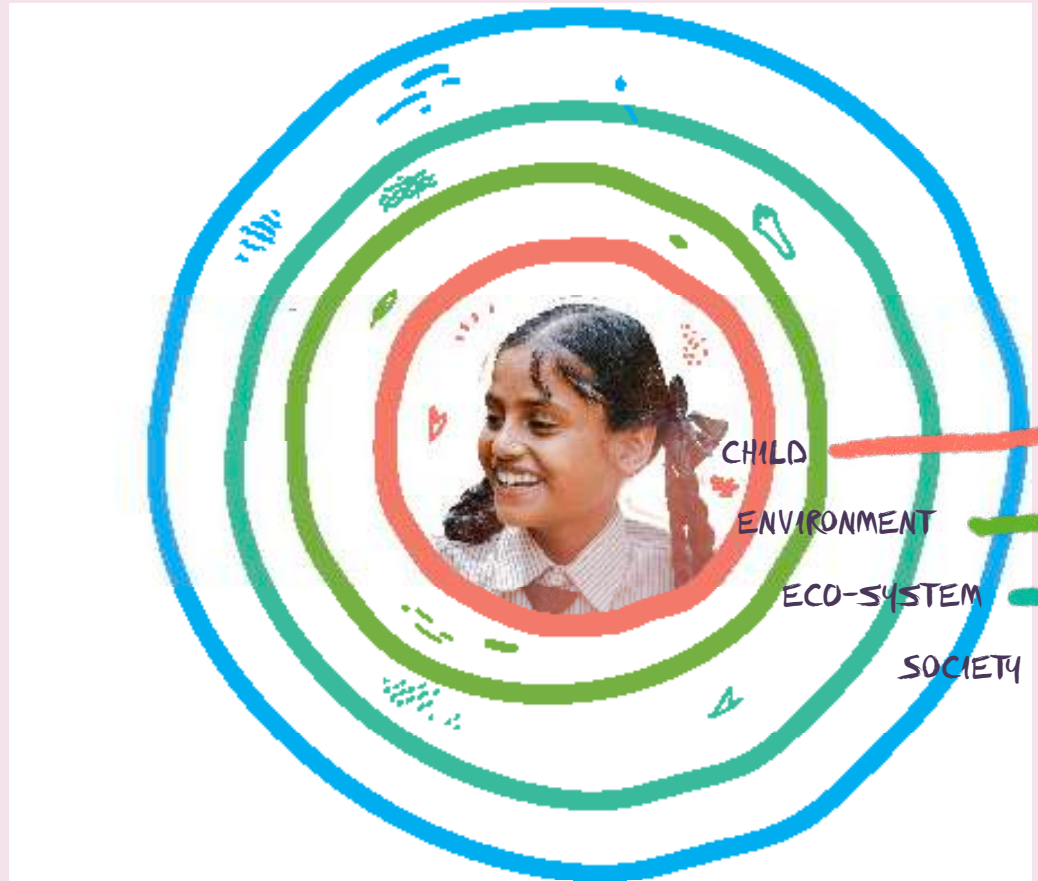


LIFE SKILLS THROUGH SPORTS

(STANDARD 6,7&8)



AFTER SCHOOL
LIFE SKILLS
PROGRAMME



Dream a Dream is a registered, charitable trust empowering children and young people from vulnerable backgrounds to overcome adversity and flourish in the 21st century using a creative life skills approach.

OUR APPROACH

At the centre of Dream a Dream's approach is the child. We believe that every child has the potential to overcome adversity and develop life skills.

Next, their closest influencers. A caring and compassionate adult. It could be a teacher, a parent, a facilitator, a mentor, or a volunteer.

Then, the ecosystem. This includes a supportive community of practitioners who are working towards education reform such as the government, policy-makers, administrators, and other such stakeholders.

And eventually, the society that the young person will inhabit.

Society

We create framework changes in society by influencing policy, changing education paradigms, and by reimagining learning and redefining the purpose of education for young people to thrive in the 21st century.

Eco-System

We invest in building evidence of the impact of our life skills programmes through quality research. The research helps us build a voice around the criticality and urgency to integrate life skills within learning outcomes. We also build a supportive community of practitioners, organisations, governments, and key stakeholders who help integrate life skills into education reform through strategic partnerships.

Environment

We enable teachers, educators, school leaders, and youth workers to empower young people with life skills through our award-winning creative life skills approach.

Child

We work directly with 10000 young people each year through our two innovation labs - After School Life Skills Programme and Career Connect Programme. In these innovation labs, new approaches to life skills development are introduced, demonstrated, documented and fed back into the larger framework to reimagine learning for young people in India.

FOCUS ON SYSTEMS

FOCUS ON YOUNG PEOPLE



Dream Life Skills through Football was developed by Dream A Dream and the Grassroot Soccer Research & Development team (grassrootsoccer.org). Grassroot Soccer (GRS) is a non-profit organization that uses the power of soccer to provide youth worldwide with the knowledge, skills, and support to live healthier lives. The GRS Research & Development team designs innovative sport-based health curriculum, training materials, and monitoring and evaluation systems to address issues like HIV prevention, psychosocial health, peace-building, gender based violence, and more. The GRS Research & Development team has developed health education interventions in over 20 countries since 2002.

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STRUCTURED VS. UNSTRUCTURED SESSIONS

1) What are “structured” and “unstructured” sessions in Dream Life Skills through Football?

Structured sessions: The Facilitator’s Guide outlines structured sessions that focus on building specific life skills. Structured sessions include clear activity steps, discussion questions, personal story instructions, and reflection circle prompts.

Unstructured sessions: Unstructured sessions are football practices that do not focus on specific life skills. This Facilitator’s Guide does not outline the steps for unstructured activities, but you should use many of the same rituals as in your structured sessions. Begin each session with Wake Up activities, conclude with a Reflection Circle, and make the most of your Caring Facilitator Time. Use kilos, refer to the Team Agreement, praise players, and utilize any tools you find useful from the structured sessions.

2) How should a facilitator balance structured and unstructured sessions?

Work with Dream Life Skills through Football staff, volunteers, and players to decide how you will integrate structured sessions into your schedule. You should complete all structured sessions at least once in a year.

3) How can a facilitator lead a Reflection circle in an unstructured session?

Praise at least one participant every Reflection circle and ask some of the following questions:

- How did today’s session make you feel?
- What did you learn in today’s session?
- What was your favourite or least favourite part of today’s session?
- Were there any conflicts in today’s session? How can the team resolve the conflict?
- Is there anything important going on in your life that you would like to share?

SESSION STRUCTURE

ACTIVITIES:

PRE-SESSION (15-30 minutes)

Arrive early to the field or school before the session to organize for the session and informally interact with players.

WAKE UP (20 minutes)

1) Team Prayer

Lead a quick prayer asking for a successful and fun session and for the safety of all players, Facilitators, and volunteers.

2) Team Check-in

Instruct players to quickly check-in with themselves and their Facilitator about their moods using several different, fun formats.

3) Revisit Team Agreement

Review the content of the Team Agreement and the team's progression. Ask facilitators, participants, and volunteers give input on where they are succeeding in the agreement and where they are falling short.

4) Warm-up

Lead a consistent series of 5 physical activities.

LIFE SKILLS (45 minutes)

- Facilitate scripted activities focused on developing healthy behaviours related to one targeted life skill.
- Note that each Life Skills activity includes activity steps, discussion questions, and a space for facilitators to prepare personal stories to share with the participants.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating "Street Football" rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 Minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

- Lead a discussion on key messages. Ask players for feedback on what they learned during the session and how they can connect lessons to real life.
- Address any conflict that occurred during the session and how the team can resolve it.
- Praise a player for at least one strength he or she demonstrated during the session.

Dreamwork

Give Dream Life Skills through Football players from Grade 9 & 10 a short activity to complete in the community.

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
 - Instruct players to lead the biggest kilo of the day!
3. Dream Cheer
 - Instruct players to choose one positive word from the session and cheer it as a team.

POST-SESSION (15-30 min)

- 1)Snack
- 2)Attendance
- 3)Caring facilitator time

Informally interact with the participants to build personal connections.

CARING FACILITATOR TIME

1. Dream Life Skills through Football Facilitators arrive at least 30 minutes before sessions begin and stay for at least 30 minutes after a session ends. Facilitators have specific tasks to complete during this time, such as organize materials, coordinate with volunteers, taking attendance, and distributing snacks.
2. Dream Life Skills through Football Facilitators also use this time as “Caring Facilitator Time.” Caring Facilitator time provides valuable opportunities to build meaningful relationships with players and to engage them in vital conversations.
3. Here are some suggestions of ways to maximize the impact of your pre- and post-session time:!
 - Engage players in one-on-one conversations. Players often feel uncomfortable sharing personal stories in the large group and will feel more comfortable in a one-on-one conversation.
 - Provide one-on-one praise. You may not always have time to praise all your players during the sessions. Use this time to give unrushed, meaningful praise. Identify strengths. Ask questions to get to know players’ abilities, interests, and goals for the future. Discussion on simple things, such as a player’s favourite football team or favourite subject in school can be very important to players when it comes from their Facilitator.
 - Support players that display behavioural problems, appear vulnerable, or show a change in behaviour. Encourage players to talk to you about anything that is troubling them. Remember, you don’t have to fix their problems, but you can listen, provide advice, and link your player to local services, if necessary.
4. Caring Facilitator Time will be the most meaningful part of the day for many players.

Facilitator’s Tip: Take this time seriously, but remember to have fun and enjoy spending time with your players!

USING THE FACILITATOR'S GUIDE

Learning to use the guide

- Make sure to read through each practice twice, a day before, so that you are properly prepared.
- Use your guide while you work with young people and look out for the different pieces of the Facilitator's Guide explained below:

Activities

1) Major steps

- Instructions you READ to yourself
- Things you SAY to the participants
- Responses you might HEAR from the participants

Review

Key messages that participants should always remember.

Categories, Prompts, Statements – these are statements that you must read aloud for the children.

Tips: Useful advice for you, the facilitator!

1) TEAMWORK

LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Describe Dream Life Skills through Football and what it means to be a team member
- Name all the rules in their Team Agreement
- Explain the importance of the Team Agreement

Materials:

- Flip chart paper (or smaller paper)
- Markers

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Team Agreement (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer

Facilitator's Tip: Religion plays an important role in the lives of Dream Life Skills through Football players, Facilitators, and volunteers. The Opening Prayer and Closing Prayer allow all team members to integrate their faith into their Dream Life Skills through Football team and feel that their religious identities are respected and encouraged.

- Instruct players of all different faiths pray to ask for safety and fun before and after all of our sessions.
- Explain that everyone should feel comfortable and safe and pray in his or her own way.

Use some of the following Team Prayer formats:

- Facilitator leads prayer.
- Player leads prayer.
- Players silently pray by themselves.
- Players form groups of 3-4 and conduct their own prayers.

Facilitator's Tip: Differences are a reason for celebration, not conflict! Many communities have players of different religions. Lead prayers in each different religion or a lead a general nondenominational prayer. Use your knowledge of your players and your community to make the Team Prayer work best for your team.

2. Team Check-In

- Explain that it's important for players to recognize their feelings before starting Dream Life Skills through Football session.
- Through a quick "check-in" activity, you should acknowledge and help players accept their feelings in healthy ways and avoid expressing their emotions through negative means such as bullying or self-destructive behaviour.
- Use some of the following Team Check-In formats **(For Additional Team Check-In questions please refer to Appendix 1. As per the activity themes, different check-in questions have been given)**

-Players say one word to describe their feelings.

-Players hold up 1 to 5 fingers, based on their mood.

-Players scream according to their mood: Loud if they are feeling good, quietly if they are feeling bad.

-Players use their thumbs like the gauge on a petrol tank to show how they are feeling.

-Players silently make a face over-exaggerating a feeling.

-Players silently act out a feeling.

