COURT OF DREAMS PROJECT

The Complete Teacher and Coach Toolkit

Tennis, Literacy and WASH-based Activities To Improve the Health and School Attendance of Children Aged 5-11 years
In Partnership:

Sadili

United Purpose
Beyond aid

Funded by

COMIC RELIEF
About Sadili Oval Sports Academy
Sadili Oval Sports Academy (Sadili) is registered as an NGO with The Non-Governmental Organizations Coordination Board, which is a State Corporation established by the Non-Governmental Organizations Co-ordination Act (Cap 19) of 1990. Sadili’s mission is to use the power of sports in educating children and improving children’s health outcomes. Since the organisation was established in 1992, Sadili has worked with disadvantaged children from Kibera, Nairobi County, Busia County and Siaya County. Sadili’s work includes Girl Power Clubs Africa, an empowerment and leadership program, and Ushindi Boys Clubs, rites of passage for teenage boys to become responsible young men in their communities. Sadili Oval is a winner of the “Spirit Of The Land’ Award 2003 from the International Olympic Committee at Salt Lake City Olympics, GFOrSE Award in Japan in 2003 and the PTR Humanitarian of the Year Award USA in 2004.
http://www.sadili.com/

About United Purpose
United Purpose (UP) is an international development organisation that since 2016 has incorporated International Inspiration, the London 2012 legacy organisation. As such, the use of Sport for Development and Peace (SDP) to achieve development outcomes is engrained in UP’s programmes strategy. UP’s vision is a world where justice, dignity and respect prevail for all. Their mission is to move people beyond aid. They use innovation and creativity to make this happen, and explore new methods to achieve better results.
https://united-purpose.org

Acknowledgments
The author would like to express appreciation to the Sadili Oval Sports Academy and its staff who provided valuable input on running the 3 year project on the ground that made the development of the toolkit possible. Special thanks to: Joy Akim (Project Manager - Sadili) and Steve Harknett (Global Advisor, Sport for Development and Peace - UP) for supervision, Kevin Ayuko Ochieng (Social Educator) and Felix Kipkoech (M & E) who made the Court of Dreams project possible. We appreciate the contribution of original games by Mary Adongo Oduor (Coach - Sadili) as well as photography by Flora Khisa (Communications - Sadili) and Eleanor Orao (Communications). We are also very grateful to all the parents, coaches, teachers, and managers of the Kibera schools, who gave their time and dedication for the improvement and safety of their lives of children.

The Court of Dreams project would not have been possible without the generous financial support and encouragement provided by Comic Relief.
The Purpose Of This Toolkit
This toolkit is designed for coaches and schoolteachers implementing the Court of Dreams project in Kibera in Nairobi, Kenya. The content of this manual allows coaches and teachers to plan, create and conduct sport and play-based sessions that aim to improve WASH among school children.

The target group includes girls and boys between the ages of 6 and 11 from non-privileged backgrounds in Kibera, the largest slum in East Africa.

In the toolkit, the games, activities and exercises are categorized. Some games may be more suitable for either younger or older participants, although many games can be adjusted to an appropriate level for the specific age group. Each participant should be able to understand the rules, perform the exercise and identify connections between the game and the wider educational issues. This book is accompanied by a set of 48 pictures, posters and activity sheets, on WASH, life skills and literacy in Math and English.

In order to make tennis accessible to young children, we have adjusted to smaller courts and equipment, combined with lower-bouncing balls (popped regular balls, if there are no red or orange balls available) help to produce a platform for young people to get to grips with the game and develop a love for the sport. The desirable court dimensions would be 12m x 6m, however, any space in which there is some level ground, including indoors is acceptable. The net is also great to have, but it is possible to use a rope or tape instead, tying it at a height of 80cm (in the middle). For these games, we use a bat, which is like a shorter racket and is made with a plywood face, and a smooth rounded wooden handle. All this makes tennis affordable, and ensures that physical education and health can continue to be central in a child’s life. More information about how to make the apparatus is available by contacting Sadili.

Background
One million people live in Kibera slums & over 75% are children. Over 37% of children and young people (CYP) in Kibera are excluded from education & for girls, this is 92%. A shortage of primary schools has led to the growth of informal private schools, characterized by staff shortages, overcrowded classrooms & a lack of resources. A study carried out by Oxfam deduced that 37% of children in Kibera were excluded from the education system, only 30% of the remaining children received free formal primary school education & the remaining 70% only had access to a limited education at community centres.

In January 2015, Sadili commissioned research to determine the positive health gains experienced by adolescent beneficiaries of their programmes & attitudes towards SRH & hygiene. It was noted that health education had in part a positive effect on adolescents but
hygiene & WASH education needed to take place at a much earlier age in Kibera in order for CYP to develop good habits from childhood.

