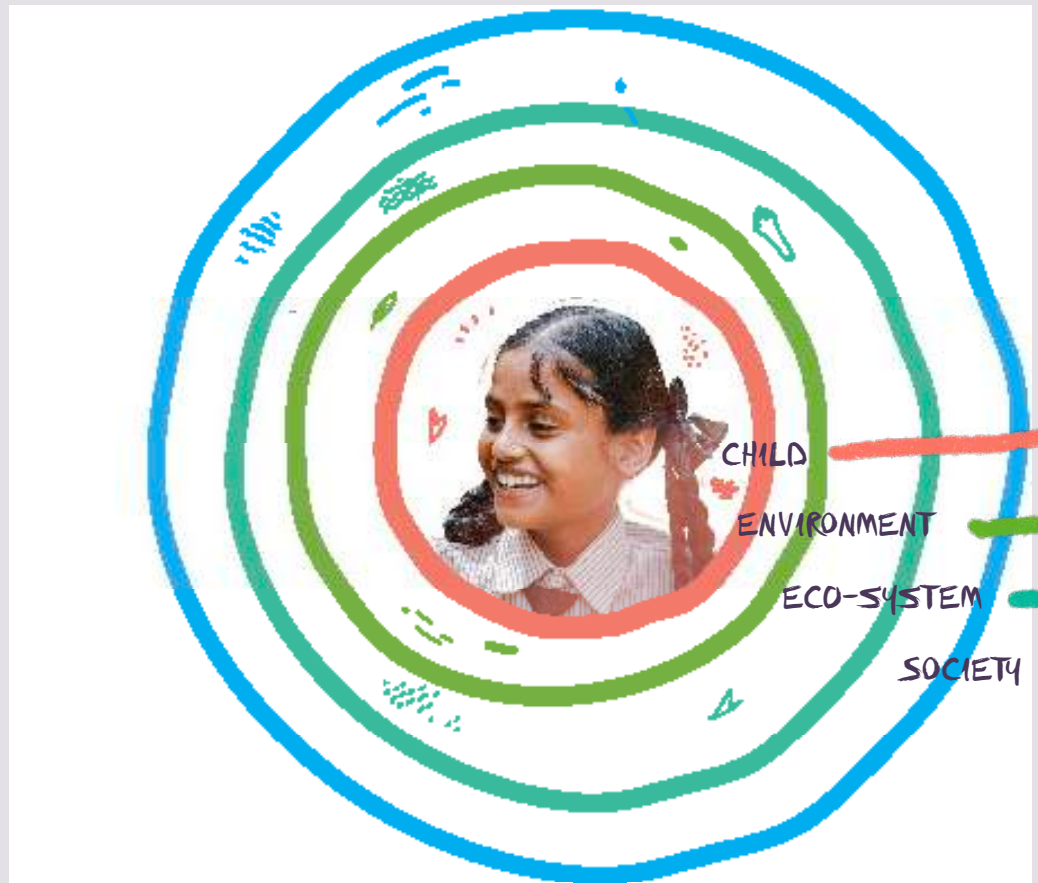


LIFE SKILLS THROUGH SPORTS

(STANDARD 9&10)



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 minutes)

- 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 Ladders

- Set up a line of 5 cones $\frac{1}{2}$ a meter apart. After the last cone, set up another cone about 5 meters away – but still in a straight line with the other cones.
- Instruct players to jump two-footed (bunny hops) over the 5 cones and sprint to the last cone 5 meters away.
- Have each player goes through the ladders twice.

Facilitator's Tip: As players improve, add different jumps like one-legged, side-jumps, or even backwards jumps.

4.2 Ski Jumps

- Instruct players to stand on one leg, slightly bent.
- After holding this position, have them jump as far as possible (diagonally) and land on their opposite foot.
- When they land, instruct players to focus on bending their knees to cushion the landing, then quickly jumping back to the other foot again.
- Have each player complete 10 jumps.

Facilitator's Tip: Have players try and land as “softly” as possible, then explode quickly into the next jump.

4.3 Back-to-Back

- Instruct players to form pairs, stand back-to-back and lower their bodies while keeping their feet planted firmly on the ground until knees are at a 90-degree angle.
- Have them hold the position for 30 seconds.

Facilitator's Tip: Match players so they are with a partner roughly the same size.

4.4 Hip-in/Hip-out

- Split players into 2 lines.
- Instruct players to jog 3 meters then stop, lift their right knee forward, rotate the knee outward

and put their foot down.

- Have them repeat every 2-3 meters, alternating feet/knees for about 15 meters.
- Have players repeat while rotating their hips in.

Facilitator's Tip: Encourage players to do these drills slowly, making sure the movements are fluid.

5 Forward Plank with leg lift

- Instruct players to lie on their stomach, supporting their upper body with their forearms then lift their upper bodies, pelvis, and legs off the ground until the body is in a straight line from head to foot.
- Have players alternate lifting each leg (holding for 5-10 seconds.)
- Have players repeat each leg 2-3 times.

Facilitator's Tip: Increase or decrease the time the players hold the pose, based on their ability.

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
- Explain the importance of communication between boys and girls
- 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

Instruct players to meet with their Praise Partners for about 2 minutes to offer praise and advice. Review 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!

Instruct players to meet with their teams.

- 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.

Discussion

- What did you talk about at halftime with your partner?
- How did it feel to give and receive praise.
- How did it feel to give and receive praise from someone of the opposite gender? Was it easy or difficult? Why?

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!

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 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?
- Can people of opposite genders be friends? Why or why not?
- What types of things do boyfriends and girlfriends need to communicate about?

So What?

1. Why is communication important in life?
 - Communication helps you to learn things, make smart decisions, make friends, etc.
 - How is communication with a boyfriend or girlfriend different than communication with a friend of the same gender?
 - Why can it be difficult to communicate with people of the opposite gender?

Now what?

- Why do boyfriends and girlfriends have difficulty communicating?
- Who is one person of the opposite gender in your life you would like to improve your communication with?

Dreamwork

Talk with someone of the opposite gender for 5 minutes. You can talk about sports, school, news, the weather, or anything else! 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
2. Attendance
3. Caring Facilitator time

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

4) HEALTHY RELATIONSHIPS & COMMUNICATION

GOALS:

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

- Explain why it is important to set goals for themselves
- Identify 2 goals they have in football
- Identify 2 goals they have in life
- Identify several small steps they can take to achieve their goals in life

Materials:

A piece of paper and a pen for each player.

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!

GOAL SETTING (45 minutes)

Ask the players:

1. Who here has scored a goal in a Dream Life Skills through Football match? How did you do it?
2. What does it mean to have a goal in life?
--> A goal is something that you want to achieve.
3. Hand out a piece of scrap paper and a pen to each player.
4. Form small groups of 3-4 players and ask the players to brainstorm and write down 2 goals they have in football.
5. After a few minutes, bring the group back together and ask about the players' goals in football.
--> What do you want to achieve in football? What are your goals?
 - To score a goal with my weaker foot.
 - To complete more passes than the number of times I lose the ball.
 - To score a goal with my head.
--> What small steps can you take to achieve these goals?
6. Send players back to their small groups and ask them to brainstorm and write down 2 goals they have in life.
7. After 5 minutes, bring the group back together and discuss their goals in life.
--> What is something that you want to achieve in life?
 - To graduate from high school.
 - To get a solid job.
 - To support my family.
 - To get married to someone I love.
--> Why is this goal important to you?
--> What small steps can you take to achieve these goals?
 - Do well on my next exam in school.
 - Tell my friends how much I appreciate them.
--> Why is it important to think about the small steps you must take to achieve a long-term goal?
--> Is it OK to have very big, or hard to achieve goals?
--> Is it OK to have small goals?

Review

- Everyone should set goals for themselves to achieve in life.
- Identify small steps that you can take to make progress towards a long-term goal.

Dreamwork

- Set one goal that you can accomplish by next week.
- Track your progress towards this goal by writing down each small step you take on your way.

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)

- Who has a story of a time they achieved a goal in life?
- What were your goals when you were younger? How have they changed?
- Who can you talk to about your goals in life?

Dreamwork

- Set one small, achievable goal that you can accomplish in the next week.
- Examples: Playing football every day, reading 100 pages of a book, or being nice to your sister for a week!

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) GENDER NORMS

GOALS:

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

- Name 2 gender norms for their own gender
- Name 2 gender norms for the opposite gender
- Describe 1 gender norm you would like to change

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)

*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!

