



**LEARNING WITH FUN
THROUGH SPORT & PLAY**
A TOOLKIT FOR TEACHING SCHOOL SUBJECTS
USING ACTIVITIES AND GAMES



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*Learning with fun
through sport and play*

Impressum

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Preface

About this toolkit

Background

The “Learning with Fun through Sport & Play” Toolkit was developed for Education 4 Youth (E4Y) and Hope for Shining Stars (H4SS-S4SK). The two non-governmental organisations cater to disadvantaged children and young people in Myanmar who have dropped out of or never been to school. They aim to provide their marginalised target group with what it needs to get back into the formal education system, to successfully complete vocational training and to secure stable and decent employment. The organisations run non-formal education classes on primary and secondary school levels, as well as vocational training courses.

The aim of the toolkit is to encourage the use of sport and movement in education, giving step-by-step instructions that are simple to follow and provide tools that can be adapted easily according to the needs and the context. The toolkit is based upon field-experience in Myanmar and draws on SAD’s previous experience in using sport & play as educational tools.

The toolkit was introduced in its draft form in the framework of a two-part workshop series on child-centred, sport & play-based teaching that was held in Yangon; Part I in October 2016 and Part II in June 2017. The workshops aimed at enabling teachers to use sport & play-based methods in class in a purposeful way; thereby involving their students more in the learning activities, providing an incentive for them to attend school and increasing their learning outcomes. In total, 32 teachers from the following organisations took part: E4Y, H4SS-S4SK, Sonne International, government-run Community Learning Centres (CLC) and monastic schools.

Workshop content and selection of games

To support and facilitate the implementation of games in the classroom, the workshops followed a practice-oriented approach. The goal was to equip training participants with practical examples of how to integrate movement activities into their daily teaching.

In preparation of the workshops, the curricula used by E4Y and H4SS-S4SK were screened for topics that can be taught using sport & play. Care was taken to select games that fit the specific target group of the three organisations’ teachers and the non-formal education setting they work in.

Ensuring appropriateness of the activities

Playing the games during the workshops not only allowed the participants to ‘learn by doing’ but was also an opportunity to elicit feedback on the games, which was then incorporated in the toolkit.

Each game was carefully reviewed with the training participants to make sure it is appropriate to their teaching context. The games were checked according to

- (1) Suitability to the learning objectives included in their curricula
- (2) Physical safety of the students
- (3) Cultural appropriateness
- (4) Time needed to play the game
- (5) Age group of their students
- (6) Availability of space in or outside their classrooms
- (7) Suitability to Burmese language (for language class games)

Almost all games introduced at the workshops were deemed appropriate by the participants. Only two games were rated as not suitable by teaching staff from S4SK in terms of the space needed. Possible variations were discussed for these two games in particular, as well as all the others.

Workshop content

Module 1 of the workshop series provided an introduction to playful teaching through sport & play, SAD's experiences with the approach and its strengths. The workshop facilitator highlighted how sport & play-based teaching enhances students' development in a holistic way. Moreover, essential guidelines for a successful use of sport & play-based teaching were introduced. Module 2 outlined how to plan, prepare and conduct sport & play sessions in class. It was discussed how life skills can be defined, and why students need them to successfully complete basic education and secure gainful employment. The experiential learning cycle was introduced to highlight how students can develop life skills through sport & play and how teachers have to guide them by facilitating discussions.

The workshops followed the motto "Games are like recipes: boring to read, fun to put into practice!". An important part of the workshop consisted thus in putting the learning into practice: a variety of activities and games for different learning objectives set in class were introduced. The participants assumed the role of students and teachers in mock sessions. They were guided to prepare and conduct sport & play sessions, to conduct classroom observations and to provide feedback to their peers.

How to use the toolkit

Target group and required sports material

The toolkit primarily addresses teachers in a non-formal education setting but those working in formal education might also find it helpful. The games are designed for students at primary and secondary school level. The activities, and especially the key messages, are meant to be models and suggestions that teachers can adapt to their curricula, and to the interests and capacities of their students.

Most of the games can be played in a normal classroom – if classrooms are equipped with tables and chairs, they can be stacked at the sides. To keep financial investments low (and therefore increase sustainability), care was taken to select only games and activities that do without specialised, high-priced sport equipment.

Structure of the toolkit

The toolkit consists of four parts. **Part 1** provides guidelines for sport & play-based teaching, the core principles of the approach, how to use it in class and the role of the teacher. In this part you will also find guidelines on how to best implement the activities of the toolkit.

Part 2 contains suggestions on how to form teams, ideas for energisers and relaxation activities, and the games related to specific subjects of the school curriculum. In order to facilitate a purposeful application of the sport & play-based approach, the games are presented according to the objectives they serve:

(1) Activities for classroom and behaviour management



Energisers: To activate students when they are distracted, sleepy or timid



Relaxation activities: To calm students down and help them refocus on the lesson when they are too active and struggle with focusing their attention

(2) Activities suited to specific learning objectives of the school curriculum



Review games: To review a specific subject taught in class – a fun way to assess if the students have mastered the subject



Games related to specific school subjects (topic games): Maths, English/ Burmese, geography or health education



Games that promote the development of life skills: Personal skills (e.g. coping with stress, self-reflection), interpersonal skills (e.g. assuming leadership, effective communication) and cognitive skills (e.g. critical thinking, quick decision-making)

Indications on specific learning objectives, materials needed, related life skills, and duration are given for each game. The game descriptions include step-by-step instructions on how to prepare and conduct the activity. Furthermore, the topic games include key messages to be conveyed and tips on how to lead the discussion with the students.

For each topic game, a teaching aid with background information is included in **Part 3**. For example, teaching aids cover health (hygiene, communicable diseases, mental health, nutrition and substance abuse), child protection and environmental awareness (waste management in Myanmar).

Finally, **Part 4** features instructions on how to create the basic sport equipment needed for the games and activities with low-cost materials.

Part 1

Guidelines for Sport & Play-based Teaching



Part 1 – Guidelines for Sport & Play-based Teaching

The sport & play-based approach

Experiences show that sport & play-based teaching is especially suited for disadvantaged children and young people – in two ways. First, students who are disadvantaged often have lower self-esteem and self-confidence than their peers. Playful methods provide them with opportunities to experience success in a more relaxed environment compared with a conventional teaching setting. In the playful, low-pressure setting, students can develop a more positive attitude towards acquiring new knowledge and skills. Second, sport & play-based methods can ease the transition from the home (or informal work) environment into the formal education system for children and young people who have never been enrolled in school or have dropped out at some point. The activities and games keep the students attentive, provide breaks to the sitting routine and can therefore act as an incentive to attend school.

Safety first

When planning a sport & play session, think about safeguarding measures that you need to take during the activity to prevent students getting physically hurt.

Make sure the classroom or the playing field are clean and devoid of any objects that could harm the students (for example, pointy tree branches, metallic objects, sharp stones). If the classroom is rather small and running could put the students at risk of tripping, choose slower and more quiet movement types instead (for ideas on different stationary and free movements, see the chapter “Variations”).

Weather conditions need be taken into consideration, too. During the hot season, activities with a low level of intensity are recommended and the hot midday sun should always be avoided for sport & play sessions. Always make sure that the students do not get dehydrated – provide enough water to drink. Sessions should be held in the shade if possible (or early in the morning). During the cold season, students might be at risk of catching a chill if they sit down for a long time during class. In this case, use energisers to allow them to warm up.

Make sure the students take off anything that others could get entangled in, for example, necklaces, their student badge, or scarves.

Key principles for the use of sport & play in class



Playing by the rules

In sport & play, rules guide the players; they define accepted and unaccepted behaviour. The rules need to be announced before the start of a game. They have to be applied to each player and everyone has to adhere to them alike. This creates an environment in which people know what to expect. If enforced in a just way, the rules define fair play. This atmosphere of ‘playing by the rules’ exceeds the playing field: it can create a more general code of conduct that positively influences how students interact with their peers and their teachers. It is therefore important that you guide the students in solving conflicts on the playing field while they arise – in a fair, transparent and consensual way that enforces equitable relations between students.



It's the team that matters

Place the emphasis on the group, not the individual's performance. After the game, celebrate the whole team for their successes: results are always team results! This way, social behaviour based on empathy and solidarity is fostered. A playful competition between teams can act as incentive

to participate. However, if the competition becomes too serious or even bitter, emphasise that the important thing is not to win but to keep trying and to show perseverance! Conclude each game with a joint cheering ritual that unites players across teams. Otherwise fear of failure might increase in some students.



Walk the talk – Lead by example

Always remember that as a teacher, you have a considerable influence on your students. Young people and children especially learn behaviour through observing and imitating their peers and adults. This means that you are a role model for them. This is why it is important to emulate the right kinds of behaviour: show respect towards all students, regardless of their age, gender, ethnicity, physical or cognitive ability, socio-economic background, religion or sexual orientation, and treat them fairly. In order to lead by example, you need to reflect on your values and attitudes and understand your own behaviour. Make adjustments to your behaviour where necessary; by improving conduct, you create a more positive environment.

Session planning

Conducting a sport & play session in class can be compared to cooking a meal. The actual ‘cooking’ is only one part of the work. Before you start to cook, it is necessary to prepare: decide what to cook, choose a recipe, and get the ingredients ready. Every good cook knows that good preparation is the key to cooking a tasty meal. The same is true for carrying out an enjoyable and entertaining session. The basic steps that have to be undertaken when preparing a meal in the kitchen can act as a reference for a sport & play session:

	Kitchen	Session
Step 1	Decide on what you want to cook	Set a learning objective 🗨️ Ask yourself, “What do I want the students to learn?”
Step 2	Choose how to cook the meal	Choose an appropriate game or activity that is linked to the learning objective 🗨️ Ask yourself, “What activities should I do with the students so that they progress towards the learning objective?”
Step 3	Prepare kitchen materials and ingredients	Prepare the session <ol style="list-style-type: none"> 1. Read the teaching aids 2. Think about the questions that can be talked about during the discussion session 3. Prepare the classroom/ playing field and the playing materials
Step 4	Cook the meal	Carry out the activity: <ol style="list-style-type: none"> 1. Organisation of the field: clearance of trash, demarcation 2. Group organisation 3. Explanation & demonstration 4. Play the game 5. Discussion and closure
Step 5	Taste the meal	Evaluate the session 🗨️ Ask yourself, “Did the students enjoy the session? What did they learn?” For more aspects to consider see the chapter “Evaluating a session”.



Evaluating a session

Reviewing a session helps you to reflect on what went well and to identify areas for improvement. It provides a good starting point for coming up with ideas about what could be changed to provide students with a better learning experience. Even teachers who have had many years of experience can gain valuable insights from evaluating their sessions.

A classroom observation by a peer or teacher trainer is an opportunity to get an outside perspective. However, you can also review your work between observation visits. Even by reflecting on your own, you can gain new insights that will help you grow as teacher. It is therefore very much recommended that you do a short self-evaluation session at the end of each day to reflect on what went well and what could be improved. The following steps can guide your reflection:



The topics and questions listed below can give you an idea on aspects to consider when recapitulating a sport & play session:

Learning environment

- Were the students safe during all sport & play activities?

Session planning

- Was the activity suited for the learning objective from the curriculum?

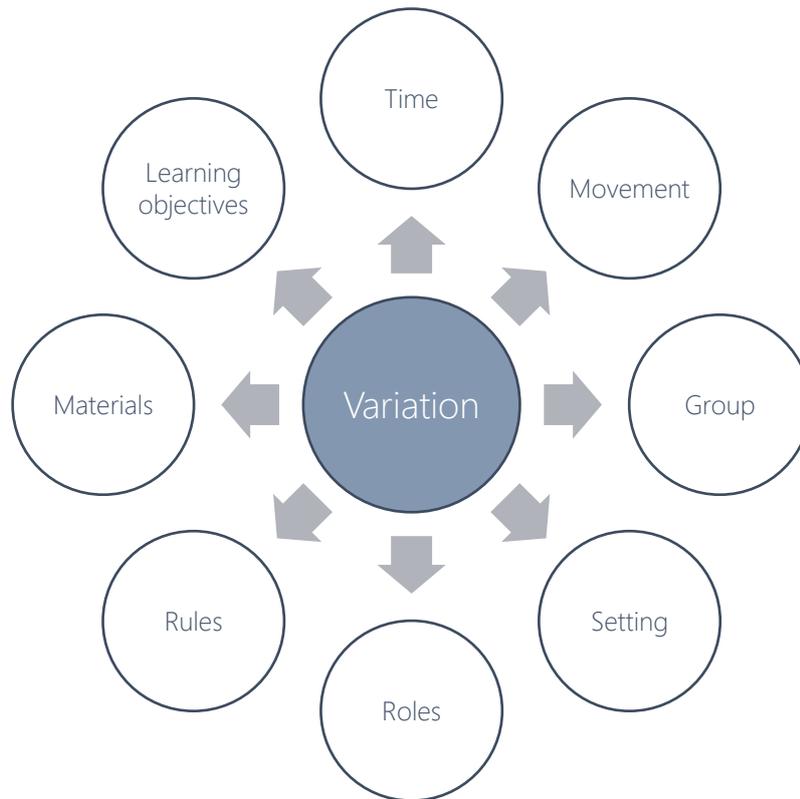
Classroom and behaviour management

- Did I treat all students in a fair manner and with respect?
- Was I able to resolve conflicts in a constructive manner?
- Was I responsive to students' signals (e.g. if they are bored)?
- Can I be considered a good role model for the students (i.e. do I lead by example)?

Facilitation of the session

- Did the students enjoy the session?
- Did the activity match the abilities and interests of the students? Should I have adapted it?
- Was time for explaining an activity kept to a minimum ('demonstrate more, explain less')?
- Encouragement: Did I provide encouragement to the students? Did I compliment them on their successes?
- Inclusion of all students: Were all students actively engaged in the activity?

Variations



To keep it fun for the students and to offer them varied learning experiences, you can alter the sport activities proposed in Part 2 "Games and Playful Activities" according to a grid of eight variations that relate to modifying materials, learning objectives, roles, time, movements, group organisation, setting (field) and rules.

Learning objective

- Modify the activity (or change the questions and key messages in the discussion) to reach different learning objectives. For example, many of the language games can be used in maths too, and vice versa

Movement

- This is the variation that can most easily be realised
- Refer to the box on the next page for ideas regarding different stationary and free movements

Group

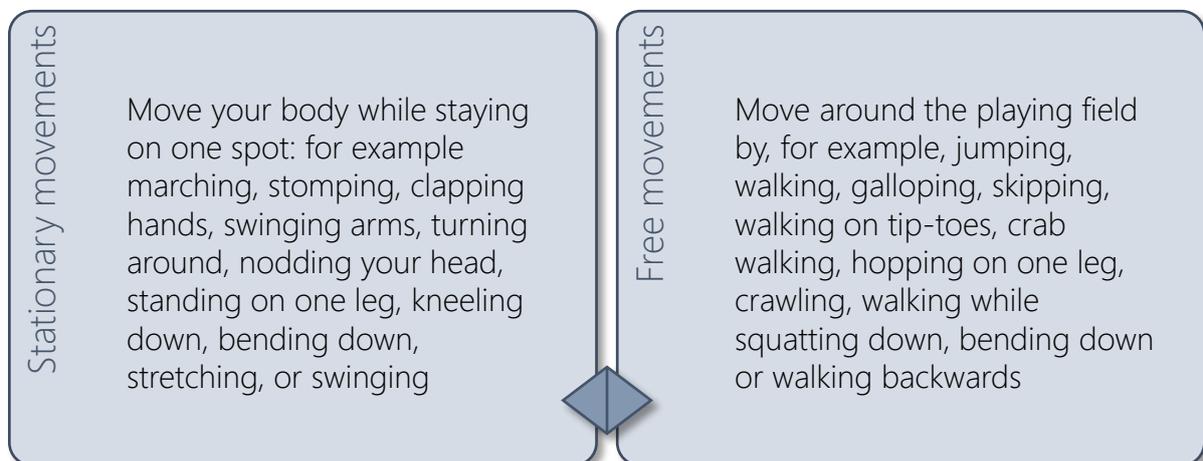
- Let the students play together in one group or divide them into two or more smaller teams. For example, the group can be divided into subgroups mixing students according to their abilities

Material

- Modify activities by making use of different objects, for example: smaller and bigger balls (soft balls, plastic balls), rings, dice

Setting	<ul style="list-style-type: none">• Most of the activities can be played both in the classroom and on an outside playing field• Depending on how much energy the students have, you can increase or decrease the size of the playing field
Rules	<ul style="list-style-type: none">• Set new rules for games (especially energisers) the students already know. For example for "Pick it up together" (Part 2 of this toolkit), tell them to pick up the object with their eyes closed
Roles	<ul style="list-style-type: none">• Assign different roles to the students during an activity, for example ask someone to assist you as observer or to act as a referee. Swap roles regularly
Time	<ul style="list-style-type: none">• Propose a competition against the clock (especially for energisers). For example for "Who's the leader" you can tell the students that they have only three minutes to figure out the leader. This can act as incentive for them to try harder• Reduce or prolong an activity depending on the students' energy level and on how much they like an activity

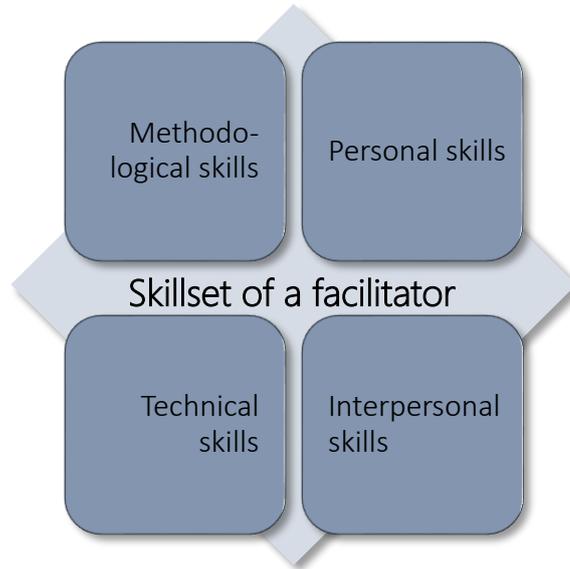
Apply these variation rules to any energiser, game or activity suggested in this toolkit – especially if you do an activity more than once!



Many of the above movements can also be done in pairs or while balancing a ring on your head or a ball on your palm – be creative!

Skillset of a facilitator

A set of different skills are needed to facilitate sport & play sessions: personal, social, methodological and technical skills.



Personal skills

Facilitators should be empathetic: able to recognise, understand and control emotions and their impact on others, be warm and supportive, respectful of opinions and able to support and guide students. Good listening skills are essential, so listen actively. Pay attention to what students are saying, take them seriously, and try to also hear the questions that are not being asked. Sometimes, this means tolerating the long silences that are necessary while people figure things out. If the students perceive you as someone trying to impose a certain way of thinking, they won't open up. Young people need stable, fair and reliable adults. By consistently being affirming, supportive and fair with all students, you earn their trust and will get reciprocal commitment in return. Flexibility and the ability to face difficult situations are fundamental abilities if you want to be responsive and react appropriately in case of unexpected reactions.

Good social skills are essential to successfully lead a group towards the learning objective. You need to be enthusiastic and communicative, and motivate students in an empowering way by providing constructive feedback. If conflicts between students arise, it is important to manage them in a positive way, without exclusion or non-constructive punishment. Remember that what you are doing is as important as what you are saying. Proper body language will help you earn students' trust. Face your audience, adopt an open posture (shoulders back, arms uncrossed), project your voice, maintain good eye contact and stay relaxed. Your students will know instinctively if you are being authentic and this will make them consider you credible and trustworthy.

Interpersonal skills

Methodological skills

To successfully lead a sport & play session, methodological skills are needed too. Most importantly, this means following the steps described in the chapter "Session planning". During the activity, start by demonstrating and explaining part of the rules of the game, and then let students practice shortly before introducing more rules. Incite all students to participate so that inactive periods are kept to a minimum. It is also your responsibility to ensure safe conditions at all times to avoid accidents (see section "Safety first") and psychological harm. For example, be aware of situations that could lead students to experience fear of failure or to feel socially exposed.

Finally, certain technical skills are required. You need to be aware of your physical strengths and limits. For example, if you are not able to demonstrate the movements in a game, guide a student to do the demonstration for the class. Also, you need to know the rules of the game well to be able to explain them in a structured and clear way. When using sport & play in class, it is also indispensable to master a sufficient number of games (and energisers) to be able to select the one fitting the learning objective in the curriculum, and the abilities and interests of the students.

Technical skills

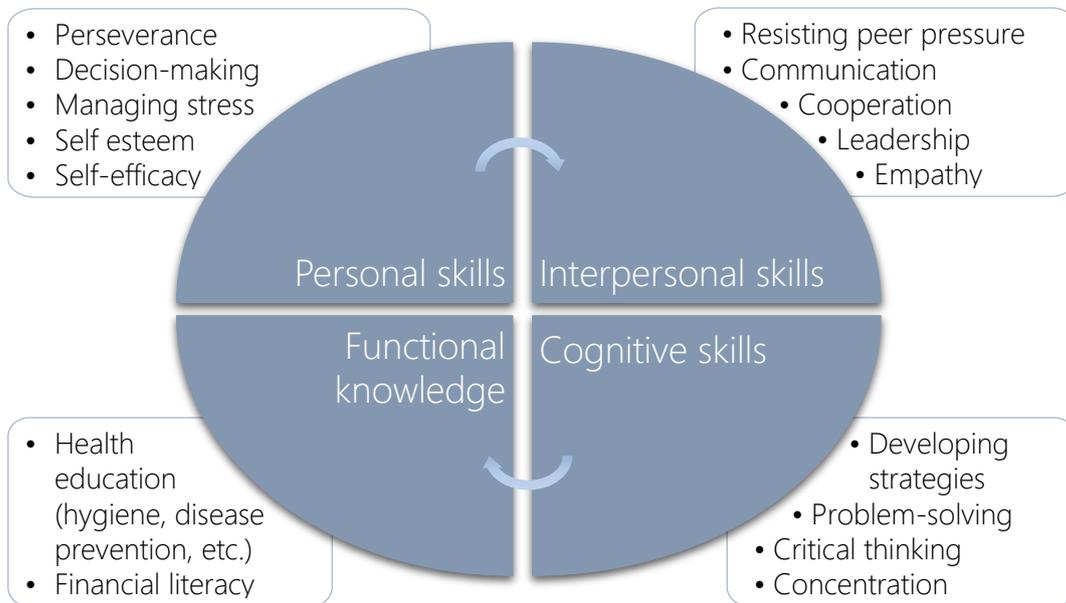
Life skills education through sport & play

Sport & play-based methods are well-suited to create room for experiences that help students to develop essential life skills. Specifically, students gain skills that they need to succeed in the structured school environment, while looking for a job and in a professional environment.

