

Women

on the Move

Trauma-informed interventions based on Sport and Play
A Toolkit for Practitioners



Part II
The Toolbox

Introduction






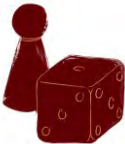
This Toolbox is the second part of a comprehensive toolkit designed for the coaches working on the Women on the Move Project in South Sudan. The toolkit stands as a guide for coaches and professionals looking at how they might carry out psychosocial sport programmes specifically designed for victims of trauma.

The first part of the toolkit, “Principles and Practical Guide”, illustrates how sport and play based psychosocial programmes can aid recovery for individuals. This begins with looking at the benefits and characteristics of sport and play based programmes, and then what is meant by a ‘trauma-informed approach.’ The remaining chapters speak about the necessary steps to be taken in establishing and carrying out a trauma-informed sport and play programme with practical advice as to how professionals might deal with different situations.

The second part of the toolkit, “The Toolbox” should be used out on the field as a practical pocket guide including ideas and detailed description of icebreakers, warm-up and cool-down exercises, and specific play based games designed to build life skills that are important for overcoming trauma and coping with stress. In addition, basic rules, skills and techniques of selected sports and physical activities are summarised.

Originally designed for the Women on the Move Project, the basic rules and, skills and techniques in the toolbox therefore refer to team sports activities that were selected for the Women on the Move Project, namely Volleyball, Netball, and Football.

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1. ICEBREAKERS



1. Check In/Out

Time: 5-10 min

Instructions:

1. Throw a ball to one participant. When she catches the ball, she must say her name, how she is feeling and then the phrase “I check in.”
2. Once she finishes saying “I check in,” the rest of the group yells “yo” or “yes.” Then, the participant throws the ball to another participant who repeats the same thing.

Why is this game good?

This game gives every participant a chance to be heard and make their presence at the session. This is especially for the shy ones who don’t say much and stay in the background during sessions, this is a way to boost their confidence and to announce that they are here and they are active participants

in this session. It also gives participants an opportunity to say if something is bothering them because of something that happened to them on the way to practice, at home or over the weekend. This gives clues to her teammates about her mood and the need to help her out during the session.

2. Move like you mean it

Time: 10 min

Instructions:

1. Ask the girls to get into a large circle. Each girl must think of a special move for herself. (For example, she can wiggle her arms or do a funny dance).
2. Pick a girl to begin with. In her spot in the circle she must do her special move and say her first name. This can be done to the rhythm of a song which goes “My name is (insert name)” clap clap “and this is my dance,” clap clap.
3. Then, the girl to her right must mimic the move the girl before her made and say her name and then make her own special move and say her own name.
4. The next girl must do the same thing but mimic both the moves of the first and second girl and say their names.
5. This continues until the last girl, who must remember everyone’s special move and name before she does her own.

6. If the girls get stuck and can't remember a name or a move, tell the other girls that they can help her out.

3. Around the world

Time: 10 min

Instructions:

1. Ask each girl to find a partner and to give each other numbers 1 and 2.
2. Ask all the number 1s to form a circle and the number 2s to form a larger circle around the number 1s, making sure they are standing in front of their partner.
3. Explain that you will call out 3 countries (you can pick any 3 countries you want, these are just examples). When you say Morocco, the outer circle must run clockwise in a circle while the inner circle must run counterclockwise. When you say Zambia, the circles must switch and the outer circle will run counterclockwise and the inner circle will run clockwise. When you yell the third country, Chile, the girls must find their partner quickly and perform a certain move with their partner. In order to find their partner, they must not run through the middle or break the circle, they must run in the circle until they meet up with their partner.
4. The two partners who are last to find each other must go into the middle of the circle and perform a move that is decided upon by the group (ex. Sing a funny song, do 10

push-ups, dance a funny dance).

5. Tell the girls, in the first round, they must simply find their partner and grab her hands.
6. Blow your whistle and yell either Morocco or the Zambia. After a couple of seconds, yell one of those countries again so the girls switch directions. You can keep having them switch directions as many times as you would like. Finally, yell Chile. They must quickly find their partner. Pay attention to the 2 girls who find each other last. Ask them to step into the middle of the circle and then have the group decide their move.
7. For the second round, when you yell Chile, the outside partner must find her inside partner and jump on her back, piggyback style.
8. For the third round, the partner on the outside may find her partner on the inside and crawl on her hands and knees between her legs.

4. Lion, Warrior, Old Lady

Source: Mrembo Girls Program

Time: 10 min

Instructions:

1. Split the girls into 2 teams. Have them form two lines shoulder to shoulder so that each team is facing each other.

2. Explain that they will be playing the game rock, paper, scissors but human style (this game might be called different things in different cultures).
3. The 3 characters are lion, warrior and old lady. The lion beats old lady, the old lady beats the warrior and the warrior beats the lion.
4. To make the lion, the girls must roar loudly and put their hands up like claws. To make the warrior, the girls must make a stance as if they are shooting an arrow. To make the old lady, the girls must hunch over their back and pretend to be using a cane.
5. Start with one side of the line. The first 2 girls on each team will jump up and down 3 times. On the third time, when they land, they must make either a lion, warrior or old lady.
6. The winner will win a point for her team. Go down the line until you go through all the girls. The team with the most points wins.

5. Two truths and a lie

Time: 10 min

Instructions:

1. Ask each girl to write down on a piece of paper 2 things that are true about her and one lie. Explain that we will be trying to guess which things are true and which one is the lie so she must write a lie that is difficult to tell it is a lie.

2. If you want, before the girls write their truths and lies, do an example by giving the girls 2 truths and 1 lie about yourself and having them guess.
3. After each girl has written her three things, go around the group and have them read out loud what they wrote. Then, have the whole group try to guess which 2 are true and which is the lie.

6. Say it with Silence

Source: Standard Chartered Goal Program

Time: 10 min

Instructions:

1. Divide the girls into pairs.
2. Let girls know that they will each have 10 minutes to tell their partner as much as possible about themselves without using any words or sounds. This can be done by using actions, like a mime or the game charades.
3. When the 20 minutes are up, ask girls to come back together.
4. Give each participant a chance to introduce her partner.
5. After each introduction allow the woman who was introduced to correct or add any information about herself.

Discussion questions:

- Was it hard to explain things without words? Why?
- What did the speaker get right? What did she get wrong?
- Why do you think some things were confusing when you couldn't use words?

7. Yoga

Source: Women's Sports Foundation GoGirlGo! Leader's Guide

Time: 10 min

Instructions:

1. Ask the girls if they know what yoga is. If they don't, explain that it is a way to practice moving your body in order to help calm your body, mind and spirit. It is a way to relax and stretch your body and it can help you reflect on your day and how you reacted to different situations in your day. It helps concentration and takes away stress, increases flexibility, if done correctly.
2. Explain that there are many different yoga stretches and that they will be doing just a couple.
3. See pages 9-12 for 8 yoga poses. You can copy and distribute them after class if girls are interested in doing yoga at home.

8. Crab soccer

Time: 10 min

Instructions:

1. Create a cone grid 5m x 5m. Give approximately half of the girls footballs. The rest of the girls will be crabs. If the area looks too small, make it larger.
2. Ask the crabs to go into the grid and get in the position of a crab. This means sitting on the ground and then lifting themselves up with the hands and feet so their back is not touching the ground.
3. The girls with the footballs must dribble from one side of the grid to the other without the crabs kicking the ball away.
4. The girls who make it across without their ball being kicked out of the grid win and go onto the next round. Those whose balls are kicked out become crabs themselves.
5. Keep going until only 1 girl remains, she is the winner.



9. Number Game

Time: 10 min

Instructions:

1. Gather the girls in an open space. Tell them that when you blow your whistle, they must start moving and jogging around the space. They cannot stand still and must constantly be moving.
2. Explain that after a couple of seconds, you will hold up your hand with a number. They must be paying attention to you at all times.
3. If you hold up the number 2, girls must get into groups of 2 quickly by finding another girl and linking arms with her.
4. If you hold up the number 5 with your hands, the girls must get into groups of 5.
5. If there are girls who do not find a group or find themselves extras, they must perform a penalty, which is decided upon by the group (ex. Push ups, sing a funny song, do a funny dance).
6. Play a couple of rounds doing small numbers and large numbers.

10. Head or hands?

Time: 10 min

Instructions:

1. If the girls do not know how to hit the ball correctly with their heads (do a header), then demonstrate quickly how to correctly head a ball.
2. Once the girls have understood, have them get into 1 long line. Explain that you will toss a ball to the girl in the front of the line. If you say “head” she must do the opposite and catch the ball with her hands. If you say “hands” she must hit the ball with her head.
3. Say the word as you are throwing the ball so that she doesn’t have too much time to decide.
4. If she does it correctly, she goes to the back of the line for another turn. If you say “head” and she hits the ball with her head, or if you say “hands” and she catches it with her hands, she is out and must exit the line.
5. Play until you only have 1 girl left.
6. To make it harder, delay saying “head” or “hands” until after you have thrown the ball so that the girls have even less time to decide.

11. Follow the leader

Time: 10 min

Instructions:

1. Ask the girls to get into pairs.
2. Ask each pair to pick one leader and one follower. Tell the leader that she will start. She can do anything she wants on the field and the follower must follow her closely and mimic her every move. Explain that she can run, walk, do funny dance moves, roll around, jump, anything that requires moving.
3. Explain that when you blow your whistle twice, the leader and follow change and that without stopping, the follower becomes the leader and the leader becomes the follower.
4. Go back and forth a couple of times so that each girl is the leader and each girl is a follower several times. Tell the girls to try and trick their followers by doing difficult moves.

12. Red light green light

Time: 10 min

Instructions:

1. Have all the girls line up shoulder to shoulder at one end of an open space or field and place a line of cones at the other end. You will want the distance between the line of girls and the line of cones to be at least 20 meters.

2. Explain that when the girls hear 1 whistle, they must run as fast as they can forward in order to reach the cones on the other end.
3. When the girls hear 2 whistles, they must stop running immediately. The facilitators ought to monitor. If they see a girl continuing to keep running after 2 whistles, she must return to the starting line and start over.
4. When the girls hear 1 whistle, they can start running again.
5. The first girl to reach the line of cones wins.
6. You can try to trick the girls by blowing your whistle 3 times (if they move they must start over,) or pretending to blow your whistle but making no sound.

13. Elbow Tag

Time: 10 min

Instructions:

1. Have the girls get into pairs and spread out in an open space, linking their arms together.
2. Pick 2 girls to begin the game. One of them will be the chaser and the other girl must escape. If the chaser tags you, then you become the chaser and the chaser must run away.
3. To be safe, you can go to any of the pairs and link arms with either side. Once you do this, the girl in the pair you

didn't link arms with on the other side must unlink arms with her pair. She then becomes the one being chased.

14. Hula Hoop Pass

Time: 10 min

Instructions:

1. Split the girls into 2 groups and have each group make a circle holding hands.
2. Give each circle a hula hoop. Have 2 girls unlock hands and place the hula hoop between their hands and then lock hands again so that the hula hoop is around one person's arm.
3. The goal will be to move the hula hoop around the whole circle until it ends up where it started without breaking hands. It is a competition to see which group can do it first.
4. On the count of 3, blow your whistle. If you see anyone's hands come undone, instruct the whole group to go back to the beginning and start again.

If you don't have a hula hoop, they are easy to make out of plastic tubing, or you can use a large piece of sturdy rope that you tie so it forms a circle, however, it must be large enough that a person can fit their body through.

15. Beat the Feet

Time: 10 min

Instructions:

1. Everyone must sit in a circle and put their feet into the circle.
2. Choose 1 person to sit in the middle of the circle, ready to tag people's feet.
3. A participant starts by saying a girl's name in the circle. The tagger must try to tag her feet before she can say the name of another girl.
4. If the tagger is able to tag her feet before she says someone else's name, she then moves to be in the middle.
5. You cannot say the name of the person who just said your name when you are in the middle.
6. You also cannot pull your feet back as someone is trying to tag them. If you do, you then have to go into the middle.

16. I'm Listening

Time: 10 min

Instructions:

1. Ask girls to get into pairs. Tell them they have 2 minutes to tell each other about their weekends. The rule is they have to talk at the same time.
2. After 2 minutes, call them back and have them try to tell

the whole group what their partner did on the weekend. They probably won't be able to tell much since they were talking and not really listening.

3. Now, have each pair go back and take another 2 minutes to tell each other about their weekends but separately so one person is talking and the other is listening.
4. After 2 minutes, bring everyone back together and ask what the difference was in the conversations.

