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TOOLKIT

for incorporating
educational content
into sports activities
and sport content into
educational activities
FOR YOUTH WORKERS



KA220-YOU
Cooperation partnerships in youth

Project title:
Empowering Youth Through Sports:
Driving Social Change in Communities



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This toolkit will serve as a practical guide for sport actors to effectively integrate educational content into their training sessions and sports programs. And for youth workers to make their activities through innovative sport methods and tools.



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INTRODUCTION

01

This toolkit is written to help all youth workers (also named as facilitators in the text). The toolkit is a product of the implementation of the "Empowering Youth Through Sports: Driving Social Change in Communities" project. It covers the key things that a sport for development youth worker needs to know as part of the Sport for Development (S4D) program. The toolkit provides an introduction to what sport for development is, highlights the role and responsibilities of a sport for development youth workers and also provides guidelines and standardized rules for the preparation and implementation of a sport for development session that lead to social change and youth empowerment in the community.

This toolkit focuses on developing skills that contribute to social change and youth empowerment through the integration of innovative tools and methods when it comes to implementing sport activities. In the first part, the toolkit covers a theoretical part, i.e. definitions of sport for development, presenting the differences and similarities between sports and a sport for development, the role and responsibilities of the sport for development youth worker and presenting rules and guidelines on how to plan and implement an activity or an entire sport for development session.

The second part covers the practical part, i.e. small games for sport for development. For each game there is a detailed description, how it is implemented, how to position the players, what is the goal of the game and what equipment is needed. In addition, for each game there are certain modifications that the youth worker can make depending on the situation and instructions that are intended to facilitate the youth workers's work. To implement the given small games for sport for development, the participants do not have to be actively involved in sports, and the facilitator does not specifically have to be a sports facilitator. The games can be implemented by any person who has attended training for Sports for Development and since the focus of the games is on skill development, all categories of youth can participate in them. The games are adapted and can be implemented on any terrain, regardless of whether it is open, closed or a small space like a classroom. With the help of the youth worker's modifications and creativity, a large number of different approaches to the game can be made from one game. During this part we will also briefly touch upon traditional sports such as football, handball, basketball etc and how they can be modified to be used as sport for development activities.

Tip: All the games contained in this toolkit can be used separately depending on which life skill the youth worker wants to cover in the sports session. However, the games can also be combined to form a complete training session.

The life skills covered and developed in this manual and towards which the games themselves are oriented are the following:

1. Personal development in youth (contributing to youth empowerment)

– building self-confidence, decision making and self-awareness.

2. Interpersonal relationships in youth (contributing to social change)

– communication, conflict resolution and dealing with emotions.

3. Social development in youth (contributing to social change)

– teamwork (group decision-making and mutual cooperation)

and respect for others in the team and outside it.



What is Sport for development?

Sport for development refers to the specific use of sport, physical activity and play to achieve specific development goals, including in particular the UN Sustainable Development Goals.

In sport for development, sport is a tool through which an initiative is launched that is based on more practical and effective methods to achieve development goals, such as good health and well-being, quality education, gender equality, youth employment or social inclusion (further explanation of these SDGs can be found below). With this method, through games that include elements of sport (passing the ball, dribbling, receiving the ball, scoring a goal or a basket) young people develop life skills that will help them become better people and set themselves as positive role models in their community.



On the other hand, **sport** encompasses all forms of physical activity that contribute to physical fitness, mental well-being, and social interaction, such as play, recreation, organized or competitive sport.

- Play, especially among children, is any physical and mental activity that is fun and in which children can participate.
- Recreation is more organized than play and usually involves more physically active activities that an individual performs in their free time.
- Sport, on the other hand, is more organized and involves rules or customs, and sometimes competition.

Tips:

Sport for Development – activities that use sport as a tool to achieve social, economic or political goals.

Development of sports - achieving “internal goals” of the sports system. Better sports infrastructure, increased participation in a particular sport, increased number of teams, athletes, coaches and competitions.



Why sport as a tool for social change and empowerment?

Sports have consistently proven to be powerful and adaptable tools for driving social development, promoting peace and empowering young people. By encouraging active, healthy lifestyles, sports provide a platform for positive personal and societal growth.