The Kenyan government has begun to formalize services in Kibera through the introduction of road networks, pre-paid electricity provision & sewerage installation to connect toilets. However there is no commensurate community training around health and WASH to support the adjustment to the new systems, leading to confusion and lack of acceptance of the change. Habits such as not washing hands after using the toilet or before eating persist and it is estimated that this simple action could reduce communicable waterborne diseases in the community by at least 84% and reduce the number of people who get sick from diarrhoea by 31%.

Using a holistic tennis programme, CYP received WASH education to reduce incidences of water-borne diseases and parents and teachers were involved in providing improved support. Amongst other gains, school attendance improved, while understanding of WASH practices showed marked improvement in over 2000 children who attended the project.
SESSION 1

Ball and Germ Sense

Part I - Bounce and Catch

Group session: Up to 25 children
Duration: 30 minutes
Equipment:
- Tennis balls
- Racquets/bats
Goal: Introducing ball and racquet sense
Warm-up: See IDEAS FOR WARM UP ACTIVITIES

Step 1: Bounce and Catch with both hands
Demonstration:
Collect the bucket of balls, and gather the children around you, leaving a little space between you.

Pick up a ball and, cupping it with both hands, separate your hands and let the ball drop, then catch it with both hands. Repeat the motion again, saying “bounce!” when the ball touches the ground, and “catch!” when you catch it with both hands. Explain that they must use both hands for this exercise.

Divide the children into pairs, ask them to take turns dropping and catching the ball. Then ask them to help each other count to 5, and then 10 “drop” and “catch” actions.

Step 2: Bounce with Bat
Gather the children around you once more. This time, drop the ball with one hand, and then bounce it two times on the ground with a bat, saying “bounce, bounce”. Repeat this again, asking the children to say it with you.

Ask the children to go back in their pairs, and take turns bouncing the ball on the ground with the bat two times. then ask them to help each other count to 5, and then 10 repetitions, “bounce” actions.

Step 3
Call the children back in and have them return the balls and bats. Ask them what they noticed, how many times were they able to bounce the ball on the ground. Emphasize that you are only happy they made the effort and managed to do that a couple of times, and they would get better with practice.
Part 2 - Life Skill: GERMS and HANDS

Group session – up to 25 children
Duration: 30 minutes
Goal: How Germs Can Spread To Hands

Equipment:
- Tennis balls
- Card with the word “HAND”
- Card with the word “GERM”
- Letter cards for spelling the words
- Pictures of germs and how they can be spread (coughing, touching, etc)

Step 1
Ask the children to look at their hands: do they think that, after all the play activity, could their hands be clean? What do they think makes their hands dirty?

Explain there are germs everywhere, and germs cannot be seen with the eye, as they are very small. Sometimes, you can only see dirty hands.

Show the poster of GERM and “GERM” spelt out

Divide the children into two groups and have each group form a circle. Instruct one child to be in the middle of the circle. Give each group a ball, and ask those within the circle to roll the ball across the circle to each other in any direction, while calling the name of the person that they are passing the ball to. The child in the middle must try to intercept the ball. If he/she succeeds in doing so, the child whose name had been called will trade places with the one in the middle.

Step 2
Explain that every time you play with your friends, you spread germs amongst each other and from the environment. Explain that unclean hands can carry germs, and that germs can make you sick. How would they make sure that they don't get sick?

Show the children the poster of a hand with the words “HAND” spelt out.

Divide the children into groups of 3-4 each, and give them the next set of pictures which show daily activities. Ask them to choose the activity that can cause germs to spread.

Give each group a set of letter cards, and ask them to form the words “HAND”, “GERM” and “WASH”.

Walk around to each group and encourage them to complete their work successfully.

Step 3
Call the children together, and discuss the importance of washing hands after every activity to avoid germs making you sick. Ask them what they know about washing hands, and explain that you will show them the best way to wash their hands in the next session.

Thank the children for attending the session immediately take them through the cool down activity (see IDEAS for COOL DOWN ACTIVITIES).
SESSION 2

Step Into Handwashing With The Volley

Part I - Tennis Skill: The “Stop Germs” Volley

Group session: Up to 25 children  
Duration: 15 minutes  
Equipment: Tennis balls, racquets/bats  
Goal: Emphasising The Importance of Handwash with The Volley  
Warm-up: See IDEAS FOR WARM UP ACTIVITIES

Step 1: Toss and Stop
Demonstration:

Collect the bucket of balls and bats, and gather the children around you, leaving a little space between you.

Show the children how a policeman stops traffic: by holding your right arm straight up in front of you, palms facing forward and saying “Stop!” Ask the children to do the same.