Definition and role of life skills

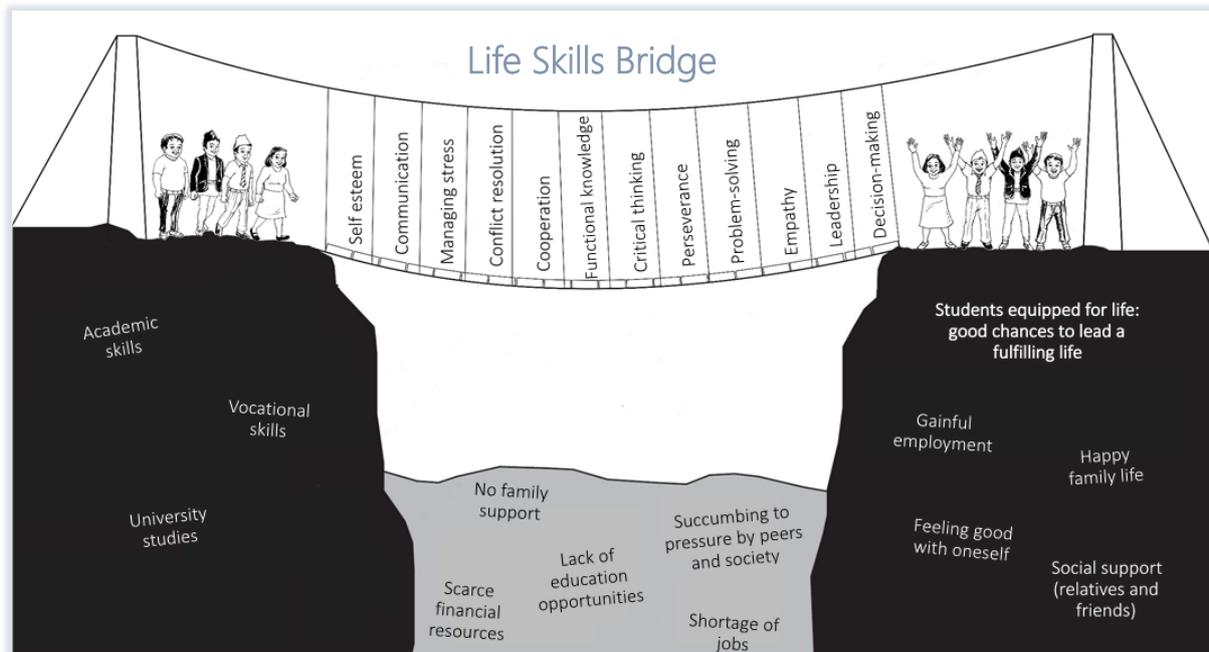
Life skills are abilities for adaptive and constructive behaviour that enable students to deal effectively with the demands and challenges of everyday life, in and outside of school. Life skills also help them to adapt to changes in their lives and manage transition periods successfully.

The different competencies that are included under life skills can be classified into four different categories¹:



¹ The school curricula of E4Y and H4SS-S4SK include subjects labelled as 'life skills', for example financial literacy, health or value education. For the purpose of this toolkit, these were thus included into the above graph as a fourth category of life skills to provide teachers with a meaningful and comprehensive classification.

Young people not only need the knowledge they have acquired in school, during vocational training or at university. They also need a variety of additional competencies to actually succeed in their education, to be able to secure decent employment and to form satisfying social relationships. Students may excel at school but if they don't have the skills to cope with adverse life effects and challenges such as lacking support from their family, they might fail at securing employment. To succeed, they need perseverance and self-confidence, and they need to feel confident to ask for assistance from, for example, teachers. Life skills thus act as a bridge between the (academic) knowledge and skills students typically acquire in school and the practical result of finding a job and succeeding in their professional life – in short, to live a fulfilling life in society.



Teaching life skills through experiential learning

As we have seen, a variety of different psycho-social competencies can be classified as life skills. Except for the functional knowledge, these skills can hardly be acquired and trained 'in theory' but more effectively through practice: 'learning by doing'. Life skills education is more effective when it follows the processes of how behaviour is learnt in real life. These processes include modelling the desired behaviour, guiding students to observe you, their peers and their social interactions with others. This means a form of interactive teaching is best suited for life skills education that not only actively involves students but also assigns them the role of protagonist in the learning process. This is especially true in the case of children and young people.

The activities and games in this toolkit are conceived as models that reflect real life situations and issues. By playing the games, students are confronted with situations they could actually face sooner or later in their own life. In a protected and supervised environment, the students have a chance to experiment and try to find the appropriate responses to challenges, without the fears and consequences they would actually have to face in real life when making a mistake.

This is why during the game it is important to assume the role of a guiding facilitator rather than a directive teacher. As far as possible, avoid influencing the group by telling the students what choices to make, and don't impose solutions. Contrary to conventional teaching that centres on the teacher, in this interactive approach, the facilitator introduces a problem and the students try to find solutions. The focus is on the learner, not the teacher, and many responses are acceptable. Skilful facilitation is at the heart of experiential learning or learning by doing.

Enabling learning through discussion

In the experiential learning approach, the discussion after a game is an important part of the activity. Without it, learning may or may not take place and the teacher cannot be sure of what was actually learnt. Also, the discussion allows teachers to maximise learning and to convey key messages linked to the learning objectives that students should remember. In such a way, playful activities can be integrated purposefully in the school curriculum.

For each activity and game in this toolkit, a three step discussion process is proposed through which the facilitator guides the students:

1. In **reflecting** on the activity
2. In **connecting** what they experienced during the activity to a similar experience from their lives (in and outside school). This step means generalising the experience of the game and making it thus applicable to other experiences in life
3. In exploring how they can **apply** the lessons learnt from the activity to situations and challenges they face in their home environment, in school or with their peers



Your role as facilitator is to be an enabler – helping students to express themselves, to explore and learn. Relating topics to students’ own lives is essential, as this transforms the learning process from a pure acquisition of theoretical knowledge to understanding and learning of new skills. Here are some tips on how to be an effective ‘enabler’:



Create an open and trusting atmosphere

Using sport & play to teach life skills effectively requires that students feel at ease, that they like engaging in the activities. It also depends on their willingness to share their feelings and experiences openly. When facilitating a sport & play session, make sure that everyone feels safe to share their thoughts. No one should be ridiculed for what they say, and everyone should feel that their inputs are valued. Don't accept judgemental attitudes, victimisation or bullying! All contributions need to be heard with respect, especially if students are sharing their personal experience and feelings. This creates an atmosphere conducive to skill development and to increasing self-esteem. For more sensitive subjects such as HIV/AIDS and safer sex, think about the make-up of your class, the students' age and maturity. Consider separating girls and boys if you feel that this would reduce embarrassment and peer pressure thereby allowing for a more open discussion.



Facilitate the discussion – without dominating it

It is your responsibility to facilitate the discussion in a way that enables students to progress towards the learning objectives. However, make sure to not dominate the conversation but to leave the centre stage to your students: guide them with questions rather than with statements. For the activities and games to be effective teaching tools, specific guiding questions that follow the experiential learning cycle are included for each activity in this toolkit. The questions are organised according to the three steps: reflect, connect, and apply. Study the questions beforehand and use them in the discussion with your students to help them transfer the knowledge from the game to their lives. After each of the three steps, review what was discussed: repeat in your own words the most important points linked to the learning objectives. In between, summarise longer contributions from students to help everyone to follow the discussion and staying focussed.



Make it a true conversation – get everyone involved

When facilitating the discussion, you have to ensure that everyone is heard and all students can participate. Make sure that the more extroverted don't dominate the discussion. Thank them for their contribution, then address more quiet students by asking their opinions directly. Open the conversation to the group in case of a rather tedious, ping-pong style discussion by asking, "What do the others think?", "Is that also your experience?", "Do you agree or disagree?" Probing questions allow for a sustained conversation but also to dig deeper. Keep the discussion going by asking for example, "How did it happen?", "Can you explain further?"

Part 2

Games and Playful Activities



Part 2 – Games and Playful Activities

Building teams

For many games, the class has to be split up in teams. The composition of a team is an important factor in how the students will experience a game and whether or not they will enjoy it. It can therefore influence the learning outcomes – positively or negatively.

There is more than one way to build teams in class, each with its own advantages and disadvantages. The facilitator generally does this in two ways: by pre-assigning students to teams, or by randomly forming teams. Don't let students choose the teams because this could be discriminating against students who have less capacities.

Pre-assigned teams

You can take the responsibility to build teams yourself. Teams who are appointed by the facilitator have the advantage to be more equivalent in their abilities (strong students are paired with weaker students), the group-forming process is less time-consuming, and cooperative learning is promoted. Encourage higher skilled students to take a responsible leadership role in their team and help those who have more difficulty.

With pre-assigning the teams, however, you might miss the chance to warm-up the students before an activity.

Divide the weak: Four shorter or less physically fit students pick the students who are part of their team. Thus, the four students are separated in the four teams. Depending on the learning objectives of a game, choose four students with difficulties in either maths or language class.

Set the criteria: Set the criteria you want each team to fulfil and decide how the team should be composed (for example, a certain number of tall/short, older/younger or advanced/struggling students per team).

Uneven team: Why not try the opposite formula? Try tall students against small students, girls against boys, students with more advanced maths skills against more athletic students! Be aware that this can create tensions, however. See how the game develops and use the discussion after the game to review what it means to have teams that differ very much. How did the teams react to being so different from each other? Did they develop a strategy to make the most out of their respective characteristics? If you feel during the game that frustration builds up which jeopardises the learning outcomes, you might opt to interrupt the game and prepone the discussion.

Quick assignment of teams (randomly or through association)

Teams can also be assembled by randomly allocating equal numbers of students to each team. This can be done through a game (see below for ideas) or through association (for example, students with a blue t-shirt are on Team A, and so on). A completely random allocation has the advantage to mix the teams entirely each time the groups are formed (or re-formed). However, there is always a risk using the chance method that a team is too good or too bad and the game might lose all excitement. In case of unbalanced teams, you can always reassemble or swap individual students. It might also be more time-consuming to form teams in a random rather than in a pre-assigned way. It is easier to promote team cohesion in a randomly assigned team, for example by advising the teams to give themselves names, and/or create a cheer call.

There are many quick and fun ways to assign teams randomly, for example:

Chance numbering: Students stand in a row and the facilitator numbers each one for the desired amount of teams. Students with the same number form a team (to create four teams, you count one, two, three, four, one, two, three, four and so on. At the end, all ones are in one team, etc.).

Alphabet: Use the first letter of a student's name to form groups (A to L form one group, M to Z another, etc.).

Birthday: Use the date of birth (January to March form one group, April to June another, and so on).

Colour of the blouse/ shirt: All students with similarly coloured blouses or shirts form a team.

Line-up: Let the students line up according to size, age or something similar and then number the students for the desired amount of teams.

Socks: Use a bag of (washed) socks – each picks one then finds their pair. For larger groups pairs join other pairs by size or colour to form subgroups.

Pick a number: Ask everyone to pick a number between one and X (choose the upper number depending on the size of your group). Ask them to line up according to the number they picked. The two students at the end of the line get together, the next two become partners, etc. Those who picked the same number also get together. If only one person chooses a particular number, ask them to choose a different one.

(Short) games to be used to form teams

Here are a few games that can serve both as energiser and to form teams:

Going on a journey

- Students walk around freely. Explain that everyone is going on a journey; however, the vehicles are not big enough to hold everyone. Explain that you will call out a number and students have to get into groups of that number
- Call out a number, for example, "Five!" Wait for groups of five to be established. Ask everyone in a group to stand close together as if they were sitting in a vehicle
- Describe the road and ask students to act accordingly. For example, say, "The road is bumpy!" (everyone jumps up and down), or "There is a sharp bend to the left!" (everyone bends left). Finally say, "You have arrived" and ask everyone to move away from the group and walk around freely again. Play a few rounds until you call out the number you need in each team
- Tip: If you need to form pairs, say "Two!" and then pretend to be on a bike or a motorcycle. If the teams are of three or four pretend to be on tuk-tuk

Four corners

- Start the game by assigning each of the four corners in your classroom a category or an answer. For example, if you are going to ask: "Which sport do you enjoy most?" you can assign the corners as follows:
 - Corner A: Football
 - Corner B: Running
 - Corner C: Chinlone
 - Corner D: Baseball
- Continue to ask questions until you get more or less even teams, for example, "What is your favourite food?"; "What is your favourite sports team?"; "How many brothers and sisters do you have?"; "What is your favourite subject at school?"



Chinlone is a traditional game in Myanmar, which is similar to Hacky Sack

Dice

- Decide on the number of teams you need. The aim of this simple game is to assign teams by rolling a die

- Put colours or numbers on the sides of the dice, depending on how many teams you need: if you need three teams, put three colours twice, if you need two teams, two colours three times. If you need a number of teams that is not a factor of six, put in “penalties” cards (e.g. jumping ten times)
- Once a team has the right amount of members, take the colour (or number) off the dice, so that students will only join the other incomplete teams

Whistle numbers

- Ask the students to move around the playing area in various ways (for example skipping, bending down, on tip-toes; for more ideas refer to the chapter “Variations”)
- Every few seconds blow your whistle – or whichever signal you choose – several times (i.e. the number that you want the students to form in groups). Example: three whistles, groups of three, five whistles, groups of five. After a few rounds, build groups according to the amount of students you want in each team
- You can also make different groups merge together to get the desired number of students

Classroom management: Energisers and relaxation games

Energisers and relaxation games can be used to interrupt the classroom routine with active or calming sequences. When students get distracted, bored or inattentive during class, doing an energiser can help them refocus on the session topic and not lose interest in the lesson. Do an energiser or relaxation game with the students when you feel they are not able to sit still anymore and concentration levels have gone down, or when you want the students to relieve stress.

Used in this way, energisers and relaxation games are effective tools for classroom and behaviour management, as well as stress management.

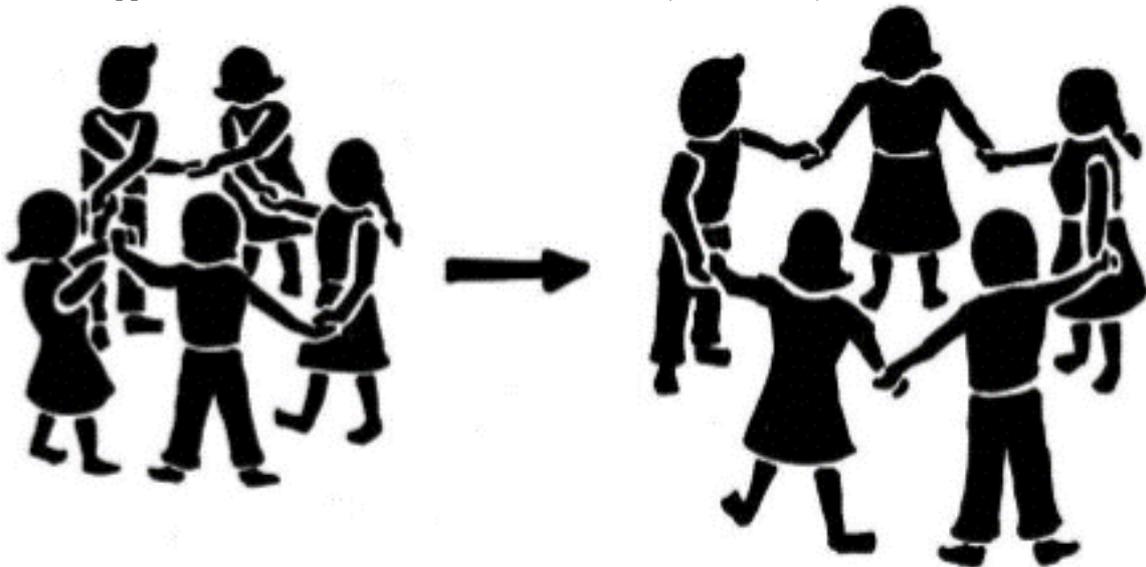
The human knot

Duration

🕒 10-15 minutes

Activity

1. The ideal group size is approx. ten, but it can be done with anywhere from about 7 to 16 students. Much higher or lower numbers don't really work
2. Ask the students to form a circle, shoulder-to-shoulder. Ask them to each place one hand in the middle of the circle and to grasp a hand from another student. Then ask them to put their other hand in the middle, also seizing another student's hand
3. Tell the students to not let go of hands – some will be tempted to think the activity might be over already. Explain that they need to untangle themselves, without letting go of hands. The aim is to stand in a circle as in the beginning
4. Students may change their grip to be more comfortable, but they are not to unclasp and re-clasp while undoing the knot. If the task seems too hard as students make almost no progress, let them struggle for about ten minutes, then allow one unclasp and re-clasp



Witches

Duration

 10-15 minutes

Activity

1. This game requires a fairly large area which is clearly defined and known by the students. In the beginning the students (minimum eight) are standing in a circle. Give the following instructions:
 - a. There are witches and honest citizens
 - b. You will move around the students who are standing in a circle with their eyes closed. Then you choose the witches (approx. one for every five students) by touching them on the back
 - c. The aim for the witches is to bewitch all the citizens by touching them. The bewitched citizens must then stand still. The aim for the citizens is to escape from the witches and free the bewitched citizens by hugging them. The game ends when all the citizens are caught bewitched
2. Rules: No running and no talking (everything takes place in silence)
3. Once you have explained the rules and chosen the witches, everyone opens their eyes and the game can begin



Tips

- ✓ If students are uncomfortable with hugging each other, ask them to find another way to free bewitched citizens (e.g. crawling under their open legs, high five each other, or shake hands). However, the idea of hugging is part of building relations and confidence
- ✓ It might not be easy for students to abstain from running. However, this gives the game a different energy from normal tag games: the fact that they are walking gives them more time to observe and think of group strategies (witches or citizens), by communicating non-verbally

Clap exchange

Duration

🕒 5-10 minutes

Activity

1. Students sit or stand in a circle. Join them and send a clap around the circle. Ask the students to clap in unison with the person on their right, who repeats the clap with the person on the right, and so on. Do this as fast as possible
2. When students master the basic clapping, send many claps with different rhythms around the circle at the same time

Hurricane

Duration

🕒 2-3 minutes

Activity

1. This is a quick game that gets students to move around after a long theory session. It can also be used for regrouping them, for example, if deskmates disturb others by whispering, or to form mixed-gender teams
2. Every time you call out "Hurricane!" everybody has to run to another seat and sit down. The student first to arrive, gets the seat



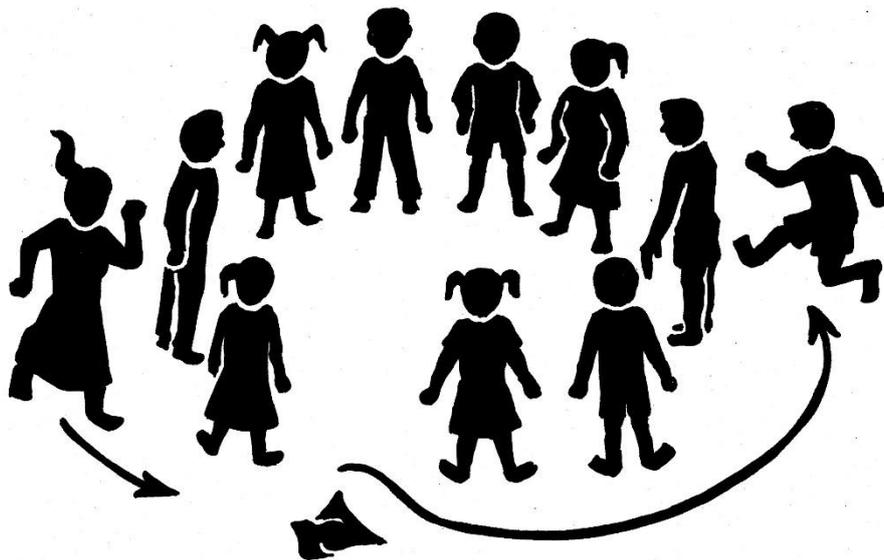
Hiding handkerchief

Duration

🕒 10 minutes

Activity

1. The students sit in a circle, facing each other. One goes around the circle and discreetly drops a handkerchief behind the back of a student and starts running
2. As soon as the student notices that the handkerchief lies behind his/her back, he/she has to catch the student who placed the handkerchief
3. If the student is not caught before reaching the empty space in the circle, he/she takes the other student's place. The latter then walks around and drops the handkerchief
4. If the student is caught, he/she has to do another round



Body 'tig'

Duration

🕒 5-10 minutes

Activity

1. Explain that you will "tig" (touch) someone who then has to use the part of their body that you have "tiggered" to "tig" someone else in turn
2. Continue the game until everyone has been "tiggered"
3. Variation: This energiser can be made in a competition against the clock: will the class succeed in "tiggering" everyone in three minutes?

Two's company, three's a crowd

Duration

🕒 10 minutes

Activity

1. All students stand in pairs, side by side, scattered over the playing area. Two students are cat and mouse. The cat runs after the mouse who, to avoid being caught, stands next to one side of a pair of students. When the mouse goes into shelter like this, the roles change and the student opposite becomes the cat and the cat becomes the mouse
2. The mouse then runs away, until it finds shelter besides another pair, and so on. If the group is large, divide the group into two and assign two different areas. Alternatively, you can also assign another pair of cat and mouse (make sure that the same cat always chases the same mouse to avoid confusion)
3. Progression: Once everyone understands the game, change the positions of the pairs of students: sitting down, lying on their backs, lying on their bellies, etc.



