

# Right to Sport

Movement, play and sport with disadvantaged children and adolescents



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**Federal Office of Sport FOSPO**

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and Cooperation SDC**

# Right to Sport

## **Movement, play and sport with disadvantaged children and adolescents**

### **(Methodological) handbook and compendium of exercises for training instructors for out-of-school activities**

Experience and knowledge gained as a result of cooperation between Swiss Federal Institute of Sport Magglingen SFISM, Switzerland, and the Institut National de la Jeunesse et des Sports (INJS), Abidjan, Côte d'Ivoire

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# Contents

<b>Introduction</b> .....	5
<b>Endorsements</b> .....	6
<b>Philosophy of the “Right to Sport” project</b>	
Aim: the promotion of vital skills and humanistic values .....	9
Method: promoting of out-of-school sport .....	11
• Training .....	12
• Community commitment .....	12
Beneficiaries: children and adolescents, girls and boys .....	13
• Access to activities .....	14
• Characteristics of the target group .....	14
<b>Roles of the instructors (male and female)</b>	
Leaders and positive role models .....	18
Activity managers .....	19
Link between “Right to Sport” and training in a specific sporting discipline .....	19
<b>Applied educational principles</b>	
A structured sports session .....	20
• The three stages of a sports session .....	20
• How the time is spent .....	21
Reinforcing motivation and enjoyment .....	21
Fostering a “feedback culture” .....	22
Commitments – making values explicit .....	24
Rituals and routines .....	25
Competition without exclusion .....	26
<b>Appropriate sporting activities</b>	
Fun games .....	27
• Psychological and social benefits .....	27
• Circle games, running games and relays .....	28
• Ball games .....	32
• Miscellaneous games .....	34
Major team games .....	37
• Learning team games .....	37
• Football .....	40
• Volleyball .....	41
• Handball .....	42
• Basketball .....	43
• Baseball .....	45
Dance, wrestling and acrobatics .....	47
• Dance .....	47
• Wrestling (African style) .....	48
• Acrobatics – balance .....	51

### **Infrastructure and equipment**

Making equipment to distinguish one team from another .....	53
Making equipment to mark out the pitch .....	54
Making equipment to construct goals .....	55

### **Working tools and practical examples**

A model sports session .....	56
Tournaments .....	60
• Tournament models .....	61
Game plans .....	63
Example of a project to make sports equipment .....	68
Example of a public sports event .....	69
Example of an activity to prevent STIs and HIV/AIDS .....	73

<b>References</b> .....	76
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# Introduction

This handbook is based on the experience and knowledge gained from the “Right to Sport” project in Côte d’Ivoire.

The project originated in 2002 in the context of cooperation between the Swiss Federal Office of Sport FOSPO and the Swiss Federal Institute of Sport Magglingen SFISM, in Switzerland, and the Institut National de la Jeunesse et des Sports (INJS), Abidjan, Côte d’Ivoire.

In addition, it resulted in a sponsorship arrangement, deriving from the mandate of former Federal Councillor Adolf Ogi at the UN.

“Right to Sport” went ahead despite the background of economic crisis and civil war in Côte d’Ivoire. Sport provides a way of becoming involved in the out-of-school circumstances of children and adolescents from disadvantaged neighbourhoods. At the INJS, “Right to Sport” has a permanent place in the training institution’s curriculum.

# Endorsements

As an education and training institution specialising in the field of sport, the Institut National de la Jeunesse et des Sports (INJS) has always been successful in meeting the challenges inherent in its founding principles.

For more than forty years, the many specialists trained by our institution have fully satisfied the expectations of the structures that have employed them. Though we are proud of the work we have done so far, we realise that we still have much ground to cover, given the growing number of children and young people who, whether or not they attend school, roam the streets with no fixed occupation.

The establishment of an out-of-school sports promotion programme of the kind proposed to us by the Swiss Federal Office of Sport (FOSPO) is a real boon for our institution because, if there is a deficiency in the training system offered by the Institut National de la Jeunesse et des Sports, it is in the out-of-school field.

Hence the importance we ascribe to preparing a handbook for this area of activity. Firstly, this teaching aid will enable us to introduce out-of-school sport into our existing training cycles, thereby extending the field of action of our students, who are the physical education and sports teachers of the future. Secondly, it will serve as a point of reference for our teachers, providing them with a valuable basis for correctly structuring and delivering their teaching.

I dare to hope that, with this handbook, the democratisation of sport will become a reality. It will make it possible to apply the concepts of “sport for all” and “mass sports” with a minimum of equipment and infrastructure, enabling a large number of children to practice a physical activity – in a word, to exercise their “Right to Sport”.



Nicolas Guiehoa Youho  
Director of the INJS, Abidjan, Côte d'Ivoire

This publication, fruit of cooperation between the INJS and the SFISM, carries with it the promise of a better future. Not only is it the concrete expression of one of the fundamental principles of sport, cooperation, but it also shows how sport can change lives – in particular those of children and adolescents.

Projects of this kind can succeed only if two conditions are met: on the one hand, the local situation and resources must be taken into account; on the other, traditions need to be embraced and accepted. It is the way in which sport is presented that really matters. Sport can contribute to social integration, health promotion and the training of individuals, provided that the social context in which they live their lives is respected. This respect is the pillar on which all successful development cooperation rests.

The authors of this publication have managed to meet these conditions in their instructions for the exercises they propose. From classic team games to traditional African sports, and not forgetting dance, the range of activities they propose is remarkable. A publication of this kind is proof that sport can contribute, even if only to a modest degree, to the advent of a better world.



Walter Mengisen

Co-Rector of the Swiss Federal Institute of Sport Magglingen SFISM, Switzerland

# Philosophy of the “Right to Sport” project

As an activity, sport develops skills, channels emotions, encourages respect for rules, and offers opportunities for meeting people regardless of ethnic, religious, political, linguistic and social differences. It is an activity which provides structure and attracts young people. This is why the “Right to Sport” project looks to sport to provide psychological and social support to children and adolescents living in disadvantaged settings.

What can sport offer?

Everyone has experienced the pleasure of running around and playing. The beneficial effects of sport, for both mind and body, cognitive and motor performance, are well attested and scientifically proven.

In addition, “Right to Sport” seeks to open the way to humanistic experiences.

An instrument for promoting respect and non-violence, sport provides a way of reaching the largest possible number of children and young people with minimal financial resources.

Not demanding any special infrastructure, and only a minimum of equipment, recreational sporting activities have a high educational value and are within the reach of even poor communities. They provide a way of managing large numbers of children who do not attend – or only rarely attend – school, and large numbers of unemployed young people.

Sport has enormous hidden potential. Making use of sport to develop vital skills and promote humanistic values does not just happen; it has to be introduced and taught in accordance with appropriate educational principles.

M. Schaub

## **Aim: the promotion of vital skills and humanistic values**

Improving general well-being:

Physical activity – movement, play and sport – has a positive influence on people's physical condition and health generally; it enables a person to feel at ease with his or her body. Significantly, it is through the body that one experiences one's own self and enters into contact with others.

The right to laugh:

These activities take place in a pleasant environment; laughter, smiles, sharing a joke are an essential part of each session. The organisation can be serious and rigorous in a relaxed setting.

Developing skills and abilities builds a sense of self-worth:

The sense of being appreciated, of having the relational skills one needs and having real value is the basis for socialising with others. Sport can play a part in this process by passing on techniques and offering people opportunities to take on different roles: team captain, referee or linesman, person responsible for equipment, water-carrier for the players, inventor of slogans to convey humanistic messages, "mentor" to new arrivals, etc.

Fostering respect for rules and conflict resolution:

In every sport, rules govern behaviour in a shared activity. Excesses likely to lead to acts of violence can easily be shown up and dealt with in sport, thanks to conflict-resolution techniques and strategies, for example: making it a rule that parties to a dispute must look each other in the eye and shake hands. If this does not solve the problem, they need to calm down and must go and sit it out for a while.

Helping people learn to express aggression in a healthy way:

In sport, an aggressive attitude in keeping with the rules is not only permitted, but desirable. Without it, goals could not be achieved and the competition would lose its main purpose: to vie with others, to measure oneself against them. The determination to affirm oneself while respecting one's opponent is a fundamental quality: one has not only the right, but also the moral obligation to be assertive. However, the losers deserve consideration and thanks because, without them, there would be no winners. This does not detract from the inclusive nature of the activity.

Improving communication skills by encouraging a "feedback culture":

To give and receive feedback is to experience social dialogue. Improving one's linguistic skills and, therefore, one's ability to communicate creates an important sense of solidarity in experiencing security, confidence and belonging to the project.

Fostering a sense of belonging to the group:

Positive use of the fascination that derives from belonging to a group – sects, gangs and secret societies exploit it to the full – can convey social values such as fair play and non-violence.

Fostering closer relations between different groups in a community: sport provides an ideal platform for people to get together. A special sporting event is a neutral activity, bringing together customary, religious and civil authorities. These opinion leaders can also be made more sensitive to the aims of sport as a social and educational activity. Sport thus fosters exchanges between communities, neighbourhoods, indigenous population and refugees/displaced persons, and between different social classes.

Ensuring political independence:

Beware! Public activities are also much sought-after as platforms for political parties. For this reason, care needs to be taken that sporting activities are not hijacked for their propaganda value. Without political neutrality, these activities will not work as a means of fostering encounters and closer ties between different groups. It is important to resist the blandishments of political parties and maintain strict neutrality.

Including sports personalities:

The words and actions of a sporting idol or national or regional celebrity do influence public opinion. A star who comes and takes part in a training session or sporting event, and who then advocates the use of a condom, will be listened to. This reinforces the awareness and prevention work being done in this area. Linking a sports star with activities organised by young people gives a positive boost to the daily grind of prevention work. Celebrities can be powerful ambassadors if they take part in a sporting event in a community or get actively involved in a training session.

Increasing awareness in the areas of health, non-violence, and humanistic values:

Sport is an ideal means of gathering together a large number of people: young people, their parents, the authorities. It therefore provides an excellent platform for personal testimony as a way of raising awareness of and promoting prevention work. It facilitates the recruitment of young leaders who will be trained to act as teachers among their peers. They are in fact very well placed to remind people of the need to adopt behaviour that will keep them safe from serious illnesses and conditions: AIDS and STIs (sexually transmitted infections), unwanted pregnancies, lack of hygiene, malaria, etc.

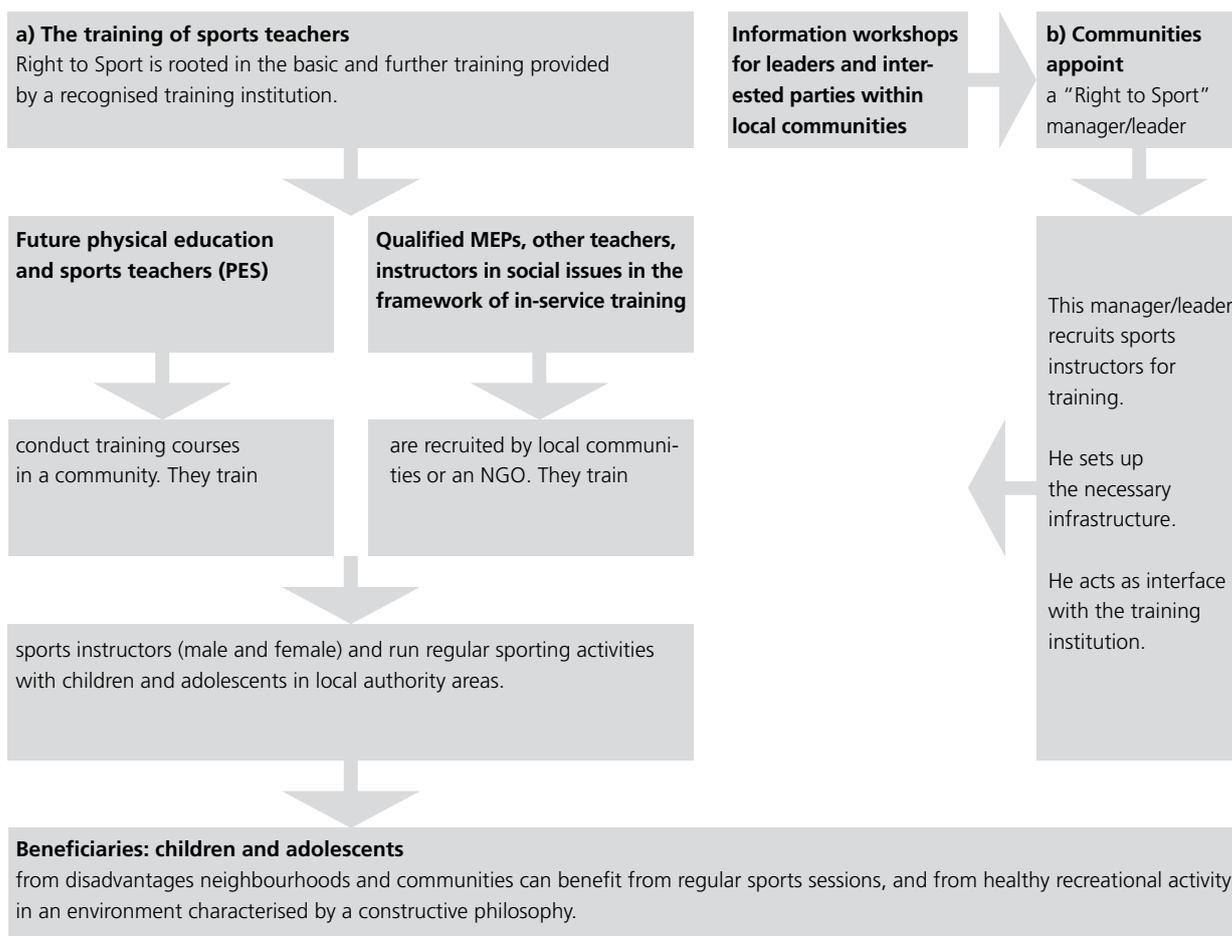
M. Schaub

## Method: promoting of out-of-school sport

Promoting sport as a means of providing psycho-social support in an out-of-school context requires instructors who are able to manage and enthuse children and adolescents, who speak their language and are committed for the long term. This demands a specific approach:

- a) The thinking behind Right to Sport is rooted in a training institution. This ensures long-term commitment, the production of teaching aids, and sound training for the instructors.
- b) Local communities are able to see sport as an important social and cultural activity, and support the activities.

Explanatory diagram:



## Training

In Côte d'Ivoire, future PES teachers are trained by the Institut National de la Jeunesse et des Sports (INJS):

- As a national training institution, the INJS has integrated the thinking behind **“Right to Sport” into its curriculum for the training of future PES teachers**. In their placements, they can build up experience in the out-of-school field and at the same time train local instructors. This training of instructors and sub-group leaders is a key task of teachers and future teachers of PES.
- In addition, the INJS offers an attractive in-service **training programme**: its “Right to Sport” module is intended for qualified sports teachers, and other teachers and leaders in the social field.
- To **involve local communities**, the INJS organises information days for community representatives. To demonstrate how they work with children, they organise a model session in a disadvantaged neighbourhood.

The people trained by the INJS are multipliers, who train and coach sports instructors and opinion formers. This makes it possible to anchor the philosophy of “Right to Sport” in the community.