Now, demonstrate the same, and include one forward step with the opposite leg, and call “Stop”. Ask the children to imitate what you are doing. Emphasize that they must keep their fingers together and make the palm flat, like a bat.

Select one child and ask him/her to hold her hand up in front, palm out, Toss a ball toward her hand and ask her to stop the ball with a light punch, stepping in as before.

Step 2: Stop Ball with the Hand
Divide the children into pairs, ask them to take turns tossing and stopping the ball in a similar way.

Next, ask them to help each other count to 5, and then 10 “policeman says” and “stop” with the ball and hand actions.

Step 3: Say “Stop Germs” With A Volley
Have one child should “policeman says”, while tossing tossing a ball underhand to your uphead hand with the bat, then you stop the ball with the bat, stepping forward, while calling “Stop”. Show the process a couple of times. Explain to the children that, in tennis, this is called a volley.

Ask the children to go back into their pairs, ask them to take turns tossing and stopping the ball in a similar way.

Next, ask them to help each other count to 5, and then 10, but now ask them to change the words to “the doctor says” and “stop germs!” actions.
**Step 4**
Call the children back in and have them return the balls and bats. Ask them what they noticed, how many times were they able to stop the ball. Emphasize that you are only interested in whether they made the effort and managed to do that a couple of times, and that they would get better with practice. Discuss why stopping germs are important, and remind them that this session they were going to learn how to stop germs from making them sick.

**Part 2 - Life Skill: HANDWASHING**

Group session: Up to 25 children  
Duration: 15 minutes  
Goal: How to stop germs by washing hands.  
Equipment:
- 4 Buckets  
- 4 Jug  
- 4 cakes of soap  
- 4 Sets of Picture Cards, each set will have the following words: “HAND”, “WASH”, “GERMS”, “WATER” and “HAND”  
- Letter cards for spelling the words

**Step 1: Revision from Session 1**
Ask the children to look at their hands: do they think that, after all the play activity, could their hands be clean? What do they think makes their hands dirty?

Explain that there are germs everywhere, and germs cannot be seen with the eye, as they are very small. Sometimes, you can only see dirty hands.

Show the poster of “GERM” and ask the children to read and spell it out  
Show the poster of “HAND” and ask the children to read and spell it out  

**Step 2: Handwashing Steps**
Collect a cake of soap, a bucket, and a can of water. Tell the children to watch carefully so that they can see the best way to wash their hands. Have one children carefully pour out water for Step 1 and Step 6:

**Handwashing Steps**
1. Wet your hands with clean water and rub on some soap  
2. Rub your palms together  
3. Rub between your fingers  
4. Scrub the back of your hands with soap,  
5. Scrub your fingertips and nails,  
6. Rub around your wrist
7. Wash out the soapy hands with clean running water
8. Dry your hands by air shaking. Explain that using with a dirty cloth can add germs again.

**Step 3: Children practice handwashing**

Divide the children into 4 groups. Each group should have:

- 1 empty bucket
- 1 Plastic bottle with clean water
- 1 cake of soap
- 1 set of picture cards (see equipment for details)
- Letter cards for spelling the words

Ask the children to go through the handwashing steps, slowly, as you call out each step.

Call the children together, and discuss the importance of washing hands after every activity to avoid germs making you sick. Ask them how many now know how to wash their hands.

Thank the children for attending the session immediately take them through the cool down activity (see *IDEAS for COOL DOWN ACTIVITIES*).
SESSION 3

Water Safety and The Forehand

Group session: Up to 25 children
Duration: 30 minutes
Equipment: Tennis balls, racquets/bats, a bottle with clear water, a bottle with obviously dirty water, cards on water safety
Goal: Source of clean safe water
Note: All actions presume that the child/coach is right-handed. If left-handed, the actions are opposite.
Warm-up: The Soldier Game

Directions:
Gather the children in a circle and inform them that today you will start with a “soldier game”. You all then march in a circle, singing “Askari Kanga, alleluia!”
As the children continue to march, place two pictures with clean and dirty water upside down on the ground in the middle of the circle. Make sure that the children don’t see the pictures.
Ask the children to stop moving but stay in the circle. Call one child to the middle of the circle and say, “This is the Sergeant. If he says “march, you continue to march. When he says stop, you all stop and turn to face him. When you hear him say “attention”, the Sergeant will uncover a picture. If you think that the picture is good, step forward. If you think it is bad, step back.”
Continue with this motion, a couple of times, selecting different children to act as sergeant.
Stop the activity, and place the two bottles of water in the middle of the circle, one with clear water and one with brown water. Ask the children to step forward if they think the bottle with brown water is good for drinking. Then ask them to step forward if the clear water is safe for drinking. Remind the children that germs are very small and hard to see, and then ask them which water is dirty.
Discuss with them the sources of water, and which may be clean water for drinking: river water, stagnant water, tap water, dish water, and so on.
How can we make water clean for drinking?
Discuss
1. Boiling water, 2. Filtering water through a cloth, 3. Using a tablet

