseline.
2. The first player leads the line crouched and sidestepping diagonally across one half of the court.
3. All the players follow in line and copy the first player.
4. Keep low, arms outstretched as if defending.

- At the corner of the half-court line and the sideline jog normally along the half-court line.
- At the opposite side of the court, low crouched sidestepping diagonally to the corner of the court at the baseline and the sideline.
- Jog normally along the baseline to the starting position

VARIATION

Why not try different commands and ways of moving! E.g. coach could shout numbers 1= jump up, 2= press ups, 3= change direction, 4= person at the back runs to the front.

Phase 2

- In all four corners of a square marked out by cones, have two players at each base.
- Two of the corners have a player with a ball.
- Those players dribble to the middle of the square and then pass to another person.
- Then repeat.

VARIATION

Try different types of dribbling and passing, including 'fakes' and 'shimmies'



Main Part - Phase 1

- Use two players, one a shooter and the other a rebounder.
- We shoot from 5 spots on the perimeter - 3-point shots for outside players.
- Set the clock for 2 minutes. On "go", the shooter starts in the corner and must make two-in-a-row before he/she can move to the next spot (the wing).
- The shooter must make 2 of 5 shots at each spot before moving to the next (see diagram).
- Rotation is from right corner => right wing => top => left wing => left corner => left wing => top => right wing => right corner.

VARIATION

If the shooter makes it all the way around and back, he/she then goes to the top and starts shooting 3-point shots from there, and however many they make from there (total, not consecutive) is their score... so 2 or 3 is a really good score. Next, the rebounder becomes the shooter (and vice-versa) for the next two minutes

Main Part - Phase 2

1. Repeat the drill in Phase 1
2. Put in a 'defender' whose job it is to pressure the shooter and stop them from getting a shot off!

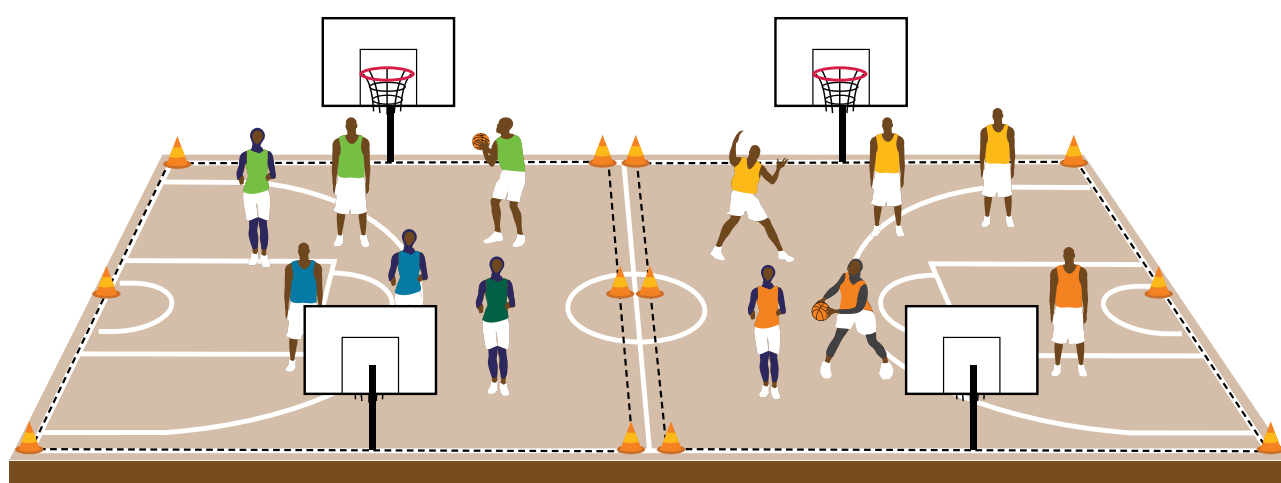
VARIATION

Let's challenge the players and ask them to shoot from their opposite 'weak' side!



Tips for the Coach

1. Make sure your shooters are squared up, using good technique, elbow in, follow through, no drifting sideways.
2. Shooters should receive the ball in "triple threat" position.
3. Make the drills competitive and have each pair keep score



Conclusion - Phase 1

1. Split the teams into four equal teams on two different courts.
2. Have two players 'spare'; these players are the only ones allowed to score.
3. These 'spare' players can go on any team at any time he/she wants.
4. To score a basket, the players must score normally, as in a game situation.

VARIATION

Let the 'spare' players only be female. Let the teams reflect afterwards on their communications skills to ensure success for their team.

Conclusion - Phase 2

Let's now set challenges on the above game!

1. One team are only allowed to use their right hand.
2. The other team are only allowed to use their left hand.
3. Only certain passing techniques should be used by one team (i.e. bounce pass for one team and the chest pass for the other team).

Closing Team Circle 6 to 8 minutes**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the players to relate what they learned about shooting in basketball. Ask them to highlight a few key points regarding the technique. Reflect on the outcomes above.
- Ask them to reflect on the various aspects of communication.
- Ask the players to reflect on issues of gender stereotyping that may have occurred during the session

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what could be improved.

Step 3: The Coach FACILITATES a short discussion on any personal stories relating to communication in their personal lives. Do they communicate with their peers, brothers, and sisters? Do they give each other feedback?

