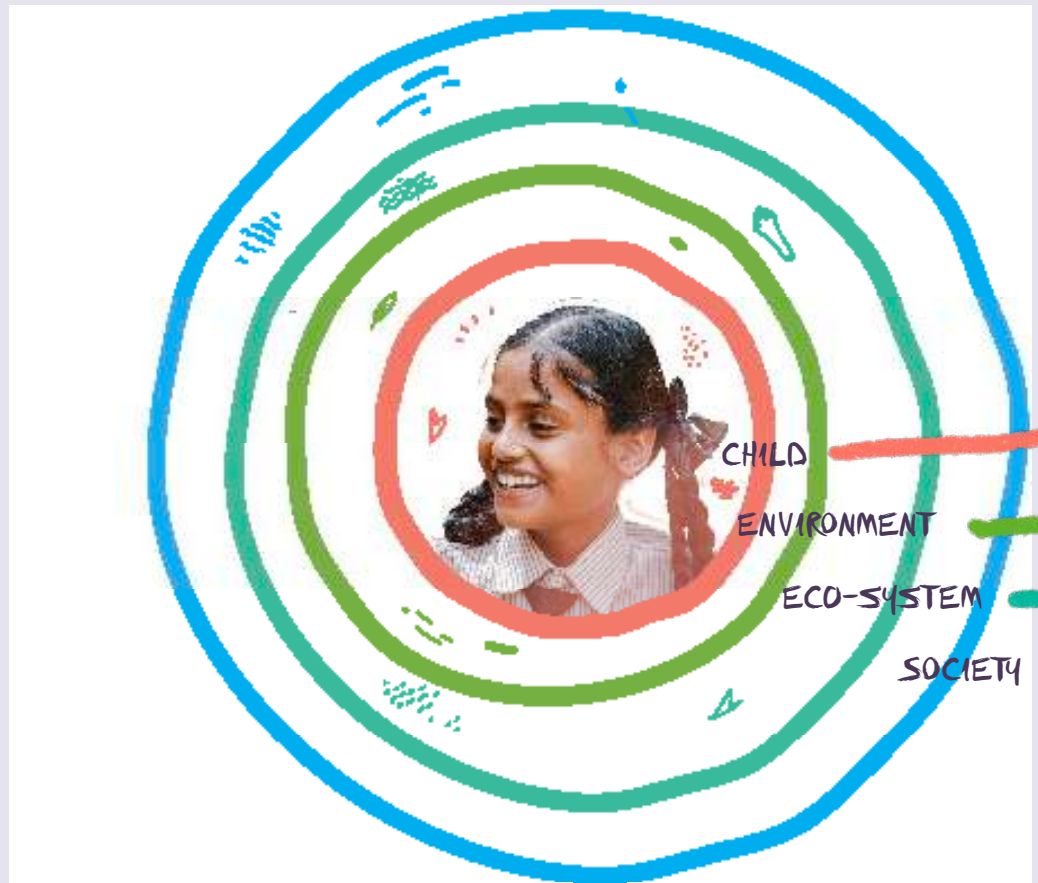


# LIFE SKILLS THROUGH SPORTS

(STANDARD 4&5)



AFTER SCHOOL  
LIFE SKILLS  
PROGRAMME



Dream a Dream is a registered, charitable trust empowering children and young people from vulnerable backgrounds to overcome adversity and flourish in the 21st century using a creative life skills approach.

# OUR APPROACH

At the centre of Dream a Dream's approach is the child. We believe that every child has the potential to overcome adversity and develop life skills.

Next, their closest influencers. A caring and compassionate adult. It could be a teacher, a parent, a facilitator, a mentor, or a volunteer.

Then, the ecosystem. This includes a supportive community of practitioners who are working towards education reform such as the government, policy-makers, administrators, and other such stakeholders.

And eventually, the society that the young person will inhabit.

## Society

We create framework changes in society by influencing policy, changing education paradigms, and by reimagining learning and redefining the purpose of education for young people to thrive in the 21st century.

## Eco-System

We invest in building evidence of the impact of our life skills programmes through quality research. The research helps us build a voice around the criticality and urgency to integrate life skills within learning outcomes. We also build a supportive community of practitioners, organisations, governments, and key stakeholders who help integrate life skills into education reform through strategic partnerships.

## Environment

We enable teachers, educators, school leaders, and youth workers to empower young people with life skills through our award-winning creative life skills approach.

## Child

We work directly with 10000 young people each year through our two innovation labs - After School Life Skills Programme and Career Connect Programme. In these innovation labs, new approaches to life skills development are introduced, demonstrated, documented and fed back into the larger framework to reimagine learning for young people in India.

FOCUS ON SYSTEMS

FOCUS ON YOUNG PEOPLE



Dream Life Skills through Football was developed by Dream A Dream and the Grassroot Soccer Research & Development team ([grassrootsoccer.org](http://grassrootsoccer.org)). Grassroot Soccer (GRS) is a non-profit organization that uses the power of soccer to provide youth worldwide with the knowledge, skills, and support to live healthier lives. The GRS Research & Development team designs innovative sport-based health curriculum, training materials, and monitoring and evaluation systems to address issues like HIV prevention, psychosocial health, peace-building, gender based violence, and more. The GRS Research & Development team has developed health education interventions in over 20 countries since 2002.

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# STRUCTURED VS. UNSTRUCTURED SESSIONS

## 1) What are “structured” and “unstructured” sessions in Dream Life Skills through Football?

**Structured sessions:** The Facilitator’s Guide outlines structured sessions that focus on building specific life skills. Structured sessions include clear activity steps, discussion questions, personal story instructions, and reflection circle prompts.

**Unstructured sessions:** Unstructured sessions are football practices that do not focus on specific life skills. This Facilitator’s Guide does not outline the steps for unstructured activities, but you should use many of the same rituals as in your structured sessions. Begin each session with Wake Up activities, conclude with a Reflection Circle, and make the most of your Caring Facilitator Time. Use kilos, refer to the Team Agreement, praise players, and utilize any tools you find useful from the structured sessions.

## 2) How should a facilitator balance structured and unstructured sessions?

Work with Dream Life Skills through Football staff, volunteers, and players to decide how you will integrate structured sessions into your schedule. You should complete all structured sessions at least once in a year.

## 3) How can a facilitator lead a Reflection circle in an unstructured session?

Praise at least one participant every Reflection circle and ask some of the following questions:

- How did today’s session make you feel?
- What did you learn in today’s session?
- What was your favourite or least favourite part of today’s session?
- Were there any conflicts in today’s session? How can the team resolve the conflict?
- Is there anything important going on in your life that you would like to share?

# SESSION STRUCTURE

## ACTIVITIES:

### PRE-SESSION (15-30 minutes)

Arrive early to the field or school before the session to organize for the session and informally interact with players.

### WAKE UP (20 minutes)

#### 1) Team Prayer

Lead a quick prayer asking for a successful and fun session and for the safety of all players, Facilitators, and volunteers.

#### 2) Team Check-in

Instruct players to quickly check-in with themselves and their Facilitator about their moods using several different, fun formats.

#### 3) Revisit Team Agreement

Review the content of the Team Agreement and the team's progression. Ask facilitators, participants, and volunteers give input on where they are succeeding in the agreement and where they are falling short.

#### 4) Warm-up

Lead a consistent series of 5 physical activities.

### LIFE SKILLS (45 minutes)

- Facilitate scripted activities focused on developing healthy behaviours related to one targeted life skill.
- Note that each Life Skills activity includes activity steps, discussion questions, and a space for facilitators to prepare personal stories to share with the participants.

### WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

### FOOTBALL (20 minutes)

- Play football games incorporating "Street Football" rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.



## **COOL-DOWN** (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## **REFLECTION CIRCLE** (20 minutes)

- Lead a discussion on key messages. Ask players for feedback on what they learned during the session and how they can connect lessons to real life.
- Address any conflict that occurred during the session and how the team can resolve it.
- Praise a player for at least one strength he or she demonstrated during the session.

## **Dreamwork**

Give Dream Life Skills through Football players from Grade 9 & 10 a short activity to complete in the community.

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
  - Instruct players to lead the biggest kilo of the day!
3. Dream Cheer
  - Instruct players to choose one positive word from the session and cheer it as a team.

## **POST-SESSION** (15-30 minutes)

- 1)Snack
- 2)Attendance
- 3)Caring facilitator time

Informally interact with the participants to build personal connections.

# CARING FACILITATOR TIME

1. Dream Life Skills through Football Facilitators arrive at least 30 minutes before sessions begin and stay for at least 30 minutes after a session ends. Facilitators have specific tasks to complete during this time, such as organize materials, coordinate with volunteers, taking attendance, and distributing snacks.
2. Dream Life Skills through Football Facilitators also use this time as “Caring Facilitator Time.” Caring Facilitator time provides valuable opportunities to build meaningful relationships with players and to engage them in vital conversations.
3. Here are some suggestions of ways to maximize the impact of your pre- and post-session time:!
  - Engage players in one-on-one conversations. Players often feel uncomfortable sharing personal stories in the large group and will feel more comfortable in a one-on-one conversation.
  - Provide one-on-one praise. You may not always have time to praise all your players during the sessions. Use this time to give unrushed, meaningful praise. Identify strengths. Ask questions to get to know players’ abilities, interests, and goals for the future. Discussion on simple things, such as a player’s favourite football team or favourite subject in school can be very important to players when it comes from their Facilitator.
  - Support players that display behavioural problems, appear vulnerable, or show a change in behaviour. Encourage players to talk to you about anything that is troubling them. Remember, you don’t have to fix their problems, but you can listen, provide advice, and link your player to local services, if necessary.
4. Caring Facilitator Time will be the most meaningful part of the day for many players.

**Facilitator’s Tip:** Take this time seriously, but remember to have fun and enjoy spending time with your players!

# USING THE FACILITATOR'S GUIDE

## Learning to use the guide

- Make sure to read through each practice twice, a day before, so that you are properly prepared.
- Use your guide while you work with young people and look out for the different pieces of the Facilitator's Guide explained below:

## Activities

### Major steps

- Instructions you **READ** to yourself
- Things you **SAY** to the participants
- Responses you might **HEAR** from the participants

## Review

Key messages that participants should always remember.

Categories, Prompts, Statements – these are statements that you must read aloud for the children.

**Tips:** Useful advice for you, the facilitator!

# 1) TEAMWORK

## LEARNING OUTCOMES:

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

- Describe Dream Life Skills through Football and what it means to be a team member
- Name all the rules in their Team Agreement
- Explain the importance of the Team Agreement

## Materials:

- Flip chart paper (or smaller paper)
- Markers

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- Team Agreement (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (25 Minutes)

#### 1. Team Prayer

**Facilitator's Tip:** Religion plays an important role in the lives of Dream Life Skills through Football players, Facilitators, and volunteers. The Opening Prayer and Closing Prayer allow all team members to integrate their faith into their Dream Life Skills through Football team and feel that their religious identities are respected and encouraged.

- Instruct players of all different faiths pray to ask for safety and fun before and after all of our sessions.
- Explain that everyone should feel comfortable and safe and pray in his or her own way.

Use some of the following Team Prayer formats:

- Facilitator leads prayer.
- Player leads prayer.
- Players silently pray by themselves.
- Players form groups of 3-4 and conduct their own prayers.

