Workshop Manual

“Life-skills through GAMES program”

„Youth empowerment through sports“

Venue: Mayana River Lodge
Date: 19th – 20th of July 2008

Concept & Evaluation:
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1. Introduction:

This manual was designed for an intercultural Physical Education teacher workshop, which was held by the Department of Education Rundu, Namibia and the Organizer of the NSP 2008 (Namibian Sport Project 2008), Sebastian Rockenfeller. The manual includes the content of the workshop and summarises the results of many different group discussions. In total 22 Namibian and 10 German Teachers participated in the event to share their ideas about sport and physical education. The main focus of the workshop was on games, which strengthen the Lifeskills of the learners. Both sides had the chance to show their traditional games. The intercultural exchange of ideas was the main purpose of the event.

2. What is Physical Education and the importance of the subject?

**Group work:**

- What attracts people to sport?
- This general question was given to the participants of the workshop.

➔ results of the working groups:

Group1:

- interaction with others
- fame
- fun
- recreation
- communication
- travelling purpose
- passion
- fitness, health, sexy
- career purpose
- income
- adrenaline
- refreshment of the mind

Group2:

Personal reasons:

➔ when we were “young”:
- competition
- fun
- idols
- peer pressure
- success, fame
- to be with friends
- travelling opportunities
- to be liked by girls
today:
- fun
- healthy body, fitness, body shape
- belonging
- make friends
- leisure

General reasons:

→ professional sport:
  - money
  - achievement (medals...)
  - build up self-confidence
  - fame, success

→ free time/leisure time:
  - fun, enjoyment
  - stress release
  - fitness
  - make friends

Group3:

→ reasons why we like sports:

- sports improves social interaction
- it helps people to develop tolerance
- it improves mental and physical fitness
- it improves communication skills
- to have fun
- for participation/ individual participation
- to prepare learners to face challenges
- to gain respect
- for reward

2.1 Competencies and Learning Outcomes (Different types of learning experiences):

Presentation of the Namibian Curriculum for Physical Education

- Development of psychomotor skills
- Development of coordination, social skills, the aesthetic sense and the mastery and enjoyment of movement
- Development of a positive attitude towards one’s own body
- P.E. aims to make contribution towards improving the quality of life of young people
- Enables children to maintain a healthy and active lifestyle
- P.E. develops a healthy body and a healthy mind and allows learners to experience the joy of movement
- P.E. develops the whole child
- Children who exercise learn better in school
Unfortunately P.E. does not enjoy the exposure it should have. It shouldn’t be neglected!

Under optimal circumstances, P.E. would need at least one period per week and should be supplemented by school sports clubs and sports days.

2.2 The aims of Physical Education are:

A) Movement development:
- Develop and improve the learners’ perceptual motor skills through participation in a variety of movement forms
- Widen their movement experiences and build up a movement vocabulary through participation in variety of movement forms

B) Health development:
- Develop and understanding of good health through an interest in and respect for their own bodies.

C) Affective/emotional development:
- Enhance emotional stability including a positive self-image, self-control, independence, confidence, own decision making and creative ability, based on well grounded system of values.

D) Social development:
- Develop healthy interpersonal relationships

E) Normative development:
- Develop an understanding of good normative behaviour based on a healthy value system

F) Physical development:
- Help maintain and develop physical fitness and efficiency
2.3 Summary of Learning Content (National Institute for education Development, NIED):

→ the Namibian Syllabus consists of 8 themes:

<table>
<thead>
<tr>
<th>Physical fitness</th>
<th>Gymnastics</th>
<th>Athletics</th>
<th>Sport skills</th>
<th>Water activities</th>
<th>Games</th>
<th>Dance</th>
<th>Health promotion</th>
</tr>
</thead>
</table>

3 The Game:

- Games combine all these aims of Physical Education
- All students start school with motivation to move. They want to use their energy in playing games
- “Each child loves to play – It is part of the child’s nature.” Therefore Physical Education should build on this motivation and give the learners the opportunity to experience their body in different ways.