Step 1: Roll The Ball
Gather the children around you and explain that you are going to learn the forehand. Ask them to imagine that someone has given you dirty water, and you wish to give it back because you know it’s not safe to drink. Pick up a ball and tell the children to imagine that it is a bottle of water.
Pick a partner and ask him/her to stand ten paces away and facing you. Place a ball on the ground, stand sideways facing your right, with your left foot forward, and touch the back of the ball with the bat facing towards your partner. Roll the ball forward gently with your bat saying “Here, have some water”. Let your partner stop the ball, saying “No thank you!” then repeating the same action, roll the ball towards you, saying “Here have some water”. You also say “No thank you”.

Repeat the process again, so that all the children understand correctly.

Divide the children into pairs and give them a ball and a bat each pair, ask then to repeat the same action.

*Note: A child who is left handed will face the opposite direction.*

**Step 2:** Roll the ball with follow through

Gather the children around you. This time ask them to let the bat go all the way over your opposite shoulder (left shoulder if you are right handed or right shoulder if you are left handed). Explain that this is called the “follow-through” and it’s used to make what you say important.

Ask them to go back to their pairs and repeat the same action as before but include the follow through, while saying a strong “No thank you!”.

**Step 3:**

Gather the children around you. This time, have your partner feed you with a ball with the hand facing up (this is called an underhand toss). As the ball is released, wait for it to bounce and then hit it with the same motion the you had done when returning a rolled ball with follow through. Repeat this three times, and then exchange roles with you partner: you feed the ball with an underhand toss, saying “Have some water” and your partner hits the ball with follow through saying, “No, thank you!”

Ask the children to go back to their pairs and repeat the same action.

**Step 4: Summary**

Call the children together, and revise the best ways to make water safe for drinking,

Thank the children for attending the session immediately take them through the cool down activity (see IDEAS for COOL DOWN ACTIVITIES).
SESSION 4

Part I - Tennis Skill: The “Spoon Rally”

Group session: Up to 25 children
Duration: 30 minutes
Equipment: Tennis balls, racquets/bats, net, cones, cards on food hygiene, germs and worms
Goal: Early development of the rally
Note: All actions presume that the child/coach is right-handed. If left-handed, the actions are opposite.

Warm-up: See IDEAS FOR WARM UP ACTIVITIES

Step 1: Recap of Handwash
Children work in pairs to do the “stop germs” volley in turns, then when you call “CHANGE”, they put the balls and bats down, and pretend to wash their hands, describing each step.
When you call CONTINUE, the children exchange roles, and continue to volley.

Step 2: Food Hygiene
Gather the children and discuss with them about what they notice when food is left open. Look for answers like

- “flies can get to the food”
- “germs will go to the food”

So, you conclude, that food that is left open is not good because it attracts germs from the air and from flies and other insects. Agree with the children that the best way to make sure that food is kept safe is to cover it.

Step 3: Roll The Ball and Cover From Germs
Ask the children to imagine that someone has given you cooked food, and you wish to make sure that it is safe from germs. Pick up a ball and tell the children to imagine that it is a food.

Pick a partner and ask him/her to stand ten paces away and facing you. Place a ball on the ground, stand sideways facing your right, with your left foot forward, and touch the back of the ball with the bat facing towards your partner. Roll the ball forward gently with your bat saying “Here, look after my food”. Let your partner stop the ball by covering it on top, with the bat, saying “Cover from germs!” then repeating the same action, he/she rolls the ball towards you, saying “Look after my food”. You also say “Cover from germs!”

Repeat the process again, so that all the children understand correctly. Divide the children into pairs and give them a ball and a bat each pair, ask then to repeat the same action.

Step 4: The Worms game
Gather the children around you and show them the poster of the child with a worm. Explain to them that children can get worms by not washing their hands well and not covering their food.
Ask if worms are good or bad and how it would make them feel if they had worms in their bodies.

Choosing one child as a partner, as him/her to stand opposite you, across the net. Place a cone on the ground between him and the net, about three feet from the net. Please another cone on your side of the net in a similar position, directly opposite from the other cone. Ask the children to imagine that the cone is your food, and the ball and bat are germs and worms.

Drop the ball and hit it with your bat on the bounce with a forehand, across the net aiming for your partner’s cone. If you hit the cone it will mean that he now has 1 worm, and he must try to hit your cone to remove the worm. If he manages to do that, it means that he took medicine and doesn’t have any worm any more.