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 7**BASKETBALL TOPIC: FOOTWORK (AGES 10 TO 12)****S4D Topic: Leadership****Key Messages/Discussion Points**

1. What Is a Leader?
 - Someone who inspires and guides others towards a common goal.
 - They have the ability to influence and motivate people.
2. Why are leaders important?
 - They provide direction and vision.
 - They help to create a positive and productive environment.
 - They can inspire others to achieve great things.
 - Leaders are essential for teamwork and collaboration.
3. Can everyone be a leader?
 - Yes, anyone can be a leader, regardless of age, background, or position.
 - Leadership is a skill that can be developed through experience and learning.
 - The most important qualities for a leader are integrity, honesty, and a desire to help others.
4. Qualities of a good leader.
Someone who:
 - **Inspires others:** They motivate and encourage their team members to achieve their best.
 - **Communicates effectively:** They clearly express their ideas and listen actively to others.

- **Empathizes:** They understand and share the feelings of others.
- **Is trustworthy:** They are reliable and honest.
- **Is decisive:** They make informed and timely decisions.
- **Leads by example:** They demonstrate the qualities they expect from others.



Tips – How to integrate the S4D topic, Leadership, into your Basketball session

1. During the sessions, create opportunities for Players to lead activities. E.g. divide the players into groups for shooting drills. Let the players take turns to lead the session.
2. Create opportunities for Players to lead the warm-up or cool-down sessions.
3. Create a role-playing scenario where the referee's decision is blatantly unfair and biased. Reflect on the Player's response to this bias. (Emphasise that the referee's decisions as a leader in Basketball must be respected.)
4. Throughout the session, you should acknowledge and celebrate instances where players demonstrate good leadership qualities.



Tips – How to Integrate Gender and Inclusion issues into your Session

1. Briefly discuss how leadership roles in sports can be stereotyped based on gender. Reflect on women leaders in Zanzibar/Tanzania. Is there an even spread of leadership? Or is sport in Zanzibar dominated by males?
2. Ask the players to research and reflect on strong women leaders in sport. E.g. the captain of the national women's basketball team.
3. Have a role-playing activity where participants create a situation that needs leadership, but a player is hesitant to lead due to gender stereotypes.
4. Consider inviting a female basketball coach or player to share their experiences with leadership on the court. This can be a powerful way to inspire young girls and demonstrate the value of female leadership in sports. If not personally available, the person can send a recorded message.
5. On the practical side, promote equal opportunities. This means:
 - Provide balanced playing time: Ensure that all players, regardless of gender, have equal opportunities to participate in drills and games.
 - Avoid gender-specific language: Use inclusive language that avoids stereotypes and assumptions.
 - Encourage mixed-gender teams: Promote the benefits of playing on mixed-gender teams.

S4D OUTCOMES

By the end of the session, the players must be able to:

1. List key qualities of a leader.
2. Explain the importance of leadership in a basketball team in basketball and in life.
3. Identify ways to encourage and develop women's leadership.
4. Ensure that all players, regardless of gender, have equal opportunities to develop leadership skills.
5. Challenge gender stereotypes and promote positive role models for both male and female players.

BASKETBALL OUTCOMES

By the end of the session, the players must be able to:

1. **Master the Fundamentals:** Players should be able to execute the proper form for a jump shot, including hand placement, elbow position, and follow-through.
2. **Develop Accuracy:** Players should be able to consistently make shots from various distances and angles.
3. **Improve Footwork:** Players should have good footwork for shooting, maintaining balance and positioning their feet correctly.
4. **Learn Different Shot Types:** Players should be able to shoot with both hands, as well as execute layups and free throws.
5. **Develop Confidence:** Players should have confidence in their shooting ability and be able to shoot under pressure.

Opening Team CircleTime: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experiences or challenges in their lives during the last week. Also, focus on whether any girls players experienced any form of harm or discrimination at home or school.

Step 3: The Coach asks leading questions to introduce the Basketball topic, shooting, e.g.

- What is the most important skill in basketball?
- "How can good shooting help your team win games?"
- What are the basic parts of a jump shot?
- How can you improve your shooting skills?
- What does it take to become a good shooter?

Step 4: The Coach introduces the S4d topics, Leadership, Gender equity and inclusion through leading questions e.g.

- What is a leader?
- Who are the leaders in your basketball team? (The Coach and the captain)
- Why is leadership important in basketball?
- Who are some of the leaders in your lives?
- What do you think makes a good leader?
- What does it mean to be fair and equal in basketball?
- How can we work together to create an inclusive environment for everybody?
- Are male players better than female players?