**Facilitator's Tip:** Differences are a reason for celebration, not conflict! Many communities have players of different religions. Lead prayers in each different religion or a lead a general nondenominational prayer. Use your knowledge of your players and your community to make the Team Prayer work best for your team.

## 2. Team Check-In

- Explain that it's important for players to recognize their feelings before starting Dream Life Skills through Football session.
- Through a quick "check-in" activity, you should acknowledge and help players accept their feelings in healthy ways and avoid expressing their emotions through negative means such as bullying or self-destructive behaviour.
- Use some of the following Team Check-In formats **(For Additional Team Check-In questions please refer to Appendix 1. As per the activity themes, different check-in questions have been given)**

-Players say one word to describe their feelings.

-Players hold up 1 to 5 fingers, based on their mood.

-Players scream according to their mood: Loud if they are feeling good, quietly if they are feeling bad.

-Players use their thumbs like the gauge on a petrol tank to show how they are feeling.

-Players silently make a face over-exaggerating a feeling.

-Players silently act out a feeling.

-Players name a colour that represents their mood.

-Players name an animal that represents their mood.

**Facilitator's Tip:** Young people are very volatile, so it is completely normal for the same player to feel great one day and terrible the next. Identify any players that consistently check-in with negative feelings. Talk to these players one-on-one to provide additional support or to refer them to available services.

## 3. Revisit Team Agreement (Skip for session 1)

- Bring a copy of the Team Agreement signed by all team members to every Dream Life Skills through Football session so you can check-in.
- Explain that the Team Agreement serves as a contract for all Dream Life Skills through Football players, Facilitators, and volunteers to ensure everyone feels safe and supported and has fun.
- Ask players where the team has followed the Team Agreement where they have failed, and where the contract needs to be modified.

**Facilitator's Tip:** To build a feeling of collective responsibility, use terms such as "us", "we" and "together" and void individualistic terms such as "I", "me", "you", and "they". Emphasize that the entire team succeeds or fails as a singular unit.

## 4. Warm Up

- Every practice, lead players through a body and mind warm-up through a consistent set of physical exercises.
- Explain that the warm-up allows all players, regardless of strength or talent to recognize their improvement from week to week.
- Take the time in the first few sessions to thoroughly review the proper steps to each exercise. The warm-up will get easier and quicker each session. Work with players one-on-one to help them with the warm-up exercises if they have difficulty.

**Facilitator's Tip:** Praise progress! Recognize and acknowledge players' improvement in the warm-up as they progress through Dream Life Skills through Football.

### 4.1 Power Skips

- Explain that participants should jump as high as possible, alternating legs, and using their arms to help drive their jumps.
- Instruct participants to line up and Power Skip for 10-15 metres, then turn around and Power Skip back.

**Facilitator's Tip:** Make sure participants are driving up with their opposite arm from the leg they are jumping from.

### 4.2 Static Jumps

- Explain that participants should stand with their feet hip-width apart, slowly bending their knees, then jump as high as they can while tucking their knees to their chest.
- Instruct participants to complete 10-15 jumps.

**Facilitator's Tip:** Make sure participants use proper form and land softly before starting the next jump.

### 4.3 Side Bumps

- Make 2 lines of 4-5 cones, about 5 metres apart. Instruct participants to line up in 2 single-file lines, 5 metres apart.
- Instruct participants to run in pairs, (one from each line) to the cone and side-shuffle into the middle and jump, gently bumping shoulders. Repeat at every cone.
- Instruct each pair to go through the course once.

**Facilitator's Tip:** Participants should make firm contact but not knock each other over.

### 4.4 High Knees and Butt Kickers

- Instruct participants to form two single-file lines.
- Instruct participants to jog (in their lines) bringing knees as high as they can for 25 metres. Participants then jog, bringing their feet to their butts for 25 metres.
- Instruct participants to repeat this twice.

**Facilitator's Tip:** Encourage participants to do this faster as they improve.

## 5 Forward Planks

- Instruct participants to lie facing forward, supporting their upper body with their forearms and lifting their upper bodies, pelvis, and knees off the ground. Explain that their head should be in a straight line with their feet.
- Instruct participants to hold the pose for 30 seconds.

**Facilitator's Tip:** Increase the time the participants hold the pose as they improve.

# 1) TEAM AGREEMENT (45 MINUTES)

## 1. Introduction to Dream Life Skills through Football

Welcome the players and get them excited about Dream Life Skills through Football.

- In Dream Life Skills through Football, we use football as a way to stay strong and learn life skills.
- Dream Life Skills through Football is different than school. We will have fun, talk about what is really happening in our lives, and work to find answers together.

**Facilitator's Tip:** Encourage players that are already involved in Dream Life Skills through Football to help explain what Dream Life Skills through Football means to them.

- Introduce the Dream Life Skills through Football terms 'kilo', 'yebo', and 'sisonke-simunye'.

## 2. Explanation & Instructions

What does a professional football player do when s/he comes to a new team?

--> Signs a contract.

What is a contract?

--> An agreement

--> Sets clear expectations.

- You are now joining the Dream Life Skills through Football team and we will all create and sign the Dream Life Skills through Football Team Agreement. The Team Agreement is like a contract because it is a set of rules that all Facilitators, players, and volunteers agree to follow at all times in Dream Life Skills through Football.
- The Team Agreement allows everyone on the team to feel safe, comfortable, and willing to participate.
- We will revisit the Team Agreement every session to mark our progress. We are also able to change the Team Agreement at any point.
- Make a list of several rules to include in the Team Agreement. Write down 5 to 6 rules that the team agrees on.

**Facilitator's Tip:** You can suggest rules, such as: No put-downs of yourself or others; participate fully; respect each other; be on time; ask lots of questions; have fun!

- Invite players, Facilitators, and volunteers to sign the Team Agreement. Explain that, if they decide to sign the Agreement and join the Dream Life Skills through Football team, they agree to follow the rules in the Team Agreement at all times.



- Invite participants, facilitators, and volunteers to sign the Team Agreement and welcome them to the Dream Life Skills through Football team!

**Facilitator’s Tip:** Encourage Grade 9 and 10 players to take leadership roles, such as leading warm-ups, activities, and discussions.

**Facilitator’s Tip:** Use the Team Agreement throughout your programme to encourage positive behaviour.

### **Personalize**

Share a personal story about a team you have been a part of. What impact did the team have on you? How did teammates treat each other? What did you learn from your team?

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### **Review**

1. Dream Life Skills through Football is a team of young people, Facilitators, and volunteers that are dedicated to football and making a change.
2. The Dream Life Skills through Football Team Agreement is a set of rules to follow at all times in Dream Life Skills through Football.
3. All team members agree to follow the rules in the Team Agreement.

### **WATER BREAK (5 Minutes)**

During the water break, take the time to talk to your players and praise them!

### **FOOTBALL (20 minutes)**

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

### **COOL-DOWN (5 minutes)**

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## REFLECTION CIRCLE (20 minutes)

First ask *What Happened?*

What happened in the activity?

Who all liked it? Who did not like it?

Do you think this kind of an agreement is helpful?

### *So What?*

How did it feel to join the Dream Life Skills through Football team?

How did the Team Agreement help our team today?

### *Now What?*

How can the experienced Dream Sport players help the new players?

How can you share what you learn in Dream Life Skills through Football with friends and family members?

## WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
  - Instruct players to lead the biggest kilo of the day
3. Dream Cheer
  - Instruct players to choose one positive word from the session and cheer it as a team.

## POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Informally interact with players to build personal connections.

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

## 2) RELATIONSHIPS & COMMUNICATION

### GOALS:

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

- Name 2 pieces of personal information about their Facilitator
- Describe why they are dedicated to Dream Life Skills through Football
- Describe 1 way that they are resilient

### Materials:

- Prepared Facilitator's Story

### Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- Facilitator's Story (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

### ACTIVITIES:

#### PRE-SESSION (15-30 minutes)

- Prepare
- Caring Facilitator Time

#### WAKE UP (25 minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

#### FACILITATOR'S STORY (45 minutes)

1. Introduce the term "resilient"

- Bounce a football and a book on the ground and ask players to describe what happened to each object.
- Describe what it means to be “resilient”

--> Being resilient means staying strong and bouncing back/ coming back from challenges. Just like a wound heals and then the wounded area comes back to normal. Or when you fall sick for a while, and then your body returns to normal.

--> Challenges can be many in life, like losing a job, or failing in exams, having to work to support the family at a young age, financial problems etc.

--> Talk to people you trust for advice and support when you face a challenge.

--> We are going to learn ways to be resilient in Dream Life Skills through Football!

## 2. Tell your story

- Explain that you are now going to tell the players about the choices you have made in your own life to stay strong and why you are dedicated to Dream Life Skills through Football.

**Facilitator’s Tip:** Share the truth from your own experiences. Make it real. Facilitator’s Stories are often very sensitive and private so you may want to use fake names of people in your story.

- Write answers to the following questions on the next page to help guide you.

**What’s your name? Where you are from?**

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**How has football (or sport) affected your life? (Teams you support or played for, achievements in football, people you know who love or play it.)**

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**How have you been resilient and bounced back from a challenge?**

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**Who is a role model that has had a positive impact on your life?**

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How has Dream A Dream affected your life?

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What excites you about your Dream Life Skills through Football team?

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- Ask the players to get comfortable so that they can listen to your Facilitator’s Story for 5 minutes.
- Tell your Facilitator’s Story.

**Facilitator’s Tip:** Practice sharing your Facilitator’s Story before delivering it to your players. Don’t just read from the Facilitator’s Guide; make it seem natural and meaningful.

**Review:**

- I am a member of the Dream Life Skills through Football team and I have experienced many of the same challenges as you.
- I am dedicated to Dream Life Skills through Football and I will always be here for you.
- You can all be resilient and bounce back from challenges.

**WATER BREAK** (5 minutes)

During the water break, take the time to talk to your players and praise them!

**FOOTBALL** (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

## COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## REFLECTION CIRCLE (20 minutes)

First ask *What Happened?*

- What was the most meaningful part of today's practice to you?
- What did you like most about this session? What didn't you like?
- Why do you think I have told you this story?

*So What?*

- Why are you dedicated to Dream Life Skills through Football? How has Dream Life Skills through Football impacted your life?
- How did you feel listening to my story?

*Now what?*

- Can you find similar challenges in your life?
- How are you resilient? How have you bounced back from challenges?
- Does anyone have questions about me or my Facilitator's Story?
- If you want to ask me more questions about my Facilitator's Story, we can talk about it any time before or after the session.

## Dreamwork

Find an example of a character being "resilient" in TV, movies, or literature. (This is a character that has bounced back from a difficult situation.) How are you similar to the character? How are you different?

## WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 3) HEALTHY RELATIONSHIPS & COMMUNICATION

## GOALS:

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

- Describe instructions in their own words.
- Ask clarifying questions if they don't understand the instructions.

## Materials:

- 8-12 cones
- 1 football
- Bibs for half of your players

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- Head/Catch (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (25 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

# HEAD/CATCH (45 minutes)

## 1. Explanation & Instructions

Listening to instructions is an important skill that will help you in school, work, and other areas of your life. Today we are going to play some games to exercise your listening skills.