Walk Like A Man, Walk Like A Woman (45 minutes)

1. Explain
 - We are going to play a game to talk about gender norms.
 - What are gender norms?

Gender norms are things society expects of people because of their sex.

Examples: Women are supposed to cook for men; Men are supposed to earn money for the family.

- Sometimes people use gender norms to justify harmful behaviour, such as rape, abuse, or discrimination.
- Gender norms can be questioned or changed if you don't agree with them!

2. Play

Divide players into boys and girls and explain:

- Every member of your group will practice walking like a member of the opposite gender. Girls will practice walking like men and boys will practice walking like women.
- Select 2 players from your group to perform their "walk" in front of the entire group.

Have 2 boys and 2 girls perform their "walks" in front of the entire group.

Discussion

- What did you notice when the girl was walking like a man? Why did she walk this way?
- What did you notice when the boy was walking like a woman? Why did he walk like this?
- How is a man "supposed" to walk? How is a woman "supposed" to walk?
- How did it feel to walk like someone from the opposite gender?

3. Paired Discussion

Instruct players to get into same-gender pairs and discuss the following questions:

- In relationships, how are members of your gender supposed to act?
- In relationships, how are members of the opposite gender supposed to act?
- What would you change?

Give players about 5 minutes to discuss.

Discussion

- Who would like to share what they talked about in pairs?
 - Based on what you have heard, what differences are there between the way males and females should act in relationships?
 - What have you heard that you agree with? What do you disagree with?
 - How can gender norms be harmful in relationships? How?
- > People can't behave the way they want to or be who they really are.
- > People justify unfair or abusive treatment by saying "It's always been this way."
- How can you challenge gender norms in a relationship?

Personalize

Share a personal story about a female challenging gender norms in sports, relationships, or employment. What gender norm did she challenge? How did she challenge the gender norm? Who supported her?

Review

- Gender norms are things society expects of people because of their sex.
- Gender norms can often be harmful or used to justify unfair treatment of someone.
- You can challenge and change gender norms.

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)

- Where have you seen gender norms in sports? In school? In employment?
- Does anyone have a story about someone challenging gender norms?
- How have gender norms changed in your community? How do gender norms need to change in your community?
- How would you describe gender norms to a younger brother or sister?

Dreamwork

- Set one small, achievable goal that you can accomplish in the next week.
- Examples: Playing football every day, reading 100 pages of a book, or being nice to your sister for a week!

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) GENDER BASED VIOLENCE

GOALS:

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

- To listen to someone from the opposite gender without interrupting
- Identify 2 views or opinions of the opposite gender
- Describe why violence against women and girls is always wrong

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)

*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!

Gender Stadium (45 minutes)

1. Set Up
- Divide the players 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.
- What is gender-based violence?
- Any type of violence against women or girls.
- Sexual abuse, domestic violence, or exploitation.

2. Explanation & Instructions

In this game we are going to talk about what it is like to be a girl in our community. We are going to talk about gender differences and gender based violence.

Facilitator's Tip: Violence against women and girls is always wrong! Do not allow players to justify gender-based violence or make jokes about the topic.

- We are going to pretend the boys on the outside of the circle are the spectators 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 snap your fingers!
- 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 will spend the same amount of time with the boys.

- What is the best thing about being a woman in your community?
- What is the most difficult thing about being a woman in your community?
- What makes people violent in a relationship?
- How can we stop gender-based violence?
- What would you tell men to help them better understand women?
- What is one thing you would never want to hear said about a woman again?
- What are men and women responsible for in a relationship? What would you change?
- How does alcohol affect relationships?
- What can men do to support and empower women?

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 man in your community?
- What is the most difficult thing about being a man in your community?
- What makes people violent in a relationship?
- How can we stop gender-based violence?
- What would you tell women to help them better understand men?
- What is one thing you would never want to hear said about a man again?
- What are men and women responsible for in a relationship? What would you change?
- How does alcohol affect relationships?
- What can men do to support and empower women?

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

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

- It is important for men and women to listen to each other and communicate with each other.
- Violence against women and girls is always wrong.
- Listening and communicating is difficult but essential to every type of relationship.

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?

- Was this activity easy, difficult or embarrassing? Why?
- What can we do to make it easier for men and women to listen to each other?

Use your Strong Communication skills: Be an active listener, be respectful, and be an elephant.

- Did anything that you heard surprise you?

What are some things you can do to show respect to someone of the opposite gender?

So What?

- How did it feel to talk about being a man or woman while people of the opposite sex were listening?
- Why is it so important to listen to people of the opposite sex?
- What are the reasons that people are violent in a relationship?
- Why can it be difficult for men and women to get along?
- What can you do to stop gender-based violence?

Now What?

- How can you improve the way you communicate with people of the opposite gender?
- What can you do if you witness violence against women or girls?

Dreamwork

Talk to a friend or family member about gender based violence and why it is a problem.

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
- Describe 2 positive traits to look for in a partner
- Describe 2 signs of an unequal relationship

Materials:

- 18 cones
- 2 footballs
- Bibs or shirts for half 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!

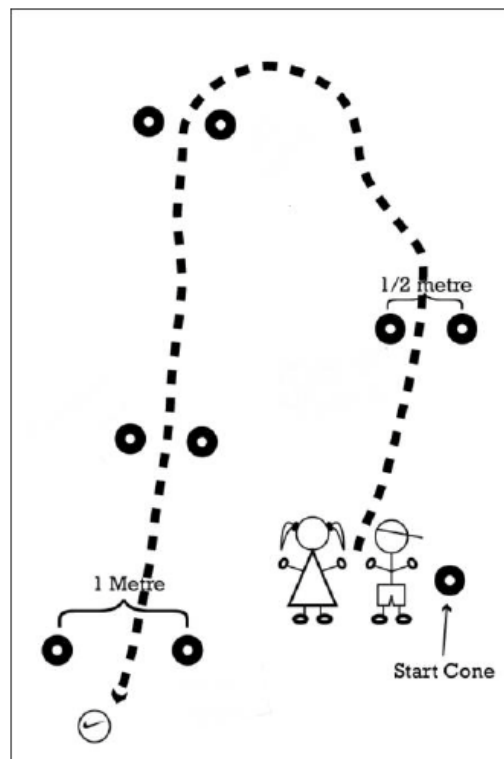
Better Together (45 minutes)

1. Play without naming the gates

Separate the players into pairs (mixed gender, if possible) and divide them evenly between the 2 fields.

Explain and demonstrate the rules of the game:

- The game is a race between the teams on each separate field.
- The goal is to dribble the ball, with your partner, through each one of the gates and pass it through the goal to the next pair on your team.
- Lock arms with your partner. Both partners must dribble the ball and both partners must go inside of each gate.
- The first team to have all members pass through all the gates wins.



- Start the game and make sure all players on each team get to play.

Facilitator's Tip: Make sure players dribble the ball AND themselves through each gate. If players do not, stop them and make them go back and do it correctly.

Discussion

What are some of your goals in a relationship?

- Having fun, marriage, children, etc.

What are some healthy behaviours for both partners to do in a relationship?

- Being faithful to each other.
- Being mutually respectful.
- Being honest.
- Avoiding alcohol and drugs.

2. Play with gates representing healthy behaviours

Ask players to decide on the 3 most important behaviours for both partners to do in a relationship. Name each gate with one of these behaviours.

- We are going to play again, but this time, you and your partner represent a romantic relationship.
- Each gate represents a healthy behaviour.
- The goal represents your goals in a relationship.
- Like in the last round, each player must touch the ball and all the players must pass through each gate.

Discussion:

Why is it important for both partners in a relationship to practice these healthy behaviours?

4. Play with blindfolding one partner

- We are going to play again, but now going to pretend that each pair represents an “unequal relationship”, meaning only 1 partner practices the healthy behaviours.

Example: only one player is faithful while the other partner has another relationship.

- Like in the last round, each player must touch the ball and all the players must pass through each gate.
- Blindfold 1 player in each pair.

Facilitator’s Tip: If you don’t have enough blindfolds, just demonstrate with a few players.

Discussion:

- Why was the game difficult when you were in an unequal relationship?
- How do you know you will be able to trust someone before entering a relationship with him or her?
- Why is trust important in this game? Why is trust important in relationships?
- Why is communication important in this game? Why is communication important in relationships?

Personalize

Share a personal story about an unequal relationship. How was the relationship unequal? What was

communication like in the relationship?