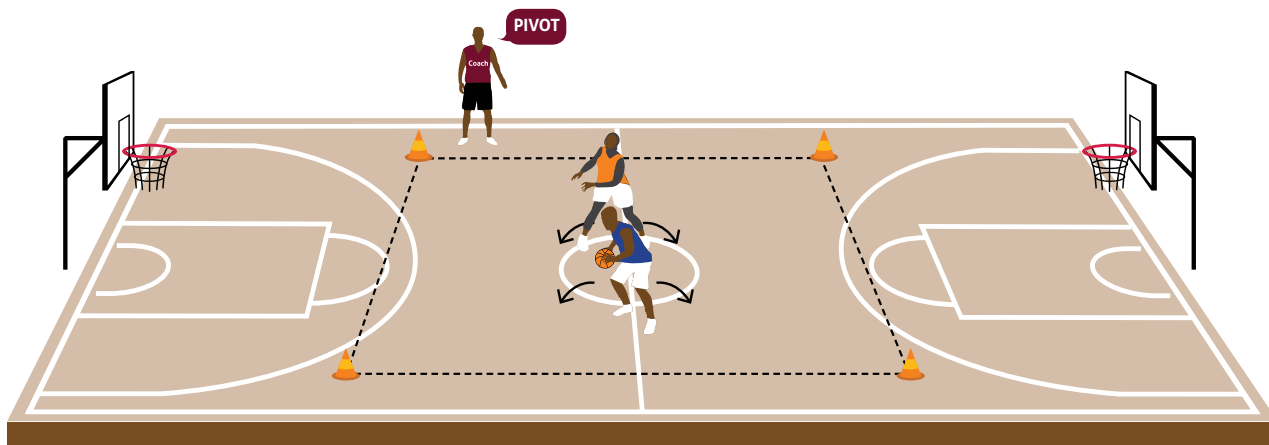
Warm - Up

Set-Up

Playing areas of 10 m X 10 m

Equipment

Balls, Cones, Bibs



Warm-Up Activity Phase

Lets play 2 Bulls in the ring!

1. In groups of 4 players make a square, 2 players in the middle. (The Bulls)
2. The two remaining players must move around the edge of the square and make chest or bounce passes to each other. (Not overhead passes)
3. The Bulls in the middle must try to intercept. This does not mean catching, even a fingertip to deflect the ball is fine.
4. If a bull manages to intercept the ball, the thrower becomes a bull, and the bull has to try and intercept.

See this clip for a variation of the game that you can adapt.

https://youtu.be/l6b7gamR16Q?si=MGsZevc8Zyprg_Zj



Warm-Up Activity Phase 2



Pivoting Drill

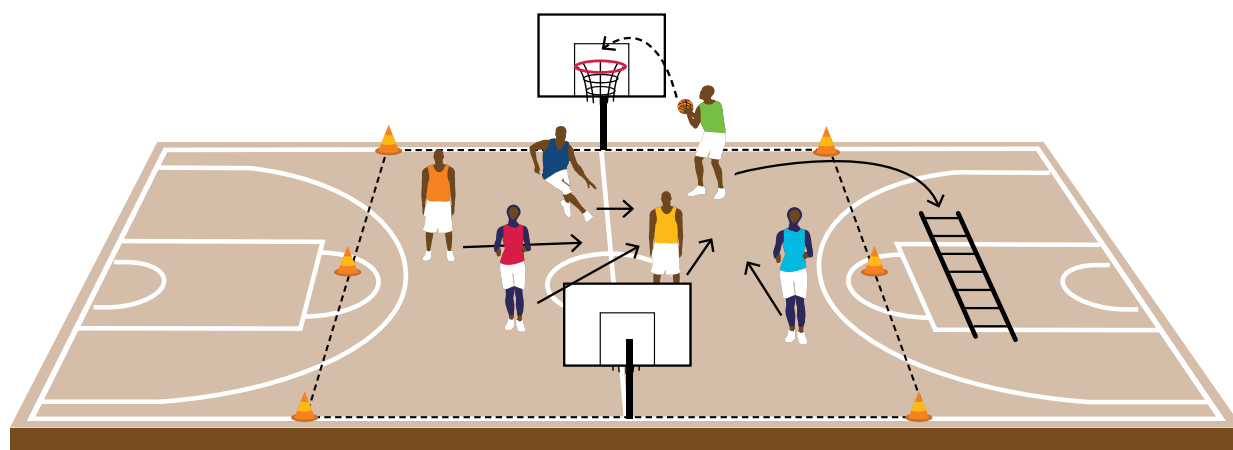
The Coach leads the players to do forward pivot movements as per the video clip below.

https://youtu.be/3GPNfqlzs9Y?si=PqT_n6JRebMQZBKo



Tips for the Coach

1. Encourage different passes (bounce pass, chest pass, not overhead pass).
2. They must keep their head up, looking at the position of the defenders.
3. Change 'Bulls' after an interception.
4. Encourage the players to be creative and see what they can remember
5. Assign "leaders" in each group. Rotate the leaders.



Activity - Phase 1

1. Set a game up 6 v 6.
2. Normal basketball rules apply.
3. When the coach blows the whistle, the players must sprint on the spot for 30 seconds. and then go through the ladders before the game starts again.

Closing Team Circle

Step 1: The Coach REVIEWS

- The session outcomes. Ask the players what they learned about leadership. Ask them to reflect on their experience being a leader during the session. Did they enjoy leading or not?
- Ask the girl leaders whether they experienced any disrespect when they played the role of leaders. Have a conversation about this if necessary.

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what could have been improved.

Step 3: The Coach FACILITATES a short discussion by reviewing the importance of leadership in basketball and in their daily lives.