17. Wink!

Time: 10 min

Instructions:

1. Ask the girls to get into a circle. Pick 1 person to leave the circle and walk away a couple of meters. While she is away, have the girls pick someone who will wink.
2. Invite the girl back into the middle of the circle. The chosen person must look around the circle and secretly wink at someone, who must then dramatically fall down and "die."
3. The person in the middle's job is to find out which girl is winking.

2. RELAXATION TECHNIQUES



2.1 Yoga Postures

Source: Women's Sports Foundation GoGirlGO Leader's Guide

Standing Forward Bend Pose

Stand with your feet hip distance apart with toes pointed forward. Take a deep breath in and then slowly bend forward, hinging from your hips. Now once you are down, if your hamstrings or your lower back is tight, then bend your knees.



As your hamstrings start to get more flexible, straighten your legs and then place your hands on the opposite elbows and just hang, trying to relax your neck. No bouncing!

Chair Pose

Slowly roll up, one vertebrae at a time, to standing. Once you are up, bring your legs together, feet touching, and then reach up as high as you can, your palms facing each other, shoulders relaxed. (If you want to, you can reach up with one hand and then the other, just stretch out the sides of your body). You should feel a nice stretch all along your body. Take a deep breath in, keep your arms in the air and squat down as if you are just about to sit in a chair. Keep your hips down and your chest up and look between your hands. As you get more flexible, you will be able to sink deeper into this pose. Try to keep your hips back and try to shift most of your weight onto your heels. If that's easy for you, lift your toes to challenge your balance a little.



Bound Ankle pose

Put the soles of your feet together, knees wide apart, bringing your feet close to your body. Sit up straight, take a deep breath in and slowly, on your exhale, bend forward from your hips. Now the great thing about this pose is you are opening up your lower back, your hips and your inner thighs. If your knees are way up in the air, either bring your feet a little further from your body or use your elbows to push your knees down (gently!). If this is fairly easy for you, then walk your hands out in front of you and let your head drop, using the weight of your head to sink you into the pose and stretch you out even more.



Foot to Knee Pose:

Roll onto your hip and swing your legs out in front of you and shake them out. Keeping your left leg straight, bring your right foot to the inside of your thigh, sit up straight with your arms reaching up and take a deep breath in. As you exhale lean forward from your hips, not from your lower back. Try to reach

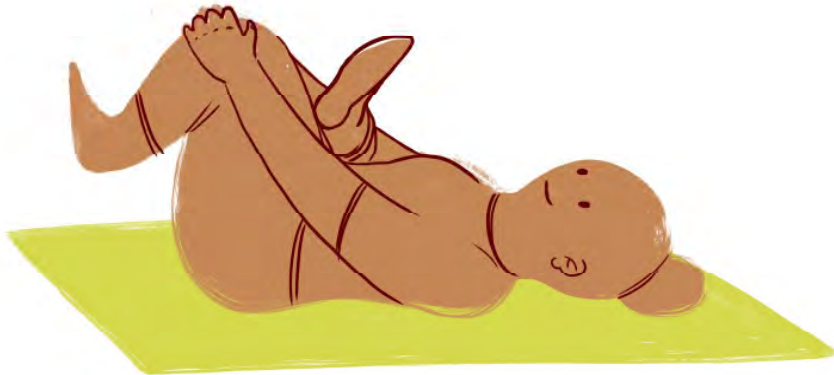
your foot; if you can't reach your foot then grab your shin. If you can reach your foot, then try to bring your toes towards you; this will open up the whole back of your leg. Try to keep you back flat and your shoulders squared and make sure your hamstring (back of the leg) is on the ground. Switch legs. After you stretch each leg, bring both legs out in front of you and shake them out. With your legs together, reach up take a deep breath in and on your exhale hinge forward. See how deep into this pose you can go; try to grab your toes.



Reclining Pigeon:

Sit up and bring your knees together, then roll down onto your back and hug your knees into your chest. Gently rock from side to side to release your lower back. Bring your feet to the ground with your knees bent, then bring your right foot on top of your left thigh. Now grab the back of your right thigh by bringing your left hand through your leg and then pull your thigh towards you. Make sure your neck is relaxed. Now

switch sides, with your left foot on top of your right thigh, and pull your thigh towards you. Notice if there was a difference between one side and the other; don't be surprised if there is a big difference.



Hero



Drop down to your knees. (If you have a towel, grab it and put it on the ground). With your knees, legs and feet together, just sit back on your feet. This is a great pose for athletes because it opens your quads, hips, feet and ankles. Sit up straight, rest your hands on your thighs and remember to breathe. Now if this is easy for you, then you can take it to the next level and do Hero's Pose: keep your knees together but bring your feet wide enough apart to allow your bottom to hit the ground.

Easy Spinal Twist



Keep your right knee into your chest and let the left leg go straight on the ground. Bring your right knee across your body, trying to keep your shoulder blades on the ground. Look over your right shoulder and try to relax. Switch sides, so your left knee comes in, the right leg goes straight, bring the right knee across your body, this time looking over your left shoulder.

Relaxation Pose

Bring your knees together and hug them in nice and tight to release your back one last time. From here take a deep breath in and, on your exhale, let everything go to the ground, lying on your back. Let your feet fall out to either side. Bring your arms alongside, but slightly away from your body, and turn the palms to face upwards. Relax your whole body, including your face. Let your body feel heavy. Take a deep breath in and just let it go. Stay here for a few minutes, and try not to fall asleep.

After 2 minutes, bend your knees slightly and roll onto your right side then push yourself up to a seated cross leg position. Take 1 more deep breath in and let it go.

Take a few seconds to feel the changes in your body before you «run» off.



2.2 PROGRESSIVE MUSCLE RELAXATION

Source: Bourne, E.J. (1995). The anxiety and phobia workbook. California: New Harbinger Publications.

Progressive Muscular Relaxation (PMR) is useful for relaxing your body when you are distressed and your muscles are tense. The idea behind PMR is that you tense up a group of muscles so that they are as tightly contracted as possible. Hold them in a state of extreme tension for a few seconds. Then, relax the muscles to their previous state. Finally, consciously relax the muscles even further so that you are as relaxed as possible.

Progressive Muscle Relaxation Script

1. Take 3 deep abdominal breaths, exhaling slowly each time, imagining the tension draining out of your body.
2. Clench your fists. Hold for 10 seconds, before releasing and feeling the tension drain out of your body (for 15 seconds).
3. Tighten your biceps by drawing your forearms up toward your shoulders and make a muscle with both arms. Hold, then relax.
4. Tighten your triceps (the muscles underneath your upper arms) by holding out your arms in front of you and locking your elbows. Hold, then relax.

5. Tense the muscles in your forehead by raising your eyebrows as high as you can. Hold, then relax.
6. Tense the muscles around your eyes by clenching your eyelids shut. Hold, then relax. Imagine sensations of deep relaxation spreading all over your eyes.
7. Tighten your jaws by opening your mouth so widely that you stretch the muscles around the hinges of your jaw. Hold, then relax.
8. Tighten the muscles in the back of your neck by pulling your head way back, as if you were going to touch your head to your back. Hold, then relax.
9. Take deep breaths and focus on the weight of your head sinking into whatever surface it is resting on.
10. Tighten your shoulders as if you are going to touch your ears. Hold, then relax.
11. Tighten the muscles in your shoulder blades by pushing your shoulder blades back. Hold then relax.
12. Tighten the muscles of your chest by taking in a deep breath. Hold, then relax.
13. Tighten your stomach muscles by sucking your stomach in. Hold, then relax.
14. Tighten your lower back by arching it up (don't do this if you have back pain). Hold, then relax.
15. Tighten your buttocks by pulling them together. Hold, then relax.
16. Squeeze the muscles in your thighs. Hold, then relax.
17. Tighten your calf muscles by pulling your toes towards you. Hold, then relax.
18. Tighten your feet by curling them downwards. Hold, then relax.
19. Mentally scan your body for any left over tension. If any muscle group remains tense, repeat the exercise for those muscle groups.
20. Now imagine a wave of relaxation spreading over your body.

3. WARM UP, STRETCHING AND COOL DOWN

Warm Up

Always warm up before stretching! Warm ups should consist of light running or a fun game that gets the girls and women moving and ‘warming up’ their muscles. Stretching muscles that are not warmed up, which we call ‘cold’ muscles, could injure you, so therefore, before stretching, make sure that participants have ‘warmed up.’



Ideas for warm-ups (lasting 5-10 minutes)

- Game of tag
- Running around the field several times
- Anything that requires the girls/women to move their bodies, run, or jog slowly and lightly

Stretching

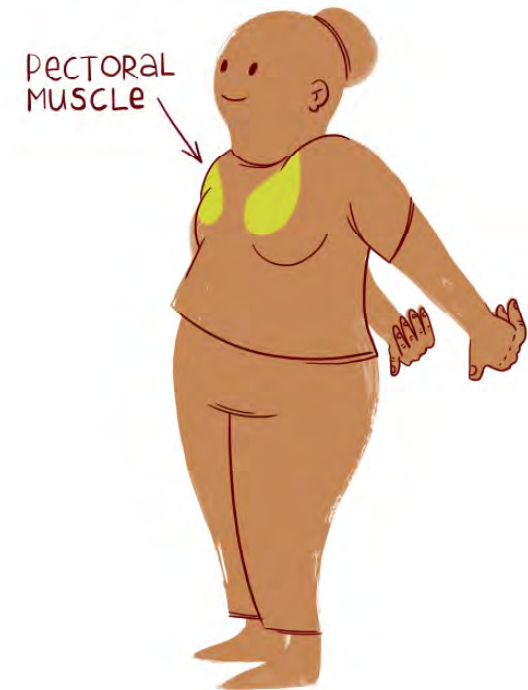
Stretching is important to help lengthen and loosen your muscles. People used to think that stretching was the first thing you should do before exercising. Now we know that you should warm up for five to ten minutes by doing some light exercises and then you should stretch. The reason for this is that stretching cold muscles can directly contribute to pulled and torn muscles. The right way to stretch is slow and relaxed. **DO NOT BOUNCE.** This can actually cause you to pull the muscle you are trying to stretch. You should stretch to the point of "MILD TENSION". If you overstretch you will also cause damage. Back off if the stretch feels painful.

Hold the stretch for a minimum of 10 seconds each, without bouncing. **BREATHE** slowly and naturally. Do not hold your breath while stretching. Relax the stretch. Stretch 1 or 2 more times with each stretch. Try to stretch a little further with each stretch. Again, only to the point of mild tension.

1) Cross shoulder

Stand up straight, with knees slightly bent. Place feet hip distance apart. Make sure toes are pointing forward. Keep shoulders even as you complete this stretch. Bend right arm at elbow joint, extend arm across chest. Place left hand on the right elbow to gently support the arm during this stretch. Feel the stretch in your right arm and shoulder. Inhale (breathe in) through your nose, and exhale (breathe out) through your mouth, as you complete this stretch. Hold stretch for a count

of 8. Repeat this stretch on opposite side, using right hand to stretch left arm and shoulder.



2) Triceps

Stand up straight, with knees slightly bent. Place feet hip distance apart. Make sure toes are pointing forward. Keep shoulders even as you complete this stretch. Bend right arm at elbow joint, lift arm next to your head. Position right fingers so they touch the shoulder blade area. Place left arm across top of head, and place left hand on the right elbow to gently support the arm during this stretch. Feel the stretch in your right triceps. Inhale (breathe in) through your nose, and exhale (breathe out) through your mouth, as you complete this stretch. Hold stretch for a count of 8. Repeat this stretch on the opposite side, using your right hand to stretch left triceps.

3) Chest

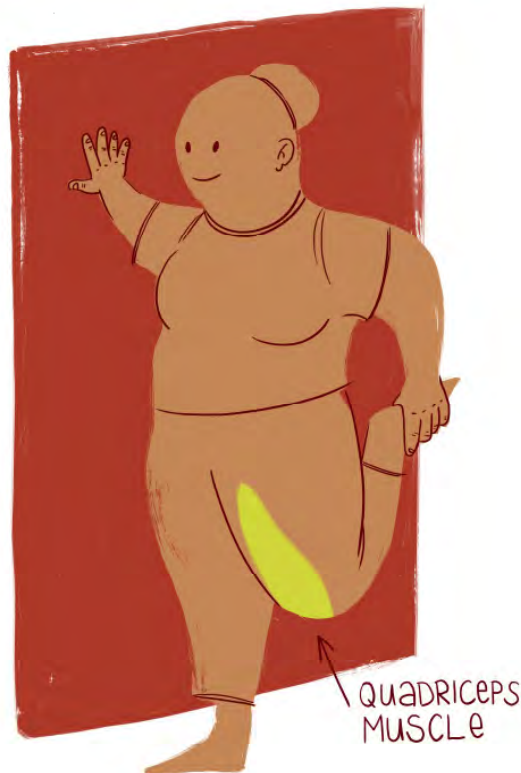
Stand up straight, with knees slightly bent. Place feet hip distance apart. Make sure toes are pointing forward. Keep shoulders even as you complete this stretch. Place your

arms behind your back. Bend your hands or clasp them together, extending your arms behind your back and hold this position. Feel the stretch in your chest. Inhale (breathe in) through your nose, and exhale (breathe out) through your mouth, as you complete this stretch. Hold this stretch for a count of eight.

