

Detailed description of and guidelines for activities

fairplay-Warm up

As described above we recommend starting each session with a warm-up. We therefore use the so-called fairplay warm up.

Aim

The aim is to get participants ready and motivated for further activities. Within the fairplay warm up they already start to reduce the distance between each other, use body language and create groups without a selection process.

Content

A sportive warm up session with the possibility for participant to get to know each other. Exercises which allow eye- and body contact, remember names and solve certain tasks in small groups as well as in the whole group.

Method

- Create a field with 4 corns. In this field instruct several classical warm up activities (running backwards sideways, raise and heel knees, circle the arms, etc. Use Balls and technical methods (throwing, passing, etc.).
- Give clear commands to stop while running, Participants should go together in pairs and greet each other in diverse ways (just eye contact, shaking hands, freestyle moves, etc.) and tell their own names
- In the next round participants should already name the person who they meet and create a meeting ritual.
- Participants are running in the field and clap their right hands in the air (high five) when meeting. The PE teacher facilitates diverse forms of contact with each other (use left hand, use both hands, jump and clap hands in the air, etc.)
- Participants are running in the field. The PE teacher names a random number. The participants should find themselves as quick as possible in that exact group number and tell each other's names. In the next rounds they can also already share other information, which is asked by the PE teacher (what is your favorite food, sport, etc.)
- With this random groups you can continue already for next sessions.
- To make a whole group exercise the PE teacher tells a number and the whole group must perform it (e.g., showing 8 as a group in the hall).

Time

10 - 15 minutes

Material

4 huts, a field and diverse balls

Tips to facilitate

Clear and slow commands, avoid that participant are using too hard body contact (e.g., clapping hands), if participants do not want to touch each other it's fine. There are other ways to greet! Use "teachable moments" for a short discussion after the warmup. For example, not always it will be possible for participants to find a small group of the exact

number mentioned by the PE teacher. Ask how they felt when standing alone or could not include one more participant in their small group.

This can already be an easy start of understanding the concept of social inclusion!

Ball and Adjective

Number of Teachers/ Coaches	2
Number of Participants	Around 20
Typical Age Group	10+
Time Needed	15 min
Space Needed	big seminar room, sport hall / field
Materials Needed	one ball, few corns
Activity Objects <i>Describe the general objectives of the proposed activity.</i>	<ul style="list-style-type: none"> - know all participants by name - reflect one own attribute of themselves - know one attribute of all others
Related Learning Competences	creativity, fun, self-awareness, paying attention, learn about others, self reflection, increase language skills

Description of Activity
<i>Describe the overall process and breakdown of the activity. If the activity is applicable to multiple Units, say a few words on how to use this activity specifically in relation to each Unit.</i>
<p>This exercise is a group activity including the coach (-es) and the participants. The game lets you know all participants by name and reflect one own attribute of yourselves and one attribute of all others. The participant has to reflect about him/herself in a creative way to find suiting adjective. In Addition, the group atmosphere improves at the beginning of a session.</p> <p>Participants get in circle and think of an adjective that describes them and has the same first letter as their name. After a short time of thinking, the coach starts the round with his own name and adjective (e.g mighty Mike). The coach starts by throwing a ball to another participant, who now says his name and a suiting adjective. The rounds continue until every participant has got the ball once and said his/her name with an adjective.</p>
Reflection of Activity
<i>Describe any reflection associated with the activity. If the activity is applicable to multiple Units, provide guidance on how to ask specific questions in relation to each Unit.</i>
<p>What was the reason of this activity?</p> <p>Getting to know yourself and each other with identifying attributes</p> <p>What can you take out of it for your sport class?</p> <p>How can you adopt it to different target groups or make it more challenging?</p>
Notes on Presenting or Adapting this activity
<i>Include any notes, comments or tips on how to present – or potentially adapt - this activity to children, youth or ToT Participants.</i>

<p>-The coach can also add motion to the game by letting the participants change their position after they said their name and adjective.</p> <p>- After two rounds saying your own name, the coach can change the direction of the game. Now instead of saying their own name, the participants throw the ball to another person and say their name. This exercise also helps as a mnemonic to memorize the names of the participants.</p>
<p>Notes for Physical Educators and Coaches <i>Include notes on specific points and elements that should be emphasised when training Physical Educators and Coaches</i></p>
<p>- speak clear, slow</p> <p>- help with adjectives if needed</p> <p>- find words in other languages</p>