Review

- Both partners in a healthy relationship practice healthy behaviours.
- Trust and communication are important in a healthy relationship.
- In an unequal relationship, only one partner practices healthy behaviours and puts both partner in danger.

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 would you describe your ideal partner? What type of person is s/he? What do you do together?
- Who can you talk to about relationship issues?
- How are partners in a relationship similar to teammates?
- What would you do if you were in an unequal relationship?

Dreamwork

Talk to a friend of the same gender about healthy relationships. Share your views about healthy relationships. See how your views are different and how they are the same.

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) HEALTHY RELATIONSHIPS

GOALS:

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

- Identify 2 healthy behaviours to seek in relationships
- Identify 2 unhealthy behaviours to avoid in relationships
- Name 2 types of abuse in a relationship

Materials:

Healthy and Unhealthy cards

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!

Healthy & Unhealthy Relationships (45 minutes)

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

Facilitator’s Tip: This is the same game as in the Grade 6, 7, & 8 Facilitator’s Guide, except the focus should be on romantic relationships and not relationships with adults.

- In this game, we are talking about romantic relationships. When we say “partner”, we are referring to a boyfriend, girlfriend, husband, or wife.
- In this game, I will read 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, move to one side of the room and then discuss your opinion with the other players.

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

Encourage debate between the “healthy” and “unhealthy” sides.

Relationship Situations

- You never disagree with your partner.
- The most important thing in the relationship is sex.
- You consider your partner your friend.
- You spend some time by yourself without your partner.
- You share all the same opinions as your partner.
- You have fun being with your partner.
- Your partner is still close to an ex-boyfriend or ex-girlfriend.
- You feel closer and closer to your partner as time goes on.
- You will do anything for your partner.
- Sex is never talked about.
- Your partner acts differently around their friends.
- One person usually makes every decision for the couple.
- You stay in the relationship because it is better than being alone.
- You are in control and you are able to do what you want to do.
- One person hits the other in order to have this person obey him or her.
- You talk about problems when they arise in the relationship.

Personalize

Share a personal story about an unhealthy relationship you have been in or an unhealthy relationship a friend has been in. How did you know it was unhealthy? What did you do about it?

Review

- Healthy relationships are based on communication and mutual respect.

- It is unhealthy to be in an abusive relationship.

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 all find this activity interesting? Why or why not?
- What are the different types of abuse in a relationship?

Physical abuse: Hitting, kicking, punching or causing pain.

Verbal abuse: Using words to threaten, insult, control, or disrespect.

- How can you choose a boyfriend or girlfriend? How do you know it will be a healthy relationship?

So What?

- Why do you think some people stay in unhealthy relationships?
- How can friends and family help people in unhealthy relationships?
- What can you do if you or one of your friends is stuck in an abusive relationship?

Now What?

- o How do friends and family members influence our relationships?
- How are your relationships different than when you were in Grade 7 or 8?
- How will your relationships be different when you are 20 years old? 25?
- How do you know you are ready to marry someone?
- 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?

Dreamwork

Talk to a friend about your ideas of an ideal partner. How are they different and how are they the same?

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) DEALING WITH PARENTS

GOALS:

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

- Describe 2 ways to effectively communicate with parents
- Name 2 topics that are important to discuss with parents
- Name 1 topic that could lead to arguments with parents

Materials:

Props for skits (if necessary)

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!

Dealing with Parents Role-Plays (45 minutes)

1. Drama Warm-up: Airplane-Elephant-Mixer

Instruct players to stand in a circle. Stand in the middle.

- Today we are going to practice and perform some short roleplays about communicating with parents, but first we are going to practice acting in a game called Airplane-Elephant- Mixer.
- I will point to a player in the circle and say “airplane”, “elephant”, or “mixer”.
- If I point at you and say “airplane”, put your hands around your eyes like goggles and make an airplane noise. The players on either side of you use their arms to pretend to be airplane wings.
- If I point at you and say “elephant”, put your arm to your nose like a trunk and make an elephant noise. The players on either side of you use their arms to pretend to be elephant ears.
- If I point to you and say “mixer”, put your fingers on the heads of the two players on either side of you and make a noise like a mixer. The players on either side of you spin around twice.
- If you make a mistake, you will come to the middle of the circle.

Facilitators Tip: Encourage players to have fun with this activity! Get them to make noises and overemphasize each movement.

- Play several rounds.

Discussion

- Why is it important to communicate with parents?
- What are some important things to talk about with parents?
--> Education, marriage, employment, family problems, relationships, money issues, etc.
- Why can it be difficult to communicate with parents?
- What can you do to make communication with parents more effective?
--> Set a time to talk so you and your parents can be prepared.
- Prepare for the conversation beforehand.
- Talk to a friend or an adult you trust before talking to your parents.
- Remain relaxed and respectful, even if you get angry.

2. Players discuss in small groups

Put players in groups of 5-7.

- Discuss times when it is important to communicate with parents and when it can be difficult. Decide on one situation you would like to perform in a role-play.
- Let groups decide on a situation they would like to perform in a role-play. If they have trouble, provide some suggestions:
--> A girl tells her parents she wants to become a teacher instead of an engineer.
--> A boy tells his father that he doesn't want to work, just to study.
--> A girl tells her parents that she has a boyfriend.
--> A boy asks his father for advice on a problem he is having with a girl.
- Your team will practice and perform 2 role plays of the same situation:
--> Ineffective communication with parents. Show how communication breaks down. Act out arguments and show the impact on the characters.
--> Effective communication with parents. Remember some of the things we discussed earlier. Act

out effective communication methods, such as setting a time to talk, preparing for the conversation, and remaining calm. Show the impact of effective communication with parents.

Facilitator's Tip: Make sure groups understand they are preparing 2 role-plays: Ineffective and effective communication for the same situation.

Focus on things you can do to make communication with parents more effective. Remember you might not be able to change your parents, but you can always choose how you communicate.

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.
- Check-in with each group. Make sure all players 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 communicating about in the roleplays?
 - > How do you think the characters felt in each role-play?
 - > How was the communication ineffective in the first role-play?
 - > How did the characters effectively communicate in the second role-play?
 - > How would you behave in this situation?

Personalize

Share a personal story about a time you had to communicate with your parents. What did you communicate about? How did your parents react? Would you change the way you behaved? What did you learn?

Review

- It is important to talk to parents to make important decisions and to get advice.
- You can effectively communicate with parents, even about very difficult issues.

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 are some situations where you would communicate with someone that is not your parent?
- How can you get your parents to respect you as an adult?
- How will you interact with your children when you are a parent? What will you do differently? What will you do the same?

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
2. Attendance
3. Caring Facilitator time

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

9) DEALING WITH PARENTS

GOALS:

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

- Identify 2 people they can go to for help, advice and support
- Identify 2 reason why having positive support is important

Materials:

Material Strips

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!

Super Shields (45 minutes)

1. Introduce Super Shields

Ask players:

What are some things that can cause troubles or difficult times in your life?

- School, relationships, work, family pressures, etc.
- Pressure to do drugs or alcohol, have sex, etc.

Who can you go to if some of these things are troubling you?

- A close trusted friend, positive role model, close family member, etc.
- A mentor.

What is a mentor?

- A trusted advisor, counselor or guide.
- A mentor is usually someone older than you who can give you advise and help protect you from negative influences.

Explain that in this game we are going to see how having a strong mentor in your life can support you through tough times.

Ask for 2 volunteers and explain that these players represent some troubles in your life.

2. Explain and Play Round 1

- The 2 volunteers (representing troubles that you all face) will attempt to tag the other players. We will call them “trouble taggers”
- Everyone else will attempt to escape from them.
- You are eliminated if you are tagged or if you leave the field.

Play a couple rounds and allow the “trouble taggers” eliminate each of the players inside the field.

Facilitator’s Tip: Make sure that the field is small enough so that it is really difficult for the players to avoid the trouble taggers

Discussion

- Why was it so difficult to avoid the trouble taggers?
- Why can it be difficult to avoid trouble in your life when you are all alone?

3. Play the Round 2 with a Mentor

- Ask for new volunteers to be the “trouble taggers”.
- Ask half of the players to select a partner to be their “mentor” for the game. Their mentor will act as protection from the trouble taggers.
 - > You and your mentor have to be connected at all times. You can hold hands, lock arms or grab onto your mentor’s shoulders. Use them to shield you from trouble!
 - > Trouble taggers can only get out the players by tagging them, not their mentors. Work with your mentor to avoid being tagged by the troubles in your life!