- **Education and Awareness:** Sports can motivate children and young people to engage in both formal and informal education while fostering awareness of healthy lifestyles.
- **Life Skills Development:** Participation in sports helps individuals develop essential life skills such as tolerance, respect, and inclusion, contributing to safe and inclusive learning environments.
- **Gender Equality:** Sports provide a safe space for girls and women to participate fully, free from discrimination. They gain knowledge and skills that empower them to thrive in their communities and society.
- **Inclusivity:** Through play, individuals learn the values of equality, participation, teamwork, and resilience. Sports can foster a sense of belonging regardless of age, gender, sexual orientation, ability, religion, ethnicity, or socio-economic background.

By promoting unity and respect, sports can be a powerful force for social change and empowerment across all sectors of society. Sport contributes to social inclusion and cohesion for all!

Tips: The fundamental element of sport is people coming together to play. Sport breaks down barriers and builds bridges where there are usually boundaries.



How can we use Sport for development?

1. Sport, in itself, contributes to the improvement of physical and mental well-being (on the field).
2. Sport contributes to the development of values and abilities that are characteristic of the specific sporting activity that is applied (on the field).
3. Sport can, in modified ways, transmit specific competences and themes (on the field).
4. In itself and/or in modified ways, be combined with other forms of formal and informal learning that focus on specific competences and themes (on the field and off the field).

In sports, young people experiment with various behaviours in peer settings. These actions often stem from emotions triggered during activities. For instance, a participant may react negatively to a team loss by making mistakes, isolating themselves, or displaying aggressive behaviour. Similarly, high-pressure moments—such as the final seconds of a game—can lead to conflicts. However, in sports, especially during development sessions, such behaviours rarely have serious consequences. Instead, they are openly discussed, and constructive solutions are developed to help participants manage their emotions and navigate these situations without blame.

From what has been said so far, we can conclude that sports develop life skills in young people that later help them to function better in their community. Some of the desired learning goals can be indicated through individual games. However, sport as an activity can also develop unplanned skills when practiced over a long period of time. An example of this is the development of leadership abilities that slowly emerge in certain young people through a long period of practicing a particular sport.



Roles and Responsibilities of a youth worker

A sport for development youth worker serves as a positive role model for both the youth that surround them and the broader community. They foster an encouraging, supportive atmosphere during sports and educational activities, helping to install educational values in young participants. The worker's primary focus is on maximizing the involvement of all players to enhance their skills and promote social interaction, ultimately building strong team spirit. Additionally, the youth worker plays a key role in creating a safe space where each player feels free to express themselves, facilitating an environment conducive to learning and personal growth.

The sport for development youth worker wants his participants to combine education and their area of growth, with becoming positive and responsible individuals towards themselves and the community. Therefore, the youth worker is the one who should guide the players through this process. The youth worker should also behave as it is expected from the youth as well. Practically demonstrating the behaviors and values of the facilitator that are important and that the youth should possess is a better way than theoretically talking about these topics.

Every player and participant in sport for development activities should be accepted, listened to and included first and foremost by the facilitator, and then by all other participants. When implementing games, driven by emotions of victory or defeat, players can unintentionally or intentionally create a conflict situation. In these situations, the facilitator should guide the players through communication where the conflict will be resolved in a calm manner.

Creativity on the part of the youth worker is of utmost importance when implementing developmental sports and educational activities or sessions. In order for every player to be involved in all games and activities, and yet for everyone to find it fun, challenging and interesting, the youth worker needs to adapt the game to the group of young people present. Adapting a game to the needs of the group can be through modifying the game, changing or introducing new rules to the selected, already existing game.



Practical tips for all coaches in sport for development:

1. All participants are equal and should all be included in the activities.
2. Decision-making should be in a group.
3. Solving problems that arise during the games should be in a group.
4. The youth worker is not a referee, although each game has its own rules.
5. Every dialogue with the players should begin and end with a positive sentence.
6. Compliments directed at all players are of utmost importance.



Planning of a session and activities for S4D

When planning a training session, the coach should know the answers to the following questions:

1. Where will the training session be held?
What do I have available (type and size of field, space)?
2. Who is my target group for this session?
What abilities does this group possess?