-Players name a colour that represents their mood.

-Players name an animal that represents their mood.

Facilitator's Tip: Young people are very volatile, so it is completely normal for the same player to feel great one day and terrible the next. Identify any players that consistently check-in with negative feelings. Talk to these players one-on-one to provide additional support or to refer them to available services.

3. Revisit Team Agreement (Skip for session 1)

- Bring a copy of the Team Agreement signed by all team members to every Dream Life Skills through Football session so you can check-in.
- Explain that the Team Agreement serves as a contract for all Dream Life Skills through Football players, Facilitators, and volunteers to ensure everyone feels safe and supported and has fun.
- Ask players where the team has followed the Team Agreement where they have failed, and where the contract needs to be modified.

Facilitator's Tip: To build a feeling of collective responsibility, use terms such as "us", "we" and "together" and void individualistic terms such as "I", "me", "you", and "they". Emphasize that the entire team succeeds or fails as a singular unit.

4. Warm Up

- Every practice, lead players through a body and mind warm-up through a consistent set of physical exercises.
- Explain that the warm-up allows all players, regardless of strength or talent to recognize their improvement from week to week.
- Take the time in the first few sessions to thoroughly review the proper steps to each exercise. The warm-up will get easier and quicker each session. Work with players one-on-one to help them with the warm-up exercises if they have difficulty.

Facilitator's Tip: Praise progress! Recognize and acknowledge players' improvement in the warm-up as they progress through Dream Life Skills through Football.

4.1 Bounding

- Instruct participants to take a few warm-up steps and then 6-8 high bounding steps, leaping as high and far as possible.
- Have them repeat this twice.

Facilitator's Tip: This should look like elongated running, not skipping.

4.2 Side Jumps

- Participants find an object on the ground (this can be a small stick, a rock, piece of grass) and jump (with their feet together) side-to-side over the object 10 times.
- Repeat twice.

Facilitator's Tip: Increase the number of jumps as participants improve.

4.3 Circling

- Participants line up in 2 single-file lines, 5 metres apart. Spacecones every 5 yards (in front of each line). Two participants (one from each line) sprint forward to the first cone then side-shuffle in a circle, around the other player and back to their original position. Once participants are back on their line, they sprint to the next cone (5 metres away) and repeat.
- Each player goes through the line once.

Facilitator's Tip: When participants are shuffling around each other, encourage them bend their knees and stay low.

4.4 Tapioca

- Participants line up in 2 single-file lines. Facing the same direction, participants move laterally, alternating quick front and behind crossover steps for 25 metres. Focus on keeping your hips solid and stable.
- Participants do "tapioca" for 15-20 metres then turn around and do "tapioca" coming back, leading with the opposite foot.

Facilitator's Tip: Encourage participants to use their arms for more speed and power.

5 Side Planks

- Participants lie on their side. Participants lift themselves off the ground with their forearms, making a straight line from the feet to their head. Only the forearm (of one arm) and the side of one foot should be touching the ground.
- Participants hold the position for 30 seconds each side

Facilitator's Tip: For more of a challenge, instruct participants to try and lift their top leg.

TEAM AGREEMENT (45 mins)

1. Introduction to Dream Life Skills through Football

Welcome the players and get them excited about Dream Life Skills through Football.

- In Dream Life Skills through Football, we use football as a way to stay strong and learn life skills.
- Dream Life Skills through Football is different than school.
- We will have fun, talk about what is really happening in our lives, and work to find answers together.
- You are now young adults in Grades 9 and 10 and you are no longer children. Dream Life Skills through Football encourages you to become leaders on your team, in your families, and in your communities.
- You will have the opportunity to lead Dream Sport sessions with your peers and young people.

Facilitator's Tip: Encourage players that are already involved in Dream Life Skills through Football to help explain what Dream Life Skills through Football means to them.

- Introduce the Dream Life Skills through Football terms 'kilo', 'yebo', and 'sisonke-simunye'.

2. Explanation & Instructions

What does a professional football player do when s/he comes to a new team?

--> Signs a contract.

What is a contract?

--> An agreement

--> Sets clear expectations.

- You are now joining the Dream Life Skills through Football team and we will all create and sign the Dream Life Skills through Football Team Agreement. The Team Agreement is like a contract because it is a set of rules that all Facilitators, players, and volunteers agree to follow at all times in Dream Life Skills through Football.
- The Team Agreement allows everyone on the team to feel safe, comfortable, and willing to participate.

- We will revisit the Team Agreement every session to mark our progress. We are also able to change the Team Agreement at any point.
- Make a list of several rules to include in the Team Agreement. Write down 5 to 6 rules that the team agrees on.

Facilitator’s Tip: You can suggest rules, such as: No put-downs of yourself or others; participate fully; respect each other; be on time; ask lots of questions; have fun!

- Invite players, Facilitators, and volunteers to sign the Team Agreement. Explain that, if they decide to sign the Agreement and join the Dream Life Skills through Football team, they agree to follow the rules in the Team Agreement at all times.
- Invite players, Facilitators, and volunteers to sign the Team Agreement and welcome them to the Dream Life Skills through Football team!

Facilitator’s Tip: Encourage Grade 9 and 10 players to take leadership roles, such as leading warm-ups, activities, and discussions.

Facilitator’s Tip: Use the Team Agreement throughout your programme to encourage positive behaviour.

Personalize

Share a personal story about a team you have been a part of. What impact did the team have on you? How did teammates treat each other? What did you learn from your team?

Review

1. Dream Life Skills through Football is a team of young people, Facilitators, and volunteers that are dedicated to football and making a change.
2. The Dream Life Skills through Football Team Agreement is a set of rules to follow at all times in Dream Life Skills through Football.
3. All team members agree to follow the rules in the Team Agreement.

WATER BREAK (5 Minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

First ask *What Happened?*

What happened in the activity?

Who all liked it? Who did not like it?

Do you think this kind of an agreement is helpful?

So What?

How did it feel to join the Dream Life Skills through Football team?

How did the Team Agreement help our team today?

Now What?

How can the experienced Dream Sport players help the new players?

How can you share what you learn in Dream Life Skills through Football with friends and family members?

Dreamwork

- At the end of each session, I will give you a short activity to take your knowledge from Dream Life Skills through Football into the community. Try to complete each Dreamwork before the next session.
- Tell a friend or family member about your Dream Life Skills through Football team and why you have chosen to become a member.

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
 - Instruct players to lead the biggest kilo of the day
3. Dream Cheer
 - Instruct players to choose one positive word from the session and cheer it as a team.

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Informally interact with players to build personal connections.

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

2) RELATIONSHIPS & COMMUNICATION

GOALS:

By the end of the session the participants should be able to:

- Name 2 pieces of personal information about their Facilitator
- Describe why they are dedicated to Dream Life Skills through Football
- Describe 1 way that they are resilient

Materials:

- Prepared Facilitator's Story

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Team Agreement (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

FACILITATOR'S STORY (45 minutes)

1. Introduce the term "resilient"

- Bounce a football and a book on the ground and ask players to describe what happened to each object.
- Describe what it means to be “resilient”

--> Being resilient means staying strong and bouncing back/ coming back from challenges. Just like a wound heals and then the wounded area comes back to normal. Or when you fall sick for a while, and then your body returns to normal.

--> Challenges can be many in life, like losing a job, or failing in exams, having to work to support the family at a young age, financial problems etc.

--> Talk to people you trust for advice and support when you face a challenge.

--> We are going to learn ways to be resilient in Dream Life Skills through Football!

2. Tell your story

- Explain that you are now going to tell the players about the choices you have made in your own life to stay strong and why you are dedicated to Dream Life Skills through Football.

Facilitator’s Tip: Share the truth from your own experiences. Make it real. Facilitator’s Stories are often very sensitive and private so you may want to use fake names of people in your story.

- Write answers to the following questions on the next page to help guide you.

What’s your name? Where you are from?

How has football (or sport) affected your life? (Teams you support or played for, achievements in football, people you know who love or play it.)

How have you been resilient and bounced back from a challenge?

Who is a role model that has had a positive impact on your life?

How has Dream A Dream affected your life?

What excites you about your Dream Life Skills through Football team?

- Ask the players to get comfortable so that they can listen to your Facilitator’s Story for 5 minutes.
- Tell your Facilitator’s Story.

Facilitator’s Tip: Practice sharing your Facilitator’s Story before delivering it to your players. Don’t just read from the Facilitator’s Guide; make it seem natural and meaningful.

Review:

- I am a member of the Dream Life Skills through Football team and I have experienced many of the same challenges as you.
- I am dedicated to Dream Life Skills through Football and I will always be here for you.
- You can all be resilient and bounce back from challenges.

WATER BREAK (5 Minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

First ask *What Happened?*

- What was the most meaningful part of today's practice to you?
- What did you like most about this session? What didn't you like?
- Why do you think I have told you this story?

So What?

- Why are you dedicated to Dream Life Skills through Football? How has Dream Life Skills through Football impacted your life?
- How did you feel listening to my story?

Now what?

- Can you find similar challenges in your life?
- How are you resilient? How have you bounced back from challenges?
- Does anyone have questions about me or my Facilitator's Story?
- If you want to ask me more questions about my Facilitator's Story, we can talk about it any time before or after the session.

Dreamwork

Find an example of a character being "resilient" in TV, movies, or literature. (This is a character that has bounced back from a difficult situation.) How are you similar to the character? How are you different?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

3) HEALTHY RELATIONSHIPS & COMMUNICATION

GOALS:

By the end of the session the participants should be able to:

- Explain 3 benefits of communication
- Name 2 ways to talk with parents or elders
- Name 2 ways to communicate with someone of the opposite gender

Materials:

- 8-12 cones
- 1 football
- Bibs for half of your players

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Team Agreement (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

TEAM HANDBALL (45 minutes)

1. Set Up

Set up a field approximately 30 meters by 15 meters. Make two goals approximately 3 meters wide.

Facilitator's Tip: This is the same game as Team Handball in the 6,7,8 level except there is an additional step where players get in mixed-gender praise partners and praise each other at half time.

2. Explanation & Instructions

- Break players into 2 even teams and explain the rules.
- Players on the same team pass the ball to one another with their hands.
- To score, a player passes the ball to a teammate who must head the ball through the goal.
- Defensive players may not make body contact or touch the ball when it is in the hands of the attacking player.
- No goalkeepers are allowed.
- Halves are 5 minutes. Halftime is 2 minutes.
- The ball goes to the other team if:

--> The ball touches the ground.

--> The defensive team hits the ball to the ground.

--> The attacking player with the ball does not use a pivot foot.

--> The ball goes out of bounds.

- Within teams, separate players into mixed-gender pairs. Explain Praise Partners:

--> Watch your Praise Partner closely during the first half to see what they have done well and what they can improve on.

--> At halftime, you will meet with your praise partners to give each other praise and advice for the second half.

Facilitators Tip: Team Handball works best with teams of 10 players or less. If you have a bigger team, facilitate the game with half of your players while the others play football and then switch.

--> You are not allowed to communicate in the first half! You are not allowed to talk to each other, call for the ball, make noises, clap, whistle, etc.

--> Your team will lose possession if you communicate with each other.

3. Play the 1st half with no communication

- Do not give teams any time to decide on a team name or make a strategy.

Facilitator's Tip: Make sure players are not communicating. Even if they celebrate a goal, reverse the decision! Remind players to closely watch their Praise Partners.

4. Half-time

- In the second half, you are encouraged to communicate!
- Meet with your team and decide on a team name and a team celebration.
- Discuss what your team is doing well and what you need to improve.
- Decide on positions and discuss a strategy.
- Review strong communication skills:
- **Be an active listener:** Keep eye contact, nod your head, use safe body contact, give encouragement, and smile!
- **Be respectful:** Respect each other's views: Everyone has the right to their own opinion, even if you disagree with them!
- **Be an elephant:** An elephant has big ears and a small mouth. Listen more than you speak!