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 8

BASKETBALL TOPIC: FOOTWORK (AGES 13 TO 16)

S4D Topic: Teamwork

Key Messages/ Discussion Points



Footwork

1. **Importance of Footwork:** Emphasize how strong footwork is essential for good balance, quickness, and agility on the court.

2. **Basic Footwork Drills:** Introduce fundamental drills like pivots, shuffles, and crossovers.
3. **Relating Footwork to Life:** Connect footwork to life skills like adaptability, balance, and making quick decisions.



Teamwork

1. **The Power of Teamwork:** Explain how teamwork is crucial for success in basketball and in life.
2. **Communication and Cooperation:** Highlight the importance of effective communication and cooperation among teammates.
3. **Respect and Encouragement:** Discuss the role of respect and encouragement in fostering a positive team environment.
4. **Relating Teamwork to Life:** Connect teamwork to life skills like collaboration, problem-solving, and empathy.



Gender Equity and Inclusion:

1. **Gender Equity:** Ensure that your coaching sessions promote gender equity by providing equal opportunities for all players, regardless of gender.
2. **Inclusion:** Create an inclusive environment where all players feel welcome and valued, regardless of their background or abilities.



Tips – How to Integrate Gender and Inclusion issues into your Session

1. **Inclusive Language:** Use gender-neutral language and avoid stereotypes.
2. **Equal Participation:** Ensure all players have equal opportunities to participate.
3. **Positive Reinforcement:** Provide positive feedback for all players, regardless of gender or skill level. Also, create opportunities for the players to provide feedback to each other.
4. **Address Stereotypes:** Challenge gender stereotypes and create a safe space for players to discuss concerns.
5. **Role Modelling:** Set a positive example by treating all players with respect and equality.

S4D OUTCOMES

By the end of this session, players should be able to:

1. Demonstrate improved communication skills on the court, such as calling for passes, setting screens, and giving encouragement.
2. Work together more effectively to achieve common goals, such as executing plays and defending against opponents.
3. Have increased trust in their teammates, leading to more cohesive play and better decision-making.
4. Contribute to an inclusive, positive and supportive team culture, characterized by respect, encouragement, and a shared commitment to success.
5. Show improved performance on the court as a result of enhanced teamwork and cooperation.

BASKETBALL OUTCOMES

By the end of this session, players should be able to:

1. Demonstrate improved balance and stability on the court, allowing them to move more quickly and efficiently.
2. Change direction more quickly and easily, making them more difficult to guard.
3. Make better decisions regarding their shot selection, as improved footwork will allow them to get into better shooting positions.

Opening Team Circle Time: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experience in their lives during the last week. Players (boys and girls) must be encouraged to share any experiences of harm or discrimination they may have experienced or even witnessed)

Step 3: The Coach asks leading questions to introduce the Basketball topic e.g.

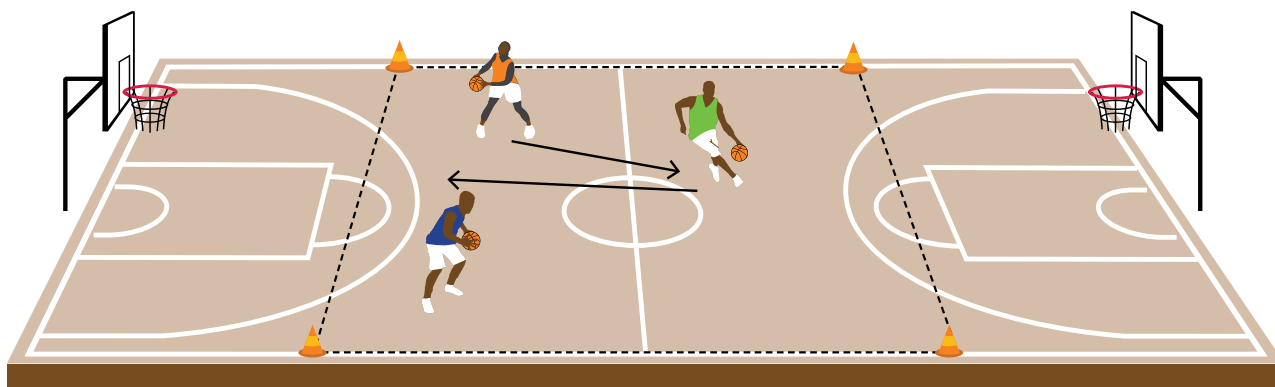
- What is the first thing you do when you step on the basketball court? (Hint: Think about your feet.)
- Why is it important to have strong feet in basketball? (Hint: Think about balance, agility, and quickness.)
- Can you name any famous basketball players known for their incredible footwork? (Hint: Think of players known for their ability to change direction quickly or score from tough angles.)
- How can good footwork help you improve your overall basketball game? (Hint: Think about dribbling, shooting, and defence.)

Step 4: The coach asks leading questions to introduce the S4D topics. E.g.

- What does it mean to be a good teammate?
- Why is teamwork important in basketball?
- How can we work together as a team to achieve our goals?
- What are some ways we can support and encourage each other?
- How can effective communication help us work better as a team?
- How can we create a welcoming and inclusive environment for all players, regardless of their gender?
- How can we create a welcoming and inclusive environment for all players, regardless of their background or abilities?
- What are some ways we can celebrate diversity in our team?
- How can we ensure that everyone feels valued and respected?