Touching something blue

Duration

🕒 10 minutes

Activity

1. Ask the students to stand up and spread out in the classroom
2. At your signal, everyone has to find something blue in the room and touch it. Continue with other colours
3. The game can be easily adapted: for example, tell everyone to touch an object that starts with the letter "C"

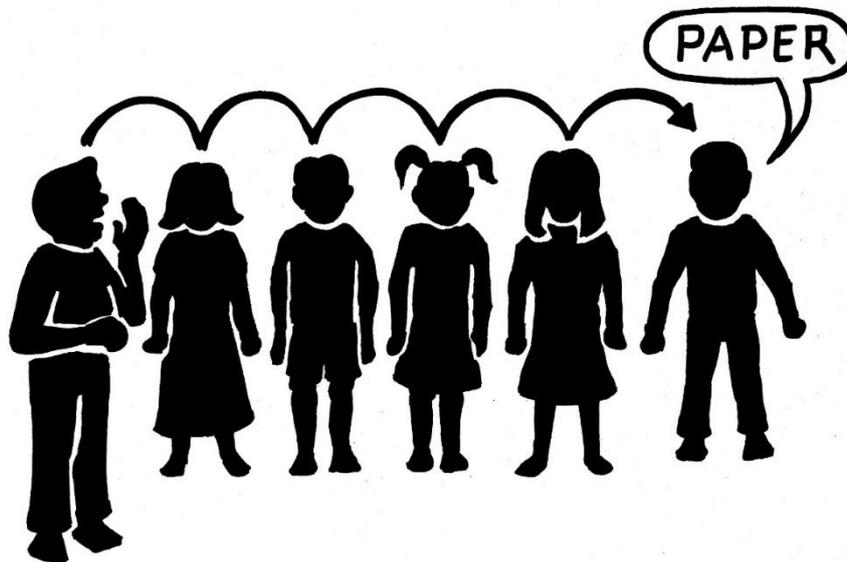
Secret whispers

Duration

 20-30 minutes

Activity

1. The objective of this game is to calm down students if they have too much energy. It can also be used to explain how gossiping can affect us negatively. Line all the students up in one long line. If there are 30 or more students, split them up into two groups. Each student should be at least five metres away from the next one
2. Whisper a piece of information to the first person's ear. He/she must then sprint to the next person in the line and pass it forward by whispering
3. Rules: The information can only be said once. If the student didn't understand it fully, he/she must move on and whisper to the next person what he/she understood. Once the information reaches the last person in the line, he/she must say out loud what he/she heard
4. Tip: If you have a limited space, students can sit next to each other (for example in a circle) without running
5. Discuss how the information changed as it went down the line, and try to figure out where change occurred. Ask some students to be the whisperer
6. Variation: Whisper a sequence of activities to the first student in each row. For example, "Clap your hands together twice, squat down and jump as high in the air as you can!" Once the information has reached the last student in each row, he/she has to act it out



Twister

Duration

 5-10 minutes

Activity

1. Call out a body part and a colour. Ask the students to touch the colour with the body part that you have mentioned

Elimination corner

Duration

 10 minutes

Activity

1. This game is quite simple to play and even easier to teach. The aim of the game is to walk to a corner and hope your number is not called, or you get eliminated
2. Assign a number to each of the four corners of the classroom. Choose a student to stand in the middle of the classroom. The student closes his/her eyes and counts down from ten loudly. During this time, the other students go in one of the four corners. The person in the middle then calls out one corner, and whoever is in there must quietly sit down in their seats. Continue the game until everybody is eliminated
3. Variation: Once one team is eliminated, together as a group they decide on a special movement pattern they then use when going back to their seats. For example, squatting down and jumping up or hopping on one leg

A flower's day

Duration

 5 minutes

Activity

1. Tell the students to imagine a flower and to pretend to embody it. Explain that they should act according to the story you will tell them.
2. Say in a calming voice, "The flowers sleep at night." Squat or lie on the ground. "As soon as the sun slowly sends its rays in the morning, the flowers slowly open." Blink and pretend to wake up, stretch, and slowly stand up and open your arms. "During the day, the flowers are happy about the friendly bees and the people strolling by who enjoy the flowers." Do a joyful dance. "In the evening when the sun goes down, the flowers slowly fall asleep and close their blooms." Squat down slowly and wrap your arms around your body
3. You can add details to the story, or let a student tell their own story

Endless chair

Duration

 10-15 minutes

Activity

1. Ask the students to stand in a circle, very close to each other
2. Tell them to slowly and carefully sit down on each other's laps at the same time and to stay in balance. Ask them to move forward slowly and see if they succeed
3. Tip: Ask the students to separate into same-gender groups if you think they would feel uncomfortable otherwise



Fantasy journey

Duration

 10 minutes

Activity

1. This is a story that sends students into a dream world. The story can cover any possible topic such as past experiences enjoyed by the class, preparation for a big event, or a fantasy story about dragons
2. You might also put some calm music on in the background to set the mood for the fantasy journey. Speak in a soft, quiet voice. Before starting to read the story, tell the students to close their eyes and comfortably lay their heads on their arms, hands or on the table. Tell them to breathe calmly and evenly. Read or tell the story once everyone is quiet and relaxed
3. Let the students tell their own story if they can think of one. Make sure the exercise remains a calming one when a student reads or tells his/her own story

Group statues

Duration

 5-10 minutes

Activity

1. Ask the students to move around the room, loosely swinging their arms and gently relaxing their heads and necks
2. After a short while, shout out a word. The students have to assume a posture that describes the word. For example, if you shout "happiness", all the students have to instantly adopt, without talking, poses that show what happiness means to them. Repeat the exercise several times, for example, by choosing feelings ("fear", "anger"), animals or other nouns ("peace")

Writing one's name

Duration

 5-10 minutes

Activity

1. Make the students stand in a circle, facing each other. Ask them to all write their name in the air using a specific body part that you call out. Start with the right hand. Then continue with one foot, elbow, knee, head, hips, etc.
2. Variation: To prolong the activity, continue with the left hand, etc. You can also ask students to write their name mirror-inverted

Be my mirror

Duration

🕒 5-10 minutes

Activity

1. Ask the students to get together in pairs. Each pair decides which one of them will be the “mirror”. The “mirror” has to copy whatever movement their partner does
2. Swap roles after a few minutes



Pick it up together

Duration

🕒 10-15 minutes

Activity

1. Ask the students to get together in groups of five. Hand out a ball to each group
2. Ask the students to place their ball on the floor and to pick it up together, while only using one finger each
3. If they master this, increase difficulty by letting groups of four, then three and two pick up a ball with one finger each



Lion's tail (Snake)

Duration

🕒 10-15 minutes

Activity

1. Split the students into groups of six students each. Ask five group members to line up one behind the other and hold onto each other's waist. The first person in line is the "head of the lion". Ask one group member to face the "head"
2. When you blow the whistle, this group member has to try to run around the group and tag the last person in the line, who is the "lion's tail". To protect their "tail", the students move and rotate in line. They are not allowed to let go of each other
3. Repeat the game by swapping roles so that everyone gets a chance to chase the tail



Juggling balls

Duration

🕒 5-10 minutes

Activity

1. Make the students stand in a circle, facing each other. If the group is very large, split into two circles. Throw the ball to someone in the circle. Ask those who have not yet had the ball to raise their hand. Each person must remember whom they received the ball from and who they have thrown it to. The last person passes the ball back to you and you start the sequence again
2. Introduce one or two more balls, so that there are always several balls being thrown at the same time, following the set sequence

Who's the leader?

Duration

🕒 10-15 minutes

Activity

1. Get the students to stand in a circle. Ask a volunteer to be the "police officer" and to leave the room, while the others agree on who should be the first "leader". This person starts performing a movement, which all other students copy
2. Ask the "police officer" back into the room and make him/her stand in the middle of the circle. He/she has to guess who the "leader" is, while the "leader" changes the movement regularly, trying not to get caught. When the "police officer" spots the leader, he/she joins the circle, and the person who was the "leader" leaves the room to allow the group to choose a new "police officer"



Trees in the wind

Duration

🕒 5-10 minutes

Activity

1. Ask the students to stand in a circle. Tell them to mimic your behaviour. Explain that they are trees in a storm, while you start moving your body (especially your arms) strongly and imitate the sounds of a storm
2. Then make less noise, move your body less and explain that the storm has decreased into wind. Proceed accordingly with breeze and then windless: sit down on the floor (or a chair, depending on the seating arrangement)

Grab the finger

Duration

 5-10 minutes

Activity

1. Ask the students to stand in a circle, facing each other, their arms out to the side. Their left hand should be palm up, with their right index finger pointing down and touching their neighbour's outstretched palm
2. Stand inside the circle. At your signal, all students try to grab their left neighbour's finger, while at the same time preventing their own finger from being grabbed by their neighbour on the right

Feet and hands on the ground

Duration

 5-10 minutes

Activity

1. Let the students form groups of approximately five. Call out a number of feet and hands that are allowed to touch the floor in each group (as a whole)
2. Make it increasingly difficult by reducing the number of feet and hands that are allowed to be on the ground



Introduce and pass on gesture

Duration

 10-15 minutes

Activity

1. Ask the students to stand up and go to somebody else to shake each other's right hands. After shaking hands, each student makes a gesture
2. When they meet the next person, they shake hands and pass on the gesture they received from their last partner

Line up according to height

Duration

 10-15 minutes

Activity

1. Ask the students to line up according to their height
2. Variation: Other possible criteria are, for example, age, number of siblings, distance of their home to the school

Review games

Review games can be used to recapitulate content that has been taught in class in a variety of different subjects. This type of game is particularly suited to assess whether the students have reached the learning objectives successfully – in a fun and less threatening way than an exam. Whether used in geography, history or science class, the structure of the games is the same; what changes is the content, i.e. the knowledge you would like to review with your students.

Depending on the nature of the questions you would like to ask, a different game design has to be selected. Some games in the following section can be used for closed questions (simple “Yes or No” or “Right or Wrong” questions), some for questions following a multiple choice test design, and some for open questions, for which the students have to provide the answer themselves. Yet others are suited for estimation questions or to inquire and discuss opinions that the students hold.

Guidance: Developing questions for review games

The questions for review games have to be developed before you start playing. Be sure to have a sufficient number of questions to avoid that the game is too short.

Depending on the type of game you would like to play, you need to phrase the questions differently:

- **Closed questions** are “True or False” questions. For example, “Myanmar and India are neighbouring states. Is this true or false?”
- For **multiple-choice questions**, you give answer options. For example, “Does Myanmar share a border with India, Laos, Cambodia or Vietnam?”
- With an **estimation question**, you inquire about an estimate, while giving a minimum and a maximum. For example, “How many people live in Myanmar? Let me give you a hint, it’s between 30 and 100 million.”
- If you would like to know more about the **students’ opinions** on a certain topic and to initiate a discussion with them, you can also use a review game

You can either develop the questions yourself beforehand or make it into an assignment for the students in class. If done together in class, there are two options:

- **Short term:** Form two teams. Ask each team to prepare a set of questions on the topic you would like to review. For each question, the students should also note down the correct answer. The number of questions to prepare depends on how many students are on one team. Each team member should come up with two questions at least. The more questions you have at the end, the longer the game will be. It is a good idea to prepare the questions the day before to have time to check the answers before you start playing
- **Long term:** At the end of each class about the topic that you would like to review, ask the students to write down a question and the correct answer. For example, if you would like to review the human body, and in today’s session you studied the skeleton, all students will have to develop a question on bones and the skeleton

Gather all the students after a review game and follow up on the topics the questions were related to. Review all questions together and add explanations where needed. Write down what topics students are struggling with to be repeated later.

Tips

- ✓ Elaborate questions so that they are neither too easy, nor too hard (in the latter case, students might get frustrated)
- ✓ To avoid feelings of unfairness, you can write each question on a different card and ask the students to draw one by chance

01. Go find your answer!

<p>Materials</p> <p> Paper & marker</p>	<p>Related life skills</p> <p> Personal: Quick decision-making</p> <p> Interpersonal: Resist peer pressure</p>
<p>Duration</p> <p> Will vary depending on the number of questions you ask the students</p>	

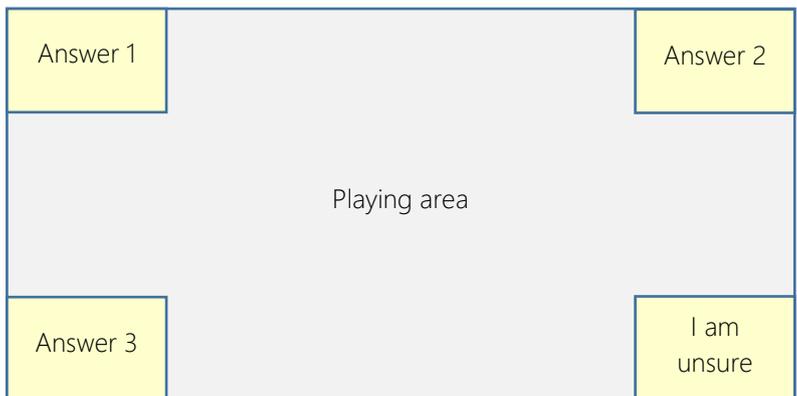
Instructions

Preparation

- Prepare questions on topics you plan to review
- For **closed questions**, place three pieces of paper on the ground, on which you write “True”, “False” and “I am unsure”. Note, the same design can be used for “Yes or No” questions



- For **multiple-choice questions**, mark several areas on the ground (depending on the number of answer choices you will provide): “I am unsure”, “Answer 1”, “Answer 2”, etc.



Activity

1. Ask the students to move around the room, then ask a question and tell them to move to the spot that represents their answer. Once everyone has made their decision, pick a few students who will explain their choice. Discuss the answers and correct if necessary
2. Tell the students to move around anew until you ask the next question, then continue as described above

Tips

- ✓ It is very important to ask selected students to explain their choice
 - To increase the learning outcomes
 - To avoid that students just follow the crowd and to encourage them to make their own choices
- ✓ To keep it interesting, make the students move in different ways between asking questions. For different movements, refer to chapter "Variations"

Variations

Estimation questions

The structure of the game can be adapted easily if you would like to inquire about an estimate, for example the number of people living in a certain country. Write a minimum and a maximum number on separate pieces of paper, put them on the floor and place a rope between them. For Myanmar, for example, you could prepare signs reading "10,000" and "100,000". Ask your question, then ask the students to position themselves according to their estimate on the number line



Attitudes and opinions

The same design can be used if you would like to initiate a discussion on a certain topic in class, for example environmental protection. Read a statement to the class and ask the students to position themselves to represent their opinion



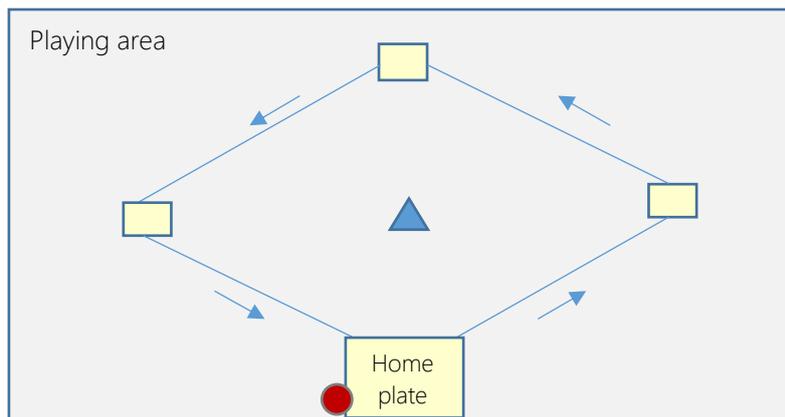
02. Answer, throw and run!

<p>Materials</p> <ul style="list-style-type: none">  One ball, which should be quite soft  Ropes or chalk to mark the playing field 	<p>Related life skills</p> <ul style="list-style-type: none">  Personal: Assessing one's strengths  Interpersonal: Team work, cooperation  Cognitive: Decision-making (evaluating risks and opportunities), developing strategies
<p>Duration</p> <p> 40 minutes</p>	

Instructions

Preparation

- Note: This game is a variation of baseball
- Prepare questions on the topic you would like to review
- Mark a circle in the centre of a rectangle. Each corner of the rectangle should have a square; the four squares are the "safe plates"



Activity

1. Note: This game is better suited for outdoors
2. The game is played between two teams. The team who scores most runs by answering questions correctly wins
3. Teams alternate turns in the field and at the "home plate". Team A starts at the "home plate". One person from Team B stands in the middle and reads the first question to Team A (swap after each question)
4. Each turn, a student from Team A stands in the "home plate". He/she is the spokesperson and the next runner. Before answering, consultation with teammates is allowed
 - a. If the answer is wrong, another member from Team A goes to the "home plate" and tries to answer the next question (swap the student asking the question every time)
 - b. If the answer is correct, the student standing at the "home plate" throws the ball in any direction of the playing field, starts running immediately counter-clockwise and touches all the "safe plates" (at least with one foot)

5. The students of Team B who are spread out in the field have to get the ball as fast as possible. Once they manage to do so, they catch the runner who keeps running until he/she gets tagged by the ball or by a student who is holding the ball
 - a. If the runner stops at one of the “safe plates” he/she cannot be tagged. Once the runner stops, he/she doesn’t move until the next teammate throws the ball
 - b. Tagged runners are eliminated
6. Once a runner is tagged, the next student from Team A goes to the “home plate”.
7. When a student manages to run around the entire square and to touch the “home plate” again, the team scores one point. If a student runs around the whole square on the first try (without stopping on one of the corners), the team gets two points
8. The round ends when Team B has asked at least one question to each thrower or when all the students from Team A have been eliminated. Then the teams swap roles
9. The game ends when one of the teams has asked the entire set of questions they had. The team with the most points wins the game

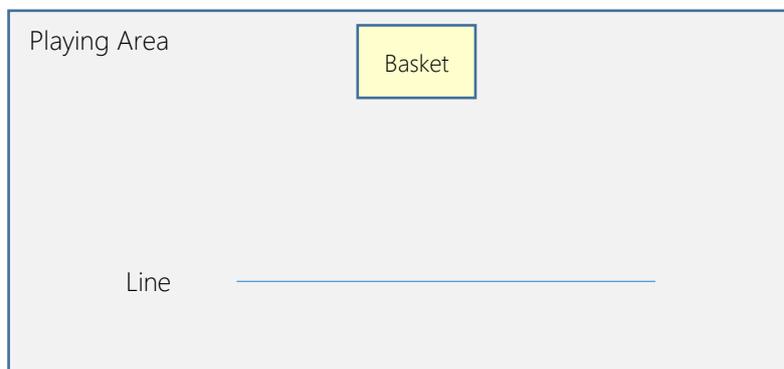
03. Aim for the basket!

<p>Materials</p> <p> One ball</p> <p> A basket or a cardboard box</p>	<p>Related life skills</p> <p> Personal: Assessing one’s strengths</p> <p> Interpersonal: Team work, cooperation</p> <p> Cognitive: Decision-making (evaluating risks and opportunities), developing strategies</p>
<p>Duration</p> <p> 20-30 minutes</p>	

Instructions

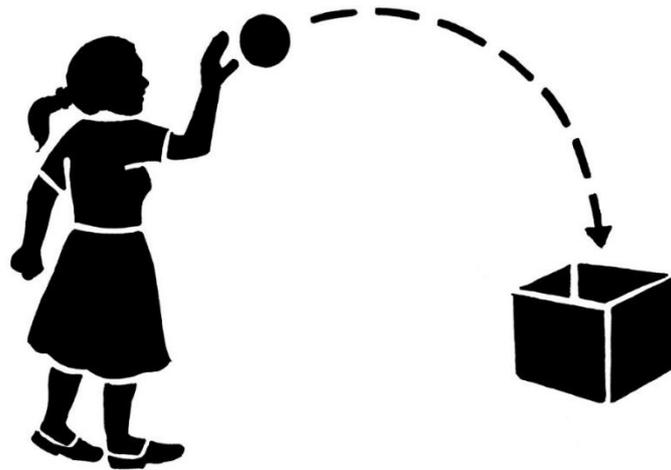
Preparation

- Prepare questions on the topic you would like to review
- Put the basket or cardboard box at one end of the playing area and mark a line on the floor (students have to throw while standing behind it)



Activity

1. Form teams of five students each
2. One student of each team gets to throw the ball and tries to make a basket. If he/she succeeds, he/she has to answer the question correctly to get points
 - a. They get three points if the student who threw the ball answers without the help of the teammates
 - b. They get two points if they answer as a team
3. If they miss the basket, the other team can throw the ball and try to score a basket
4. Make sure each student gets to throw the ball. If this is difficult to control, make the students stand in line



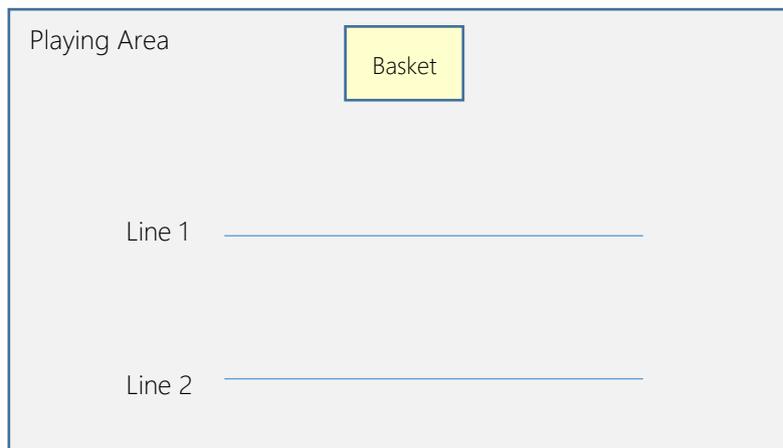
Variations

Movement

Ask students to throw with their left hand (left-handed students should use their right hand). On a large playing area, you can also ask them to kick the ball

Rules

Mark two lines on the floor. The students can now decide from which line they would like to throw. If they choose Line 2, they get an extra point if they succeed in scoring



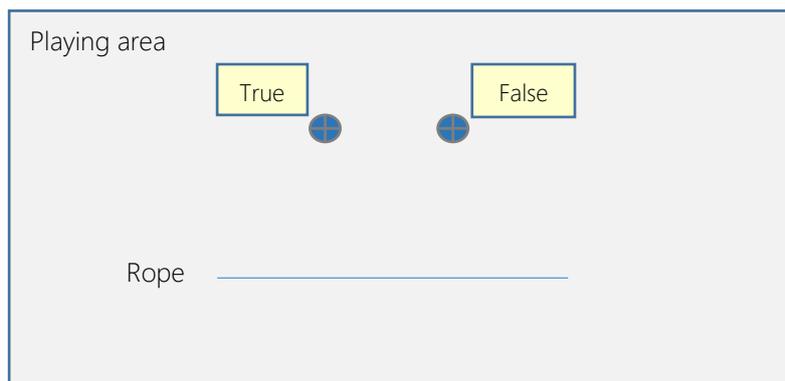
04. Aim at the right bottle!