## Community commitment

Good networking on the part of the training institution makes it possible to develop community resources and ensure the sustainability of the work:

- In Côte d'Ivoire it is the local community which provides the infrastructure for “Right to Sport” activities – i. e. an open area in the neighbourhood or village – and supports the project financially. The community appoints a contact person. This person ensures communication between the community and the project initiator, and helps to recruit local leaders from among the young people who will in turn become sports instructors. By bringing together social workers and local instructors, sport can be introduced as a socio-cultural activity and so become influential.

Instructors (male and female) are recruited in the community:

- People interested in being trained as instructors tend to be found in young people's associations, the local Red Cross, the higher classes in school, women's organisations, sports clubs and other partner organisations, depending on local circumstances. As the training takes the form of a practical apprenticeship (“learning by doing”<sup>\*</sup>), the basic education of those wanting to be trained is not very important. Experience has shown that strong motivation is enough to ensure that activities will be regularly organised and the work done with a contagious enthusiasm. As part of the scala group, these instructors will in the long run become opinion formers and will be able to share the thinking behind “Right to Sport” more widely than the sports sessions themselves.

M. Schaub

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<sup>\*</sup>Learning by doing: PES teachers explain to them the thinking behind “Right to Sport”, its aims and working methods. They demonstrate the different parts of a sports session, pass on the rules of the games and how they should be refereed, and engage with them in a culture of feedback, rituals and conflict management.



*“The instructors and young sportsmen and women act as opinion formers vis-à-vis their peers, and may well become involved in important issues in their community beyond the confines of sport (see chapter on ‘Role of instructors’)”.*

**Beneficiaries:  
children and adolescents, girls and boys**

The out-of-school sport we are concerned with here is primarily for deprived and vulnerable children and adolescents who live in conditions of insecurity: children and adolescents from poor neighbourhoods, children living or working on the streets, orphans (as a result of war, AIDS, etc.), refugees, displaced children, child soldiers, children from rural areas.

Sport is a way of gathering them together and introducing them to a field of experience free of violence in a protected setting, where they can:

- experience times of enjoyment and well-being
- forget their poverty for a while and really feel they are children or adolescents.

At the same time, it is an opportunity to promote and develop humanistic and social values:

- learning rules other than the law of the strongest
- accepting as comrades those from other ethnic groups, religions or families, the weakest in society, traditional enemies
- inclusion of and respect for girls
- encouragement of comradeship, mutual help, solidarity, cooperation, fair play.

### **Access to activities**

In the case of girls, in many cases access to movement, play and sport cannot be taken for granted. To enable them to take part in sporting activities, instructors will often have to make a special effort. For example, they will need to:

- go out of their way to recruit female instructors
- form alliances with respected figures in the village or neighbourhood to get them to encourage girls to take part
- organise opportunities for family authorities to express their agreement to girls taking part
- arrange facilities for very young children so that girls can be dispensed from looking after their younger brothers and sisters (a creche where the very young can play in the vicinity of the sports ground)
- arrange the timing of sessions so they do not coincide with the family tasks expected of girls
- adapt the sporting disciplines to the cultural context
- where the cultural context does not permit mixed sporting activities, organise parallel activities for boys' and girls' teams. Organising activities for girls only often turns out to be counter-productive, as it arouses the jealousy of brothers and male cousins.

Despite possible cultural constraints, sport is an excellent way of fostering behaviour based on partnership between girls and boys.

Here are a few simple tricks you can try:

- occasionally try forming mixed teams
- let girls and boys take turns at being team captains
- avoid rewarding girls excessively or letting them off lightly, each instance of special treatment is an act of discrimination
- accept that boys and girls have different preferences in their choice of sports, because they want to use their bodies differently
- challenge clichés and role stereotyping by getting them to take part in games preferred by the other sex and so introduce them to new experiences
- let girls and boys choose to take part in physical activities regardless of their sexual connotation.

### **Characteristics of the target group**

Among deprived and vulnerable children, instructors will encounter the most disadvantaged groups. The key points set out below will ensure respect for the particular characteristics of each group and help to overcome fears and prejudices.

Sharing times of enjoyment is at the heart of sporting activity; children and young people want to be recognised as individuals in their own right and treated like anybody else.

## General context

### Children living in disadvantaged areas or neighbourhoods

These areas and neighbourhoods are characterised by a lack of school infrastructure (number of pupils per class far too high), lack of employment opportunities, lack of vocational prospects, lack of awareness of the connections between behaviour, hygiene and health, lack of jobs, lack of hope.

The inhabitants of these neighbourhoods demonstrate great ability in finding ways of surviving in their poverty, adapting, improvising and expressing themselves.

The number of children and adolescents who should be able and want to take in sporting activities is enormous.

### Children living on the streets...

These children live on the streets and have no family home. Apart from their poverty, there are many reasons why they live in this way:

- they have been turned out of home because their father has taken another wife
- they have run away from a difficult situation (violence, exploitation)
- they are orphans and have no guardian.

Street groups are governed by strict internal rules and a well-defined hierarchy. Their leaders are strong, intelligent and have adapted skilfully to this difficult way of life. They manage the little jobs performed by their group (portering, cleaning and watching over cars, shoe-shining, and in many cases prostitution).

Although the weaker in society are exploited by the stronger, the system offers a certain degree of protection. A child's chances of integration into society depend on the time he (or she) has spent on the streets, his physical and intellectual resources, and the opportunities society offers him.

Most of these children have hardly any chance of getting off the streets. The links established through sport can help to reduce risk behaviour.

### ...and children working on the streets

They work on the streets (as peddlers, porters, windscreen-washers...) and bring their earnings home to help the family survive.

Like children living on the streets, those who work there often fall victim to paedophiles and are forced to prostitute themselves.

## The specific role of sport and key points to remember

### Sport

- offers a framework for conveying the pleasure of learning games and acquiring sporting skills and, at the same time, values and behaviour based on respect.
- ensures the participation of large numbers of children. This means that a session has to be well prepared and there has to be clear communication. One has to be able to delegate certain tasks, enlist helpers and form sub-groups.

### Sport is an ideal means of forming links with a marginalised group.

It is an ideal way of

- developing existing skills (the ability to adapt and observe, vigilance, speed...)
- respecting the hierarchies that exist on the streets and giving the leaders ("godfathers") responsibility by recruiting them as opinion formers and helpers. It appeals to their dignity and sense of honour. A good "godfather" ensures that his "family" is well and treats the members non-violently. Sport provides an opportunity to show a leader how he can establish his authority without having to inspire fear.
- engaging leaders as messengers of:
  - humanistic values
  - respect for and acceptance of girls as partners
  - non-violence
  - better hygiene.The solutions they themselves find to improve their circumstances are lasting and help to reduce risk behaviours. As they often work as procurers, they are better placed to pass on information on how to protect oneself from AIDS and STIs (sexually transmitted infections) and avoid unwanted pregnancies. Most "godfathers" are also prepared to discuss the way they manage petty crime, the consumption of alcohol and other drugs, and the exploitation of girls.
- Sport makes it possible to encourage integration into training structures (schools, apprenticeships...), where this is wanted and possible. (Not everyone wants to be integrated into society.)
- Matching training timetables to their working hours (there are "peak" times for the jobs they do!) and choosing exercises that build confidence.

## General context

### Refugees living in camps...

Cut off from their roots, refugees live in a restricted space, without occupation or employment; they are prone to many endemic diseases.

Badly affected by the horrors of war, they have lost all certainty. Whether hoping to return home or move on elsewhere, or preparing to integrate in their present host country, they are subject to permanent psychological stress.

Some suffer from post-traumatic stress syndrome.

Problems:

The facilities in the camps, set up and managed by international institutions, are often better than those enjoyed by the indigenous population.

- The indigenous population feels exploited and pushed aside.
- Friction between the two groups worsens as soon as the refugees claim or begin to cultivate a small plot of land in the vicinity of the camp.
- The longer the situation lasts, the harder the refugees try to make the best of it; they open small shops, look for a place to live or employment outside the camp, and integrate their children into the local education system.

### ...and displaced groups

Groups forced to flee their homes in war zones; they include children who have been rescued, their parents having been killed. They live either in public buildings temporarily converted into camps, or with families who have taken them in; some have moved to link up with relatives.

They are supported by NGOs, the State and international institutions.

## The specific role of sport and key points to remember

### Sport

- provides an opportunity to play, to enjoy times of well-being.
- is a form of recreation open to the whole population of the camp (sport for the elderly, tournaments...)
- helps to break down and overcome the paralysing effects of anxiety.

In a situation of chronic instability, a regular, structured activity gives a sense of security. The presence of a male or female instructor concerned to ensure that the rights of the weakest (girls, children) are respected is encouraging. Sports instructors cannot solve the problems, but they can help people to cope with them better. A lightening of the atmosphere has preventive effect where conflict, violence and consumption of alcohol and other drugs is concerned.

Sport provides an opportunity

- to respect the hierarchies of the population groups concerned
- to give responsibility to leaders from among the refugees or displaced persons and recruit them as instructors
- to recruit these leaders as messengers of non-violence and promoters of hygienic behaviour and humanistic values
- to include the host community by organising joint activities, so as to avoid jealousy. For example: pick mixed teams during a tournament so as to bring together the different groups. Stress that that they are playing together, they are a team, and they depend on one another.
- to seek cooperation with the various international and national protagonists in the locality, and ensure that orphans are being cared for.

## General context

### Child soldiers and those associated with them

Children, whether locals or outsiders, enrolled in different factions. They are recruited by force or by having the promise of a better life held out to them.

Child soldiers are particularly badly affected by the horrors of war: both victims and perpetrators of violence, they have, depending on circumstances, been involved in murder, vandalism, rape, etc. The girls have generally been raped, allocated to a "husband", and may have borne unwanted children.

What is hard for an adult is doubly so for a child. At an age when they are psychologically immature, they are obliged to cope with an extremely difficult past. They desperately need special support to enable them to integrate or re-integrate into society.

As part of their DDR effort (demobilisation, disarmament and reinsertion), NGOs and international institutions are trying to gather them together in camps and provide them with psychological support, with the aim of re-integrating them as quickly as possible into normal life.

In peripheral regions, there is often no established organisation; it falls to the local community to find solutions.

The success of efforts to integrate or re-integrate these children into the community depends on circumstances. The community tends to react differently to children who have been forcibly recruited and those who have just gone off in search of a better life. They may return as heroes or as traitors, depending on which group they fought for. Integration is possible only if the receiving community overcomes its fears and prejudices where former child soldiers are concerned.

### Children and young people from rural areas

Children, whether locals or outsiders, living in rural areas with their parents or host families.

The vast majority do not attend school, but participate in their relatives' economic activities: farming or small-scale shop-keeping and trades.

In the absence of recreational activities, there is a strong risk that they will be drawn into alcohol and tobacco abuse, or juvenile delinquency.

## The specific role of sport and key points to remember

In receiving villages and structures set up to re-integrate young people, sport can be used

- as a form of recreation, offering the opportunity to play and enjoy times of well-being
- to help break down and overcome the paralysing effects of anxiety
- as a means of rapprochement between former soldiers and the community.

Sports instructors can play an active role as facilitators in re-integrating former combatants into a community.

However, sport cannot replace psychological support for those who have been traumatised!

Choose exercises with a "fun" emphasis, or dance, which is a way of expressing oneself with the help of rhythm. Adapt the activities to the different phases of the sports session.

### Sport provides a recreational structure with educational input.

It is a good way of

- developing young leaders by recruiting them as instructors and spokespersons
- mobilising young people for socio-cultural and health-promotion activities: e.g. teaching how to guard against AIDS and STIs, unwanted pregnancies and malaria, encouragement of good hygienic practices, etc.
- including traditional sports, games and dances, and thus building a bridge between tradition and modern life.

M. Schaub, J. Tagbo

# Roles of the instructors (male and female)



The instructors (both male and female) who lead sports sessions in local communities are the principal actors on the ground. They play various roles.

## Leaders and positive role models

Acting as an ambassador, a sports instructor conveys ethical values. As well as teaching sporting and methodological skills and abilities, he fosters social skills and provides a positive experience for individuals and the community.

A sports instructor

- loves sport and children and is able to convey his enthusiasm
- accepts responsibility and sets an example
- shows goodwill/kindness in addressing persons of different ethnic groups and religious communities, members of the opposite sex and political opponents
- ensures respect for the established rules to create an atmosphere based on trust and security
- provides plenty of positive feedback for the children and adolescents concerned, and encourages the group members to share positive comments among themselves
- organises time and space for practice and repetition, to enable the participants to learn
- is blunt in condemning unauthorised forms of aggression and opposes acts of violence
- makes use of conflict-solving rituals
- ensures that the losers are duly acknowledged and thanked (without them, there would be no winners!), and that the strong help the weak.

An instructor regularly picks ethnically and religiously mixed teams to encourage the different communities to play – and live together – peacefully.

## Activity managers

An instructor directs the sporting activities. His role is to organise, then manage, the games session from beginning to end, direct the sporting activity for the benefit of all the participants, and motivate and stimulate them. He ensures that the sporting activities are conducted according to clear rules, which provide security and foster an atmosphere of trust.

The instructor

- decides on the timetable and programme of activities
- gives clear instructions, demonstrating what is required rather than simply telling people what to do
- gives fresh impetus, varies and adapts the games
- ensures that all the children concerned can take part in the game
- ensures fair play and safety on the pitch, and intervenes in the event of serious fouls and conflicts
- encourages and congratulates all the participants and sub-groups...

When a competition is held, the instructor appoints referees to ensure that the games are played according to the rules. Naturally, these referees must know the rules, be accepted as having authority in their discipline, and demonstrate neutrality and impartiality, while being courteous, clear and consistent.

***“When children or adolescents are asked to act as referee, they must be given the instructions they need to be able to perform their task correctly.”***

## Link between “Right to Sport” and training in a specific sporting discipline

The aim in “Right to Sport” activities is to include every boy and girl concerned. It is not to build permanent teams which will train for a long-term sporting goal, as this would mean selection and the exclusion of weaker players.

If a child or group of children/adolescents have sporting ambitions and are interested in playing in a team, they should be directed towards a club or given training outside of “Right to Sport” hours.

M. Schaub, Ch. Schwager

# Applied educational principles

## A structured sports session

A well-structured and well-led session provides a beneficial experience on various levels:

- **Emotional:** experiencing times of joy, fun, motivation; learning to cope with fears, frustrations; having to manage aggression.
- **Physical:** awareness of effort – exercising stamina, strength, speed, mobility (of joints and muscles), coordination – bodily experiences
- **Cognitive:** capacity to think, reflect, decide, concentrate in order to learn.
- **Social:** belonging to a group, managing conflicts, obeying rules, making friends, respecting opponents.

### The three stages of a sports session

Good organisation makes it easier to manage children and adolescents.

The following structure will help the participants to feel welcome, to learn and perform actions in the field of sporting technique, to share in the pleasure of playing the game, and quickly to grasp the connection between behaviour, skill and managing their emotions.

#### 1. Taking charge

Objectives: to welcome the children and adolescents and briefly explain the purpose of the session, to get them prepared, and divide them into working groups. Arrangements will depend on the nature of the planned activity (seated, standing, by sex, by age group).