Demonstrate how to head the ball:

- Keep your eyes open.
- Connect with the ball where the hair meets the skin on your forehead.
- Swing your arms towards your chest for more power.

Explain the rules:

- I am going to throw you the ball and say either “head” or “catch”.
- If I say “head”, head the ball back to my hands.
- If I say “catch”, catch the ball and throw it back to me.
- Listen carefully to my instructions!

## 2. Play

- Play one round just for fun.
- Play another round where participants are eliminated if they make a mistake.

**Facilitators Tip:** Throw the ball slowly with two hands and say “head” or “catch” BEFORE you throw the ball.

## 3. Play With Opposite Instructions

- We are going to play again, but this time, you will head the ball when I say “catch” and catch the ball when I say “head.”
- Listen very carefully this round!
- Play several rounds until there is a winner.

### Personalize

Share a personal story about a time you listened to instructions. Was it difficult? Did you ask questions? Did you help anyone else understand the instructions?

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## Review

1. Listen carefully to instructions in school, sports, or at home.
2. If you don't understand instructions, ask for help.

## WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

## COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## REFLECTION CIRCLE (20 minutes)

### What Happened?

- How many of you enjoyed the activity?
- Was it easy / difficult? Why?
- Where there any instructions that you did not understand in today's session?
- What can you do if you don't understand instructions?

Ask for help! It's okay to ask a parent, teacher, or Facilitator to repeat instructions or to clarify instructions.

- Why was it important to listen in this game?

### So What?

1. Why is communication important in life?
- How did you feel when you could/could not understand instructions?
  - When did you need to listen to instructions in today's session?

### Now what?

- What advice would you give to a younger brother or sister about listening to instructions?
- When is it important to listen to instructions in life?

## WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 4) STRONG SELF & SUPPORTING OTHERS

## GOALS:

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

- Describe the 2 benefits of supporting others.
- Describe the 2 benefits receiving support.
- Name 3 ways they can support others in their lives.

## Materials:

- 4-12 Cones

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- Freeze Tag (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

## FREEZE TAG (45 minutes)

### 1. Set Up

Set up a field about 30 metres x 30 metres

### 2. Explanation & Instructions

- Gather the participants in one area. Ask for 5 volunteers to be the “freezers” or participants that will be tagging other participants. Give these participants bibs or some other material so they are easily recognized.

In this game, we will have three “freezers” trying to tag all the other participants. If a “freezer” tags you then you become a frozen ice cream. You cannot move after a “freezer” touches you; you must pretend you are slowly melting in the sun!

**Facilitator’s Tip:** Make sure the freezers don’t push or tag other participants too hard.

- Demonstrate how to “melt” like an ice cream.

### 3. Play with 5 Freezers

Play several rounds until all the participants are frozen ice creams. Switch the “freezers” after each game so the other participants can be the “freezers”.

### Discussion

How did it feel getting “frozen” by the “freezers”?

### 4. Play with 5 Insulters and 1 Supporter

- We are going to play again, but this time the “freezers” are now “insulters” and represent someone who is making fun or insulting others. When they tag you, pretend you have been insulted. Fake cry, pout or sulk to show that you have been tagged!
- There will be one participant that has the power to “unfreeze” you. If you are “frozen” and the “unfreezer” or “supporter” tags you then you are back in the game!

**Facilitators Tip:** Make sure the Freezer/Insulter does not actually make fun of other participants. They should just be tagging the other participants!

- The Supporter and Freezers cannot tag each other.

### Discussion

- How was the game different when you had just one person helping to support everyone?  
--> We were able to get back into the game
- How did it feel to have someone support you after being tagged by the insulters?
- How can you support someone who is sad or feeling down?

5. Play with 5 Insulters and everyone else a Supporter:

Pick new participants to be the “Insulters”.

- We are going to play one last round. This time, you all have the power to support each other.
- The “freezers/insulters” still represent someone who is making fun of you and can tag anyone to freeze them.
- Anyone who is not frozen can tag a frozen participant to unfreeze them.

Play several times and change the “freezers/insulters” after each game!

### Discussion

1. How was this round different then the others?
  - We could all support each other.
  - We didn’t stay frozen for long.
2. How did it feel to get tagged back into the game by the supporter?
3. How did you know someone needed support in this game?
4. How do you know someone needs support in life?
  - Bad news, trouble at home, being sick.
5. What are some ways that you can support your friends when they feel badly?

### Personalize

Tell participants a time that you stood up for a friend and supported them through a tough time.

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### Review

- In life there will always be “insulters” and “supporters”.
- Be a strong supporter to your friends during the good time and bad times.
- Ask a friend for support when you are feeling down.

### WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

### FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

## **COOL-DOWN** (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## **REFLECTION CIRCLE** (20 minutes)

- Did anyone ask for support during today's session? Who did you ask and why?
- How can you let a friend know you need support?
- Why can it be difficult to ask for support?
- Can anyone tell us about a time that they supported a friend or family member?

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 5) STRONGER SELF & SUPPORTING OTHERS

## GOALS:

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

- Describe a healthy peer relationship
- Name 1 healthy peer relationship in their lives
- Describe the importance of communication in a healthy peer relationship

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- My Supporters (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

\*For same-gender groups (All boys or All girls), please refer to Appendix 2A)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (25 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

### MY SUPPORTERS (45 minutes)

1. Play for fun
- Ask 8 to 10 participants to form a small circle around one volunteer in the middle.
- Instruct and demonstrate to the participant in the middle on how to lean:

- > The person in the middle of the circle is the “Leaner”
  - > Stand with your arms across your chest and feet together.
  - > Stand “stiff like a tree, not soft like a snake”.
  - > Trust your supporters and lean on them. They will not let you fall!
- Instruct and demonstrate to participants on the outside how to support the Leaner:
    - > The people on the outside of the circle are the “Supporters”
    - > Stand close to each other with one foot towards the middle of the circle. Put one foot back, and bend your knees.
    - > Put your hands at chest height, palms up.
    - > Gently support the leaner and guide him/her back to the middle.
- Explain the rules:
    - > Pay close attention to the rules of this game so you can have fun and so that nobody gets hurt.
    - > The Leaner will fall against the Supporters, who will use their hands to gently keep the Leaner from falling.
    - > Supporters will gently pass the Leaner between them for about 10 seconds.
    - > Everyone will get a chance to be a Leaner.
    - > Before falling, the Leaner will ask the Supporters the following questions.
      - Leaner: “My Supporters, are you ready?”
      - Supporters: “Yebo!”
      - Leaner: “Can I fall?”
      - Supporters: “Yebo!”
    - Separate participants into groups of 8 to 10 and let them play the game on their own. Check in with each group to emphasise safety.

## Discussion

- How did it feel to be a leaner?
- How did it feel to be a supporter?
- Why is communication important in this game?

## 2. Play supporting a friend

- Bring the original group of 8-10 volunteers in front of the group.
- Ask participants to name their supporters in life and assign names to the supporters as they answer. (Examples: friend, team mate, parent, DaD Facilitator, etc.)

## Discussion

- How can each of these people support the Leaner? (Get at least one example for each Supporter)
- When do we need support in life?
  - > During the bad times, like when you are sick, sad, or scared.
  - > During the good times, like when you are feeling happy, accomplish a goal, or feel like laughing.



- > What makes a strong supporter in life?
- > What are some things a strong supporter will NEVER do?
  - Pressure you to do things that could harm you.
  - Insult you, abuse you, or make you feel bad about yourself.
  - How can you make sure you get support from your supporters?
  - Tell them when you need their support!

## Personalize

Tell a personal story of a time when you needed a supporter. Why did you need support? Who is your supporter? How did he or she support you? How did the support make you feel? How was communication important to getting support?

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## Review

- In life, we all need supporters.
- A strong supporter is always there for you in the good times and the bad times.
- It is important for supporters to communicate.

## WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

## FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

## COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## REFLECTION CIRCLE (20 minutes)

- How did you support each other in today’s session?
- How have you supported a friend in life? Can anyone share a story?
- When can it be difficult to support a friend?
- Does anyone have a story about a strong supporter they would like to share with the team?

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 6) STRONG SELF & SUPPORTING OTHERS

## GOALS:

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

- Explain 2 benefits of supporting one another
- Describe 2 ways they can support someone
- Name someone they can go to for support

## Materials:

- 4-8 cones
- 1 football
- 3 bibs or jerseys for the hungry monkeys

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Hungry Monkeys (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

\*For same-gender groups (All boys or All girls), please refer to Appendix 2A)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

## Hungry Monkeys (45 minutes)

### 1. Set Up

Set up a field approximately 30 metres by 30 metres.

### 2. Explanation & Instructions

- Bring the whole team together to explain the rules.
- Ask for 3 volunteers to be hungry monkeys to start the game. These monkeys will represent a difficult situation or a tough time in life.

- > Everyone else on the field is going to try to keep the hungry monkeys from getting the banana ball!
- > The participants must try to keep the ball away from the monkeys by throwing it to one another.
- > The monkeys are trying to steal the banana ball by touching the participant/human who has the ball gently on one of their shoulders.
- > The monkeys can also steal the banana ball as it is getting passed from participant to participant.

**Facilitators Tip:** Have the hungry monkeys pretend to be monkeys to make the game more fun!

- > Monkeys cannot swat or aggressively tag participants with the ball.
- > Try your best to not let the monkeys tag you while you have the ball or steal it as it gets passed around.
- > We will count how many times you can successfully pass the ball from participant to participant without being tagged or having the ball stolen by the hungry monkeys!
- > You are not allowed to move at all in the first round!
- > Spread out around the field and then freeze in one spot. Pretend you are stuck in cement!
- > Your team will have to start your pass count over if you move from your spot.

**Facilitators Tip:** Make sure that all the participants are evenly spread out around the field. It should be difficult for them to connect passes but not impossible. Use your best judgment to space out the participants and to decide how many hungry monkeys there should be in the game!

### 3. Play the 1st round with no support!

Do not give the participants any time to come up with a strategy.

**Facilitators Tip:** Make sure participants are not moving to support each other. Have the participants count the number of times they are able to successfully complete a pass (1, 2, 3...) Encourage them to beat their last score.

### Discussion

- How did the game go? What was difficult about it?
- What do you think would have made the game easier or allowed you to avoid the hungry monkey (tough situations)?

Moving and working to support one another!!!

#### 4. Explain 2nd round, being able to move

Switch the hungry monkeys with 3 new participants.

- In the second round, you are encouraged to move to help your teammates!
- The participant with the ball is only allowed to take 5 steps when s/he has the ball.
- Before we start, discuss what your team can do this round to make more passes and avoid the hungry monkeys.
- Decide on some positions and come up with a strategy.

#### 5. Play 2nd round with participants moving to support

- Encourage participants to move around!
- Ask them to communicate with each other and find ways to help each other out when they are in trouble!

**Facilitator's Tip:** You might need to demonstrate to the participants some ways they can move to support each other. Give them hints if they are struggling to connect passes!