5. Play 2nd half with communication

Encourage players to communicate and support each other.

Discussion

- Which half was more fun? Why?
- Why is it important to communicate with people of the opposite gender?

Personalize

Share a personal story about a time you needed to communicate with someone different than you. Why did you need to communicate with them? How did you use strong communication skills?

Review

1. Communication is important in all parts of your life.
2. Use your Strong Communication skills to effectively communicate with people of the
3. It is important for boys and girls to communicate.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

What Happened?

- How many of you enjoyed the session?
- Which half was more fun? Why?
- Why was communication important in this game?
- When did you communicate with someone of the opposite gender in today's session? How did it feel?

So What?

1. Why is communication important in life?
 - How did you feel when you were not allowed to speak?
 - What were some things you wanted to say but were not allowed to?
 - Why is communication important in life?--> Communication helps you to learn things, make smart decisions, make friends, etc.
 - How is communication with friends different than communication with parents and elders?
 - Why is it important to communicate with parents and elders?--> Parents usually want to support us, but we need to let them know what is going on in our lives.
--> We can learn from parents and elders.
--> Parents and elders can also learn from us!

Now what?

- Who is one person you effectively communicate with? Who is one person you do not effectively communicate with? How can you strengthen your communication with him/her?
- What is the most important thing in your life you would like to communicate with parents or elders?
- How would you advise a younger brother or sister about communicating with a parent or elder?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

4) SELF-IMAGE

GOALS:

By the end of the session the participants should be able to:

- Describe positive self-image.
- Name 2 of their strengths.
- Name 2 people that positively affect their self-image and 2 people that negatively affect their self-image.

Materials:

- 3 signs: “Agree”, “Disagree”, “Not Sure”.
- Rolled up piece of paper to use as a “microphone”

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Team Agreement (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator’s Tip: See Session 1 for instructions!

WHERE DO I STAND? (45 minutes)

1. Explain the game:

- Today we are going to play a game to discuss self-image.
- What is self? What is image? Now put both of these together.
- Self-image is the way you see/view yourself. We all see ourselves in both positive and negative aspects. In other words, self-image results from what mental picture you have of yourself, how others see you and how you think others see you.
- Your self-image is affected by your strengths. Your strengths are anything you do well, enjoy doing, or learn quickly.
- I will read out some statements. After each statement, you will have 10 seconds to think about it. If you agree with the statement, you will stand under the “Agree” sign; If you disagree, you will stand under the “Disagree” sign; If you are not sure about it, you will stand under the “Not Sure” sign.
- There are no right or wrong answers in this game, but you will need to explain why you have made your decision. Only the person having the microphone can speak so that everyone isn’t talking at the same time.
- Make your own decision and don’t just follow your friends. You can always change your opinion during the game if you hear something that makes you change your mind.

Review the rules of Strong Communication:

- Be an active listener: Keep eye contact, nod your head, use safe body contact, give encouragement, and smile!
- Be respectful: Respect each other’s views: Everyone has the right to their own opinion, even if you disagree with them!
- Be an elephant: An elephant has big ears and a small mouth. Listen more than you speak!

2. Play for several statements

After each statement, talk to the 3 sides to understand their opinions. Try to get the participants to debate with each other. Use the follow-up questions if you have difficulty generating a discussion. Encourage participants to use the rules of Strong Communication.

Facilitator’s Tip: Praise participants for sharing their strengths. They may feel embarrassed at first, but do say that they are not being arrogant if they recognize their strengths and give themselves self-praise.

Statements

Sachin Tendulkar is better at cricket when compared with David Beckham in football.

Follow-up: *How can you compare both the sports?*

It is okay to praise yourself or say good things about yourself.

Why are some people afraid to praise themselves?

I am really good at one thing.

What is the one thing you are really good at? How does it make you feel?

Looking good is important to me.

What does "looking good," mean to you? Why is it important or not important?

It is more important to be beautiful on the inside than to be beautiful on the outside.

Follow-up: What does it mean to be beautiful on the inside?

My friends improve my self-image.

Follow-up: How can friends build your self-image? How can friends destroy self-image?

My parents have the biggest influence on my self-image.

Follow-up: How do parents positively and negatively affect self-image?

I would stand up for myself if someone was trying to bring down my selfimage.

What can you do if someone tries to hurt your self-image?

3. Identifying Strengths

Give participants 1-2 minute to think about their self-image. Instruct participants to name one of their strengths in front of the whole group.

Personalize

Tell a personal story of a time when you had a negative self-image. How did you feel? Who did you talk to? How has your self-image improved?

Review

- Everyone has strengths! Build a positive selfimage by recognizing your strengths and giving yourself praise.
- Surround yourself with supporters that recognize your strengths and help you build a positive self-image.
- Talk with your supporters when you feel down about yourself.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

What Happened?

- What happened in the game today?
- Was it easy or difficult to find positive qualities in yourself? Why?
- What did you learn from each other? What did you hear that surprised you?
- What is positive self-image? What is negative self-image?
- When can you praise yourself?

So what?

- How do you feel one’s self-image effects their actions?
- How would you describe self-image in your own words?
- How do you feel when you praise yourself?
- Who would like to share one of their strengths that they showed in today’s session?

Now what?

- Who are the people that strengthen your self-image? Who are the people that weaken your self-image?
- How does a positive self-image impact your future? How does a negative self-image impact your future?
- How will you build your and others self-image?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

5) STAY IN SCHOOL

GOALS:

By the end of the session the participants should be able to:

- Explain how not being on time and negative peer influences can negatively impact their education and lead to dropping out.
- Explain how doing homework and asking for help can help them do good in school.
- Explain 1 educational goal they have for themselves.

Materials:

- 1 “tardiness (not being on time)” card; 1 “negative peers” card; 1 “homework” card; 1 “ask for help” card.
- 14 cones.

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Score in School (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

*For same-gender groups (All boys or All girls), please refer to Appendix 2A)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator’s Tip: See Session 1 for instructions!

SCORE IN SCHOOL (45 minutes)

1. Set Up

- Set up a line of two single cones and two small goals. There should be one line for every 10-15 participants.
- Attach “tardiness (not being on time)” and “negative peers” to the single cones.
- Attach “homework” and “asking for help” to each of the small goals.

2. Explanation & Instructions

- Staying in school and doing well in school are important for young people of your age. We are going to talk about some of the things that can help you do well in school and some things that lead young people to drop out of school/leave school.
- This game is a race between the teams. You will dribble around the cones that say “tardiness” and “negative peers”. You will dribble through the goals that say “homework” and “asking for help”.
- Support your teammates while they are dribbling!

Facilitator’s Tip: Make sure participants dribble the ball through the goals AND pass their entire bodies through the goals and make them go back if they don’t!

3. Play

- Divide participants into teams of 10-15 participants.
- Play several rounds.

4. Play again with push-ups

We are going to play again, but now if you touch one of the single cones or don’t fully pass the ball or yourself through the goals, you will stop and do 3 push-ups.

Personalize

Share a personal story about succeeding in school. How were you successful in school OR how could you have been more successful? How did your decisions influence you today? What were the negative influences in your life? What were the positive influences?

Review

- Avoid negative peer influences and tardiness to be successful in school.
- Always do your homework and ask for help whenever you have difficulty in school.

- Set realistic goals for your education and work hard to achieve them.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

(Remember, these questions are just guidelines. Do not ask them as they are written here. Listen to what the youth share, and follow their lead in this conversation. Make sure your SO WHAT and NOW WHAT sections connect to what they have shared about their experience in the activity.)

First ask **What happened?**

- Was this activity easy or difficult? Why?
- How did your supporters help you succeed in today’s session?
- What was good about this activity?

So What?

- How did it feel to have your teammates supporting you? How do positive supporters help you stay in school?
- Why did you dribble around “tardiness” and “negative peers” How do these lead to dropping out of school?
- Why did you dribble through “homework” and “ask for help”? How can these help you stay in school?
- In this round, the consequence of touching a cone was pushups. What are the consequences of dropping out of school?

Now What?

- What are some other reasons young people drop out of school?
- What are some other things that can help young people stay in school?
- What is a realistic educational goal for you? How can you achieve it?
- How will you tell your brother/sister/friend about effects of dropping out of school? How many of you will?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

6) SAYING “NO”

GOALS:

By the end of the session the participants should be able to:

- Describe 1 time in their lives where they should say no to a friend.
- Describe 1 time in their lives where they should say no to an adult.
- Describe 2 benefits of assertive behaviour.

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Saying “No” Role-plays (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

*For same-gender groups (All boys or All girls), please refer to Appendix 2A)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator’s Tip: See Session 1 for instructions!

Saying “No” Role-plays (45 minutes)

1. No! Warm-up

Gather participants in a circle

- Saying “no” is an important skill and can be very difficult to do. Today we are going to perform short role-plays on saying “no” in real life situations we face in the community.
- Role-plays are short drama performances that are entertaining and educational. We are going to do several role-plays today, but first let’s practice acting.
- To make your role-plays fun and entertaining, you have to be able to communicate/express emotions. Each of you will think of an emotion. You will show your emotion to the entire group, but the only words you can say is, “no”. You can say ‘no’ in various styles, showing various emotions.
- Use verbal (talking) and non-verbal (body language) communication to express your emotion.
- You can demonstrate being angry, happy, bored, sad, lazy, sleepy, nervous, excited, surprised, enraged, thoughtful, inlove, sneaky, etc. But only by saying ‘no’

Demonstrate an example of “no” for the participants. Instruct each player to come to the middle and perform their “no!” Encourage participants to choose different emotions.

Facilitators Tip: Encourage participants to overemphasize their emotions! These should be entertaining and fun!

2. Explanation & Instructions

Review the terms “passive”, “aggressive”, and “assertive”

What does “passive” mean?

- Quiet or shy.
- Not expressing your feelings or standing up for yourself.

What does “aggressive” mean?

- Loud, threatening, or forceful.
- Expressing your feelings through arguing, shouting, or making threats.

What does “assertive” mean?

- Confident, clear, and respectful of others.
- Expressing your feelings clearly without arguing, with being calm.

I will assign each group a real-life situation where you need to say “no”. You will prepare a short role-play about how to assertively say “no”.

Demonstrate how the characters are feeling and the consequences of their actions.

Put participants in groups of 5-7.

- Assign each member of the group a role and practice your role-play.
- All participants must be involved in the role-play. You can also have a narrator that tells the audience what is happening.

Facilitator’s Tip: Review some role-play tips:

- Speak in a loud, clear voice and always face the audience.

- Make your role-play entertaining! Use emotions! Be dramatic! Be funny!
- Use your local language and terms. Speak the way you would when you are with your friends.
- You cannot act out violence.

Assign one situation to each group.

Situations

A boy is pressuring his friend to steal from a local shop.

A Facilitator is pressuring one of his participants to injure a player on the opposing team.

A group of boys are pressuring one of their friends to fight.

A group of girls are forcing one of their friends to get a boyfriend.

A friend is trying to give you a gift that was stolen from someone else.

A parent is forcing their daughter to drop out of school so she can work and bring money to the family.

Check-in with each group. Make sure all participants are involved and that groups are well prepared to perform.

3. Drama Performances

- Invite at least three groups to perform their role-plays in front of the entire team.
- After each performance, ask some of the following questions to the entire team:
 - > What were the characters feeling?
 - > Why is it important to say 'no' in this situation?
 - > Did the character react assertively? How can you tell?
 - > What would you do in this situation?

Personalize

Tell players about a respectful relationship you have seen between a man and a woman. What specifically do they do that makes them communicate well? What are some challenges they face? How does a respectful relationship impact their lives?

Review

- You have the right to say no to your peers and adults. **WATER BREAK** (5 minutes)

- Saying no is an important skill to stay strong.
- Be assertive when saying no.

- **WATER BREAK** (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

What Happened?