Discussion

- Why was it more difficult for trouble to affect you when you had someone protecting you?
- How can a mentor help you?

--> Listening and offering advice.
--> Referring you to community resources.
--> Helping you make a strategy to address problems.

- Why is important to have people like this in your life?
- What types of people can be your mentors?

Facilitators, teachers, university students, etc.

Personalize

Share a personal story about a mentor of yours. How does your mentor support you? How do you ask your mentor for help? How did you identify your mentor?

Review

- A mentor is a trusted advisor or guide that can help you in life.
- It is important to identify a mentor in your life.

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 did it feel to have someone you could go to for help in today's game?
- Can anyone think of a mentor they have seen in movies or on TV?
- Does anyone have a mentor they would like to talk about?
- Does anyone have a story about a time a mentor has helped them?

Dreamwork

Make a list of qualities you would look for in a mentor. Identify some potential mentors in your community. If you feel comfortable doing so, approach this person about being your mentor.

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 A & B) IDENTIFYING COMMUNITY RESOURCES

GOALS:

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

- State the name, organization, and contact information of the guest speaker
- Explain how they will use community resources
- Describe their experience in Dream Life Skills through Football to an adult

Materials:

- Team Agreement
- Markers

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- A: Guest Speaker Plan (45 mins)
- B: Guest Speaker Day (45 mins)

Facilitator's Tip: Use the same session structure and reflection circle for both days: "11A" and "11B".
Try to complete 11A 4 weeks before 11B.

- 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!

A: Guest Speaker Plan (45 minutes)

1. Identify and invite a guest speaker

Hosting a guest speaker is a very different session than the other Dream Life Skills through Football sessions! Use your contacts in the community to help players identify a person in the community that is an asset for Grade 9 and 10 students.

Suggested resources

- Dream Mentor coordinator or volunteer
- Health care worker
- Career counselor
- Vocational training teacher or coordinator
- Local political leader
- Social worker
- University lecturer
- Job placement worker
- Local entrepreneur
- Religious leader
- Artist
- Law enforcement official
- A role model that has been important to your life

Facilitators Tip: Begin planning at least two weeks in advance. Also, call or meet the guest speaker the day before to confirm time and location.

There are many useful resources in our community. Can anyone think of a person or organization that does work nearby and might be willing to join us for our next session?

- Have players think about possible guest speakers and select one or two to contact.
- Explain to your guest speaker that s/he will talk about his or her work for about 10 minutes and answer questions from your players.

Some of the information your guest speaker can prepare is:

- > Where do you work or volunteer?
- > What type of work do you do?
- > How can young people from Grade 9 and 10 utilize your organization's services?
- > What is a typical day like for you?
- > How did you get where you are today?
- > How can young people contact you?

- Talk to other Facilitators or DaD staff if you are having difficulty identifying a volunteer.
- Prepare a brief introduction of the guest speaker.

2. Prepare with your Players

At least one week before this session, gather your players and explain that you have invited a guest speaker. Ask for volunteers to do the following:

- Describe Dream Life Skills through Football and the impact it has had on you.
- Describe your Team Agreement and have the guest speaker sign.
- Prepare a Dream Life Skills through Football activity to lead with the guest speaker.

Instruct all players to prepare questions for the guest speaker.

B: Guest Speaker Day (45 minutes)

1. Players share about Dream Life Skills through Football

- Welcome Guest Speaker and give him or her a brief intro to the players.
- Ask players to present Dream Life Skills through Football and the Team Agreement.
- Ask players share a Dream Sport activity with the guest speaker.

2. Guest speaker presents

- Present your guest speaker to your team.
- Allow your guest speaker to talk for about 10 minutes and invite players to ask questions they have prepared.
- Invite your guest speaker to stay for the remainder of the session.

Facilitator's Tip: Be flexible with your schedule. If the players and the guest speaker remain engaged, feel free to let this part of your session run a little longer. However, be respectful of your guest speaker's time.

Personalize

Share a personal story about a resource in your community that you have used. How did you find the resource? What impact has it had on your life?

Review

- You are becoming adults and you will need strong relationships in your communities.
- There are groups and individuals in your community that are valuable resources.
- Seek advice and help from community resources to stay strong.

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 are some additional resources in your community? How can you utilize them?
- Does anyone have a story about using a community resource?
- Who can help you find resources?
- How can you be a resource to others in the community?

Dreamwork

Identify 1 resource in your community you can utilize. The resource can be an organization, a person, or a public service.

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) UNLAWFUL ACTIVITY

GOALS:

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

- Explain the benefits of avoiding unlawful activities.
- Explain the negative impact that unlawful activities can have on their families, their community and community.
- Name 2 ways they can support each other to avoid unlawful activities.

Materials:

- At least 12 cones
- 3-4 footballs

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 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!

Risk Field (45 minutes)

1. Set up

Make three lines of 4 cones each. Cones should be approximately 1-1.5 meters apart.

2. Explanation & Instructions

Divide players into three separate teams. Instruct teams to decide on a team name. Have the players decide what the unlawful cones will represent by asking:

--> What are some unlawful activities that could negatively affect your lives?

- Violence: Physical abuse or attack directed towards someone.
- Drug & Alcohol: Using drugs and alcohol to get high or drunk.
- Stealing: Taking things from family members, school, shops, etc.
- Gangs: A group that performs unlawful activities.

--> This game is a race between the different teams.

--> Each player will dribble around the outside of all 4 cones and make a good pass back to the next player on your team.

--> Be careful to avoid touching the cones! If you touch a cone stop and do 2 push-ups before continuing on.

Facilitator's Tip: If your players can't do proper push-ups, select a different exercise like squats or star jumps.

--> After you have passed the ball to your teammate, run to the end of the line and sit down.

--> The first team with all members sitting is the winning team.

--> We will play 3 rounds.

--> Support your teammates by clapping, calling their names, and cheering them on.

3. Play with push-ups for the individual

- Remind the players that if they hit a cone they have to stop and do 2 push-ups or exercises before continuing on!
- Watch the game closely to see if players touch the cones. Encourage players to support their teammates.

Discussion

- What was the consequence of touching a cone?
- What are the consequences of being involved in unlawful activities such as vandalism, stealing, using drugs or alcohol and being violent?
- What can you do to help friends and family to avoid some of these unlawful activities?

4. Play with push-ups for the team

We are going to play again, but now if you touch a cone, your whole team must do a push-up or exercise.

Discussion

- Who else in your life might be affected if you take these unlawful risks?
--> Family and friends.
- How are friends and family members affected if you steal? If you vandalize? If you use drugs or alcohol? If you are violent towards others?

5. Play again with push-ups for everyone

We are going to play again, but now if you touch a cone, everyone must do push-ups! This means you, your whole team, all the other teams, your Facilitator, and anyone else present!

Discussion

Who else besides you and your family and friends is affected by these risks?

The whole community and even the whole country!

o How is the whole community and country affected when you participate in unlawful activities?

o How can you support each other to avoid these negative risks?

Personalize

Share a personal story about a time when you avoided an unlawful risk. How were you pressured to take this risk? How did you avoid it? How would this risk have affected others?

Review

- Avoiding unlawful activities helps to keep you safe and healthy.
- Unlawful activity affects you, your friends and your family, and the whole community.
- Support each other to avoid unlawful activities.

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)

- Where do you experience pressure to do unlawful activities?
- How come so many people do unlawful things? What are some alternatives?
- What can you do to make it easier to avoid these negative risks?
- Do boys or girls experience more pressure to perform unlawful activities? Why?
- What would you tell a younger brother or sister to help them avoid unlawful activities?

Dreamwork

Identify the places in your community where people take part in unlawful activities. Talk to a friend about how you can avoid these places.

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) WRONG BEHAVIOUR

GOALS:

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

- Name 1 wrong activity they are pressured to do
- Name 1 way they will respond to pressure to participate in wrong behaviour
- Name 1 value they will never change for anyone

Materials:

1 Small piece of red paper for every player

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 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!

Red Card (45 minutes)

Drunk Driver

A group of friends are going out to a party. One boy suggests that the driver should stay sober, but his friends laugh at him. The boy stands up to his friends and tells them why driving drunk is against his values.

Red Card for drunk driving!

Cheater

A girl is studying for an exam. Her older friend offers to give her a copy of the exam because she took it last year. The girl stands up to her older friend and explains why cheating is against her values.