4) Front of thigh - Quadriceps

Stand facing a wall, about 1 foot away from it. Keep yourself up by putting your right hand against the wall. Raise your left leg behind you and grab your foot with your left hand. Pull your heel slightly up toward your bottom, stretching the muscles in the front of your left thigh for 20 seconds. Keep your thighs close together to keep your knee aligned and stretch effective.

Repeat the stretch with your right leg.



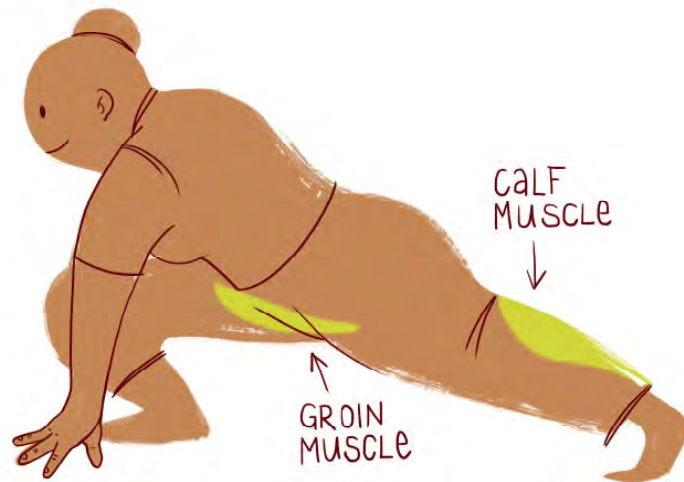
5) Hamstring



Lie down with your back flat on the floor, with both of your knees bent. Place your feet flat on the floor, about 6 inches apart. Bend your right knee up to your chest and hold onto your right thigh with both hands placed behind your knee. Slowly straighten your right leg, feeling slight stretching in the back of your leg. Hold the stretch for 20 seconds, and then repeat the stretch with your left leg.

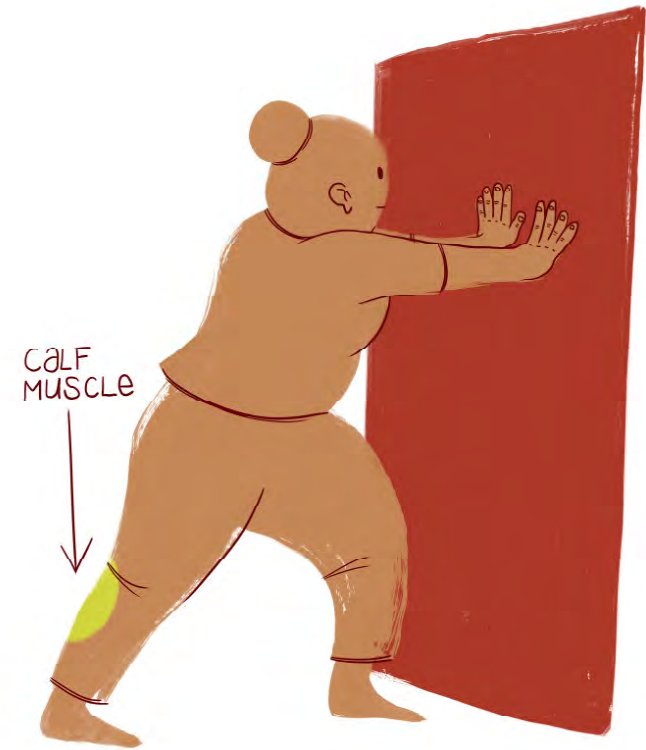
6) Groin

Squat down and put both hands on the floor in front of you. Stretch your left leg straight out behind you. Keep your right foot flat on the floor and lean forward with your chest into your right knee, then move your weight back to your left leg, keeping it as straight as you can. Do not move your right knee farther than your right ankle. Hold the stretch for 20 seconds, and then repeat the stretch with your right leg behind you.



7) Calf

Stand facing a wall, about two feet away from it. Keeping your heels flat and your back straight, lean forward and press your hands and forehead to the wall. Make sure your knee does not move forward of your ankle. Do this slowly. You should feel stretching in the muscles in the back of your lower legs, above your heels. If you need a bigger stretch, move your back farther away from the wall. Hold this position for 20 seconds and then relax. Repeat.



8) Side of the neck A

1. Sit or stand with arms hanging loosely at sides
2. Turn head to one side, then the other
3. Hold for 5 seconds, each side
4. Repeat 1 to 3 times

9) Side of the neck B

1. Sit or stand with arms hanging loosely at sides
2. Tilt head sideways, first one side then the other

3. Hold for 5 seconds

4. Repeat 1-3 times

10) Back of the neck

1. Sit or stand with arms hanging loosely at sides

2. Gently tilt head forward to stretch back of neck

3. Hold for 5 seconds

4. Repeat 1-3 times

11) Shoulder, middle back, arms, hands, fingers, wrist

1. Interlace fingers and turn palms out

2. Extend arms in front at shoulder height

3. Hold for 10 to 20 seconds, relax, and repeat

12) Triceps, top of shoulders, waist

1. Keep knees slightly flexed

2. Stand or sit with arms overhead

3. Hold elbow with hand of opposite arm

4. Pull elbow behind head gently as you slowly lean to side until mild stretch is felt

5. Hold for 10 to 15 seconds

6. Repeat on other side

13) Middle back

1. Stand with hands on hips

2. Gently twist torso at waist until stretch is felt

3. Hold for 10 to 15 seconds

4. Repeat on other side

5. Keep knees slightly flexed

14) Ankles

1. Stand and hold onto something for balance

2. Lift right foot and rotate foot and ankle 8 to 10 times clockwise, then 8 to 10 times counterclockwise

3. Repeat on other side

15) Hamstrings, calves, achilles, and ankles

1. Stand with feet shoulder-width apart

2. Keep heels flat, toes pointed straight ahead

3. Assume bent knee position (quarter squat)

4. Hold for 30 seconds

16) Side of hip, hamstrings

1. Sit on floor with right leg straight out in front

2. Bend left leg, cross left foot over, place outside right knee

3. Pull left knee across body toward opposite shoulder
4. Hold for 10 to 20 seconds
5. Repeat on other side
6. Breathe easily

17) Lower back, side of hip, and neck

1. Sit on floor with left leg straight out in front
2. Bend right leg, cross right foot over, place outside left knee
3. Bend left elbow and rest it outside right knee
4. Place right hand behind hips on floor
5. Turn head over right shoulder, rotate upper body right
6. Hold for 10 to 15 seconds
7. Repeat on other side
8. Breathe in slowly

18) Back of leg and lower back

1. Sit on floor, legs straight out at sides
2. Bend left leg in at knee
3. Slowly bend forward from hips toward foot of straight leg until you feel slight stretch
4. Do not dip head forward at start of stretch

5. Hold this developmental stretch for 10 to 20 seconds
6. Repeat on other side
7. Foot of straight leg upright, ankles and toes relaxed
8. Use a towel if you cannot easily reach your feet

19) Shoulders, arms, hands, feet and ankles

1. Lie on floor, extend arms overhead, keep legs straight
2. Reach arms and legs in opposite directions
3. Stretch 5 seconds, relax

Cool Down

The cool down is like the warm up but should take place after the sport session. This can be a light exercise, for 5-10 minutes, which helps the girls/women bring down their heart rate and begin to relax their body after a hard sport session. Cool down should be followed by a short stretching session.

4. SKILLS AND DRILLS



4.1 Volleyball

**adapted from USA Volleyball*

Passing

The most common and effective form of passing is the forearm pass. It's the easiest way to get the ball under control.



The only way you can be called for a foul is if the ball rolls up your arms or comes to rest on your arms which is called a held ball. The forearm pass is also known as the bump pass. To use it correctly, you must join your hands together and allow the ball to strike the fleshy part of your forearms simultaneously. There are many ways of joining your hands, we'll touch on a couple here. A common mistake is to allow the ball to strike your wrists or hands, often resulting in an unpredictable pass. The best way to avoid this problem is to remind yourself to bend your wrists and hands down before impact to help cushion the ball.

Wrapped fist - Make a fist with your dominant hand and wrap it in the palm of your other hand, with both thumbs side by side and pointing at the floor.

Cupped palms - Bring your hands together as if you were going to take a sip of water from your hands, and lay your thumbs across the top as in Wrapped Fist position. Some players even like to lock their fingers under their thumbs.

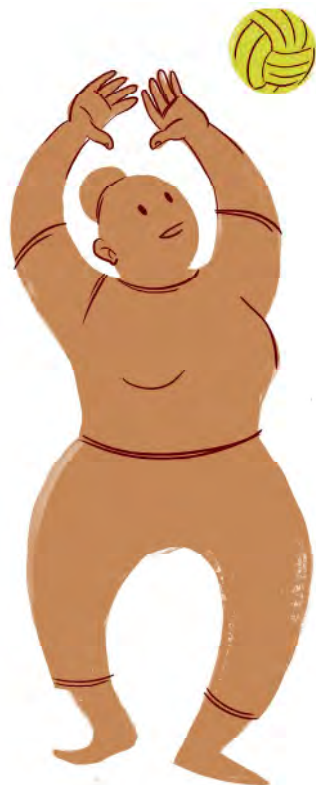
Coaching Points

1. Keep the ball between your wrists and elbows in the fattest part of the forearm.
2. Press your wrists and hands down to hyperextend the arms.
3. Lock your elbows. This gives the ball the most area to hit and helps you control the direction of your pass.
4. Try to bend your knees before the ball gets to you so that you can both absorb the serve and redirect the pass.
5. Don't swing at the ball, but do try to shrug your shoulders toward your target at the moment of impact.

Setting

The basic premise of setting is to take a bump pass and convert it to a well placed ball that can be hit by another player to the opponent's side. The proper technique for setting is to raise your hands about 5 inches above your head with your thumbs on the bottom and pointed towards your eyes. Your fingers should be loose and slightly cupped. Don't

spread your hands any farther than necessary to receive the ball. As a guide, you'll have a 2 to 3 inch gap between both of your thumbs and both of your forefingers.



Here are a few things to keep in mind about setting:

1. Get to the ball.
2. Face your target.
3. Bend your elbows and your knees.
4. Look at the ball through the opening between your hands.
5. Bring both hands into contact with the ball simultaneously.
6. Don't let the ball touch your palm. This is called a push, and is a violation. If the ball comes to rest in your hand, or you strike the ball unevenly with either hand, you'll be in violation.
7. Receive the ball over your head, and let it snap out of your finger pads. Keep your hands above your face or you'll be whistled.

Hitting

There are 2 ways to hit a ball over the net. The spike is used to either put the ball down in a portion of the court where the opposition is not, or to strike the ball so hard that the defenders are unable to deal with it effectively. Front row players can attack the ball from anywhere on the court. Back row players can only attack from behind the attack line. The hitter can also do a bump pass over the net.



To spike over the net, use these following techniques:

- Bring your hand back behind you over your shoulder as if you are scratching your back.
- With your eye on the ball, jump up while you raise your arm up and swing it forward so that you hit the ball in the middle with the bottom part of your palm, right above the wrist. When you strike the ball, the ball should be slightly in front of you or above your head.

Serving

The goal of any serve is to get the ball in play.

The technique is:

- Gently toss the ball up and in front of yourself while bringing the other hand forward to make contact. A simple toss of several inches will suffice.
- Make contact with the heel of the hand or the open part of the palm along the index finger and the thumb. If you prefer to fold your fingers into your palm for strength or control, keep your thumb out to the side and avoid striking the ball with your knuckles.
- Stand outside the court, anywhere along and behind the end line, about 10 feet from the right sideline.
- If you're right-handed, hold the ball in your left hand and take

a step forward with your left foot while lobbing the ball ever so slightly in front of yourself. All this time you bring your right arm back past your hip and then forward to meet the ball just as it is coming down from the low toss.

- Never take your eyes off the ball.