- What happened in this activity?
- Did you find it easy/difficult to say ‘no’?
- What can you do if you’re not sure whether you should say yes or no? What are some ways you can be assertive in saying no?

--> Take a deep breath before speaking.

--> Clearly state your decision and give a reason why.

--> Speak in a loud, clear voice, but avoid shouting or using insults.

So What?

- Why can it be difficult to say no to a friend?
- Why can it be difficult to say no to an adult?
- Why can it be difficult to say no to a group of people?
- What can make it easier to say no?

--> Remember your values and be true to yourself and who you want to be.

--> Talk to a supporter.

- What can happen if you are passive or aggressive when saying no?

Now What?

- What are some real life situations where you need to say no?
- How would you teach a younger brother or sister to say no?
- What are some examples of time you need to say no in life?

- How many of you will support others in saying no?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

7) HEALTHY RELATIONSHIPS

GOALS:

By the end of the session the participants should be able to:

- Describe 2 healthy behaviours in relationships
- Identify 2 unhealthy behaviors to avoid in relationships.

Materials:

- 1 football
- Healthy and Unhealthy cards

Field:

Set up the Healthy & Unhealthy Relationships activity cards

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Healthy and Unhealthy Relationships (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

1. Healthy & Unhealthy Relationships (45 minutes)

Explain to participants that in this game they will have to identify whether or not some relationship situations are healthy or unhealthy.

- In this game, I will read out a relationship situation and you must choose a side to stand on: is the relationship described “Healthy” or is it “Unhealthy”?
- After each relationship situation is read out, you must choose one side of the room and then discuss your opinion with the other participants.

Allow time for discussion. If participants cannot agree, remind them of the qualities of a healthy relationship (respect, care, responsibility, honesty). Ask them if the situation shows these qualities.

Relationship Situations

You never disagree with the other person.

You always tell the other person when you are upset with them.

You respect the other person, but they make you feel nervous.

You feel comfortable saying anything around the other person.

You will do anything for the other person.

You share all the same opinions as the other person.

You often disagree with the other person.

One person usually makes decisions for both of you.

You like spending time without the other person.

Personalize

Share a quick personal story about recognizing an unhealthy relationship and how you changed it:

Can anyone share a time that someone they knew recognized that a relationship was unhealthy and was able to make their move to change it?

Review

- Healthy relationships are based on communication and mutual respect.
- You can end any relationship you feel is unhealthy.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

What Happened?

- How many of you liked this activity and found it helpful?
- Does anyone have a story about a healthy relationship they have?
- Does anyone have a story about an unhealthy relationship they have seen?
- Is it OK to disagree with adults?

Yes! You can disagree with someone respectfully.

So What?

- How do you feel when you disagree with the other person when they are wrong?
- How do you feel when you see some else in an unhealthy relationship?
- Why do you think some people stay in unhealthy relationships?
- How can friends and family help people in unhealthy relationships?

Now What?

- Would your responses change if the situations above were all about relationships with adults?
- Can you have a healthy relationship with an adult if you are afraid of them? Why?
--> Fear is not part of any healthy relationship.
- What can you do if you or one of your friends is stuck in a bad relationship with a parent or adult?
--> Tell your Facilitator.
--> Tell a trustworthy adult.
- How can you save someone from an unhealthy relationship in you community?
- Whatever you learnt today, how will you teach your friends, brothers and sisters?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

8) ROAD SAFETY

GOALS:

By the end of the session the participants should be able to:

- Explain 2 ways they can stay safe on a bicycle
- Explain 2 ways they can stay safe when walking on the street.
- Explain 1 way to protect younger brothers and sisters from traffic accidents.

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Frogs, Cars & Bikes (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Frogs, Cars & Bikes (45 minutes)

1. Set up
 - Set up two lines of cones approximately 3 metres apart.
 - 6-10 participants stand at a cone facing each other. Give a ball to 1 player in each pair. These are the "cars".

- The remaining participants to line up at one end of the field. These are the “frogs”.

Facilitator’s Tip: This is the same game as Frogs & Cars from the grade 4 & 5 except now you are introducing bicycles in the second round!

2. Play Round 1 with Frogs & Cars

The field represents a street in your community with lots of traffic. The frogs are trying to cross the street without getting hit by a car.

Cars: The “cars” throw the ball to each other and try to hit the “frogs” with the ball. For safety, “cars” use two hands to throw the ball from between their legs. The car cannot hold the ball higher than waste-height. Cars cannot hold the ball for more than 2 seconds without throwing it. Each time the “cars” throw the ball, make a car sound!

Frogs: The frogs hop through the field and try to avoid getting hit by the balls. Frogs squat with their hands to the ground and fully extend their legs. A frog is eliminated if a car hits her or him. Frogs make a “ribbit” sound every time they hop!

- We will play 2 rounds.
- Play Round 1. Allow each player to be a “frog”.

3. Play Round 2 with People, Cars, and Bicycles

- Divide the frogs into pairs and instruct them to hold hands.
- Explain the instructions for the second round:
 - > In this round, you are young people trying to cross a busy road in your community.
 - > You have to shuffle your feet as you walk (your feet cannot leave the ground)
 - > Remember to “stop-look-listen” as you cross each road.
- Select 4-5 pairs of player to be “bicycles”. Instruct one player from each pair to get on the back of their partner. This player moves his/her feet as if riding a bicycle.
 - > Bicycles: Bicycles cross on the left side of the field. Select one noise (such as an animal noise or a whistle) to make before you cross the street. Make this noise whenever you cross to get the attention of the cars.
- Play Round 2. Allow every player to be a “bicycle”.

Discussion

On which side of the road should you ride your bicycle? Why?

- Always ride your bicycle on the left side of the road WITH traffic.
- Ride on the left because it is easier for cars to avoid bicycles if they are traveling in the same direction.
- Bicycles should follow all automobile laws!

Why did the bicycles make a noise while crossing the road?

- It is important for motorists to be aware of cyclists.

There are two important rules to staying safe while cycling:

BE SEEN! and BE HEARD! What do these mean to you?

- Be Seen: Wear light colored clothes so you can easily be seen early or late in the day. Attach reflectors to your bike, if possible and avoid cycling at night. Make eye contact with motorists so you are sure they see you.
- Be Heard! Talk to motorists in cars and autorickshaws. Yell or make a noise to make sure they know you are there!

What should you do if you ever feel uncomfortable cycling?

- Stop and walk your bicycle.

Personalize

Share a personal story about road safety, either walking, cycling, or on a motorcycle. You can share a story about someone you know that has been injured in the road or how you personally stay on the road.

Review

- You can control whether or not you avoid traffic accidents.
- Always ride your bicycle on the left side of the road WITH traffic.
- BE SEEN and BE HEARD at all times when you riding a bicycle.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating "Street Football" rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

What Happened?

Did you learn something about road safety from today's activity?

How can you stay safe while crossing the street?

- Stop, look, and listen before crossing.
- Look right-left-right before crossing.
- Use zebra stripes, footbridges, and traffic lights to help you cross

So What?

- Do you feel it is important to learn about road safety? Why?
- What's the most important thing you learned about road safety today? How will you use this to stay safe?
- Who can you teach about road safety?

Now What?

- What is a dangerous road or intersection in your community? Why is it so dangerous? How can you bicycle safely on this road?
- How can you help keep younger brothers and sisters from getting in traffic accidents?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

9) CONDOMS

GOALS:

By the end of the session the participants should be able to:

- Describe 1 benefit of using condoms.
- Describe the benefits of keeping to just 1 partner.
- Name 1 way they will protect themselves from HIV.

Materials:

- 3 footballs
- 3 cones
- 1 set of cards:
 - > "One partner"
 - > "Many partners"
 - > "Condom"
 - > "No Condom"

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Cover & Keep to 1 (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Cover & Keep to 1 (45 minutes)

Discussion

- Bring participants into a strong circle. Inform participants that you will be talking about HIV and sex and that it is okay if they feel uncomfortable. Try to make them feel comfortable and safe.
- Remind participants that the safest way to avoid HIV is to not refrain/stop oneself from having sex. This game is about ways to protect yourself if you choose to have sex.

What are some ways to protect yourself from HIV?

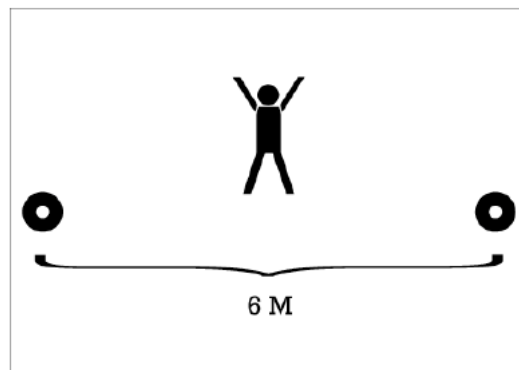
--> Refrain from sex, using condoms, and having one uninfected faithful partner.

What does it mean to use condoms correctly and consistently?

--> Properly using a condom EVERY time you have sex.

Facilitator's Tip: Be honest about what you know and what you don't know about HIV and condoms. Talk to someone from Dream A Dream if you have any questions.

1. 2 partners, unprotected sex



- Explain that in this game the participants will be competing in a penalty shoot-out.
- Form two equal teams and instruct each team to pick a team name, a goalkeeper, and the order of penalty shooters.
- Place the "many partners" and "no condom" signs on or near the goal.
- Explain and demonstrate the rules:

--> The goalkeeper represents someone having unprotected sex who is trying to avoid getting HIV.

--> Each shooter represents a sexual partner who might have HIV.

--> Each goal represents an HIV infection.

--> The shooter may not walk up to the ball to shoot. He must be standing still, place his foot next to the ball, and shoot.

--> The shooter must shoot the ball on the ground.

--> The goalkeeper cannot move forward until the ball is kicked.

- Play the first round so the first 2 shooters of each team shoot against a goalkeeper on the other team at the same time!

- Let the teams switch, and allow 2 shooters to shoot at the same time against the other team's goalkeeper.

Discussion

- Was it easy to score a goal?
- Why is it easy to get HIV if you are having unprotected sex with more than 1 person?

2. One partner, unprotected sex

- Explain:

In this round, we will remove one shooter. This represents the goalkeeper staying faithful to just one partner but still not using condoms.

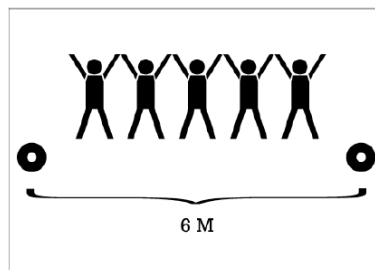
- Place the “one partner” and “no condom” signs on or near the goal.
- Allow each team to take 2 shots on the opposing goalkeeper but one at a time.

Discussion

- Was it harder or easier to score this time? Why?
- Will staying faithful to one person protect you 100% from HIV?

No, it's still possible to get HIV, but it is much safer than having many partners.

3. Using condoms



- Explain:

In this round the goalkeeper's team can play with 5 goalies. This represents correct condom use every time when having sex.

- Using condoms correctly and consistently can protect men from getting HIV by up to 90%.
- Place the “one partner” and “condom” signs on or near the goal.
- Allow each team to take 3 shots on the opposing goalkeeper.

Discussion

- Was it harder or easier to score this time? Why?
- Will using condoms protect you 100% from HIV?

--> No, condoms are not 100% safe, but it is much safer to have sex with a condom than without one.

- Does anyone have any questions about condoms?

Discussion

- Was it harder or easier to score this time? Why?
- What does this tell you about life?

If you choose to have sex, being faithful to one partner and using condoms correctly can protect you from HIV.

Personalize

Share a personal story about avoiding HIV. What sexual pressures did you face in Grade 6,7, or 8? How have you or someone you know avoided HIV by abstaining from sex, using condoms, or being faithful to one partner?