→ Games are an important part of physical education training

Competencies and Learning Outcomes: (Outcome-based Education)

<table>
<thead>
<tr>
<th>A. Develop life skills (LS)</th>
<th>B. develop general sport skills (SS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. develop sport specific skills (SSS)</td>
<td>D. develop physical fitness</td>
</tr>
</tbody>
</table>

**A. Develop life skills (LS)**

- Teamwork
- Co-operation
- Partnership
- Fair Play
- Communication skills
- Self – respect, Self-esteem, believe in yourself
- Self – worth
- Leadership
- Sportsmanship
- Motivation
- Trust in someone
- Decision making skills and problem solving
- Creativity
- Express yourself
- Cross own barriers
- Determine and monitor own goals
- Fair competition
B. develop general sport skills (SS)

- Moving the body mass
- Moving and stopping unsupported objects
- Deflect and hit balls in variety of ways
- Pass and catch balls in different ways
- Moving and stopping supported objects

C. develop sport specific skills (SSS)

- Tactics:
  Definition: is proceeding in a planned and target oriented manner with clever choice of available means and possibilities by the individual, a group or a team

- Sport related Techniques
  For example: Heading, Instep shooting and Passing

D. develop physical fitness (PH)

- Condition:
  Speed, Endurance, Strength, Flexibility, Balance, Coordination, Agility

↓

In this training program we want to focus on the first learning outcome, the development of LIFESKILLS through GAMES

3.1 What is a LIFESKILL?

Lifeskills are life – enhancing skills that enable an individual to cope successfully with the demands of life. People with the necessary lifeskills are able to maximize their personal competencies successfully. They are able to handle and cope with problems they experience during development. Lifeskills can also be referred to life competencies because they enable individuals to be effective in a variety of life situations.

Are people born with lifeskills?

Everyone has some lifeskill through not well developed. You may discover a lifeskill which is not new but had been ignored. Such skills can be developed through the process of education. Some skills can be developed through experience. One can learn, for example, to cope with change. Some people are able to move through life unaware that they have to acquire certain skills in order to cope with the demands of life.

The participants were asked to give the answers to two Questions: Group work

1. What is a Lifeskill?
2. Which Lifeskill did you gain in which game we played today?
Results of the group-work:

Definitions found:
- A lifeskill is an ability to interact in the community
- A lifeskill is an ongoing process of learning on how to deal with lifesituations
- Lifeskills are the skills needed to be part of the society

Lifeskills gained through games:

- communication, responsibility cooperation, trust, discipline, teamwork, respect, ability to fair competition, tolerance, self-esteem, problem-solving skills, patience, self-confidence, fairness, creativity, concentration, commitment, strategy, honesty

given examples:
- **Crossing the river- game:** communication, cooperation, self-confidence, problem-solving, strategy, trust
- **Robot game:** discipline, concentration, responsibility, trust, honesty

3.2 **GAMES: (NIED) describes 7 themes and topics:**

<table>
<thead>
<tr>
<th>Games:</th>
<th>Basic Competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Competition in pairs</td>
<td>- Work together in pairs, e.g.</td>
</tr>
<tr>
<td>2. Large group activities</td>
<td>- Participate in large group activities</td>
</tr>
<tr>
<td>3. Small group activities</td>
<td>- Engage in small group activities</td>
</tr>
<tr>
<td>4. Tag and dodging games</td>
<td>- Play tag and dodging games</td>
</tr>
<tr>
<td>5. Races and Relays</td>
<td>- Engage in races and relays</td>
</tr>
</tbody>
</table>
| 6. Traditional Games | - Select traditional games played by children from other countries
- demonstrate correct form in performing traditional games played by learners from different cultural backgrounds |
| 7. Self- designed games | - make up a game
- invent a new tag game for the whole class
- invent a game using all the available space and no equipment |

(Physical Education Grades 5-7 Syllabus NIED 2007)
4 What is experience based learning?  