- **Preparation:** the aim is to prepare the children physically and mentally for the coming activity. It may take the form of dance (modern or traditional), games, running, jumping, etc. It gets the body tuned up and creates a pleasurable sense of anticipation.
- **Forming groups:** for the planned activities, it is necessary to divide the participants into appropriate teams and groups. This can be done in different ways, e.g. by age group, by height, weight or level of ability, or by playing special games to pick up sides.

#### 2. Main part

Objectives: to teach and let them acquire competence in the main subject of the session, to promote and get them to experience the benefits of sport.

The children may learn games (traditional and modern), dances and sports, and gain competence in particular techniques. Tournaments may be organised to provide the children with opportunities to vie with one another, work together or compete non-violently.

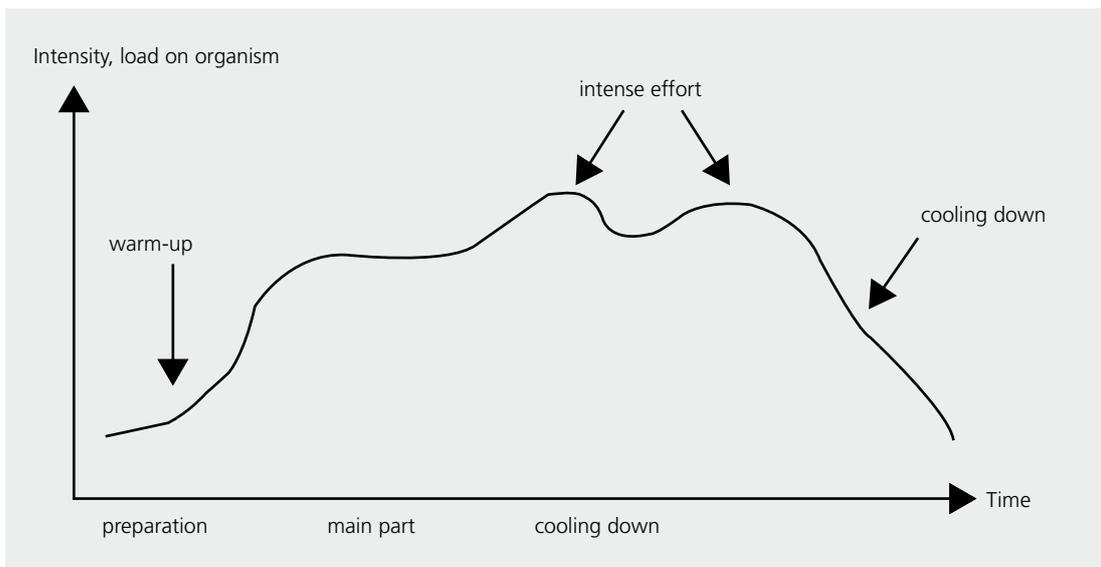
#### 3. Cooling down

Objectives: to gradually return to a normal bodily rhythm, to provide feedback, to assess the session and set the date of the next gathering, to tidy away equipment and close the session with a short ritual. The children learn to observe, listen and express themselves; discussion takes place between the children, the instructor and all those involved. End with a ritual and say goodbye.

O. Ourigou, B. Ouattara, D. Adompo, C. Kramer, Ch. Schwager

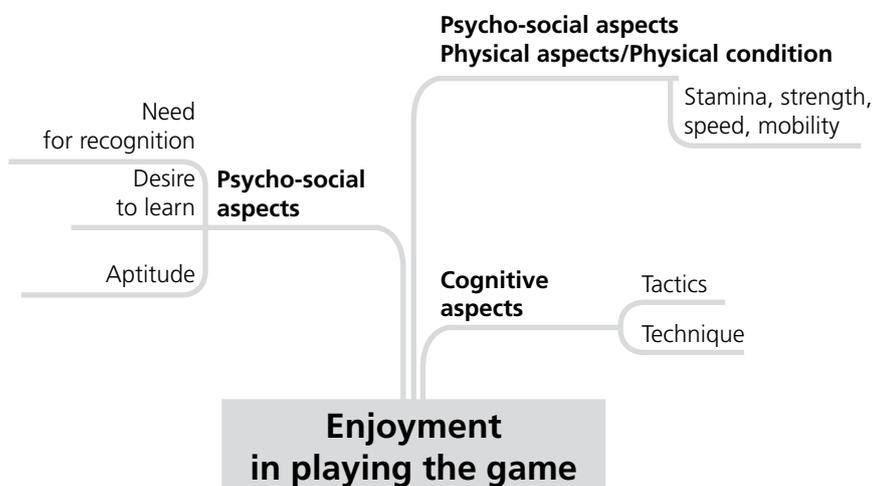
### How the time is spent

- Organising: setting up and tidying away the equipment 20%
- Developing a game and playing it 60%
- Relays, running games, short games, dance, wrestling games, rituals 20%



### Reinforcing motivation and enjoyment

The enjoyment that derives from playing a game depends, on the one hand, on technique, tactics and physical condition and, on the other, on aptitude and the desire to learn.



*The following teaching tips may help in reinforcing the participants' motivation and enjoyment:*

- *Match the exercises to the group's level of ability; exercises that are too easy or too difficult give little satisfaction*
- *Do not talk too much; get on with the exercises*
- *Check that the children have understood what has been demonstrated*
- *Lay down clear rules*
- *Deal with breaches of the rules and follow them up with a reconciliation ritual*
- *Modify the rules to bring about changes in behaviour. It is a proven fact that there is a correlation between fair play on the playing field and fair play in the family, at school and in society generally.*
- *Make sure that everyone can play. Avoid games in which the weaker players are obliged to watch from the sidelines. For example: the well-known game of "grab the handkerchief". In the usual version of the game, a player who has lost his handkerchief/scarf is eliminated and takes no further part. To enable everyone to go on playing till the end, try this variant: the aim is still to grab as many handkerchiefs/scarves as possible, but a child who has lost his can carry on playing and try to "steal" one.*
- *Give each team a name so as to strengthen the sense of belonging and reinforce motivation.*
- *Allow the players to set the rules of the game or make changes to them. The instructor holds back and only gives advice if problems arise.*

Ch. Schwager

## **Fostering a "feedback culture"**

Everyone likes to feel they belong to a group; at the same time, people want to be regarded as unique individuals, each with his or her own skills and abilities.

The fact that large numbers of children are involved does not prevent feedback. It may not be possible to talk with each participant and give encouragement individually at the end of each session, but there are other ways of going about it:

- *show each child/adolescent that his/her participation and presence matters: try to make eye contact, give them a smile*
- *give signals everyone understands: make gestures of encouragement/ congratulation when they do something well*
- *be even more liberal with gestures of consolation and encouragement when they make a mistake*
- *point out mistakes, and give them plenty of time to practice specific techniques.*

Develop the children's ability to observe and comment on good points:

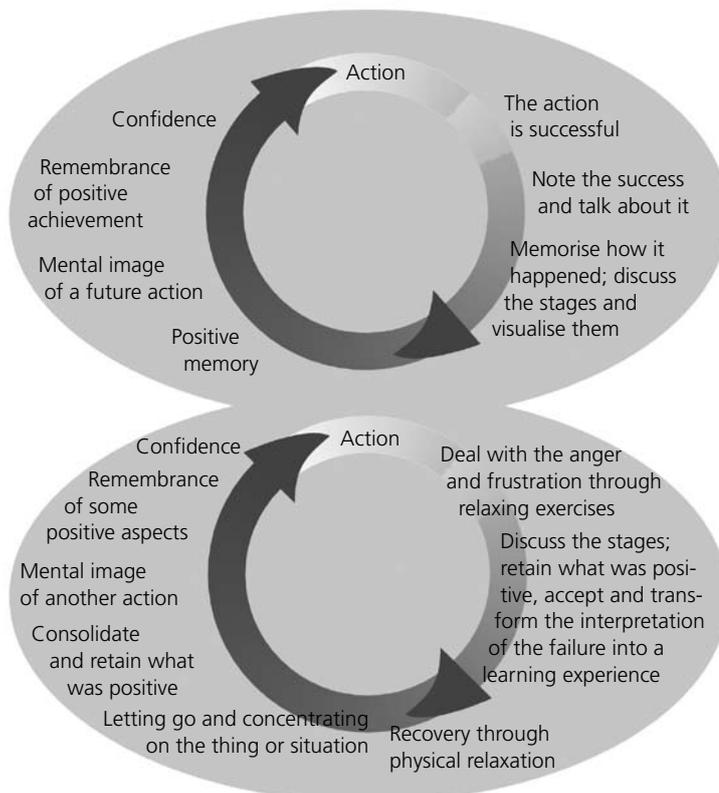
- Appoint one or two children in a sub-group as observers, letting them take turns in this role. The observers are to act as "reference persons". You might instruct them as follows: "For this games session, you are to imagine you are a coach and try to encourage the players. Observe the actions of your sub-group, identify something positive in the case of each player and tell him about it (good pass, evidence of anticipation, speed, fair play...). At the end of the session, get round in a circle. Stand in the middle and communicate your observations to each of your team-mates. They have to tell you if they were aware that they had done something well." The whole group takes part in and continues the discussion.

- **Entrust children with responsibility: appoint group captains to manage a short session, instructing them to give encouragement to the others.**
- **Keep an attendance register and award a certificate to those who have come regularly for a year.**

**Feedback improves perception and strengthens self-esteem and tolerance.**

"Diagram showing how encouragement works" \*

The principle when giving encouragement is to shift the emphasis from "what" someone does to "how" they do it. It can be represented diagrammatically as follows:



\*Sport and its benefits, Lehmann/Schaub Reisle, p. 98

## Commitments – making values explicit

Commitments are the expression of a personal or collective engagement, a declaration of intent, a resolution, a personal or collective promise. On the one hand, they are extremely valuable in promoting an attitude based on humanistic values; on the other, they make it easier to organise training, provide points of reference and weld a team together.

Sportsmen and women are encouraged to become aware of the values which determine their behaviour.

These commitments help to

- develop appropriate behaviour
- build up a group spirit and atmosphere
- include children and young people
- manage conflicts and undesirable forms of behaviour
- promote the image of a sport/group committed to fair play and humanistic values

These commitments will be better respected and adhered to if the children and young people have taken part in drawing up the “pact”, and if the commitments are made official. This could be done, for example, in the form of a rap number at the start of a session, tournament or sporting event.

Here are some examples of the kind of commitments that might be discussed and adopted by groups:

- We respect the rules
- We resolve conflicts non-violently
- We care for the environment
- We play fair in sport and in daily life
- We respect our opposite numbers
- We thank our opponents for playing with us
- ...

M. Schaub, A. Lehmann

## Rituals and routines

Rituals have a place in many sports. Generally, they are performed before a training session or competitive event. Symbolising mutual support and solidarity, they strengthen team cohesion. We recommend the rituals described below because they are based exclusively on ethical principles, the first being fair play, i.e. respect for team-mates and opponents and faithful acceptance of the rules of the game. As rituals become routines, they give a sense of security.

Rituals reinforce the sense of belonging of those who practice them. Getting young people to take part in creating rituals strengthens their sense of identification and its positive effects. The role of the instructors, who are well aware of the possible effects of these rituals, is to give ideas and guidance in working out the content.

Context	Objectives	Examples in different sports
<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Short pre-match ceremony</li> </ul>	<ul style="list-style-type: none"> <li>• To acquire a sense of belonging to the group</li> <li>• To show respect and gratitude to others</li> <li>• To enjoy playing with others</li> </ul>	<ul style="list-style-type: none"> <li>• Performing original forms of greeting</li> <li>• Rhythmic chanting or singing</li> <li>• Making choreographed gestures</li> <li>• Rap expressing commitment to humanistic values</li> </ul>
Slogans chanted together before, during and after the competition	<ul style="list-style-type: none"> <li>• To strengthen group cohesion</li> <li>• To console one another in the event of defeat</li> <li>• To celebrate success together</li> <li>• To avoid slogans which pour scorn on opponents</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic chanting or singing</li> <li>• Choreographed gestures</li> <li>• Dancing to express joy/frustration</li> </ul>
Reconciliation, calming down following physical clashes, fouls or shows of aggression during competition	<ul style="list-style-type: none"> <li>• To apply the principles of fair play</li> <li>• Ritual to show one is sorry (e. g. making reparation)</li> <li>• To avoid escalation of conflict (prevention of violence)</li> <li>• To avoid escalation of conflict (prevention of violence)</li> </ul>	<ul style="list-style-type: none"> <li>• Different ways of shaking hands with one's opponent</li> <li>• Looking the other person in the eye</li> <li>• Offering a hand to help the other person up...</li> </ul>

One can, for example, settle conflicts in a ritualised way on the sidelines. Parties to a dispute must look one another in the eye...

M. Schaub, A. Lehmann

## Competition without exclusion

Pitting oneself against others (competing with another group), discovering one's limitations and those of one's group, are important challenges for young sportsmen and women.

Competition involves a number of objectives:

- to apply/test the skills and abilities (factors of physical condition, mental qualities and tactical understanding) which result from the process of learning and training
- to know how to manage the emotions connected with victory and defeat
- to perform in front of an audience
- to bring together different groups, villages, neighbourhoods (peaceful association)

"Right to Sport" sees sporting activity as a factor in achieving integration. Consequently, it is not desirable that most of the players be eliminated in the early rounds and condemned to go home or stay and watch stronger teams.

The tournament formats presented below make it possible to have winners and losers, while ensuring that all the players continue to participate throughout the tournament (all those who want to play, that is).

***"Doing things in a way that encourages integration"***

C. Kramer, Ch. Schwager

# Appropriate sporting activities

The sporting activities and disciplines described below have been chosen because they are played and enjoyed all over the world. Children and young people are motivated to learn them. They are good for strengthening the psychological and social factors that improve resilience. In addition, they do not require a great deal of infrastructure or equipment and are suitable for fostering cohesion among large groups.

## Fun games

The magic formula of “fun” games is very effective in winning the attention of children and drawing them in. Fun games help to develop children’s games-playing capacity (fostering enjoyable rivalry, team spirit, fair play) and improve their physical and cognitive capacities and coordination.

“Fun” games are excellent for organising large or small groups of children, because they are governed by simple rules and can therefore be set up quickly. A large number of young people of different levels and ages can play at the same time, even though adolescents sometimes prefer to play more codified games.

Nevertheless, the staging of “fun” games, and their success, will always depend on the personality of the instructor and his way of introducing and conducting the game. It is he (or she, or maybe a whole team of instructors) who decides which games should be played. “Fun” games are suitable for all stages of the session, but they need to be adapted to the participants and the particular circumstances.

## Psychological and social benefits

As the games are simple, they provide opportunity for all the participants to enjoy themselves and blossom. Each can demonstrate his or her skills, regardless of level. The pleasure involved derives from the shared activity, solidarity and cooperation, which develops group cohesion. Each player depends on the others to achieve the game objectives. On a cognitive level, the game fosters concentration, accurate observation, communication and positioning. Games requiring strategic reflection develop the ability to think ahead. Emotionally, “fun” games foster a feeling of belonging, and develop self-esteem and a sense of being in step with the community. In some games, the players literally carry and are carried, support and are supported by one another, which helps develop trust.

Ch. Schwager, C. Kramer, O. Ourigou, D. Adompo, N. Kouame, B. Ouattara,  
A. Lehmann, M. Schaub

### Circle games, running games and relays

These games are an excellent way of involving a large number of children and developing such skills as perception, reactivity and speed.