<p>Materials</p> <ul style="list-style-type: none">  Rings in different colours  Water bottles  Rope 	<p>Related life skills</p> <ul style="list-style-type: none">  Personal: Being self-assertive  Interpersonal: Convincing others  Cognitive: Decision-making (evaluating risks and opportunities), developing strategies
<p>Duration</p> <p> 30 minutes</p>	

Instructions

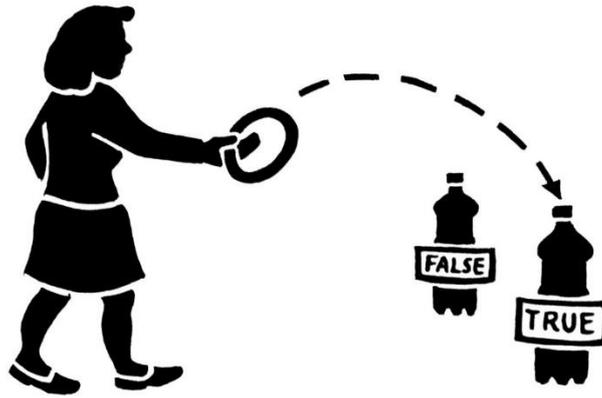
Preparation

- Develop questions related to the topic you would like to review
- Fill used, empty water bottles with either sand, soil or water
- Get the playing area ready: place two signs next to the two bottles, one “True”, the other “False”; then put a rope on the floor as a starting line (not too far away, as it should be possible for the students to throw a ring over the bottles)



Activity

1. Split the class into three or four teams
2. Explain to the students that each team will have 20 throws in total. Each time you read a statement, they have to decide as a team how many rings they want to throw (maximum throws per statement is four). If they manage to throw a ring over a bottle, they will get one point – but only if they choose the right bottle
3. For every few statements, two student are assigned “bottle guards”, who
 - a. Note down the points that each team scores and how many throws they have left
 - b. Pick up the rings and hand them over to the students
 - c. Rearrange the bottles if they fall
4. Start the game by reading the first statement to the class. Once all teams have had their 20 throws, points are counted



Tips

- ✓ This game is well suited to observe group processes. It can also be used to discuss group dynamics or peer pressure with the students (see the “Discussion & key messages” section below)

Discussion & key messages



Reflect

- How did you come to a decision on the number of throws you want to ‘bet’ for each statement?
- Were some students more active, more dominant than others? Did others not speak up very much?



Connect

- Have you ever lived similar situations in life where you had to make fast decisions as a team?
- Or situations in life where you personally had to make decisions that affected others?
- What are specific situations where a decision one person makes (positively or negatively) impacts other people?



Apply

- In similar situations, do you believe it is better to have one leader who makes the decisions alone? Or is it better to reach a consensus (everyone agrees) and make decisions together?
- *Key message:* In life, we sometimes make decisions that might affect other people. It is a good idea to communicate with each other, listen and consider the opinions of those concerned, before making a decision

05. Ring Frisbee!

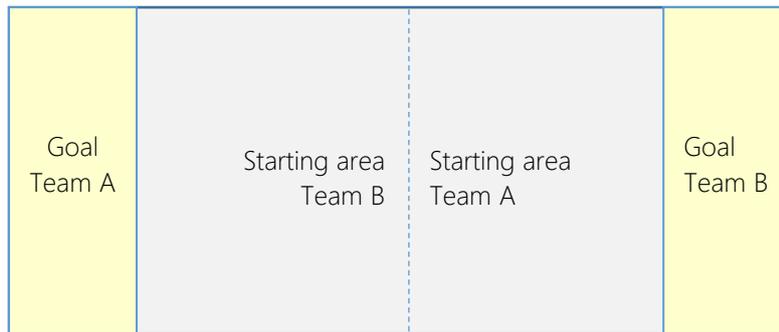
<p>Materials</p> <p> One ring</p>	<p>Related life skills</p> <p> Personal: Observation skills</p> <p> Interpersonal: Effective communication (when passing ball to team members)</p>
<p>Duration</p> <p> 30 minutes</p>	

Instructions

Preparation

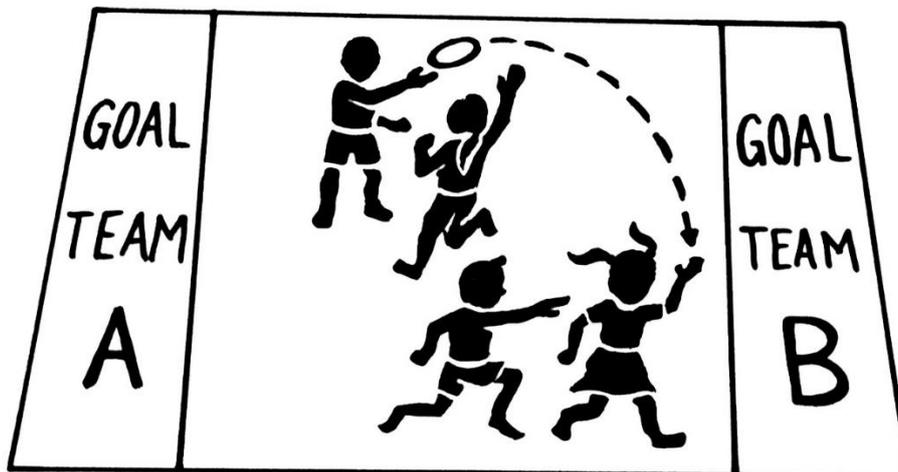
- Note: This game is a variation of Ultimate Frisbee

- Develop questions on the topic you want to review
- Prepare the playing field by marking two “goals” on each end of the field



Activity

1. Note: This game is better suited for outdoors
2. Form two teams of five or six students. The aim of the game is to score goals (one goal equals one point). When one team has the ring, the other has to defend
3. The team with the ring has to pass it amongst their team members in order to get close to the goal zone and then score
4. No body contact is allowed. The person who has the ring is only allowed to pass it to a teammate, not to walk or take a step
5. The team in defence can steal the ring only while it is in the air. If the ring falls to the ground, the possession goes to the other team
6. Once someone scores a goal, they have to answer the question correctly to get the point



Tips

- ✓ Depending on how many goals are scored, let the students ask more than one question after each goal
- ✓ Introduce a time-out policy for body contact if the game gets too physical or ruthless

Language class

06. Running letters!

<p><i>Learning objectives</i></p> <p>🎯 To read English/ Burmese words</p>	<p><i>Related life skills</i></p> <p>🗨️ Interpersonal: Communication and leadership (while positioning in line)</p>
<p><i>Duration</i></p> <p>🕒 10-15 minutes</p>	<p><i>Materials</i></p> <p>📄 Paper & markers</p>

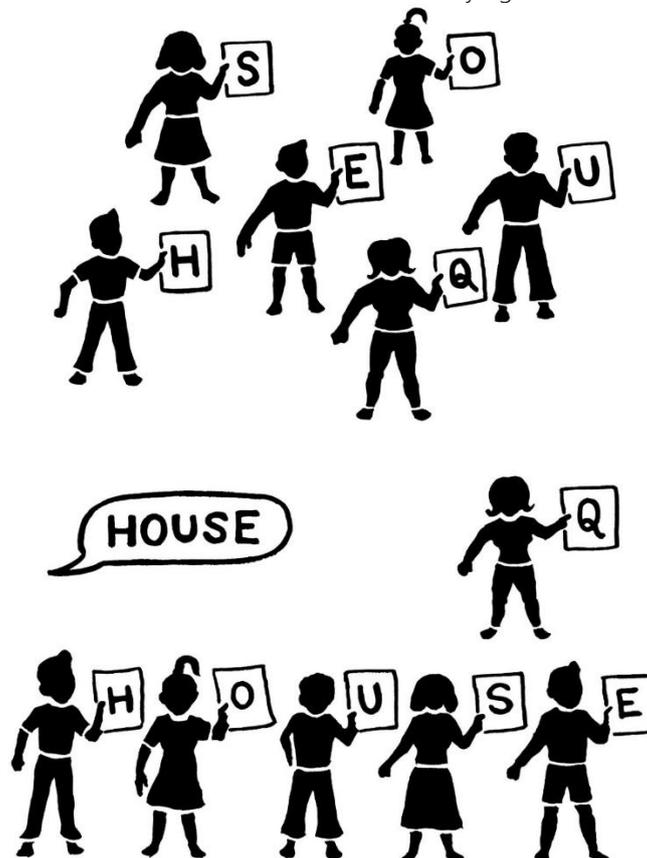
Instructions

Preparation

- Decide which words you want the students to practice (see below)
- Prepare cards with one letter on each. Select the letters according to the words you want the students to practice. For example, if you want them to form the word “house”, prepare cards with the letters “h”, “o”, “u”, “s” and “e”. Depending on the number of students in your class, add cards with letters that are not found in “house” (for example “a”, “k”, “p”)

Activity

1. Hand out one letter card per student
2. Indicate a word (for example “house”) to the students. Ask the students whose letter is part of the word to run up to you, then position themselves in the right order to form the given word (“house”)
3. Indicate another word to the students and start the activity again



Variations



Movement

Instead of running, ask the students to hop on one leg or crawl up to you. Change the movement each turn



Learning objective

The same activity can be done with cards that display numbers. Indicate a number to the students (for example “28”) and ask all students whose number is part of the selected number to run up to you (for “28”: all students with “two” and “eight”)

07. Word relay!

<p>Learning objectives</p>  To read English/ Burmese words	<p>Related life skills</p>  Personal: Quick decision-making  Interpersonal: Stand by one’s choices
<p>Duration</p>  20-25 minutes	<p>Materials</p>  Paper & markers  Two goals (basket, cardboard box or area marked with rope)

Instructions

Preparation

- Select words that you want the students to learn. Prepare letter cards, one letter on each card
 - Choose the number of cards for each letter depending on the words you want to select for the relay and depending on the number of teams taking part in the relay (normally two)
 - For example, if you select “water” “rice” “tea” and play the relay with two teams, you have to prepare two sets of cards for each letter of the selected words. Also add randomly selected letters that are not found in the selected words (for example “k” “n” “q”)
- Place two goals on one side of the playing area and mark a starting line on the other side (with rope or chalk). Put a set of letter cards in each goal

Activity

1. Divide the students in two teams and make them stand behind the starting line
2. Indicate a word (for example “water”) and ask the first student in each team to run up to their goal, pick a letter that is part of the selected word and run back to their team
3. Once the student arrives at their starting point, the next student of the team can start running towards the goal and pick up a letter
4. The first group who completes the word wins the round
5. Indicate the next word (for example “rice”) and start the activity again

08. Monster letters!

<p>Learning objectives</p> <p>🎯 To read and write English/ Burmese letters and words</p>	<p>Related life skills</p> <p>🧠 Personal: Cope with frustration (when going to “jail”)</p>
<p>Duration</p> <p>🕒 15-20 minutes</p>	<p>Materials</p> <p>📄 Paper & markers</p> <p>🪢 Rope (or chalk)</p> <p>🧵 (Soft) string</p>

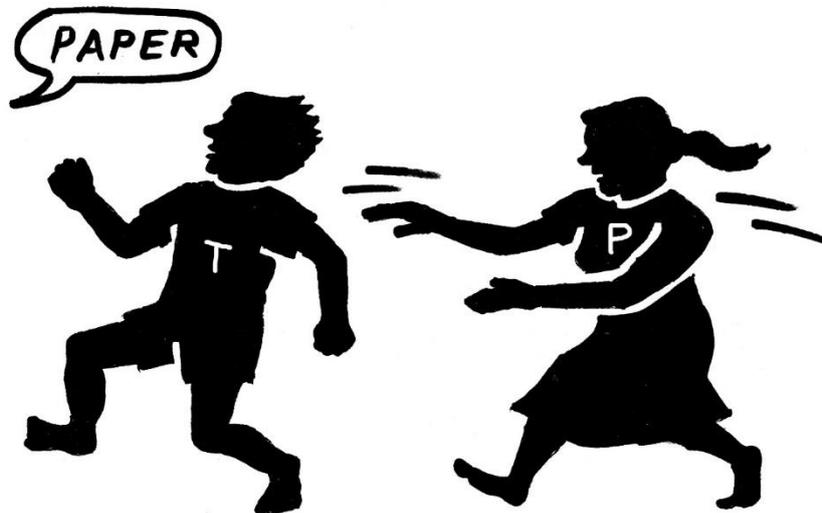
Instructions

Preparation

- For each student, prepare a card with one letter on it. Attach a string to the card so that it can be carried around the neck
- Use a rope (or chalk) to designate a small part of the playing area as “jail”

Activity

1. Hand out a letter card to each student and ask them to carry it around their neck. Tell the students that their card has to be visible at all times during the activity
2. Indicate a word (for example “paper”). All students whose letter is part of the word turn into “monsters” and have to chase the other students (the “escapers”)



3. Before the “monsters” start chasing the others, they have to shout out their letter so that the “escapers” know their predators
4. “Escapers” that have been touched by “monsters” have to go to “jail” and write the word that was indicated at the beginning (“paper”) three times in a notebook. Then they can leave “jail” and join the game again



5. Assign one or two “prison guards” whose tasks it is to insure that the “escapers” write the word correctly. Swap roles regularly
6. Stop the chasing after a few minutes, indicate the next word and start the activity again

Tips

- ✓ If the students have difficulties understanding the activity, start with basic rules and add complexity

Variations



Material

To decrease difficulty for beginners, give them cards with letters that are easier to recognise (for example “e” instead of “b” which is often confused with “p”)



Movement

Instead of running, ask the students to hop or crawl. Change the movement for each word you set



Learning objective

The activity can also be done with cards that display numbers. Indicate a number to the students (for example “28”). All students whose number is part of the selected number are turned into “monsters” (for “28”: all students with “two” and “eight”)

09. Find your friends!

<p><i>Learning objectives</i></p> <p> To read and write English/ Burmese letters and words</p>	<p><i>Related life skills</i></p> <p> Interpersonal: Communication and leadership (while positioning in line)</p>
<p><i>Duration</i></p> <p> 15-20 minutes</p>	<p><i>Materials</i></p> <p> Paper & markers</p>

Instructions

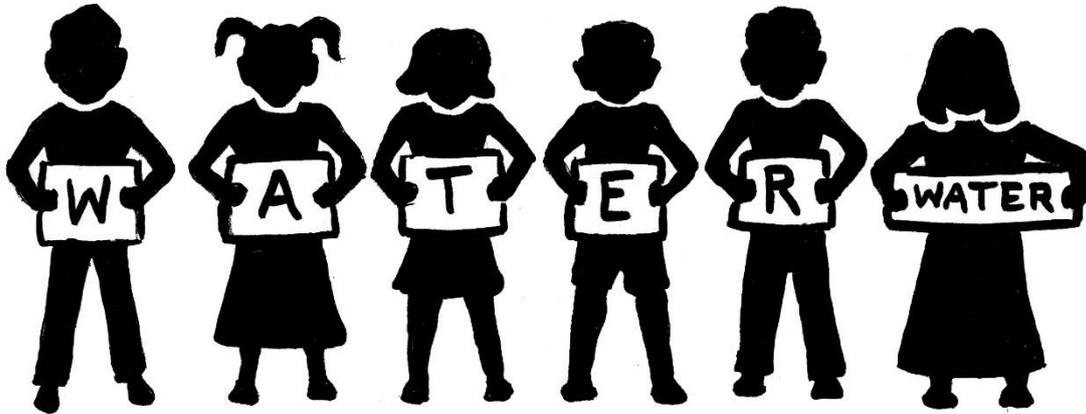
Preparation

- Think about the students in your class:
 - How many of them are at an advanced level?
 - How many are at a beginner level?

- Prepare paper cards
 - For advanced learners, write one word on their card, choose a different word for each student
 - For beginners, write a letter on their cards. Choose letters that form part of the words of the advanced students (for example, a card with “water” for an advanced student and cards with “w” “a” “t” “e” and “r” for beginners)

Activity

1. Separate the students into two groups (according to their skill level). Hand out word cards to advanced students and letter cards to beginners
2. Tell the student they have to find their “friends”: advanced level students have to find beginner students with letters that form part of their word (for example, an advanced student with “water” has to find students with “w” “a” “t” “e” and “r”)
3. Students who have found their “friends” have to stand together. Once all students have found their “friends”, the students of each team have to position themselves in the right order (for example “w” “a” “t” “e” “r”)



Tips

- ✓ If you have students in your class that could need extra practice with writing, ask them to write the word on the blackboard

Variations

Materials

To increase the difficulty, prepare picture cards instead of word cards. For example, draw a house and hand out the letter cards with “h”, “o”, “u”, “s” and “e”

Rules

To increase difficulty, you can also do the following:

- Decide which words you want the students to practice (for example “head”). Choose a different colour for each set of cards. Only write the letters that the word is composed of on the cards, not the word itself (the set of cards would be: “h” “e” “a” “d”)
- Ask the students to find their “friends” (cards of the same colour). Once they have found them, ask them to position themselves in the right order to build the word (“h” “e” “a” “d”) – without telling them the word!

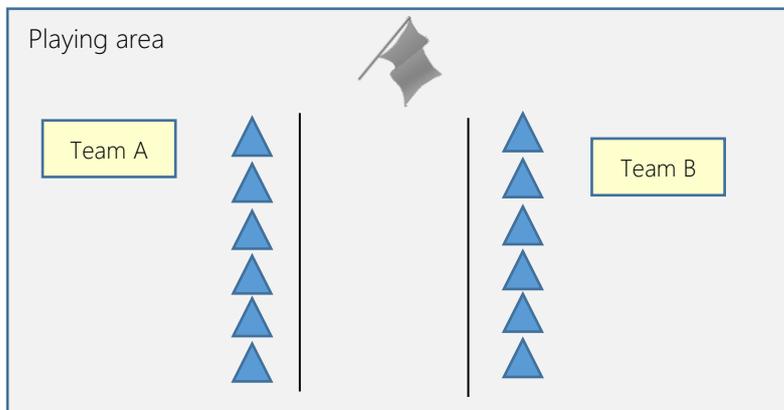
10. Grab the flag!

<p>Learning objectives</p> <ul style="list-style-type: none"> 🎯 To read English/ Burmese letters 🎯 To count from 0 to 20 	<p>Related life skills</p> <p>🧠 Personal: Managing stress</p>
<p>Duration</p> <p>🕒 15-20 minutes</p>	<p>Materials</p> <ul style="list-style-type: none"> 🚩 A flag (or piece of cloth) 🪢 Rope (or chalk)

Instructions

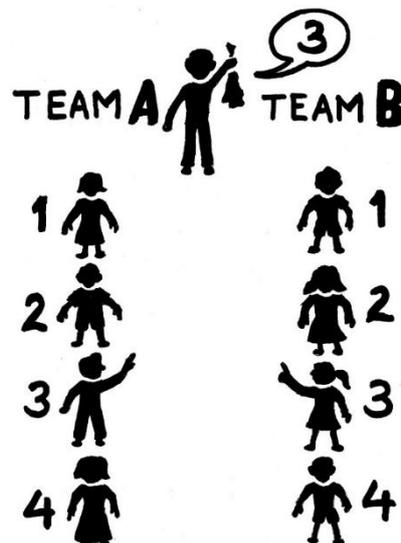
Preparation

- Prepare the playing area by marking two starting lines and placing the flag



Activity

1. Divide the students in two teams. Each team has to stand behind their starting line, a student from each team facing one of the other
2. If there is an odd number of students in your class, ask one student to hold the flag (cloth). Otherwise, hold it yourself
3. Assign each pair of students that are facing each other (one from each team) a letter and a number (for example, assign Ma Aye from Team A "7" and "E"; and Min Min from Team B "7" and "E")



4. Indicate either a number or letter. The students with that number (or letter) have to run towards the flag and grab it (for example Mya Aye and Min Min have to run when you indicate “7” or “E”). The first one to grab the flag is the winner



Tips

- ✓ If the students find the activity difficult, start with either a letter or number per student
- ✓ To avoid frustration, make sure that the two students facing each other have the same running abilities

Variations

Movement

Ask the students to hop on one leg or crawl instead of running. More ideas can be found in subchapter “Variations”

Rules

To increase difficulty, do the following:

- Write a word on a piece of paper by omitting one letter (for example “C H I L – R E N”). Ask the students whose letter is the missing one (“D”) to run
- Tell the students a word (for example “house”) and ask the students whose letter is the first one of the word (“h”) to grab the flag
- Indicate a word (for example “nose”) and tell the students whose letter is the last of the word (“e”) to run

Learning objective

- To practice addition, provide an arithmetic problem (for example, “What is the sum of 3 plus 4?”) and ask the students to run whose number equals the result (“7”)
- The activity can also be adapted to let the students practice subtraction (for example “What is the result for 8 minus 3?”) and multiplication

11. Find the sentence!

<p><i>Learning objectives</i></p> <p>🎯 To form English/ Burmese sentences</p>	<p><i>Related life skills</i></p> <p>🗨️ Interpersonal: Communication and leadership</p>
<p><i>Duration</i></p> <p>🕒 20-25 minutes</p>	<p><i>Materials</i></p> <p>📄 Paper in different colours & marker</p> <p>🪢 Rope (or chalk)</p>

Instructions

Preparation

- Think of five (simple) English sentences (for example “Mya Aye eats a delicious snack”)
- Prepare word card sets: write the words from each sentence on a card (each on one) in the following manner
 - Nouns on red paper (“Mya Aye ” and “snack”)
 - Verbs on green paper (“eats”)
 - Adjectives on yellow paper (“delicious”)
 - All other words on white paper (“a”)