In games learners do have different experiences. These experiences have a big impact on the personal development. Because of that fact the “Experienced Based Learning Methodology” was designed:

Experiential learning is the process where by knowledge is created through the transformation of experience. This process begins with an experience that the student has had, followed by an opportunity to reflect on that experience. That student may conceptualize and draw conclusions about what he/she experienced and observed, leading to future actions in which the student experiments with different behaviours.

List of criteria for experience-based learning:

- The goal of experience-based learning involves something personally significant or meaning to the students.
- Students should be personally engaged
- Reflective thought and opportunities for students to write or discuss their experiences should be ongoing throughout the process.
- The whole person is involved, meaning not just their intellect but also their senses, their feelings and their personalities.
- Students should be recognized for prior learning they bring into the process.
- Teachers need to establish a sense of trust, respect, openness and concern for the well-being of the students.

Part of exercise based learning is Problem-based learning:

Problem based learning is a coaching and teaching methodology that develops knowledge, abilities, and skills through participation; collaborative investigation; and the resolution of authentic, problems through the use of problem definition, teamwork, communication, data collection, decision-making, planning and goal-setting, active performance, and reflective analysis.

This methodology has been effective in enhancing critical thinking, communication and problem-solving skills in a variety of field. Experience based learning is a powerful tool to improve LIFESKILLS. Participants gain more self-esteem and self-confidence.

5 LIFESKILLS (LS) – GAME program:

Lifeskills (LS) – Game program is a powerful teaching tool. While classroom lectures primarily address the cognitive domain, experimental learning involves the whole student: their cognitive, affective and physical domains. The result is that students can relate to the subject matter in a way that is meaningful to their own lifes. This experience-based learning program can help bring the students and the teacher closer together. Because they are sharing aspects of their own actions and decisions. In addition to that there is a personal element to this type of learning. This can be a valuable way for instructors to get to know their students,
and for students to pull together as a team. Programs like this can have a lasting impact.

5.1 What is a Lifeskill (LS) - Game Session:

→ Structure of a GAME session:

- **Introduction**
  - Helps players to understand the objectives that you wish to achieve in the game. If you want to develop a special lifeskill (LS) you should explain where to use the skill in the real world. The players need to understand the life skill purpose of the game. In addition to that you should create a safe and comfortable atmosphere.

- **Game: Learning aspect** ➔ **Experience**

- **Follow-up activity**: “concluding activity” “Reflection”
  - We want the learners to start thinking seriously about the lifeskill presented in the game. The players should get involved in reflecting on the issues on hand. (“Experience based learning”)

Methods: open discussion, role-play, songs and dance (enjoyable activities)

<table>
<thead>
<tr>
<th>Independent LS-GAME session</th>
<th>Integrated LS-GAME session</th>
</tr>
</thead>
<tbody>
<tr>
<td>- stands on its own</td>
<td>- can be part of any sport-specific practice (during breaks or as a warm-up or cool-down before, during and/or after sport-specific practice)</td>
</tr>
<tr>
<td>- is performed during the whole P.E. lesson</td>
<td>- are planned as a part of the daily practice</td>
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<tr>
<td></td>
<td>- 10 minutes are sufficient</td>
</tr>
</tbody>
</table>

→ We focus on the independent LS-GAME SESSION

6 Planning P.E. Lessons

**How to plan a GAME Session:**

Learners will be quick to notice if your session is poorly planned and they soon can become bored!

**Warning:** A boring lesson will do little to deliver GAME skills (sports and lifeskills). It is important to add variation to your GAME sessions and split them into parts, for example warm-up for 5 minutes, followed by 20 minutes for main activity, then cool-
down for 5 minutes. This helps you to plan time effectively and presents important aspects of the session from being left out due to the lack of time. It is better to prepare too much rather than too little. Activities you do not use in one lesson can be used in another.