#### Birds in a cage

The children are grouped in threes in a large circle. Two children in each trio take up position facing each other, reaching out with one hand to hold the hand of their partner. They each place their other hand on the ground to form an open door: they are the cage. They take up a squatting position. The third child – the bird – is in the middle. One, two or three children stand on their own in the centre of the large circle: birds without a cage.



Switch roles (birds – cages) every 7 or 8 goes, having first told all the birds to return to their original cage.

How to play: when the signal is given, all the birds in cages and in the centre of the circle “fly off” to find a new cage. Those who fail to find one go to the centre of the circle. A bird is not allowed to return to its original cage.

#### Derivatives/variants

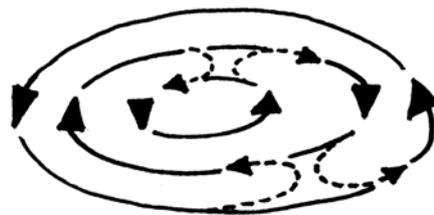
1. The instructor gives two signals, with a longer or shorter interval between them. On the first signal, all the birds fly away, leave their cage and run to the centre of the circle. On the second signal, they try to occupy an empty cage.
2. A bird is not allowed to go to its former cage, nor to either of the two neighbouring cages.
3. A bird is not allowed to occupy the same cage twice during the same game.

#### Three-speed circles

Run in opposite directions

Inner circle, slow speed; middle circle, medium speed; outer circle, top speed

According to need and abilities, change circles and speeds, accelerate or slow down



Draw three circles on the ground

#### Running games

All the children run around freely, not touching one another. When the signal is given, they must perform different tasks. For example:

- Form groups of six while continuing to run around.
- The child leading the group demonstrates a certain movement, or way of running/walking/moving; the others imitate him.
- Invent different ways of moving. The instructor indicates those that are to be imitated.
- The children work in pairs. A traces out a letter of the alphabet as he runs; B has to guess what it is.



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**Grab the handkerchief**

All the children play against one another. They try to "steal" the handkerchief/scarf tucked into each player's waistband. The aim is to get as many handkerchiefs as possible.

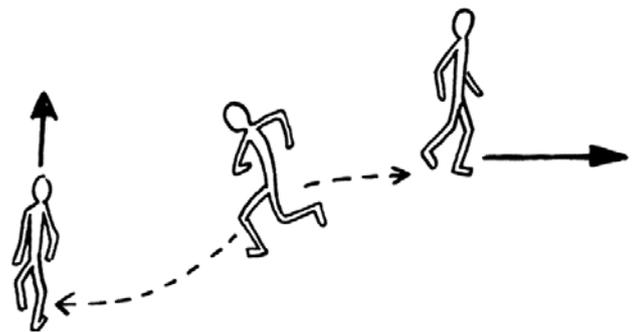
Note: if a child has lost his handkerchief, he nevertheless continues to play. No players are eliminated; since this is a warm-up session, it is important that all be involved.



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**Robots**

Played in groups of three. A and B stand back to back. When a signal is given, they begin walking straight ahead. The only way they can change direction is by making a 90-degree turn at C's command. C tries to "steer" them so that they come together again. The orders are given by a tap on the left or right shoulder, and are addressed alternately to A and B.



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**Crocodile river**

The children are divided into two teams, taking up position on either side of the field of play. They are gazelles. Across the field runs a river, in which lurks a crocodile.

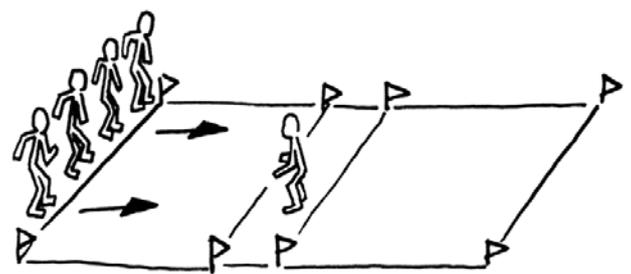
How to play: When the instructor gives the signal, the gazelles must cross the field and get to the other side. They must stay within the set bounds. The crocodile, which may not leave the river, tries to touch as many gazelles as possible.

The winning team is the one which, after a number of crossings, or after a set time, has had the fewest number of gazelles touched by the crocodile. Each gazelle keeps a count of the number of times it has been touched.

If there are a lot of gazelles, increase the number of crocodiles.

If there are a lot of players, increase the size of the field.

Tactical running, observation, quick reactions.



Derivatives  
Widen the river

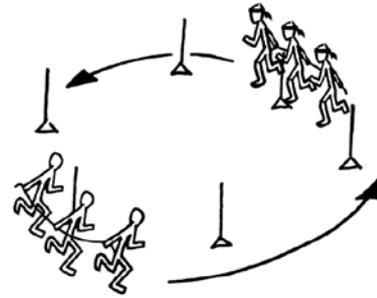
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**Pursuit race**

2 teams, 2 long ropes, 1 circular course marked out with stakes

All the children in one team hold on to their rope. The teams start from opposite sides of the circle, and run until one catches up with the other.

Variants: hold hands, put one hand on the shoulder of the team member in front of you...

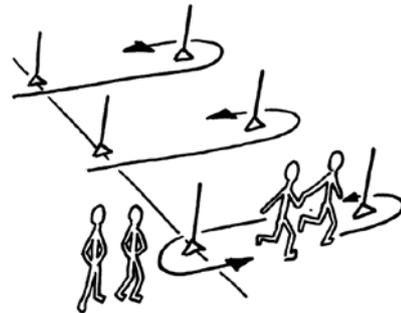


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**Picking up coaches**

Several teams, any number of players, 2 posts per team

One child in each team is the locomotive. He runs around the far post, then returns to pick up a comrade, whom he takes by the hand for the following lap. At the end of each lap, one more coach is added, until the train is complete.



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**Trains**

2 groups of between 2 and 15 children

The two groups are positioned on either side of a line. The children in each team hold one another by the waist to form a train.

The children at the head of each train join hands across the line. Each train then tries to pull a "coach" over the line to its side. Whenever one or more coaches are pulled over the line, they are added to the other train. In the end, the train with the most coaches wins.



**Jeux sans frontières**

In "Jeux sans frontières", groups of 3 to 5 children perform a circuit of different games activities, the groups competing with one another. A large number of children will be participating in a fairly small area, so there needs to be good cooperation within and between groups.

A "living clock" is used to determine the length of time spent on each activity, measured by the time it takes a particular group to complete a set task (e.g. run a certain number of laps). While the "clock" is performing its task, the other groups are engaged in the various activities, all working simultaneously.

**Comments**

- There must be as many groups as there are activities, so that there is always one group to act as living clock.
- To encourage team cohesion, arrange things so that each group has an odd number of members.
- The tasks performed as part of the circuit can be infinitely varied. Be prepared to try out new ideas.
- The activities must be simple to perform, allow for a lot of repetition and require cooperation. The points system must be clearly established before the game begins.

**Jeux sans frontières, example with 6 teams**



Teams	Game A	Game B	Game C	Game D	Game E	Game F	Game XX
1							
2							
3							
4							
5							
6							
XX							

## Ball games

Ball games help to develop the following skills: carrying, rolling, throwing, touching, catching, dribbling and bouncing a ball, and timing and coordination. It is always possible to use some object other than a ball.

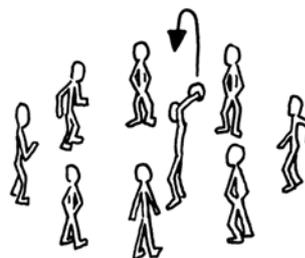
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### Call ball

Equipment:  
1 bouncy ball (football or tennis type) per team.

The players from one or two teams form a circle. The one with the ball goes into the centre of the circle. The instructor can organise things so that 2 or 3 circles are in action at the same time.

How to play: the child in the centre throws the ball up vertically, calls out the name of a teammate, and returns to his place in the circle. The child whose name has been called runs and tries to catch the ball before it has bounced twice. If he is successful, he returns the ball to the previous player, who throws the ball up again and calls the name of another player.\*



Variant: Number off the players. The player in the centre calls out a number and throws the ball up in the air. The player whose number has been called runs to catch the ball as quickly as possible, while all the other players, including the thrower, run away. As soon as the called player catches the ball, he shouts "stop". The other players must then freeze. Without moving from the spot, the player with the ball throws it to hit another player. If he is successful, the player hit by the ball becomes the thrower. If he misses, he stays in the middle and himself becomes the thrower. The other players return to their places in the circle.

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### Joker

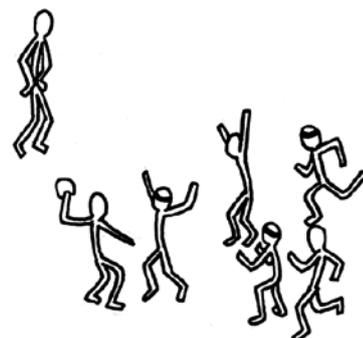
Two teams, one observer, one ball...

Each team secretly appoints a joker, communicating his identity to an observer without anyone else knowing.

Team A, which is in possession, tries to pass the ball from player to player, without it being intercepted. Each time the joker receives the ball, the team scores a point.

Team B tries to identify the joker as quickly as possible and prevent him from receiving passes from the others. The observer keeps each team's score.

Rules: as for basketball (dribbling allowed).\*\*



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\*Mobile edition 6/05, Cahier pratique edition 12 "Top des jeux"

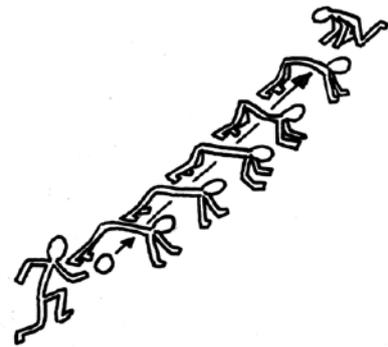
\*\*Mobile edition 2/06, Cahier pratique edition 16, "Objectifs jeux"

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**Tunnel game**

Between ten and twenty players lie face down on the ground, side by side, at intervals of two metres. Two players take up position one at either end of the line. When player A shouts "tunnel", the players on the ground do a press-up. A then rolls the ball towards B, through the tunnel thus formed. When B has gathered the ball, the players lie down again. B runs back up the line. It is now his turn to shout tunnel and roll the ball through. The player who is now last in the line gathers the ball, and so on, until every member of the group has rolled the ball once.

Controlling the path of the ball over a longish distance.



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**Snakes alive**

Team game. Form columns. The ball starts from the head of the column. The first player passes it back over his head to the team-mate behind him, who then does the same. When the ball is received by the last player in the column, he runs up to the front and starts the process all over again. The game ends after a set number of sequences, when the player who began the game returns with the ball to the front of the line.



Variants:

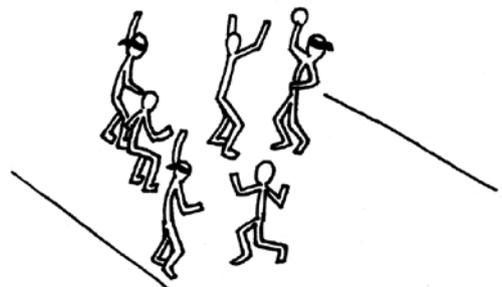
- The players pass the ball between their legs, or by swivelling their upper bodies (without moving their feet).
- Wave motion: the ball is passed alternately over the head and between the legs.
- The last player comes to the front of the column by crawling through the other players' legs.

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**Touch-down over the line**

Each team must try to touch the ball down behind a line drawn on the ground. A feature of the game is that the number of passes leading up to the touch-down determines the points scored: if a team touches the ball down after six passes, it scores six points. If team B intercepts the ball, it is then in a position to go for a touch-down.

- the teams can score at either end. When one team has touched the ball down, the game restarts from the middle of the pitch.



## Miscellaneous games

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### Sihico

Three or more children sit or crouch in a circle, each with a stone. Each passes his stone to the neighbour to left or right of him, as instructed by the person leading the game.

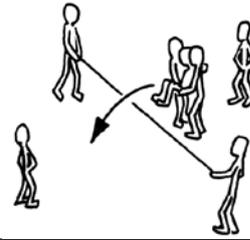
At the end of a sequence, a player who has not followed the instructions correctly ends up with several stones! To begin again, re-distribute the stones.



### Getting over a rope without touching it

Work in groups. Two children hold a rope taut; the rest of the team must get over it without touching it.

The rope must be held fairly high (about 1.4 metres), so that the children have to cooperate.



### Feet and hands on the ground

Work in groups. Someone decides how many feet or hands may touch the ground in the group as a whole.

e.g. in a group of 3 persons (see drawing), 4 hands and 1 foot are touching the ground. Make it increasingly difficult until only hands are touching the ground!



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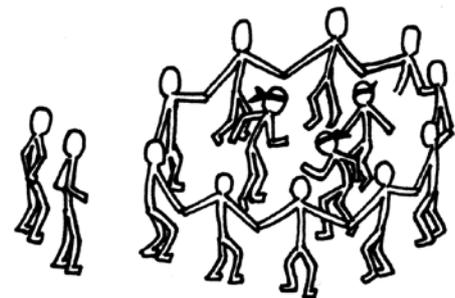
**The fisherman's net** 2 teams join hands to form a circles, arms held high. Together they make up the fisherman's net.

2 teams play the role of fish, moving freely in and out of the net.

2 teams observe. The instructor moves the groups on as follows: the fishermen become fish; the fish become observers; the observers become fishermen.

The instructor can organise 2 parallel games, with 2 circles.

How to play: The fishermen agree on a number. They count out loud while the fish move in and out of the net. When the number is reached, the fishermen lower their arms. The fish caught in the net are counted. The fisherman have five attempts to catch as many fish as possible.



Variants:

1. The fishermen sing; the signal for closing the net is a blast on the instructor's whistle.
2. The fish which are caught become fishermen.

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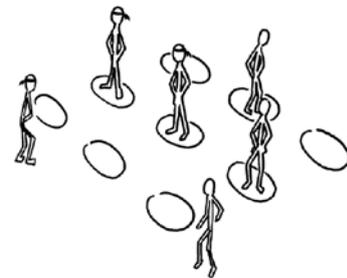
**Human noughts and crosses**

Draw 9 circles on the ground

The game is played between 2 teams of three players.

Aim: to place the team's three players, like pawns, so as to form a horizontal, vertical or diagonal line.

There is no talking; each player must take up his place without help from his two team-mates.



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**The endless chair**

The children take up position one behind the other, so they can sit on the knees of the team-mate behind them.

They form a circle, so that the last child is sitting on the knees of the first!



Variants: once the children are seated, the whole circle moves in response to commands: left, right; rub the back or massage the shoulders of the team-mate in front of you; wave your hand and shout goodbye (at the end of the session, for example).

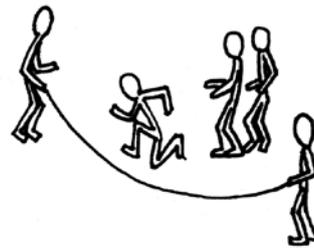


### Skipping

Two people turn a long rope; the participants run in, skip, run out.

Numerous variants:

- several people skipping together
- number of skips allowed
- style of skipping (feet together, hopping on one leg)
- organise a circuit with a number of ropes going
- describe a figure-of-eight when running in and running out.