The Overhand Serve

Techniques:

- Strike the ball with either an open hand or a slightly cupped hand. A rigid wrist will give you the most force.
- Toss the ball over your head about 3 feet and slightly to your left and take a step forward with your weight shifting from your right foot to your left foot.
- Arch your back slightly and bend your arm at the elbow as the right arm comes behind your head and is brought forward to strike the ball.
- Finish by following through to your hip.
- Never take your eyes off the ball.

Defense

There are only two ways to defend in volleyball; digging and blocking.

Digging

The proper technique for a dig is similar to a bump pass, but

your knees are bent much more and your weight is more forward to be able to extend yourself to the floor if necessary to retrieve the ball.

Techniques:

- As a ball is coming over the net, bend your knees and extend your arms as if you are going to do a bump pass.
- Make sure you are under the ball. If you have to kneel on the ground or dive, then try but make sure the surface you are playing on is safe to dive or roll on.
- Hit the ball up high in the air so that your other teammates have a chance to hit the ball to each other or over the net.

Blocking

To stop an opponent's spike, you must block the ball at the net.

Blockers don't need to take a running start, but must stay close to the net and leap up. If you require a running start to jump, you probably would be better in a different position.

Techniques:

- Stand with your hands and fingers held fully extended above the shoulders.
- Focus on the hitter in front of you and slide into the path of the descending ball at the point where it will cross the net.
- Your jump should occur just slightly after the hitter's.

- Knees must be bent before you jump . As you jump, fully extend your arms and hands. Spread your fingers, but keep them rigid, and bend your wrists as you rise above the net so that your hands break the plane of the net. If you keep your arms just a few inches apart, you'll avoid letting the ball go through them.

Beginner Volleyball Drills

Toss and Pass

This drill is for beginning volleyball players.

This volleyball drill requires 2 players.

One player tosses an easy ball to the other player to pass. This should be done for a specific number of repetitions and then the players switch rolls.

Players focus on passing to each other with proper passing technique.

Variations:

After players have become comfortable passing off of a toss, they can try to continuously pepper the ball, passing the ball back and forth to one another.

Benefits:

When first learning volleyball skills for passing, it's important to start out by passing a ball that's being tossed to you because it's the easiest ball to pass. You know the ball is coming right to you and so you can concentrate on your passing skills.

Wall Hitting

This drill requires only 1 player, a ball, and a wall.

Pick a spot on the wall to hit to. Toss the ball to yourself and try to hit the spot. Focus on using proper arm swing technique.

Variations:

One variation of this volleyball drill is mimicking serving technique. Toss the ball up, take a step, and try to hit a spot on the wall.

You can also mimic volleyball hitting skills. Toss the ball up, bring your arms up in the air, and then swing as if you were an attacker. You can angle your hit so the ball bounces off the ground then wall so it will rebound right back to you for another repetition.

Benefits:

Hitting against a wall is a great way to work on arm swing. This volleyball drill is also great because you can do it by yourself.

Wall Blocks

The purpose of wall blocks is to train players to block without brushing the net with their arms on the way down after a block.

Players are basically performing block jumps in front of a wall. Start by standing in front of a wall in a blocking position. The players then jump up and touch as high as they can on the wall using good blocking form. The players then come back down to the ground and land in blocking position.

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Benefits:

The idea is to be able to perform the block jump without scraping your arms against the wall. This will be an incentive to perform the block jump with good technique.

Both Wall Hitting and Wall Blocks are beginner volleyball drills that can be done alone. It's important for beginning players to realize there is a lot they can do on their own to make themselves better players.

1 on 1 Setting Drill

This is a good drill for developing consistent setting volleyball skills through repetition. Have 2 players set back and forth to each other over the net.

If a player can't get to the ball with their hands, they should bump the ball up to themselves and then set the ball over. The object is to keep the ball in play as long as possible.

Line Passing

Have players get into 2 lines facing one another. The players at the front of each line pass the ball. After a player passes, the player goes to the end of the line.

Variations:

This volleyball drill is usually done for a certain time period. The drill can also be done by counting each good pass.

Benefits:

Players can count each good pass outloud until they reach a goal. This makes the drill more interesting and makes players focus on their passes, since only good passes are counted.

Progressive Serving

This drill is for beginning servers.

This drill requires 2 players.

One standing on each side of the court. The players take turns serving to each other.

First, start serving inside the baseline so you are close enough to get the ball over the net. Try to serve to your partner.

As serving volleyball skills develop, gradually back up until you can serve from behind the baseline.

Variations:

Beginner volleyball drills can be done with multiple partners serving to one another at the same time.

As players have advanced to serving beyond the baseline, servers should work on serving to their partners standing in different areas of the court.

Knee Volleyball Drill

Source: www.teachervision.com

This volleyball drill is designed to teach correct positioning for play on the court. Everyone on the team should be given knee pads and then be split up into two separate teams. Lower the net so it is at the height of a tennis court net. Have all of the

women get into their regular positions and then get down on their knees. From here, put the ball in play and have the women hit the ball back in forth as if it was a regular game. Because their movement is restricted, they will be forced to guard specific positions and strategically place themselves in the most effective spots. As a variation, you can require each side to pass the ball twice before attempting a shot.

Blanket Volleyball Game

This volleyball game is designed to entertain the women as well as teach them teamwork. Break a group into 2 teams of 4. From there, give each team an old blanket and line them up on either side of a net. On your whistle, throw a volleyball to one of the teams. They must catch the ball with the blanket and work together to throw it over the net. You can either use the same scoring rules as a normal volleyball game or decrease the point total to speed the game up.

Odd Ball Drill

This basic volleyball drill is designed to improve the players' speed and reaction time on the volleyball court. Have your team break into 2 teams on either side of the net. Throw 4 volleyballs to each side of the net and have the women wait for your whistle. On the whistle, have the players throw the balls to the other side of the net. The goal of the drill is to have as few balls on your side as possible before the whistle is blown. The team with the least amount of balls is the winner.

Ball Of Fire

This volleyball game is designed to improve the players' set pass in a fast and effective manner. Have your team form a circle around you, making sure to be at least 5 feet away from any other player. Once the ball is thrown into the circle, a woman must catch it and volley using a basic set pass to any other player in the circle. If a woman drops the ball she is out of the game. In addition, the woman holding the ball when the whistle blows is out. Continue to have the women play until only one player remains.

4.2 NETBALL

**adapted from International Federation of Netball Associations (IFNA)*

Balance & Landing

How do players stay upright? Using body strength and the correct landing techniques assists the player to stay standing and not fall over.

Coaching Points:

- Land with feet approximately shoulder width apart
- When landing with one foot first quickly bring the other foot down to evenly spread the body weight over 2 feet
- Your body should be upright when landing
- Bend knees, hips and ankles slightly on impact

- Knees should not be in front of feet (indicates weight too far forward)
- Shoulders should be level
- There should be an equal distribution of weight
- Head and eyes up
- Land 'softly' in sequence – toes, heels, bend knees and lower the centre of gravity
- When landing with 2 feet simultaneously spread the body weight evenly over both feet

Catching the Ball

As you watch the player, keep asking yourself:

- What is it you are looking for?
- What are their fingers doing?
- Where are their fingers placed on the ball?
- What are their arms doing?
- Where are their arms placed when they receive the ball?
- What are their eyes looking at?

Coaching Points:

- Emphasize a two-handed catch over a one-handed catch
- Keep your eyes on the ball as it arrives into their hands

- Spread your fingers and thumbs spread in a “W”-shape ready to receive
- Keep your fingers and thumbs relaxed but strong
- Keep your hands and arms outstretched towards the ball
- Step forward and reach with hands to catch
- Snatch the ball with strong fingers and bend your arms when receiving the ball
- Keep thumbs behind the ball with fingers spread and relaxed
- Bring the ball back to the chest ready for the return pass
- Allow time for a balanced landing position before throwing the ball

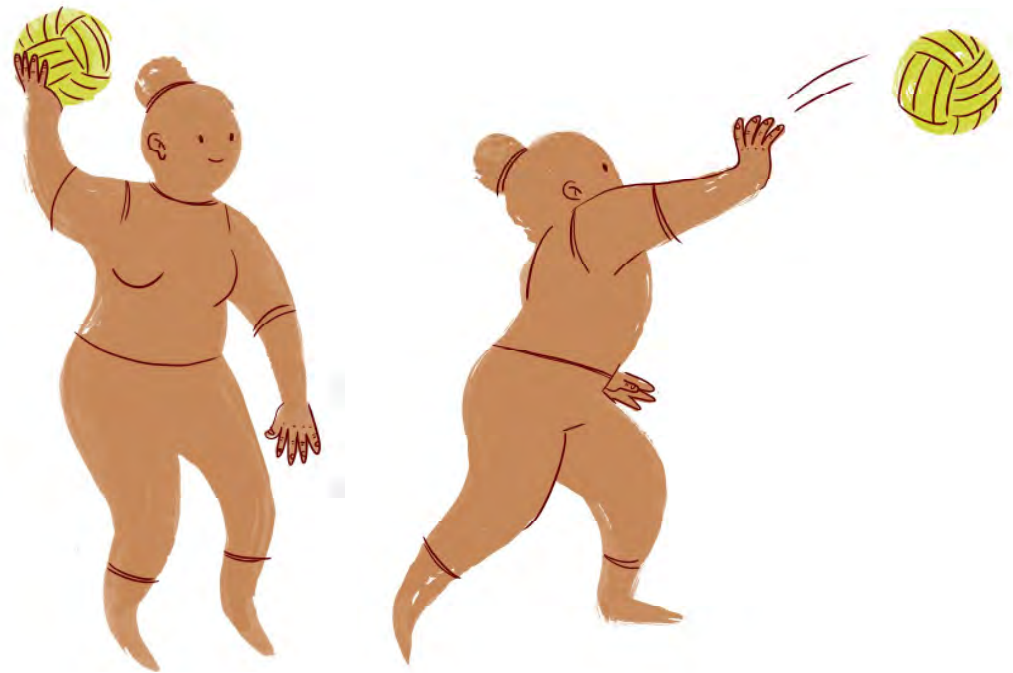
Passing Skills

Coaching Points:

Shoulder Pass – One-handed

- Make sure you are near the person receiving the ball
- Keep your feet shoulder width apart with your knees slightly bent, and your weight on the back foot
- Stand holding the ball with two hands but when taking the ball back behind the shoulder use one hand
- Keep your elbow bent
- Put the opposite foot to the throwing arm forward

- Transfer your body weight from the back foot to the front foot as the player steps forward with the front foot
- Push the ball forwards with the shoulder, elbow, wrist and fingers
- Follow through with the hand, the fingers pointing in line with the throw



Shoulder Pass – Two-handed

Everything is the same as the one-handed shoulder pass but as the arm is taken back behind the shoulder 2 hands remain on the ball.

Chest Pass

- 2 hands behind the ball with thumbs and fingers in a “W” -shape
- Ball held close to chest
- Elbows bent and relaxed by side
- Step forward into the pass
- Weight is transferred onto the front foot
- Follow through with arms and fingers in the direction of the pass

Bounce Pass

- Can be performed with 1 or 2 hands from in front or the side of the body.
- Hold the ball the same as for a shoulder pass.
- Ball can be held at either waist or hip level.
- Bend knees and step forward onto the front foot.
- As the ball is pushed forward the hand and fingers should follow the path of the ball.

- When executing the bounce pass, the ball should bounce approximately 2/3's of the distance between passer and receiver.

Lob Pass

- One- or two-handed pass.
- The ball should be released above the head.
- As the throw is executed the throwing arm or arms moves up and forward towards the receiver.
- The wrist and fingers direct the ball in a high arc into the space ahead of the receiver.
- The highest point of the arc should be when the ball passes over the defender.
- Weight is transferred from the back to the front foot as the step forward is made.

Movement & Agility

The ability to run, jump and change direction are major components of Netball.

Pivoting

This movement is necessary when the player receiving the ball wishes to turn ready to pass. In order to pivot the player with the ball must turn in a rotating motion on the ball of the

first grounded foot. This turning motion should be away from the defender. The ball should be held close to the body whilst it is positioned to throw. As the player pivots around, the head should precede the body so the eyes are looking at where the pass can be thrown. It is important to recover after catching or intercepting the ball to allow time to land safely, balance, pivot, see and make a decision before passing the ball.



Defense

Defending Player with the Ball

- To force opponents to pass in a particular direction
- To force opponents to make a particular pass
- To tip or intercept the ball as it is being passed

Defence of a shot

Keep at least half a metre distance to the shooter. The defender stretches out to pressure the point of release of the shot.

Either:

1. Opposite foot forward to arm outstretched over ball
2. Same arm/foot forward
3. Balance on both feet with both arms outstretched over ball
4. Balance on both feet with one arm outstretched over ball

The other arm is used for balance and used to cover a possible pass to the other shooter.