Consider the following factors when planning a P.E. GAME lesson:

- What are the objectives of the lesson?
- What activities should be included?
- Who will be in the lesson? (Age group)
- How to begin and end a session?
- How will the lesson be kept safe?
- What equipment do I need?
- How do I organise the lesson?
- Competence of the teacher?
- What are the interests of the learners?

Lack of material is no excuse not to conduct P.E. lessons. Be creative. If you can’t find the materials we used in the workshop, you should think about other things that you can use as replacement.

How to plan a P.E. Lesson?

\[\text{Group work}\]

\(\Rightarrow\) Results of the workgroups (completion):

- Topics
- Objectives
- Age group
- Number
- Material
- Play ground
- Time frame
- Gender
- Risks
- Assessment
- Knowledge

7 Conduct a P.E. Session:

Teachers have to focus on how to make P.E. lessons enjoyable, motivating, safe and educative.

To be able to conduct and lead you must:
- Understand your learners and their needs as individuals and as a group. (If you know them it is easier to help and encourage them)
- Be prepared, good planning
- Assume different roles in different situations \(\Rightarrow\) you have to play different roles!

How to conduct a P.E. Session?:

\[\text{Group works}\]

\(\Rightarrow\) Completions of the group works:
- Be active!
- Wear sports-dress
- Give clear instructions!
- Be consistency in your personality
- Encouragement
- Be creative!

Roles of a P.E. teacher:  
→ Motivator and Guardian  
→ Leader  
→ Coach and educator to improve sport and lifeskills  
→ Organiser

7.1 Motivation and Guardian:

You should be a Motivator and Guardian to ensure that activities are fun, safe and fair, and to generate a positive and enthusiastic attitude in each player.

To create a motivating activity climate use the Target procedure:

T = Task design
A = Authority structure
R = Rewarding
G = Grouping
E = Evaluation
T = Timing

Teaching methodology needs to exercise a greater focus on rhythm (especially relevant to the learners of Africa)

7.2 Leadership in P.E.:
(Influencing others toward the set goal)

Responsibilities:
- A good leader is willing to do though choices with a reasonable degree of honesty, confidence and courage.
- Initiate activities and develop programs that are free of discrimination.
- Ensure that the right of privacy is respected.
- Ensure that all players are treated fairly regardless of their sex, skill level, appearances, tribe, race, etc.
- Teach them to value and think positively of themselves.
- Become a positive role-model (through their own actions): Children tend to emulate adults that are closest to them an will indulge in those activities that are continuously spoken about and actively performed.
- Show the children the way.
- Learners should explore with their teacher’s support, honesty and openness.
- Remind your players how much they count as individuals and as a group.
- The teachers should know their learners and appreciate them for who they are, and not for whom they want them to be.
- Teachers should see the learner’s potential and the unique gift that they bring.
- Participating in a variety of activities will expose learners to a number of different skills, thoughts and processes.
- Participation, cooperation and camaraderie rather than competition, being individualistic and self-centred.
- Respect the ideas of the players and build on their experience.

Reaction and Responses of children (sport pedagogy)

- With tolerance it learns to be patient.
- With encouragement it learns confidence.
- If it lives with praise it learns to appreciate.
- With fairness it learns justice.
- With security it learns to have faith.
- With approval it learns to like itself.
- With acceptance and friendship it learns to find love, both in itself and in the world.

8 Present P.E. lessons and GAMES:

How to present?

Demonstrations:
- actions speak louder than words
- visual information rather long explanations (10% rule)
- position to the group, so everyone can see and hear demonstration clearly
- don’t tell the group everything at once; select one or two key points
- repeat the demonstration
- use players in the group for demonstrations
- encourage players to observe and learn from the other player’s actions

Communication:
- communicate effectively and keep your language simple
- use words that players can easily understand
- observe the whole group when correcting and explaining
- make sure, that each player can hear and understand you

→ Completions of the workgroups: Group work

How to communicate:
- strong voice
- proper standing
- keep eye-contact
- be self-motivated
- clear instructions