Red Card for cheating!

Stealing

A group of friends find a wallet with several thousand rupees in it. There is an identification card in the wallet and one girl wants to turn the wallet into the police. The others want to take the money. The girl stands up to her friends and explains why stealing is against her values.

Red Card for stealing!

1. Introduction

Ask the players:

- What is a red card in football? What does it mean?
- Can anyone think of a time they saw a famous player received a red card?
--> Zinedine Zidane in the 2006 World Cup™ Final!
- What is “wrong behaviour”?
--> Behaviour that is against your values.
--> It can be unlawful or legal, but it is wrong in your mind.

Explain that today they will be using red cards to stand up to wrong behaviour.

2. Role-Play Practice

Explain that in this activity players will work in small groups to practice standing up to pressure to participate in wrong behaviour in real life situations.

Explain the instructions:

- I will read each group a scenario where someone is being pressured by their friends to do something wrong.
- You will have 3 minutes to plan what your characters do and say and 7 minutes to practice your role-play. Make sure you practice the role-play, don't just talk about what you will do.
- Each member of the group needs to participate; Boys can play girls and girls can play boys.

- Each role-play can only last 3 minutes.
- Your role-plays should build to one big Red Card. Be sure to explain why the Red Card is being given.

Help by going over the following 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!
- Keep it brief. Focus on the high-risk behaviour and why you use a Red Card in that situation.
- Use your local language and terms. Speak the way you would when you are with your friends.

Divide the players into teams of 5 to 7 players. Give each group Red Cards and read them one of the scenarios. Give players 10 minutes to prepare and practice their role-plays.

Facilitator’s Tip: If you don’t have red cards, instruct groups to use imaginary red cards and just hold up their hands.

3. Role-Plays

- Bring the group back together. Pick 2 or 3 groups to perform in front of the whole group.
- As they do so, encourage the players watching to silently give Red Cards during the role-play performances when they see an wrong behaviour.
- To keep all players engaged, “Freeze” the role-plays occasionally and ask observing players to explain what is happening in the roleplay.
- After each role-play, ask the follow-up questions.
 - > When was the Red Card used in the role-play?
 - > Why did the character give a Red Card?
 - > Why is this situation wrong?
 - > What would you do in this situation?

Personalize

Share a personal story about a time you stood up to wrong behaviour. Who was pressuring you? How did they respond? How did it feel to stand up for your values?

Review

- Always remember your values and don’t participate in behaviours that are against your values.
- It can be difficult, but you can stand up to anyone, even your friends.

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 found this session informative and helpful?
- What helped you notice wrong behaviours in the role plays?

So What?

- What are some values you would never change for anyone?
- How did you feel observing wrong behaviour? Did you feel bad, angry, sad?
- What are some wrong behaviours you are pressured to participate in?

Now What?

- Does anyone have a story about a time they stood up to wrong behaviour?
- How would you support a friend that was being pressured to participate in wrong behaviour?

Dreamwork

Make a list of your values. See how you are pressured to do something against your values in the next week.

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) REPRODUCTIVE HEALTH

GOALS:

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

- Describe what a choice is and that they make choices in life, including having sex.
- Describe what a consequence is and think about the potential consequences of choosing to have sex.

Materials:

- 9 tennis balls (other objects like oranges or sock balls can work too)

4 tennis balls labeled with things young people have to do in life (School, friends + family, eat, sleep)

2 tennis balls labeled with things that young people choose to do in life (sports, radio, clubs [youth/school/church], TV)

3 tennis balls labeled with potential consequences of sex (HIV/AIDS, Pregnancy, and STIs)

- One ball that is differently shaped and difficult to juggle labeled “SEX” (Football is ideal).
- Flipchart & marker (optional)

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 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!

Juggling My Life (45 minutes)

1. Things we have to do & things we choose to do

Tell players that this game is about juggling all the things we do in life. Ask them to share some of the things they do in life. Show them the tennis balls are labeled with things we do every day:

- What are the things we have to do in life?
School, eat, family, homework, church, chores, etc
- What are the things we choose to do in life?
Sports, watch TV, music, etc.

2. Juggling circle (1 ball)

Explain that players must keep all of these things we do in life up in the air by juggling as a team. Explain and demonstrate the rules:

- You must throw the ball underhand and softly to someone across the circle (not next to you), and say that person's name before you throw the ball.
- You will throw the ball to the same person every time. Remember whom you throw the ball to and whom you receive the ball from.
- We are a team and don't want to drop the balls. If you drop the ball, pick it up and continue playing.
- If the person you are throwing the ball to drops the ball, wait for them to pick it up and throw to the next girl before you throw your ball at her.

Guide the players to set up their pattern.

- Everyone put her hands up.
- When someone says your name and throws you the ball, catch the ball, call out someone else's name and throw the ball to them across the circle.
- Put your hands down after you throw the ball.
- Only throw the ball to someone who still has his/her hands in the air.
- Everyone should only catch the ball once.
- The last person to get the ball will then throw it to me.

Practice the pattern a couple times with only 1 ball.

After the ball has gone around once, ask players:

- Was it easy to juggle only 1 ball?

Make sure players know whom they are throwing the ball to and who is throwing it to them.

3. Juggling the things we have to do and things we choose to do

We are now going to juggle the things we have to do and the things we choose to do in our lives.

- Add 2 more balls, and juggle them around the circle.
- After you juggle, ask:
Is it easier or more difficult to juggle our lives with more balls?
- Juggle all of the balls that represent things that young people have to do and choose to do (besides sex).
- If someone drops a ball, just have them pick it up and keep playing.

Discussion

- Was it easy to juggle all these balls?
- Is it easy to juggle all the things we do in life?
- What happens when you drop a ball or make a mistake with any of these balls?

You must pick the ball up and continue to play.

Is it OK to make a mistake in life?

- Yes, in life we all make mistakes.
What happens when you make a mistake in life with 1 of these balls?

- You can fix it in many ways (e.g. saying sorry to a friend, doing extra revisions in school, etc).
What do we have to do in order not to drop the balls or make mistakes in life?

Communicate and concentrate on the things that we have to do and the things we choose to do. Plan our next move.

We all make mistakes in life but we can bounce back and work hard to correct our mistakes.”

4. Juggle with the sex ball and pregnancy

- Introduce the Sex Ball: It’s now time to try juggling with a different type of ball.

Explain:

--> You are at an age where some of you may begin to feel pressure to add sex to your lives.

--> Let’s see what happens when we add sex to our lives.

- Juggle all the tennis balls that represent things we have to do and choose to do in our lives again adding the sex ball in the middle followed by the pregnancy balls.
- Throw the balls more frequently so that it’s even more difficult to juggle all the balls.

Discussion

- Was it easy to juggle all these balls? Why?
No. There were too many balls, the sex ball got in the way.

- At this age, you lead busy lives and sex makes life much more difficult.
- Why are we holding balls that say pregnancy? Where did they come from?
They came after we added sex to our lives.
- Did the game get easier or more difficult when I introduced the 'Sex' ball? Why?
Game got more difficult because you had to juggle many more balls.
- Does life get easier or more complicated when you start having sex? Why?
Life can get much more difficult when you start having sex because you have to deal with the consequences, like pregnancy.
- Can a mistake with sex be fixed easily like fixing a mistake with friends?
No. Pregnancy cannot be reversed or corrected.
- If you choose not to have your baby, what should you do?
See a doctor! Having an abortion outside of hospital can result in permanent damage, and even death!
- How does getting pregnant at this age make your life more difficult?

*You have to stop living for yourself and dedicate your life to your child. It gets very difficult to stay in school, have fun with friends, work, etc.
A child puts more stress on your family.*

- Why is the 'Sex' ball the biggest ball
*Having sex is one of the biggest choice in your life
When you have sex, who you have sex with, and how you have sex with can affect you for the rest of your life*
- What changes in your life if you have a child? (Go through the green balls and ask how each will change if you get pregnant)
- Example: How will your relationship with your friends change if you have a child?
- How can you avoid getting pregnant at this age?
- Sex is a choice. Why do some people feel like it is something they have to do?
- Can you abstain from sex even if you've had sex before?
*Yes. You can choose to abstain or avoid sex at any point in your life when you don't feel ready.
Taking a break from sex can help you decide if you and your partner are ready for the consequences, like pregnancy.*
- How do you know you are ready to have sex?
- How do you know a boy is ready to have sex with you?
*He respects you and your choices and listens to you
You talk about consequences of sex like pregnancy, HIV, and STIs
You can talk about things like HIV testing, using condoms, and being faithful*

- You will be able to have a child for about 20 more years. Why do many girls want to have a kid right now?
- How will you be different in 5-10 years? Why are you more ready to have a child than you are now?