Jump

Timing is involved and if successfully executed will result in a deflection of the shot. A player is at least half a metre away from the shooter. Time a powerful leap in the air towards the ball to attempt to tip the ball at its point of release or above. Try not to jump straight up and down. As you jump make sure you jump towards the ball after it has left the shooter's fingers.

Rebounding

The defender should aim to stand approximately 1 metre from the post and as soon as the ball is released she must try to jump up for the rebound of the ball, if the shot is not in the basket.

Shooting

- Strikers should always try to be balanced and in line with the post before they attempt to shoot. Feet, hips, body, shoulders and elbows should all be 'square' to the post. This will give the ball every opportunity to travel in a straight line to the ring.
- Strikers should always look at the same aim point every time they shoot. These aim points could be the front of the ring, above the middle of the ring or at the back of the ring.

The feet and legs

- The striker's feet should be parallel, approximately shoulder width apart in a comfortable stance. Strikers should try not to step forward as they shoot.
- The power of the shot comes from the legs. It does not matter from where the shooter takes the shot, the top of the shot should not change.
- More bend in the knees will give more power on a longer shot for goal.
- The fingers guide the ball in an arc towards the goal ring.
- The ball should sit on all finger tips and the thumb on 1 hand. To get this position toss the ball up a few times using one hand. The place where the ball sits in the fingers as it is caught is where the fingers should be for the shot of goal.
- The fingers should be spread evenly. If the ball sits too high

on the finger tips the shooter will lose control of the shot. If the ball sits flat on the palm of the hand the shooter will lose the feel of the shot and throw the ball instead of shooting (guiding) it to the post.

- The ball should be placed above the head in the shooting hand. The other hand is placed gently to the side of the ball as a support to keep it balanced.

The release

As the body straightens in sequence the ball is not released until the arm is at full extension. The ball is released in a smooth fluid action following right through to the finger tips. The index and middle fingers direct the ball to the post and must be strong.

4.3 FOOTBALL

Kick/Pass

Inside of the foot pass

- Face in the direction that you want to pass or kick the ball.
- Place the ball in front of your right foot (which ever one you want to use to kick or make a pass.)
- Turn your right ankle so that the flat inside of your foot is facing the ball in front of you.
- Transfer your weight to your left foot and then bring back the

right foot, ankle still turned.

- Swing your right leg forward, from your hip, so that your right foot makes contact with the ball on its flat inside surface.
- Make sure your ankle is locked in place so when you kick the ball, it doesn't turn back inside.



The laces kick (used for shooting or making very long passes)

- Players will use the upper part of their foot, where their shoe laces normally are. Have players feel their foot and the large bone that runs along the top of it.
- Have players hold a ball and kick from their own hands with that part of their foot to see how it feels.

- Players should put their plant foot, the foot they are not kicking the ball with, next to the ball, not too far away but not too close. There should be enough room for their hips to swing.
- Next, work on their approach. Have players take 3 steps back from the ball, so that when they step back towards the ball, their plant foot ends up next to the ball and they are ready to kick. (Right footed players should step first with their left, then right, then left again, which will plant their foot next to the ball.)
- As the non-kicking foot is planted, the kicking leg is drawn back; the ankle of the kicking foot is locked with the toe down; and the knees of BOTH legs are bent so that the knee of the kicking foot comes over the ball as contact is made with the ball.



Coaching Note:

Do not skip the phase of checking out the proper foot positioning. It is critical that the players be allowed to experiment with the positioning which feels "best" to them and they will automatically feel when they are making solid contact.

Receiving a pass

Players should receive passes with the inside of their right or left foot. When receiving a pass, players should cushion the ball. This means, as the ball makes contact with the inside of their foot, they should move their foot back slightly so that the ball does not bounce quickly away, but is cushioned toward their body. Ask players how they would catch an egg. Would they stick out their hands abruptly and rigidly? Would the egg break? Or would they softly catch the egg, bringing their hands back slightly as the egg made contact to make sure it stayed intact?

Dribbling

Dribbling a ball means kicking the ball in front of you a very short distance and then running to catch up with it. You do this over and over if you have lots of space in front of you and no defenders. If a defender approaches you, you can either try to go around her or pass the ball to a teammate.

Defending

To defend when a player is coming towards you with a ball, you should approach the player and attempt to kick the ball away from their feet. You must be careful not to kick the player as this would be a foul.

Heading the ball

- To head a ball, you must hit the ball with your forehead as it approaches you in the air.
- The best place to hit the ball is the middle of your forehead, not on top of your head.
- Do not close your eyes, keep your eyes open.
- Put your hands out to keep balance.

5. Basic Rules



5.1 VOLLEYBALL

Court and Net Measurements

- A volleyball court is 18 meters by 9 meters.
- The height of the net is 2.24 meters.

Game Time

- 3 games must be played. The team that wins 2 out of 3 games is the overall winner.
- Each game goes up to 25 points. The first team to score 25 points is the winner of that game.
- A point is followed after each serve. Even if your team is not serving, you can win a point.
- Points are won when the opposite team hits a ball and it drops on the floor, or they could not get the ball over the net after 3 hits.

Players in the Team

A team has 6 players on the court, 3 front row players and 3 back row players.

Contacts

- Each team is allowed to have maximum of 3 touches before hitting the ball over the net. (EXCEPTION: block does not count as a touch)
- The same player can not hit the ball twice in a row (EXCEPTION I: block doesn't count a touch.)
- Kicking is allowed (It is ALLOWED to hit the ball with any part of the body, the foot and leg included)
- Players are NOT allowed to catch, hold or throw the ball.
- Players are NOT allowed to hit or block the opponents serve from coming over the net.
- Players cannot touch the net when playing the ball.
- Reaching over the net to block the ball is ALLOWED, if the other side has used all the 3 touches.

Back Row Attack

Back row players cannot attack the ball from the front row, after the attack line. If they attack, they have to perform the jump behind the attack line (3 meter line)?

In or Out?

- Referee calls the ball “IN”, if any part of it hits the boundary lines. (Imagine the ball is painted. If the ball left a mark that touches the lines, the ball is judged IN)
- Ball is ruled OUT if the ball lands outside the boundary lines (without touching the opponent)

Serve:

- The ball can touch the net on the serve.
- You cannot hit a ball over with 1 hit after a serve, you must hit the ball to another teammate.
- The server is allowed to serve the ball any place behind the backline but cannot step on the backline.

5.2 NETBALL

Length of the Game

Netball is played over four 15 minute quarters. There is a 3 minute break between the first and second quarter and the third and fourth quarters. The half time break is 5 minutes. Injury time is up to 2 minutes.

Starting the Game

The game commences with the first centre pass taken at the

referee's whistle. After each goal is scored, a new centre pass is taken alternatively by the 2 centre players, irrespective of who scores the goal. The referee's whistle indicates the beginning and end of each quarter.

Scoring a Goal

A goal is scored when a goal shooter or a goal attacker within the goal circle throws the ball so that it passes completely through the goal ring. The referee's whistle signals that a goal is scored.

Team Changes and Substitutions

A team may make any number of substitutions at the quarter, half or three-quarter time break as well as during a stoppage due to injury or illness. If a substitution or team change is made due to injury or illness, the injured or ill player must be involved in the substitution or positional change. The opposing team is free to make substitutions or positional changes, regardless of whether the team who called for the time out made changes or not.

Contact

A player cannot accidentally or deliberately come into contact with another player in any way which impedes their play. For example, pushing, charging, tripping, throwing the body against an opponent or using the ball to push or contact an

opponent. Players must not hold an opponent back, nor keep their elbows against another player.

Obstruction

A player who has her arms extended cannot defend a player with the ball, closer than 0.9m (3 feet). This distance is measured from the first foot of the attacking player to land, to the nearer foot of the defending player. A player may stand closer to an opponent without the ball provided their arms are not extended, but a player may not use intimidating actions against an opponent with or without the ball. If the attacking player lessens the distance in their throwing or shooting action, then the defending player is not considered to be obstructing because it was the attacking player and not the defending player who shortened the distance.

Held Ball

A player must pass the ball or shoot for goal within 3 seconds of receiving the ball.

Over a Third

The ball cannot be thrown over a complete third without being touched by a player in that third. The pass is taken from the third where the player gained possession. It does not matter if they step into an adjacent third to throw. A free pass is taken where the ball crossed the second transverse line.

Offside

Players must stay within their designated playing areas. If a player goes offside, a free pass is awarded to the opposing team in the offside area. A player may reach over and take the ball from an offside area provided that no part of their body touches the ground in that area. When 2 opposing players go offside but neither touches the ball, they are not penalised. If one or both players are in possession of the ball when they go offside, a toss up is given in their area of play.

Out of Court

If a player has no contact with the ball they may stand or move out of the court, but must make contact with the playing area and have no other contact with anything outside the court before attempting to touch the ball again.

Footwork

a. One-Foot Landing

When a player lands on one foot they may step with the other foot, lift the landing foot, but must throw the ball before re-grounding the lifted foot. They may use the landing foot as a pivoting foot, stepping in any direction with the other foot as many times as they wish. Once the pivoting foot is lifted they must pass or shoot before re-grounding this foot. A player may jump from the landing foot onto the other foot and jump again, providing they throw the ball before regrounding either

foot. A player cannot drag or slide the landing foot, or hop on either foot.

b. Two-Foot Landing

If a player catches the ball and lands on both feet simultaneously, they may step in any direction with one foot, lift the other foot but must throw or shoot before re-grounding this foot. They may pivot on one foot, stepping in any direction with the other foot as often as they wish. Once the pivot foot is lifted they must throw the ball before re-grounding this foot. They may jump from both feet onto either foot, or step and jump, but they must throw or shoot before re-grounding either foot.

Playing the Ball (or Replay)

A player who has possession of the ball may not bounce the ball and regain possession of the ball (replay it). If a player does not catch the ball cleanly, it may be allowed to bounce once before being taken possession of, or batted or bounced to another team mate. After throwing the ball, a player cannot play it again until it is touched by another player, or rebounded off the goal post. A player cannot:

- punch, roll, kick, or fall on the ball;
- gain or pass the ball in any way while lying, sitting or kneeling on the ground;
- use the goal post as a way to regain balance or as a support while stopping the ball from going out of court.

Short Pass

There must always be room for a third player to move in between the hands of the thrower and the receiver when passing. Passes that do not have this room are called short passes.

Penalties

There are 5 types of penalties in netball:

- a. Free pass
- b. Penalty pass
- c. Penalty pass or shot
- d. Throw in
- e. Toss up

a. Free Pass

A free pass is awarded for infringements on the court involving 1 player. The pass is taken where the infringement occurred by any player who is allowed in the area. The offending player does not have to stand beside the thrower taking the pass. If a free pass is awarded in the goal circle, the shooter may only pass the ball - not shoot for goal.

b. Penalty Pass/Penalty Pass or Shot

A penalty pass is awarded for contact, intimidation and obstruction infringements. The pass is taken where the infringer was standing, except if it places the non-defending

team at a disadvantage. Any player who is allowed in the area can take the pass. The penalised player must stand "out of play". That is, beside and away from the player taking the pass and make no attempt to take part in play. This includes directing play, until the ball has left the throwers hands. If a penalty is given to a Goal Attack or Goal Shooter in the goal circle they are awarded a "penalty pass or shot".

c. Throw-In

When the ball goes out of court it is thrown-in by an opponent of the team in the court that was last to touch it. The player taking the throw-in should place one or both feet behind the point where the ball crossed the line and make sure all other players are on the court before throwing the ball.

d. Toss Up

A toss up is used to put the ball in play in situations such as, simultaneous contact by opposing players or if the referee cannot decide who last touched the ball out of court. The 2 players stand 0.9m (3 feet) apart, facing each other and their own goal end. Their arms should be straight with hands by their sides. Once in position, they must not move until the referee has tossed it up from just below shoulder height of the shorter player, and blown the whistle. The ball may be caught or batted except directly at an opponent. A goal shooter or goal attack may shoot at the goal from a successful possession point at a toss up.

Playing positions and their roles on the court

There are 7 playing positions in a team. Each has an important role to play for their team:

Goal Shooter: (GS)	To score goals and to work in and around the circle with the GA
Goal Attack: (GA)	To feed and work with GS and to score goal
Wing Attack: (WA)	To feed the circle players giving them shooting opportunities
Centre: (C)	To take the centre pass and to link the defence and the attack
Wing Defence: (WD)	To look for interceptions and prevent the WA from feeding the circle
Goal Defence: (GD)	To win the ball and reduce the effectiveness of the GA
Goal Keeper : (GK)	To work with the GD and to prevent the GA/GS from scoring goals

5.3 FOOTBALL

Field Measurements

The measurements of a standard field are 60 meters by 40 meters, however, will depend on how much space you have and what age group of women/girls you are playing with.