How can you demonstrate as a physical education teacher?
- self-motivated
- as a teacher you must lead the action
- as a teacher you must be authentic
- you must also participate (role model!)
Physical Education contributes to the strengthening of the immune, cardio respiratory and skeletal systems. Sport protects one against premature heart disease, cancer and perhaps even death. Positive feelings associated with exercise have a physiological basis in hormones and body chemicals. In addition to that it can be deducted that exercise has social, psychological and emotional benefits. During exercise the brain secretes endorphins and these help to decrease pain, produce euphoria and suppress fatigue. Sport can prevent diseases and illness.

The body is made to work best when it is active. Left, unchallenged bones lose their density, joints stiffen, muscles become weak and the body chemistry systems begin to degenerate. To truly be well, you must be active. The heart is the provider for the workers with oxygen for the production of energy. Oxygen is transported by the blood. The transportation is based on the blood circulatory system. The muscles order oxygen from the brain via the nerve-system. The brain forwards the order to the heart. The longer distance work of heart circulatory system is called “endurance” (aerobic).

### 10 Attendance Register

**Attendance List Workshop 19.07.2008 and 20.07.2008**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Name</th>
<th>School</th>
<th>Cell No.</th>
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<tr>
<td>1</td>
<td>Ngondo p.s</td>
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<td>2</td>
<td>Kehembu p.s</td>
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<td>Mbeyo p.s</td>
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<td>4</td>
<td>Ndonga j.p</td>
<td></td>
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<td>5</td>
<td>Kamunoko</td>
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<td>6</td>
<td>Sharukwe C.S</td>
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<td>7</td>
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<td>8</td>
<td>Mayana</td>
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<td>N.Dama</td>
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<td>10</td>
<td>Muhopi p.s</td>
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<td>Dr. Romanus</td>
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<td>Rudolf Ngondo</td>
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<td>20</td>
<td>Dr. Alpo Mbamba</td>
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<td>Whurgo-Uhungu</td>
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<td>22</td>
<td>Kayengona C. School</td>
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</tbody>
</table>
11 GAMES
(See below)

12 Thanks to:

Departement of Education Rundu

| Mr. Dikua |
| Mr. Kapapero |
| Mr. Someno |

Mpora Mayana Foundation:

| Mrs. Valerie+ Mr. Vynaand Peypers and Mrs. Désirée + Mr. Pete Jacobs |

Cooperation:

- Dirk Nowitzki Foundation
- Primary School Mainzer Strasse
- INWENT GmbH
- German Sports Universiy
13. **Course Schedule:**

Practise 1: “To get to know each other”, “Icebreaker Games”

**Theory 1:**
- Physical Education, Sports: Aims, Competencies, Learning Outcome
- Curriculum Presentation

**Practice 2: Teamwork, Communication**

**Theory 2:**
- Summary of Learning Outcome (NIED)
- 8 Themes of P.E.
- What is a Lifeskill?

**Practice 3: Cooperation (Experience based learning)**

**Theory 3:**
- Games (NIED)
- 7 Themes and Topics
- What is experience based learning?
- STRUCTRE of a P.E. Lesson

**Practise 4: Cooperation GAMES in a big group, Responsibility, Trusting someone**

**Theory 4:**
- Plan
- Conduct
- Present (Communication, Demonstration)
  Physical Education Lessons

**Practise 5:**

Close Course
14. Pictures
The Trust Dive

Instruction: Table or Chair or Wall (Something one person can stand on)

How to do the Trust Dive:

- We need to line up people facing each other
- At least 6-8 people
- The participants spread out their arm (L-shaped)
- The arms of the participants must be set like this!!

There is one participant who stands on the table and lets his/herself fall into the arms of the others.