Hope is in the air

Number of Teachers/ Coaches	1-2
Number of Participants	16-24
Typical Age Group	10+
Time Needed	15-20 minutes
Space Needed	Classroom, sports hall
Materials Needed	<ul style="list-style-type: none"> • balloons or • balls • music • corns or chairs • flip charts, pens
<p>Activity Objects</p> <p><i>Describe the general objectives of the proposed activity.</i></p>	<p>motivation for the PE class, getting to know stereotypes, understand self through reflecting on personal, experiences and to develop critical thinking.</p>
Related Learning Competences	Critical thinking, self-awareness, creativity, coaching philosophy

<p>Description of Activity</p> <p><i>Describe the overall process and breakdown of the activity. If the activity is applicable to multiple Units, say a few words on how to use this activity specifically in relation to each Unit.</i></p>
<ul style="list-style-type: none"> • Prepare enough balloons (i.e., at least 1-2 per person) for use during the activity. • Ask participants “What is needed (e.g., personal traits, environment) to do well in teamwork?”. For more mature groups, you could also ask something like “What are the challenges in your community when it comes to intercultural interactions or including diverse groups” • List the answers on a piece of flipchart paper. • Ask each person to blow up a large balloon to its full size.

- Ask them to review the flipchart list, choose an answer and write the answer on the balloon

Explain:

- ◊ The goal of this activity is to always keep all the balloons in play.
- ◊ You will time the group to see how long the group can keep the balloons in the air.
- ◊ Once in the air, balloons can be hit by any group member with any body part.
- ◊ If a balloon touches the ground, the group will get one strike.
- ◊ There will be three opportunities for the group to go for the best time.
- ◊ When you say “Go!” each person launches one balloon into the air. Players cannot hold balloons or let them touch the ground, and they must keep all the balloons in the air.
- ◊ Every fifteen seconds, add another balloon until you are out of balloons.

- After 3 strikes (when 3 balloons have touched the ground), stop the clock, and tell participants the time. Between each play, tell youth they have 1 minute to brainstorm and plan how they can improve their time (to keep the balloons in the air longer).
- Lead a discussion and give time to participants for reflection.

Discussion questions

Reflect

How did it feel when new balloons were added? What strategies did you use to keep them in the air?

Reflection of Activity
Describe any reflection associated with the activity. If the activity is applicable to multiple Units, provide guidance on how to ask specific questions in relation to each Unit.

Explain the course of the game in peace and clarity!
 Check the list on the flipchart and what is written on balloons. The PE teacher should cluster the answers and ask why certain sentences were written on the balloon.

Notes on Presenting or Adapting this activity
Include any notes, comments or tips on how to present – or potentially adapt - this activity to children, youth or ToT Participants.

- Add music to the game, which can also be proposed / accepted by TN (smartphone, iPad, ...)
- Have reserve balloons ready
- There are children / adolescents / adults who are afraid of balloons!

Notes for Physical Educators and Coaches
Include notes on specific points and elements that should be emphasised when training Physical Educators and Coaches

- Think about questions and possibilities of guided discussions beforehand.

Helium Pole

Number of Teachers/ Coaches	1-2
Number of Participants	16+ and observers
Typical Age Group	12 and above

Time Needed	30 minutes
Space Needed	Playground
Materials Needed	<ul style="list-style-type: none"> • Flipchart paper • Markers • Long, slim, light pole (~10 feet or 3 metres long and 1 inch or 2.5 cm thick) • Stopwatch - ideally on a mobile device to track to the 100th of a second
Activity Objects <i>Describe the general objectives of the proposed activity.</i>	To share an experience that allows participants to consider that tasks can be just made together, but in a group, people take different roles.
Related Learning Competences	Self, social and strategic competences such as: Leadership, communication, teamwork, active listening, problem solving, motivation.

Description of Activity

Describe the overall process and breakdown of the activity. If the activity is applicable to multiple Units, say a few words on how to use this activity specifically in relation to each Unit.