Number of Players

There should be 11 players on the field, including the goalkeeper. Normally, there should be 3 defenders, 4 midfielders and 3 forwards. However, this can change depending on the strategy you use.

Game Time

A full length game is 90 minutes, with 45 minute halves. In between the halves, there is a halftime break, which lasts 10-15 minutes and allows both teams to rest and discuss strategy.

Handball

You cannot use your hands unless you are the goalkeeper inside the penalty box. A player has committed a handball if she handles the ball anywhere from her fingertips to her shoulder AND has done so intentionally. If she did not hit the ball intentionally, then it is not a handball and the referee

should not call a foul. If a player intentionally moves her hand or arm towards the ball it is a handball.

Equipment

Matching t-shirts or jerseys in games, shorts

Starting the Game

Kick off is in the center of the field with opposing players at least 10 yards away. The team that is awarded the kick will begin the match.

Kick offs take place:

- At the start of a game
- After a goal has been scored
- At the start of the second half

Throw-Ins

A throw-in is taken when the ball crosses a sideline and leaves the field. The referee should blow his/her whistle and stop the game. The team which last touched the ball before it left the field must give the ball to the opposing team and they must “throw the ball in.”

Two rules to remember are:

- Have both feet on the ground (dragging one foot is allowed)
- Throw the ball with both hands over your head

Corner Kicks and Goal Kicks

- Corner kicks are taken when the ball goes over the end line and the defensive team last touched the ball.
- Goal kicks are taken when the ball goes over the end line and the offensive team last touched the ball.

Direct and Indirect Free Kicks

There are many football rules which determine a direct or indirect free kick. In general, a direct kick comes from a contact foul or handball. Everything else is indirect.

The difference between direct and indirect free kicks:

- On a direct kick you can score by kicking the ball directly into the goal.
- On an indirect kick the immediate shooter cannot score. The football must be touched by another player before it can go into the goal.

Fouls

A direct free kick is awarded to the opposing team if a player commits any of the following 7 offences in a manner considered by the referee to be careless, reckless or using excessive force. This could be:

- Kicking or attempting to kick an opponent
- Tripping or attempting to trip an opponent

- Jumping at an opponent
- Charging at an opponent
- Striking or attempting to strike an opponent
- Pushing an opponent
- Tackling an opponent and knocking her down
- Holding an opponent
- Spitting at an opponent
- Handling the ball deliberately (except for the goalkeeper within her own penalty area)

A direct free kick is taken from the place where the offence occurred.

Penalty Kick

A penalty kick is awarded if any of the above offences is committed by a player inside her own penalty area.

An indirect free kick is awarded to the opposing team if a goalkeeper, inside her own penalty area, commits any of the following 4 offences:

- Controlling the ball with her hands for more than 6 seconds before releasing it from her possession.
- Touching the ball again with her hands after she has released it from her possession and before it has touched another player.

- Touching the ball with her hands after it has been deliberately kicked to her by a team-mate.
- Touching the ball with her hands after she has received it directly from a throw-in taken by a team-mate.

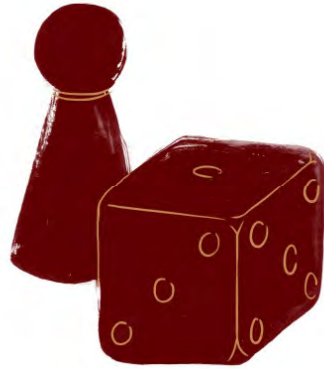
The indirect free kick is taken from the place where the offence occurred.

Offside

A player is offside if she is closer to her opponents' goal line than both the ball and the second to last opponent. The offside rule applies when the ball is kicked to her, not when the player receives the ball.

This is a complicated rule to understand. The main concept to keep in mind is that a player can't hang out at the other team's goal waiting for the ball.

6. Play Based Games



Besides teaching sport skills, using play-based games designed specifically to address certain life skills is a great way to engage women in active learning around issues and topics as well as start conversations and dialogue afterwards. The following set of life skills and the associated games have been specifically selected for women who have experienced or are still experiencing traumatic events and women, who deal with increased daily stress situations because of trauma. The order of the games within each chapter is random and does not represent any ideal order to follow. The description of the game always includes detailed instructions and specific questions to ask during discussion after the game.

Life Skill for Overcoming Trauma and Coping with Stress	Description
Strong Voice and Communication	Game 1: Strong Voice and Body Language Game 2: Non-Verbal Communication Game 3: Say it With Silence Game 4: I'm Listening
Conflict Resolution and Negotiation	Game 1: What is conflict Game 2: Navigating conflict
Empathy	Game 1: Secret Whispers Game 2: What is Empathy Game 3: Exclusion
Support Seeking Skills (asking for help)	Game 1: Lion/Chick Game 2: Help Me! Game 3: Links Game 4: Tag
Teamwork, Cooperation and Trust	Game 1: Feet to Feet Game 2: Human Knot Game 3: Obstacles
Power and Gender Relationships	Game 1: Power Over, Power With Game 2: Objects
Being Proactive	Game 1: Capture the Flag
Resilience	Game 1: Mine Field
Mitigating Consequences and Decreasing Risks of GBV	Game 1: Breaking the Silence Game 2: Secrets

Strong Voice and Communication

Strong Voice and Strong Body Language

Objectives:

- To practice saying “no” and meaning it
- To feel confident and assertive when saying “no” and to understand the right to say “no”
- To learn about sexual violence and sexual abuse

Materials: 3 footballs

Playing space: Open field

Duration: 1 hour

Type of activity: Physical sport activity

Instructions:

1. Gather everyone in a circle. Ask for 1 volunteer. Tell the participants they will be learning how to defend the ball by shielding. You will do 2 demonstrations.
2. For the first demonstration, place the ball at your feet and have the volunteer stand behind you. Ask her to try to get the ball by moving around you or pushing you to the side while you “shield” the ball with your body. Make it easy for her. Do not bend your knees; keep them straight to stay off balanced and keep your arms close to your body. Give the impression that your body is very weak; let her push you over or out of the way. The participant should get the ball quickly.
3. For the second demonstration, ask the volunteer to again try to get the ball; however, this time, bend your knees and keep your arms out and push back with your body against the volunteer. It should be more difficult, and she shouldn’t get the ball.
4. Ask the participants if they saw the difference in the way you acted and what the difference was. Make sure they noticed the bent knees, arms out and strong core.
5. Then ask everyone to form pairs and practice both ways, weak forms and strong forms. Make sure that each person has a chance to be both the offender and defender.
6. Gather the participants in a circle. Ask them how it felt to defend the ball both ways. How was their body language different?
7. Next, have everyone form a circle. Tell each participant they must practice saying a no phrase. This could be “No thanks” or “No, I don’t want to” or “No, I’m fine.”
8. Have a facilitator go first by stepping into the middle. Have another facilitator make a “peer pressure” suggestion (Let’s skip class to go to the beach or help me cheat on this test). The facilitator responds “no” but in a very slow and wavering manner, stuttering and unsure if she wants to say yes or no.

9. Then replay the situation and, this time, the facilitator should say “no” but very strongly, loudly and with body language that means “NO!” Keep in mind spatial awareness as well, stepping back from someone when saying “no” and creating as much space between that person and yourself as possible.
10. Next, have each person step into the middle of the circle and a facilitator makes a suggestion.
11. Then, have the participant try her no phrase again but in an assertive way with the correct body language. If the group thinks she did a good job, they clap. If not, they encourage her to go again and be more assertive. As the coach you can give the women tips.

Alternative Sport: This shielding activity can also be done with basketball. Rather than having the ball at your feet, you can dribble or bounce the ball with one hand while using your back and other hand to separate yourself from the player trying to get the ball. Or the participants can hold the ball while someone tries to take it from their arms.

Discussion:

- Do you have a right to say “no” if something involves your body? If someone wants to touch you somewhere or have sex with you and you don’t want him to, is it your right to say “no”?
- Do you have a right to change your mind if you agree to something, such as a sexual act, and then you decide you

don’t want to do it? At what point can you not change your mind?

➡ Important: Make sure women understand that they always have the right to change their minds when it comes to having sex. If they say “no” even after they have agreed to have sex and if their partner or the male forces them to have sex, it is still rape.

- Is it easy to report rape and sexual abuse in your community? Why or why not? What are the stigmas associated with being raped or sexually abused? What will people call you or think of you?
- Do you think rape and sexual abuse and violence are big problems in your community?
- Can rape happen in a marriage? Why or why not? How?
- Where can you go to report rape or sexual abuse? Is it difficult to report this in your community?
- Who are people that can help us report this type of violence or abuse safely?

Non-Verbal Communication

Objectives:

- Learn to be observant when communicating with others
- Learn how to communicate with our bodies and actions
- Understand the importance of non-verbal communication

Materials: Sport equipment, ball, goals

Playing space: Open field

Time: 1 hour

Type of activity: Physical sport activity

Instructions:

1. Create 2 teams to play a football/volleyball or netball match. They can play a mini game if there are not enough players for a full match.
2. However, while playing the match, the participants are not allowed to speak to each other. They can use their body language to communicate, or clap their hands for example, but they are not allowed to talk. They must play the match without speaking.
3. Allow participants to play for 15 minutes. Make sure that no one is talking during the match. Perhaps appoint 1 woman/ participant to act as a referee, monitoring if others are speaking or not. If she sees someone speaking or communicating verbally, she must call that participant out and ask her to perform a sequence, like one push up, before re-joining the game.
4. Once 15 minutes have passed, call the participants together and hold a discussion.

Discussion:

- How did it feel to communicate without words?

- Is it difficult? Why?

- Do we use our bodies to communicate in life? When?

- Is it important to use both our bodies and our mouths to communicate?

Say it with Silence

Time: 10 min

Instructions:

1. Divide the participants into pairs.
2. Let participants know that they will each have 10 minutes to tell their partner as much as possible about themselves without using any words or sounds. This can be done by using actions, like a mime or the game charades.
3. When the 20 minutes are up, ask participants to come back together.
4. Give each participant a chance to introduce her partner.
5. After each introduction allow the women who was introduced to correct or add any information about herself.

Discussion:

- Was it hard to explain things without words? Why?
- What did the speaker get right? What did she get wrong?
- Why do you think some things were confusing when you couldn't use words?

- Do you think we should judge others before we speak to them and learn the truth about them?

I'm Listening

Time: 10 min

Instructions:

1. Ask participants to get into pairs. Tell them they have 2 minutes to tell each other about their weekends. The rule is they have to talk at the same time.
2. After 2 minutes, call them back and have them try to tell the whole group what their partner did on the weekend. They probably won't be able to tell much since they were talking and not really listening.
3. Now, have each pair go back and take another 2 minutes to tell each other about their weekends but separately so one person is talking and the other is listening.
4. After 2 minutes, bring everyone back together and ask what the difference was in the conversations.

Discussion:

- What was the difference between the 2 conversations, when you were speaking at the same time and when you were each speaking separately? When did you understand more about your partner?
- What is this game teaching us?

Conflict Resolution and Negotiation

What is conflict?

Objective:

- To recognize healthy and unhealthy conflicts in sports and life situations
- To reflect on how conflicts escalate from one level to another

Materials: 1 or 2 balls, cones, training pennies

Playing space: Programme room and playing field

Duration: 1 hour

Type of activity: Physical sport activity

Instructions:

1. Divide the participants into teams of 4; making sure there is an even number of groups in order to play mini-matches. You might need to make groups of 3 or 5 in order to have even groups. Set up small fields so that each field has 2 teams. Make sure 1 facilitator is watching over each field.
2. Tell the participants they will be playing mini-matches for 10 minutes. You can choose almost any team sport in which team members pass each other the ball. This works especially well with football, basketball, netball and handball.

3. Before they begin their matches, silently pick a player on each team who you will secretly ask the other players not to pass the ball to. Then walk around each player and whisper to them not to pass the ball to that player and not to tell her this secret. When you get to the player who won't receive passes, whisper something else to her so that she doesn't feel the secret was about her. You can whisper some advice about the game or a rule, etc.
4. Make sure all the players understand.
5. Blow your whistle to start the games.
6. Let them play, observing how the player who was chosen to not receive the ball reacts. Make sure that you mark down the different stages of frustration and at what point, if at all, that person engages in conflict with the others, as well as how far they go with that conflict.
7. After enough time has passed in which the player shows her frustration, stop the games and bring everyone together.
8. Reveal what you had whispered to the players. Discuss the purpose of the drill with the discussion points below.