NB: We must emphasise that these are merely guidelines. These are too many to cover in one session. You can also come up with your own questions if necessary.



Equipment:

Ball, Cones, Bibs, Mat for players to stand on.

Warm-Up Activity – Phase 1: King /Queen of the ring!

1. In a big group, every player has a ball. If you don't have enough balls, some players can play without a ball and then take over the ball if they manage to intercept.
2. To win the game, you must be the last person (king or queen) in the area with your ball under control.
3. You can try to knock other people's balls out of their control.
4. They're out of the game if their ball goes out of the ring.

VARIATION

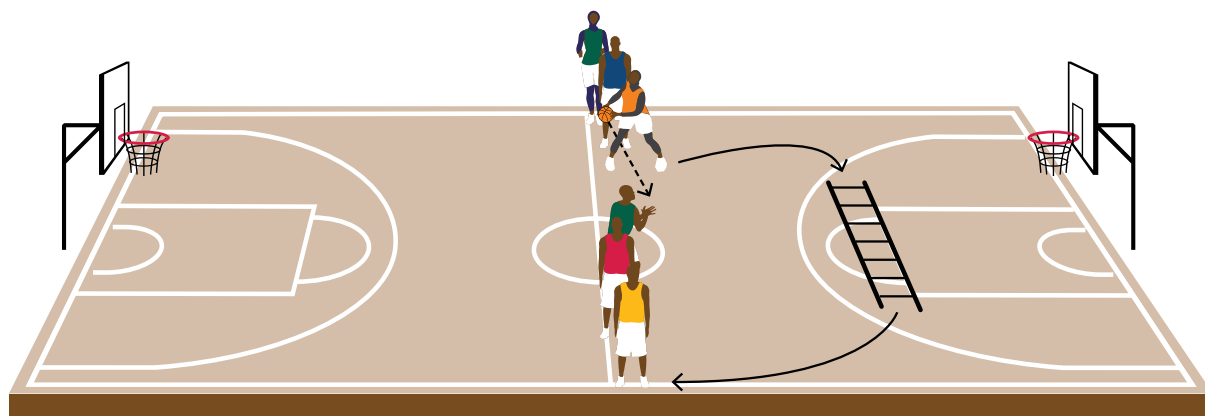
Change the rules and make it a 'right-handed' or left-handed game etc.

Phase 2**Bench ball**

1. Split the teams up and try to make 6 v 6 teams or as close as possible.
2. 1 player per team stands on a mat bench, and the remaining players are spread around in the playing area.
3. The aim is for the team in possession of the ball to throw a complete pass to their teammate on the mat. Whoever makes a complete pass can join their teammate on the mat.
4. The team without the ball must try to prevent complete passes and gain possession.
5. The game ends when the mat is filled with players. Count the number of players from each team and declare a winner.
6. The players on the mat must encourage their teammates and guide them.

**Tips for the Coach**

1. Encourage different passes to the players (bounce pass, chest pass etc).
2. Keep your head up, looking at the position of defenders.
3. Encourage players to work as a team. Give them brief opportunities to strategize how they can improve their performance.



Phase 1

1. 6 player pass and Move drill
2. 6 players, all working in a small area.
3. The ball starts with the line with 4 players in.
4. They pass the ball to the 1st player in the opposite line and immediately run through the ladders and join the back of the opposite line.
5. This continues at a good pace until all the players have had at least one turn to run through the ladders.

VARIATION

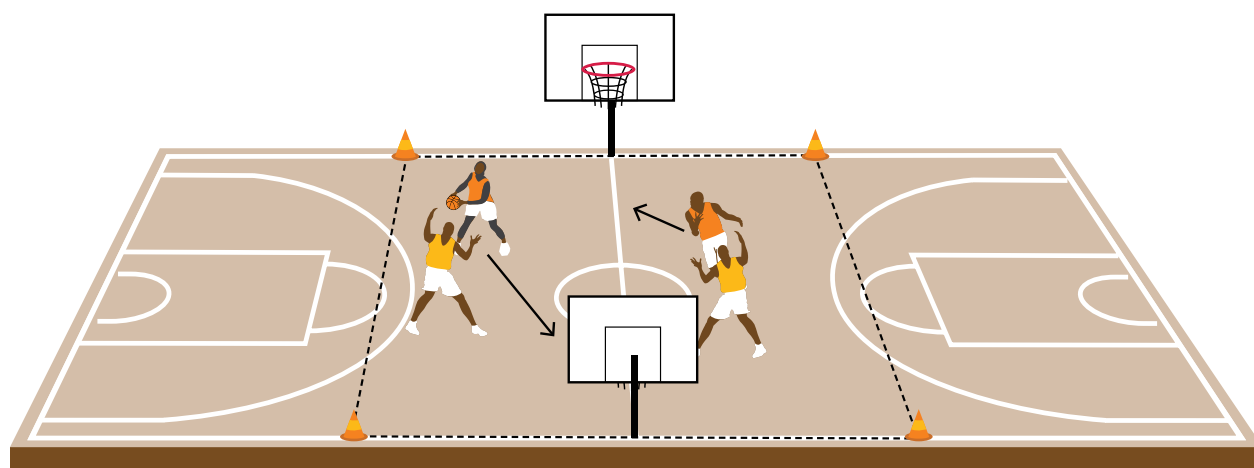
Challenge the players and ask them to go through the ladders with a different variation on where to put their feet and what sequence to use. See this clip for examples.

https://youtube.com/shorts/E89Hv1-oFQI?si=KljoVwzYg_9TP-iy



Tips for the Coach

1. Encourage speed.
2. Encourage technique and good footwork.
3. Encourage bent knees and spring off from touching the cones



Activity

1. Set a game up 6 v 6
2. Apply the normal rules of basketball.
3. To score a basket, in the build-up the players must have used footwork skills e.g. pivots, shuffles, fakes, and crossovers, before the team can score.