#### Discussion

- > What happened that in that round? Was it easier to avoid the hungry monkeys?
- > Why was movement and effort so important in this game?
  - It allowed the participants to better support each other.
  - The participant with the ball could move towards support and the participant without the ball could come to help.
- > How did you support each other in this game?
  - By communicating, running to the participant that needed help, etc.
  - Why is it important to support each other in life?
- > It makes everyone's life easier, gives people help during tough situations, makes them feel like they are not alone, etc.
- > What are some things that you can do to support people you care about in real life?
  - Go visit someone you know is having a tough time, ask someone if you can help when they look sad, be willing to listen when someone comes to you with a problem!

#### Personalize

Share a personal story about a time you supported someone you cared about (teammate, friend, and sibling). How did it feel? What advice can you give your participants?

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## Review

- Everyone needs support.
- Support each other during the good times and the tough times.

- **WATER BREAK** (5 minutes)

During the water break, take the time to talk to your players and praise them!

## **FOOTBALL** (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

## **COOL-DOWN** (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## **REFLECTION CIRCLE** (20 minutes)

- How did it feel to give support to your teammates today?
- Who are some people you can always go to for support?
- What are some things you can do to show your support to someone?
- Who do you support in life? How do you support them?

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator’s Tip:** See the “Caring Facilitator Time” section at the beginning of the guide for instructions!

# 7) STRONGEST SELF & SUPPORTING OTHERS

## GOALS:

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

- Define “strengths.”
- Name one of their own strengths.
- Name one way they can use their strengths to stay healthy and strong.

## Field:

Set up the Healthy & Unhealthy Relationships activity cards

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- Strengths Circle (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (25 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator’s Tip:** See Session 1 for instructions!

## Strengths Circle (45 minutes)

### 1. Explain the game

- In My Supporters, we learned about supporting others. Now we are going to talk about ways to support yourself.
- Ask participants:
  - > What does it mean to be “strong”?
- To be able to face difficult situations.
- To be able to stand up for yourself.
- > What is a strength?
- Strengths are things you do well, enjoy doing, or learn quickly.
- We all may be different, but everyone has strengths!
- > Why is it important to recognize your own strengths?
- In life, we don’t always have supporters to recognize our strengths, encourage us, and praise us.
- You are your most powerful supporter! You can always count on yourself.
- Recognizing your strengths encourages you to stay positive and avoid negative behaviour.

**Facilitator’s Tip:** A strength doesn’t have to be something you do better than anyone else! A strength can just be something you like doing. For example, Bobby likes to sing and he always sings while he walks. He hasn’t been trained at singing and his sister tells him he’s not good at it. However, he enjoys it and it’s something that makes him unique. Singing is one of Bobby’s strengths!

- Give some examples of strengths:
  - > Activities: Sports, school, drama, music, religion, art, poetry, games, etc.
  - > Personality traits: Being caring, supportive, a good listener, hard-working, enthusiastic, optimistic, friendly, motivated, compassionate, eager, thoughtful, honest, etc.
  - > Skills: Fixing things, solving problems, making friends, having fun, making the best of every situation, etc.
- Explain and demonstrate the rules of Strengths Circle:
  - > You will be matched up with a partner. Discuss some of your own strengths and give examples.
  - > Listen closely to your partner because you will describe his or her strengths to the whole group.
- Instruct participants to discuss their strengths in partners. Visit each group to give support.
- Encourage participants to ask each other questions and to share stories about their strengths.

### 2. Participants describe their partners’ strengths to the whole group

- Bring the group back together in a circle and explain:
  - > You will each describe some of your partner’s strengths that he or she told you about. You can tell stories and give examples to describe his or her strengths.
- Describe the strengths of another Facilitator, volunteer, or participant as an example.
- After each group shares their strengths, ask some of the following questions:
  - > What would you call this strength?
  - > How do you use your strength to stay healthy and strong?
  - > How can you use this strength as you get older?



## Personalize

Tell a personal story about one of your strengths. How does your strength make you feel? How has it helped you stay strong?

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## Review

- Strengths are anything you do well, enjoy doing, or learn quickly.
- It is important to recognize your own strengths and give yourself encouragement.
- Use your strengths and build upon them as you get older to stay strong and healthy.

## WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

## FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

## COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## REFLECTION CIRCLE (20 minutes)

- What strengths did you use today?
- How did it feel to talk about your own strengths?
- What strengths did you see from your partner?
- How will you use your strengths to stay healthy and strong?

## WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 8) LISTENING TO INSTRUCTIONS

## GOALS:

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

- Describe instructions in their own words
- Ask clarifying questions if they don't understand instructions

## Materials Required:

1-3 footballs

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- River/Bank (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (25 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

### River/Bank (45 minutes)

#### 1. Explanation & Instructions

- Listening to instructions is an important skill that will help you to succeed in school,

work, and other areas of your life.

- Today we are going to play some games to exercise your listening skills.
- Explain the rules:
  - > In this game we are going to pretend we are in the jungle and we are on the bank of a river. When you're in the water, a crocodile comes after you! When you jump back onto the bank, a tiger comes after you!
  - > I will give you instructions to keep you safe. Jump forward when I say "river" and jump backwards when I say "bank".

## 2. Play River/Bank

- Play one round just for fun.
- Play another round where participants are eliminated if they make a mistake. Increase the speed of the game and use your body language to make the game more fun.

**Facilitators Tip:** Make sure participants are jumping quickly with both feet.

### Personalize

Share a personal story about a time that it was difficult to listen to instructions. Why was it difficult? How did you react?

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### Review

- Listen carefully to instructions in school, sports, or at home.
- If you don't understand instructions, ask for help.

### **WATER BREAK** (5 minutes)

During the water break, take the time to talk to your players and praise them!

### **FOOTBALL** (20 minutes)

- Play football games incorporating "Street Football" rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

### **COOL-DOWN** (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## **REFLECTION CIRCLE** (20 minutes)

### **What Happened?**

- What happened in this game? What did you do?
- When did you need to listen to instructions in today's session?
- Was it difficult to understand any instructions in today's session?
- Why was it important to listen in this game? How were you successful?

### **So What?**

- When did it get difficult to listen and follow instructions in this game?
- When can it be difficult to listen and follow instructions in life?
- What advice would you give to a younger brother or sister about listening to instructions?

### **Now What?**

- Where else in your life can you see the importance of understanding and following instruction?
- How can you use the learning from today's session, in your life?

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 9) ROAD SAFETY

## GOALS:

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

- Explain why it's important to "stop, look, and listen" when crossing the road.
- Explain why it's important to look "right-left-right" when crossing the road.
- Identify 3 things in their communities that they can help them cross the road safely.

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Frogs & Cars (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

## Frogs & Cars (45 minutes)

### 1. Set up

- Set up two lines of cones approximately 3 metres apart.
- 6-10 participants stand at a cone facing each other. Give a ball to 1 participant in each pair. These are the “cars”.
- The remaining participants to line up at one end of the field. These are the “frogs”.

### 2. Play Round 1 with Frogs & Cars

- The field represents a street in your community with lots of traffic. The frogs are trying to cross the street without getting hit by a car.
- Cars: The “cars” throw the ball to each other and try to hit the “frogs” with the ball. For safety, “cars” use two hands to throw the ball from between their legs. The ball cannot hold the ball higher than waste-height. Cars cannot hold the ball for more than 2 seconds without throwing it. Each time the “cars” throw the ball, make a car sound!
- Frogs: The frogs hop through the field and try to avoid getting hit by the balls. Frogs squat with their hands to the ground and fully extend their legs. A frog is eliminated if a car hits her or him. Frogs make a “ribbit” sound every time they hop!
- We will play 2 rounds.

Play Round 1. Allow each participant to be a “frog”.

### Discussion

- How were you successful at this game?
  - > Stop and look before crossing.
  - > Look both ways.
  - > Listen for the cars.
- Why is it important to “stop” before crossing the street?
- Why is it important to “look” before crossing the street?
- Why is it important to “listen” before crossing the street?

### 3. Play Round 2 with People and Cars

- Divide the frogs into pairs and instruct them to hold hands.
- Explain the instructions for the second round:
  - > In this round, you are young people trying to cross a busy road in your community.
  - > You have to shuffle your feet as you walk (your feet cannot leave the ground)
  - > Remember to “stop-look-listen” as you cross each road.
- Instruct one pair to slowly walk around the field without any cars coming.
- > Play Round 2. Allow every participant to cross the street

### Personalize

Share a personal story about road safety. You can share a story about someone you know that has been injured in the road. You can also share a personal story of how you stay safe on the road.

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## Review

- You can control whether or not you avoid traffic accidents.
- “Stop, look, and listen” every time before you cross the street and always look “Right-left-right” before crossing the street.
- Always use things that can help you cross the street safely, such as footbridges, traffic lights, zebra stripes, etc.

## WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

## FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

## COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

(Remember, these questions are just guidelines. Do not ask them as they are written here. Listen to what the youth share, and follow their lead in this conversation. Make sure your SO WHAT and NOW WHAT sections connect to what they have shared about their experience in the activity.)

First ask What Happened?

- > How was this game? What happened?
- > What are some other things to remember to cross the road safely?
  - Cross the street with an adult or a friend if possible
  - Stay alert! Don't play in the street, talk to a friend or use your phone while crossing the street
  - If you are walking on a street with no sidewalk, which side should you walk on? Why?
- > On the right side, facing traffic.
- > You can see cars or bicycles coming at you and react.
  - Why is it dangerous to run across the street instead of walking?



### So What?

- What is a dangerous road or intersection in your community? Why is it so dangerous? How will you stay safe on this road?
- Why do people sometimes forget to use footbridges, sidewalks, or other things that can help them cross the road safely?
- Why is it important to look “right-left-right” when crossing the road?

Cars drive on the right side of the road, so it’s important to always look right again before crossing.

### Now What?

- What suggestions would you give to a younger brother or sister about crossing the road?
- What’s the most important thing you learned about road safety today? How will you use this to stay safe? Who can you teach about road safety?
- One pair was able to walk around the street without worrying about the cars. What are some things in your community that can help you cross the road and avoid traffic?

Sidewalks, traffic lights, crossing lights, footbridges, zebra stripes, etc.

### WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

### POST-SESSION (15-30 minutes)

1. Snack

### WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

### POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator’s Tip:** See the “Caring Facilitator Time” section at the beginning of the guide for instructions!

# 10) TAKING INITIATIVE

## GOALS:

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

- Describe why it's important to stand up for themselves.
- Give one example of a time they made their own choices.
- Describe the pressures they have to go along with friends.

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- Choices (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

### Choices (45 minutes)

1. Play with Numbers
- Explain and demonstrate the rules of the game.

--> To start the game, you will walk or skip around each other in different directions.

--> I will call out a number from 1-10 and you will get into groups of that size.

--> Anyone in a group that is too large or too small will have to do 3 push-ups.

- Play with several numbers

## Quick Discussion

What is a choice?

- An option
- Something you decide

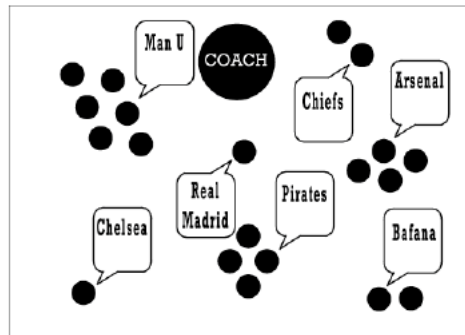
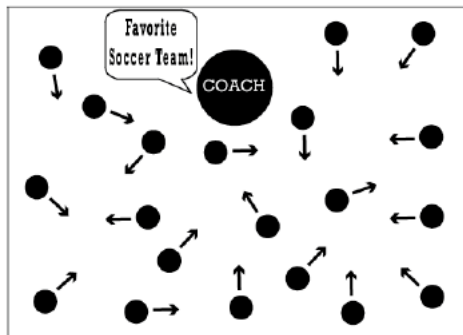
What choices did you make in this game?