Review

- Staying faithful to just one partner decreases your chance of contracting HIV.
- Using condoms correctly every time during sex reduces HIV transmission by up to 90%.
- If you choose to have sex using condoms will help you avoid HIV and unplanned pregnancy.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

1. Attendance
2. Caring Facilitator time

REFLECTION CIRCLE (20 minutes)

- What are the advantages of using condoms?
- Where can you get condoms in your community?
- Who can you go to with questions about sex?
- Does anyone have any questions about condoms, or sex?

Dreamwork

Have a conversation with a parent about one thing that is going on in your life. You can talk about a class in school, an upcoming football match, a TV programme you like, etc. Remember to use your Strong Communication Skills.

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

10) HIV & AIDS

GOALS:

By the end of the session the participants should be able to:

- Name 2 facts about HIV and AIDS.
- Name 2 myths about HIV and AIDS.
- Name the 4 fluids that can spread HIV

Materials:

1 FACT/NONSENSE card for every 5-7 participants

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Fact/Nonsense (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Fact/Nonsense (45 minutes)

1. Set up the game

- Divide participants into teams of 5-7.
- Instruct each team to select a team name and a team captain.

Facilitator's Tip: If there is only 1 girl in a group she should be the team captain. If there is only 1 boy in a group he should be the team captain.

- Give out a FACT/NONSENSE card to each team captain.
- Explain and demonstrate the rules:
 - > I am going to read a statement and you will have 30 seconds to discuss the statement with your team.
 - > Everyone on your team needs to participate to decide if the statement is FACT (true) or NONSENSE (false).
 - > When I say, "1-2-3, cards up!" the team captain will raise the card to show either FACT or NONSENSE.
 - > I will check with 1 or 2 teams to explain and understand their answers before I read the correct answer.
- After reading the answer, I will ask a discussion question. This question doesn't have a right or wrong answer. Think about the way people act in real life.

2. Fact/Nonsense Statements

- Play the game using each of the following statements.
India hosted the 2010 FIFA Football World Cup.

--> NONSENSE

--> Explain: South Africa hosted the 2010 FIFA Football World Cup. India hosted the 2011 Cricket World Cup.

- You can get HIV by sharing food with someone who has HIV.

--> NONSENSE

Facilitator's Tip: To make the explanation more interactive, ask a number of very quick questions to cover the content.

--> Explain: You cannot get HIV from sharing food with someone who has HIV, kissing someone with HIV, or through mosquitoes. There are 4 body fluids that can spread HIV: Blood, semen, vaginal fluid, and breast milk.

Facilitator's Tip: Allow for discussions to continue for as long as you think they are helpful for the participants. However, always keep track of time and plan accordingly.

- The safest way to avoid HIV is to refrain from or avoid having sex.

--> FACT

--> Explain: To abstain from sex means to not have sex at all. The most common way HIV is spread in India is through unprotected sex, so the safest way is to abstain totally from sex.

- Condoms can help protect you from HIV.

--> FACT

--> Explain: The safest way to avoid HIV is to refrain/avoid. If you choose to have sex, condoms are very effective in protecting you from HIV but you must use them correctly, every time you have sex.

- The older your sexual partner, the less likely you are to get HIV.
--> NONSENSE
--> Explain: People just 5 years older than you are much more likely to have HIV than people your own age because they are likely to have had more partners in their lives. This is especially important for girls your age who tend to have older male sexual partners. This puts them at a high risk of getting HIV.
- You are more likely to get HIV if you already have an STD.
--> FACT
--> Explain: An 'STD' is a sexually transmitted disease, which is an illness you can get through sex. STDs often cause wounds on the genitals, which can make it easier for HIV to enter the body. STDs can often be cured or controlled if you see a health care worker immediately.
- Count the points for each team. Congratulate the winning team and everyone for participating.

Discussion

Does anyone have any questions about HIV?

Facilitator's Tip: Encourage participants to ask you any questions personally before or after the session if they don't feel comfortable asking in front of the whole group.

Personalize

Share a personal story about a false statement you have heard about HIV. Why is it untrue? Why are such myths dangerous? How did you find out the truth?

Review

- The most common way HIV is spread in India is through unprotected sex.
- HIV can be spread through blood, semen, breast milk, and vaginal fluid.
- You can protect yourself from HIV by avoiding sex, having one mutually faithful partner, and using condoms.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating "Street Football" rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

First ask What Happened?

- Was this activity informative?
- How many of you found the discussion interesting? Why/Why not?

So What?

- Why is it difficult for some people to talk about HIV? Why is it important to talk about HIV?
- Why do people put themselves at risk of getting HIV?
- Do you feel the way people with HIV are treated in our communities, is right? Why/Why not?

Now What?

- How will you protect yourself from HIV?
- What is the most important information for people your age to know about HIV? Who can you teach this information to?
- How do you intend to use this knowledge you gained today and help your community?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

11) HEALTHY DIET

GOALS:

By the end of the session the participants should be able to:

- Name 3 healthy foods.
- Name 2 unhealthy foods.
- Describe 2 health risks that can be avoided by eating a balanced diet.

Materials:

- 3 footballs
- 3 sets of “healthy food” cards (4 cards in each set)

--> Green: mango, banana, carrot, brinjals, greens, cabbage

--> White: rice, dosa, potatoes, bread, idli

--> Brown: Chicken, dal, eggs, beans, mutton, fish

--> Red: Chips, sweets, chocolates, soft drinks

Facilitator’s Tip: Write these on coloured paper if you have it. You can also just use coloured markers.

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Fast Food (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Fast Food (45 minutes)

1. Set Up

Set up the same field used for Risk Field.

Facilitator's Tip: Set up the same field you have used in Risk Field.

2. Explanation & Instructions

- We are going to play a game about healthy eating habits.
- This game is similar to 'Risk Field'. It is a race between the 3 teams.
- Each player will dribble the ball between all 4 cones and pass the ball to the next player on your team.
- After you have passed the ball to your teammate, run to the end of the line and sit
- The first team with all members sitting is the winning team.
- Support your teammates by clapping, calling their names, and cheering. Do not discourage the other team.
- Before you start dribbling, I will give some of you a card. The words on the cards are not important for this round, just the color is important. You will have to do different things/actions depending on the color of the card:

Green, white, or brown: Dribble through the cones with both feet.

Red: Dribble through the cones with your eyes closed and a team mate helping you.

- Give the cards out. Make sure each team gets one red card.

3. First round

Play the first round.

Discussion

What do the green cards say? What do these things have in common?

- Mango, banana, carrot, brinjals, greens, cabbage
- They are fruits and vegetables.

What do the white cards say? What do these things have in common?

- Rice, dosa, potatoes, bread, idli
- They are starches.

What do the brown cards say? What do these things have in common?

- Chicken, dahl, eggs, beans, mutton, fish
- They are meat or protein.

What do the red cards say? What do these things have in common?

- Chips, sweets, chocolates, soft drinks
- They are foods that contain lots of sugar, oil, or fat.
- They are unhealthy foods.

4. Play the 2nd Round

Play again, but let the teams choose who gets the red card.

5. Demonstrate a Balanced Diet

Instruct participants to all put their cards in a circle on the ground.

Explain that this represents a “balanced diet”.

Facilitator’s Tip: An easy way to tell if you’re eating a balanced diet is if your meals generally contain many different colours.

Personalize

Share a personal story about eating a balanced diet. What are some affordable healthy foods? How can a young person have an impact on their diet? What are some challenges to eating a balanced diet?

Review

- Eating a balanced diet can help you avoid health problems like obesity, diabetes, and heart disease.
- A balanced diet contains many vegetables and fruit and few unhealthy foods.
- A balanced diet generally contains food of many different colours.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

What Happened?

- What happened in the game today? How did the cards affect your game?
 - Do you think this game helped you learn about balanced diets?
 - How did your diet help you or hurt you in today's session?
 - What is a balanced diet?
- > A diet that contains different types of foods and foods of different colors.
- > A diet that contains many vegetables and fruits and few unhealthy foods.
- In this game, the red cards made the game difficult. How can unhealthy foods make life difficult? Too many unhealthy foods can make you tired, inattentive in school, and lead to serious health problems.

So What?

- Do you feel a diet which is not balanced, is unhealthy for you? How? Does it lead to health problems?
 - What is obesity? Why is it dangerous?
- > Obesity means more than 30% of your body is fat.
- > Obesity can lead to serious health problems like diabetes and heart disease.
- What is diabetes? Why is it dangerous?
- > Diabetes is a disease of the blood. Some people are born with diabetes and some people develop it because of poor diet and lack of exercise.
- > Diabetes can kill you! Diabetes is also easily preventable through a balanced diet and exercise.
- Why do people eat unhealthy diets?

Now What?

- Can people your age impact their diets?
- What is one change you can make to improve your diet?
- How would you talk to a parent or guardian about eating a balanced diet?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

12) AVOIDING VIOLENCE

GOALS:

By the end of the session the participants should be able to:

- Name 2 potential sources of violence in their lives
- Name 3 ways they will stand up to violence
- Name 1 supporter that can help them avoid violence

Materials:

- 3-4 footballs

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Keep Your Cool!
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Keep Your Cool! (45 minutes)

1. Play with Instigators/Troublemakers

- Instruct participants to stand in a circle about 5 meters wide.
- Ask for two participants to volunteer to stay in the middle of the circle and lock their arms behind them.
- Ask participants on the outside of the circle to name some people in their lives that can force them to use violence (friends, neighbors, family members, teammates, religious or political leaders, etc.). Explain that participants on the outside of the circle will represent “instigators” or people in their lives that can force them to use violence.
- Demonstrate how to throw the ball from between their legs with 2 hands to hit the volunteers softly below the waist, or to pass to another player.
- Explain the rules:
 - > The participants in the middle are trying to avoid violence and the Instigators will try to make them become violent. Getting hit with the ball 5 times represents becoming violent.
 - > The participants in the middle can only jump straight up and not side-to-side. If they move side-to-side or unlock arms, it counts as a hit.
- Play for 1 minute or until the volunteers get hit 5 times.

Discussion

- Was it easy to hit the participants in the middle? Why?
- Why do people become violent?
 - > They act on emotion and without thinking.
 - > They feel disrespected or insulted.
- What do Instigators do to make people violent?
 - > Insults, threats, laughing, stealing or damaging property, etc.
- What are the consequences of violence?
 - > Injury, retaliation, putting your family at risk, incarceration, damaging your reputation, etc.

2. Play adding Strong Communication

Using strong communication can help you avoid violence. Does anyone remember the Strong Communication Skills?

Be an active listener: Keep eye contact, nod your head, use safe body contact, give encouragement, and smile!

Be respectful: Respect each other's views: Everyone has the right to their own opinion, even if you disagree with them!

Be an elephant: An elephant has big ears and a small mouth. Listen more than you speak!

We are going to play again, except this time, one player will represent “Strong Communication”. This player will act as a goalkeeper to defend the Grade 7s from the Instigators.

- Play for 1 minute or until the Grade 7s gets hit 5 times.

Facilitator's Tip: Add another ball if it is too easy for Strong Communication to protect the Grade 7.

3. Play adding a supporter

Explain that another way to avoid violence is to talk to a strong supporter. Invite one player to represent a supporter who will also defend the Grade 7s. The Grade 7s now have 2 goalkeepers defending them from violence.

Play for 1 minute or until the Grade 7s gets hit 5 times. Play several rounds, giving different participants the opportunity to be Grade 7s, Strong Communication, and Supporters.

Discussion

- Was it easy or difficult to hit the Grade 7s when they were using strong communication AND had a strong supporter?
- How can a strong supporter help you avoid violence?
--> You can express your feelings and anger in a safe way.
--> A supporter will give you advice on other ways to solve your problem.

Personalize

Share a personal story about a time you have avoided violence. Who pressured you to be violent? How did you feel? How did you use strong communication? Did a supporter help you at all?