Personalize

Share a personal story about waiting to have sex. You can share a story about yourself or someone that waited to have sex. You can also share a story about someone who had a child at a young age and the impact it had on his/her life.

Review

- Having sex can have serious consequences such as unplanned pregnancy.
- Your lives are very busy at this age without having a child. Wait until you are older and ready to have a child before getting pregnant.

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 do you prioritize all the things that you do in your life?
- Who can you talk to when you need help doing all the things you do in life?
- How do you know when you are ready to have sex?

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) SUCCEEDING IN SCHOOL

GOALS:

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

- Describe what it means to succeed in school and life
- Name 2 different views other have about success in school and life
- Defend 1 of their own values related to education

Materials:

- 3 signs: “Agree”/ “Disagree”/ “Not Sure”. To put on three walls, goalposts, cones, etc
- Rolled up piece of paper to use as a “microphone”

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Where Do I Stand? (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

Explain the rules:

- Today we are going to play a game to discuss succeeding in school.
- Succeeding in school is very important. We all have different goals and dreams about education.
- Succeeding in school can mean different things to people and it important that we respect each other's views on the topic.
- I will read several statements related to succeeding inschool. After each statement, you will have 10 seconds to think about the question. If you agree with the statement, you will stand next to the "Agree" sign; if you disagree, you will stand next "Disagree" sign; if you are unsure, you will stand next to the "Not Sure" sign.

Facilitator's Tip: If all players go to the "Not Sure" sign, try removing it and forcing them to make a choice, just for fun.

- There are no right or wrong answers in this game, but you need to explain why you have made your decision. Only the person with the microphone can speak so that everyone isn't talking at the same time.
- Remember to 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, go between the 3 sides to get their different opinions. Try to get the players to debate with each other. Use the follow-up questions if you have difficulty generating a discussion. Encourage players to use the rules of Strong Communication.

Facilitator's Tip: Praise players for sharing their strengths. They may feel embarrassed at first, but emphasize that there they are not bragging or being arrogant if they recognize their strengths and give themselves self-praise.

Statements

- Warm Up Statement: Cricket is the greatest sport in the world!
What sport is better? Why?
- Succeeding in school is the most important thing in life.
Follow-up: Why is there so much pressure associated with succeeding in school?
- Parents should decide what you do when you get older.
Follow-up: How come parents have so much say into what their children end up doing?

- I would pursue a profession that I love even if it makes me very little money.
Follow-up: Do some people do jobs that they don't enjoy just for the money? What do you think about this?

- It is easier for boys to succeed in life than it is for girls.
*Follow-up: What makes it easier for boys or girls?
What are boys strong at? What are girls better at?*

- If you don't go to college you can't succeed in life.
Follow-up: Can you think of people of who have succeeded and not attended university?

- It is possible for everyone to be successful in life.
Follow-up: What can make it difficult for people? How can you overcome those challenges?

Personalize

Tell a personal story about someone you know who overcame challenges in school or in life and gone on to live a successful life. How did they overcome these challenges? What was this like?

Review

- Everyone has his or her own opinion about what it means to succeed in school and in life.
- Even if you don't excel in school you can still achieve your goals.
- Support each other to overcome challenges that make it difficult to succeed.

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)

REFLECTION CIRCLE (20 minutes)

What Happened?

How many of you think this activity was helpful?

- What did you learn from each other? What did you hear that surprised you?
- What makes it difficult for some people to succeed in school?
- How can you celebrate each other's' successes in school?

So What?

- Why do people have different opinions on what it means to succeed in school?
- Is it possible to succeed in life even if you do poorly in school?
- How would you describe succeeding in school or in life in your own words?
- How does succeeding in school influence your ability to reach your goals?

Now What?

- How can we encourage each other to succeed in school and in life?
- What you have learnt today, how will you tell others about it?

Dreamwork

Make a list of the goals you want to achieve in school. Share your list with a friend and talk about ways to achieve your goals.

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) DEALING WITH SUCCESS & FAILURE

GOALS:

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

- Share a personal story about a time that they have failed at something, and how they reacted to it
- Explain that there are healthy ways to deal with failure

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Players' Stories? (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!

Players' Stories? (45 minutes)

1. Discuss resilience

Ask players:

What is resilience?

- The ability to bounce back from a difficult situation or a failure, and get life back to normal.
- Explain that in life, everybody gets knocked down and to be successful you just need to get back up each time.

- Ask players to think of their favorite football heroes.
- > Can you think of a player that has never faced a serious struggle?
- What kinds of challenges do even the best players face?
- > Injuries
- > Losing games (everyone loses, sometimes)
- > Not living up to expectations

Personalize

Share a quick personal story about a time that you have failed to achieve something that you really wanted.

Facilitator's Tip – this personalize comes at the beginning of the activity, instead of at the end. Share a story here to make the players feel comfortable to share their own!

2. Introduce the activity

- Explain to players that today they will think back over some hard times in their lives and think about the best ways to deal with situations like this.
- > In life, everyone faces failure but there are positive and negative ways to deal with it.
- > Think back to a time in your life when you wanted to succeed at something but couldn't.
- > In small groups, you'll get the chance to share about a time you have failed in life, or a time that you have faced disappointment.
- Explain to players that their stories are personal and unique, but that they should all be able to answer the following questions with their story.
- > What is a major challenge, setback, disappointment, or failure you have had to face in your life?
- > How did it make you feel?
- > How did you handle the situation and proceed?
- > What were the long-term outcomes of this challenge, setback, disappointment, or failure and your reaction to it?

After each player shares a 5-minute story, you will have to facilitate your own discussions, using some of the following questions:

- > What major challenge did the player face and how did they react to it?
- > What would they have done differently, looking back?
- > What can we learn from this story?

3. Players share stories in small groups

- Break players into groups of 3 and allow them to share their stories.
- Walk around to check in with the small groups and keep them on task, but don't invade their privacy too much.

4. Big group recap

Bring the players back together and ask the following questions:

- > What did it feel like to share a story of failure with your friends?
- > Why is it so hard to talk about failure?
- > What was the most important thing you have learned from these stories?

- Explain that in life, failure is a bad thing if you can't learn from it, but it can be a highly positive experience if you can think through it and learn something.

Review

- In life, everybody faces failure. Those who succeed simply bounce back from it with resilience.
- Failure is not a bad thing, it is often an opportunity to learn something meaningful.

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 did it feel to tell a personal story?
- How did it feel to tell a story of failure today?
- Who can you talk about failure with in real life?
- What is the most important thing you learned today about bouncing back?

Dreamwork

Ask a parent or mentor about a time s/he failed and bounced back.

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) DEALING WITH SUCCESS & FAILURE

GOALS:

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

- Identify 2 ways to deal with failure
- Describe why being resilient is important

Materials:

Many Footballs & Cones

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Monkey on my Back (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!

Monkey on my Back (45 minutes)

1. Set-up

Set up a field approximately 20 by 40 metres.

Introduce Monkey on my Back

Tell players:

- Today we are going to play a game that can help us deal with failure or unexpected obstacles in our lives.
- Can you name some things that you worry about or make you feel pressure?

School work, expectations at home, sports, etc.

- Keep some of these things in mind as we play the game!

2. Play with Negative Monkeys

Ask players to pair up with someone approximately the same size.

- We are going to pretend that we have just failed at something we care about in our life. Maybe we did poorly on an exam, didn't play well in game or dealt badly with a difficult issue in our life.
- The object of the game is to dribble a football through a goal. This goal represents your goals in life! In this round you will dribble the ball with your partner on your back.
- Your partner is going to act like a monkey on your back. The monkey represents a negative attitude. The monkey will shout negative comments at you as you dribble towards the goal.
- The monkey can say things like, "You'll never reach the goal!", "You're not going fast enough!", etc

Facilitator's Tip: Make sure that the monkeys are not insulting the players. They should discourage them but not say anything hurtful about the dribbler.

- Instruct the players that once they reach the goal on one side they should switch roles, turn around and then dribble towards the goal that they just left from.