VARIATION

Challenge the players to discuss as a team their own 'fakes' or 'dummies' to 'sell' to their opponents.

Closing Team Circle

Step 1: The Coach **REVIEWS**

- The session outcomes.
- Ask the Players to relate what they learnt about the Basketball skills. Ask them to list a few key points about footwork.
- The link between footwork and teamwork. Were they able to improve their footwork through teamwork? How?

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what can be improved.

Step 3: The Coach **FACILITATES** a short discussion by asking them what they think they could do to improve their teamwork in the team, and how they can create an inclusive environment for players of all genders and all abilities.

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities, e.g. details of the next match or training session, and closes the session with a cheer or chant.

Healthy Lifestyle Topics

Introduction

The final two sessions relate to “Healthy Lifestyle Topics”. Sport is an effective tool to encourage young people to lead healthy lifestyles. In the S4D approach, the Coach can integrate Healthy Lifestyle messages into the sports sessions or have separate sessions, such as the ones below, focusing only on Healthy Lifestyle topics. Besides the 2 topics below, many other healthy lifestyle issues relevant to Zanzibar can be addressed. Examples include:

- Healthy Relationships
- Road Safety
- Financial Literacy
- Substance Abuse
- Care for the Environment
- Common diseases



Tips - How to Integrate Healthy Lifestyle Topics into your S4D session.

1. Don't have too much information.
2. Get the key messages across in a fun and engaging way.
3. Use a variety of methods and activities.
4. You should involve the participants in designing fun activities.

Here are some techniques that you can use in different sessions.

i. Relay Games

This is a good way to encourage teamwork, cooperation and physical activity. Players compete in teams and complete a series of tasks or activities in succession. Relay games have many variations, from basic running between points and touching objects to more creative relays carrying objects, passing on information, or doing specific sports skills like passing, catching, and jumping.

ii. Team Building Exercises

This is good for developing cooperation, communication and problem-solving skills. In promoting gender equity in Zanzibar, coaches should often use team-building exercises to ensure that males and females work together to solve challenges and work as a team. There are so many different types of teambuilding exercises. Many teambuilding activities require little or no equipment.

Here are a few good examples:

https://youtu.be/qaM_FfCPKyY?si=yxs8MrNlrM0rEtY-



iii. Role Plays

This is a powerful tool for developing social skills, empathy and problem-solving abilities amongst participants. This is particularly useful when dealing with issues of gender equity. Through role-play, participants can put themselves in the shoes of others. E.g. boys can act out the obstacles girls face in participating in sport. The coach can develop various types of role plays to deal with everyday situations young people face in Zanzibar, such as teenage pregnancy, substance abuse, youth unemployment, etc.

iv. Inclusive Activities

As indicated in other parts of this manual, inclusivity means creating an environment where everyone feels welcome. This applies to this section on Healthy Lifestyle Sessions, too. Here are a few ways to address issues of inclusivity in your sessions:

- Modify rules to accommodate different abilities.
- Use blindfolds.
- Use games that require good problem-solving and communication skills instead of physical skills.
- Similarly use activities where Players are restricted to one hand, one leg or no legs.

SESSION 9

HEALTHY LIFESTYLE TOPIC – SEX AND GENDER

Outcomes

By the end of this session, participants should be able to:

- Explain the difference between sex & gender,
- What are gender norms and stereotypes.
- Why is gender equality and inclusivity important in sport?
- How can we achieve gender equality and inclusivity in sport in Zanzibar.

SEX ≠ GENDER

Sex Male/Female

Biology

chromosomes, hormonal profiles,
internal and external sex organs

Gender Masculine / Feminine

Culture

the characteristics that a
society or culture delineates as
masculine or feminine