Review

- Violence has serious consequences that can affect your health and future.
- Use your Strong Communication skills when you experience pressure to use violence.
- Talk to a supporter you trust to help you avoid violence.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

- What places in your community do you feel put you at risk of violence? What can you do to avoid violence in these places?
- Why do people still insist on using violence, when they see that it only creates more trouble?
- What should you do when you see someone using violence?
- What would you tell a friend who is very upset and is at risk of becoming violent?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

13) DEALING WITH PRESSURE

GOALS:

By the end of the session the participants should be able to:

- Name 1 pressure they have stood up to, 1 pressure they are experiencing now, and 1 pressure they will face in the future
- Describe 2 ways to stand up to peer pressure

Materials:

A pole, broom, or stick about 2 metres long with a sign that says "PRESSURE".

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Pressure Limbo (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Pressure Limbo (45 minutes)

1. Play representing pressures in Grade 4



Pressure Limbo set up

- Instruct 2 participants to hold the pole about head-high.
- Instruct the other participants to stand in a line in front of the pole.
- Explain and demonstrate the rules:

--> You will “limbo” under the pole. Bend back and walk forward.
--> If you touch the pole, fall, or bend to the side you will be eliminated.
--> If you are eliminated, you can always rejoin the game in the next round.
--> We will play several rounds.

- Show the participants that the pole says “Pressure”:

--> What does “pressure” mean?

Pressure is the use of force to influence someone’s decision.

--> We are going to pretend that if you cannot “limbo” under the pole you weren’t able to stand up to pressure.

--> For this round we are going to pretend that we are all in Grade 4.

--> Let’s see how hard it is to avoid pressure!

- Play the game. As you do so, sing a song to keep it fun for the participants.

Facilitator’s Tip: ALL participants should be able to limbo underneath the pole in this round. Make sure the game gets harder each round.

Discussion

- Who was able to avoid pressure in Grade 4?
- What types of pressure did you experience in Grade 4?

Pressure to use foul language, make fun of others, fight, etc.

2. Play representing pressures in Grade 6

- Ask new participants to hold the pole and explain the rules for Round 2:
--> We are going to play the game again, but now we are going to pretend we are all in Grade 6.
- Lower the pole slightly and play Round 2. Instruct participants who can't limbo under the pole to stand to one side.

Facilitator's Tip: MOST participants should be able to limbo underneath the pole in this round.

Discussion

- What types of pressure do we experience in Grade 6?
--> Pressure to fight, be disrespectful, etc.
- Where does the pressure come from in Grade 6?
- What can you do if a friend is pressuring you to do something you don't want to do?
--> Ask them to stop pressuring you.
--> If they don't, stop, you can make new friends!
- Why did the pressure increase in Grade 6?
--> Pressure increases, as we get older.
--> The consequences of giving into pressure are more serious.

4. Play Representing pressure in Grade 8

Ask new participants to hold the pole and explain the rules for Round 3:

We are going to play the game again, but this time we are going to pretend we are all in Grade 8.

- Lower the pole to about chest-height so it is difficult to limbo underneath. Play Round 3.

Discussion

- What types of pressure do we experience in Grade 8?
--> Pressure to do well in school, have sex, drink or use drugs, etc.
- Where does the pressure come from in Grade 8?
- How can you stand up to these pressures?

5. Play representing pressure in Grade 10

- Ask new participants to hold the pole and explain the rules for Round 4:
We are going to play the game again, but this time we are going to pretend we are all in Grade 10.
- Lower the pole to about waist-high so it is very difficult to limbo underneath. Play Round 4.

Facilitator's Tip: It should be very difficult to limbo underneath the pole.

Discussion

- What types of pressure will we experience in Grade 10?
--> Pressure to go to university, get a job, get married, etc.
- Where does the pressure come from in Grade 10?
- How can you stand up to these pressures?

Personalize

Share a personal story about a pressure you faced in Grade 6, 7, or 8. How did you deal with the pressure? How did that impact your future? Did anyone help you deal with the pressure?

Review

- You are becoming adults and you will experience a lot of pressure in your lives.
- You can stand up to pressure.
- Surround yourself with people that don't pressure you to take dangerous or unhealthy risks.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating "Street Football" rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

- Did you experience any pressure in today's session?
- Can anyone share a story of a time they stood up to pressure?
- What is positive pressure?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

14) CLEAN PERSONAL SPACE

GOALS:

By the end of the session the participants should be able to:

- Name 3 personal spaces that are important to keep clean
- Describe 3 benefits of clean personal space
- Describe 1 way they can improve cleanliness in their lives

Materials:

- 4 Cones
- 3-10 Footballs
- 10-15 objects (bibs, tennis balls, socks, etc)
- Stop Watch (optional)

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Round-Up (45 minutes)
- Juggling My Life (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Round-Up (45 minutes)

1. Set Up

- You will use the whole field (as big a space as you can) for this game. Set up a small goal about 3-4 meters wide at one end of the field.
- Set up a square (5 meters x 5 meters) in the middle of the field.
- Spread the footballs and other items around the field. Use the whole field!
- Divide participants into 2-3 equal teams

2. Explanation & Instructions

- Round-Up is a race between the teams.
- The object of this game is to collect all the items and put them in the goal as fast as possible.
- Objects must be neatly stacked in the goal.
- You can only carry one object at a time and you must dribble the footballs with your feet, while carrying the object to the goal.
- See how quickly you and your teammates can round them up and score them in that goal. I will be timing each team to see who is the fastest.

3. Play

- Give teams 1 minute to make a strategy before they start.
- Play for each team, recording their times.

Facilitator's Tip: Make sure all items are neatly stacked in the goal before you stop timing.

- Announce the winning team and their time.

Discussion

- Was it difficult to clean up all of the items on the field?
- What are some places in your life you need to keep clean?
--> Home, room, school, etc.
- Why is it important to keep your personal spaces clean?
--> To stay organized and responsible.
--> To be respectful to others that you share space with.

4. Play with clean personal space

We are going to play again, but this time, we are going to pretend the field is your home and you need to clean your home as fast as possible.

Give teams 1 minute to make a strategy and play again.

Discussion

- What can you do to keep your room or home clean and organized?

- Why is it important to keep your body clean?

A clean, neat appearance can help build self-esteem and earn respect from others.

- How can you keep your body clean?

--> Bathe regularly and brush teeth daily.

--> Always wear clean underwear and socks.

--> Always wear shoes when you leave your house.

Personalize

Share a personal story about keeping your personal spaces clean. What do you do every day? How does keeping your personal spaces clean help you in your life?

Review

- It is important to keep your personal spaces clean and organized.
- Take pride in the cleanliness of your room, home, school, sports field, and yourself.
- Keep your body clean by bathing, brushing your teeth, wearing clean underwear and socks, and wearing shoes.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

- Which personal space is the most important to you to keep clean?
- Does anyone have advice for the group about keeping clean personal spaces?
- How would you describe the importance of cleanliness to a younger brother or sister?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

15) PEER PRESSURE

GOALS:

By the end of the session the participants should be able to:

- Describe how peer pressure affects one's decision to drink alcohol.
- Explain how drinking alcohol puts you at risk for getting or spreading HIV.

Materials:

- Risk Field cards
- Whistle
- 8 Cones
- Fact/Nonsense cards

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Danger Tag (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Danger Tag (45 minutes)

1. Introduce Danger Tag

- Ask participants:
 - > Is drinking alcohol a choice?
 - > Why do people choose to drink alcohol?
 - > How do peers and other people affect this decision?
- Explain that in this game we are going to look at how peer pressure affects people's decision to drink or not to drink.
- Ask for 2 volunteers and explain that these participants represent those who force their friends to drink.

2. Explain the rules of the game

- The 2 volunteers (representing those who force others to drink) will attempt to tag the other participants.
- The other participants will attempt to escape from them.
- No one is allowed to leave the circle.
- Once a player has been tagged, they will hold hands with the person who tagged them, creating a chain of 2. They are not allowed to let go of each other's hands.
- This "chain" will then work together to tag others. As they do so, the participants they tag will join the chain and the chain will get bigger.
- Ask for 3 volunteers to join you on the side, and explain that they will not play the first round, but will be very important in the second round of the game.

3. Play the 1st round and discuss

- Once the chain has reached 6 participants, stop the game. Make sure that there are at least 4 or 5 participants who are not in a chain. (Those who have not been tagged.)
- Ask participants:
 - > Why did it get more and more difficult to avoid the chain?
 - > Why does it become more difficult to say no to drugs and alcohol when many people around you are using them?
 - > How do people put pressure on you to drink or take drugs?
 - > Why do some people feel like they have to drink or take drugs?

The pressure to drink or do drugs increases as more people you hang out with start to drink or do drugs.

- What are some ways we can avoid or resist the pressure to drink and take drugs?
- How can you support others in their choice not to drink or do drugs?

4. Introduce consequences of drinking or taking drugs

- Explain that we are going to continue the game but this time we are going to change it a little bit.
- Ask participants to think about the negative actions they may be more likely to engage in while drunk.
 - What are some harmful things that we are at risk for while drunk?
 - > Unprotected sex
 - > Violence
 - > Committing crimes

- As they list them off, identify the participants who did not participate in the first round as each representing one of these risks.
- Explain and demonstrate the rules for round 2:
 - > The participants representing the risks will now try to tag as many people as possible.
 - > The other participants, including the chains of participants who represent those who are drinking and taking drugs, will try to get away.
 - > No one is allowed to leave the circle.
 - > The chains of participants are not allowed to let go of each other's hands.
 - > If one person in a chain gets tagged, it counts as all them getting tagged.
 - > We are going to see how many participants the risks can tag.

4. Play round 2 and discuss

Play the game for as long as it takes for each chain to be tagged.

Ask participants:

- Why was it difficult to avoid the risks if you were in a big group?
- Why is it so difficult to avoid these harmful behaviours if you have been drinking or taking drugs?
- What are the consequences of these high-risk behaviours?
- Knowing the dangers we face while drinking or taking drugs, why do so many people still do it?

Personalize

Share a personal story about a person you know who put themselves in danger by having sex, fighting, or getting involved in a crime while drunk. How did alcohol affect their decision to do this?

Review

- The pressure to drink or do drugs increases as more people you hang out with start to drink or do drugs.
- Drinking alcohol or taking drugs makes you more likely to engage in harmful behaviours like unprotected sex, violence, or crime.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

- How can drinking negatively affect the people around you?
- Why do people blame alcohol for decisions made when they were drunk?
- If you do choose to drink, how do you know when you’ve had too much? How can you get yourself out of a situation in which you are drinking too much?
- How can you pressure a friend to stop drinking?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator’s Tip: See the “Caring Facilitator Time” section at the beginning of the guide for instructions!

16) RESPECTING DIFFERENCES

GOALS:

By the end of the session the participants should be able to:

- Name 2 things they like about their religion or ethnicity
- Name 2 different religions or ethnicities in their communities
- Describe the importance of respecting people of different ethnicity or religions.

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Respecting Differences (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Respecting Differences (45 minutes)

1. Introduction to Religion and Ethnicity
 - India has a diverse population of people from many different religions and ethnicities. Today we are going to talk about religion and ethnicity and how they affect our identities.
 - What is ethnicity?

--> Cultural traits that unite people. People of the same ethnicity often share a common nationality, geography, race, religion or language.

- What are some different religions or ethnic groups in India?

--> **Religions:** Hinduism, Sikhism, Islam, Christianity, Jainism, Buddhism

--> **Ethnic groups:** Punjabi, Tamil, Kannada, Gujarati

- What do you know about these different groups?

Facilitator's Tip: Religion and ethnicity can be sensitive topics. Remind participants that no religion or ethnicity is "better" or "worse" and that everyone is equal in Dream Life Skills through Football.

- Divide participants into groups of 5-7 participants.

2. Participants discuss their own religion and ethnicity

Instructions

- Your group will have a discussion about religion and ethnicity.
- Each member of your group will explain what you like best about your religion or ethnicity. What foods do you eat? What holidays do you celebrate? How do you worship? How do you greet each other?