Discussion

- How did it feel to have a monkey on your back?
- Why does it feel to try and achieve your goals when you have a negative attitude weighing you down?
- In life, why is it so hard to overcome adversity or failure?
--> It is constantly on your mind, affecting everything you do.
--> Failing at something is like having a negative monkey on your back!
- What is something that we can all do to help deal with failure?

3. Play with Encouraging Monkeys!

- We are going to play the same way this time. But when you reach the half way cone, the monkey will jump off and start encouraging you while you dribble!

The monkeys will now represent a positive attitude. They can say encouraging things like, "You can do it! Keep going! Don't give up!"

- When you reach your goal at the end of the field switch roles with your partner and do the same on the way back to the goal you left from.
- Play a couple rounds so you both can be the dribbler and the monkey a few times!

Personalize

Share a personal story about a time that you might have failed but stayed positive and resilient and kept moving forward Why was it difficult? How did overcome your obstacle?

Review

- Having a positive attitude helps you deal with failure.
- It is important to stay resilient and not give up on your goals.

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 round?
- Was it easier to reach your goals when you got the monkey off your back?
- Where does this positive attitude come from?
 - > From yourself.
 - > From positive supporters.
- Why is it important to have a positive attitude when dealing with failure?

- So you don't give up and continue to work towards your goals or a new solution!

So What?

- How did it feel to get rid of the monkey on your back?
- What makes some people give up after they fail?
- Who or what might be able to help you if you fail at something?
- How does a positive attitude make overcoming failure possible?
- How did it feel to have your positive attitude encourage you in the second half?

Now What?

- What did you learn in today's session?
- How will you take it into your lives?

Dreamwork

Create a list of positive statements to say to yourself when you are trying to stay resilient.

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) TAKING ACTION IN THE COMMUNITY

GOALS:

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

- Name the most important information for people in their communities
- Describe how they can be role models in the community
- Name 2 things to help them become better facilitators

Materials:

- Bring your entire Facilitator's Kit so players can practice facilitating any Dream Life Skills through Football activity. The activities that work best are active games such as Risk Field, Pressure Limbo, My Supporters, Sky Ball, Frogs & Cars, Team Handball, Round-up, etc.
- If possible, make photocopies of some of the activities from your Facilitator's Guide.

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Community Outreach Planning & Practice (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!

Community Outreach Planning & Practice (45 minutes)

1. Preparation

- Identify a group in your community of about 20 to 30 people that your team can facilitate Dream Life Skills through Football activities with. This can be a sports team, school group, religious group, team, art or drama group, another Dream Life Skills through Football team, etc.
- The most important thing is that you find a group to work with that is enthusiastic and reliable.\

Facilitator's Tip: Ask your players which group they would like to work with!

- Set a date, time, and location when your team can meet with the group.

2. Explain

Explain to players they grown a lot during Dream Life Skills through Football and they are ready to share their knowledge with members of the community.

- Now that you are in Grade 9 or 10, you have the ability to teach and influence people in your community. You may not know it, but you are probably role models for many people you know!
- You will be facilitating Dream Life Skills through Football activities with peers and younger people in your community. Today we will have the chance to practice and prepare facilitating.

Discussion

- What was your favourite Dream Life Skills through Football activity? Why?
- What is the most important Dream Life Skills through Football activity for people in your community?

3. Facilitation Lesson

- Teach your players basic facilitation skills from your Facilitator's Resource.
- Take your group through the 11 BEs of Facilitation in your Facilitators Resource, highlighting your favorite parts with examples and skits

4. Assign Groups and Activities

- Divide players into equal groups of about 5-6. Make sure the groups are mixed in terms of ability and gender.
- > Discuss which activity you would like to facilitate and why it is important for people in your community.
- > Decide on one activity and discuss the key messages and activity steps.
- > Decide on roles within your group. Everyone in the group must participate. There are different ways to participate: organizing materials, asking questions, giving instructions, keeping players excited, and more.
- Visit each group to tell them the activity steps and answer any questions.

- Record the activity that each team will facilitate.

Facilitators Tip: You may want to have 2-3 Planning and Practice sessions before conducting the session with younger children. Ask your players how much time they need to practice before they feel comfortable facilitating.

5. Players Practice Facilitating

Instruct players to practice facilitating within their groups.

--> Work with your teammates and support each other. Solve problems as a group.

Facilitators Tip: Be positive! It's fine if players do not facilitate the activities perfectly. Make them feel confident and comfortable in what they do well.

Discussion

- How did it feel to practice facilitating?
- How did it feel to work as a group?
- What did your group do well?
- What can your group improve on before you facilitate with another group?

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

- Use your influence as a role model to positively impact your community.
- Use your facilitation skills when teaching others.

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)

- Do you feel well prepared to facilitate your activity? Why or why not?
- How can you further prepare to facilitate your activity?
- How do you view Facilitators or teachers, now that you have tried facilitating?
- What other areas of life can you use your facilitation skills?

Dreamwork

Describe the steps to Dream Life Skills through Football activity you will facilitate with a friend or family member.

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) TAKING ACTION IN THE COMMUNITY

GOALS:

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

- Describe how it feels to facilitate
- Describe 1 way they can teach others in the community
- Give 1 example of a problem their team solved together

Materials:

- Bring your entire Facilitator's Kit so players can practice facilitating any of the Dream Life Skills through Football activities that your players have prepared.
- If possible, make photocopies of some of the activities from your Facilitator's Guide.

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Community Outreach (45 minutes)
- Water Break (5 minutes)

Facilitator's Tip: No football today!

- 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!

Community Outreach (45 minutes)

1. Preparation

- Gather your players to give them encouragement before they begin facilitating.
- > Now it is your time to facilitate the activities you have prepared! Just relax, do your best, and have fun! I am here to help you whenever you need.

Facilitator's Tip: Instruct your players to wear their team jerseys so they are easily identified.

- Give players 5-10 minutes to prepare and set up materials.

2. Introduce your players to the group

- Bring your players and the other players together

Explain:

- > Dream Life Skills through Football is a programme where young people play football and learn how to live healthy lives.
- > Today a team of young people will teach you from Grades 9 and 10 that have been trained by Dream Life Skills through Football.
- > We are all here to have fun and learn. Feel free to ask questions and share your ideas.
- > Show respect to all of your teammates.

3. Start the activities

- Divide the group evenly among your team's small groups.
- Help each group start their activity. Follow along in your

Facilitator's Guide and help out when needed. Pay attention to the time.

Facilitators Tip: Visit each group and give verbal and non-verbal encouragement to your players.

Discussion

- Bring your players and the players together and lead a brief discussion on their experience.
- > How did it feel to participate in Dream Life Skills through Football activities?
- > What did you learn today?
- > Does anyone have any questions about Dream Life Skills through Football?
- Thank your players and the players. Praise your players in front of the players.

Review

Facilitator's Tip: You can skip the review this session. Hold a Reflection Circle with your players at the end of the session to discuss their experience facilitating.

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)

Gather your players to discuss their experience facilitating.

- How did it feel to facilitate Dream Life Skills through Football activities?
- What are some things you did well?
- What are some problems you faced?
- What are some other opportunities where you can facilitate and teach in the community?

Dreamwork

Talk to a facilitator, like a Facilitator or teacher about how they prepare to facilitate. Share your experience teaching others!

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) REVIEW

GOALS:

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

- Describe how it feels to facilitate
- Describe 1 way they can teach others in the community
- Give 1 example of a problem their team solved together

Materials:

- Bring your entire Facilitator's Kit so players can practice facilitating any of the Dream Life Skills through Football activities that your players have prepared.
- If possible, make photocopies of some of the activities from your Facilitator's Guide.

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Community Outreach (45 minutes)
- Water Break (5 minutes)

Facilitator's Tip: No football today!

- 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)

Facilitator's Tip: Allow your players to facilitate Wake Up activities with players if they feel comfortable doing so. You can also facilitate these yourself or skip to the activities your players have prepared.

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

Facilitator's Tip: See Session 1 for instructions!

Community Outreach (45 minutes)

1. Preparation

- Gather your players to give them encouragement before they begin facilitating.

--> Now it is your time to facilitate the activities you have prepared! Just relax, do your best, and have fun! I am here to help you whenever you need.

Facilitator's Tip: Instruct your players to wear their team jerseys so they are easily identified.

- Give players 5-10 minutes to prepare and set up materials.