**Step 5: The Spooning Rally Game**

Ask the children to remove the cone. They can now enjoy spooning the ball back and forth, but this time, only let the ball bounce one in your side of the court and then spoon it back over the net with your bat. Count the number of times that each pair can manage to move the ball back and forth over the net, without letting the ball die or fly away.

Ask the children to try to get 2, then 4, then 6, then 8, then 8. Explain that this is called a rally in tennis.

**Step 6: Summary**

Call the children together, and revise the best ways to make food safe for eating and what happens when you don’t cover food or touch it with dirty hands.

Thank the children for attending the session immediately take them through the cool down activity (see *IDEAS for COOL DOWN ACTIVITIES*).
SESSION 5

Giving the Flying Toilet A Backhand

Part I - Tennis Skill: The backhand

Group session: Up to 25 children
Duration: 30 minutes
Equipment: Tennis balls, racquets/bats, cones, cards on toilets, and toilet use.
Goal: Improving knowledge of toilet use while learning the backhand
Note: All actions presume that the child/coach is right-handed. If left-handed, the actions are opposite.

Warm-up: Before we eat
Directions:
Gather the children in a circle and inform them that today you will start with a “This is The Way”. You all then march in a circle, singing “Before we eat!”

Song video - https://www.youtube.com/watch?v=iN86StMAtsU

Before we eat we wash wash our hands before we eat we wash wash our hands,
Wash wash,
Before we eat we wash wash our hands before we eat we wash wash our hands,
Wash wash,
We play play play, then we wash the germs away,
Before we eat we wash wash our hands
Before I eat……
If I play outside I must....
If we blow our nose we must...
If I use the toilet I must...

As the children continue to march, place pictures different places of defecation upside down on the ground in the middle of the circle. Make sure the children don’t see the pictures yet.

Display the pictures of:

Ask the children to stop moving but stay in the circle. Discuss with them which is the safest way to defecate, and which one is wrong and why. Remind the children that germs are very small and hard to see, and using the wrong way to defecate will make the environment unsafe for everyone.
Call one child to the middle of the circle and say, “This is the Sergeant. If he says “march”, you continue to march. When he says stop. You all stop and turn to face him. When you hear him say “attention”, the Sergeant will uncover a picture. If you think that the picture is good, step forward. If you think it is bad, step back.”

Continue with this motion, a couple of times, selecting different children to act as sergeant (give equal opportunity to boys and girls).

**Step 1: Roll The Ball**
Gather the children around you and explain that you are going to learn the backhand. Ask them to imagine that someone has offered you a type of toilet to use, and you must say yes or no, if it’s safe or not safe. Pick up a ball and tell the children to imagine that it is a type of toilet.

Pick a partner and ask him/her to stand ten paces away and facing you. Place a ball on the ground, stand sideways, facing your left, with your right foot forward, and touch the back of the ball with the bat facing towards your partner. Note that is is now the opposite of the way you stood for the forehand in session 3. (Children who are left handed will face the opposite direction).

Roll the ball forward gently with your bat saying “Here, flying toilet”. Let your partner stop the ball, with his/her bat, and saying “No thank you!” repeat the same action, rolling the ball towards you, saying “Here flying toilet”, to which you reply, “No thank you!”

Repeat the process again, so that all the children understand correctly.

Then change the question to:

“Clean Latrine?” to which the answer is “Yes, thank you!”
“Peepo?” to which the answer is “Yes, thank you!”
“River?” to which the answer is “No, thank you!”
“Bush?” to which the answer is “No, thank you!”
“Dirty Latrine?” to which the answer is “No, thank you!”

Divide the children into pairs and give them a ball and a bat each pair, ask then to repeat the same action.

**Step 2: Roll the ball with follow through**
Gather the children around you. This time ask them to let the bat go all the way pointing up in the sky. Explain that this is called the backhand “follow-through” and it’s used to make what you say important.

Ask them to go back to their pairs and repeat the same action as before but include the follow through, while saying “No thank you!”, or “Yes, thank you”, depending on the question.
Step 3: Complete the forehand stroke
Gather the children around you. This time, have your partner feed you with a ball with the hand facing up (this is called an underhand toss). As the ball is released, wait for it to bounce and then hit it with the same motion the you had done when returning a rolled ball with follow through. Repeat this three times, and then exchange roles with you partner: you feed the ball with an underhand toss, saying “Flying toilet” and your friend hits the ball with follow through saying, “No, thank you!”

Ask them to go back to their pairs and repeat the same action.

Step 4: Summary
Gather the children together and have a quick run over what they learned about toilets, and the backhand. Close the session by reminding them to wash their hands after using the toilet, and also after enjoying their tennis class.