Activity

1. Divide the students into five teams and give each team one set of cards



2. Ask the students to build a sentence from their set of cards. Tell the students to raise their hands to indicate once they have finished



Tips

To enhance learning, once the students have built their sentence:

- ✓ Ask them to copy it in their notebook
- ✓ Swap word cards of the same colour to make them better understand the structure of a sentence (for example, change the sentence “Mya Aye eats snacks”, to “Mya Aye likes snacks” or “My brother eats snacks” or “Mya Aye eats bread”)

Variations



Group/ Rules

To increase difficulty for advanced students

- Divide the students into groups according to their skill level
- Provide more difficult (longer) sentences to the advanced groups (for example, instead of “Mya Aye eats a snack”, give them cards to build “Mya Aye eats a delicious snack today”)



Rules/ Movement/ Learning objective

To make the activity more dynamic, try out the following:

- Prepare words card sets as explained above in “Instructions”
- To mark the different sets, assign a number to each set and write the number on each word card
- This time, at your signal, the students have to find their “friends” (students with the same number on their card) and build a sentence. Change the movement in each turn
- Note: In this way, students will also practice number recognition

Maths

12. Let's be numbers!

<p>Learning objectives</p> <ul style="list-style-type: none">  To count from one to ten  To count from ten to 20 	<p>Related life skills</p> <p> Interpersonal: Cooperation</p>
<p>Duration</p> <p> 20-25 minutes</p>	<p>Materials</p> <p> None</p>

Instructions

Activity

1. Ask the students to form pairs
2. Tell them a number between one and ten, write it on the blackboard and ask them to form the number in their group of two by using their bodies
3. Once the first ones have succeeded in displaying the number, ask the others to have a look at how they are using their bodies to form the number
4. Continue with other numbers between one and ten

Tips

If it is too difficult for the students to come up with ideas on how to form a given number with their body:

- ✓ Ask the students to create the number while lying on the floor (instead of standing up)
- ✓ Demonstrate how to do it by showing an example with two students (give them instructions either verbally or move their bodies accordingly)
 - Then ask the class to form groups of three students, where one student helps the two others to form a given number. Make sure advanced learners and beginners are evenly distributed among the groups
- ✓ Appoint two to three advanced students to check whether the students succeeded in displaying the number you have told them
- ✓ Stimulate the students' creativity by encouraging them to find many possible solutions to display a number. This could even be done in the form of a contest
- ✓ If older students do not feel at ease in mixed-gender groups, let them do the activity in unisex groups

Variations



Movement

Let the students form groups of two and ask one student to close his/her eyes. Tell the other student to draw a number from one to ten on the palm of the student who has his/her eyes shut. He/she has to guess the number. Let them switch roles afterwards. *Tip:* If guessing is too difficult for some students, simplify the rules by asking them to only choose a number between one and five (or six and ten). If guessing is too easy, ask for a number between one and 20 (or one and 100)

 Group/ Roles

Let the students form groups of three. Two students will have to display a number, while the third acts as 'writing leader'. He/she moves the bodies of the two others to display the number using verbal instructions only

 Material

Prepare sticks of different lengths. Ask the students to form numbers with the sticks by laying them on the ground. Other materials like strings can be used, too

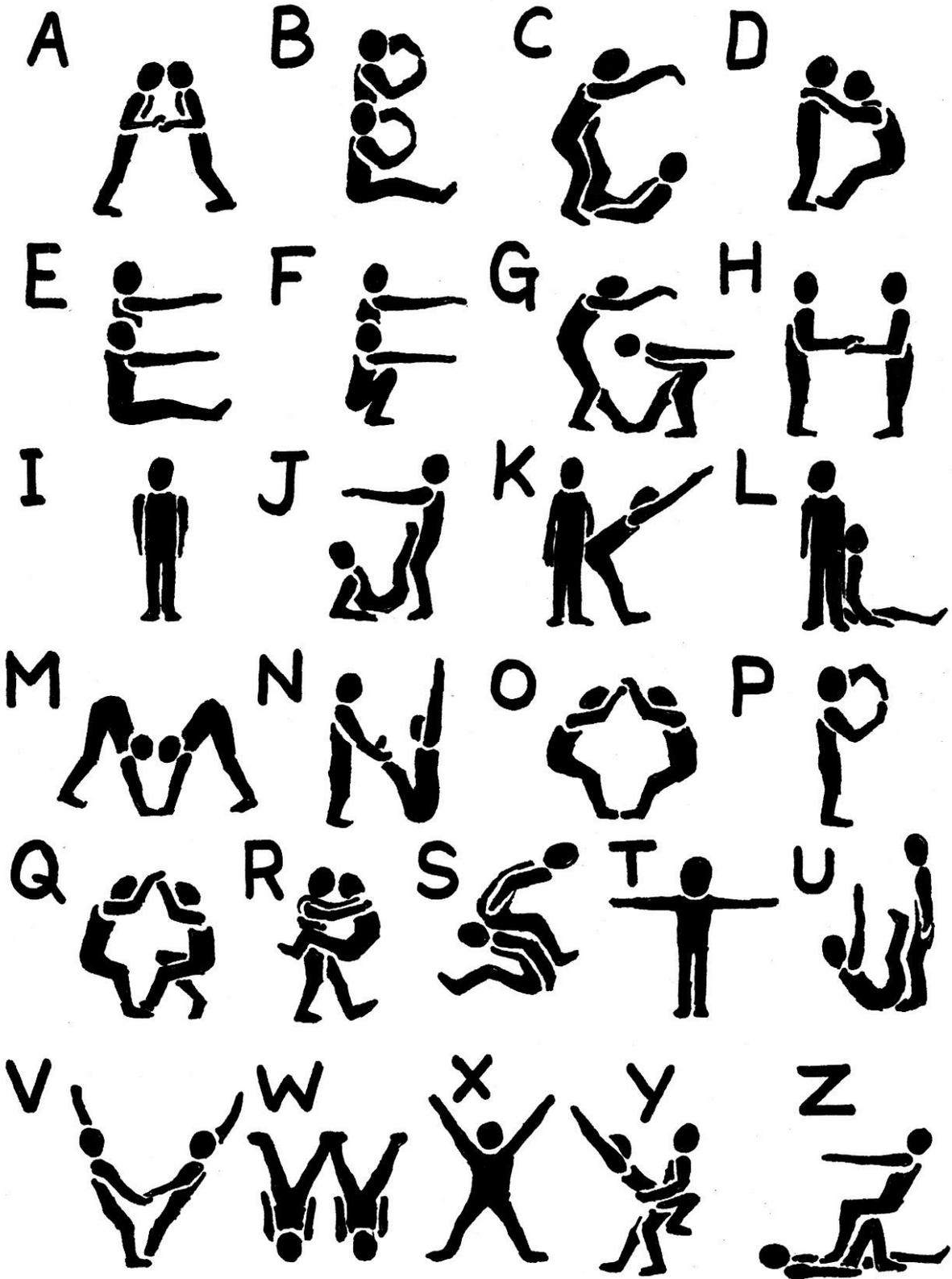
 Learning Objective

The same activity can be done with English capital letters. Student's recognition of the letters will improve and they will more easily remember the alphabet

Examples of numbers shaped with the body



Examples of English capital letters shaped with the body



13. Numbers in line!

<p><i>Learning objectives</i></p> <p> To learn to count from 0 to 25</p>	<p><i>Related life skills</i></p> <p> Interpersonal: Communication</p>
<p><i>Duration</i></p> <p> 15-20 minutes</p>	<p><i>Materials</i></p> <p> Paper & markers</p>

Instructions

Preparation

- Prepare small pieces of paper, each indicating a number (from one up to the number of students in your class)

Activity

1. Give each student a card and ask them to walk freely around the playing area
2. At your signal (whistle, clap your hands or use a drum) the students have to form a line, from the lowest number (i.e. one) up to the highest number
3. Let them swap cards randomly and repeat the activity a few times



Tips

- ✓ To increase learning, encourage the students to have a look at the line they form. Ask them to say the numbers in the line together with you. This will help them to memorise the sequence
- ✓ Encourage students with an advanced skill level to help those from beginner level to find their position in the line

Variations

Movement

Ask the students to move around the classroom or playing field with their eyes closed. Tell them to walk very slowly to ensure safety. For other ideas on movements, see the chapter "Variations" in Part 1 of this toolkit

 Group/ Roles

Ask the students to form pairs of two. Hand out a card with a number to each pair. Repeat the activity (steps one to three above). *Tip:* Mix groups according to skill level and ask the more advanced student to assist his/her beginner peer

 Rules

Tell the students to form a line with their number cards from the highest to the lowest number. To increase the difficulty level of the activity, give the following instructions once the students have formed the line:

- Ask them to form two lines, one with odd, the other with even numbers
- Ask those students who have a number divisible by three to step forward
- Depending on the skill level of the students, increase difficulty further by asking students to step forward if their number is divisible by four, five, etc.

To increase difficulty, you can also prepare cards with random numbers (for example 2, 5, 7, 8, 10, etc.):

- Ask the students to form lines from lowest to highest number at your signal
- Tell the students that they are not allowed to talk while forming the lines. Instead of using verbal communication, they have to communicate non-verbally through gestures

 Learning objectives

The same activity can be used with English letters. Students' recognition of the letters will improve and they will more easily remember the alphabet

- Hand out cards with English letters on them
- Ask the students to form a line, from "A" up to "Z" (following the order of the alphabet)
- *Tip:* Use either lower or capital English letters, not both (to avoid students getting confused)

14. Pile up numbers!

<p>Learning objectives</p> <p> To learn to count from 0 to 6 (or 0 to higher numbers)</p>	<p>Related life skills</p> <p> Interpersonal: Leadership (correcting peers if they are wrong – self-refereed game)</p>
<p>Duration</p> <p> 15 minutes</p>	<p>Materials</p> <p> Paper & markers</p>

Instructions

Preparation

- Prepare different sets of cards with numbers from one to six. The number of sets depends on the number of students in your class: there should be one card for each student

Activity

1. Ask the students to form groups of six persons each and let them sit down in a circle. Give a card to each student in the group
2. Ask the students to pile up their cards in the middle of their circle at your signal. The cards have to be laid down in the correct order (from one to six). Once the student with the last card has put down his/her card, the group raises their hands to indicate they have finished
3. Collect the cards and hand them out again. Start the activity again



Tips

- ✓ Encourage students with an advanced skill level to help beginners to place their card at the right position in the pile
- ✓ Ask the students to form new groups in order to make them experience working with different people

Variations

Group

- Let the students form smaller or bigger groups to reduce or increase difficulty; prepare the number of cards accordingly
- Divide students into groups according to their skill level and set different rules for the groups (more difficult rules for groups with advanced skill level and easier rules for those with a basic skill level)

Rules

To increase difficulty, try out the following:

- Hand out cards with higher numbers (for example 15, 16, 17, 18, 19, 20)
- Hand out cards with random numbers (for example 3, 7, 9, 12, 16, 20)

If the skill levels in your class are very different:

- Assign each advanced student a beginner to assist him/her with placing the card
- To make it more fun for the students, the activity (and the proposed variations) can be turned into a competition: which group succeeds first in placing the cards in the right order? *Tip:* Be sure to have equally skilled groups to avoid the same group winning all the time

Materials

To increase difficulty:

- Hand out more than one card per student. Each group of six students will then have cards from one to 12. This can be done for all the variations that are mentioned for this activity

If the skill levels in your class are very different:

- Hand out cards with higher numbers to the advanced students (for example 12, 17, 19) and prepare cards with lower numbers for the beginners (for example 2, 5, 8)

Learning objectives

Hand out cards with English letters to each group of six students (A, B, C, D, E, F)

- Ask the students to pile them up following the alphabetical order. If they succeed well, hand out new cards with the next letters of the alphabet (G, H, I, J, K, L). Proceed until the last letter of the alphabet

- To increase difficulty, hand out cards with random letters (for example C, G, K, O, R, Y) and ask the students to pile them up in the right order
- *Tip:* Use either lower or capital English letters, not both (to avoid students getting confused)

15. Calculating together!

<p>Learning objectives</p> <p>🎯 To be able to perform addition, subtraction, multiplication, and division</p>	<p>Related life skills</p> <p>🤝 Interpersonal: Cooperation</p>
<p>Duration</p> <p>🕒 20-25 minutes</p>	<p>Materials</p> <p>📄 Paper & markers</p>

Instructions

Preparation

- Prepare different sets of cards with numbers from one to six (the number of sets depends on the number of students in your class). There should be one card for each student
- Prepare a set of cards with target numbers (see explanation below) for each group
- Prepare a set of cards displaying arithmetic operators (three plus signs, three minus signs, one equal sign) for each group:

$$+ \quad - \quad =$$

Activity

1. Ask the students to form groups of six and let them sit down in a circle. Give each student in the group a card, plus one set of cards with the arithmetic operators
2. Explain that you will set a target number (for example 9) and that each group will have to lay down those cards whose sum equals the target number (for example, possible solutions for target number 9 are 1+2+6, 1+3+5, 2+3+4, 3+6, 4+5). Tell the students to lay their cards in the middle of their circle at your signal. Once the group has come up with a solution that equals the target number, all group members have to raise their hands
3. Start the activity with all students. Once all groups have finished, ask the students to place the arithmetic operators and their cards in the following manner:

$$\begin{array}{|c|} \hline \text{Students} \\ \text{have to place} \\ \text{a card here} \\ \hline \end{array}
 +
 \begin{array}{|c|} \hline \text{Students} \\ \text{have to place} \\ \text{a card here} \\ \hline \end{array}
 +
 \begin{array}{|c|} \hline \text{Students} \\ \text{have to place} \\ \text{a card here} \\ \hline \end{array}
 =
 \begin{array}{|c|} \hline 9 \\ \hline \end{array}$$

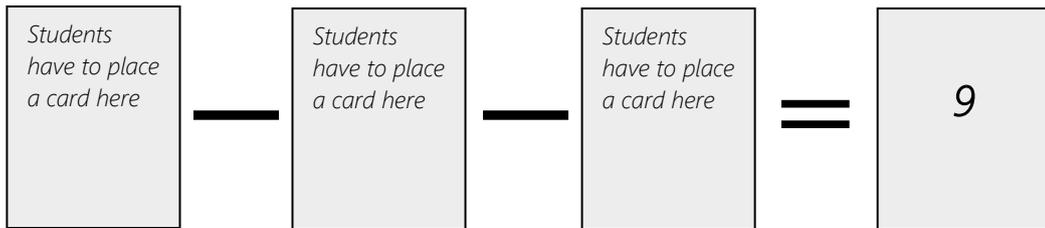
- Keep in mind: 21 is the highest possible target number to build through addition with cards from one to six
- If students have difficulties of understanding the activity, demonstrate it. Ask one group of students to sit down and enact how to pile up the cards

Variations

Rules

To practice subtraction, adjust the rules accordingly:

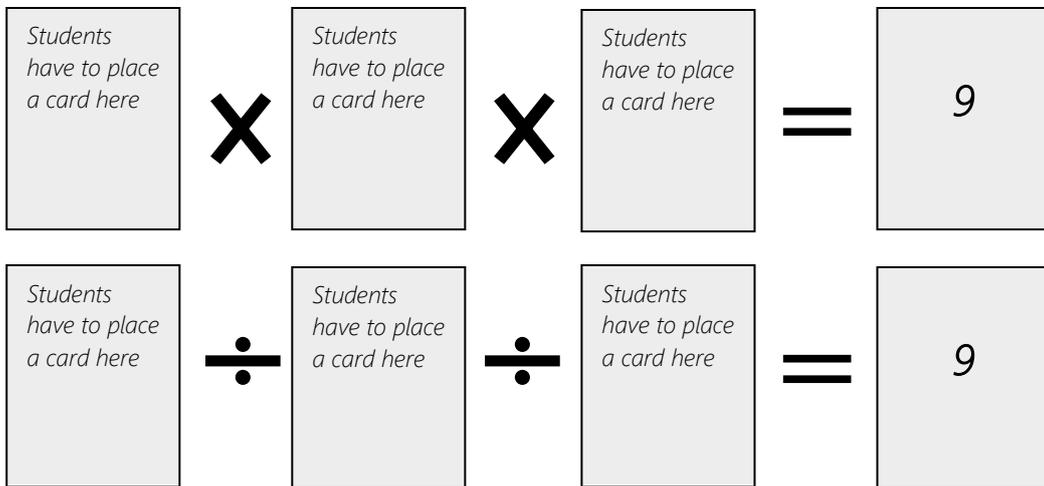
- Set a target number and ask students to put down numbers that add up to the target number (for example, possible solutions for target number 9 are 9-1-2-6, 9-1-3-5, 9-2-3-4, 9-3-6, 9-4-5)
- Provide each group with a set of cards with a target number, the number 0 and arithmetic operators (minus sign, equal sign)
- Ask the students to place the arithmetic operators cards in the following way:



Rules

To practice multiplication and division, adjust the rules accordingly:

- Set a target number and ask students to put down the cards it can be divided by (for example, for the target number nine, students have to put down cards one and three). Hand out a set of cards to each group which contains the following: the target number, the number zero and arithmetic operators (multiplication sign or division sign, equal sign). Ask the students to place the cards in the following manner:



- To make it more exciting for the students, the activity (and all proposed variations) can be turned into a competition: which group proposes the solution with the most cards involved? *Tip:* Be sure to have equally skilled groups to avoid the same group winning all the time

Material

If the students in your class have very different skill levels, try out the following:

- Hand out cards with higher numbers to the advanced skill level students (4, 5, 6) and prepare cards with lower numbers for the beginners (1, 2, 3)

To increase difficulty:

- Hand out more than one card per student. If you give two cards to each student, each group of six students will have cards from one to 12

 Roles

If the students in your class have very different skill levels, try to:

- Assign each beginner student an advanced level student to assist with placing the card

 Group

If the students in your class have very different skill levels, try to:

- Divide students into groups according to their skill level (basic level groups and advanced level groups)
- Set different rules for the groups: set a target number (for example 8) and ask the basic level groups to place cards that add up to 8 (in doing so, they practice addition). Ask the advanced level groups to put down the cards by which the target number (8) can be divided (this way they can practice multiplication)

16. Crossing the river!

<p>Learning objectives</p> <ul style="list-style-type: none">  To count from 0 to 10  To be able to perform addition, subtraction, and multiplication 	<p>Related life skills</p> <ul style="list-style-type: none">  Interpersonal: Leadership (for students who assist with checking less advanced students)
<p>Duration</p> <ul style="list-style-type: none">  20-25 minutes 	<p>Materials</p> <ul style="list-style-type: none">  Paper & markers  Rope (or chalk)

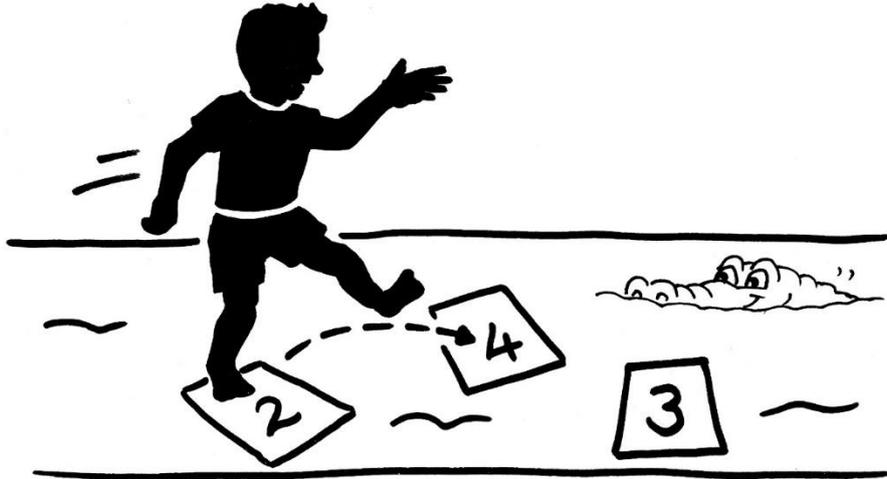
Instructions

Preparation

- Lay down a rope to mark a “river” (approx. one metre wide)
- According to the abilities of your students, choose one of the designs:
 - For beginner level students, it is still a challenge to identify the numbers correctly
 - Medium level students know the numbers well
 - Advanced level students are able to multiply
 - If you’re teaching a multi-level class, divide the students into three groups according to the arrangement above
- Decide which numbers and multiples you want the students to practice and prepare cards accordingly. For example:
 - For beginner students the number “5”: prepare three cards with “5” and five cards with random numbers, which are not multiples of five (for example “3” “7” “9”)
 - For medium level students multiples of “2”: prepare cards with “2” “4” “6” “8” and five cards with odd numbers (for example “3” “5” “9” “11”)
 - For advanced students multiples of “12”: prepare cards with “12” “24” “36” “48” and five cards with random numbers (for example “26” “38” “52”)
- Distribute the number cards in the “river”

Activity

1. Ask the students to stand on one side of the “river”
2. According to their level, ask the students to cross the river in the following manner
 - a. Beginners: by only stepping on a certain number (for example “5”)
 - b. Medium level: by only stepping on multiples of lower numbers (for example multiples of “2”: “2” “4” “6” “8”)
 - c. Advanced: by only stepping on multiples of higher numbers (for example multipliers of “6”: “12” “18” “24” “30”)
3. Once all students have crossed the river, indicate a new number



Tips

- ✓ The students will enjoy the activity more, if you make it into a little story: explain how dangerous it is falling into the water because of huge, flesh-eating crocodiles!
- ✓ It could be very difficult for you to keep an eye on all the students to determine whether they have stepped on the correct numbers. You can therefore ask students from the advanced and medium levels to assist you with observation:
 - An advanced level student can assist and check students from the medium level
 - A medium level student can assist and check on beginner level students
 - By handing responsibility over to the students, you acknowledge the skills that they have already acquired. This will increase their self-confidence and be a further incentive to learn

Variations

Learning objective

Instead of numbers, write English/ Burmese letters on the cards and ask the students to step on the letters in the right order of the alphabet. *Tip:* For English, use either lower or capital letters, not both (to avoid students getting confused)

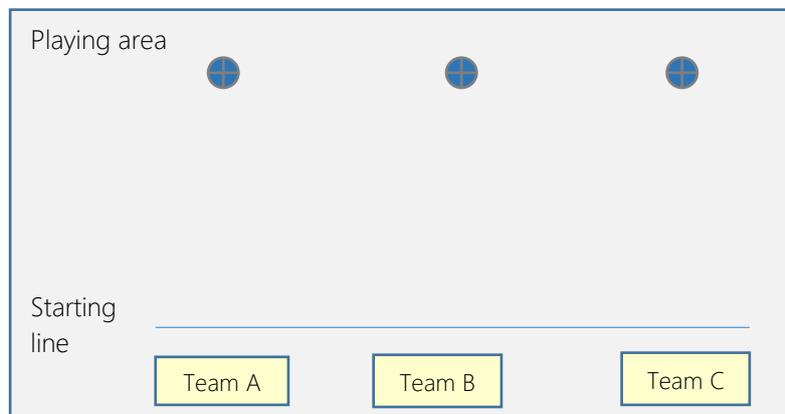
17. Roll the dice!