1. Give the following instructions:

- We're going to have some fun with a short exercise
- Your task is to lower this pole to the ground together in the shortest time period possible. And I have my stopwatch which will measure time in the 100th of a second. You are competing with groups around the world who have done this same exercise – Olympians and business executives even.
- You are going to form 2 even lines facing each other, with each person standing shoulder to shoulder.
- Demonstrate that each person will raise your hands to waist height and extend your fingers with your thumb raised (see image below)



- Each person must always maintain contact with the pole!
- This is not a creativity exercise – the pole simply rests on your fingers as you lower it to the ground as quickly as possible. No locking your fingers or holding on to the pole. It rests on top of your fingers and you lower it down.

2. As soon as you have completed the instructions, quickly get the participants up and into position. Do not give time for asking questions. Remember the intention is for

- there to be some confusion. If people have questions about what to do, simply re-state the instructions you have already given.
3. Once the participants are in position, you as the facilitator, with the help of a co-facilitator or volunteer, need to raise the pole as high as possible and then lower the pole onto their fingers. Remind them that you will start the timer as soon as the pole touches their fingers.
 4. Once the pole touches the participant's fingers, start the stopwatch, and ensure that everyone relates to the pole. If there are any gaps between the pole and the people's fingers, remind people to touch the pole.
 5. While the participants try to move the pole to the ground observe what is happening. Encourage participants that are observing rather than participating to also take specific mental note of what is happening.
 6. Continue observing as the group works together. Continue to remind them of the rules so that all participants have their fingers always touching the pole.
 7. When the pole is on the ground, stop the clock and recognize their achievement with cheers.
 8. Invite all participants to sit down for a discussion, using the questions below as a guide. Write the time from your stopwatch on a flipchart paper so that it is visible to all participants.
 9. Conclude this activity by thanking everyone for their contributions to the task and the discussion.

Reflection of Activity
Describe any reflection associated with the activity. If the activity is applicable to multiple Units, provide guidance on how to ask specific questions in relation to each Unit.

OPENING QUESTION:
 HOW CAN COMMUNICATION HELP EFFECTIVE LEADERSHIP?

DISCUSSION:
 DURING THE TOT THE QUESTIONS WILL ONLY FOCUS ON UNIT 2 LEADERSHIP AND COMMUNICATION.

Reflect:	<p>a. Communication What did you notice about the communication during this activity? <i>Listen for: Blaming, everyone talking, nobody listening</i> (Allow participants to blame each other, laugh at what happened, explain their frustrations, etc.).</p> <p>b. Inclusion & Leadership Who played a leadership role during this activity? Has every participant been included? How did the team select the leader? How did the leader act throughout the activity?</p>
Connect	<p>c. Communication: What are some tips you follow to keep positive communication with someone from different cultural background?</p> <p>Leadership Who is your role model leader who is not from your country and why? Why is inclusion important?</p>
Apply	<p>Based on today's experience, what other skills will you use more in a group?</p>

Notes on Presenting or Adapting this activity

Include any notes, comments or tips on how to present – or potentially adapt - this activity to children, youth or ToT Participants.

Note for Facilitator:

- Ideally you want about 16 to 20 people on the pole, shared evenly on both sides. If you have more than 20 people in your training group, the extra people will have to be observers.
- The average time for moving the helium pole to the ground is 7 minutes. The longest time is 20 minutes.
- Teachers and Coaches may need to implement this activity by the end of their session where they can challenge students to achieve new records and then use the reflection part to learn better about the targeted competencies.
- Change the questions and ask those that fit with the key learning you are going to focus on: for example, self-awareness, adaptability, self-confidence, motivation, recognition and so on.

Notes for Physical Educators and Coaches

Include notes on specific points and elements that should be emphasised when training Physical Educators and Coaches

Make sure that you and the observers register all what you heard and observed in order to use that while asking questions or giving specific feedback.

Teaching and coaching is not automatic, but a skill that is learned through practice. Tell the group that if given another chance, they would be able to complete the activity with better results.

Team trust

Number of Teachers/ Coaches	Open
Number of Participants	Open
Typical Age Group	12+
Time Needed	20 min
Space Needed	Playground
Materials Needed	<ul style="list-style-type: none"> • Blindfold 1 per each pair • 25 objects: balls, chairs, cones, sticks, bottles or any others • Tape
Activity Objects <i>Describe the general objectives of the proposed activity.</i>	To develop the ability to trust others and build a trusting environment through effective leadership and communication.
Related Learning Competences	Teamwork, Respect, effective communication, leadership, trust, self-awareness

Description of Activity

Describe the overall process and breakdown of the activity. If the activity is applicable to multiple Units, say a few words on how to use this activity specifically in relation to each Unit.