Thank the children for attending the session immediately take them through the cool down activity (see IDEAS for COOL DOWN ACTIVITIES)
SESSION 6

Staying Clean By Serving Myself

Group session: Up to 25 children
Duration: 30 minutes
Equipment: Tennis balls, racquets/bats, gloves/plastic bags, rubbish bin or safe disposal area and cards
Goal: Understanding how to have a good environment while learning the serve
Note: All actions presume that the child/coach is right-handed. If left-handed, the actions are opposite.

Warm-up: See IDEAS FOR WARM UP ACTIVITIES

Step 1: Clean house! Clean house!
Divide the children equally into two teams on opposite sides of the net. Take your bucket of balls and dividing them equally tossing them onto the two sides of the court. Ask the children not to touch them yet.

Explain that they are going to imagine that their house is dirty, and the balls are the dirt. Go to one side of the court and ask the children on that side to stand to your right and observe. Pick up one ball, and stand sideways to the net, with your left foot forward. Raise your arm and hold the ball momentarily to touch behind your neck with your right elbow pointing up, then swing your arm forward in a throwing motion. This will give the ball an arc upwards and over the next to the other side of the court.

Go to the opposite side of the court and ask the children on that side to stand to your right and observe. Repeat the same demonstration.

Ask the children to spread themselves around to cover their side of the court. When you shout “Clean House!” the children will pick up and throw the ball with the same motion that you demonstrated. When a ball lands to the other side, the other children toss the ball back. Shout “Stop” after one minute and ask each side to gather the balls on their side of the court into a pile and count them. The team with the least number of balls wins that round.

You can continue to play this a couple more times, demonstrating the throw each time, until the children understand it.

Ask the children to return the balls to the bucket at the end of the game.

Step 2: Cleaning Up with the broken serve
Pick up a ball and a bat. Go to one side of the court and ask the children on that side to stand to your right and observe. Hold the ball in your left hand, and the bat in your right. Stand sideways to the net, with your left foot forward. Raise your arm and hold the bat momentarily to touch behind your neck with your right elbow pointing up. Toss the ball straight up with your left hand and then swing your right arm forward in a throwing motion, and hit the ball in the air.
This will give the ball an arc upwards and over the next to the other side of the court. Explain that this is called the serve, and it begins the game in tennis.

Line up 4 children along the net, about three feet from it, and give them a chance to repeat your motion with a ball and bat. They then pass the bat to the next child who pick up a ball and practice the same motion. Each time a group completes their serve, they pass their bat to the player behind them, then run to the other side of the court collect their ball and returns it to the bucket, which is placed at the net post.

Safety: Give the children a chance to pick balls before the servers hit theirs! Ask the children to avoid running in front of the servers, or they can be hit by the ball.

Step 3: Serve and rally
Divide the children into two groups and place each group on opposite sides of the court. One group will have bats and balls (servers) while the other group will have bats only (returners). One child from each side will play at a time: the servers will start the game, and the returners will help keep the ball in play to build a rally. When the rally stops or when the server fails to get the ball over, both players pass their bats and balls to the next player in their team. This continues until every child has experienced the process.

Step 4: Clean environment
Gather the children and ask them what activities would they do to keep their environment and the things they use clean. Show them cards of different environments, and discuss activities like sweeping, washing, collecting rubbish. Talk about where collected rubbish should be placed, and why it’s not good to leave rubbish around. Look for answers like “it will be me sick” or “it destroys the environment” or “it looks bad” and “it smells bad”.

Give each child a pair of plastic bags and ask them to wear them like gloves and show them how to help each other make them secure. divide the children into teams of 3-4 each, and give each team a rubbish plastic bin. Ask them to work around the immediate compound (make sure you limit the area) and ask them to go around and ask them to collect anything that they considered to be rubbish.

Step 5: Summary
After 2 minutes: call the teams back in and let them make a big circle with the buckets in the center. Work together to discuss what is bad for the environment and should be disposed of, and what is good and should be put back.

For example: Leaves, branches, vegetable peels, fruits are good for the environment and can be used to make soil better by burying them to become compost. Plastic, paper and bottles are bad for the environment and must be collected and taken to a collection point for the City or county to take away and sort out.

Thank the children for attending the session immediately take them through the cool down activity (see IDEAS for COOL DOWN ACTIVITIES)
SESSION 7

“The Spoon and Body Challenge”

Group session: Up to 25 children
Duration: 30 minutes
Equipment: Tennis balls, racquets/bats, cards on brushing the teeth and body hygiene, nail cutters
Goal: Early development of competition, while revising learned WASH lessons.
Warm-up: Arrange the children a big circle and use the song below

Warm Up Song:

This is the way I wash my face, wash my face
This is the way I wash my face, before I go to school
This is the way I brush my teeth---
This is the way I comb my hair----
This is the way I put on my clothes---
This is the way I cut my nails------
This is the way I wash my clothes-------

Help them demonstrate their understanding of each action, and assist the ones who do not understand as you go round.