<p>Learning objectives</p> <ul style="list-style-type: none"> 🎯 To count from 0 to 10 🎯 To be able to perform addition, subtraction, and multiplication 	<p>Related life skills</p> <p>🧠 Personal: Managing stress</p>
<p>Duration</p> <p>🕒 20-25 minutes</p>	<p>Materials</p> <ul style="list-style-type: none"> 📄 Paper & marker 🎲 One die 🍷 Three bottles filled with water, sand or soil 🪢 Rope or chalk

Instructions

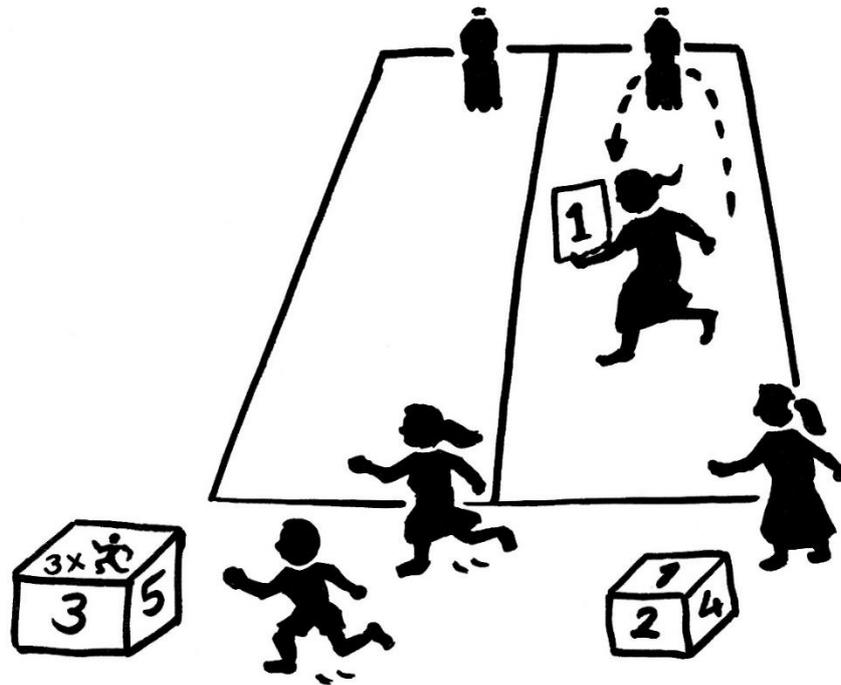
Preparation

- Prepare different sets of cards and slip them into the pockets of the dice
 - Number cards: write down the numbers you would like to practice with the students, for example "0" to "10", each number twice
 - Action cards: draw a movement type on them (using stick figures), for example jumping on the spot, hopping on one leg, waving hands
- Get the playing field ready: place three water bottles at one end of the field and mark a starting line



Activity

1. Hand out number cards to the students, each receiving one card
2. Explain the rules of the game
 - a. Every time an action card is rolled, the students have to perform the movement
 - b. For every number card rolled, the student of the team who has the number starts from the starting line, runs around the bottle and returns to the team. The team whose runner arrives first, scores a point
3. Split the class into three teams, ask a student to roll the dice and start the first round
4. For the subsequent rounds, change the movement. For example, ask students to walk backwards around the bottle or to roll a ball on the floor while walking



Variations

Rules

If the level of students in your class differs greatly, use dice in different colours for each difficulty level. For each level, prepare cards with different numbers, for example:

- Beginner: numbers with one digit ("0" to "9")
- Medium: numbers with two digits
- Advanced: higher numbers with two digits or numbers with three digits

Rules

You can let more advanced students practice multiplication or division by asking them to multiply or divide the number that is rolled by another number. For example:

- Ask them to multiply each number by three. If a six is rolled, they have to shout out "18"
- Ask them to divide each number by two. If a 30 is rolled, they have to shout "15"

Geography and our environment

18. Let's visualise the world!

<p>Learning objectives</p>  To learn about geographic surface, population, income (wealth), carbon dioxide emissions, and energy consumption of the different continents	<p>Related life skills</p>  Interpersonal: Cooperation and leadership  Cognitive: Problem-solving
<p>Teaching aids</p>  Worldwide figures on geography, economy and society	<p>Materials</p>  Several chairs and balls (for exact numbers see teaching aid)  Paper & marker
<p>Duration</p>  40 minutes	<p>Corresponding curriculum session</p> 

Instructions

Preparation

- Depending on the number of students in your class, you will need a different number of the following objects (see teaching aid for details)

Materials	Representing
Chairs (or cushions)	Geographic surface
Dollar notes (sketches)	Income (wealth)
Oil barrels (sketches)	Energy consumption
Balls	Carbon dioxide emissions

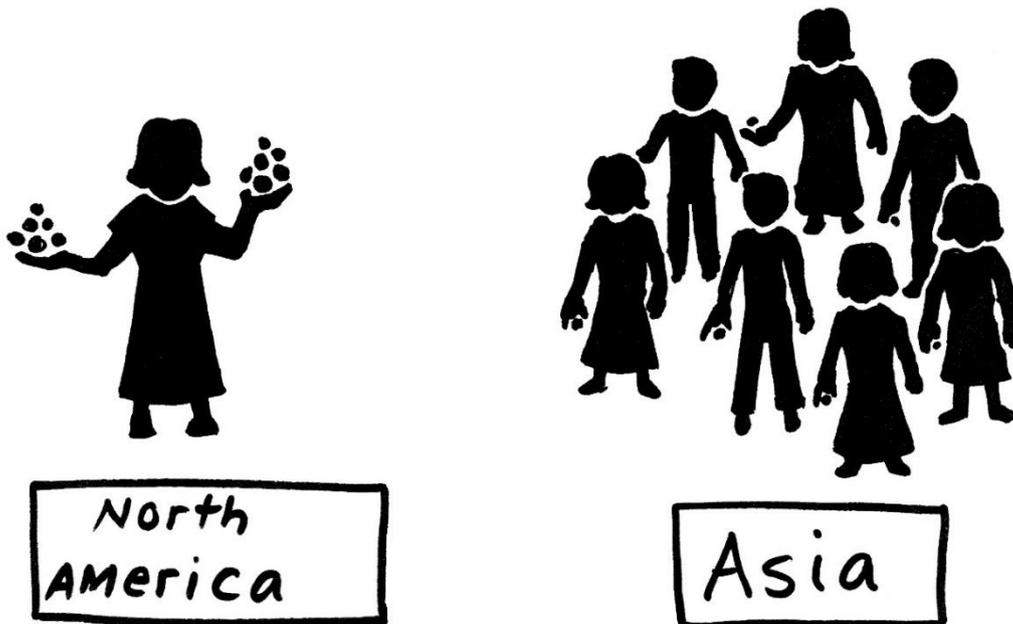
- Place signs for the different continents on the floor



Activity

1. Explain that today you will create a visual of the different continents of the world: Asia, North America, South America, Europe, Africa and Australia with Oceania
2. Mapping world geographic surface
 - a. Ask the students to bring the number of chairs that represent the total landmass of the world (for the specific number see teaching aid) in the middle of the classroom

- b. Explain that they have to distribute the chairs across the different continents (i.e. next to the sign on the floor) so that they represent the distribution of the worldwide land surface
 - c. Once they have arranged the chairs, disclose the actual distribution of the land surface and ask the students to rearrange the chairs accordingly
3. Mapping world population
- a. Carry on by telling your class that they now represent the entire population of the world (7.3 billion people). Explain that they have to decide who 'lives' on which continent and place themselves there (mapping the real population distribution)
 - b. Once the students have arranged themselves, disclose the actual distribution and ask the students to rearrange themselves accordingly
 - c. Proceed by telling the students to sit down on the chairs and ask them to describe how they feel. For example, "How do North Americans feel as they have more than one chair per person?", "What about Asians who have to share chairs?"
4. Mapping world income (wealth): Continue the activity by following the same structure as above: hand out dollar notes, ask the students to allocate them across continents, reveal the actual distribution, then ask the students to correct their distribution
5. Mapping world energy consumption and Mapping world carbon dioxide emissions: proceed accordingly



Discussion & key messages

Reflect

- Every time you disclose the actual distribution (of land surface, population, etc.), ask the students if the distribution surprises them and why

Connect

- Discuss distributions at different scales (national, regional or local). Start by asking about the local level: What are examples for unequal distributions in your town?

Apply

- Key message – Population: The world population is not evenly distributed across the different continents; the population density varies significantly. For example, even though the continent Australia (with Oceania) possesses almost 6% of the entire land surface, only 0.5% of people live there

- Key message – Income (wealth): Wealth is not distributed evenly across the world. Even within continents there are big differences when it comes to income. In many settings, income differences are linked to ethnic and religious affiliation, caste, gender, class or chronic health issues (and their stigmatisation)
- Key message – Energy consumption & carbon dioxide emissions: Energy consumption and income are linked: in general, countries with a higher income (wealth) consume more energy. Richer countries use energy-intensive technologies to a higher extent than poorer countries, which is only partly balanced by the use of green, energy-efficient technology

Tips

- ✓ This game is suited for students aged 12 and above
- ✓ This game can also help to address the topics of inequality: what do students think about the different distributions? Do they think it is fair, equal? Do similar situations happen in everyday life?

Variations

🌐 Learning objective: Languages of the world

- Ask the students to name the languages that they think are spoken as a mother tongue by many people worldwide. Then ask which language they think is the mother tongue of most people on earth
- Proceed by disclosing the languages that are most widely spoken (as a mother tongue): Chinese, Spanish, English, Hindi, Arabic and other languages (Portuguese, Bengali, Russian, etc.). Refer to the teaching aid for more details. Place signs on the floor



- Ask the students to place themselves next to the language signs to map the share of native speakers according to the different languages. Once the students have done so, disclose the actual distribution and ask the students to rearrange themselves

🌐 Learning objective: Religions of the world

Proceed by applying the same steps as for the “Languages of the world”. See the teaching aid for details

19. Avoid harmful waste!

<p>Learning objectives</p> <ul style="list-style-type: none"> 🎯 To learn about proper waste management 🎯 To understand health hazards resulting from improper waste disposal 	<p>Related life skills</p> <ul style="list-style-type: none"> 👥 Interpersonal: Coordination (to not bump into peers) 🧠 Cognitive: Concentration
<p>Teaching aids</p> <ul style="list-style-type: none"> 📄 Health hazards resulting from improper waste management 📄 Health-related consequences from exposure 	<p>Materials</p> <ul style="list-style-type: none"> 🎱 Different objects in four categories (balls, pieces of paper, cardboard boxes, etc.) 📄 Cards depicting health-related consequences (see teaching aid)
<p>Duration</p> <p>🕒 1 hour</p>	<p>Corresponding curriculum session</p> <p>📚</p>

Instructions

Preparation

- Mark two areas on opposing sites of the playing area (e.g. by placing a rope)
 - In one, put a sign reading “home”, in the other one that says “school”
 - In another corner, signal a “hospital”
- Distribute the objects evenly on the floor in the whole playing area



Activity

1. Explain to the students that the different objects on the floor represent different forms of littering
 - a. Human excrement (resulting from open defecation)
 - b. Biodegradable waste
 - c. Residual waste (plastic wrappings, etc.)
 - d. Toxic waste (chemicals, etc.)
2. Explain how these different forms of waste affect the health of people (see the teaching aid)
3. Assign two students the role of “doctor” and tell them to proceed to the “hospital” (swap roles regularly)

4. Round 1: Ask the other students to go to the area designated “home”. Tell them that it is early morning; they are home and ready to get to school. They are late and have to hurry. They have to move to the “school” without touching the waste. Tell them to move fast
5. If a student touches a hazard, explain that he/she has now been exposed and inform them what kind of health-related consequences they will face. Hand them the card depicting how their health is affected (see teaching aid). Depending on what they have been exposed to, they are more or less severely affected. They have to skip rounds and spend them in the “hospital”
 - a. Human excrement: two rounds
 - b. Biodegradable waste: one round
 - c. Residual waste: one round
 - d. Toxic waste: three rounds
6. Instruct the “doctors” to keep track of the “healing process”, that is the number of rounds the students have to spend in the “hospital”
7. Continue Round 1: Tell the students that school is over now and that they want to get home as fast as they can to meet and play with their friends. Ask them to move quickly to the “home” area
8. Proceed to Round 2: To increase difficulty, ask the students to hop on one leg and proceed with the game according to Round 1
9. In the subsequent rounds, vary the movement. For example, ask the students to walk backwards or to crawl

Discussion & key messages



Reflect

- Was it difficult to avoid being ‘contaminated’?
- How did you feel when you had to go to the “hospital”?



Connect

- Is the waste management working well in our town? What kind of waste is not deposited of as it should be and could put our health at risk?
- How can we protect ourselves in everyday life?



Apply

- What could be done in our school surroundings to reduce littering and improve waste management? What could be done in our village/ town?
- *Key message*: It is important that we all do our part and dispose of waste correctly. Bad waste management affects everybody’s health. It is important to avoid exposure to waste, especially human faeces and toxic waste. If you are exposed to them, you risk health problems

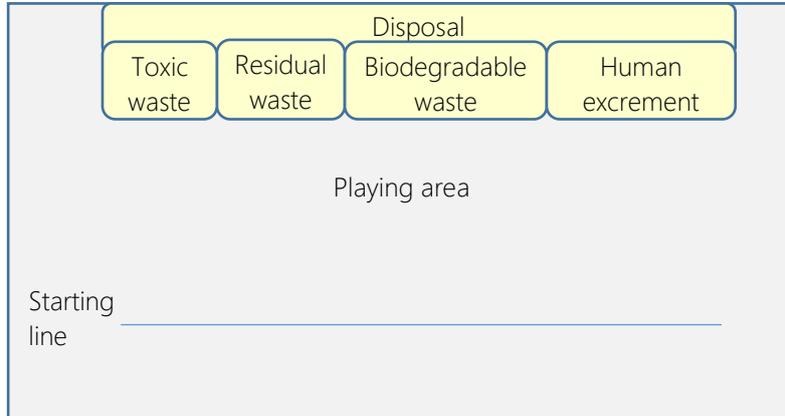
20. Let's clean hazardous waste!

<p>Learning objectives</p> <p> To learn about how to properly dispose of waste and ways to avoid health hazards</p>	<p>Related life skills</p> <p> Team work</p> <p> Communication</p>
<p>Teaching aids</p> <p> Proper waste management</p>	<p>Materials</p> <p> Different objects in four categories (balls, pieces of paper, cardboard boxes, etc.)</p> <p> Markers & paper</p>
<p>Duration</p> <p> 1 hour</p>	<p>Corresponding curriculum session</p> <p></p>

Instructions

Preparation

- Mark one side of the playing area with a sign reading “disposal”. Divide the space into the following four areas (for example, by placing a rope):
 - Human excrement
 - Biodegradable waste
 - Residual waste
 - Toxic waste



- Distribute the objects that represent the waste evenly on the floor in the whole playing area
- Prepare posters detailing the safe disposal for different types of waste (see teaching aid) and posters to note the points

Activity

1. Explain to the students that the different objects on the floor represent different forms of littering and briefly remind them how these affect the health of people (see the game “Avoid harmful waste!”)
2. Explain to the students how the safe waste disposal for different types of waste has to be done in real life, and hang posters with the information on the classroom walls (see teaching aid)
3. Let the students form four teams. Assign one student from each team the role of “sanitation expert” for one type of “waste”. Tell the “experts” that they will have to pay attention if the waste disposal is done properly

4. Tell the students that they will have to collect the “waste” from the floor and dispose of it properly in the respective field in the “disposal” area. This means:
 - a. Human excrement: two students have to carry it together by hopping on one leg
 - b. Biodegradable waste: one student has to carry it walking backwards and led by a peer
 - c. Residual waste: two students have to crawl while carrying it
 - d. Toxic waste: all students of the team have to carry it together by touching it with one hand



5. Advise the “sanitation experts” to signal whenever students do not comply with the proper disposal rules. The respective students have to bring the object they were carrying back to where they picked it up (e.g. the “home” area), go back to the starting line and try anew
6. Once a group of students arrives at the “disposal” area, they hand the object to the “sanitation expert” and explain how proper disposal has to be done in real life. If they are correct, the “expert” marks a point on their team poster and they hurry back to collect the next “waste” item
7. Once all the “waste” has been disposed of correctly, the team with the most points is the winner

Discussion & key messages



Reflect

- Was it difficult to dispose of the waste properly (following the rules)?
- As “sanitation experts”, do you think you had an important role?
- How did you work together as a team to collect the waste?



Connect

- In our town/ village do you know what happens to the garbage once you put it in a bin?
- Do you always use a bin for the garbage? In which situations or where is it difficult to find a bin?
- Do you think that you are responsible for your waste?



Apply

- What can we do to make our school or our village/ neighbourhood a cleaner place?
- *Key message:* It is important to properly dispose of waste. Wild disposal has bad effects for your personal health, the environment and other people in the community. In a community, we have to work together to achieve a clean environment

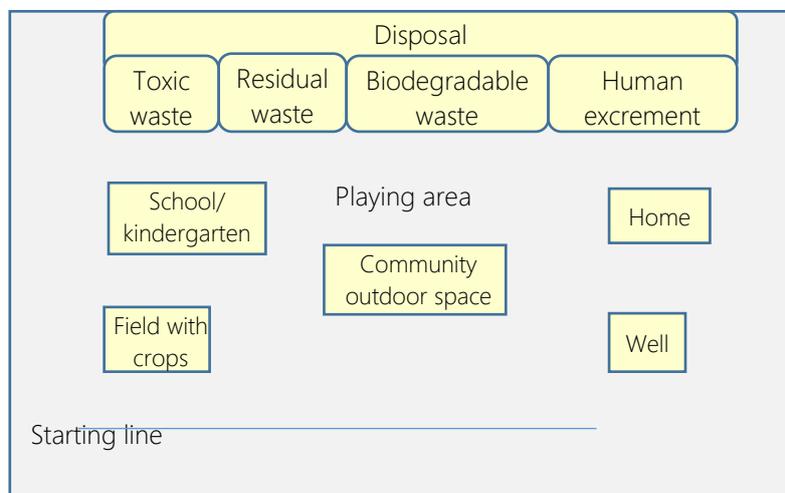
Tips

- ✓ To make it easier for the students, put one item in each disposal area as example
- ✓ After the game, you can also explain about the disposal system of the school

Variations

🌸 Learning objectives: Sensitive areas

- Designate the following areas
 - Well
 - Field with crops
 - School/ kindergarten
 - Home
 - Community outdoor space



- Distribute the “waste” objects on the floor
- Explain to the students that these are sensitive areas, and why they should always be kept clean. Tell them that they are not allowed to step into them while disposing of the “waste”. If they do, their team gets one point deducted

Health

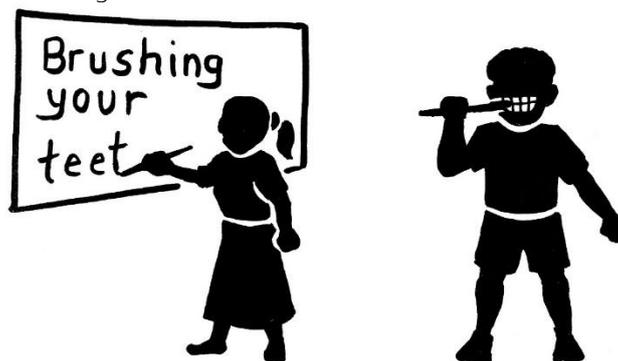
21. Hygiene charades!

<p>Learning objectives</p> <p> To learn about important hygiene habits and how to perform them</p>	<p>Related life skills</p> <p> Cognitive: Observation skills</p>
<p>Teaching aids</p> <p> Personal hygiene</p>	<p>Materials</p> <p> None</p>
<p>Duration</p> <p> 30 minutes</p>	<p>Corresponding curriculum session</p> <p></p>

Instructions

Activity

1. Get one student in front of the class and give him/her a hygiene practice, either by whispering it in their ear or by writing it on a piece of paper. Then the student has to act out the hygiene practice (for example, taking a shower, brushing your teeth, coughing into a sleeve) without using words or sounds. The other students have to guess what action is being portrayed
2. Once an action has been guessed, discuss with the class:
 - a. Why is this hygiene practice important?
 - b. How often do you do it?
3. Make all students repeat the practice. Be sure they understand the proper way to carry it out
4. Ask the students what the consequences are if the hygiene practice is not carried out regularly. Discuss their answers and mime these consequences, for example for “washing hands” hold your belly and bend down (miming diarrhoea). Ask the students to follow your example
5. Pick another student and give him/her a new action to act out!



Discussion & key messages



Reflect

- Did you learn something new, did classmates perform some routines different from you?