Background

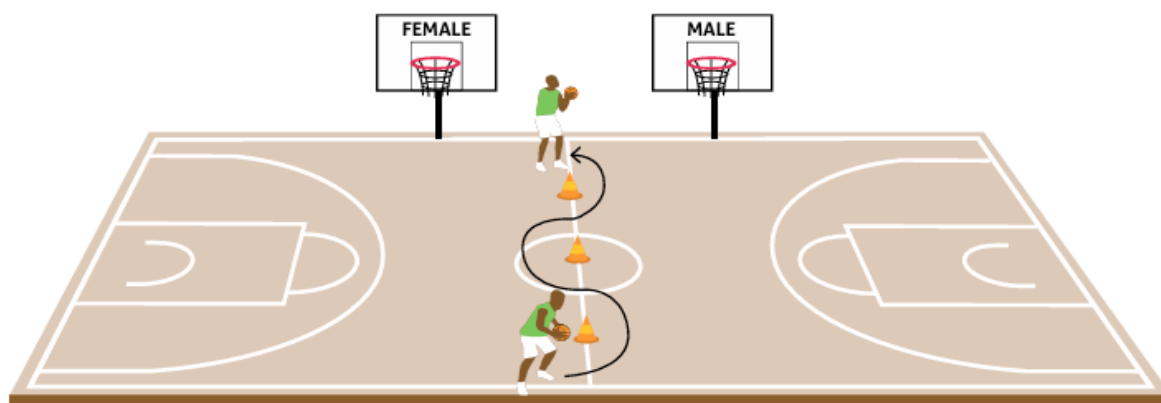
1. The term “sex” refers to the biological distinction between males and females whereas the term “gender” refers to the social differences between males and females.
2. Gender norms are a set of ideas about how each gender should behave. They are not based on biology, but instead determined by culture or society. For example, women are not better than men at doing housework, but often they are expected to perform those tasks.
3. It is important to remember that gender norms can differ from one culture to another. What may be acceptable behaviour for a male or female in Zanzibar may be unacceptable in another.
4. In some countries, gender norms can be harmful especially towards women. Women not being able to negotiate condom use for example has made them more vulnerable to HIV infection. Women not being able to acquire certain work that can improve their livelihood can make them dependent on men and unable to achieve financial independence.
5. Gender equality means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike. Gender equality is a human right. Gender equity is the process of allocating resources, programs, and decision making fairly to both males and females without any discrimination based on sex and addressing any imbalances in what is available to males and females.
6. In basketball, it is clear that men and women can play the game. However, gender norms in some countries and communities do not encourage women to play basketball.
7. Gender equality is a human right, and women and girls have a right to play basketball should they wish to do so.

Key Messages for Young People

1. Sex describes our body parts – things we are born with.
2. Gender describes what society expects of us because of our sex.
3. Gender norms can be challenged and changed.
4. We used to believe that only boys could play basketball. That gender norm has been challenged and changed. We now have a World Cup for Women’s Basketball.
5. Women and girls are often at risk when we do not have gender equality, which is a human right. They can be subject to health risks such as early pregnancy, HIV infection and injury from physical violence.
6. Women and girls who are treated equally in society to men and boys do better in education, achieve economic independence, avoid gender-based violence and avoid health risks.

SUGGESTED ACTIVITY

Gender Stereotypes (11-15 years)



Shooting competition

1. The player starts to dribble into the slalom-course when the coach shouts out stereotypes or attitudes.
2. Depending on the statement (female or male attitude!), the player has to shoot on the left or right basket.

Progression

1. Start with a shorter distance to the basket for beginners and increase the distance as they get used to it.
2. Create a competition: a right decision scores one point and a basket another point.

SESSION 10

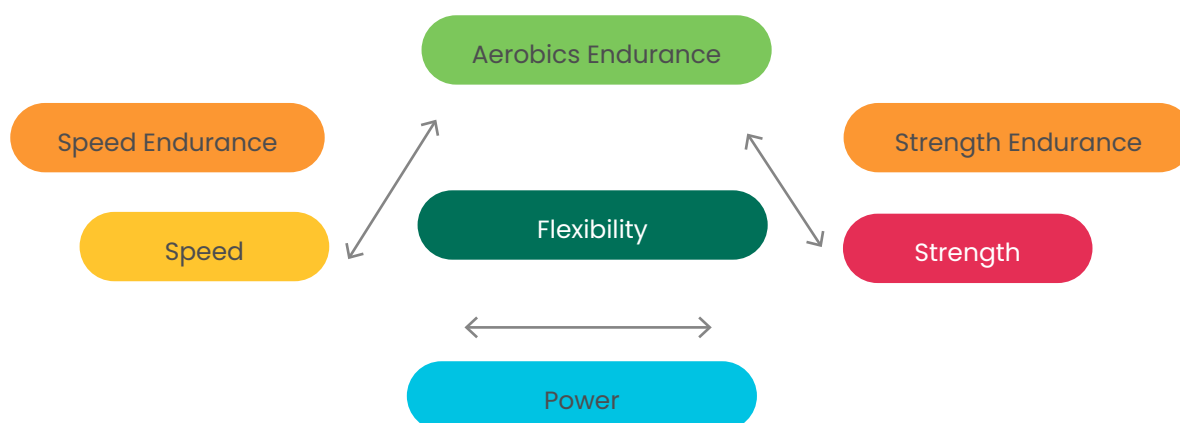
HEALTHY LIVING

The intended outcome for this theme is that young people should be able to identify factors that contribute to a healthy life versus factors that put their health at risk

Background

1. Both physical and mental health is promoted by healthy living and avoiding things that put our health at risk.
2. Factors that put our health at risk include :
 - being underweight or overweight
 - engaging in unsafe sex
 - high blood pressure
 - tobacco and alcohol consumption
 - drug abuse
 - unsafe water, sanitation and hygiene.
3. Factors that promote good health include :
 - Diet
 - Exercise
 - good hygiene