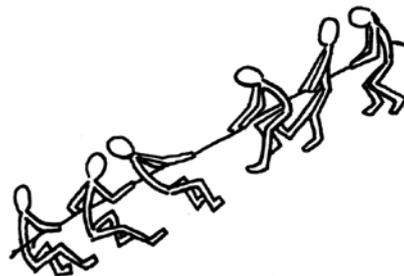


### Tug-of-war

The rope must remain taut at all times

- choose two teams, balanced in terms of strength and weight, and get them to take the strain at either end
- the participants hold the rope in their hands (palms upward – in supination). They should not grip it with their thumbs (they could be torn off!)

Each team pulls as hard as it can to drag the other team across a line drawn between them.



## Major team games

The five team games chosen here are generally popular, and children and young people are motivated to learn them. In addition, they can be learned in a variety of simplified forms.

Psychological and social benefits:

Self-esteem is fostered by acquiring abilities and knowledge, and by being entitled to participate. In learning the skills needed to play the major team games, young people become part of a community of "initiates". As well as being able to participate, they can understand and comment on the games shown on television, which fascinate thousands of viewers. These games arouse strong feelings among both players and spectators. It is therefore important to learn to manage these emotions, when both winning and losing. A physically well-educated person cultivates his capacities as both participant and spectator.

### Learning team games

Major sports such as football, volleyball, basketball, baseball and handball endowment de l'âge ou des connaissances préalables.

<b>Stage 1</b>	<b>Developing basis skills and capacities (see chapter on "Fun games").</b> Learners are taught to <ul style="list-style-type: none"><li>• Catch/trap and throw/kick the ball</li><li>• Shake off markers/create space</li></ul>
<b>Stage 2</b>	<b>Developing skills for precise purposes and playing as part of a team</b> <ul style="list-style-type: none"><li>• Practicing technical skills</li><li>• Practicing tactical skills</li><li>• Learning to act as part of a team (from 7–9 years old)</li></ul>
<b>Stage 3</b>	<b>Training in the technical and tactical aspects of related games.</b> Bringing together a number of skills
<b>Stage 4</b>	<b>Simplified versions of the sports concerned ("mini-forms")</b> Adapting the rules and playing the major sports in a way that takes into account <ul style="list-style-type: none"><li>• age</li><li>• the ground</li><li>• physical condition</li><li>• the number of players</li></ul>
<b>Stage 5</b>	<b>Playing the games according to the official rules</b>

**Be careful to choose the right games! Choose those in which one learns to be hungry for the ball, not to avoid it.**

Games which involve touching one's opponent with the ball are less suited to learning major sports, as the emphasis is more on avoiding the ball. In ball games, on the other hand, there is no call for running away: the whole purpose is to get possession of the ball (exception: baseball)

### Encouraging interdisciplinary skills

A large number of sporting disciplines have technical and tactical skills in common. These can be learned and subsequently practiced in the context of several games.

#### Technical skills

- Keeping the ball under control
- Throwing and receiving the ball (synchronisation)
- Passing
- Pass and move ("one-two")
- Dribbling
- Playing with both hands or both feet (ambidexterity)

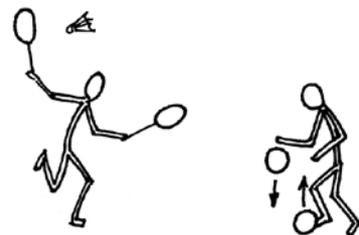
#### Tactical skills

- Shaking off a marker/creating space
- Covering and protecting the ball
- Marking an opponent
- Occupying space, defending an area
- Positioning oneself to intercept a shot at goal
- Se placer par rapport à la ligne de tir au but

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#### Technical skill: ambidexterity

Play with two rackets, two pieces of wood, two pieces of material, two similar or different objects...

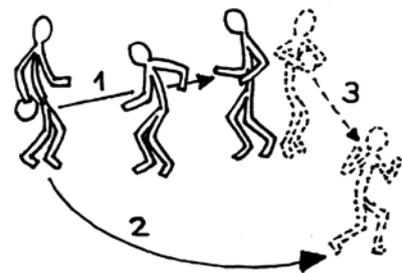


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#### Tactical skill: pass and move

The "one-two" system of passing is introduced and practiced in throwing, shooting and dribbling.

Player A passes the ball to player B; player C tries to intercept the ball.  
Player A moves to the right or to the left of player B, who passes the ball to him. Player C tries to intercept the ball.  
When player C intercepts the ball, he takes the place of A.





### The principle of variation

Variables	Examples of possible changes
Number of players	<ul style="list-style-type: none"> <li>• Reduce or increase the number of players</li> <li>• Form teams with different numbers of players (numerical superiority)</li> </ul>
Rules of the game	<ul style="list-style-type: none"> <li>• Add or take away rules</li> <li>• Golden rule: as many rules as necessary, as few rules as possible</li> <li>• Pitch/goals: larger, smaller</li> </ul>
Level of play	<ul style="list-style-type: none"> <li>• Balance or emphasise inequalities between teams</li> <li>• Reduce/increase complexity</li> <li>• Introduce a handicap (e.g. right-handers/footers play on the left)</li> </ul>
Intensity	<ul style="list-style-type: none"> <li>• Vary the duration, the load, the structures</li> <li>• Increase/reduce the load</li> <li>• Change duration of intervals</li> <li>• Vary the number of players on each team</li> <li>• Enlarge or reduce the playing area</li> </ul>
Role of players	<ul style="list-style-type: none"> <li>• Switch from role of attacker to that of defender</li> <li>• Take the role of observer (with requirement to provide feedback)</li> </ul>

**Football**

Concept of the game: One team plays against another. They have to put the ball into a goal, using only their feet and heads.

**Examples of mini-forms and preparatory games:**

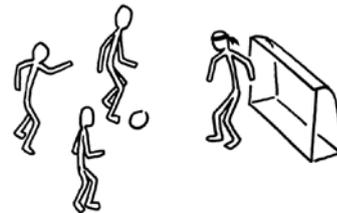
**Maracana**

Maracana is played according to local rules and can be adapted to all conditions. It is played on small pitches, with any number of players. The emphasis is on everyone being involved. The goals are small and often hand-made.



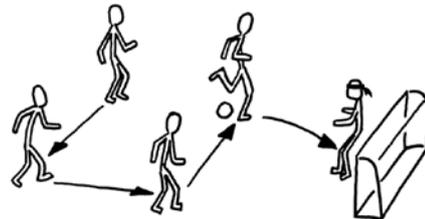
**Getting all the players involved**

A team wins when every player on the team has scored a goal! This makes the team think tactically; they might begin by helping the weaker players to score first.



**Encouraging weaker players**

A goal is allowed only if all the players on the team have touched the ball during the attacking move!



**Handicap football**

The players link arms with a team-mate and play in pairs. Consequently, they have to work hard to synchronise their movements. This always results in a lot of laughs.



## Volleyball

Concept of the game: a pitch is divided into two halves by a net (made of string). The teams take up position on either side of the net. Each team tries to make the ball fall to the ground on the opposite side by hitting it over the net. There are rules governing how and how many times the ball may be touched/struck. A feature of the game is that there is no direct bodily contact between the opposing players.

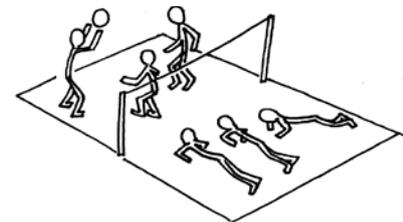
### Examples of mini-forms and preparatory games:

#### Hitting the ball over a rope

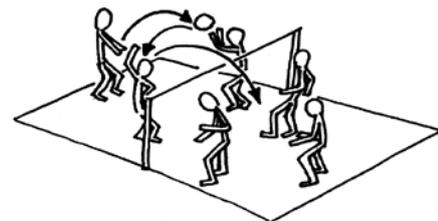
Two teams take up position on either side of a taut rope. Each team tries to make the ball fall on the opposite side by hitting it over the rope.



Every time the team sends the ball over the rope, its members must perform a set task.



The ball may not be struck over the net until it has been passed three times among the members of the team.



#### High-intensity volleyball race

A group runs around the volleyball pitch. Where the net is suspended, the players pass the ball back and forwards over it. The players in the centre get into pairs and try to make as many passes as possible.

Making it more difficult: mats are used to mark the positions of the players on either side of the net; for a pass to count, they must have at least one foot on the mat when striking the ball.\*



\*\*Mobile 12, cahier pratique, p. 2

## Handball

Concept of the game: two teams are involved. Each has to put the ball in their opponents' goal from a set distance, using only their hands.

### Examples of mini-forms and preparatory games:

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#### Chasing the ball

The players stand in a circle and are numbered off. Odd numbers pass the ball to odd, even to even, round the circle. Which ball goes round faster?

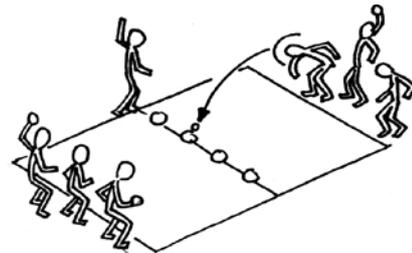
Variant: the players use only one hand, have to kneel or have to lie on the ground.



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#### Hitting the target

A number of targets are drawn or placed on a line in the middle of the pitch. The teams take up position at either end and try to hit the targets by throwing an object. The winning team is the one that scores most direct hits.



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#### Hunter ball

In a defined area (a circle), there are two hunters and a number of throwers. The throwers pass one or more objects or balls among themselves, and the hunters try to catch them or touch them with the ball. A successful hunter becomes a thrower. A thrower who has been caught becomes a hunter. Throwers and hunters move around freely, but a thrower must stop to throw the ball.



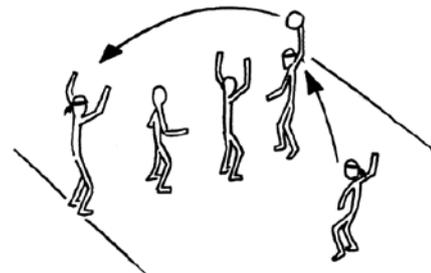
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#### Ball on the line or in the outer zone

Two teams pass the ball around. The pitch is divided into three zones. There are no points for passes made in the central zone. If a member of the team manages to block the ball in one of the outer zones, his team scores a point.

If the player touches the line, the team can be awarded two points.

It is also possible to have a zone reserved for one team.



## Basketball

Concept of the game: two teams play on a marked-out pitch. Playing with their hands only, they try to place the ball in a basket fixed above head level.

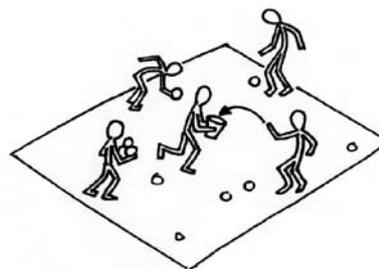
Ideally, basketball should be played on a tarmac or concrete surface, so that the ball bounces properly. On improvised pitches, it is better to play a modified form of the game.

### Examples of mini-forms and preparatory games:

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#### Moving dustbin

Form several teams. Each team picks up as many objects and pieces of litter as it can from the pitch area. The team leader holds a bucket, the other members of the team "throw" their pieces of litter into it. When the bucket is full, the team leader empties it into a rubbish sack. The winners are the team which collects most bucketfuls of litter (Remember to bring a black bin liner!).



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#### Basketball – Relay

Several teams play against one other. Each team has a ball or other object that can be thrown and must perform tasks to score points around a set course.

The first player covers the course, counts his points total and runs back to his team. He passes the ball/object to the second member, who then has his turn, etc.



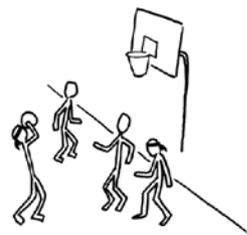
The game can be played against the clock, for an agreed period of time, or until an agreed number of points have been scored.

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## Streetball

Given local conditions, playing basketball with teams of five people in accordance with international rules is probably not feasible. It would be better to opt for a simplified form of the game, provided at least one basket is available: streetball. A simplified and scaled-down form of the full-scale game (in terms of pitch size, number of players, rules), streetball has become accepted as a game in its own right.



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### The 7 rules of streetball

1. Streetball is played with a single basket. Each team numbers 3 or 4 players.
  2. The attacking team takes up position behind the defence area, the defending team in the defence area.
  3. The game begins with a CHECK (the defending team is ready).
  4. All the players in the attacking team must touch the ball before a basket is scored.
  5. The game is stopped after a basket is scored, a foul committed or the ball goes out of play. It is re-started with a CHECK.
  6. If the defending team gains possession, there is no CHECK. The ball is conveyed as quickly as possible behind the defence area so that the game can continue (rather like a counter-attack). Throw in, free throw.
  7. Scoring: a score from a free throw is worth 1 point, a basket 2 or 3 points. The game is first played with a referee, then without one. A foul must be acknowledged by the perpetrator. After the game is stopped for a foul, it is restarted without a CHECK.
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## Baseball

Concept of the game: a basketball game is played between two teams, which take it in turns to attack (bat/hit) and defend (field). The defending team fields nine players. One player at a time from the attacking team steps up to the plate to try and strike the ball and run from base to base, the aim being to get all the way round and reach home plate, thus scoring one point. The batters take turns until such time as the defending team has got three of them out (or the match has ended!)

### Examples of mini-forms and preparatory games:

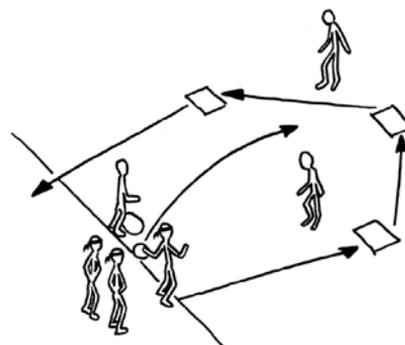
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#### Run-out

Two teams, any number of players, one ball, pitch with a number of "bases", hoop or other marker for running players out.

Concept: the same as for baseball. Team A tries to score points by running from base to base, while team B tries to field the ball as quickly as possible and run out the opponent concerned.

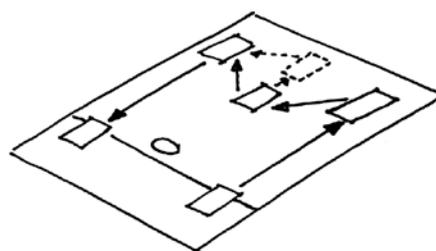
Simplest and most intensive form of the game: Team A has a certain period of time to score the maximum number of "rounders". The players are run out if they are not safely at a base when team B touches the ball down in the hoop. It is then the other team's turn.



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#### Run-out – variant with additional bases

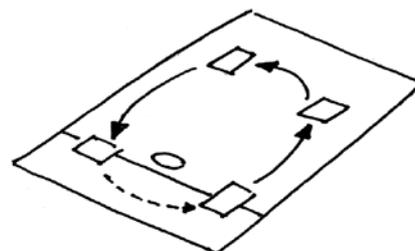
The course to be run is extended by adding extra bases. The emphasis in this variant is on running.  
→ Interval running



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#### Run-out – high-intensity variant

All the players in the batting team are free to run as they want. There must be a new batter every time the ball is pitched. A time period is fixed and a record kept of the number of "rounders" scored. Players may run only while the ball is being fielded.