- The people you formed a group with.
- The direction you ran.

## 2. Play with choices

Explain and demonstrate the rules of the game:

- You will run or skip around the field, but this time I will call out a category and not a number.
- It is your job to then make a choice and cheer for your choice so that everyone else can hear.
- Make your own choice; don't just follow your friends!
- Once everyone is cheering, make a group with the other participants who have made the same choice.
- After you form a group, I will ask you to defend your choice.



- Play the game using some of the following categories:
- Favourite football team
- Favourite subject in school
- Favourite musician
- Favourite movie
- Favourite food
- After each category, make 2 to 3 participants defend their choice.

**Example:** Why is Arsenal your favorite football team? Arsenal hasn't won anything since 2005! Doesn't that make Barcelona better?

## Personalize

Tell a personal story about a time you made an important choice. What influenced your decision? From where did you feel pressure? When did you have to defend your choice?

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## Review

- Make your own choices; don't just follow your friends.
- It's important to stand up for yourself and defend your choices.

## WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

## FOOTBALL (20 minutes)

- Play football games incorporating "Street Football" rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

## COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## REFLECTION CIRCLE (20 minutes)

First ask **What Happened?**

- What choices did you make in today's practice?
- Why is it important to make your own choice and not just follow your friends?
- What advice would you give to a friend that is being pressured to make a choice she doesn't want to?

**So What?**

- How did it make you feel when I challenged you to defend your choice?
- How did it feel to be part of a big group? How did it feel to be part of a small group or by yourself?
- In life, when are you pressured by friends to make a choice you don't want to?

### Now What?

- In your community, how are you going to support friends or family who feel pressured?
- What else did you learn today?
- How can you use this learning in your lives?

### COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

### REFLECTION CIRCLE (20 minutes)

First ask What Happened?

- Was this activity informative?
- How many of you found the discussion interesting? Why/Why not?

So What?

- Why is it difficult for some people to talk about HIV? Why is it important to talk about HIV?
- Why do people put themselves at risk of getting HIV?
- Do you feel the way people with HIV are treated in our communities, is right? Why/Why not?

Now What?

- How will you protect yourself from HIV?
- What is the most important information for people your age to know about HIV? Who can you teach this information to?
- How do you intend to use this knowledge you gained today and help your community?

### WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

### POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 11 EXPRESSING ANGER

## GOALS:

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

- Describe how negative and positive behaviors can affect the entire group
- Describe how they can express anger without using foul language

## Materials:

- 4-12 cones

**Facilitator's Tip:** Write these on coloured paper if you have it. You can also just use coloured markers.

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Blob Tag (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

## **Blob Tag** (45 minutes)

### **1. Set Up**

Set up a field about 30 metres x 30 metres

### **2. Explanation & Instructions**

- In this game, you are going to try to avoid being part of the “blob”. A blob is a shapeless form.
- One participant will be the “blob” and will try to tag the others. If you get tagged, lock arms with the blob and try to tag the others. If you go outside the field, you become part of the blob.
- We will play until there is one participant left.

### **3. Play Blob Tag**

- Play several rounds. Make the winner of each round the “blob” to start the next round.

### **Discussion**

- Was it easy or difficult to avoid the blob?
- How did it feel to get tagged?
- How did it feel to tag someone?
- How did it feel to avoid the blob?

### **4. Play with blob representing foul language**

We are going to play again, but this time we are going to pretend that the blob is using foul language. If the blob tags you, you have been negatively influenced and are using foul language as well.

**Facilitators Tip:** Emphasize that participants should not actually use foul language!

Play several rounds.

### **Discussion**

Why do people use foul language?

- They are angry.
- They feel they are not being heard.
- They have been influenced by friends or family members.

In this game, what happened when one person used foul language?

- Others on the team were influenced and started using foul language as well.

What is the impact of using foul language?

- You will not be respected; you will negatively influence others; people will think you are uneducated.

How can you express anger without using foul language?

- What are some other negative behaviours that influence your teammates?

5. Play with blob representing a positive behavior

Explain:

- We are going to play the game again, but this time we are going to pretend that the blob represents a positive behavior.
- Have the team decide on a positive behavior that is meaningful to them and start the game. Behaviors can include being on time, being respectful, proper hygiene, doing homework, etc.

### Discussion

--> In this game, what happened when one person showed a positive behavior?

- Others on the team were influenced and did the positive behavior as well.

--> How do the positive behaviors of one person influence the whole team?

### Personalize

Share a personal story of a time you were able to positively influence a group. How did it feel? What did your friends say?

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### Review

- Avoid negative behaviours that can hurt your entire team.
- Practice positive or healthy behaviours that can positively influence your team.
- Avoid using foul language that can negatively influence you and your team.

### WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

### FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.



## **COOL-DOWN** (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## **REFLECTION CIRCLE** (20 minutes)

- How did you positively or negatively influence your teammates today?
- What would you say to a friend that uses foul language?
- How can you positively influence a younger sister or brother?

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 12) TAKING INITIATIVE

## GOALS:

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

- Name one area in their lives where they can take initiative.
- Name three benefits of standing up for themselves and their supporters.

## Materials:

4-12 cones

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- Snake Tag (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

## Snake Tag (45 minutes)

### 1. Set Up

Set up a field about 30 metres x 30 metres

### 2. Explanation & Instructions

- Put participants in one line with their hands on each other's shoulders. These participants make the "snake" and the participant at the front of the line is the snake's head. Remove one participant to be the "mongoose".

--> In this game, the "mongoose" is trying to attack the "snake". The mongoose wins if s/he can tag the snake's body. If the snake's head tags the mongoose, the snake wins.

--> The snake's head must try to stay facing the mongoose.

--> The snake's body must always stay BEHIND the snake's head so it is protected!

- Play several rounds. Allow different participants to be the "mongoose" and the "snake's head".

### Discussion

- How did it feel to be the "mongoose"? How did it feel to be the "snake's head"? How did it feel to be part of the snake?

- What does it mean to "take initiative"?

--> Stand up and make a change.

--> Not waiting for others to take action.

### 3. Play Snake Tag with "taking initiative"

- We are going to play again, but this time, we are going to pretend that the "snake" is a group of friends and the "mongoose" is a friend that is pressuring them to steal.

- The head of the snake is now called "The Initiator" and has decided to take action and stand up to the friend that is pressuring them to steal.

--> Allow teams 1 minute to make a strategy and play several rounds.

### Personalize

Share a personal story about a time you took initiative. What impact did you have? Who helped you?

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## Review

- Take initiative to make changes in your life.
- If you take initiative to make a positive change, others will follow.

## WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

## FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

## COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## REFLECTION CIRCLE (10 minutes)

(Remember, these questions are just guidelines. Do not ask them as they are written here. Listen to what the youth share, and follow their lead in this conversation. Make sure your SO WHAT and NOW WHAT sections connect to what they have shared about their experience in the activity.)

### What Happened?

- How was Snake Tag different from Blob Tag?
  - > One person stood up to the negative behavior instead of just running away.
  - > Participants worked together as a team instead of as individuals.
- Why can it be difficult to take initiative?
  - > Sometimes it can be intimidating to be the first person to make a change.
  - > It can be difficult to be different than your friends.
- Who can help you if you want to take initiative?

### So What?

- How does it feel to take initiative?
- What are some examples of people who have taken initiative in your community? Where have you seen people take initiative on TV or in movies?

### Now What?

- Where would you like to take initiative and make a change?
- In life, how can you take initiative to change your friends’ negative behaviors?

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 13) LISTENING TO INSTRUCTIONS

## GOALS:

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

- Name 2 times in their lives where it's important to listen to instructions.
- Name 2 ways to better understand and follow instructions.

## Materials:

4 Cones

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Red Light/Green Light (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (25 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

**Pressure Limbo (45 minutes)**

1. Set Up

Set up a field about 30 metres x 30 metres

2. Play without elimination

- In this game I will be calling out three different colors: Green, Yellow and Red. Each color represents a different instruction: Green means go as fast as you can. Yellow means slow down. Red means stop!
- I will call out several different exercises. When I say “green light”, do the exercise as fast as you can. When I say “yellow light”, do the same exercise as slow as you can. When I say “red light”, stop the exercise immediately.

**Facilitator’s Tip:** Vary how long each “colour” is called and switch the order to make it more fun.

- Actions can include: Somersaults, sprinting, high knees, bunny hops, crab walking, one-leg jumps, walking on hands-and-feet, jumping-jacks, cartwheels, etc.
- Demonstrate doing a green light exercise, a yellow light exercise, and stopping on red.
- Play several rounds.

3. Play with elimination

We are going to play again but this time you will be eliminated if you don’t follow instructions. After I call a light colour, you will need to react immediately or you will be eliminated.

- Play until there is only one participant remaining.

**Facilitator’s Tip:** Try and make the activity more difficult by using more new exercises. You can even call out different colours to try and confuse the participants.

**Personalize**

Share a personal story about a time you successfully listened to instructions in school or in sports. What helped you to follow instructions? What would have happened if you hadn’t followed instructions?

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## Review

- Carefully listen to instructions in school, at home and in sports.
- When instructions are given, don't talk to your friends and watch your instructor closely.

## **WATER BREAK** (5 minutes)

During the water break, take the time to talk to your players and praise them!

## **FOOTBALL** (20 minutes)

- Play football games incorporating "Street Football" rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

## **COOL-DOWN** (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## **REFLECTION CIRCLE** (20 minutes)

### **What Happened?**

- What was the most difficult part of this game and why?
  - How would you tell someone to be successful at this game?
- > Don't talk to friends during instructions.
- > Watch the Facilitator closely and carefully listen to the instructions.
- > Don't just follow your friends because they might be making mistakes.
- When is it important in life to listen to instructions?
  - Why can it be difficult to follow instructions?

### **So What?**

- When did you have to listen to instructions during today's session? How were you successful?
- How did you feel if you could not follow the instructions and were not successful?

### **Now What?**

- How would you explain the importance of following instructions to a younger brother or sister?
- What advice would you give to someone about following instructions in life?

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer



## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 14) PROBLEM SOLVING & TEAMWORK

## GOALS:

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

- Describe 2 benefits of working as a team
- Describe 2 benefits of using a strategy to solve a problem
- Describe 2 ways to be a strong teammate

## Materials:

At least 8 cones

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- All Aboard (45 minutes)
- Juggling My Life (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (25 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

## All Aboard (45 minutes)

### 1. Introduce the game

- Ask participants: What is teamwork?
- Working together instead of as individuals to accomplish a single goal.
- What is a strategy?  
--> A plan to accomplish a goal or to solve a problem.
- Explain:

--> We are going to play a game where you have to be work as a team and have a strategy to be successful.

--> We are going to pretend all of us are in the ocean and everyone is trying to inside “the boat,” which means nobody is standing outside the cones.