2. Introduce your players to the group

Bring your players and the other players together. Explain:

- Dream Life Skills through Football is a programme where young people play football and learn how to live healthy lives.
- Today a team of young people will teach you from Grades 9 and 10 that have been trained by Dream Life Skills through Football.
- We are all here to have fun and learn. Feel free to ask questions and share your ideas.
- Show respect to all of your teammates.

3. Start the activities

- Divide the group evenly among your team's small groups.
- Help each group start their activity. Follow along in your Facilitator's Guide and help out when needed. Pay attention to the time.

Facilitators Tip: Visit each group and give verbal and non-verbal encouragement to your players.

Discussion

- Bring your players and the players together and lead a brief discussion on their experience.
--> How did it feel to participate in Dream Life Skills through Football activities?
--> What did you learn today?
--> Does anyone have any questions about Dream Life Skills through Football?
- Thank your players and the players. Praise your players in front of the players.

Review

Facilitator's Tip: You can skip the review this session. Hold a Reflection Circle with your players at the end of the session to discuss their experience facilitating.

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)

Gather your players to discuss their experience facilitating.

- How did it feel to facilitate Dream Life Skills through Football activities?
- What are some things you did well?
- What are some problems you faced?
- What are some other opportunities where you can facilitate and teach in the community?

Dreamwork

Talk to a facilitator, like a Facilitator or teacher about how they prepare to facilitate. Share your experience teaching others!

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!

21) 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)
- Most Meaningful Stories (45 minutes)
- Water Break (5 minutes)

Facilitator's Tip: No football today!

- 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)

Facilitator's Tip: Allow your players to facilitate Wake Up activities with players if they feel comfortable doing so. You can also facilitate these yourself or skip to the activities your players have prepared.

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

Facilitator's Tip: See Session 1 for instructions!

Most Meaningful Stories (25 minutes)

1. Explain

Explain to players 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.

2. Players discuss their stories in small groups

- Separate the team into smaller groups of 5 to 7 players.
- 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 players 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 players 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)

Gather your players to discuss their experience facilitating.

- 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?

Dreamwork

Tell a friend or family member how important Dream Life Skills through Football is to you. Tell them about some of the changes you have made since you joined Dream Life Skills through Football.

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!

22) 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 players 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 players 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:
 - > Players practice and demonstrate their favourite Dream Life Skills through Football activity with invited guests.
- Role-play:
 - > Players practice and perform their favourite role play from Dream Life Skills through Football. Players 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 players 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 Players write poems or speeches about what they learned in Dream Life Skills through Football.
 - > Give players a list of topics if they are struggling to come up with ideas.
 - > Help players to organize a time and place to practice their performance before the graduation.
- Invite family members and friends:
 - > Ask players to invite their family members and close friends to graduation.
 - > Bring in paper and markers for players 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 players on your team.

Graduation Team Agreement

- Ask players to develop their own Team Agreement on how to take action in the community.
- Help players brainstorm achievable goals they can perform in their community before writing the Team Agreement.
- Give players 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 players 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?
- Who is a leader that you look up to or respect in your school, home or community, and why?
- Who is someone you trust in your community/ group and why?
- If given a chance, who would you like to be for a day? Or who would you like to exchange roles with?

Gender and Differences

- Which is your favorite way to dance: with others or alone?
- What is that one thing which makes you different?
- Show how you feel today by making up a nonsense word that sounds how you feel. Now tell us the definition of your word.
- If the way you feel today was something in the sea, what would you be and why?

Risks, Success & Failure

- What was the high point of your day so far? Tell us the story using gibberish (nonsense) words.
- Act out the worst and best parts of your day today.
- What's one kind and nice thing/behaviour you did or saw someone else do this week?
- If you were to write a book about yourself, what would you name it?
- What's one thing you are grateful for today? It could be anything, something big or small.
- What is one thing you are interested in but are afraid to try?
- If you were looking in a mirror right now and your image could talk, what would it say?

Community Outreach & Action

- Who is someone you trust in your community/ group and why?
- What's one kind and nice thing/behaviour you did or saw someone else do this week?
- What kind of magical power would you like to have?
- What is one thing about yourself that you are proud of?
- If you could change one thing about the world right now, just by clicking your fingers what would it be?

APPENDIX 2

GOALS:

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

- Understand gender roles and expectations that are learned in our society.
- Name 2 gender norms for their own gender
- Name 2 gender norms for the opposite gender
- Describe 1 gender norm you would like to change

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

- What are gender norms?

--> Gender norms are things society expects of people because of their sex.

Examples: Women are supposed to cook for men; Men are supposed to earn money for the family.

--> Sometimes people use gender norms to justify harmful behaviour, such as rape, abuse, or discrimination.

--> Gender norms can be questioned or changed if you don't agree with them!

2. Instructions

- 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.

3. Discussion

Instruct players to discuss the following questions:

--> In relationships, how are members of your gender supposed to act?

--> In relationships, how are members of the opposite gender supposed to act?

- How can gender norms be harmful in relationships? How?

--> People can't behave the way they want to or be who they really are.

--> People justify unfair or abusive treatment by saying "It's always been this way."

Give players about 5 minutes to discuss

- Ask the participants to discuss ways in which they can challenge the gender norms 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

Share a personal story about a female challenging gender norms in sports, relationships, or employment. What gender norm did she challenge? How did she challenge the gender norm? Who

supported her?

Review

- Gender norms are things society expects of people because of their sex.
- Gender norms can often be harmful or used to justify unfair treatment of someone.
- You can challenge and change gender norms.

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?

- 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 or challenged the norm?

So What?

- Where have you seen gender norms in sports? In school? In employment?
- How and where do we learn about gender norms?
- Do these norms limit or enhance us in our life choices?

Now What?

- Does anyone have a story about someone challenging gender norms?
- How have gender norms changed in your community? How do gender norms need to change in your community?
- How would you describe gender norms 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!

APPENDIX 2B GENDER BASED VIOLENCE

GOALS:

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

- Understand importance of communicating with the opposite gender.
- Develop empathy and sensitivity towards self and opposite gender
- Describe why violence against women and girls is always wrong

Schedule:

- Pre Session (15-30 minutes)
- Wake Up (20 minutes)
- Gender Talk (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 Talk (25 minutes)

1. Explain

- 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.

- What is gender-based violence?
- > Any type of violence against women or girls.
- > Sexual abuse, domestic violence, or exploitation.

2. Explanation & Instructions

For All- Girls Group:

- In this game we are going to talk about what it is like to be a girl in our community. We are going to talk about gender differences and gender based violence.

Coach's Tip: Violence against women and girls is always wrong! Do not allow players to justify gender-based violence or make jokes about the topic.

- I will read questions that the girls will discuss amongst themselves

Coaches Tip: If possible, have a coach of the same sex as it will help facilitate the discussion questions better.

3. Play

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.

- What is the best thing about being a woman in your community?
- What is the most difficult thing about being a woman in your community?
- What makes people violent in a relationship?
- How can we stop gender-based violence?
- What would you tell men to help them better understand women?
- What is one thing you would never want to hear said about a woman again?
- What are men and women responsible for in a relationship? What would you change?
- How does alcohol affect relationships?
- What can men do to support and empower women?

4. Play

For All- Boys Group:

In this game we are going to talk about what it is like to be a girl in our community. We are going to talk about gender differences and gender based violence.

Use the following question to guide the discussion. What is the best thing about being a man in your community?

- What is the most difficult thing about being a man in your community?
- What makes people violent in a relationship?
- How can we stop gender-based violence?
- What would you tell women to help them better understand men?
- What is one thing you would never want to hear said about a man again?
- What are men and women responsible for in a relationship? What would you change?
- How does alcohol affect relationships?
- What can men do to support and empower women?

Discussion

- Did anything that you hear surprise you?
 - What are the reasons that people are violent in a relationship?
 - What can you do if you witness violence against women or girls?
 - What can we do to make it easier for men and women to listen to each other?
- > Use your Strong Communication skills: Be an active listener, be respectful, and be an elephant.

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

- It is important for men and women to listen to each other and communicate with each other.
- Violence against women and girls is always wrong.

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)

- Why can it be difficult for men and women to get along?
- What can you do to stop gender-based violence?
- How can you improve the way you communicate with people of the opposite gender?
- What are some things you can do to show respect to someone of the opposite gender?

Dreamwork

Talk to a friend or family member about gender based violence and why it is a problem.

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!



No. 398/E, 17th Cross, 9th Main, 3rd Block, Jayanagar, Bangalore - 560011

www.dreamadream.org