Goal of the game: To safely guide a partner through a complicated course.

1. Use chalk or tape to mark a rectangular play area. Be sure to mark a clear start line on one side of the rectangle.
2. Scatter the random objects throughout the play area to create a challenging obstacle course.
3. Divide the players into partners.
4. Ask the players to think of a person they trust in their life.
5. The other partner will play the role of “a person they trust.”
6. Explain that this is a game in which one partner in each group will need to trust their partner to guide them. The other partner will need to be very trustworthy and work hard to guide each partner safely.
7. Ask for a volunteer from each pair who feels comfortable being blindfolded to play the role of Trustor.
8. Give each Trustor a blindfold.
9. The other partner will play the role of Guide.
10. Explain and demonstrate that:
 - Each pair will stand behind the start line.
 - The Trustor in each pair will wear the blindfold and prepare to cross the obstacle course.
 - When you say, “Go!” each pair will move through the obstacle course to the opposite side of the rectangle and back.
 - The Guide can walk beside the Trustor but may not touch the Trustor in any way.
 - If the Trustor touches an object in the obstacle course, he or she must return to the start line and begin again.
11. Repeat the game allowing the players to change roles.

Reflection of Activity

Describe any reflection associated with the activity. If the activity is applicable to multiple Units, provide guidance on how to ask specific questions in relation to each Unit.

Opening Questions

- What are some situations in your life when you have had to be a “guide” for someone from a different culture?
- How did it feel to be a guide in those situations?

Discussion**Reflect**

- For those of you who were “Trustors”, how did it feel to be blindfolded?
- For those of you who were Guides, how did it feel to be responsible for the safety of the “Trustor”?
- What did you do as Guides to make your Trustor feel safe?

Connect

- As a person from a different culture what are some situations when you trusted others from a different culture?
- What made you feel confident to be a Trustor in those situations?

Apply

- In the future: what can you do in your sessions to help students from different backgrounds trust you? (For example, greet them by name, by their language, try to learn about them and their culture, encourage everyone to participate.)

Notes on Presenting or Adapting this activity

Include any notes, comments or tips on how to present – or potentially adapt - this activity to children, youth or ToT Participants.

- Ask all teams to start behind the start line. When the game begins, allow only the Trustors to move through the obstacle course. The Guides must direct their partners from behind the start line.
- Asking for players to volunteer to be the Trustor: This is a social risk that not all individuals will feel comfortable with at first. Explain “challenge by choice,” in that the challenge is their choice. They are a valuable member of the team whether they are a Trustor or Guide.

Notes for Physical Educators and Coaches

Include notes on specific points and elements that should be emphasised when training Physical Educators and Coaches

- Add more objects to the obstacle course and challenge the Trustors to accomplish 3 tasks while in the obstacle course before moving to the other side of the rectangle. For example, you might say, “Each Trustor must sit on that chair, pick up that rock, and crawl under that rope before moving to the other side of the obstacle course.”

Listening with your body

Number of Teachers/ Coaches	16-24
Number of Participants	16-24
Typical Age Group	12+
Time Needed	30 minutes
Space Needed	Where each pair can have enough space to communicate
Materials Needed	Nothing
Activity Objects <i>Describe the general objectives of the proposed activity.</i>	To identify the importance of body language in listening to and communicating with others

Related Learning Competences	Communication, active listening, respect, trust
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Description of Activity
Describe the overall process and breakdown of the activity. If the activity is applicable to multiple Units, say a few words on how to use this activity specifically in relation to each Unit.

1. Divide the participants into 2 groups: Storytellers and Listeners.
2. Explain and demonstrate that:
 - Each Storyteller has 3 minutes to think of a 2-minute story about something or someone that has really inspired them and has had a big impact on their lives.
3. Take the Listeners outside the room or to the other side of the play area.
4. Explain and demonstrate that:

When the Storytellers begin telling their story you will call out steps.