Discussion:

- How did it feel to not get the ball? What was your first reaction? How did your reactions escalate?
- How did that player chose to confront her teammates?

How did the teammates react when the player confronted them?

- Did this confrontation disrupt the game?

Instructions:

1. Next, explain the different stages of conflict according to the conflict ladder (below). Discuss the different stages and some examples for each.

THE CONFLICT LADDER

LEVEL FOUR:

Very angry, shouting, having totally lost control May become violent.

LEVEL THREE:

Quite angry, arguing with a loud voice. May use sarcastic language.

LEVEL TWO:

Disagree, are able to talk, but in an "upset" tone, able to explain what you feel.

LEVEL ONE:

Angry, do not say anything, but show the anger through body language.

**Source: Standard Chartered Bank Goal Program, Conflict Resolution Chapter*

2. Ask the participants to form pairs and tell them that they must pick 1 stage of conflict on the ladder and create a small scene to perform in front of everyone. After they perform their scene, everyone must guess what stage of conflict they chose.
3. Give the participants 10 minutes to work on their scenes. Walk around and help the groups as needed.

Discussion:

- Is it hard for conflicts to occur? How fast can conflict escalate?
 - What types of conflicts do you see every day in your house or neighbourhood? What are usually the causes of those conflicts?
- ➔ **Suggestions:** disagreements over a foul, arguing with the referee, disagreements between players and coaches, disagreements between friends, conflict with parents, fights with brothers or sisters, disagreements with a teacher, etc.
- Are conflicts always negative? Does everyone have conflicts? What are indicators that a conflict is turning unhealthy?

Navigating Conflict

Instructions:

1. Ask the participants what they think it means to resolve a

conflict. First brainstorm the different negative ways in which conflicts are resolved. Write all suggestions on the board. Help them with different suggestions:

➔ **Examples of negative conflict resolution**

- Using physical violence, fighting, hitting, etc.
- Gossiping or spreading lies or rumours about someone in order to hurt them using words.
- Throwing a tantrum and not listening to the other side of the story.
- Being mean and saying rude things.

2. Next, ask the participants to think about good or effective ways to resolve conflicts, writing their suggestions on the board. Help with these suggestions:

➔ **Positive Conflict resolution tips**

- Be understanding.
- Each person has the right to say his part of the story without interruption.
- Try to understand the other person's perspective.
- Don't say things that might hurt another person, such as commenting on the way they look or act, it will just make things worse.
- Listen actively and make "I" statements (I feel that you are not respecting me, I feel that...).

- Find common interests and create options for different solutions.
 - Talk quietly and calmly, don't raise your voice or yell. Think before you speak.
 - Avoid making things worse.
3. Split the participants into small groups. Make sure that there are enough facilitators so that each group works with 1 facilitator. Each group will act out a scene that involves a type of conflict. Have the participants come up with their own scenes, making sure they develop the conflict and are clear as to what the conflict is about. However, explain to the groups that when they arrive to the part of their scene in which someone must resolve the conflict, they must freeze or stop.
 4. The facilitator will then ask the audience for suggestions on how to resolve the conflict. The audience members with ideas will one by one replace the participants acting out the scene and finish the scene resolving the conflict in their own suggested way.
 5. Explain to participants that they can either suggest a positive way to resolve the conflict or give an example of a negative way.
 6. Do this until every group finishes their turn.

Discussion:

- What are ways that people resolve conflicts in your community?
- What tone of voice is it best to use in a conflict situation?
- Does it help to resolve the conflict when you are screaming or yelling or not listening?
- Is violence or throwing a tantrum or calling another person names going to resolve a conflict? Why or why not? What does it do?
- Is it okay to have conflicts with people we love? At what point does a conflict become unhealthy?
- What do we do if someone doesn't want to resolve a conflict peacefully or rationally?

Empathy

Secret Whispers

Instructions:

1. Line all the participants up in one long line. If you have a large group (over 30, for example) then it can be split them up into 2 groups. Each participant must be at least 5 meters from the other.
2. Explain that the first person in the line will be given a piece of information. It will be whispered in her ear. She then

must sprint to the next person in line and whisper what she heard to that person. The information can only be said once. If the participant does not understand, she must move on and whisper to the next person what they thought they understood.

3. Once the information reaches the last person in the line, she must do the action that she hears.
4. Explain to the participants that they should not whisper the information slowly but whisper it in a normal way as if they were talking to a friend.
5. Once the whisper goes down the line and is acted out, see which group was the closest to keeping the original meaning. See how the information changed as it went down the line, at which point did it begin to change?
6. Try the exercise a couple more times if the participants are having a good time. Encourage the participants themselves to come up with a piece of information to be whispered.

Example of the whispered information:

Juggle the football 3 times, and then do 2 push-ups and 2 jumping jacks while singing a song.

Discussion:

- Was there a lot of misunderstanding between people?
At what point did the misunderstanding happen?

- Do we all sometimes interpret the same thing differently?
Why do we sometimes interpret things differently than other people?
- What are ways we can react when there is a misunderstanding?
- How can you relate this exercise to what happens when people gossip or spread rumours? How can truth be turned into a lie?
- What does this exercise teach us about “overhearing” something from someone?
- Could we put gossip into different categories? Why do people gossip? Is gossip always based on truth?
- What impact does gossip have on people? What if gossip is spread about someone and is not true? What impact will this have on that person?
- ➡ Explain that gossip or rumours could give people bad reputations, it might get them in trouble with their family or friends and they could become survivors of verbal and emotional abuse.
- Can anyone give an example of gossip? Has anyone ever been gossiped about? How does gossip make you feel?
- Do we think that sometimes we are telling the truth about people and then later on find out it wasn't true? How would we feel if that happened?
- What ways are there to stop rumours or gossip once they get to you?

What is empathy?

Instructions:

1. Ask the participants what they think it means to empathize or sympathize with someone. First brainstorm the different problems others in our communities might have and how we can empathize or sympathize with them. Write their suggestions on the board.

Examples of Problems:

- Our neighbour's child died
- Our friend is being beaten by her husband
- A woman in our town was raped
- Our neighbour does not have enough food for the week

2. Split the participants into small groups. Make sure that there are enough facilitators so that each group works with 1 facilitator. Each group will act out a scene that involves a problem. Have the women come up with their own scene, making sure they have a clear problem in the scene and that there are other actors who must react to that problem in a negative way, such as a friend not helping her friend or judging her neighbours because of their problem.
3. After each group creates and practices their scene, they must then perform the scene in front of everyone. After each group performs the scene once, they should mix the

characters so that different women are put in the role of the one with the problem.

4. Once every group has been and the women have rotated roles, sit down for a discussion.

Discussion:

- How did it feel to first not be the character with the problem and then be the character with the problem?
- Did it change the way you feel about women with that problem? Did it change the way you might react in that situation?
- Is it easy to feel someone else's pain if we have never experienced that pain before?

Exclusion

Instructions:

1. Ask for a volunteer, that volunteer must leave the group to another room or area of the field where she cannot hear what is being said.
2. The rest of the group must form several circles. Inform the group that the volunteer who has left the room will return and that person will try to get inside the circles. They must be strong and not let that person inside the circle. They should close their legs and hold each others arms so as not to let the volunteer force her way in. However, if she asks politely to enter, then they must allow her to enter.

3. Call the volunteer in and give her instructions to try and enter the circles. Do not tell her anything else.
4. The volunteer will try to forcefully enter and will not be successful.
5. Stop the game and then tell the volunteer to try a different approach, rather than force. If she still doesn't understand, then finally suggest she just ask.
6. Once the volunteer asks, let her into the circle.

Discussion:

- How did it feel to be excluded from the circle? Did you feel alone?
- How did it feel to exclude someone from the circle?
- Did trying to force your way into the circle work? How did you finally get into the circle?
- Are there times when we feel excluded in our lives? Are there times when we feel alone?
- What should we do in those times? Should we ask for some support?
- What if we see someone is being excluded? Should we invite them to join us?

Support Seeking Skills (asking for help)

Lion/Chick game

Instructions:

1. Stand in a circle, holding hands.
2. Pick 2 people, one is the lion and the other one is the chick.
3. All the players must keep holding hands and put their legs together. The lion is outside the circle, the chick is inside. The lion must try to make their way through to the chick.
4. The lion keeps on struggling to enter. Once it succeeds the chick is let out from a different point in the circle and the lion continues to struggle to get the chick.

➡ Note: You can plan as a team to allow the lion to enter and let the chick out to get fresh air while the lion is inside the circle. We can do this several times with different participants and later ask them how it felt to be the lion, the chick, or one of the protectors of the chick.

Help Me

Instructions:

1. Ask for 2 volunteers. Place between 6-10 footballs (or

netballs, volleyballs or even water bottles) in front of each volunteer.

2. Tell the 2 women that they will have a competition and must see which one of them can get all the balls (or other objects) across the field. Do not give them any more directions. Simply say that the woman who can get all of the balls across first, wins.
3. Blow your whistle and tell them to begin.
4. The women will try to take as many balls as they can across and then come back for the others.
5. After they finish, ask 2 more volunteers if they want to try and do it more quickly. Repeat the same instructions and then blow your whistle. They too will try to do it individually. Tell everyone that no one has come up with the right answer yet and that they should think creatively and use all the resources around them.
6. Try one more time with 2 new volunteers. If they still don't understand, then ask for one more volunteer and tell them that you as the coach will try.
7. Have one of the women blow the whistle and then you the coach turn to the rest of the women and ask for their help to take the balls across.
8. Once you finish, bring everyone in for a discussion.

Discussion:

- Why didn't anyone ask for help from their teammates? The coach never said that they were not allowed to, and yet no one tried.
- Why did everyone want to try to accomplish the task on their own?
- Is it sometimes hard to ask for help? When is it hard to ask for help in our lives? When is it easy to ask for help?
- Who can we ask for help from? Who do we trust?
- What if we see someone who needs help, should we ask if they need help or support? Why or why not?

Links

Instructions:

1. Have the participants get into pairs and spread out in an open space, linking their arms together.
2. Pick 2 participants to begin the game. One of them will be the chaser and the other participant must escape. If the chaser tags you, then you become the chaser and the chaser must run away.
3. To be safe, you can go to any of the pairs and link arms with either side. Once you do this, the participant in the pair you didn't link arms with on the other side must unlink arms with her pair. She then becomes the one being chased.

Discussion:

- How did it feel to be chased? Was it scary?
- How did you find safety? How did it feel to link arms with a friend and be safe?
- When in our lives are we very scared? Who can we link arms with to help us feel safe?

Tag**Instructions:**

1. Create a square field of about 10 meters by 10 meters. Tell the group that the lines around the field are their boundaries, they may not run outside of the field.
2. Ask for 2 volunteers. Tell the volunteers that one will be the tagger and one will be the saver. The rest of the group must run around in the square while the tagger runs around and tries to tag them. Once they are tagged, they must stop, stand still and open their legs.
3. The saver is the only one who can save them. To unfreeze them, she must crawl between the legs of those who are frozen. Once she does that, they are free to run around again.
4. Then, whisper to the saver that she can only save those who have been tagged and ask for her help. If someone who is frozen does not ask for help, she cannot help them.

Tell her that this is a secret and she cannot tell others. She must listen and see who asks for her help and then she can help them.

5. Start the game by blowing your whistle. Watch and see if those who are tagged finally understand that they must ask for help in order to be saved.

Discussion:

- Did you wait a long time to be saved from the saver? Why?
- What happened when you asked for her help? Did she come?
- In our lives, do we sometimes need help but we don't ask for it? Why? Are we afraid if someone knows our problem they will judge us or spread it to others?

Teamwork, Cooperation and Trust

Feet to Feet**Instructions:**

1. Ask all the participants to get into 1 long line, shoulder to shoulder. Tell them to make sure that the outsides of their feet are touching their neighbours' feet.
2. Set up a line of cones about 6 meters in front of them.
3. Tell them that they must reach that line of cones without moving their feet. If even 1 pair of feet becomes

disconnected or is not touching their neighbours' feet, then the whole line must start over from the beginning.

4. Have the facilitators walk around to check if feet are touching.
5. After a couple of failed attempts, the participants might start fighting, bickering, yelling. There might be a couple of domineering personalities trying to take over. Others might just give up.
6. Before the whole group gives up completely, stop everyone and bring them together. Ask the participants what is working and what is not working. Reflect on how the participants are communicating, if they are respecting one another and if they are listening to each other or not. Have them discuss strategies for working together to move as one unit so their feet don't disconnect.