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**Run-out –  
variant:  
touching  
with the ball**

The defending team may touch opponents with the ball to run them out.

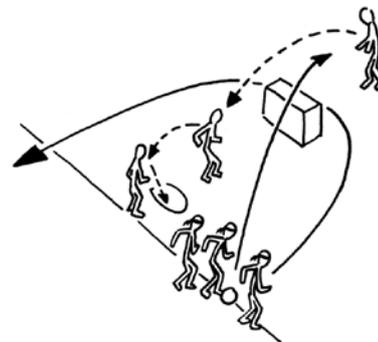


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**Kickball**

Two teams, any number of players, one ball, one obstacle (to run round) and a hoop or other marker for a run-out point.

Concept: Team A tries to complete as many laps as possible around an obstacle before Team B fields and touches the ball down in the hoop. A player from Team A gives the ball a kick. Immediately, his whole team starts running to the obstacle and back. How many laps will team A be able to run before Team B field the ball and deposit it in the hoop? When all the players in Team A have kicked the ball once, the teams change roles. The winning team is the one which scores most points.



**Different objects can kicked/thrown**

Football, foam ball, baseball, frisbee, rugby ball...

**Vary the mode of play**

- Hit/throw with the hand/foot
- Fix the playing time or number of kicks/throws (depending on educational objective)
- Allow tagging (but only if a soft object is being thrown)
- Change the team round

**Vary the run-out marker**

Use a basket, barrel, old tyre...

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## Dance, wrestling and acrobatics

### Dance

Dance, like play, is a fundamental and necessary human activity. It provides a way of reaching a large number of young people who are difficult to reach through sport, in particular girls and young women.

Psychological and social benefits:

- Music and rhythm have an influence on mood, atmosphere and feelings.
- Music makes it possible to reproduce and, as a result, express states of mind, feelings, experience, personal histories/stories.
- Traditional dances are repositories of cultural identity. They are linked to the rituals used locally to express such key aspects of life as mourning for the dead, relations between the sexes, and joy in living.

Including dance in all phases of sporting activity:

It is possible to use short dance sequences during the warm-up, pre-game and cooling down phases, and longer sequences when getting into the meat of a subject in the main part of a sports session.

Depending on the age of the participants, you can use the following ideas, modifying them as appropriate:

Performing a movement to a simple rhythm:

- Repeat the movement until it becomes automatic
- Perform a suite, phrase or sequence of movements to a simple rhythm
- Progress from simple to complex, from slow to quick.

The rhythm is based on the traditional form of chanting known by most children, accompanied by clapping, the banging of sticks, or tam-tams.

Coordination games:

Include more and more parts of the body in the dance movements (head, arms, trunk, legs).

- Combine and vary the shifts of position and direction.

Perform the sequences of movements to precise sound accompaniments. As a group, try to create a sequence, based on three different movements, which has a clear beginning, middle (development) and end. Practice this sequence.

Dancing a sport:

Set to a rhythm movements borrowed from football, basketball, etc.

- Perform each movement separately and repeat it (on the spot, then while moving)
- Combine three or four movements in sequence
- Choose a different shift of position and direction for each movement
- Choose simple movements, to ensure the participants can reproduce them without difficulty. Make it a rule to arrange the children in a circle, so that all feel, and are, included.

C. Kramer, M. Coulibaly

### **Wrestling (African style)**

Psychological and social benefits:

Sports which involve combat show how skills and abilities originally acquired for war-like purposes can be put to peaceful use. Single combat or hand-to-hand fighting is transformed into a regulated test of skill and strength. What was a fight to the death becomes a game. Fighting of this kind is moderated by rituals and rules, offering a way of learning to manage aggression.

In such encounters, the participants have the opportunity:

- to accept and respect limits: the golden rule in wrestling is not to hurt one's partner; actions such as striking, biting, scratching or twisting a limb are forbidden, which reduces the risk of injury.
- to introduce rituals expressing respect\*: before taking hold, the wrestlers greet each other. When one floors his opponent, he helps him to get up. After the referee gives his verdict, they hug before returning to their respective corners.
- to engage in body-to-body combat, which enables them to experience different forms of bodily contact (proximity and distance) without ambiguity.
- (in the case of fearful participants) to affirm themselves and so increase their self-esteem, and (in the case of aggressive participants) to manage their feelings. Thus forms of cooperation ("one with the other") alternate with forms of opposition ("one against the other").

Cultivating traditional sports:

Rules vary according to the type or form of wrestling, while pre- and post-combat rituals differ, depending on cultural tradition. Traditional African wrestling, chosen here, is conducted according to simple rules and can be practiced on any sandy or grassy plot of land. Part of the cultural heritage, and rightly regarded as schooling for life, it requires no equipment other than a pair of shorts and a T-shirt.

Examples of wrestling games\*\*:

The games described here each emphasise a particular aspect. They are performed in three different positions: lying on the ground, kneeling and standing up. They can easily be practiced as "fun" games.

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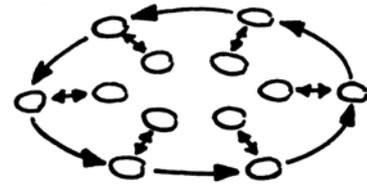
\*In African wrestling, combat proper is preceded by a ("martial") ritual which highlights a feature of local culture: singing, rhythmic shaking, dancing, incantations. Traditionally, the ritual is also a challenge to the opponent, including gestures and mime which intimate: "I'm going to show you who is boss, trample you underfoot, finish you off". In this case self-confidence is enhanced by efforts to diminish one's opponent. To avoid this, we advocate changing a ritual so that self-confidence is created by gestures and mime intended simply to convey the wrestler's own strength and skill. "I am strong, fast, agile, etc."

\*\*Kouassi Jean Baptiste: Jeux de lutte 1999, INJS, Abidjan CI

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**Organisation**

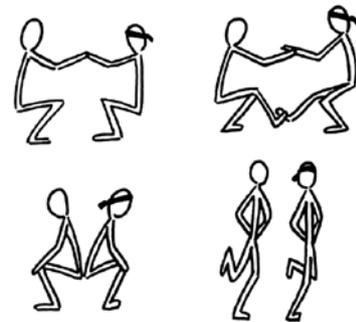
For structured teaching with a group of young people, proceed as follows: form two circles, an inner and an outer one (with equal numbers in each circle). The members of each circle face one another. Take as your partner the person opposite you. When the time comes to change partners, the outer circle moves round one position (see drawing). The group should if possible be composed of children of the same age and weight; go by size and body shape.



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**Cock-fighting**

- Objective: to unbalance one's opponent.
- Description: A and B squat down facing each other (palm to palm)
- Procedure: when the signal is given, each tries to throw the other off balance by giving a push. If one of the pair puts his hand or knee on the ground, or falls on his buttocks or back, his opponent scores a point.
- Variants: the "wrestlers" can try to unbalance their opponents by pulling. Positions: standing, side by side, standing on one leg (hopping), back to back.



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**Guarding the fetish**

- Objective: (offensive and defensive) awareness of certain parts of the body.
- Description: A and B face each other in a marked circle; an object (the fetish) is placed in the middle.
- Procedure: when the signal is given, A tries to grab the fetish and get out of the circle without being caught. If successful, he wins a point; B defends the fetish by trying to grasp the part of his opponent's body decided on beforehand with both hands or both arms. If successful, he scores a point.
- Variants: catch A by the belt, by one leg, by one arm; position crouching on all fours.



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**Chest-to-chest wrestling**

- Objective: to floor one's opponent from a standing position.
- Description: A and B stand facing each other, chest to chest.
- Procedure: when the signal is given, one tries to throw the other off balance and make him fall.
- Variant: Crouching or kneeling positions.





**Wrestling with tripping allowed**

- Objective: to unbalance one's opponent by grabbing his leg.
- Description: each wrestler grabs the other's leg with both arms.
- Procedure: when the signal is given, each tries to floor his opponent.



**Giving a shoulder-carry**

- Objective: to lift and carry one's opponent by grabbing his shoulder.
- Description and procedure: the wrestler grabs his opponent by the shoulder, lifts him and carries him from one point to another.
- Variants: treat it as a game with no rivalry ("one with the other" or "one for the other"); try different ways of carrying the other person.



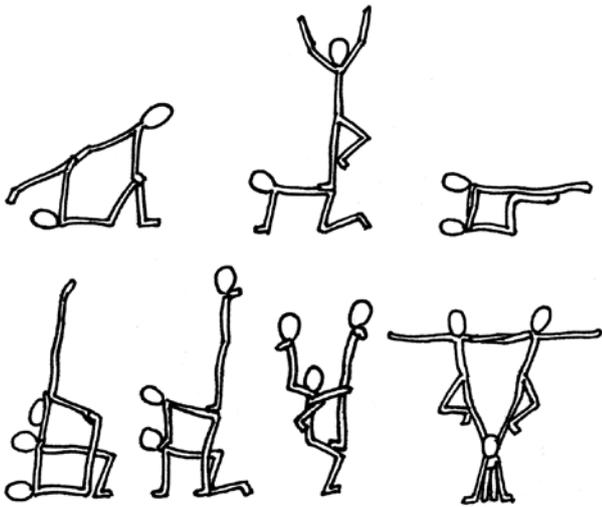
### Acrobatics – balance

Acrobatic exercises and circus tricks are a good way of acquiring and developing many skills and abilities. The results are quickly evident and impress spectators.

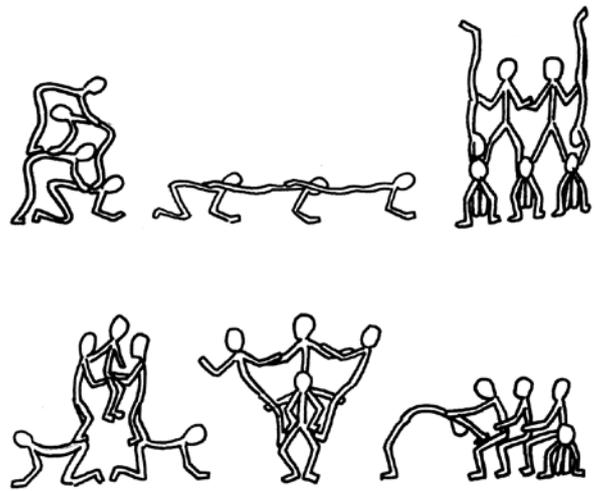
Psychological and social benefits:

A large number of skills are practiced in a symbolic way, important for building mental and social resilience, and self-esteem.

- leaving solid ground and being daring
- finding one's balance
- supporting and reassuring others
- trusting others, being trustworthy
- working with one's partners to perform a trick one could not have done on one's own
- experiencing various forms of sense perception
- performing in public



Acrobatic exercises in twos and threes



Group acrobatics

Ch. Schwager

# Infrastructure and equipment



The lack of an official sports venue and related equipment should not be a bar to giving children and adolescents the opportunity to practice games and sports. If there are no official sports grounds available, use open spaces in their neighbourhoods and community areas.

Dividing the space up into smaller “pitches” enables a large number of teams to play, intensifies play and facilitates supervision. For the sake of the children’s safety, the ground should be cleared/cleaned before and after use. You can make a game of this (see “Mobile dustbin” game, p. 36) and integrated into the session.

If no ball is available, or it is not possible to make one, other objects can be used instead (tin cans, balls of fabric, stones, whippy branches woven together, bits of wood, etc.).

Using basic materials, instructors can make equipment themselves. It is their job to come up with an idea and, as designers, produce a model (prototype) of the object needed for a planned activity. Making such objects can be a joint activity, or the instructor can entrust particular children and adolescents with the tasks concerned.

The instructor takes responsibility for managing the equipment: setting it out and tidying it away.

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\*see also “Example of a project to make sports equipment”

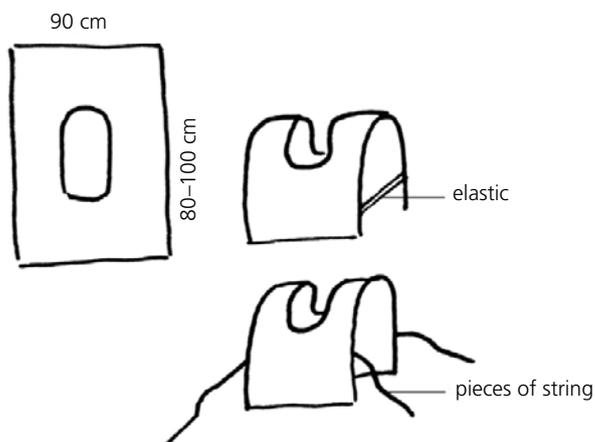
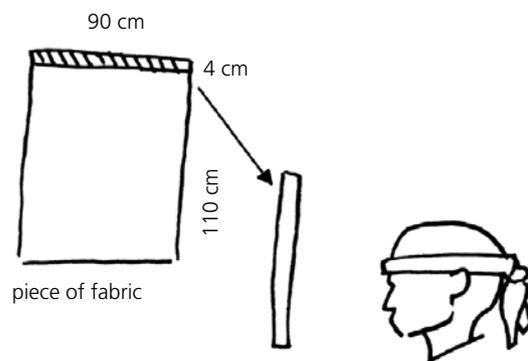
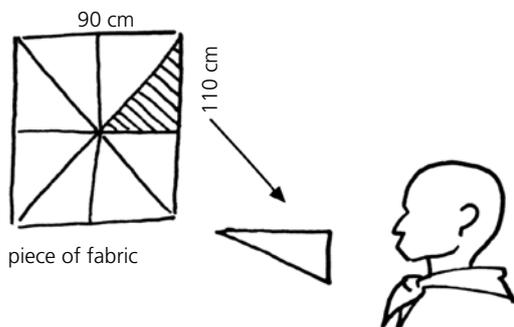
## Making equipment to distinguish one team from another

Scarves and head-bands can be used for telling groups/teams apart:

- forming groups when the activity is sub-divided into a number of “workshops”
- when organising a tournament: it facilitates the task of the referee and helps participants identify with their own group.

Equipment needed:

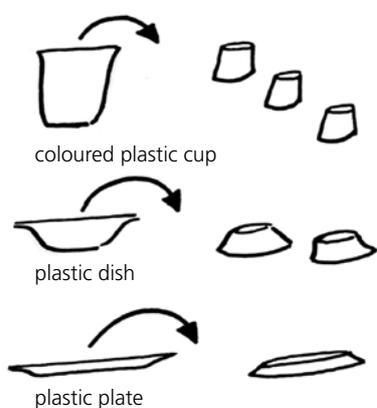
- some fabric, or elastic or synthetic materials of different colours
- scissors or a knife for cutting up the material
- string



## Making equipment to mark out the pitch

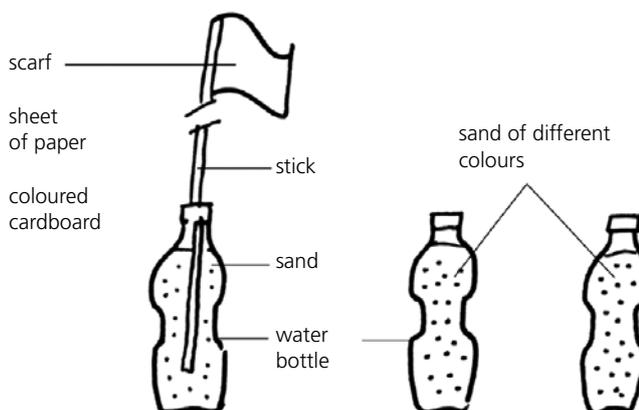
Materials you can use for making small marker flags: plastic water bottles, sand of different colours to fill and stabilise them, a stick or stake to go in each bottle, to which to affix the flag (scarf, piece of paper or coloured cardboard).