At **step 1** the Listeners will:

 - avoid eye contact
 - fiddle with something they are wearing
 - avoid making listening noises (for example, “hmm” or “yes”)

At **step 2** the Listeners will:

 - look their partner in the eye
 - nod their heads
 - look interested

At **step 3** the Listeners will:

 - do all of the above but also make encouraging sounds (for example, “yes” or “right”)

At **step 4** the Listeners will:

 - do all of the above but also ask some questions to help partners develop their ideas
5. After 3 minutes ask each Storyteller to find a Listener partner.
6. Call out steps 1–4 allowing for 30–45 seconds between each step.
7. After pairs have completed the task, ask everyone to sit together again. Lead a discussion, using the questions below as a guide.

Reflection of Activity
Describe any reflection associated with the activity. If the activity is applicable to multiple Units, provide guidance on how to ask specific questions in relation to each Unit.

- Discussion: Reflect-Connect-Apply**
- | | |
|----------------|---|
| Reflect | <ol style="list-style-type: none"> a. How did you feel as a Storyteller? b. How did you feel as a Listener? c. In your culture, what do you look like when you are really listening? |
| Connect | <ol style="list-style-type: none"> d. When was a time in your life when you felt like someone truly listened to you? What did he or she do? |

Apply e. When you lead activities and discussions with others, how can you show that you are actively listening to them?

Notes on Presenting or Adapting this activity
Include any notes, comments or tips on how to present – or potentially adapt - this activity to children, youth or ToT Participants.

Emphasize to youth the importance of listening with their body as it shows respect to others, make them trust, appreciate and recognize them. Besides, they will be able to learn more.

Notes for Physical Educators and Coaches
Include notes on specific points and elements that should be emphasised when training Physical Educators and Coaches

Emphasize why it is important in sport to actively listen to your teachers and coaches. That will help them understand, remember, strategize and better plan, build positive relationship based on respect and trust.

Football Field

Number of Teachers/ Coaches	1-2
Number of Participants	24
Typical Age Group	10+
Time Needed	10-20 minutes
Space Needed	classroom or sport hall
Materials Needed	<ul style="list-style-type: none"> • flipcharts • pens • tables •
Activity Objects <i>Describe the general objectives of the proposed activity.</i>	<ul style="list-style-type: none"> • capacity for teamwork • getting to know potential and barriers of sport
Related Learning Competences	Teamwork, recognizing the potentials and challenges of sport, leadership

Description of Activity
Describe the overall process and breakdown of the activity. If the activity is applicable to multiple Units, say a few words on how to use this activity specifically in relation to each Unit.

The participants learn to cooperate in a playful way and get to know their team skills and different roles in a group. This exercise is about recognizing negative and positive aspects of sport on an individual and societal level related/connected to topics of the workshop.

Method:

1. The participants are divided into small groups of 4-5 persons. The selection of the groups should be done randomly. Then the coach explains the exercise.
2. Each group gets a flipchart paper and a flipchart pen.
3. On command each group starts to draw a football pitch including these three rules
 - All participants in one group must touch the pen at all times
 - The group is not allowed to drop the pen (to take the pen off the paper and start at another point)
 - The participants are not allowed to talk to each other
4. After the coach gives the go, all groups must start drawing the football field applying the 3 rules
(The coach can take the time; 1-2min; Alternative: The first group that finishes the field wins)
5. After every group is finished, they present each other their drawings and discuss/feedback about the exercise and its rules.
6. Feedback Questions: Who took the pen? Did everybody touch the pen? How was the fact that you were not able to talk? How did you communicate?

Second Part of the exercise:

Negative and positive aspects of sport

1. The football field is divided into a negative (-) and a positive (+) half.
2. Each group discuss negative aspects of sports or a field of sport (football, world championship) and write the keywords on the flipchart sheet. After 5 minutes, the same exercise is performed with the positive aspects.
3. The groups present their results
4. The coach summarizes the key points and marks them
5. Finally, there is a short panel discussion with the participants, contextualizing topics and keywords of the exercise that are relevant for the workshop.

Reflection of Activity

Describe any reflection associated with the activity. If the activity is applicable to multiple Units, provide guidance on how to ask specific questions in relation to each Unit.

- How can this game be compared to a real-life situation?
- Who is taking a lead and why?
- How did participants feel with that?