Step 1: Gather the children around you in a circle and talk about the importance of keeping your body clean, wearing clean clothes and cutting your nails.

Step 2: Draw a circle on the ground, about 2 feet in diameter.

2.1 Choose a partner, pick a ball and pass the ball to each other 10 times across the circle. Put the ball down in the circle, and both pretend to wash your hands saying, “I’m washing my hands”. Follow all the important steps for handwashing.

Divide the children quickly into pairs, draw their circle and ask them to do the same actions.

2.2 Pick the ball up again and pass it between you in a bounce and catch, 10 times. Put the ball down in the circle, and pretend to brush your teeth, by waving our two fingers outside your mouth. Make sure that the children can see the motion of your fingers, side to side and up and down. Ask the children to do the same.

2.3 Collect a bat each, pick the ball up again and pass it between lifting the ball up with the bat, letting it bounce and your partner lifting in the bounce, 10 times. This is called “spooning” in
Court of Dreams (it is not a tennis term!). Put the ball down in the circle, and pretend to wash your body, from your head to your feet. Ask the children to do the same.

Note: This lift activity with the bat may be difficult at first, so consider having them bounce in the circle with the bat instead.

2.4 Have the children do the same activity, and cut their nails.

2.5 Have the children do the same activity and wash their clothes.

Thank the children for attending the session immediately take them through the cool down activity (see IDEAS for COOL DOWN ACTIVITIES).
SESSION 8

Tournament
Group session: Up to 25 children
Duration: 2 hours
Equipment: Tennis balls, racquets/bats, marked tennis court, cones, stones, pegs
Goal: Friendly Competition

Why Compete?
Competitions are a great way to get children usefully engaged, and improve their interest in playing more, having the discipline of practising often and improve their health. Tennis can be played both as a team or individual game, improving his/her individual sense of responsibility as well as social interactions.

Singles: One child plays alone on one side of the court against an opponent on the other side in a match.

Doubles: Two children pair and play as a team on each side in a match.

Team: When results of matches from different children are combined to get a total score.

Try the difference arrangements and choose which one gives you the best attention result.

Simple Scoring systems for children
Place cones on the side of the net, next to the net post. The cones will be used for counting scores.

One child bounces the ball, and hit it over the net to his partner, who then plays a return shot. This continues until the ball drops away, is missed or is outside the lines. The child who wins this point will pick a cone and place it on his side of the court, along the net, (so it is out of the way of play).

Play will continue until all the cones are used up. Players will then count how many cones they have accumulated. The player with the most cones wins the game.

Other items that can be used for scoring: stones, pegs (you can hang them to the net)

As the children get more confident, you can now introduce counting, initially done by another child who stands at the side of the court to keep scores. This child is called the umpire in tennis.

Start with a simple number scoring system, where the points are counted as: 1, 2, 3, etc. So, if, for example, Kamau wins 3 points and Omollo wins 2 points, the score is 3/2 to Kamau. If you set the match number to be 7, then whoever get to 7 points wins. Therefore Omolo may eventually win 7/5.
Normal scoring system
Tennis scores are unusual and points are won to make a game. The games normally add up to 6 to make a set. For children, the set is often 4 games.

Points counted to make a game are: 15, 30, 40, game. Let’s look at the match of Kamau and Omollo. Before they start, they decide who will be the first person to serve or start the first ball. This is often carried out with a toss of a coin, or using the bat or racquet, both children choose a side of the bat that will represent each child, the bat/racquet is spun on the ground, and the side that faces up belongs to the child who will serve to start the first game. All subsequent scores in the match will be read out with the scores of that starter first. The player who wins the toss can also choose if he/she would like to serve or receive. For example, if Kamau won the toss, and agreed to start the match, then every time the scores are called out, Kamau’s scores will be called out first. If in a game, Kamau earns 40 and Omollo also has forty, you can say 40-40 or “deuce”. At 30-30, you can say “30-all”, at 15-15 you can say “15-all”.
IDEAS FOR WARM UP ACTIVITIES

Watch Me
Ask the children to pretend to be an aeroplane or a bird, and run around the court with wide-open arms. Then call out different animals or birds. Children should try to jog, hop, run, gallop, or pretend to fly like animals or birds. For each lap, the children will “run” like a new animal or “fly” like a bird. Use slower animals to give students a “rest”.