After finding out the answers to these questions, the coach moves on to creating a plan for the activities that he will implement with the given target group. When creating the activities, the coach should pay the most attention to the target group, that is, to pay attention to whether the games will be easy or difficult for the group or whether they will be interesting or boring? In addition to these dilemmas, one must also consider the most important part of the session, which is whether the games will convey and instill the life skill that we want to cover with that session.

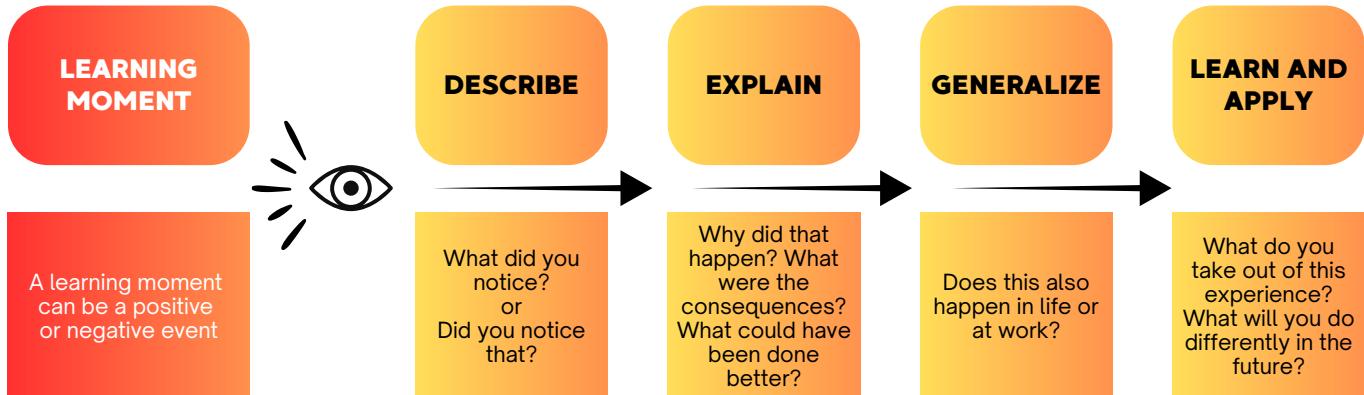
For example, if the trainer decides that he wants to work on leadership and decision-making in a group for a session, he needs to create games and activities so that the game conveys the message to the participants why it is important to work in a group and why it is important for a group to have a positive leader. In such a training session, the trainer should create games in which one of the participants will stand out as a leader and the games will encourage discussion and work in the group.

After the preparation phase before the session is completed, the implementation part comes. The training session can be divided into several important phases that will contribute to a more successful implementation.



Initial part	Sensitization	I Brief discussion to welcome the participants (Sensitization) – This phase of the training session should not be longer than five minutes. Here the trainer greets all the participants and announces how the upcoming session will proceed. If the participants do not know each other, the trainer can introduce everyone to each other at this stage.
	Warm up	II Warm-up – Like any sports training session, this one should also start with easy warm-up exercises, which include easy running, jumping and stretching of body parts. In this part, the trainer can include short games that will replace the classic warm-up and will introduce the life skill from the beginning of the session. This entire part should not be longer than ten minutes and the games that will be included should be easy and quickly understandable for the target group.
Main part		III Main part – This part of the session is the longest part compared to all the others. In this part, the coach can conduct only one game that will last from 20 to 25 minutes or two games that would last ten minutes minimum. This part is the main transmitter of the topic chosen by the coach. Here, a game can be conducted that contains a large number of modifications and variations in order for the participants to be able to reflect different feelings, emotions and educational skills in the game.
		IV Final part – Where games are again made that are easy to implement and understand. In this part, the pulse of the participants calms down, the pace and rhythm that they achieved in the main part are reduced, and yet here we try to include games that convey the topic we are working on.
Final part	Conclusion	V Reflection – This part is the most important part for the sport development coach. This is the part when at the end of the entire session all the participants will gather together with the coach in a circle and discuss everything they did in the session. Here the coach is just a listener and a person who asks open-ended questions in order for the participants to express themselves, to give their opinion, and the trainer to assess what they have actually learned from the training session. In this part, the coach should guide the participants to think about how everything they learned in that session can be transferred and applied in their community.
	Reflection	

Reflection stages:





Small Games

The role of small games

Small games are activities that are fun and easy to implement, yet create a wide range of learning opportunities. Compared to the main or large sports games that we know, such as football, handball or basketball, small games are much shorter, easier to play and easier to organize.