--> I will give you 1 minute to make a strategy on how you will get all members of your team on the boat. Use your strong communication skills when you are making your plan!

--> Be creative! It’s okay to try ideas that you don’t think will work.

--> When I say “All aboard!” put your plan into action.

--> If you are successful, the boat will get smaller and smaller.

--> We will play several rounds.

**Facilitator’s Tip:** You can make this a competition if you want. Have teams compete to get into each “boat” the fastest or have them compete to make the smallest boat.

- Give teams 1 minute to make a strategy and play the first round.

### 2. Play making the boat smaller each round

- Play several rounds, making the boat smaller each round.
- Remember to give teams at least 1 minute each round to make a strategy.
- Encourage teams to listen to all members. Praise teamwork, communication skills, and creative ideas.

## Personalize

Tell a personal story of a time when you were a member of a team. What was your role within the team? What was a problem your team faced and how did you use strategy to solve the problem?

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## Review

- Teamwork is important to accomplish your goals and solve problems.
- A strategy helps you solve problems.
- A strong teammate really listens to what others have to say instead of always trying to speak.

## WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

## FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

## COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## REFLECTION CIRCLE (20 minutes)

(Remember, these questions are just guidelines. Do not ask them as they are written here. Listen to what the youth share, and follow their lead in this conversation. Make sure your SO WHAT and NOW WHAT sections connect to what they have shared about their experience in the activity.)

### What Happened?

- How did you work as a team in today’s session?
- How did you use strategy in today’s session?
- How did you contribute to the team?
- How did you work as a team to be successful in this game?
- What was the problem your team faced? What was your strategy to solve the problem?

### So What?

- How did it feel to work as a team?
- What qualities make a strong teammate?
- When do you need to work as a team in life?
- When do you need a strategy in life?

### Now What?

How can you make sure you take your learning’s of team work and planning, outside this session?

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 15) PROBLEM SOLVING & TEAMWORK

## GOALS:

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

- Describe 3 leadership qualities
- Describe 3 qualities of a “role participant”
- Give an example of something in their lives that they want to lead

## Materials:

- 2-4 sheets or large pieces of fabric.
- 2-4 footballs

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Sky Ball (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator’s Tip:** See Session 1 for instructions!

### Sky Ball (45 minutes)

1. Explanation & Instructions

- Divide the team into two groups. Give each group a sheet and a football.
- > Successful football teams have strong captains and strong role participants.
- What is a captain?  
The leader of the team.
- > What is an example of a captain on a famous football team?
- > What is a role participant?
- A participant that is good at doing their part to make the team successful. They are good at following instructions and contributing to a part of the team.
- > What is an example of a role participant on a famous football team?
- > Can a team be successful if all members are captains? If all members are role participants?
- > No! Teams need a captain and role participants to be successful.

## 2. Play tossing one ball in the air

- All members of your team will hold the sheet. You will throw the ball as high as possible and catch it back on the sheet.
- I won't tell you how to be successful. Try out different ideas and work as a team.
- What are the qualities of good teams?
- > They have captains AND role participants.
- > They work together to share ideas and then come up with a single strategy.
- > Give groups 1 minute to make a strategy. Play for about 5 minutes.

**Facilitators Tip:** Try to let your participants figure out how to be successful on their own! If they are having difficulty, suggest counting "1-2-3" before tossing the ball.

## Discussion

- Who were the captains of your teams? What did they do?
- > Listened to other members of the team.
- > They took action by making a plan and ensuring that everyone understood.
- > What were the roles of the role participants on your team?
- Giving suggestions, counting, encourage other participants, celebrating, giving feedback to the leader.

## 3. Play tossing one ball between teams

- We are going to play again, but this time you are going to toss one ball between two teams.
- You need to communicate with your teammates AND the participants on the other team.
- Give groups 1 minute to make a strategy. Play for about 5 minutes.

**Facilitator's Tip:** Encourage teams to play with different captains each round.

## Discussion

- Was this round easier or more difficult than the first round? Why?

- What did you learn in the previous rounds that helped you in this round?
- What did the leaders do this round? What did the role participants do?

**Facilitator's Tip:** If your team is having difficulty with this step you can keep playing with only 1 ball for the rest of the session.

#### 4. Play tossing two balls between teams

- We are going to play again but this time you are going to toss 2 balls at the same time between 2 teams.
- Give groups 1 minute to make a strategy. Play for about 5 minutes.

#### Discussion

- What makes a strong leader or captain?
- What makes a strong role participant?
- Where can you be a leader in life? Where can you be a follower?
- How do you know if someone is a good leader that you want to follow?

#### Personalize

Tell a personal story of a time you were a captain or a role participant in life. How did you know you wanted to lead or to follow? How were you successful? Who supported you?

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#### Review

- Great teams have strong leaders and strong role participants.
- Be a strong leader by listening first, then making decisions and communicating assertively with your team.
- Be a strong role participant by sharing ideas and supporting the team.

#### **WATER BREAK** (5 minutes)

During the water break, take the time to talk to your players and praise them!

#### **FOOTBALL** (20 minutes)

- Play football games incorporating "Street Football" rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.



## **COOL-DOWN** (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## **REFLECTION CIRCLE** (20 minutes)

- When were you a captain in today's session? When were you a role participant?
- What are the most important qualities to have as a captain?
- What are the most important qualities to have as a role participant?
- Can anyone share a story of a time they were a leader or a role participant on a team?

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 16) PERSONAL HYGIENE

## GOALS:

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

- Name 4 times in their lives they need to wash their hands
- Describe how to properly wash their hands
- Describe the importance of regularly bathing and brushing their teeth

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- Wash-Wash-Wave (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

### Wash-Wash-Wave (45 minutes)

1. Explanation & Instructions
  - We are going to play a game to learn about hygiene.
  - Strong hygiene means keeping your body clean to maintain health and prevent disease.
  - You will run in place at all times.
  - I will call out the things you need to do when washing your hands and you will act them out.

## 2. Play with washing hands only

- When I say “soap”, raise your hands above your head and make a “ppppt” sound, like you are squeezing a bottle of soap.
- When I say “wash”, rub your hands together and run in place while singing “Happy Birthday”.
- When I say “dry”, do 5 jumping-jacks.

Play several rounds.

### Discussion

- Why should you wash your hands?
  - > Washing your hands protects you from diarrhea, flu, and other illnesses like cholera.
  - > Washing your hands prevents the spread of diseases to your family and teammates.
- Does anyone know how to wash their hands properly?
  - > Use clean water and soap.
  - > Wash all parts of your hands, including the back of your hands, fingers, nails, and palms.
  - > Wash your hands for at least 15 seconds (as long as it takes to sing Happy Birthday).
  - > Rinse your hands with clean water.
  - > Dry your hands on a clean towel if possible.
- What should you do if there is no clean towel to dry your hands with?
  - > Wave them in the air until they are dry.
  - > Never wipe your hands on your shirt because it could be dirty.

## 3. Play with when to wash your hands

- We are going to play again, but now we are going to act out the times in our lives we need to wash our hands.
- You will have to perform special actions when I say certain words:
  - > “Toilet!” – Find a partner and grab their wrists. Squat for 2 seconds.
  - > “Cooking!” – Hands together and move them in a circle motion.
  - > “Sneezing!” – Wave hands above head and say Heeeecheewww! Pretend to sneeze into your arm.
  - > “Eating!” – Dance with hands going to your mouth for 2 seconds.

### Discussion

- When do you need to wash your hands? Why do you need to wash your hands at these times?
  - > After using the toilet.
  - > Before eating.
  - > Before cooking.
  - > After sneezing.

## 4. Play as a competition

- We are going to play again, but now I am going to try to trick you. Listen carefully and yell out “nonsense” if I ask you to do something that is incorrect.

- For example, if I tell you to “sneeze” and then “eat”, stop and yell out “nonsense!” because you are supposed to wash your hands after sneezing.
- > Play several rounds, eliminating participants who make a mistake.
- Continue until there is one winner.

**Facilitator’s Tip:** Trick your participants by giving instructions very quickly or slowly!

### Discussion

Besides hand washing, what are some other important ways to stay clean:

- Bathe regularly
- Brush your teeth regularly
- Wear shoes all the time
- Why is it important to brush your teeth every day?
- Brushing teeth prevents cavities and gum disease.
- Why is it important to bathe regularly?
- Why should you wear shoes all the time?
- Walking barefoot can lead to cuts that can become infected.

### Personalize

Share a personal story about keeping strong personal hygiene. How does it make you feel to regularly wash your hands, bathe regularly, or brush your teeth? How has your health benefited? How has your confidence or self-esteem benefited?

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### Review

- Wash your hands with soap for at least 15 seconds and avoid drying your hands on your shirt.
- Wash your hands before you eat or cook and after you use the toilet or after sneezing.
- It is important to regularly bathe, brush your teeth, and always wear shoes.

### **WATER BREAK** (5 minutes)

During the water break, take the time to talk to your players and praise them!

### **FOOTBALL** (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

## **COOL-DOWN** (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## **REFLECTION CIRCLE** (20 minutes)

- What can you do if you need to wash your hands and you don't have soap?
- When will you need to wash your hands when you get home from today's session?
- How would you teach a younger brother or sister to wash their hands?

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 17) RELATIONSHIPS & COMMUNICATION

## GOALS:

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

- Voice their own opinion within a Dream Sport session.
- Name three ways to be a strong communicator.
- Name one opinion they agree with and one they disagree with.

## Materials Needed:

- 3 signs: “Agree”, “Disagree”, “Not Sure”
- Rolled up piece of paper to use as a “microphone”

## Field:

Set up the three signs around different parts of the field, but not too far away. Participants must be able to hear each other clearly for discussion.

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- Where Do I Stand? (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (25 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator’s Tip:** See Session 1 for instructions!

## Where Do I Stand? (45 minutes)

### 1. Explain the game

- Gather participants in the middle of the room or field.
- Ask participants:
  - > What is communication?
  - > The exchange of thoughts, ideas, and information between people.
  - > Communication involves speaking AND listening.
- Why is communication important in life?
  - > Communication helps you to learn things, make smart decisions, make friends, get support, etc.
  - > Who do you communicate with?
- Friends, family, teammates, teachers, etc
- Explain the rules:
  - > Communication is important in every part of life. Today we are going to practice communicating with each other.
  - > I will read several statements. After each statement, you will have 10 seconds to think about it. If you agree with the statement, you will stand under the “Agree” sign; If you disagree, you will stand under the “Disagree” sign; If you are unsure, you will stand under the “Not Sure” sign.

**Facilitator’s Tip:** If everyone always goes to the “Not Sure” sign, try removing it and forcing participants to make a decision one way or another just for fun!

- > There are no right or wrong answers in this game, but you will need to explain why you have made your decision. Only the person with the microphone can speak so that everyone isn’t talking at the same time.
- > Make your own decision and don’t just follow your friends. You can always change your opinion during the game if you hear something that makes you change your mind.
- Explain and demonstrate the rules of Strong Communication:
  - > Be an active listener: Keep eye contact, nod your head, use safe body contact, give encouragement, and smile!
  - > Be respectful: Respect each other’s views: Everyone has the right to their own opinion, even if you disagree with them!
  - > Be an elephant: An elephant has big ears and a small mouth. Listen more than you speak!