Cones (plastic cups or bowls) can be used for marking out the pitch and organising fun games. Cones make it easier to organise activities and do not present any obstacle or danger to the children.



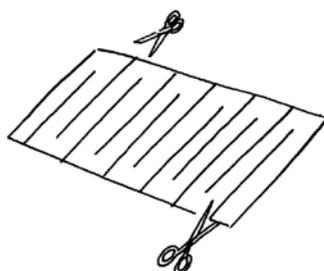
Equipment needed:

- stick
- water bottles
- fabric
- sand
- colours/paints



You can make marker lines from plastic bags.

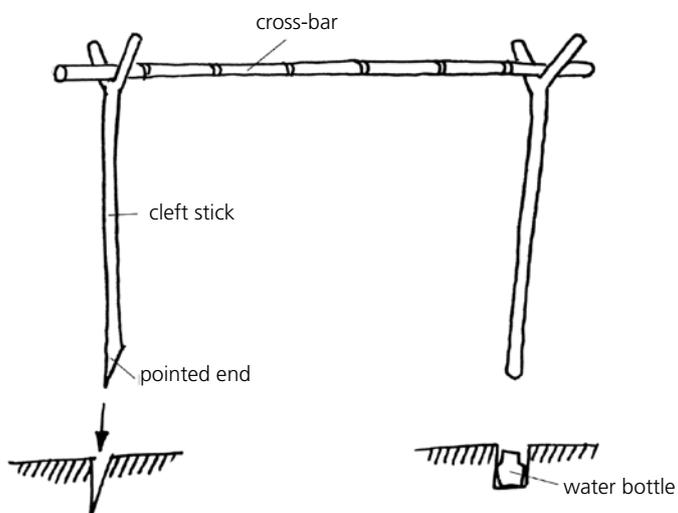
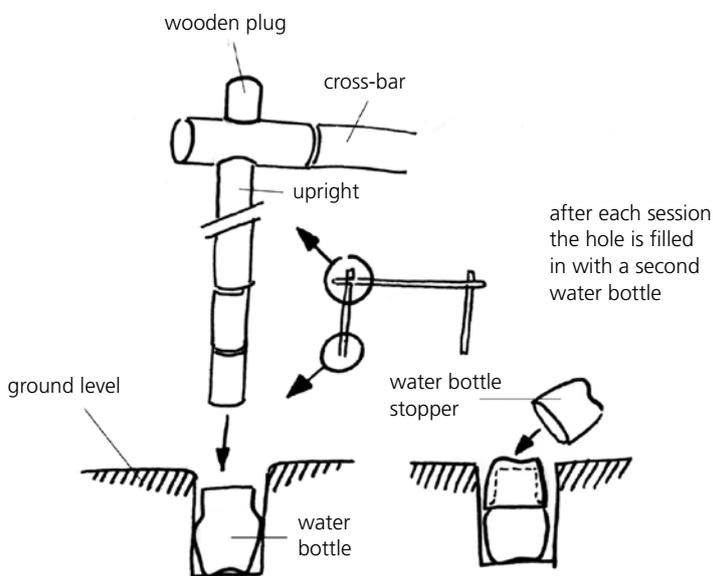
- cut the plastic bags into strips of equal width and knot them together



## Making equipment to construct goals

Two techniques for making a goal:

- pieces of wood of different sizes
- drawing pins
- nails
- model
- pieces of string and rope
- a hammer
- short stakes



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# Working tools and practical examples

## A model sports session

### Preparing for the session (about 30 minutes)

Content	Objectives	Action	Equipment	Organisation
Organise the session and check the equipment	To ensure that the session runs as smoothly as possible Share responsibilities	Short preparatory session: ensure that each person knows the content, objectives and role of the session	Balls, cones, goals, headbands	Instructors or, if appropriate, group captains, e.g. if the adolescents have formed a team and appointed a captain.
Prepare the ground	To check the ground  Each group to its place  Several teams can play at the same time; the distances to be covered are shorter, and it is easier to keep an eye on the teams	Check that the ground is clean enough for there to be no danger of accidents (if necessary, clear/clean it with the children)  Mark out an area for the younger children  Mark out small pitches	Cones, goals, headbands	

### Getting started/Warm-up (about 10 minutes)

Content	Objectives	Action	Equipment	Organisation
Welcome and warm-up	To ensure that everyone feels welcome, can participate and belongs to the group	The children form a circle (if there are too many, form two concentric circles, the older children in the outer circle, the younger ones inside them, the instructor in the middle). Get them to perform a simple dance, clapping the time, then add different movements. All the children participate. (Keep it simple, with lots of repetition!)	Possibly a tam-tam	5 minutes Everyone
Form groups	The teams are formed by age group, using a game to focus attention	All the children dance/move freely. When the signal is given, they get together, first in pairs, then in fours and eights, and finally in sixteens, dancing all the time.	Whistle	5 minutes

**Ensure that the teams are formed by age group; set the level of difficulty accordingly**

**Main part** (about 40 minutes)

Content	Objectives	Action	Equipment	Organisation
Delegating tasks	To give the children responsibility	To train future leaders Appoint captains for each group. Explain their role to them (as befits their age and abilities!) Ball monitor: His job is to ensure that every member of the group gets to touch the ball, and brings it back to the instructor at the end of the game.	Special headband for group captains	2 minutes
Over 7s		Organise rituals Organise recovery of equipment at the end of the session		3 minutes
Team games	To foster skills and respect for the rules 1. Each child must touch the ball. Competition is on a team basis.	The children form groups. Organise different relay games with a ball; let the children practice and repeat the exercises. Motivate the children who are difficult. Repeat the sequence.	1 ball per group	In groups
	2. The children have to perform individually.	Introduce the game "The fox is on the prowl". Explain/demonstrate the rules and play the game.	Piece of fabric or other object	
Football	To foster skills and respect for the rules. To improve technical abilities	Preparatory game including technical and tactical elements Three-way passing of the ball (pass and move)	1 ball per group of three	10 minutes in groups
Observation tasks	To improve powers of observation/attentiveness To direct attention to team-mates' positive achievements	Set them the task of observing their team-mates' positive achievements		
Goal-scoring	To encourage team spirit and tactical play, and give opportunities to weaker players	Each team trains in front of its goal. A goal is allowed only if all the players on the team have touched the ball during an attacking move.	Balls	20 minutes
Playing the game	To enjoy playing	Play short matches		
Ending the game	To become aware that there are no winners without losers.	The opposing team members thank one another (like professionals!)		3 minutes

## Cooling down

Content	Objectives	Action	Equipment	Organisation
Final ritual	To strengthen the sense of belonging	Short choreographed sequence (gestures and singing)		The group
Structured feedback	To encourage communication, express comments, realise one is being observed	Ask the children what they thought was good about it; if one of them expresses a comment, ask who felt the same.		In small groups
Structured feedback	To encourage communication, express comments, realise one is being observed	To remind them that they were asked to observe their team-mates, and to exchange comments Each player in turn makes comments to his team-mates; the child concerned thanks the "observer" and says whether he was aware of what he has been told.		In small groups
Closing the session	End the session with something that everyone knows and enjoys. Singing and dancing enhance the sense of carefree enjoyment and well-being.	Repeat the dance performed at the beginning, sing words improvised to a well-known tune		Everyone (all the groups)

### Providing further training for instructors (male and female) and team captains

Content	Objectives	Action	Equipment	Organisation
Feedback	To create a sense of responsibility in children or young people To develop their role as leaders To develop self-esteem	Discussion of the session: go round and get each person to give an example of a situation which he/she managed well.		10 minutes instructors and team captains
Going deeper	To develop effectiveness To learn to analyse and think ahead in solving problems	Go round and get each person to give an example of a situation which caused a problem. The person raising the problem is invited to suggest possible solutions; then the group makes suggestions. A decision is then taken on which solution to test next time.		20 minutes instructors and team captains
Training team captains and referees	To convey respect for the rules and the concept on non-violent behaviour	The instructors take it in turns to lead the session, explaining the rules of the game and the various roles		30 minutes

Bring to life what instructors need to learn:

practical work with children and young people (managing the sports session and related feedback) gives them training in their new role and teaches them how to organise sessions, analyse them and improve the way they are organised.

Take the training a stage further at each sports session:

Regular feedback (at the beginning and end of each session) enables the instructors to work more effectively, teaches them to analyse and to think ahead in solving problems. A good idea is to go round and get each person to give an example of a situation which caused a problem. The person raising the problem is invited to suggest possible solutions. The group then makes suggestions. A decision is then taken on which solution to test out next time. It is also possible to draw up a code of good practice.

Show appreciation for the instructors' work by awarding certificates.

Instructors (male and female) who have attended the basic training seminar and been supervised are awarded a certificate.

#### Check list of tasks for instructors

- Clearly announce the time and place of the activity
- Organise the maintenance and storage of equipment
- Prepare the ground
- Prepare the equipment
- Prepare for the session with assistants
- Decide on the purpose of the rituals
- Direct the session
- Share feedback
- Communicate and form relationships with the authorities

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## Tournaments

Tournaments – a special form of competition – are high points in the sporting development of children and young people. They can be a good opportunity to invite the whole community to attend.

### Check list when organising a tournament

Set the parameters:

- Fix the date, time and venue (public event or training exercise)
- Book the pitches
- Let all the team captains know what rules will apply
- Make clear what type of tournament it is.
- In the case of a public sports event, draw up a declaration of fair play

Draw up a plan in writing:

- Number of teams
- Number of players per team
- Number of referees:  
note down the names and inform those concerned well in advance
- Decide on the duration of matches  
(depending on the time available and the age of the participants)
- Decide on the duration of the tournament

Prepare the equipment:

- Large sheet of paper for recording results
- Regulation match sheets
- Whistles for referees
- Materials for marking out the pitches
- Goals/ropes/baskets, depending on the sport(s) concerned
- Headbands
- Public address system or scoreboard

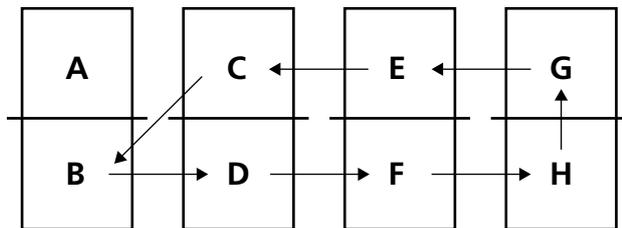
Prepare the ground:

- Mark out small pitches! This makes it less tiring for the players and more interesting for the spectators

## Tournament models

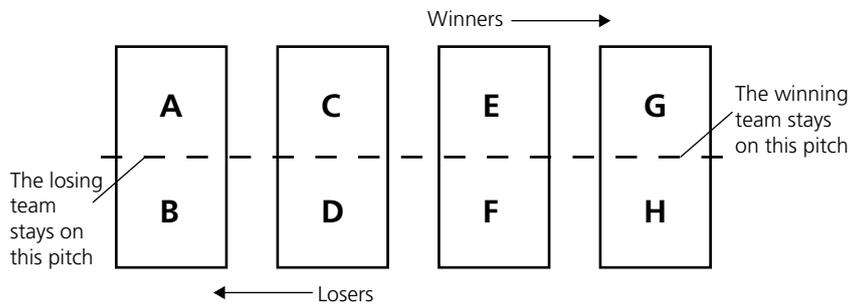
### Tournament model 1

After each change-over, the teams play against different opponents. Team A always plays on the same pitch. (This means that, after 6 changes, every team has played against all the others)



### Tournament model 2

Tournament format designed to find the best team. After the opening round, the winning team moves to the pitch on its right, the losing team to the left (at least 3 rounds will need to be played).



\*Banzer, E., Schadegg, J., Meier M: Formes de tournois (Tournament Formats), Macolin, 2001.



## Game plans

If everyone wants to play against all the other teams, you can calculate the number of games fairly easily using the following formulae:

Number of teams =  $n$

Formula 1 =  $(n-1)!$

Formula 2 =  $n \times (n-1) : 2$

Example of a tournament involving five teams:  $n = 5$

Formula 1:  $(n-1)! = (n-1) + (n-2) + (n-3) + (n-4) = 4 + 3 + 2 + 1 = 10$  games

Formula 2:  $n(n-1) : 2 = 5 \times 4 : 2 = 10$  games

Tournament: 2 examples of how to calculate the game plan

2 pitches and 7 teams:

Number of games: $6 + 5 + 4 + 3 + 2 + 1 = 21$ ( $7 \times 6 : 2 = 21$ ) 11 rounds	<b>Pitch A</b>	<b>Pitch B</b>
	1-2	3-4
	5-6	7-1
1-2    2-3    3-4    4-5    5-6    6-7	2-3	1-4
1-3    2-4    3-5    4-6    5-7	4-6	2-7
1-4    2-5    3-6    4-7	5-7	6-1
1-5    2-6    3-7	2-4	3-5
1-6    2-7	2-6	
1-7	1-5	6-7
	2-5	3-4
	4-6	2-7
	1-3	4-5

2 pitches and 6 teams:

Number of games: $5 + 4 + 3 + 2 + 1 = 15$ games ( $6 \times 5 : 2 = 15$ ) 8 rounds	<b>Pitch A</b>	<b>Pitch B</b>
	1-2	3-4
	4-6	1-5
1-2    2-3    3-4    4-5    5-6	2-4	3-6
1-3    2-4    3-5    4-6	2-3	5-6
1-4    2-5    3-6	1-6	
1-5    2-6	1-3	2-5
1-6	4-5	2-6
	3-5	1-4

Do not forget:

1. The teams need regular rest breaks.
2. Each team must play on all the pitches.
3. In the last round, all the pitches must be in use.