To conduct these games, coaches typically require only small spaces, such as a small sports field or classroom. The games are simple, with straightforward rules, making them easy to implement in any setting. Time for these activities is often limited, and the necessary equipment is minimal. Coaches design activities suited to small spaces and use basic equipment like balls, cones, skittles, or hoops. When such equipment is unavailable, they can substitute with everyday items like leaves, bottles, or pebbles.

These games are often unstructured and can be endlessly adapted by the coach's creativity. Despite their simplicity, their educational value should not be overlooked. Their easy-to-structure format, flexible rules, and engaging nature make them a powerful tool with vast educational potential.

Application of small games

Small games, due to their nature, can be used for many different purposes. The purposes can be structured from the simplest use of small games to their more complex and intricate use. That is, they can be used:

- For physical and mental activation of a certain group of youth before the start of a sports session or physical education class;
- For getting to know a group of youth who are meeting for the first time;
- As a tool for team building, cooperation or to help develop certain specific life skills that later help youth to build themselves socially;
- As part of large specific sports, i.e. in the warm-up part, games for dividing teams into equal numbers or developing skills that they need to play certain complex team sports.

Traditional sports



Use of traditional sports in an S4D session

Traditional sports are deeply rooted in cultural heritage and offer a unique way to promote learning, inclusion, and social interaction in Sport for Development (S4D) sessions. These activities can foster a sense of identity and cultural pride while providing educational opportunities and skill-building exercises in an engaging, community-based setting.

Incorporating traditional sports in S4D sessions offers multiple benefits, including:

- **Cultural Preservation:** By integrating traditional sports, coaches promote the preservation and appreciation of cultural heritage, allowing young participants to connect with their history and values.
- **Inclusivity and Engagement:** Traditional sports are often accessible and adaptable, making them ideal for participants of all ages, skill levels, and backgrounds. Their familiar nature can help break down social barriers and encourage participation.
- **Skill Development:** Like modern sports, traditional games can develop critical life skills such as teamwork, problem-solving, leadership, and resilience, all of which are essential for personal growth and social development.
- **Community Building:** Traditional sports help create a sense of belonging by promoting cooperation and teamwork. They are also a great way for participants to bond and strengthen relationships within their communities.
- **Adaptability and Flexibility:** Coaches can modify traditional sports to fit limited spaces, time constraints, or available materials, ensuring they are accessible in any environment.

By integrating traditional sports into the main part of the S4D sessions, coaches can create meaningful, culturally rich experiences that foster social development and empower participants to grow both as individuals and as members of their communities.



Practical tips for implementing sport for development sessions

1. Always start the session in a circle.
2. Create a safe and open environment. (How are you today? How was school? Are you all well? Is there anything you would like to share with the group?)
3. Introduce the participants to the upcoming session. (For today we have small sports activities that will cover... the training will take place...)
4. Start with the first step that is foreseen for that session (warm-up, introduction or small games).
 - If the participants need to be divided into groups, the trainer should think of a creative way to do this
5. The session continues to the main part:
 - the entire game along with the rules is explained while the participants are in a circle where everyone can hear the coach,
 - the coach demonstrates the game once after explaining it,
 - before starting the game the coach leaves time for additional questions about the game by the participants,
 - when changing a rule in the main part, all players should stop the game and direct their attention to the coach,
 - during the game, the coach is an observer, not a judge,
 - if the coach wants to point out a moment in the game (positive or negative), he must first stop the game,
 - the coach makes a short reflection after the main part is over.
6. The session continues to the final part.
7. After all the games are over, the participants help collect the props from the field.
8. Reflection (see how to do a proper reflection above).



Sport for development activities

Game 1: Line up

Description: We set up two lines a short distance apart and line up all the players inside that field. The players will have to line up and move around depending on what the coach says, but without going outside the marked lines.