Connect

- Are there situations when it is difficult to take care of our hygiene? Why?
- What are difficulties you or others can face when it comes to hygiene? For example, concerning soap, water, a private and safe space or clean facilities

 Apply

- What can be done to improve the conditions for our hygiene routine? For example, how can we create a safe space for washing ourselves?
- *Key message:* In order to keep our health in good condition, we have to follow certain hygiene routines
- *Key message:* If you don't feel at ease with the facilities and materials you have at your disposal, discuss it with your parents or other people you trust

Tips

- ✓ To make the activity more interesting, add movement to the game by making the students run to the blackboard and write down the hygiene action portrayed. The first student who writes the word correctly gets to mime the next action

22. Balanced meal race!

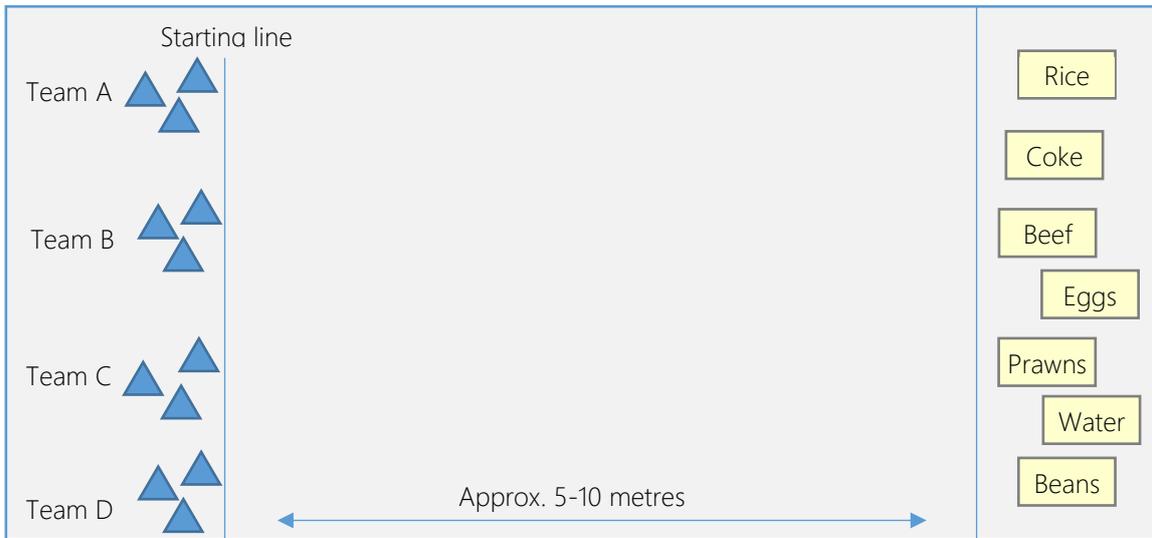
<p><i>Learning objectives</i></p> <ul style="list-style-type: none">  To learn to distinguish between healthy and unhealthy foods  To learn to assemble a balanced meal 	<p><i>Related life skills</i></p> <ul style="list-style-type: none">  Interpersonal: Respect for the others; teamwork  Cognitive: Quick decision-making
<p><i>Teaching aids</i></p> <ul style="list-style-type: none">  Nutrition 	<p><i>Materials</i></p> <ul style="list-style-type: none">  Paper & marker
<p><i>Duration</i></p> <ul style="list-style-type: none">  30 minutes 	<p><i>Corresponding curriculum session</i></p> <ul style="list-style-type: none"> 

Instructions

Preparation

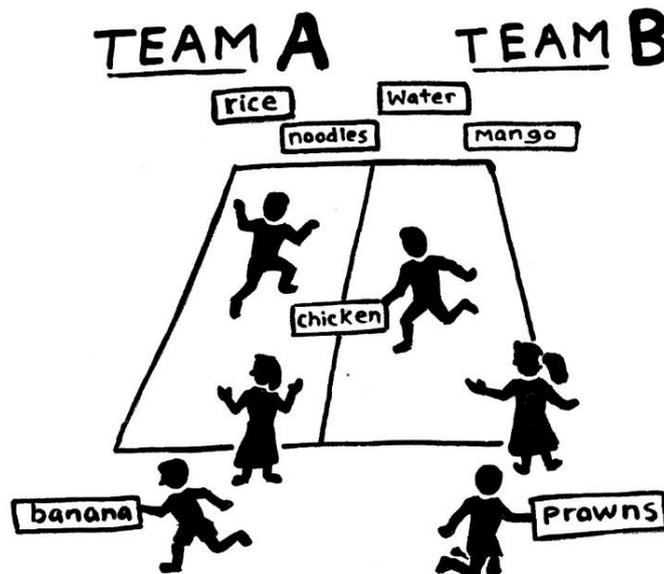
- The students need to be introduced first to the concept of a 'balanced meal' and what it contains. They should also be familiar with the three big categories of food:
 - Energy food (carbohydrates and fat)
 - Body-building food (proteins)
 - Protective food (micronutrients: vitamins and minerals)
- Prepare food cards: put on each card the name of a food or drink, and possibly an image. Examples of possible foods: rice, noodles, chicken, water, beans, papaya, pork, eggs, butter, avocado, bread, prawns (see teaching aid for more)
- Be sure to put at least four foods from each of the three categories, and four drinks (the minimum number of items should correspond to the number of the teams). You can also put trick cards with very unhealthy foods, such as "French fries", "coke", or "fried egg rolls"

- Place all the cards on the floor. Designate a starting line (e.g. with a rope or chalk), at least five metres away from where the cards are placed



Activity

1. Start by explaining that the aim of the activity is to assemble a balanced meal. Explain the rules:
 - a. Per team, only one student at a time is allowed to go grab a card
 - b. The fastest team to assemble a balanced meal gets four points, the second fastest three, the third fastest two and the last team gets one point
 - c. At the end of the round, each team presents their meal. If it is unbalanced or has unhealthy food, they lose one point
2. Make sure that each round a different student presents the meal. If a student has difficulty, let the teammates help



Discussion & key messages

Reflect

- How easy was it to collect a healthy meal?
- Do you think the meals that you assembled are tasty? Would you like to eat them?

Connect

- What is your favourite food? Is this a balanced food?
- What do you eat at home for dinner? Would you say that you normally eat balanced meals?
- What happens to our bodies if we eat French fries every day and only drink coke, not water?
- Why do people have to be careful when drinking alcohol, for example beer?

 Apply

- What can we do to develop a habit of eating healthy?
- *Key message:* To be healthy and grow up properly it is important to have a balanced diet. This means we have to eat a bit of everything from the three different food categories. We must be careful with what we eat every day to make sure we aren't lacking certain types of food
- *Key message:* Explain that some foods are not good for your health, even though you might find them delicious: soft drinks, coke or French fries. Coke, for example, contains a lot of sugar and colourants, while lacking any healthy ingredients. Water, on the other hand, is calorie-free, hydrating and has valuable minerals
- *Key message:* From time to time, it is ok to indulge, eat some sweets and have a soft drink. But it is important that our normal, daily diet is healthy

23. Spread the word!

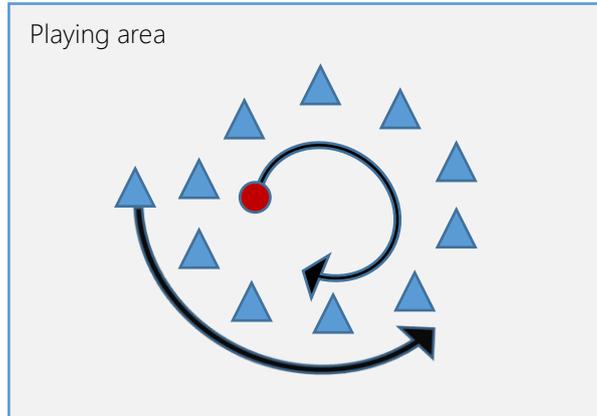
<p><i>Learning objectives</i></p> <p> To learn about the importance of information in disease prevention</p>	<p><i>Related life skills</i></p> <p> Interpersonal: Coordination (when passing the ball around as fast as possible)</p> <p> Cognitive: Concentration</p>
<p><i>Teaching aids</i></p> <p> Communicable diseases</p>	<p><i>Materials</i></p> <p> One ball</p>
<p><i>Duration</i></p> <p> 15 minutes</p>	<p><i>Corresponding curriculum session</i></p> <p></p>

Instructions

Activity

1. Ask the students to stand in a circle, facing each other. Explain that they represent the "community". Make one student stand outside of the circle
2. Take a ball and explain that it symbolises information and knowledge about the prevention of diseases, and therefore empowerment. The person holding the ball is the well-informed, empowered individual
3. Explain that you represent a community leader, doctor, or any knowledgeable person in the community (choose one). The person standing outside the circle symbolises the "virus" for a communicable disease (e.g. malaria, HIV, dengue, tuberculosis, etc.)

4. When you whistle, the ball is handed over from one student to the next around the circle until it returns to the first person. At the same time, the student outside (the “virus”) runs around the circle in the opposite direction of the ball



- a. The student running must try to return to the starting point before the ball
 - b. The community must try to spread the message and empower people before the virus gets to them. If the ball reaches the starting point before the “virus” does, the community gets a point for successful prevention through ‘spreading information’
 - c. If the “virus” gets back first, the student chooses someone to infect. This person then is the “virus” outside the circle
5. This continues until everyone has run around, or stops once everyone has had a go without infecting anyone. In this case, congratulate the “community” for effective prevention



Discussion & key messages



Reflect

- As the “community”, did you feel powerful against the “virus”?
- As the “virus”, how did you feel?
- What strategies did you apply as the “community” to ‘outrun’ the virus?

 Connect

- Why it is important to have knowledge on how diseases spread? What would happen if nobody talked about diseases and how to protect oneself?
- In your family/ community, do people talk about diseases and their prevention?

 Apply

- How can you spread information? How can you share what you know with your community, your friends, with your family?
- How can communities be empowered to fight communicable diseases like malaria or HIV/AIDS? What can parents do? What can teachers do? What can grandparents do? What can you do?

Variations

 Rules

Make the students stand in a circle facing each other, with the “virus” standing inside. Give the ball to one of the students who then has to throw it to another student in the circle. The “virus” in the middle has to try to intercept the ball. The ball cannot be passed to the two students on the left or right side. If the “virus” catches the ball, the student who failed to spread the information (who threw the ball last) has to join the “virus” in the middle

 Learning objective: Non-communicable diseases

Use the game to educate about non-communicable diseases, for example, heart or lung diseases. In this case, the student outside the circle represents “unhealthy behaviour (risk factors)”, which will have to be prevented to reach to the “community” before they have passed around the information about healthy behaviour

24. Teamwork wins!

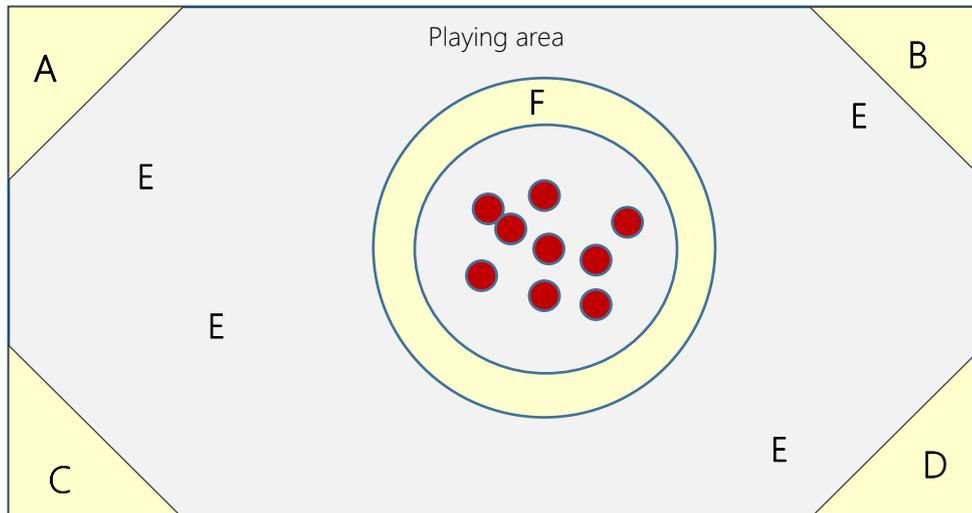
<p><i>Learning objectives</i></p> <p> To learn how important it is to fight diseases and confront other health issues together as a community</p>	<p><i>Related life skills</i></p> <p> Interpersonal: Implementing a strategy as a team</p> <p> Cognitive: Strategic thinking</p>
<p><i>Teaching aids</i></p> <p> Diseases</p>	<p><i>Materials</i></p> <p> Small balls</p> <p> Paper & markers</p> <p> Tape</p>
<p><i>Duration</i></p> <p> 30-45 minutes</p>	<p><i>Corresponding curriculum session</i></p> <p></p>

Instructions

Preparation

- Mark a circle in the middle of the playing area and place about 20 small balls inside. Designate the four corners with the letters A, B, C, and D
- Each corner represents a disease:
 - Corner A is diarrhoea caused by poor hygiene habits

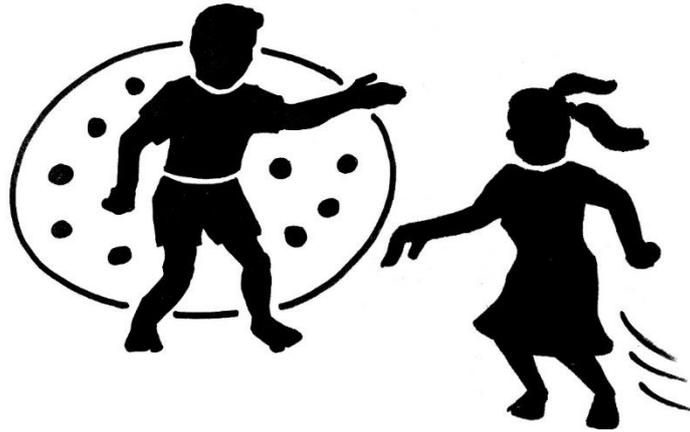
- Corner B is tuberculosis (TB) caused by TB bacteria, which are transmitted through the air (when an infected person coughs, sneezes, speaks, or sings)
- Corner C is HIV/AIDS and STDs caused by risky behaviour (see teaching aid)
- Corner D is diseases such as malaria, dengue and rabies which are spread by infected mosquitoes and other animals



- Prepare paper cards (labels):
 - Corner A: Contaminated water, old food, dirty food, dirty hands, dirty clothes
 - Corner B: Air from a TB-infected person who coughs, sneezes, sings, yells or speaks
 - Corner C: Unprotected sex, incorrect condom use, doing intravenous drugs
 - Corner D: Infected mosquitos, sleeping without a mosquito net, stray dogs
 - Area E: Poverty, unemployment, lack of education, food scarcity, a poor health system, discrimination

Activity

1. Divide the students into six groups: five smaller offensive teams (each about three or four students) and one bigger defensive team (about six students)
 - a. Teams A, B, C & D: The offensive teams start from the four corners of the field. They are the runners, who are chased by the defensive team. The offensive students have a label (paper card) on their chest that designates behaviours or items causing diseases to spread. They also have a band tucked in the back of their skirt/ pant
 - b. Team E: The fifth offensive team represents the underlying causes of diseases, which are written on their labels. They also wear a band on their back. They can start from any corner
 - c. Team F: The defensive team starts from around the circle on the floor. They represent the community leaders who protect the “community” (the balls). While preventing the balls from getting snatched, they have to try to get hold of the bands of the offensive teams
2. Rules:
 - a. For the offensive students, the aim of the game is “to infect as many community members as possible” (to steal as many balls as possible and bring them to their corner). The defensive students have to try to eliminate all the offensive students before they run out of balls
 - b. When offensive students lose their band, they are eliminated and leave the playing field. If this happens while they carry a ball, they have to drop it instantly and another offensive student can pick it up. Team E can place the balls they snatched in any of the corners
 - c. Defensive students are not allowed to touch the balls



3. Round 1: Play Round 1 according to the rules above. Take note of how many balls end up in the corners and how long it takes the winning team to win
4. Round 2: In this round, the defensive students can also catch and eliminate an offensive student simply by tagging them with their hand, but they can only do that when they're holding hands with a teammate. They can still eliminate students by taking their bands (in this case they don't have to hold hands). Take note of how long the game lasts this time and which strategies are used by the students
5. Optional Round 3: Tell the defensive students to take a few minutes to elaborate a strategy: where to position themselves and how to catch more students in less time? Then start the round

Discussion & key messages

Reflect

- Who collected most of the balls in Round 1, 2 and 3?
- Did you find it easier to catch the offensive students in Round 1, 2 or 3? Why?
- What strategies did you use as an offensive student? As a defensive student?
- Which strategy was most efficient in protecting the balls (the people in the community)?
- Did you change your strategy in the different rounds?

Connect

- How do people in your family, in the neighbourhood or community speak about diseases and their causes?
- How do they protect themselves and others?

Apply

- Do you think your family, neighbourhood or community is doing well in disease prevention?
- What are the strategies that you can take as an individual to tackle the spread of diseases more effectively? ...as a family? ...as a community?
- *Key message*: A healthy lifestyle, good hygiene habits, education and knowledge about the way diseases spread are very important to prevention
- *Key message*: Poverty, food scarcity and malnutrition, a poor health system, unemployment, lack of knowledge and education all contribute to the spread of diseases (in the games, this was represented by the fifth team, the underlying causes that contribute to the spreading of diseases)

Tips

- ✓ Observe the strategy used by the defensive students in Round 2. If they already cooperate as a team and defend the balls, then Round 3 might not be necessary as the learning objective has already been achieved. However, if the students are running around randomly, then Round 3 will help them think in a more strategic and cooperative way

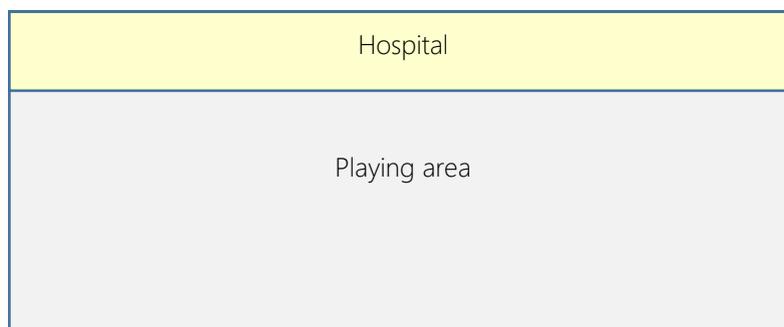
25. Stay safe!

<p>Learning objectives</p> <ul style="list-style-type: none">  To get to know symptoms of diseases  To learn about ways to protect yourself against (non-) communicable diseases 	<p>Related life skills</p> <p> Cognitive: Concentration; memorising</p>
<p>Teaching aids</p> <ul style="list-style-type: none">  Diseases  HIV/AIDS 	<p>Materials</p> <ul style="list-style-type: none">  Paper & marker  Small balls
<p>Duration</p> <p> 30 minutes</p>	<p>Corresponding curriculum session</p> <p></p>

Instructions

Preparation

- Prepare sets of different paper cards
 - Cards with the name of one disease each
 - Cards with protection measures for each disease
 - Cards with information on the treatment for each disease
- Mark one area on the ground, the “hospital”



Activity

1. Assign different roles to the students
 - a. “Diseases”: Each student represents a disease, which is written on their paper card
 - b. “Doctors”: They work in the “hospital” and treat one disease each. Give them a paper card with the respective treatment written on it
 - c. “Young people”: The rest of the students essentially represent themselves
2. Explain that this is a game in which “doctors” and “young people” compete against the “diseases”
3. Start Round 1: “Young people” and “diseases” move around; “diseases” infect the “young people” by throwing a ball at them
4. Infected “young people” have to go to hospital where the “doctors” hold “consultations”:
 - a. They inform the “young people” about the disease they contracted and the (real-life) symptoms
 - b. They explain about the (real-life) treatment for the respective disease and which exercise this represents in the game (see section “Tips” for ideas)

5. Students who are successfully “treated” are allowed to leave the hospital but must take the disease with them (the ball that was thrown at them)
6. Play the game for some time and swap roles between “diseases”, “doctors” and “young people” regularly
7. Proceed to Round 2: Inform the students about protection measures against the diseases, then continue the game:
 - a. “Diseases” get cards with information on how to prevent contracting the disease. They continue to move around infecting the “young people”
 - b. “Young people” can now protect themselves by whispering protection measures for the respective disease to the “disease” who hit them with a ball
 - c. If correct, the “young people” can continue their journey around the playing field. If incorrect, they take the ball and go to the hospital where they are treated the same way as in Round 1. Before leaving the hospital, the “doctors” inform them about protection measures

Discussion & key messages



Reflect

- How did you feel when you were allowed to leave the “hospital” but had to take the ball (disease) with you?
- In Round 2, did you have to go more or less often to the “hospital” than in Round 1?
- Did you feel safer in Round 2, now that you had ways of protecting yourself?



Connect

- Had you already heard about these diseases before? What new things did you learn from the game?
- Have you (or anyone else you know) been to hospital for a long time? Could that have been avoided through prevention measures?