# Tournament 1:1 3 pitches and 7 teams

# outline of proceedings

Name of captain or team

Team 1: \_\_\_\_\_

Team 2: \_\_\_\_\_

Team 3: \_\_\_\_\_

Team 4: \_\_\_\_\_

Team 5: \_\_\_\_\_

Team 6: \_\_\_\_\_

Team 7: \_\_\_\_\_

Pitch A – C

Team 1–7

Pitch A		Pitch B		Pitch C		1	2	3	4	5	6	7
						Points						
Teams	Result	Teams	Result	Teams	Result							
1–6		2–5		3–4								
7–5		1–4		2–3								
6–4		7–3		1–2								
5–3		6–2		7–1								
4–2		5–1		6–7								
3–1		4–7		5–6								
2–7		3–6		4–5								
Total												
Ranking												

2 points for a win

1 point for a draw

0 points for losing

## Tournament 1:1 3 pitches and 6 teams

## outline of proceedings

Name of captain or team

Team 1: \_\_\_\_\_

Team 2: \_\_\_\_\_

Team 3: \_\_\_\_\_

Team 4: \_\_\_\_\_

Team 5: \_\_\_\_\_

Team 6: \_\_\_\_\_

Pitch A – C

Teams 1–6

Pitch A		Pitch B		Pitch C		1	2	3	4	5	6
						Points	Points	Points	Points	Points	Points
Teams	Result	Teams	Result	Teams	Result						
3–1		2–4		6–5							
4–6		5–3		1–2							
3–2		6–1		5–4							
5–2		1–4		3–6							
1–5		2–6		4–3							
Total											
Ranking											

2 points for a win

1 point for a draw

0 points for losing

## Tournament 1:1 4 pitches and 8 teams

## outline of proceedings

Name of captain or team

Team 1: \_\_\_\_\_

Team 2: \_\_\_\_\_

Team 3: \_\_\_\_\_

Team 4: \_\_\_\_\_

Team 5: \_\_\_\_\_

Team 6: \_\_\_\_\_

Team 7: \_\_\_\_\_

Team 8: \_\_\_\_\_

Pitch A-D

Team 1-8

Pitch A		Pitch B		Pitch C		Pitch D		1	2	3	4	5	6	7	8
								Points							
Team	Result	Team	Result	Team	Result	Team	Result								
1-8		2-7		3-6		5-4									
7-8		6-1		5-2		4-3									
3-2		8-5		1-4		6-7									
5-6		7-4		8-3		2-1									
3-7		2-6		8-4		1-5									
4-2		5-3		7-1		6-8									
4-6		1-3		7-5		2-8									
Total															
Ranking															

2 points for a win

1 point for a draw

0 points for losing

## Tournament 1:1 2 pitches and 5 teams

## outline of proceedings

Name of captain or team

Team 1: \_\_\_\_\_

Team 2: \_\_\_\_\_

Team 3: \_\_\_\_\_

Team 4: \_\_\_\_\_

Team 5: \_\_\_\_\_

Pitch A et B

Team 1-5

Pitch A		Pitch B		1	2	3	4	5
				Points	Points	Points	Points	Points
Team	Result	Team	Result					
4-2		3-1						
3-2		5-4						
1-4		2-5						
5-3		2-1						
1-5		4-3						
Total								
Ranking								

2 points for a win

1 point for a draw

0 points for losing

## Example of a project to make sports equipment

The instructors propose undertaking a project to make sports equipment. A project of this kind can be done in school or out of school, in an institutional setting or informally. The project is more likely to succeed with careful preparation:

Stage 1: decide on participants and partners, and where the funding is to come from

Stage 2: decide what equipment you want to make

Stage 3: make the equipment

Stage 4: test the equipment

Stage 5: use the equipment

### Example for racket-type games and variations of volleyball

	Equipment	Use
<p><b>Shuttlecock (Indiaka)</b></p> <p>Tie four large feathers together (e. g. from the tail of a dead cockerel), wrap the pointed ends of the feathers in a piece of material to obtain a soft rounded surface that can be hit with a bat/racket. You can also give the shuttlecock more weight by placing something heavy (pebbles, sand...) in the material.</p>	<ul style="list-style-type: none"> <li>• feathers</li> <li>• material</li> <li>• possibly pebbles, sand</li> <li>• string</li> </ul> 	<ul style="list-style-type: none"> <li>• as a variation of volleyball, use the shuttlecock instead of a ball</li> <li>• variation of badminton</li> <li>• Play with your hand or with a racket/bat</li> </ul>
<p><b>Racket for returning the shuttlecock (GOBA)</b></p> <p>Cut out two oval-shaped pieces of wood, plastic, thick cardboard or other flat material, each slightly larger than a hand, and with a hole on either side. In the holes on either side of each "racket", fix a piece of elastic, string or material, forming a strap in which to slip your hand.</p>	<ul style="list-style-type: none"> <li>• flat pieces wood, plastic, etc.</li> <li>• string or elastic to make a strap</li> </ul> 	<ul style="list-style-type: none"> <li>• variation of badminton, tennis, batting games, racket games</li> <li>• For a shuttlecock, it is possible to use the indiaka, small balls, a ball of material weighted with a stone, etc.</li> </ul>

### Example for balance games and circus-type activities

	Equipment	Use
<p><b>Tin-can race</b></p> <p>Make two holes in each tin can, thread a piece of string roughly 1.50 m long through the holes and knot both ends inside the tin.</p>	<ul style="list-style-type: none"> <li>• tin cans and string</li> </ul> 	<ul style="list-style-type: none"> <li>• running races, relays, balance games</li> </ul>
<p><b>Stilts</b></p> <p>Make a hole in each pole at the desired height and slot the flat piece of wood into it</p>	<ul style="list-style-type: none"> <li>• wooden poles</li> <li>• short flat pieces of wood</li> <li>• brace-and-bit, electric drill</li> </ul>	

A. Lehmann

## Example of a public sports event

### Programme

Activities to be performed	Key points to remember	Equipment	Person responsible, sharing of tasks...
Speeches: authorities and others (10 minutes)	Names and functions; respect hierarchy	Public address system	Stéphane
Taking charge 10 minutes	Form the participants into groups and line them up		Lara Mamadou ...
Warm-up 10 minutes	Ritual: dancing and singing Short running, throwing and jumping games, according to age	Headbands, tennis balls, footballs, ropes...	Lara Mamadou
Forming groups 5 minutes			Lara Mamadou
Appointing referees 5 minutes	Instructors, group of children		Lara Mamadou
Main part 45 minutes	<ul style="list-style-type: none"> <li>• Various games for younger children (2 to 6 years of age)</li> <li>• Matches and tournaments (over 6 s)</li> </ul>	Balls, items for marking out the pitches...	Lara Mamadou
Cooling down 10 minutes	Ritual, short get-together (summing-up), tidying away equipment		Lara Mamadou
Thanks 5 minutes	Thank the children, instructors, guests. Provide information on what is to follow if something has been planned with the local authorities.		Stéphane
Refreshments for the children 30 minutes	Something to eat and drink is a vital part of any celebration!	Sandwiches, water, fruit juice, fizzy drinks	Céline et Fred

NB: Maximum length of the event: 2 hours

### Sticking to protocol increases the chances of messages being well received

Example from Côte d'Ivoire: the structure of the administration defines protocol

Decentralisation of the administration		Decentralisation of the administration	
Appointees		Elected representatives	
<b>Region</b>	Prefect designated by the prefects of the prefectures making up the region	Region	President
<b>Prefecture</b>	Prefect	Département	President
		District	Governor
<b>Sub-prefecture</b>	Sub-prefect	Municipality	Mayor
<b>Village</b>	Village headman		

**Protocol**

*Representatives of the Minister of the Interior, i.e. the authorities who have been appointed, have precedence over elected representatives of the same rank.*

1. *Regional prefect*
2. *Regional president*
3. *Ordinary prefect*
4. *President or governor*
5. *Sub-prefect*
6. *Mayor*
7. *Village headman*

*If a minister is present, his representative (e.g. the regional prefect) comes after the elected representative of the same rank.*

1. *Minister*
2. *President*
3. *Regional prefect*
4. *Ordinary prefect*
5. *President or governor*
6. *Sub-prefect*
7. *Mayor*
8. *Village headman*

### Check list when organising a public event

The following table is offered as an example of a check list, but must obviously be adapted to the specific circumstances:

Target group	Objectives	Communication strategies
<b>Administrative authorities</b> <ul style="list-style-type: none"> <li>• Prefect</li> <li>• Sub-prefect</li> <li>• Mayor</li> <li>• Deputy/MP</li> </ul>	<ul style="list-style-type: none"> <li>• To inform, raise awareness</li> <li>• To seek their presence</li> <li>• To obtain their support</li> </ul>	<ul style="list-style-type: none"> <li>• Send an official letter</li> <li>• Send a request for sponsorship</li> <li>• Ensure media coverage (TV, radio, newspapers)</li> <li>• Ask them to make a speech</li> <li>• Take photographs or arrange for photographs to be taken</li> <li>• Send letters of thanks</li> <li>• Plan follow-up activities/an assessment</li> </ul>
<b>Traditional and customary authorities</b> <ul style="list-style-type: none"> <li>• Chefs de canton</li> <li>• Village headmen</li> <li>• Neighbourhood leaders</li> <li>• Local people in positions of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• To inform, raise awareness</li> <li>• To obtain their permission and blessing</li> <li>• To seek advice about local customs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify interlocutors or spokespersons</li> <li>• Decide on the best means of communication</li> <li>• Introduce yourself and keep in touch</li> <li>• Invite them to events</li> <li>• Invite people from the local radio station, griots (itinerant poets/musicians)</li> <li>• Invite them to speak</li> <li>• Send letters of thanks</li> <li>• Plan follow-up activities/an assessment</li> </ul>
<b>Religious authorities</b> <ul style="list-style-type: none"> <li>• Religious leaders</li> <li>• Denominational leaders</li> </ul>	<ul style="list-style-type: none"> <li>• To inform, raise awareness</li> <li>• To obtain their blessing</li> <li>• To seek their presence</li> <li>• To obtain their support</li> </ul>	<ul style="list-style-type: none"> <li>• Send a request for sponsorship</li> <li>• Decide on the best means of communication</li> <li>• Ensure media coverage (TV, radio, newspapers)</li> <li>• Ask them to make a speech</li> <li>• Take photographs or arrange for photographs to be taken</li> <li>• Send letters of thanks</li> </ul>
<b>The general public</b> <ul style="list-style-type: none"> <li>• Men</li> <li>• Women</li> <li>• Young people, children</li> </ul>	<ul style="list-style-type: none"> <li>• To inform, raise awareness and motivate</li> <li>• To seek their presence and participation</li> <li>• To obtain their support and involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Decide on the best means of communication</li> <li>• Publicity (local radio, posters, tam-tam, griots, banners, etc.)</li> <li>• Invitations to heads of family, opinion formers</li> <li>• Follow-up activities/assessment</li> </ul>

- Decide on the date, place, time and duration of the event
- Estimate the number of participants: children, categories, gender
- Authorities: administrative, customary
- Partners: Red Cross, NGOs, political or administrative authorities...
- Draw up a programme (speeches, chronological list of activities)
- Inform and invite the administrative and customary authorities
- Inform and invite the media
- Select and prepare for activities
- Contact and appoint referees
- Prepare the ground: play on small pitches! This makes things more interesting for both spectators and players!
- Organise and prepare the equipment needed to accommodate spectators: awnings, public address system, chairs, refreshments
- Organise and prepare the equipment needed for the children: water, food (include a break in the proceedings to allow them to have a drink!)
- Prepare the materials needed for marking out the pitches, and the games equipment: balls, headbands...
- Draw up a budget and check how much things really cost.

At the end of the event, do not forget to

- thank all the participants
- check and tidy away the equipment
- clean the pitch, remove rubbish
- have a feedback session with the instructors
- evaluate the activity with future events in mind

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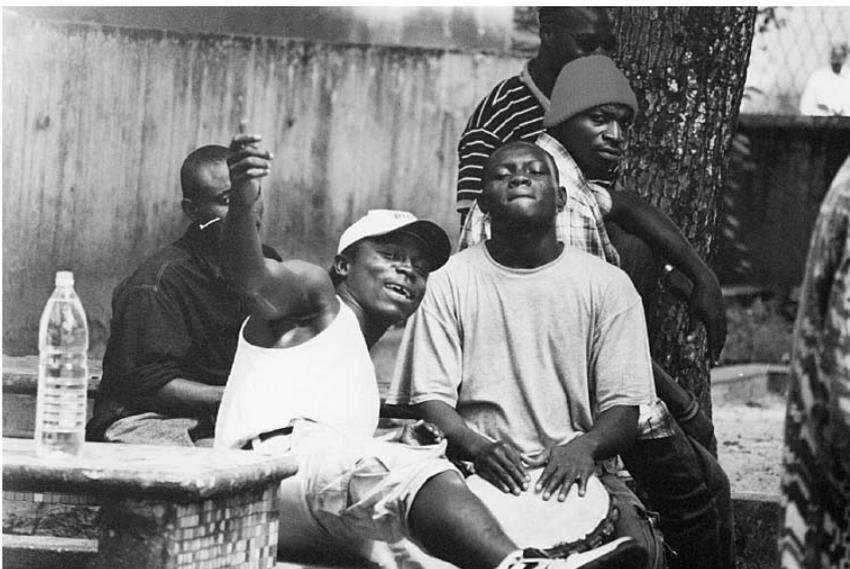
## Example of an activity to prevent STIs and HIV/AIDS

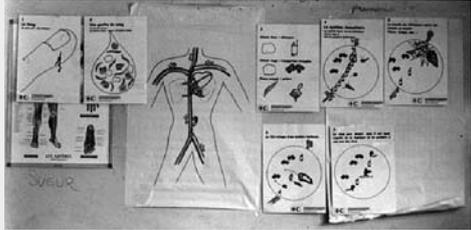
a) Identify young leaders willing to help:

With the assistance of local partners, such as the local branch of the Red Cross, scouts or young people's associations, the instructor seeks out young leaders. (Parents, if on the scene, should be informed of your intentions).

b) Train these young people as ambassadors/counsellors in the prevention of STIs/HIV/AIDS

c) Organise training workshops



<b>What?</b> <b>Training of multipliers</b>	<b>Who?</b>	<b>Infrastructure/equipment</b>
<p>Instruct the young people. Aim: the future counsellors should know the diseases, how they are spread, how they can be prevented and the correct behaviour to adopt with those who are infected.</p> <p>Prepare them to counsel their peers.</p> <p>The right attitude to questions: answer yourself, if you can, or seek help.</p>	<p>The sports instructor if he has the necessary training/a person with the necessary competence.</p>	<p>Room or meeting place; blackboard or large panel for displaying theoretical material</p> 
<p>Give them the means to raise the awareness of others.</p> <p>Young people translate what they have learned into the language of their peers, expressing the key messages in songs, rap, pictures, sketches, strip cartoons, etc. (choose suitable means of expression with the participants).</p>	<p>The sports instructor as coach</p>	<p>Tam-tams, crayons, paper or wood as a backing for pictures composed of sand, glue</p> 
<p>Prepare for short events in the neighbourhood, on the village square, in the streets, where the young people can sing, dance, show their visual aids and speak to people.</p>	<p>The sports instructor as coach The group</p>	<p>As the group decides</p> 
<p>Make a fuss of the new "teachers", award them a certificate in acknowledgement of their training and a badge or T-shirt identifying them as such.</p>	<p>The sports instructor, or possibly a local dignitary</p>	<p>"Certificates" T-shirts or badges for the leaders concerned</p>
<p><b>Arrange events in detail</b></p> <p>Decide on the place and date.</p> <p>Inform the village headman, the authorities.</p> <p>Prepare the necessary equipment</p>	<p>The sports instructor The group</p>	

<p><b>Organise events</b></p>	<p>The instructor with the groupe</p>	
<p><b>Encourage</b> the young people to perform their activities repeatedly, to speak with their peers, and so make a lasting impression.</p>	<p>The sports instructor</p>	

M. Schaub

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## Useful websites

- [www.mobile-sport.ch/f/](http://www.mobile-sport.ch/f/)
- [www.sportanddev.org](http://www.sportanddev.org)
- [www.baspo.ch](http://www.baspo.ch)
- [www.deza.ch](http://www.deza.ch)
- [www.un.org](http://www.un.org) Universal Declaration of Human Rights