1. All players should line up in alphabetical order (the first letter of their name).
2. By date of birth (without talking).
3. By height (without looking).
4. By the number of sneakers they are wearing (without talking).

This is a great activity for the sensitization phase where players can get to know each other.

Target Group: from children up to adults.

Time Allocation:

- Time to explain the game: 1 min
- Time to play the game: 5 min
- Time to reflect after the game: 1 min
- **Total Estimated Time: 7 minutes**



Materials and Space Needed:

- cones; indoor/outdoor space; no specific requirements for the space.

Life skills covered: verbal and non-verbal communication.

Instructions for the coach:

- If there are no cones, plastic bottles or pebbles can be used as a substitute.
- It is necessary to motivate the players so that everyone participates and follows the rules carefully.

Modifications:

Players can run or make a certain movement outside the set lines and when the coach gives a signal to quickly gather in the space and line up.

Reflection:

- What method of communication was easiest for you?
- How did you manage to line up when you were not allowed to talk to each other?
- What tactic did you use together when you were lining up without looking?

Safety tips:

Make sure that everyone is included in the game; Make sure that everyone is respected while playing the game.



Game 2: X/O

Description: We divide the participants into two equal groups. At a certain distance in front of the groups, we mark a field with nine fields with ropes. Each group has its own marked color and has three boats of the same color (group 1 – white, and group 2 – yellow). At the coach's signal, the first player from each group runs to the nine fields and places his boat in one of them. When the first player returns to the group, the second player starts. The group that manages to connect three boats horizontally, vertically, or diagonally is the winner. If after placing all three boats there is no winning group, then the next player runs and moves one boat from his group to another field. The winner is the group that scores three points. (this activity is great for warm up).

Target Group: from children up to adults.

Time Allocation:

- Time to explain the game: 2 min
- Time to play the game: 6 min
- Time to reflect after the game: 2 min
- **Total Estimated Time: 10 minutes**



Materials and Space Needed:

- ropes and boats (in two colors); indoor/outdoor flat surface space.

Life skills covered: decision-making, working under pressure, concentration, strategic thinking and problem solving.

Instructions for the coach:

- If there are no ropes, the fields can be marked as circles.
- Participants must not stay in the fields where they have to place the boat for a long time.

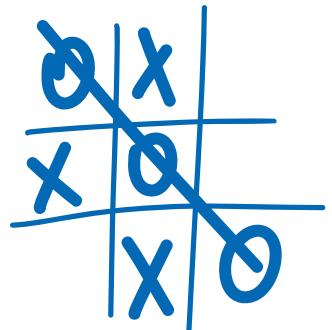


Modifications:

- The movement that the participants make from the starting point to the field can be varied (crawling, hopping with both feet, on only one foot).
- One of the participants can put a blindfold over his eyes and the others in the group can guide him to the field and tell him where to place the boat.
- Instead of three, each group can have four boats.

Reflection:

- How did you like the game?
- Was it difficult for you to decide where to place the boat?
- Which change to the game did you like the most? Why?



Safety tips:

Make sure that everyone is included in the game; Make sure that everyone is respected while playing the game; prevent injuries by asking players to walk if they can not run;





Game 3: Cat and mice

Description: We place all the players in a marked circle and look for one volunteer. The one who signs up is the cat and will have to chase the other players, who we will call mice in the game. At the beginning of the game, the kitten chases the mice and as soon as it catches one, it has to kneel down. After they have all been caught, in the second round the mice have two minutes to divide into teams of two secretly, on the side of the cat. When the game starts, the cat chases the mice again and whoever catches it has to kneel down, but now the partner of that mouse can come and save it by hugging it. If the cat catches both mice from the same team before they save themselves, then they stay down for the duration of the game. In the last round of the game there are no teams, but the rescue remains. However, in this round, the cat, when it touches the mouse for the first time, kneels down and if no one saves it, and the cat touches it again, it goes out of the circle.

Target Group: from children up to adults.

Time Allocation:

- Time to explain the game: 3 min
- Time to play the game: 10 min
- Time to reflect after the game: 2 min
- **Total Estimated Time: 15 minutes**



Materials and Space Needed:

- indoor/outdoor flat surface space; Small circle marked with cones.