Give groups about 5 minutes to discuss. Visit each group and encourage them to share what they like about their religion or ethnicity.

Facilitator's Tip: Even if participants are all from the same religion or ethnicity, they can still share unique opinions with their groups.

Discussion

- How did it feel to share about your religion or ethnicity?
- How did it feel to hear others share about their religion or ethnicity?
- Did anyone learn about a different religion or ethnicity? What did you learn?
- How did you show respect to your teammates when they were sharing?

3. Role-Play Practice

- We are now going to practice and perform some role-plays about respecting people from different ethnicities and religions.
- Each group is going to pretend they are having dinner with an alien from the planet Mars to share your culture and learn about Martian culture.
- You will first make up the culture of Mars. Decide on what types of food Martians eat, what types of holidays they celebrate, what types of clothes they wear, etc.
- During your role-play, demonstrate sharing aspects of your culture and ask the citizens of Mars about theirs, just as you did earlier.
- Give groups 5-10 minutes to practice.

4. Role-Play Performances

Select two or three groups to perform their role-play. After each performance, ask some of the following questions:

- How did the characters show respect to each other?
- What did the characters learn from each other?
- How were the characters the same? How were they different?

Discussion

- Does anyone know of any conflicts between different ethnicities or religions? What caused the conflict? What advice would you give them?
- Why is it important to have friends of different ethnicities or religions?
- Interacting with different types of people helps us learn new things and grow.
- How can respect and compassion help people to avoid conflict?

Personalize

Share a personal story about a friendship you have with someone of a different religion or ethnicity. What types of things do you do together? How is respect important in your relationship? What have you learned from your friend?

Review

- Our religions and ethnicities are important to our identities.
- It is important to respect other religions and ethnicities.
- Interacting and making friend with different types of people is important for you personal growth!

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

- Can anyone share a story of a friend from a different religion or ethnicity?
- What would you do if you heard someone saying hateful or hurtful things about someone different than them?
- How would you describe the importance of respect and compassion to a younger brother or sister?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

17) GENDER

GOALS:

By the end of the session the participants should be able to:

- To listen to someone from the opposite gender and without interrupting.
- Identify 2 views or opinions of the opposite gender.
- Name 2 ways that boys and girls can best communicate with each other.

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Gender Stadium (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Gender Stadium (45 minutes)

1. Set-up

- Divide the participants into a group of boys and a group of girls.
- Instruct the girls to sit in a small circle and the boys to sit in a larger circle around them. The circle should be big enough where all the girls can sit comfortably and can all hear each other.

Discussion

What is the difference between your sex and your gender?

- Sex: The biological and physical attributes that make you male or female.
- Gender: The role (man or woman) that one identifies with in a society.

2. Explanation & Instructions

- In this game we are going to talk about what it is like to be a girl and boy in our community.
- We are going to pretend the boys on the outside of the circle are the audience in the stadium and the girls are the stars that they came to see
- I will read questions that the girls will discuss by amongst themselves while the boys listen.
- Girls: Your job is to speak to each other as if the boys were not present. Feel free to share how you really feel. There are no “right” or “wrong” answers! If you like what someone else says you can clap once!
- Boys: You cannot speak while the girls are talking. Listen closely to what the girls say. You will get a chance to be the stars in the next round.

Facilitators Tip: If possible, have a Facilitator of the same sex as those in the middle circle facilitate the discussion questions.

3. Play with Girls as Stars

Read the following questions to guide the conversation. Allow for discussion to continue as long as it doesn't get too far off the topic. You may not get to all the questions. Keep in mind you need to spend the same amount of time with the boys.

What is the best thing about being a girl in your community?

What is the most difficult thing about being a girl in your community?

What would you tell boys to help them better understand girls?

What is one thing you really don't like that boys say about girls?

Why do girls and boys get mad at each other?

What can boys do to be better friends with girls?

What can girls do to get along better with boys?

4. Play with Boys as Stars

- Switch the roles. Bring the boys to the middle and instruct the girls to sit along the outside of the circle. Remind the girls to silently listen to the boys.
- Use the following question to guide the discussion. Use the same guidelines as for the girls.

What is the best thing about being a boy in your community?

What is the most difficult thing about being a boy in your community?

What would you tell girls to help them better understand boys?

What is one thing you really don't like that girls say about boys?

What do girls and boys get mad at each other about?

What can girls do to better friends with boys? What can boys do?

- After you have finished Gender Stadium with the boys, instruct all the participants to form a big circle so that the entire group can talk.

Personalize

Tell participants about a respectful relationship or friendship you have with someone of the opposite gender. Why do you get along so well? How does a respectful relationship or friendship with someone of the opposite gender impact your life?

Review

- It is important that girls and boys listen to each other.
- Even though it can be challenging, boys and girls can be friends with each other.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating "Street Football" rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

(Remember, these questions are just guidelines. Do not ask them as they are written here. Listen to what the youth share, and follow their lead in this conversation. Make sure your SO WHAT and NOW WHAT sections connect to what they have shared about their experience in the activity.)

What Happened?

- What happened in this activity? Do you think it is a good activity?
- What was good about this activity?
- What did it feel like to just listen? Did anything that you heard surprise you?

So What?

- How did it feel to talk about being a boy or girl while people of the opposite gender were listening?
- Why is it important to listen to people of the opposite gender?
- Why is it important to have good communication with people of the opposite gender?

Now What?

- Why can it be difficult for boys and girls to be friends?
- How can you improve the way you listen and communicate to people of the opposite gender?
- What are some ways that boys and girls can show respect to each other?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

18) GENDER

GOALS:

By the end of the session the participants should be able to:

- Define gender stereotype
- Name 2 negative gender stereotypes
- Describe 1 way they can challenge or change negative gender stereotypes

Materials:

Man and Woman Summit question slips

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Man and Woman Summits (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)

*For same gender groups (All boys or All girls), please refer to Appendix 2B)

Man and Woman Summit Questions

What do girls do for fun? What do boys do for fun?

How do parents treat girls and boys differently? What would you change?

Can a boy become what he wants? Can a girl become what she wants?

What are girls' responsibilities in the home? What are boys' responsibilities in the home?

What types of jobs do men and women get in your community?

How are girls and boys treated differently at school? How are they treated differently in sports?

What is a woman's role in a relationship? What is a man's role in a relationship?

How do women communicate differently than men?

How do men solve problems? How do women solve problems?

Facilitator's Tip: Choose your favourite questions. Write the same questions for boys and girls. Make sure you have enough slips of paper for every group to have one question.

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Man & Woman Summits (45 minutes)

1. Divide participants into girls and boys

Facilitator's Tip: This is a split-gender activity. If you have a female Facilitator or volunteer, she should work with the girls

2. Group Preparation

- Divide boys into groups into groups 3 or 4. Divide girls into groups of 3 or 4.
- Give each team a question slip.
- Explain the instructions for the small groups.

Today we are going to talk about "gender stereotypes." What does "gender stereotype" mean to you?

--> Beliefs about how people should speak, dress, or behave based on their gender.

--> Examples of gender stereotype: Men are less emotional than women; Girls shouldn't play sports.

Gender stereotypes can change. It is our job to challenge and change gender stereotypes to make a more fair and equal society.

You will each receive a slip of paper with a question on it. Read the question with your teammates and discuss what you what you have seen and heard in your community, how it makes you feel, and what you would change. Allow everyone to share their feelings and opinions.

Speak freely about what you believe and what you have seen in your community. Feel free disagree with each other.

After 5 minutes, you will present a summary of your discussion to your teammates of the same gender.

- Give teams 5 minutes to prepare. As they do so, visit each team to answer any questions and to make sure everyone is involved.
2. Start the summits
 - Introduce the “Man Summit” and “Woman Summit”.

Facilitator’s Tip: When introducing The Man Summit and Woman Summit, use lots of energy and pretend you are hosting a meeting of important Indian leaders. Refer to the participants as “women” and “men” for this practice.

- Explain to the participants:

Man Summit: As the next generation of Indian men, you have been brought here to discuss the complexities of what it means to be a man in India.

Woman Summit: As the next generation of Indian women, you have been brought here to discuss the complexities of what it means to be a woman in India.

- Allow groups to read the question they were given and present their answers.
- After each group has completed their presentation, allow the other groups to respond and debate. Encourage participants to share their experiences and feelings and to make suggestions on how to address the problems.

3. “Man Laws” and “Woman Laws”

- **Man Summit:** After the discussion, ask the boys to decide on 2 to 3 “Man Laws”, which all men in their generation should agree to in order to stop gender stereotypes.

Example of a Man Law: Men will stand up for girls in their communities to become involved in sports.

- **Woman Summit:** After the discussion, ask the girls to decide on 2 to 3 “Man Laws”, which all women in their generation should agree to in order to stop negative gender stereotypes.

Example of a Woman Law: Women will share household chores with men.

4. Bring boys and girls back together

Bring boys and girls back together and have them share their Man Laws and Woman Laws with each other. Encourage boys and girls to respectfully debate their Laws.

Personalize

Share a personal story about being trained in Dream Life Skills through Football. What does it mean to be a role model? What do you enjoy about facilitation? What do you find difficult? How have you improved?

Review

- Gender stereotypes are beliefs about how people should behave based on their gender.
- You can challenge and change gender stereotypes
- Women and men can communicate with each other to address gender stereotypes.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual players throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

(Remember, these questions are just guidelines. Do not ask them as they are written here. Listen to what the youth share, and follow their lead in this conversation. Make sure your SO WHAT and NOW WHAT sections connect to what they have shared about their experience in the activity.)

What Happened?

- For how many of you was this activity exciting?
- What did you hear from the opposite gender that you agree with? What do you disagree with?
- Did you see any gender stereotypes in today’s session?

So What?

- How did it feel to discuss gender stereotypes with your teammates of the same gender?
- How did it feel to share your Man and Woman Laws with the opposite gender?

Now What?

- What gender stereotypes are most important to change in your community?
- How can you change gender stereotypes in your team, school, family, or community?
- What “Woman Laws” or “Man Laws” would you share with a younger brother or sister?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator’s Tip: See the “Caring Facilitator Time” section at the beginning of the guide for instructions!

19) REVIEW

GOALS:

By the end of the session the participants should be able to:

- Explain 1 way Dream Life Skills through Football has impacted their lives
- Describe the most important information they have learned in Dream Life Skills through Football
- Name 1 relationship they have made because of Dream Life Skills through Football

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Story of the Year! (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Story of the Year! (45 minutes)

1. Explain

Explain to participants that they have learned a lot and grown as individuals. This is their time to share what they have learned and how it has impacted their lives.

- As your final session of the year, you will be meeting in small groups to reflect on the impact Dream Life Skills through Football has had on your lives in the last year.

- Allow each member of your group to share a personal story about the impact Dream Life Skills through Football has had on your life.
- You can share a story about a friend you have made on your team, your favourite activity, a change in school or at home, or anything else that is meaningful to you.
- After everyone in your group has shared a story, select one story you would like to share with the entire team.
- Everyone on your team must participate in sharing the story with the team. You can share the story in a lesson, a drama, or any other format you feel comfortable with.
- Your presentation should last no longer than 2 minutes.

Facilitator’s Tip: Praise one of your participants in front of the entire team as an example of positive change you have seen this year.

2. Participants discuss their stories in small groups

- Separate the team into smaller groups of 5 to 7 participants.
- At around 5 minutes, instruct groups to select one story they would like to share with the group.
- Visit each group to review any activities that are a part of their story.

Facilitator’s Tip: It’s okay if participants want to combine stories to make one presentation. Encourage them to make their presentation fun and engaging.

3. Small groups present

Allow each group to present their story. After each story, ask some of the following questions:

- How did Dream Life Skills through Football impact you?
- What does your story tell us about how you have grown?
- How will you teach others what you have learned in Dream Life Skills through Football?