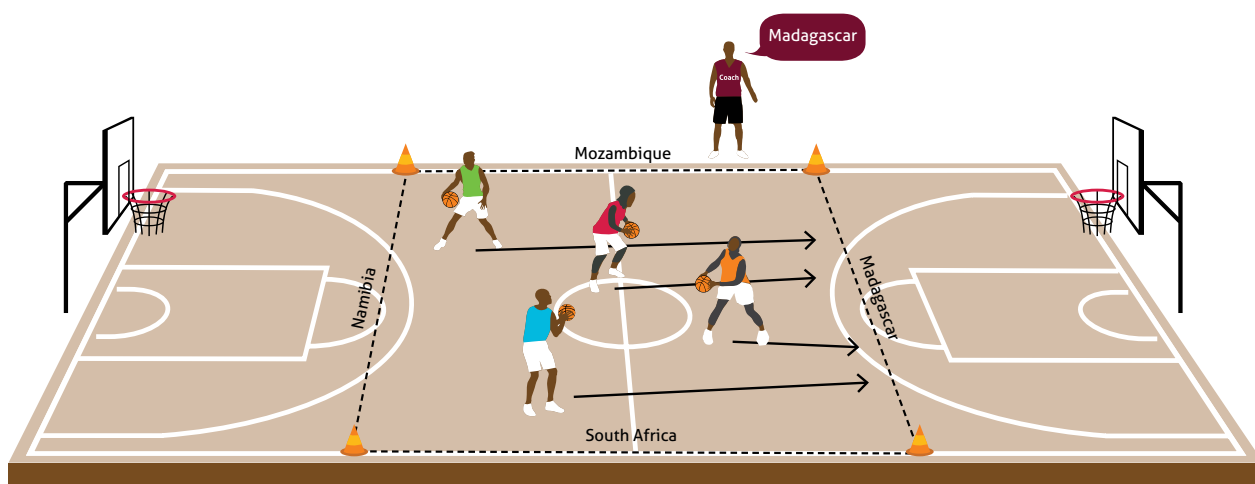
- working in a stress free environment
 - relaxation
 - getting 8-10 hours' sleep per night
 - avoiding drugs and alcohol
 - abstaining from sexual activity before marriage
 - maintaining positive relationships and practicing safe behaviours to prevent injuries.
4. Just as diet can assist the performance as well as the well-being of a basketball player, a balanced diet can also contribute to general health.
 5. Committed basketballers will want to train to improve their physical fitness but exercise can also improve our general health.
 6. People who are HIV positive benefit from both exercise and good nutrition as this improves their general health.
 7. Drinking water is also important for good health as is making sure that water we drink is safe to drink.
 8. In basketball we look to improve the fitness of players by developing the following aspects:
 - Stretching to improve flexibility.
 - Running to improve aerobic endurance.
 - Speed, agility and quickness exercises to improve speed.
 - Short sprint repetitions to improve anaerobic endurance (strength and speed endurance).
 - Body weight exercises to develop strength and poly metric exercises to develop power.
 9. Good hygiene is also important for good health helping to stop the transmission of germs.
 10. Young players are often unable to perform at their best due to infections that could be prevented through good hygiene.
 11. Good hygiene is important for every one that wants to avoid infection and to keep well.
 12. It is also highly important for people who are HIV positive as they may be susceptible to opportunistic infection.



Key Messages for Young People

1. Maintaining good health and fitness is important to a basketballer – exercise regularly, eat a balanced and nutritious diet, and maintain high standards of cleanliness. • Exercise that improves your muscle flexibility and strength and cardiovascular endurance is essential for improved general fitness.
2. Basketballers need to develop their general fitness and specific fitness for their sport which will include improving speed, agility and quickness, power, speed/strength endurance.

- We need to eat a balanced and nutritious diet that includes carbohydrates, the most effective, quickly available source of energy, by eating grain products, potatoes, vegetables and fruit. Good carbohydrates should count for 55% of the diet. Fat should not be more than 30% of the diet. The rest should be protein, a balance between animal and vegetable proteins.
- Due to sweating during basketball, the body loses fluid and mineral salts. Drinking water or diluted fruit juices are good for fluid replacement.
- Practice good hygiene - use a latrine/toilet - do not defecate in the open; wash hands with soap after using the latrine, helping to clean a young child, after touching animals, contact with soil when playing or doing chores at home and before touching food or eating.
- Consume only safe drinking water that has been collected, treated, stored and retrieved properly. •
- Keep fingernails and toenails short and clean, brush teeth every day, keep their hair clean, combed and tied back to prevent infection with lice or mites (which cause scabies).
- Make sure your clothes are washed, and bath on a regular basis. • Help keep your home, school, and basketball fields clean.



Escape from the Sea

- Mark a 15mx15m sea with cones.
- Divide the players into two teams, Dolphins and Penguins.
- The four coastlines receive different names e.g. continents, countries, cities.
- As soon as the coach calls the name of a "coastline" all the players have to run across the line as soon as possible. Which team is the fastest?
- In the next phase give each player a basketball and ask them to dribble whilst bouncing their ball.
- As soon as the coach calls the name of a "coastline" all the players have to dribble their ball across the line as soon as possible. Which team is the fastest?



Tips for the Coach

- Occasionally call a coastline that is closer to the slower children.
- Do not make the size of the sea too big.
- This can act as a warm-up activity for younger children.



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