Life skills covered: communication, teamwork, working under pressure.

Instructions for the coach:

- The cat can be constantly changed in each round.
- If necessary, the game can last much longer by introducing new rules in each round.

Modifications:

- The mice or the cat should move in a specific way.
- In the last round, the mice that come out can have a specific role (saving mice from inside or something else).

Reflection:

- How did you enjoy the game?
- How did it feel to be a kitten or a mouse?
- Which round was the most interesting for you?

Safety tips:

Make sure that everyone is included in the game; Make sure that everyone is respected while playing the game; prevent injuries by asking players to walk if they can not run.



Game 4: Minefield

Description: We divide the players into two equal groups. In front of the groups there is a field marked with a start and end line. Each group has a white sheet with which they will have to cross the minefield in front of them. The players have five minutes to agree on how they will cross the field with only one white sheet. The rules that they must know and follow are: – all players must cross the field together and at the same time; – no one may step outside the white sheet, if someone steps into the field and there is no sheet under them, they leave the game; – the group that crosses the field first is the winner.

Target Group: from children up to adults.

Time Allocation:

- Time to explain the game: 3 min
- Time to play the game: 10 min
- Time to reflect after the game: 2 min
- **Total Estimated Time: 15 minutes**



Materials and Space Needed:

- large white sheet (hammer) for each group; indoor/outdoor 10-15m flat surface space.

Life skills covered: teamwork, team communication, strategic thinking, trust, patience, concentration.

Instructions for the coach:

- It is necessary to motivate the players to give their opinion and participate in devising the strategy.
- No player should be left out.
- It is necessary to repeat that the rules must be followed and no one is allowed to step down without a white sheet under them.

Modifications:

- The mice or the cat should move in a specific way.
- In the last round, the mice that come out can have a specific role (saving mice from inside or something else).

Reflection:

- How did you enjoy the game?
- How did it feel to be a kitten or a mouse?
- Which round was the most interesting for you?

Safety tips:

Make sure that everyone is included in the game; Make sure that everyone is respected while playing the game; prevent injuries by asking players to walk if they can not run.



Game 5: Have fun but react fast

Description: We divide the participants into two equal groups lined up one behind the other. Each group has a ball held by the player who is first in the line. In the first round, the players have to pass the ball to each other over their heads until the ball reaches the last player in the line. As soon as the ball reaches the last player, the same player goes forward and repeats the same movement until the first player from the beginning of the circle comes forward again. In the second round, the coach adds a new rule: when a certain number is called (5 – squat; 7 – pass from under the feet and 9 – jump out of the group and go all the way forward), the player who has the ball in his hand at that moment has to make the specific movement that follows that number.

Target Group: from children up to adults

Time Allocation:

- Time to explain the game: 5 min
- Time to play the game: 10 min
- Time to reflect after the game: 2 min
- **Total Estimated Time: 10 minutes**



Materials and Space Needed:

- ball; indoor/outdoor space with no specific requirements.

Life skills covered: listening to instructions, working independently in a group, quick adaptation, building self-confidence, enduring success/failure situations, concentration.

Instructions for the coach:

- No player should be left out.
- It is necessary to repeat that the rules must be followed and no one is allowed to skip a step.

Modifications:

- The game can be played in several stages from simpler to more complex
 - 1 pass (over the head) with one sign (only number 5)
 - 2 pass (over the head and from the right side) with two signs (5 and 7)
 - 3 pass (over the head, right and easy) with three signs (5,7 and 9)
- If a group makes a mistake in the movement that follows a certain number in two consecutive calls, one player jumps forward and replaces the coach until another player comes to replace him and he returns to the game.

Reflection:

- How did you like the game? Was it fun?
- Did any of you fail to remember all the instructions?
- Did anyone constantly complain when the rules were introduced?

Safety tips:

Make sure that everyone is included in the game; Make sure that everyone is respected while playing the game; Make sure that the tasks at the end of the play are adjusted to the target group needs.



Game 6: Where is my teddy bear?