- Keep your arms crossed in front of the body while jumping
- Say "Are you ready?" before jumping and wait for the answer ("Yes, we are")
- The catchers must take their hands back

Namibia Sports Project 2008
YOUTH SPORTS WIN MEDIA SERVICES
Country ball

Objective: One ball, one field

How to play the game:

- The participants are divided into two teams,
- Each team stands on one part of the field,
- Each team has one King/Queen
- The King/Queen stands outside the field, around his/her opponents
- The players try to hit their opponents with the ball
- Once you hit, you go and join the King or Queen (throw the ball to them)
- The outside players try to hit their opponents from outside the field
- If one outside player hits the opponent, he/she gets back into the field
- If a player misses the ball, he/she might stay in the field (true catch)
- When all the players are hit, the King/Queen has the chance to continue the game with 3 EXTRA LIVES
- When the King/Queen is hit 3 times, the game is over
Step In, Step Out (River Bank)

Material: None

How to play the game:
- We need one line on the ground
- The participants stand along the river in two lines
- One team leader gives the commands
  - "In" - The participants jump in the river
  - "Out" - The participants jump out of the river
- Whoever makes a mistake is out of the game
- The last one wins

Tags: Coordination, Reaction, Physical Fitness
Atoms & Molecules

Material: None

How to play the game:

- The participants walk around randomly.
- There is one Team leader who gives different commands:
  - Face to Face
  - Ear to Ear
  - Pairs of 2, 3, 4...

Once the command is given, the participants try to do as they are told.

The ones who cannot find any partner, leave the game.

Ice breaking: Body contact; Communication
CROSS THE RIVER

How to Play:

- THE GROUP HAS TO CROSS THE RIVER
- THEY HAVE SOME PIECES (DEPENDING ON THE NUMBER OF PLAYERS) OF PAPER THAT THEY CAN USE.

- THERE MUST ALWAYS BE CONTACT TO THE PAPERS.
- THE GROUP MUST FIND A WAY OF CROSSING THE DISTANCE (THE RIVER) WITHOUT TOUCHING THE WATER.

Problem solving, cooperation, teamwork, body contact.

Namibia Sports Project 2006
CROSS THE RIVER

How to Play:

- The group has to cross the river.
- They have some pieces (depends on the number of players) of paper that they can use.

- There must always be contact to these papers.
- The group must find a way of crossing the distance (the river) without touching the water.

Skills: Problem Solving, Cooperation, Teamwork, Body contact

Namibia Sports Project 2008
Youth Development Through Sports
Hunterball

Material: 1-2 Balls / 1 Field

How to play the game:

- All of the participants stand inside the field.
- One of them stands outside (the first hunter).
- The hunter hits the players inside the field with the ball.
- The players hit by the hunter go outside the field and join the hunter.
- The game goes on until everybody from inside the field is hit.

Variation:

- You may bring in a second ball into the game.

Physical Fitness, Flexibility, Team Play (passing the ball)
BLINDRUN:

How to play:

Participants form two lines.

Task: The runner (O) must run through the two lines with closed eyes.

- He trusts the others.
- If he comes close to the line, the line makes a noise to show him the wall, the direction.

No jokes, take it seriously!

It's responsibility for others, believe in yourself.
Turn the carpet:
- Material: One carpet or bigger sheet of paper
- How to play the game:
  - The participants stand on the carpet
  - The participants MUST NOT touch the ground besides the carpet
  - The participants turn the carpet to the other side
- Teamwork, Communication, Cooperation

Form the rope race:
- Material: One rope
- How to play the game:
  - The participants build one circle
  - Every participant needs to touch the rope
  - The team leader tells the group to form the rope into different forms
    - □ • △ • ★
- Variation:
  - Do it silently
  - Group closes his eyes and is directed by the team leader
Robo! Game

- Participants: each number possible (minimum 2)
- Material: none

How to play the game:
- Build pairs of two persons
- One of the two is the robot, the other one is the instructor
- The robot has to close the eyes during the whole game and has to wait for the instructions of the instructor
- The aim of the game is that the robot moves from point A to B with the help of the instructor
- The instructor can move the robot by tapping two:
  - on the right shoulder → then the robot moves to the right side
  - on the left shoulder → then the robot has to move to the left side
  - on the head → then the robot stops/has to move