### 2. Play for several statements

- After each statement, go between the 3 sides to get their opinions. Try to get the participants to debate with each other. Use the follow-up questions if you have difficulty generating a discussion. Encourage participants to use the rules of Strong Communication.

## Statements

- Cricket is the best sport in the world.

**Follow-up:** What is the best sport and why? What is the best sport for girls? What is the best sport for boys?

- A. R. Rehman is the best Indian musician.

Who is the best Indian musician? Who is the best musician in the world?

- Lunch is the best meal of the day.

What's the best meal of the day and why? What's the best food?

- India is the best country in the world.

What's the best country in the world and why?

- Rajnikanth is the best Indian actor.

Who is the best actor in the world?

- Boys and girls your age should be friends with each other.

At what age should boys and girls be friends?

- English is the most important subject in school.

What is the most important subject in school? Why?

- Our parents are always right.

When are your parents right? When are they wrong?

## Personalize

Tell a personal story of a time when you needed to communicate with someone you didn't agree with. Who did you communicate with? How did it feel? What was the result of using strong communication?

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## Review

- Everyone has the right to his or her own opinion, and they are free to share it.
- Strong communication is all about listening more than you speak, being an active listener, and being respectful.

## **WATER BREAK** (5 minutes)

During the water break, take the time to talk to your players and praise them!



## **FOOTBALL** (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

## **COOL-DOWN** (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## **REFLECTION CIRCLE** (20 minutes)

(Remember, these questions are just guidelines. Do not ask them as they are written here. Listen to what the youth share, and follow their lead in this conversation. Make sure your SO WHAT and NOW WHAT sections connect to what they have shared about their experience in the activity.)

### **What Happened?**

- How did you use communication today’s session?
- Is it easier for you to communicate with boys or girls? Why?
- How have you used strong communication in life? Can anyone share a story?

### **So What?**

- How did it feel to communicate with each other?
- How did you use your strong communication skills?
- Which rule of strong communication is the most important and why?
- How did it feel to listen to people you agreed with? How did it feel to listen to people you disagreed with?

### **Now What?**

- What can you do to communicate better in your life now?
- What strategies can you use?
- How will you tell your family and friends about good communication?

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator’s Tip:** See the “Caring Facilitator Time” section at the beginning of the guide for instructions!

# 18) GENDER

## GOALS:

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

- To listen to someone from the opposite sex express an opinion without interrupting.
- Identify 2 views or opinions of the opposite sex.
- Name 2 ways that boys and girls can best communicate with each other.

## Materials:

Man and Woman Summit question slips

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- Gender Stadium (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)

**\*For same-gender groups (All boys or All girls), please refer to Appendix 2B)**

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

## Gender Stadium (45 minutes)

### 1. Set Up

- Divide the participants into a group of boys and a group of girls.
- Instruct the girls to sit in a small circle and the boys to sit in a larger circle around them. The circle should be big enough where all the girls can sit comfortably and can all hear each other.

### 2. Explanation & Instructions

- In this game we are going to talk about what it is like to be a girl in our community.
- We are going to pretend the boys on the outside of the circle are the spectators in the stadium and the girls are the stars that they came to see!
- I will read questions that the girls will discuss by amongst themselves while the boys listen.
- Girls: Your job is to speak to each other as if the boys were not present. Feel free to share how you really feel. There are no “right” or “wrong” answers! If you like what someone else says you can snap your fingers!
- Boys: You cannot speak while the girls are talking. Listen closely to what the girls say. You will get a chance to be the stars in the next round.

### 3. Play with Girls as Stars

Read the following questions to guide the conversation. Allow for discussion to continue as long as it doesn't get too far off the topic. You may not get to all the questions. Keep in mind you will spend the same amount of time with the boys.

- What is the best part of being a girl?
- What is the hardest part of being a girl?
- What are some things that girls do really well?
- What is something you think boys should know about girls?
- What are some things that boys say about girls that you don't like or don't think are true?
- How are girls different than boys?
- How can girls and boys be friends with each other?

### 4. Play with Boys as Stars

--> Switch the roles. Bring the boys to the middle and instruct the girls to sit along the outside of the circle. Remind the girls to silently listen to the boys.

--> Use the following question to guide the discussion. Use the same guidelines as for the girls.

- What is the best part of being a boy?
- What is the hardest part of being a boy?
- What are some things that boys do well?
- What is something you think girls should know about boys?
- What are some things that girls say about boys that you don't like or don't think are true.
- How are boys different than girls?
- How can girls and boys be friends with each other?

After you have finished Gender Stadium with the boys, instruct all the participants to form a big circle so that the entire group can talk.

### Personalize

Tell participants a personal story of a friendship you have with someone of the opposite sex. Why is the friendship important to you? What types of things do you do together? What do your friends say?

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### Review

- It is important that girls and boys listen to each other and communicate with each other.
- Boys and girls can be friends with each other.

### WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

### FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

### COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

### REFLECTION CIRCLE (20 minutes)

- What was the most interesting thing you learned today listening to the opposite gender/sex?
  - Was it difficult to just listen even when you had something you really wanted to say?
  - What can we do to make it easier for boys and girls to listen to each other?
- > Use your Strong Communication skills: Be an active listener, be respectful, and be an elephant.
- What did it feel like to just listen? Did anything that you heard surprise you?
  - Why is it important to listen to people of the opposite sex?
  - Does anyone have a friendship with someone of the opposite sex that they would like to tell us about?

So What?

- How did it feel to talk about being a boy or girl while people of the opposite sex were listening?
- Why is it important to have good communication with people of the opposite sex?
- When did you communicate with someone of the opposite sex in today's session? How did it feel?
- When did you communicate with someone of the opposite sex in today's session? How did it feel?

Now What?

- How will you communicate better with the opposite gender, now on?
- What all did you learn from today's session?
- How will you apply this in your life?

### **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

### **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 19) EXPRESSING ANGER

## GOALS:

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

- Describe 2 healthy ways to express anger
- Describe 2 risks of passive and aggressive behaviour
- Describe 2 benefits of assertive behaviour

## Materials:

Props for skits (if necessary)

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- Passive, Aggressive, or Assertive Role Plays (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (25 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

### Passive, Aggressive, or Assertive (45 minutes)

1. Oh, Facilitator!

- Gather participants in a circle
- > Role-plays are short drama performances that are entertaining and educational. We are going to do several role-plays today, but first let's practice acting.
- > To make your role-plays fun and entertaining, you need to be able to communicate emotions. Each of you will think of an emotion. You will demonstrate your emotion with the entire group, but the only words you can say are, "Oh, Facilitator!"
- > Use verbal (talking) and non-verbal (body language) communication to express your emotion.
- > You can demonstrate being angry, happy, bored, sad, lazy, sleepy, nervous, excited, surprised, enraged, thoughtful, in love, sneaky, etc.
- Demonstrate an example of "Oh, Facilitator" for the participants. Instruct each participant to come to the middle and perform his or her "Oh, Facilitator!" Encourage participants to choose different emotions.

## 2. Explanation & Instructions

- What does "passive" mean?
- > Quiet, timid, or shy.
- > Not expressing your feelings or sticking up for yourself.
- What does "aggressive" mean?
- > Loud, threatening, or forceful.
- > Expressing your feelings through confrontation, shouting, or making threats.
- What does "assertive" mean?
- > Confident, clear, and respectful of others.
- > Expressing your feelings clearly without being confrontational.
- I will give assign each group a real-life situation. I will tell your group if you are going to demonstrate "passive", "aggressive", or "assertive" behavior.
- Demonstrate how the characters are feeling and the consequences of their actions.
- Put participants in groups of 5-7.
- > Assign each member of the group a role and practice your role-play.
- > All participants must be involved in the role-play. You can also have a narrator that tells the audience what is happening.

### **Facilitator's Tip:** Review some role-play tips:

- Speak in a loud, clear voice and always face the audience.
- Make your role-play entertaining! Use emotions! Be dramatic! Be funny!
- Use your local language and terms. Speak the way you would when you are with your friends.
- You cannot act out violence.
- Assign a situation to each group. Tell each group if they are acting out "passive", "aggressive", or "assertive".

## Situations

- A football participant is fouled in a football match and feels the other participant should get a red card.
- A Facilitator feels the referee is being unfair to her team.
- A teacher accuses two students of cheating on a test.
- A group of friends are making fun of a classmate because of the clothes he is wearing.
- A boy sees some classmates breaking windows at his school.
- A girl suspects a classmate of stealing her shoes.
- Check-in with each group. Make sure all participants are involved and that groups are well prepared to perform.

### 3. Drama Performances

- Invite at least three groups to perform their role-plays in front of the entire team.
- After each performance, ask some of the following questions to the entire team:
  - > What were the characters feeling?
  - > Did the characters respond passively, aggressively, or assertively?
  - > What was the impact of their response?
  - > What would you do in this situation?

## Personalize

Share a personal story about a time you were angry and used assertive behavior. How did you feel? What was the impact of your behavior? What would have happened if you were passive or aggressive?

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## Review

- Anger is not a “bad” emotion, but you can express your anger in healthy ways.
- Being assertive is the most effective way to manage your anger.
- It is dangerous to react passively or aggressively when you are angry.

## WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

## COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.



## REFLECTION CIRCLE (20 minutes)

### What happened?

- What are some healthy things you can do when you feel angry?  
--> Talk to a friend, punch a pillow, take a deep breath, go to a safe place and scream as loud as you can, go for a walk, etc.
- Why is it unhealthy to be aggressive?  
--> Aggressive behavior can put you at risk of violence or damage relationships.  
--> Aggressive behavior makes you look immature or irresponsible.
- Why is it unhealthy to be passive?  
--> It is unhealthy to hold in anger. You need to release your anger, but in a healthy way.  
--> If you are passive, people can take advantage of you, and you can become even more angry!
- Where did you see assertive behaviour in today's practice?
- Where did you see aggressive or passive behaviour?
- Why can it be difficult to be assertive?

### So What?

- Are boys or girls more likely to be passive? Are boys or girls more likely to be aggressive? Why?
- How do you feel being assertive? Does it feel different when you are passive?
- What would you tell a younger brother or sister about being assertive?
- Who is a person you can talk to when you feel angry? How can s/he help you?

### Now What?

- How can you practice assertive behaviour in your life now?  
--> Give examples.
- How will you support others in modifying their behaviour?

## WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 20) REVIEW

## GOALS:

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

- Explain the benefits of avoiding poor hygiene, foul language, fighting, and stealing.
- Explain the negative impact poor hygiene, foul language, fighting, and stealing can have on their families and the community.
- Name 2 ways they can support each other to avoid negative risks.
- Identify 2 major lessons they've learned throughout Dream Life Skills through Football.

## Materials:

- At least 12 cones
- 3 footballs
- 4 Risk Cards: 1 piece of paper labeled "Poor hygiene"; 1 piece of paper labeled "Foul language"; 1 piece of paper labeled "fighting"; 1 piece of paper labeled "stealing".

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (25 minutes)
- Risk Field (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (25 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

## Risk Field (45 minutes)

### 1. Set up the field

Make three lines of 4 cones each. Cones should be approximately 1-1 ½ metres apart. Place one risk card on each cone in the middle line.