Description: In this game, the whole team plays together, and the coach is the one who will guard the teddy bear. The whole group of players stand in one line. In front of them, 20m ahead, the coach places the teddy bear and 1.5m from the teddy bear, the coach also stands. The players need to take the teddy bear from the coach and return it to the starting line to win. Every time the coach turns his back on the players, they have the right to move forward. Where is my teddy bear? is the phrase that the coach uses while his back is turned to the players so that they can move, as soon as he turns forward, the players are not allowed to move. If someone moves as soon as the coach turns and is noticed, he must return to the starting line and start again from there. Once they take the teddy bear from in front of the coach until they return it back, the coach can guess where the teddy bear is (with which player) every time he turns towards them. If he guesses where that player is, he goes forward to take the coach's place and the coach is the winner.

Target Group: from children up to adults

Time Allocation:

- Time to explain the game: 3 min
- Time to play the game: 5 min
- Time to reflect after the game: 2 min
- **Total Estimated Time: 10 minutes**

Materials and Space Needed:

- Teddy bear; indoor/outdoor 15m flat surface;



Life skills covered: teamwork, team communication, team coordination, strategic planning, strategy creation.



Instructions for the coach:

- When the coach turns his back on the players, he/she should not rush, but slowly say the phrase Where is my teddy bear? so that the players can go forward.
- If the player with the teddy bear and the coach discovers it does not want to be in front and guard the teddy bear, then the coach chooses another volunteer for that.
- Before starting the game, we give them 3-4 minutes to agree on a strategy on how they will go forward carefully and take the teddy bear.

Modifications:

- They can move forward with a certain movement (jumping, on one leg)
- One of the players can have a disability (no arm, one leg, in a wheelchair)

Reflection:

- How did you like the game? Was it fun?
- What strategy have you come up with to move forward?
- If we were to play again, would you change anything?

Safety tips:

Make sure that everyone is included in the game; Make sure that everyone is respected while playing the game; prevent injuries by asking players to walk if they can not run and to avoid jumping while trying to catch the teddy bear.



Game 7: From comfort to panic zone

Description: Put three marked zones on the field. Explain to the participants that today they will learn how to dribble the ball in a marked zone. The dribbling will be while running and walking. In the first zone each participant is on its own and they can take their time with the ball and learn how to walk and run with it. In the second zone there is one person that is trying to make obstructions to the dribbling and making it a bit harder for them to dribble but with no physical contact. In the third zone there is one person that is trying to take the ball from the participants like in a real basketball situation. Ask the participants to evaluate on their own their skills regarding dribbling and to choose one zone where they would like to practice. They can change zones as they feel ready.

Target Group: from children up to adults

Time Allocation:

- Time to explain the game: 5 min
- Time to play the game: 10 min
- Time to reflect after the game: 5 min
- **Total Estimated Time: 20 minutes**

Materials and Space Needed:

- cones to mark 10x10m square fields; basketball balls; Asphalt/flat surface needed;

Life skills covered: self-awareness, self-confidence, self-reflection.

Instructions for the coach:

- Make sure that each participant takes time to evaluate their own skills.
- Each participant should choose one zone where they would like to practice.
- They can change zones as they feel ready.



Modifications:

- You can add plus a shot in the third zone.
- You can add more than one person defending in zone two and three

Reflection:

- How did you like the game?
- How did you choose in which field to go?
- Did you change fields at one point?

Safety tips:

Make sure that everyone is included in the game; Make sure that everyone is respected while playing the game; prevent injuries by asking players to play within their limits and avoid going from one zone to another if they do not feel ready; Avoid any physical contact until the participants are ready for it.



Game 8: Frisbee

Description: Form 2 teams with similar competitive skills. Players must pass the Frisbee from their own to the opposing team's end zone to score a point. Each time the attacking team completes a pass into the opposing team's end zone, a point is scored. The Frisbee can be passed in any direction (forward, sideways, backward). Participants are not allowed to run with the Frisbee in their hand. When the pass is not completed (e.g. stops, goes out of bounds, falls to the ground because a teammate cannot catch it, etc.) possession of the Frisbee automatically passes to the defending team and it becomes the attacking team. No physical contact is allowed. To start the game, each team sets up in its end zone. The defending team passes the ball to the attacking team (fair play).