VARIATION: One instructor can instruct 2 robots

concentration, trust, cooperation, responsibility
Relay game:
Possible material: Balloons/Small

How to play the game:
- 2 teams
- In each team there must be pairs of 6 people
- The pairs line up one after the other
- The people in the pairs stand back to back with their arms crossed in each other
- Set a running point in upper Omboho distance
- The pairs run around the running point and back to the group as fast as they can and touch the next pair to go on and on...
- The group who is through first wins the relay

Variation:
- The pairs have to sit down at the running point and stand back up
- Create new ways of running the relay in pairs.
- Cooperation, Competition
THE SPIDERNET

* Put up a SPIDERNET with a ROPE or ANY OTHER MATERIAL.
  (between two trees for example.)

* THE CHALLENGE/TASK is TO CROSS THE SPIDERNET WITH THE WHOLE GROUP.

* THEY ARE NOT ALLOWED TO TOUCH THE SPIDERNET.

* THERE MUST BE AS MANY HOLES AS PARTICIPANTS.
  → IF A HOLE IS ONCE USED THE TEACHER MUST CLOSE THIS HOLE.

Problem solving, communication, teamwork

Secure high concentration and responsibility!!

VARIATION: 'CROSS THE WALL'

Group must get over the rope as a TEAM.

Namibia Sports Project 2008
THE BIG KNOT - GAME:

- Build a circle and come really close together.
- The participants stand close together.
- Each participant lifts up his two hands.
- They cross their hands.
- Each participant grabs one (not the own one).

ASK: 
RELEASE THE KNOT AND GET INTO A CIRCLE

Cooperation, teamwork is needed.

THE MAGIC STICK:

- The participants stand close to the stick.
- They are supposed to lower the stick to the ground (without losing the contact to the stick.)
- It is only one finger which touches the stick (per participant)

VARIATION: 'SILENT, WITHOUT SPEAKING'

Cooperation, being patient.
Icebreaking Games

The balloon-name game

Material: balloons, Edgings

How to play the game:
- Each participant has one balloon
- Blow up the balloon and write your name on it
- Build a circle
- Throw the balloons in the air
- Keep the balloons in the air for 10 seconds
- Grab whatever balloon you get
- Find the person the balloon belongs to.

Variation:
- You may use paperclips or any other material that you can keep in the air for 10 seconds.
Ice Breaking Games

The Balloon-Name Game

Materials: balloons, pens, markers

How to play the game:
- Each participant has a balloon
- Blow up the balloon and write your name on it
- Build a circle
- Throw the balloons in the air
- Keep the balloons in the air for 10 seconds
- Grab whatever balloon you get
- Find the person the balloon belongs to.

Variation:
- You may use paper planes or any other material that you can keep in the air for 10 seconds.
Icebreaking Games

1. Newspaper ordering game (Age or height of the participants)
   Material: Newspaper or normal paper sheets

   How to play the game:
   - Place a circle with the participants.
   - Each participant stands on one sheet of paper.
   - One participant acts as the starting point (youngest or smallest).
   - Now the participants must themselves from youngest to oldest.

   Rules:
   - Both feet of each participant MUST be on one sheet of paper during the whole game.
   - The participants may communicate through speaking.

   Variation
   - Try to order WITHOUT speaking.
   - Create new ordering ideas.

   COOPERATION, COMMUNICATION
COME AND GO

- EVERYBODY SITS IN A BIG CIRCLE
- ONE KID IS RUNNING AROUND THE CIRCLE. THEN IT HAS TO TOUCH A OTHER KID AND HAS TO SAY "COME"
- THEN THAT KID HAS TO FOLLOW
- WHEN THE KID SAYS "GO", IT HAS TO RUN THE OPPOSITE WAY
- WHO IS THE FIRST, THAT FILL UP THE EMPTY SPACE?

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