Personalize

Share a personal story about how your team has impacted you in the last year. Give some examples and let your participants know how special they are to you.

Review

- All members of the team have grown this year and have made positive changes.
- Use your knowledge from Dream Life Skills through Football to teach others.
- Even if you are moving on from Dream Life Skills through Football, your relationships with teammates, facilitators, and volunteers will continue.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

- What is the most important thing you have learned in Dream Life Skills through Football?
- How have you grown as a football player? How have you grown as a person?
- What is the most important relationship you have developed in Dream Life Skills through Football?
- What are you looking forward to in the next year?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!

20) GRADUATION

GOALS:

By the end of the session the participants should be able to:

- Explain how they will apply their knowledge and skills from Dream Life Skills through Football.
- Explain their dedication to Dream Life Skills through Football.

Preparation:

- Hold a planning meeting with your participants to find out how they would like to celebrate their graduation.
- Meet with other Dream Life Skills through Football Facilitators, school principals, teachers, and individuals from sports clubs, drama clubs, and any other relevant organizations.
- Decide on a date, location, and time.
- Prepare and rehearse before the graduation. Activities should focus on how participants will use the knowledge they gained in Dream Life Skills through Football and how they will make a difference in their communities.
- Invite parents, friends, Facilitators, teachers, and other community members. Send invitations at least one week before the graduation.

Suggested Graduation activities

Dream Life Skills through Football activity demonstration:

Participants practice and demonstrate their favourite Dream Life Skills through Football activity with invited guests.

Role-play:

- Participants practice and perform their favourite roleplay from Dream Life Skills through Football. Participants can also make up their own role-play about what they have learned in Dream Life Skills through Football or how Dream Life Skills through Football has impacted their lives.
- Make sure participants show you the role-play ahead of time so you can give them suggestions and ensure that it is appropriate.

Dream Life Skills through Football poetry, speech, song, or dance:

- Help Participants write poems or speeches about what they learned in Dream Life Skills through Football.
- Give participants a list of topics if they are struggling to come up with ideas.
- Help participants to organize a time and place to practice their performance before the graduation.

Invite family members and friends:

- Ask participants to invite their family members and close friends to graduation.
- Bring in paper and markers for participants to make invitations to bring home.

Public praise:

- Prepare and praise each player for the growth and change you've seen in them.
- Write your praise in advance and be very specific about the strengths of the participants on your team.

Graduation Team Agreement

- Ask participants to develop their own Team Agreement on how to take action in the community.
- Help participants brainstorm achievable goals they can perform in their community before writing the Team Agreement.
- Give participants examples of some things you have done yourself or things you see others doing to make an impact in the community.

Guest speakers

- Invite important people in the player's lives such as principals, teachers, Facilitators and other adults to make a speech at the graduation.
- Identify adults that the participants look up to and you can easily identify them as positive role models.

APPENDIX 1

TEAM CHECK IN

Relationships, Communication & Mentors

- Share one thing, big or small, that made you happy today.
- Make a funny sound with some part of your face or body to show us how you're feeling today.
- Which letter of the alphabet describes you best?
- If you were a flavored ice cream, which one would you like to be and why?

Self-Image and Self- Esteem

- If you were looking in a mirror right now and your image could talk, what would it say?
- What is one thing about yourself that you are proud of?
- Which letter of the alphabet describes you best?
- Ask each participant to imagine that the way they feel is something in the river. Give an example. You might say I feel strong, so I am a tree on the riverbank. Or you might say, I feel angry, so I am the rushing water.

Health and Hygiene

- If how you feel today was a kind of food, what kind of food would you be and why?
- Share a habit that you have. How long have you had it?
- If you could change one thing about the world right now, just by clicking your fingers what would it be?
- What's one kind and nice thing/behaviour you did or saw someone else do this week?
- What is one thing you are interested in but are afraid to try?
- What's your favorite place in the house and why?
- If you could eliminate one thing from your daily schedule, what would it be and why?

Peer Pressure and Violence

- What do you value most in a friend?
- If your day today was a kind of weather, what would it be?
- Who is one person who has encouraged you greatly in your life?
- How did this person encourage you?
- What's one kind and nice thing/behaviour you did or saw someone else do this week?
- Who is someone you trust in your community/ group and why?

Gender and Differences

- What's one thing you are grateful for today? It could be anything, something big or small.
- Who is a leader that you look up to or respect in your school, home or community, and why?
- What kind of magical power would you like to have?
- Which is your favourite way to dance: with others or alone?
- If given a chance, who would you like to be for a day? Or who would you like to exchange roles with?

APPENDIX 2A: GENDER ACT

GOALS:

By the end of the session the participants should be able to:

- Understand gender roles and expectations that are learned in our society.
- Understand how gender roles affect the choices we make.
- Discuss ways to challenge these roles and go beyond them.

Materials:

- Chart Papers
- Markers

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Gender Act (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Gender Act (25 minutes)

1. Explain

- Divide the participants into small groups no larger than 6 students.
- Give each group a chart paper and some markers divided into three columns. On the top of the middle column either write “Act Like A Man” or “Act Like A Woman”.
- Ask students to make a list of what it means to behave like a man or woman in this column. Each group can give a different heading on the top.
- Give students 10mins to make a list
- On the left or first column, ask students to write down what people might “say” or “do” if someone does NOT act like a man or woman as mentioned in the middle or second column.
- This portion of the activity can generate a lively use of words and a wide range of discussion. Maintain safe space and remind students about agreements to be respectful.
- Divide the right or last column in half and ask students to list the jobs one would choose if they acted like the descriptions listed in the middle column. For example, the “traditional” female role and career choice might not include engineer, mechanic, construction worker etc., a “traditional” male role and career choice might not include primary school teacher, nurse etc.
- Ask the participants to discuss ways in which they can challenge the gender roles and note down the points in the bottom half of the last column.
- Hang up the lists for students to view and contemplate. Ask each group to talk and present about the lists they have prepared

Personalize

- Tell participants a personal story of a friendship you have with someone of the opposite gender. Why is the friendship important to you? Can you share something about the nature of this friendship? What types of things do you do together? What do your friends say?

Review

Gender roles affect the choices we make.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 minutes)

(Remember, these questions are just guidelines. Do not ask them as they are written here. Listen to what the youth share, and follow their lead in this conversation. Make sure your SO WHAT and NOW WHAT sections connect to what they have shared about their experience in the activity.)

What Happened?

- What was the most interesting thing you learned today about different gender roles?
- How did it feel like to write how a man or a women act? Did anything that you hear surprise you?
- Have you or someone you know ever acted differently from how your gender is “supposed” to act?

So What?

- How and where do we learn our perception of male and female roles?
- Do these roles and descriptions limit or enhance us in life choices?

Now What?

- How can you challenge these gender roles?
- How will you apply this in your life? What will you do differently as a result of this? Give specific examples.

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator’s Tip: See the “Caring Facilitator Time” section at the beginning of the guide for instructions!

APPENDIX 2B GENDER STEREOTYPES*

GOALS:

By the end of the session the participants should be able to:

- Identify and discuss 3 opinions about the same and opposite gender.
- To increase awareness about gender stereotyping
- Name 3 negative gender stereotypes.
- Develop empathy and sensitivity towards self and opposite gender.
- Identify methods to challenge and change gender stereotypes.

Materials:

- Chart papers
- Markers

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Gender Stereotypes (45 minutes)
- Water Break (5 minutes)
- Football (20 minutes)
- Cool Down (5 minutes)
- Reflection Circle (20 minutes)
- Wrap Up (5 minutes)
- Post Session (15-30 minutes)

ACTIVITIES:

PRE-SESSION (15-30 Minutes)

- Prepare
- Caring Facilitator Time

WAKE UP (20 Minutes)

1. Team Prayer
2. Team Check-in
3. Revisit Team Agreement
4. Dream Warm-up

Facilitator's Tip: See Session 1 for instructions!

Gender Stereotypes(45 minutes)

1. Set Up

- Today we are going to talk about “gender stereotypes.” What does “gender stereotype” mean to you?
- *Beliefs about how people should speak, dress, or behave based on their gender.
- Examples of gender stereotype: Men are less emotional than women; Girls shouldn’t play sports.
- Gender stereotypes can change. It is our job to challenge and change gender stereotypes to make a more fair and equal society.
- Write ‘Male’ or ‘Female’ on the board or chart paper depending on whether it is an all-boys or all-girls group respectively.
- Mention some of the harmful stereotypes related to gender. Ask for examples from the participants and list them on the board or the chart paper. Add any of the following if they are not shared by the group.

All –Boys Group

Men believe that to be Masculine they should:

- Be in control and appear unemotional
- Be heard always but not listen to opposite gender
- Be the dominant partner in a relationship
- Work in careers that are mechanical or technical (Engineers, scientists etc)
- Achieve status by earning lots of money and be the earning member of the family.
- Resolve conflicts with violence and aggression
- Avoid traditionally ‘female’ work in the arts or human services (Nurse, social worker, cook etc)

All-Girls Group:

Women believe that to be Feminine they should:

- Be emotionally sensitive
- Choose careers in the ‘helping profession’ (e.g., nurse, social worker)
- Be physically attractive, by someone else’s standards
- Have children regardless of personal wishes
- Be submissive and listen to others
- Do not voice their opinion or views in front of others
- Tolerate violence without complaint
- Do all the chores of the household like cooking, cleaning etc.

2. Explanation & Instructions

- Form groups of 4-5.
- Each group will receive chart paper and markers.
- Discuss what according to them are the positive and negative aspects of being the other gender.
- Allow five-minutes for discussing the advantages and five minutes for the disadvantages of being the other gender and write the points on the chart paper.

- Allow another five minutes, and then bring the groups together and ask each to tape their chart papers to the walls
- For the all-boys group, discuss the positive and negative aspects of being a girl. Similarly, in case of an all-girls group discuss the positive and negative aspects of being a boy.
- Then ask the entire group to recall the definition of a stereotype. Do the lists have many stereotypes or are they true characteristic of males or females. Draw a line under any point that, the group says are gender stereotypes.

Personalize

Share a personal story about a gender stereotype you would like to change in your community. Why do you disagree with it? What can you do to make change? You can also share if you have experienced any gender stereotype.

Review

- Gender stereotypes are beliefs about how people should behave based on their gender.
- You can challenge and change gender stereotypes.

WATER BREAK (5 minutes)

During the water break, take the time to talk to your players and praise them!

FOOTBALL (20 minutes)

- Play football games incorporating “Street Football” rules, such as small-sided games, multiple balls, mixed- or single-gender, no referee, etc.
- Praise the team and individual participants throughout.

COOL-DOWN (5 minutes)

Lead a consistent post-match cool-down exercise involving jogging, walking, abdominal exercises, and stretching.

REFLECTION CIRCLE (20 mins)

(Remember, these questions are just guidelines. Do not ask them as they are written here. Listen to what the youth share, and follow their lead in this conversation. Make sure your SO WHAT and NOW WHAT sections connect to what they have shared about their experience in the activity.)

What Happened?

- For how many of you was this activity exciting?
- Did you see any gender stereotypes in today's session?
- Did anything that you hear surprise you?

So What?

- How did it feel to discuss gender stereotypes with your teammates of the same gender?
- Where do we learn these stereotypes from? (Hint: Home, family, school, community)
- How do these gender stereotypes affect one's behavior?

Now What?

- What gender stereotypes are most important to change in your community?
- Do you feel you can change any of these stereotypes in your community? If yes, how?
- What changes will you make in your beliefs, as per today's discussion?

WRAP-UP (5 minutes)

1. Closing prayer
2. Triple Kilo
3. Dream Cheer

POST-SESSION (15-30 minutes)

1. Snack
2. Attendance
3. Caring Facilitator time

Facilitator's Tip: See the "Caring Facilitator Time" section at the beginning of the guide for instructions!



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