Crocodile
Children run along the lines of the court and along the invisible middle of the court, and along the net. If someone is caught they kneel down on the line they were caught on, and only the chaser can pass them.

Spot the color
Place different color cones on the court, and when you can a color, children must run and stand on top or close to that color and touch it. Any child who misses the color is out, and must do 2 jumping jacks before being aloud back in to continue playing.

Balls in the bat
Place the bats with balls on them in different parts of the court and divide the children into teams of two to each bat on the ground. When you say “go”, they must try to pick a ball from other bats and place it on theirs, and this continues until you say “stop”. The bat with the most balls wins.

Snake
Take a bucket of balls and arrange the children in a line facing you. Roll a ball towards them, they must let the ball pass between their feet, while trying to stay with the line, no matter the direction the ball is rolling.

Bullseye
Arrange the children in a circle with a bucket in the middle. Start each child with one ball, and ask them to try to throw their ball into the bucket.

Circle bat catch
Children make a circle and each holds his/her bat touching the ground. When you say go, he must grab the bat of the next child on his left while letting go of his bat, which is grabbed by the child to his right. Any player who drops the bat is out. This is repeated until the last three players.

Hula Hoop
Get the children to practice their flexibility with a hula hoop competition!
IDEAS FOR COOL DOWN ACTIVITIES

Sit and Reach
Get the children to sit on the ground with their legs fully extended in front of the body. Ask them to try and reach from their toes with their fingers, keeping their backs as straight as they can. Hold this stretch for a couple of seconds and then release and come back to the starting position. Repeat this a couple of times.

Note: not all children will be able to do the full stretch, as a result of age a different body types, so just encourage them to do their best, and do not try to push their backs, as it can lead to injury!

Stretching The Quadriceps
This exercise is done in standing pairs. Using partner for balance, the child should grab, his/her left foot with the left hand behind the body and bring his/her left heel up toward the glutes. The left knee is kept close and in line with the right knee as much as possible. Hold for 15 seconds. Switch to the right leg and repeat the same stretch. He/She should then allow his/her partner to do the same. Alternate between legs for two to three sets.

The Bridge
Ask the children to go down to the push-up position, and hold it there for 5 seconds, then lie down and rest for 10 seconds, then come up to push-up position for another 5 seconds and then rest for 10.

Trunk Twist
Have the children lie down on their backs and bring both knees to a 90-degree bend off the floor. They should keep their lower backs pressed to the ground. They then slowly lower both knees to the right and let them rest on the ground for 3 seconds, then lift both legs across the body to the left and rest for 3 seconds. Continue to rotate the knees left and right for 3 repetitions.
POPULAR SINGING GAMES

https://www.youtube.com/watch?v=9lrXUvfzv9c

Okuti Okuti,
Amina Amina,
Yayayaya,
Skamarees Skamarees,
Dada Kidole uko wapi :

----------------------------------------------------------
Mama nipe mayai, nimechoka na uji
Kila siku Ugali, na kabichi nyeupe
Ninajua nitashikwa na kwashakoo x2
----------------------------------------------------------
Moja mbili tatu nne tano sita
Saba nane tisa habari ya Januari
Kuma mtu moja aliyepotea
Na tukimshika tutamfunga jela
Rafiki yangu kuja, Adui yangu kwenda,
Na tukalie sofaseti, Ndiyo iyo teke eeh
Rafiki yangu kuja, Adui yangu kwenda,
Na tukalie sofaseti, Ndiyo iyo teke eeh
Ndiyo iyo teke eeh
Moja mbili tatu nne tano sita
Saba nane tisa habari ya Januari
----------------------------------------------------------
Naskia sauti, naskia sauti
Sauti ya mama, sauti ya mama
Sasa ni saa sita, sasa ni saa sita
Kwaheri mwalimu, tuonane kesho
Mungu akipenda

Chura kimbelembele nikuje, hapana x 4
Bata madogodogo, bata madogodogo
yanaogelea, yanaogelea
Katika shamba zuri, Katika shamba zuri
Ya mti ya ju, Ya mti ya ju
Yanafanya kwekwekwe, Yanafanya kwekwekwe,
Katika shamba zuri, Ya mti ya ju

https://www.youtube.com/watch?v=iN86StMAtsU

Before we eat we wash wash our hands, before we eat we wash wash our hands,
Wash wash,
Before we eat we wash wash our hands, before we eat we wash wash our hands,
Wash wash,
We play play play, then we wash the germs away,
Before we eat we wash wash our hands
Before I eat......
If I play outside I must....
If we blow our nose we must...
If I use the toilet I must...

This is the way I wash my face, wash my face
This is the way I wash my face, before I go to school
This is the way I brush my teeth---
This is the way I comb my hair----
This is the way I put on my clothes---