Example: have 1 participant be the captain and count out the steps so that everyone moves their feet which are connected together, or have the participants move their feet down the line so that it happens in a wave.

7. After the discussion, ask the participants to try again using their new strategies. Hopefully, the participants can reach the cones. If they are still struggling, move the line of cones closer to make it a little easier. If they are still struggling, try making the line smaller by splitting the participants up into several lines.

Discussion:

- Was the activity difficult? Why or why not?
- What did it require to be successful?
- What happened if everyone worked as an individual?
- What happened when everyone worked as a team?
- What type of teams do you belong to in your life? Can teams also be another name for a group of friends or a support network? What types of non-sports teams do you belong to?
- What type of support can we count on from our "teams"? Can they help us with different obstacles and problems in our lives? Are they people we can rely on when we have a problem?
- What makes a person a good team member? What characteristics must that person have?

Human knot

Instructions:

1. Stand in a circle, holding hands.
2. Now you are going to make yourself in a 'knot', by moving under others' arms, stepping over each other, etc. The important thing is to keep holding hands.
3. If the 'knot' is ok, you start to 'untie' the knot as fast as possible. Everybody needs to hold hands right until the end of this exercise. When the group is again in a circle, the

knot is completely 'untied'

Alternatives:

1. You can give teams a time limit on this activity to make it more challenging.
2. You can also mute/ blindfold participants throughout the activity.
3. Instead of making groups start over when the chain is broken you can create penalties like blinding or muting a group member.

Discussion:

1. How did it feel to be successful/ unsuccessful?
2. What strategy did your team end up using to complete the task?
3. Who were the leaders in this activity?
4. Did the team reach consensus on a plan of action? What process did the team go through to reach consensus?
5. How do you feel your team communicated during this activity?
6. How did it feel to be mute? Blind?

Obstacles

Instructions:

1. Divide the participants into 3 teams. Have 1 player

from each team stand at a cone with the ball; she will be the first dribbler. Ask the rest of the players to stand in a straight line in front of the cone, roughly 1 metre apart from each other.

2. When you blow your whistle, the dribbler must dribble between the line of players in front of them, weaving in and out until she reaches the last player, then do 1 push-up, before dribbling back in a straight line to the cone they began from.
3. The first dribbler will do this 3 times. The first time, instruct the other team members standing in the straight line to encourage the player by yelling positive cheers and chants and repeating the phrase "you can do it, come on", etc.
4. The second time she must physically try to stop the dribbler by pushing her, jumping in front of her, blocking her way, or kicking her ball out of the line (not too far though so she can recover it and continue).
5. The third and final time, the team members must yell negative things, calling the participant names and other insults that might hurt her self-esteem and repeating over and over that she can't do it, that she is a loser and a failure, etc. They are not allowed to do anything physical to stop the dribbler.
6. After the first player goes 3 times, change dribblers until everyone on the team has had a turn.

Alternative sport: This can be done with basketball or handball as well, in which the participants either dribble the ball with their hands or run carrying the ball in their arms.

Discussion:

- What was the difference between the 3 turns? How did you feel during each turn? What was the last turn an example of?
- How did you feel when you were physically blocked or when you were yelled at and called names? Did it hurt in a different way?
- Should someone on your team support you, or use abusive language to hurt you?
- What are examples of emotional and verbal abuse?
- Where does verbal and emotional abuse happen? Can it happen in our home? At school? On a sports team?
- Have you even witnessed these examples in your community? What types of things do you hear or see?
- What are good ways to react to emotional abuse?

Power and Gender Relationships

Power Over and Power With

Instructions:

1. Create groups of 7 players. Write down on each slip of paper 1 of the following positions. If there are 2 groups of 7, then you would create 2 sets of these slips of paper.
 - a. **Coach**
 - b. **Assistant coach**
 - c. **Player who sits on the bench and sometimes goes in**
 - d. **Star of the team who scores all the goals or baskets**
 - e. **Regular starting player**
 - f. **Player who is overweight and does not run fast and is not good at the sport and never plays in the games**
 - g. **Referee**
2. Give the slips to each group. Have them discuss the roles on each slip and then get into a line which shows which one is the most important on the field and which one is the least important on the field. Tell them to come up with reasons why and that they should designate a spokesperson who will speak about their reasons when they share it with the whole group.

3. Give the groups 10 minutes to get into their lines of hierarchy.
4. Once each group is ready, have their spokesperson explain why they chose to get into that particular order.
5. Then, break up the groups by grouping all of the individual roles together. For example, ask all the coaches to get together in one group, etc.
6. Once the players are in their new groups, ask each group how they would interact with each of the other groups, and why. What would their relationships be like? Let volunteers in each group explain how they think they would interact or what the relationship would be like.
7. After you address each group, gather the whole group for a team huddle.

Discussion:

- Did being in a different position in the hierarchy give you a different power over a person? Did the relationship change? How and why?
- What are the different types of power? Can power be used in a healthy way and in an unhealthy way?

Suggested examples:

POWER OVER: Implies having control over someone or a situation in a negative way, generally associated with the use of repression, force, corruption, discrimination and/or abuse.

This type of power takes something from someone else and then uses it to dominate, whilst impeding others from gaining access to it and taking it away.

POWER WITH: Having power based on collective strength – having power with other people or groups, finding a common territory among different interests and constructing a common goal that benefits everyone in the relationship. This type of power combines the talents and knowledge of various individuals and is based on support, solidarity and collaboration.

POWER FOR: This type of power refers to the ability to conform to and influence one's own life. It refers to having resources, ideas, knowledge, tools, money and the ability to convince oneself and others to act. When we have a large group of people with this kind of power, we call it "power with".

INTERNAL POWER: refers to the capacity for self-evaluation and knowing oneself. It refers to the ability of a person to imagine a better life for him or herself and having hope, the sensation that she/he can change the world, and the feeling that she/he has rights, self-confidence and the feeling that they are valued for who they are.

Source: Standard Chartered Goal Program

Discussion:

- Can coaches or people with more "power" sometimes use power in a negative way to hurt you or control you? How and why?

- Can players use negative “power” over other less-skilled players to control them?
- Does using power in a negative and controlling way sometimes feel good? Why? What impact does it have on the team and on the person you are using your power over?
- Which ways can we use power positively to influence positive change on the field? Does it have a more positive impact in the long run? Why?

Objects

Instructions:

1. Ask the participants to get into teams of 4. Set up several small fields with cone goals so that there are enough for 2 teams to play on each field.
2. Pick a coach for each team. Tell the participants that the coaches on their team are in charge. They make all the decisions and they are the only ones who can talk. The players are not allowed to say anything, make any of their own decisions or even move before one of their coaches tells them to move and what to do. If they talk or move without permission or being told where or how to move, they must do 1 push-up.
3. Tell the coaches that they can do whatever they want, put their players where ever they want and have them play however they want. They can be funny or silly. Perhaps they can even have one of the facilitators be one of the

coaches for a couple of minutes to serve as an example. Explain that the pace of the game will be very slow, which is fine, because the players should not move until they are told to.

4. Suggest that the coaches ask their players to do several difficult manoeuvres or actions that they are likely to struggle with.
5. Inform each coach they will be playing a small match against another team. They have 5 minutes to warm up their teams with some light running and stretching and then 10 minutes to play the match.
6. Have a facilitator referee each match to monitor the “players” for any mistakes. If they see players speaking or making decisions without their coach, they must stop the game and ask the participants to do a push-up.
7. Once the matches are over, bring the participants back together again for a discussion.

Discussion:

- What did it feel like to be a player? Did it feel like you had the characteristics of a person or an object? Did you feel powerless? How did this make you feel?
- Did you try to resist? Why, or why not?
- What did it feel like to be a coach? What types of characteristics did you have? Did you feel like you had all the power? How did this make you feel?

- In our own lives, do others sometimes treat us like “things”? Who? Why?
- Do we sometimes treat others like things? Who? Why?
- What are the consequences of a relationship in which one person has all the power and treats the other person like a thing?
- Does our community encourage this type of behaviour?
- Is there anything we can do to change this in our own lives or our community?
- Is power a bad thing? Is it only bad when it is unequal and not shared? How can power be shared between 2 people? How can power be a positive force?

Being Proactive

Capture the Flag

Instructions:

1. Split the participants into 2 teams. Have each team come up with a name. Set up a field roughly the size of a football field, with a line of cones separating the 2 sides. Assign each team a side. Place a chair at each far end of the field with the coloured shirt on each chair. That is each team’s “flag.”
2. Explain to the group that they will be playing a game called “Capture the Flag.” Each team has their side and their flag.

The objective is to run onto the other team’s side, grab their flag and bring it back to your side. However, the moment you step cross the line onto the other team’s side, they can tag you, meaning you must sit down in the spot they tagged you until someone from your team comes and sets you free by touching you.

3. Tell the teams they will play for 20 minutes. The first team to bring the flag back to their side wins.
4. If you don’t have a space as large as a football field, then find the largest space you can. Perhaps it might be necessary to decrease the amount of players on each team. Have facilitators join in for fun. Strategize as a team on ways to get the flag.
5. After 20 minutes are over, gather the teams together for discussion.

Discussion:

- Was it difficult to get the other team’s flag? Was it possible to work individually or did you have to work as a team?
- Was it necessary to be proactive to win the game or could you be reactive and still win?

Proactive: being able to anticipate what the future will be and react accordingly before it actually happens

Reactive: making changes or reacting to a situation after the situation has already occurred

- If you waited for something to happen, or were reactive in the game, was there a good chance that the other team already crossed over to your side and had gotten your flag? Why?
- If you were proactive, did that mean you were able to watch the other team and predict when they would attack and maybe attack first, or defend their attack?
- Why is it important to be proactive in our lives in order to change things?
- How can we be proactive about gender-based violence? What can we do in our communities to address gender based violence and abuse before it happens?
- What happens if we wait for it to happen and then react?
- What are some disadvantages of being reactive rather than proactive? Does anyone have any examples from their lives of a time when there was a negative consequence of being reactive instead of proactive?

Resilience

Mine Field

Instructions:

1. Ask the participants to get into pairs. Then, give each participant 1 piece of paper that they will cut into 2. On

one of the sections, ask the participants to write down an obstacle in their life, a hardship that they feel that affects them. On the other, ask participants to write down one fear in their lives, anything that scares them.

2. While the participants are writing, create a 4-meter by 4-meter field outlined by cones. This can be larger or smaller depending on the number of participants you have.
3. Once the participants finish writing, ask them to take their 2 slips of paper and crumble them up into balls. Then, all together, ask them to throw these balls into the field you made, making sure they more or less are spread out in the coned off area and not all concentrated in one spot.
4. Then, ask one partner to blindfold the other and lead her to one side of the grid. The non-blindfolded partner can stand anywhere on the outside of the grid but cannot enter it.
5. Explain that the blindfolded participant must walk through the grid, what you can call the minefield, without touching the “mines” or paper balls. Her partner can only help her by directing her as to where to walk and which way to turn.
6. If you have a large number of participants, you may do this in waves. You should not have more than 6 participants going at once in order for the blindfolded participants to actually hear their partners.
7. Once the group goes, have them switch blindfolds with their partner and then repeat the same exercise, switching roles.

8. Have a facilitator act as a referee. If a blindfolded participant touches one of the paper balls, she must return to the beginning and start over.

Discussion:

- Was it difficult to be blindfolded? How did it feel?
- How did it feel to be the non-blindfolded partner? Was it difficult to help your partner?
- Do our fears and other obstacles sometimes stop us from continuing, or being optimistic in life?
- Do you think you could have gotten to the other side alone? Do we need help sometimes?
- What happened when you hit one of the balls? Did you give up or try to get across again?
- When something happens to us that scares us or makes us sad or depressed, is it hard to focus on the rest of our life? Why?
- Is it hard to keep going after a traumatic event? What are some things we can do to cope with something that has happened in our lives?
- What role does our support network play?

Mitigating Consequences and Risks of Gender Based Violence

Breaking the Silence

*adapted from Standard Chartered Bank Goal Curriculum

Objective:

- To understand the importance of reporting or telling someone if sexual, emotional or physical abuse is happening
- To explore different ways of reporting the violence or abuse

Materials: Flip-chart paper

Playing space: Programme room and open space

Duration: 1 hour and 15 minutes

Type of activity: Role-plays

Instructions:

1. Ask the participants to get into groups of four. Each group should have a facilitator working with that group.
2. Assign each group a certain category of Gender Based Violence (sexual abuse, physical abuse or emotional/verbal abuse).
3. Each group must come up with a scene in which a woman experiences some sort of abuse or violence, either from someone in her family or a friend or someone in the street.