### 2. Explanation & Instructions

- Divide participants into three separate teams. Instruct teams to decide on a team name.
- Each cone represents a risk in your life:
  - > Poor hygiene: Failing to properly wash hands, brush teeth, and bathe daily.
  - > Bad language: Swearing, cursing, etc.
  - > Fighting: Physical and non-physical confrontations.
  - > Stealing: Taking things from family members, school, shops, etc.
- This game is a race between the different teams.
- Each participant will dribble the ball between all 4 cones and make a good pass to the next participant on your team.
- Be careful to avoid touching the cones! If you touch a cone stop and do 2 push-ups before continuing to play.
- After you have passed the ball to your teammate, run to the end of the line and sit.
- The first team with all members sitting is the winning team.
- We will play 3 rounds.
- Support your teammates by clapping, calling their names, and cheering.

**Facilitators Tip:** If your participants can't do proper push-ups, select a different exercise like squats or star jumps.

### 3. Play with push-ups for the individual

Watch the game closely to see if participants touch the cones. Encourage participants to support their teammates.

#### Discussion

- What was the consequence of touching a cone?
- What are the consequences to you if you have poor hygiene?
- If you use foul language? If you fight? If you steal?

### 4. Play with push-ups for the team

We are going to play again, but now if you touch a cone, your whole team must do push-ups!

#### Discussion

- Who else in your life is affected if you take these risks?
  - > Family and friends.
- How are friends and family members affected if you have poor hygiene? If you use foul language? If you fight? If you steal?

5. Play again with push-ups for everyone

We are going to play again, but now if you touch a cone, everyone must do push-ups! This means you, your whole team, all the other teams, your Facilitator, and anyone else present!

### Discussion (Risks)

- Who else besides you and your family and friends is affected by these risks?  
--> The whole community
- How is the whole community affected if you have poor hygiene? If you use foul language? If you fight? If you steal?
- How can you support each other to avoid these negative risks?

### Personalize

Share a personal story about a time when you avoided a risk. How were you pressured to take the risk? How did you avoid it? How would the risk have affected others?

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### Discussion (Looking back)

- Ask kids to think back over all of the Dream Life Skills through  
--> Football sessions and identify the most important lessons they've learned.  
--> What was your favorite session in Dream Life Skills through Football?  
--> What was the major lesson from that session?  
--> Other than avoiding the risks we discussed today, what is the most important thing that Dream Life Skills through Football has taught you?
- To be a good team participant
- To be a leader
- To respect men and women
- To listen and follow instructions
- To communicate assertively

### Review

- Avoid risks like poor hygiene, foul language, fighting and stealing to stay strong and healthy.
- Negative risks affect you, your friends and family, and the whole community.
- Support each other to avoid negative risks.
- Be a leader by communicating assertively and listening respectfully to both men and women.

## **WATER BREAK** (5 minutes)

During the water break, take the time to talk to your players and praise them!

## **COOL-DOWN** (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

## **REFLECTION CIRCLE** (10 minutes)

- Did you feel any pressure to take risks in today's session?
- Where do you experience pressure to take negative risks?
- What can you do to make it easier to avoid risks?
- Do boys or girls experience more pressure to take negative risks? Why?
- What would you tell a younger brother or sister about risks?

## **WRAP-UP** (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

## **POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator's Tip:** See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

# 21) GRADUATION

## GOALS:

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

- Explain how they will apply their knowledge and skills from Dream Life Skills through Football.
- Explain their dedication to Dream Life Skills through Football.

## Preparation:

- Hold a planning meeting with your participants to find out how they would like to celebrate their graduation.
- Meet with other Dream Life Skills through Football Facilitators, school principals, teachers, and individuals from sports clubs, drama clubs, and any other relevant organizations.
- Decide on a date, location, and time.
- Prepare and rehearse before the graduation. Activities should focus on how participants will use the knowledge they gained in Dream Life Skills through Football and how they will make a difference in their communities.
- Invite parents, friends, facilitators, teachers, and other community members. Send invitations at least one week before the graduation.

## Suggested Graduation Activities:

- Dream Life Skills through Football activity demonstration:  
Participants practice and demonstrate their favourite Dream Life Skills through Football activity with invited guests.
- Role-play:
  - > Participants practice and perform their favourite role play from Dream Life Skills through Football. Participants can also make up their own role-play about what they have learned in Dream Life Skills through Football or how Dream Life Skills through Football has impacted their lives.
  - > Make sure participants show you the role-play ahead of time so you can give them suggestions and ensure that it is appropriate.
- Dream Life Skills through Football poetry, speech, song, or dance:
  - > Help Participants write poems or speeches about what they learned in Dream Life Skills through Football.
  - > Give participants a list of topics if they are struggling to come up with ideas.
  - > Help participants to organize a time and place to practice their performance before the graduation.
- Invite family members and friends:
  - > Ask participants to invite their family members and close friends to graduation.
  - > Bring in paper and markers for participants to make invitations to bring home.

- Public praise:
  - > Prepare and praise each participant for the growth and change you've seen in them.
  - > Write your praise in advance and be very specific about the strengths of the participants on your team.
  
- Graduation Team Agreement
  - > Ask participants to develop their own Team Agreement on how to take action in the community.
  - > Help participants brainstorm achievable goals they can perform in their community before writing the Team Agreement.
  - > Give participants examples of some things you have done yourself or things you see others doing to make an impact in the community.
  
- Guest speakers
  - > Invite important people in the participant's lives such as principals, teachers, facilitators and other adults to make a speech at the graduation.
  - > Identify adults that the participants look up to and you can easily identify them as positive role models.

# APPENDIX 1

## TEAM CHECK IN

### Relationships, Communication & Mentors

- Which sportsperson do you like the most and why?
- Share one thing, big or small, that made you happy today.
- Tell us about one time you laughed since the last time we met, and one time you were angry, frustrated or sad.
- What is the happiest thing in nature? Why do you think so? Don't repeat the answer of someone before you.
- Who did you smile at today and why?
- Which letter of the alphabet describes you best?

### Problem Solving

- If you could have any super power, what would you choose, and why?
- If the way you feel right now was anything in the sky, what would it be and why?
- If you were to name one piece of clothing that describes you, what would you say?

### Listening to Instructions

- Which is the first sound you heard today?
- What is a song that you love, and where did you first hear it? How do you feel when you hear it or sing it?
- Make a funny sound with some part of your face or body to show us how you're feeling today.

### Taking Initiative

- If you could have any super power, what would you choose, and why?
- If you could go somewhere yourself instantly, where would you go and why?
- What are your favourite hobbies?
- What do you love to do the most in the world?
- What is one thing you are interested in but are afraid to try?

### Others (Hygiene, Road safety, Gender)

- If how you feel today was a kind of food, what kind of food would you be and why?
- If you could remove one thing from your daily schedule, what would it be and why?
- What is that one thing which makes you different from others?
- What is your dream?



# APPENDIX 2A: GENDER ACT

## GOALS:

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

- Understand gender roles and expectations that are learned in our society.
- Understand how gender roles affect the choices we make.
- Discuss ways to challenge these roles and go beyond them.

## Materials:

- Chart Papers
- Markers

## Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Gender Act (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

## ACTIVITIES:

### PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

### WAKE UP (25 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

**Facilitator's Tip:** See Session 1 for instructions!

### Gender Act (25 minutes)

## 1. Explain

- Divide the participants into small groups no larger than 6 students.
- Give each group a chart paper and some markers divided into three columns. On the top of the middle column either write “Act Like A Man” or “Act Like A Woman”.
- Ask students to make a list of what it means to behave like a man or woman in this column. Each group can give a different heading on the top.
- Give students 10 minutes to make a list

### CASE STUDY 1:

Mahesh wants to buy a doll for his younger brother’s birthday but his friend Raj says, “No way!” Mahesh explains that dolls help little boys to take care of someone and be loving but Raj argues that they teach boys to be sissies (girl-like). Mahesh knows he is right but he’s concerned about what Raj might say to their friends. What should Mahesh do?

### CASE STUDY 2:

Sarita has got a job to work with a master mechanic after completing her PU. She’s excited that she will be able to earn some money and rushes to tell her good friend, Manjunath. Manjunath is very quiet after Sarita tells him, and then finally says “I don’t think I can be friends with a mechanic, Sarita. You are going to have to make a choice between the job and my friendship.” What should Sarita do?

### CASE STUDY 3:

Shwetha and Prashanth have been married for a year. Prashanth always pays for everything and makes most of the decisions about where to go and what to do. Both Shwetha and Prashanth are doing part-time jobs and earn little money so putting it together makes sense to Shwetha, instead of one person spending every time, but Prashanth is angry at the idea. He says she doesn’t think he is man enough to pay for her. What should Shwetha say to Prashanth?

### CASE STUDY 4:

Akshay is teased and laughed at in the class by two boys Rahul and Santhosh. This happens every day and Akshay does not say anything to them. He does not even tell the teacher or his parents. One day Akshay’s friend Amit notices that Akshay is very upset in class and almost on the verge of tears. He tells Akshay to stop being a girl since boys don’t cry and go hit the other two boys. What should Akshay do?

## 2. Explanation & Instructions

- Now give each group a chart paper and some markers divided into three columns. On the top of the middle column either write “Act Like A Man” or “Act Like A Woman”.
- Ask students to make a list of what it means to behave like a man or woman in this column. Each group can give a different heading on the top depending on the gender chosen (Encourage groups to choose both “Act Like A Man” and “Act Like A Woman” so that there is more scope for discussion later)
- Give students 10mins to make a list

- On the left or first column, ask students to write down what people might “say” or “do” if someone does NOT act like a man or woman as mentioned in the middle or second column.
- This portion of the activity can generate a lively use of words and a wide range of discussion. Maintain safe space and remind students about agreements to be respectful.
- In the right or last column ask the participants to discuss ways in which they can challenge the gender roles .Encourage them to go back to their discussion of the case study and note down the points.
- Hang up the lists for students to view and contemplate. Ask each group to talk and present about the lists they have prepared

### Personalize

Tell participants a personal story of a friendship you have with someone of the opposite gender. Why is the friendship important to you? Can you share something about the nature of this friendship? What types of things do you do together? What do your friends say?

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### Review

Gender roles affect the choices we make.

### WATER BREAK (5 minutes)

During the water break, take the time to talk to your players andpraise them!

### FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual participants throughout.

### COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

### REFLECTION CIRCLE (20 minutes)

(Remember, these questions are just guidelines. Do not ask them as they are written here. Listen to what the youth share, and follow their lead in this conversation. Make sure your SO WHAT and NOW WHAT sections connect to what they have shared about their experience in the activity.)

### What Happened?

- What was the most interesting thing you learned today about different gender roles?
- How did it feel like to write how a man or a women act? Did anything that you hear surprise you?
- Have you or someone you know ever acted differently from how your gender is “supposed” to act?

### So What?

- How and where do we learn our perception of male and female roles?
- Do these roles and descriptions limit or enhance us in life choices?

### Now What?

- How can you challenge these gender roles?
- How will you apply this in your life? What will you do differently as a result of this? Give specific examples.

### WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

### POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

**Facilitator’s Tip:** See the “Caring Facilitator Time” section at the beginning of the guide for instructions!



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