Notes on Presenting or Adapting this activity

Include any notes, comments or tips on how to present – or potentially adapt - this activity to children, youth or ToT Participants.

- The time for drawing the football pitch is not too important. A small competition among the groups can be funny for some groups. The main aim if this exercise is not to draw the most beautiful football field in the shortest time!

Notes for Physical Educators and Coaches

Include notes on specific points and elements that should be emphasised when training Physical Educators and Coaches

- The PE teacher or coach can hand out more pens in the second half of this exercise (Negative and positive aspects of sport)
- The PE teacher or coach and the group should establish some ground rules of discussion

Circle the ball

Number of Teachers/ Coaches	(1)-2
Number of Participants	(8-12 per group), 16-24
Typical Age Group	10+
Time Needed	30 min
Space Needed	Playground, Classroom
Materials Needed	<ul style="list-style-type: none"> • 4-6 balls
Activity Objects <i>Describe the general objectives of the proposed activity.</i>	<ul style="list-style-type: none"> experience the importance of communication /non-verbal communication - learn about group dynamics - get to know a concept of social inclusion - experience a common success
Related Learning Competences	Effective communication, social inclusion, teambuilding

Description of Activity <i>Describe the overall process and breakdown of the activity. If the activity is applicable to multiple Units, say a few words on how to use this activity specifically in relation to each Unit.</i>
<p>The participants learn in a playful way how important teamwork and communication are. Each participant is equally important for the game. This exercise tries to transfer this form of inclusion to social issues and aspects.</p> <ol style="list-style-type: none"> 1. A first there is a short description of what the participants can expect. (E.g. "Our next exercise is about communication and inclusion / team spirit," ...) 2. The participants form a circle while standing, after that the coach starts with the explanation. 3. The coach gives one ball in the round. The participants throw the ball around/passes without any instructions. In this phase, verbal communication is not allowed. Then the coach can add a second ball, after a while a third one. 4. If one ball falls on the ground, the participants must stop, give the ball back to the coach and then start again from the starting point/person. <p>Tip: The coach can assist with the advice that eye contact can help the participants.</p> <p>5. Next level: The PE teacher/coach repeats the instructions: - Through/pass the ball and avoid that the balls fall on the ground - No verbal communication - New: Every participant must get the ball once - If every participant has got the ball once, the coach gets the ball - The coach can add more balls</p>

6. Next level:

The PE teacher/coach repeats the instructions:

- Through/pass the ball and avoid that the balls fall on the ground
- No verbal communication
- New: Every participant must get the ball once
- If every participant has got the ball once, the coach gets the ball
- The coach can add more balls
- Now the participants must memorize the sequence/order
- Tip: Eye contact & calling the names of the participants

7. Next level:

The PE teacher/coach repeats the instructions:

- Through/pass the ball and avoid that the balls fall on the ground
- No verbal communication
- New: Every participant must get the ball once
- If every participant has got the ball once, the coach gets the ball
- The coach can add more balls
- Now the participants must memorize the sequence/order
- Tip: Eye contact & calling the names of the participants
- The coach can measure the time the participants take to make a full sequence (“record time”)

Reflection of Activity

Describe any reflection associated with the activity. If the activity is applicable to multiple Units, provide guidance on how to ask specific questions in relation to each Unit.

The PE teacher/coach asks the participants how they experienced the game. How was it at the beginning, how did it develop? How important was the communication / structure? The coach has to point out that each participant has made the same contribution and that this is the only way this game can work. The connecting factor is now a discussion about justice and fairness in society and the exercise.

Notes on Presenting or Adapting this activity

Include any notes, comments or tips on how to present – or potentially adapt - this activity to children, youth or ToT Participants.

The coach can add some variety into the game.

- One ball goes in one direction (A-B-C), another ball goes into the opposite direction (C-B-A)
- Add more balls to the circle

Notes for Physical Educators and Coaches

Include notes on specific points and elements that should be emphasised when training Physical Educators and Coaches

- The PE teacher/coach can add different kinds of balls (e.g., football)
- The PE teacher/ coach can add a football (kick) to the tennis ball (trough)
- be aware to include kids who cannot easy catch a ball, have a handicap (e.g., put them in an easy position, take bigger balls, etc.)