Target Group: from children up to adults

Time Allocation:

- Time to explain the game: 7 min
- Time to play the game: 20 min
- Time to reflect after the game: 7 min
- **Total Estimated Time: 34 minutes**

Materials and Space Needed:

- Frisbee, bibs, cones; Football pitch.



Life skills covered: respect, teamwork, communication, cooperation, tolerance, patience, strategic thinking.

Instructions for the coach:

- The rule of self-regulation is very useful in helping participants understand fair play, respect and responsibility.
- Give participants time to learn the rules before presenting this element.

Modifications:

Phase 1:

- The person in possession of the Frisbee has a maximum of 10 seconds to pass it
- One of the opposing players can count to ten

Phase 2:

- The participants must decide for themselves when there is an illegal interference, if there is physical contact or a pass outside the boundary lines
- When the game is stopped due to an illegal interference, the same team continues with the possession. If the participant who caused the illegal interference does not agree with the decision, the action is repeated from the beginning.

Phase 3:

- Field, teams and duration
- The field has dimensions of 64m x 37m with end zones 18m deep
- The maximum number of participants for 1 team is 7
- 20 minute part

Phase 4:

- Standard rules of ultimate frisbee (www.usaultimate.org/rules)



Reflection:

- Did you like the game?
- How was the collaboration and communication in your team?
- How did you come up with the specific strategy?

Safety tips:

Make sure that everyone is included in the game; Make sure that everyone is respected while playing the game; prevent injuries by asking players to walk if they can not run and to avoid jumping while trying to catch the frisbee; Make sure they do not have any physical contact while playing.

Game 9: Crazy Football

Description: In a football field ask the participants to divide in two teams and to start playing football. After 10 min of playing start introducing new rules every 3 to 4 minutes of play.

Target Group: from children up to adults

Time Allocation:

- Time to explain the game: 7 min
- Time to play the game: 20 min
- Time to reflect after the game: 7 min
- **Total Estimated Time: 30 minutes**



Materials and Space Needed:

- football field; bibs; football ball.

Life skills covered: communication, teamwork, working under pressure.

Instructions for the coach:

- Rules can be: only girls can score a point; everyone needs to touch the ball before you try to score; every team member needs to pass the half field before a shot...
- Make longer playing time before you change the rules (5-10 min).

Modifications:

Play with the hands instead of the foot.

Reflection:

- How did you like the game?
- Was it easy to adapt to the new rules?



Safety tips:

Make sure that everyone is included in the game; Make sure that everyone is respected while playing the game; prevent injuries by asking players to walk if they can not run; If needed make sure they do not have any physical contact while playing.



Game 10: Dodgeball

Description: All players start in their in-field, apart from one player per team. This one player is called “The King” and is positioned in the outfield. Participants try to send everybody on the opposite team to the outfield by hitting them with a rubber ball. If a player gets hit with the ball, then he or she goes to the outfield. If a player catches the ball before it hits the ground, the person who threw the ball goes to the outfield. If a player is out, he or she has to go into the outfield from where he or she can come back by successfully taking out a player from the other team. When a team has only one player left in their infield, their king is called in. The king has three lives.

Target Group: from children up to adults

Time Allocation:

- Time to explain the game: 7 min
- Time to play the game: 20 min
- Time to reflect after the game: 7 min
- **Total Estimated Time: 30 minutes**



Materials and Space Needed:

- soft ball, bibs, cones; Small field needed with two 5x5 square boxes needed

Life skills covered: communication, teamwork, working under pressure.

Instructions for the coach:

- If there is no marked field, mark it with cones (20m x 15m) divided into two halves. Choose softer ground if available (grass or sand).



Modifications:

- The game can be played without a king.
- There can be no tagging from the outfield.
- Players can play in pairs.

Reflection:

- How did you enjoy the game?
- How did it feel to infield and outfield?
- How was the feeling to take a player out and to be out of the game yourself?

Safety tips:

Make sure that everyone is included in the game; Make sure that everyone is respected while playing the game; prevent injuries by asking players to walk if they can not run; If needed make sure they do not have any physical contact while playing; Make sure they do not hit each other in the head or in the chest.



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