Apply

- Thinking back to the game, what else can we do in real life to prevent the spread of diseases? (*Answer:* Tell others about prevention measures – this was not done in the game, as the “young people” did not help each other.)
- *Key message:* Having good knowledge about diseases and their prevention, and being careful about our health is the best way to avoid falling ill
- *Key message:* If we do not protect ourselves, we contract diseases. This means we have to pass time in bed or in more serious cases in the hospital. If we catch a really severe disease (e.g. HIV/AIDS) we might still have health problems even when recovered. This can mean that for a long time (or even the rest of our lives) we suffer from health restrictions

Tips

- ✓ For a start, only use cards for about five different diseases to avoid confusion on their different symptoms, treatments and prevention measures. Add more diseases in later rounds
- ✓ Ideas for different “treatments”
 - Balancing the ball on the palm of the hand while walking two times around the hospital
 - Getting together in pairs and passing the ball five times
 - Hopping around the “hospital” once
 - Running around the classroom and touching all four corners

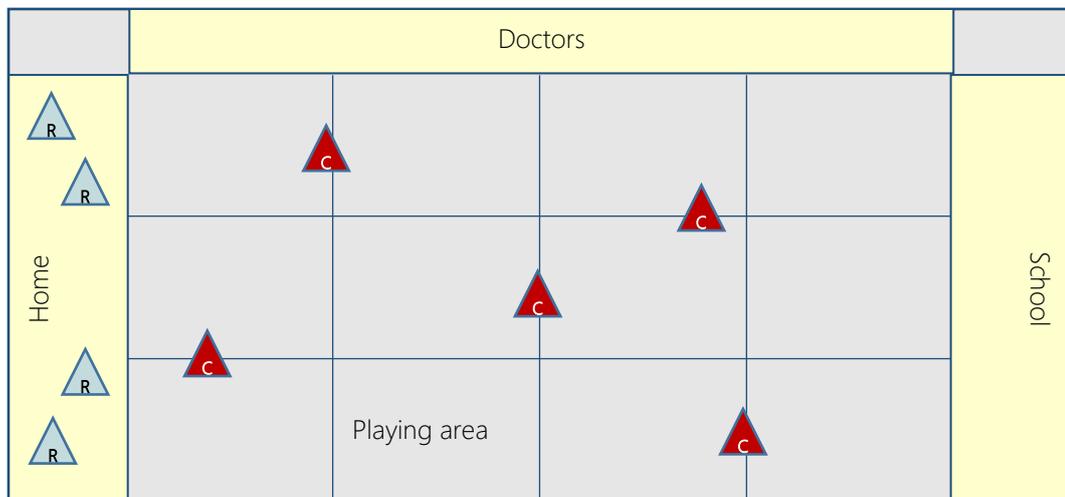
26. Chasers and runners! (Htote Si Htoe)

<p>Learning objectives</p> <p> To learn about different (non-) communicable diseases</p>	<p>Related life skills</p> <p> Interpersonal: Coordinate as a team</p> <p> Cognitive: Problem-solving (e.g. developing a strategy to not get caught)</p>
<p>Teaching aids</p> <p> Diseases: prevention, symptoms and treatment</p>	<p>Materials</p> <p> Paper & marker</p> <p> Chalk or rope</p>
<p>Duration</p> <p> 45 minutes</p>	<p>Corresponding curriculum session</p> <p></p>

Instructions

Preparation

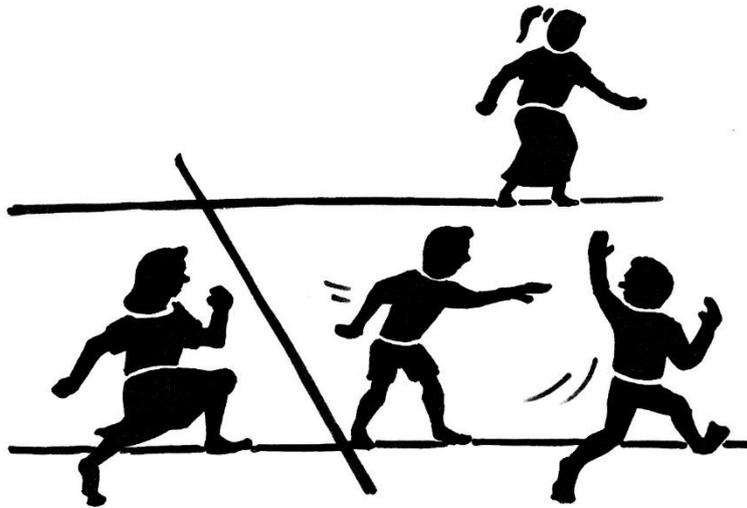
- Prepare a list of questions on the diseases you want the students to learn about. For example, for malaria, write down questions like: how can you get malaria? Tell me three symptoms of malaria? Can you get malaria from someone sneezing? Tell me two things you can do to prevent malaria? Write all possible correct answers below each question
- Draw the grid on the ground that is used to play Myanmar’s traditional game Htote Si Htoe. Mark one side as “home”, the other as “school” (or as e.g. “market”) and a side station for the “doctors”



Activity

1. Divide the class into three teams, the catchers, runners and “doctors”
2. Depending on the diseases you want to cover, the catchers symbolise different things:
 - a. For malaria, the catchers are the “mosquitoes infected with malaria”, and the runners have to avoid getting bitten by them
 - b. For tuberculosis, the catchers can represent a person who coughs or sneezes and spreads the bacteria
 - c. For diarrhoea, the catchers can represent contaminated water or poor hygiene habits

- d. For HIV, the catchers can represent the HIV virus itself or risky behaviour. For example, unprotected sex, incorrect use of condoms. Make sure that the students understand that they are not running away from an HIV positive person!
3. For the runners, the aim of the game is to run to school and then back home without being caught by the catchers. Each catcher can only move on the line he/she chose at the beginning of the game
4. Every time a runner is caught, they have to go to the “doctors” and answer a question. If their answer is correct, they are “treated” and can re-enter the game starting from “home”. If the answer isn’t correct, they are told the right answer, are then eliminated and must wait until the round is over
5. Each time a runner gets back home safely, the team scores one point. After five minutes (or when everyone is eliminated) switch the roles of the teams
6. The team with the most points at the end wins



Discussion & key messages



Reflect

- Was it easy or difficult to avoid the catchers?
- Which role did you prefer playing during the game and why?
- What kind of strategies did you try out to catch a runner? ...to escape a catcher? Did you coordinate with your teammates?



Connect

- Do you feel well-informed about diseases and how to prevent them?
- How is it in your family; do people talk about diseases and ways to protect yourself? How is it in your neighbourhood or community?
- How do you protect yourself against diseases? Do your parents give you information? Do you go to see a doctor sometimes? Do you use herbal medicine?



Apply

- In the family, the neighbourhood or a community, how can we work together to prevent people from getting sick?
- In what way can we share information on diseases and their prevention so that people feel more comfortable to discuss it?
- *Key message:* The more we know about the causes and behaviour that lead to a higher risk of getting infected, the easier we can avoid being sick (as did the runners in the game)
- *Key message:* The more a community cooperates (for example by spreading knowledge, by helping the weak, by eliminating risks such as poor waste management), the healthier the people will be

Tips

- ✓ This game is about acting as a team: when running together, the runners have higher chances than running one by one
- ✓ Instead of preparing the questions for the “doctors” yourself, ask each student to prepare two or three questions (and answers) on specific diseases while you study them in class. Check them before playing the game

Variations



Rules

As an alternative, once someone is caught, they become a catcher, too. This would show that the higher the number of infected people, the easier it is for diseases to spread

27. Break away from HIV/AIDS!

<p>Learning objectives</p> <p> To learn about risky behaviour that leads to a higher chance of contracting HIV</p>	<p>Related life skills</p> <p> Coordination</p>
<p>Teaching aids</p> <p> HIV/AIDS and risky behaviours</p>	<p>Materials</p> <p> Two volleyball-sized balls</p> <p> Three to five plastic bottles filled with sand</p> <p> Ropes (or chalk)</p>
<p>Duration</p> <p> 1 hour</p>	<p>Corresponding curriculum session</p> <p></p>

Instructions

Preparation

- Put the ropes on the ground (or use chalk) to mark the starting and the end lines. Ask the teams to form two lines about five metres apart from each other

Important note

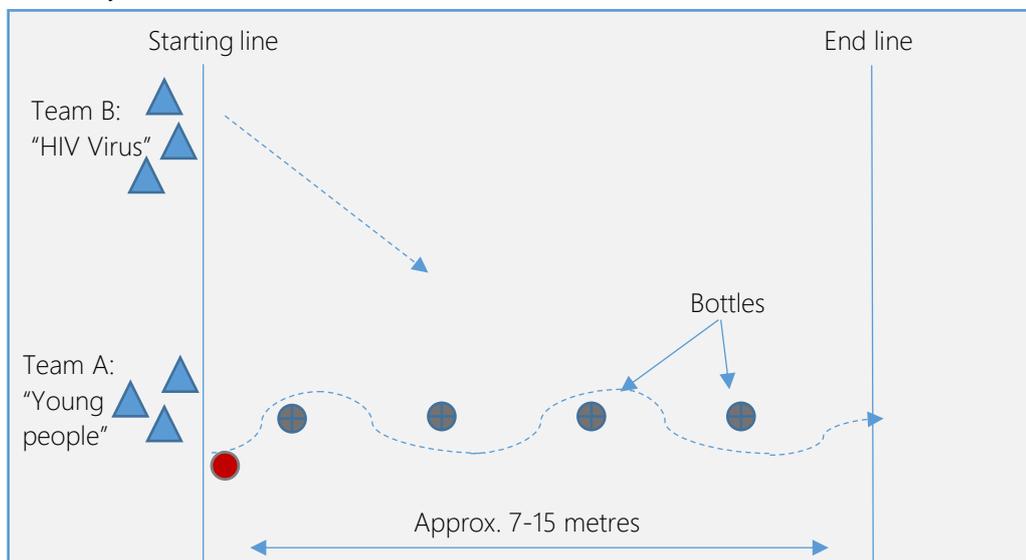
Before playing the game, be sure to give a general introduction to HIV/AIDS (especially how it is contracted)

Activity

1. Divide the class into two teams, Team A represents the students themselves (“young people”), and Team B is the “HIV virus”. Be very clear on the fact that this team represents the HIV virus and not a person infected with HIV!



2. Round 1: The first student from Team A has to run to the end line, while the first from Team B, the "HIV virus", has to try to tag him/her
 - a. Keep track of the number of students getting tagged. Most of the students should be able to reach the end line without being tagged
 - b. Tip: Have equally skilled students running against each other to avoid an unfair race. Round 1 ends when all the students ran once. Remember to swap roles after each round, so that everybody has a chance to both be a runner and chaser
3. Round 2: Introduce a volleyball-sized ball and explain that it represents having one sexual partner without using protection (that is, condoms)
 - a. Give the ball to Team A. Each student of the team has to run to the end by kicking (or dribbling) the ball, while Team B has to try to tag them
 - b. Keep track of how many students get tagged
4. Round 3: Place some obstacles (e.g. plastic bottles filled with sand) on team A's pathway
 - a. Explain that each obstacle represents one type of risky behaviour: incorrect use of a condom, mixing sex with drugs, unprotected sex, and drug use/injections. Each behaviour is dangerous, and they will all increase the chance of contracting HIV
 - b. The students from Team A have to get to the end line by dribbling (or kicking) the ball around the obstacles, while Team B runs straight and tries to tag them. In this round, most of the students will be tagged, representing the higher chance to contract HIV if you engage in risky behaviour



- c. **Important:** Put an accent on the fact that all risky behaviours are dangerous by themselves, and not only if done all together
5. **Round 4:** Introduce the “multiple partners without protection” risk by adding a second ball to the game. Now, the students from Team A have to try to run through the obstacles with two balls. Most likely, all students will be tagged in this round. At the end of the round, discuss the difficulty of avoiding getting tagged, hence contracting HIV, when you have more than one sexual partner and engage in unprotected sex or other risky behaviour



Discussion & key messages



Reflect

- Which was the round with most students tagged? Which was the one with least students tagged? What changed between rounds?
- For the chasers, was it easier to tag the other team in the first round or the previous ones?



Connect

- How do people in your community or your family talk about HIV? What ways of protecting ourselves do they suggest?
- How is the community treating HIV-positive people? Are they treated differently than everyone else?



Apply

- What can be challenging when protecting ourselves against getting infected with HIV?
- How can we overcome these challenges? What people (such as relatives, teachers or doctors) or institutions could help us?
- *Key message:* If you have sex you should always protect yourself by using condoms. Protection is even more important when having casual sex or sex with multiple partners. Don't be afraid to talk to medical staff about how to protect yourself, how to use condoms safely and where to get them
- *Key message:* Respect others when they say no to sex or unprotected sex. Don't try to talk them into it. Also, don't let anyone pressure you into having sex if you don't want to. The same applies to unprotected sex: say no! If you feel you would like to have support in that, consult health professionals

Tips

- ✓ Think about splitting up the class in same-sex groups if you feel that the students would discuss the topic more openly. After the game, provide information about (health) institutions that counsel young people regarding HIV/AIDS, safer sex, and sexual and reproductive health and rights (SRHR)

- ✓ Sexuality is a sensitive topic. If you don't feel comfortable discussing safer sex with your students, invite qualified professionals from health institutions. They will also be able to demonstrate the correct use of a condom
- ✓ Be sure that all students understand they are running from the HIV virus, and not from a person who is HIV positive! Also tell them that HIV is not 'chasing' them and that they are safe when they don't engage in risky behaviour
- ✓ If the runners from Team B (the HIV virus) are too fast and catch all the students of Team A (in this case the teaching value of the game would be lost), use a whistle and whistle one time for Team A to start running and a second time for Team B to start chasing

Variation



Learning objective: Other communicable or non-communicable diseases

- This game can also be used to teach the students about other (non-) communicable diseases
- For example, for diarrhoea:
 - The obstacles represent poor hygiene habits (not washing your hands before eating, drinking unsafe water, etc.)
 - The ball represents a good health status, which the students from the team "diarrhoea bacteria/ viruses" will try to snatch away

Psychological wellbeing

28. Emotion relay!

<p>Learning objectives</p> <p> To express, recognise and name different emotions</p>	<p>Related life skills</p> <p> Personal: Empathy</p> <p> Interpersonal: Effective non-verbal communication; Decoding body language</p> <p> Cognitive: Creative thinking</p>
<p>Teaching aids</p> <p> None</p>	<p>Materials</p> <p> Emotion word cards (or emotion face cards)</p>
<p>Duration</p> <p> 25-30 minutes</p>	<p>Corresponding curriculum session</p> <p></p>

Instructions

1. Divide the students into groups of six to eight. Ask each group to stand in a line, one student behind the other. Make sure that there's a certain distance between the groups
2. Explain to the students that the activity is done in the form of a small competition: Which group will be the fastest in passing on an emotion from student to student without using words?
3. Ask the students standing at the front of the line to face you, while all the others in line turn their backs, so they cannot see what happens
4. Ask the two front students to come forward. Show them an emotion word card or emotion face card, without saying anything aloud
5. The first students then run back to their group, tap the second student on the shoulder, who turns around. The first ones mime the given emotion, without talking
6. Then the second student in the line taps the third student on the shoulder and mimes the same emotion, and so on down the line until the end
7. As soon as the last one in the line has been shown the emotion, they run towards you and write the emotion on a card (or whisper it into your ear). The fastest group with the correct emotion wins the lap. Keep it going for several laps, ideally until everyone had the opportunity to be the first one in the line. The group with the most points wins the game



Tips

- ✓ Examples of emotions: 'scared', 'sad', 'happy', 'angry', 'disgusted', 'in love', 'surprised', 'disappointed', 'bored', 'ashamed', 'shy'
- ✓ It can be very difficult to differ between several emotional expressions. Start with the more fundamental ones, such as 'angry', 'happy', 'sad'. Then increase the difficulty with, for example, 'disgusted' or 'ashamed'
- ✓ If you're doing the game with a large group of students, split them up in three groups (like this you only need to do a few rounds and still everyone will have a go)

Discussion & key messages



Reflect

- Which emotions were easier to mime, which harder? Why is that?
- Which emotions were easier to guess, which harder? Why is that?
- Which emotions were hard to name?



Connect

- In life, in which ways do people have different feelings?
- In your experience, how do different people express their feelings?
- In which situations is it important to be able to recognise different emotions we or others have?
- Which emotions from others are hard to bear? Which emotions are difficult if you feel them yourself?
- In which situations do we misunderstand the feelings of others?



Apply

- Thinking back to the experience of the game, how can we be better at showing people how we feel? ...at understanding their feelings? How can we avoid misunderstandings?
- *Key message:* It is sometimes hard to know how other people feel because everyone expresses their feelings in a (slightly) different way. This is why it is important that we also share our feelings verbally with people that are important for us: our friends, our parents or our brothers and sisters, but also with our peers in school

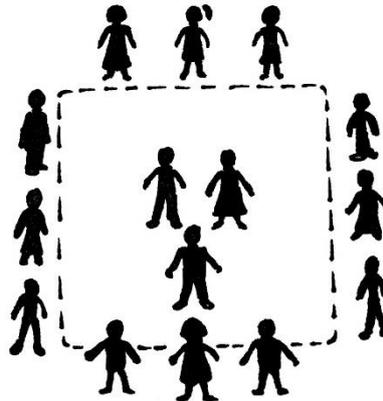
29. Seven cones!

<p>Learning objectives</p> <p> Develop resilience to cope with failure or setbacks</p>	<p>Related life skills</p> <p> Personal: Perseverance</p> <p> Interpersonal: Cooperation</p> <p> Cognitive: Problem-solving</p>
<p>Teaching aids</p> <p> Youth and health</p>	<p>Materials</p> <p> Seven cones (bricks, slippers or other objects that can be easily stacked will also work)</p> <p> Rope to mark the field</p>
<p>Duration</p> <p> 15-20 minutes</p>	<p>Corresponding curriculum session</p> <p></p>

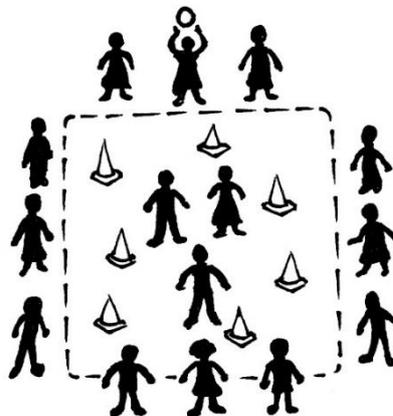
Instructions

Activity

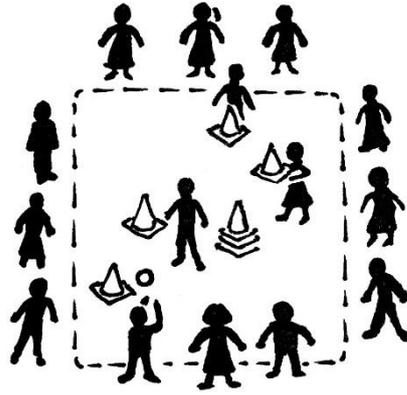
1. Mark a playing field of about 10 x 10 metres
2. Let the students form five teams; four teams being at four edges of the playing field and the fifth one in the middle of the playing field



3. Spread out seven cones (or other stacking objects) inside the playing field and give a ball to one of the teams at the edges of the playing field



4. Start the game: the team in the middle has to stack the seven cones on top of each other, while the teams along the sides throw the ball at them



5. Anyone hit by the ball has to leave the field and help one of the side-line teams to throw out the remaining players in the middle. Each time the middle team loses a player, they have to start stacking up the cones all over again
6. If the middle team manages to put all seven cones on top of each other, they score a point. They then spread out the cones in the field and start stacking them up again
7. When all members of the team in the middle have been hit, another team is invited into the middle, and the game starts again

Discussion & key messages



Reflect

- How did the middle players feel when you had to start stacking up the objects over and over again? What about the side-line players?
- As middle players, how did you manage to stay motivated and start again?
- As middle players, did you develop a strategy to be more successful in stacking the objects? ...as side-line players for hitting the middle players with the ball?



Connect

- Have you ever experienced situations where things didn't work out as expected? How did you feel? What did you do?
- Have you asked for help in these situations? How did you feel when asking for help? How did people react?



Apply

- What are ways to deal with setbacks in a way that doesn't make us feel good?
- Thinking back to the game, what strategies can we use for dealing with setbacks in a good way?
- *Key message:* Setbacks happen to all of us, no matter how hard we try. What's important is dealing with these setbacks in a positive way: keep trying, try out new strategies or ask for help

Tips

- ✓ If the team in the middle manages to stack up the objects very fast, introduce a second ball to make sure that the players experience 'setbacks'. As an alternative, you can also ask them to stack up more than seven objects

Variations



Rules

Instead of hitting the middle players with the ball, the side-line players have to destroy the tower of stacked objects with the ball

 Group

Reduce the size of the teams. This will make the game more difficult, especially for the team in the middle

 Field

Increase or reduce the size of the playing field. When the field gets bigger, and distance between cones/ bricks/ slippers is longer, stacking up the cones will become more difficult. At the same time it will be easier for the team in the middle to avoid being hit

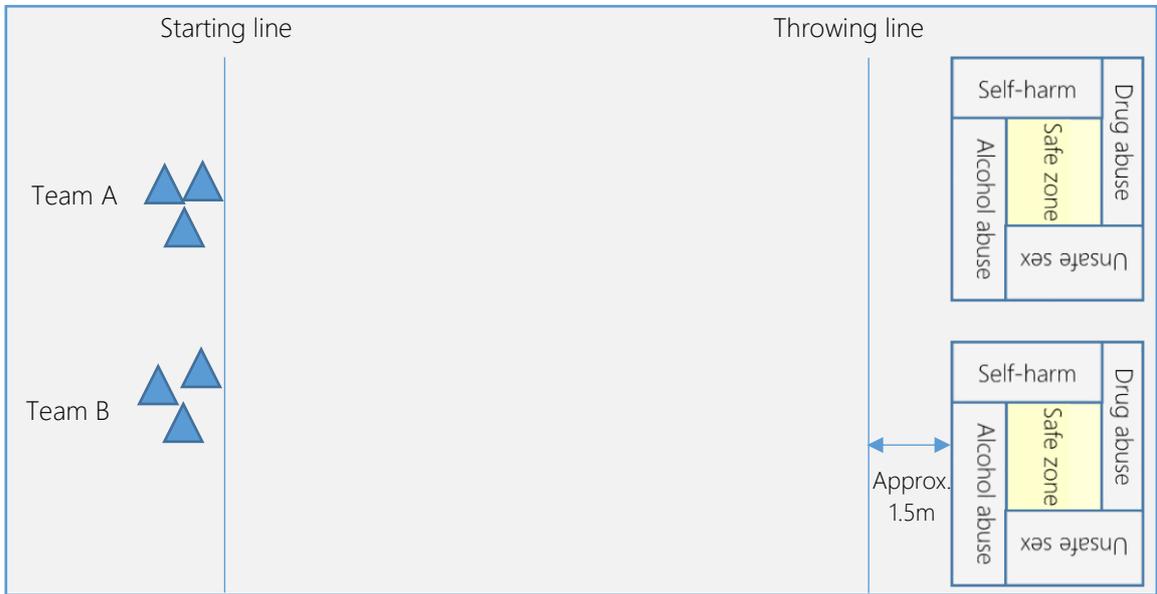
30. Safe zone!

<p>Learning objectives</p> <p> To learn about risky behaviour, which affects young people and the people around them negatively</p>	<p>Related life skills</p> <p> Personal: Coping with frustration or shame (when one's team gets punished)</p> <p> Interpersonal: Accepting differences (that means accepting less skilled people in the team)</p>
<p>Teaching aids</p> <p> Youth and health</p>	<p>Materials</p> <p> Four small balls, two in green, two in red</p>
<p>Duration</p> <p> 30 minutes</p>	<p>Corresponding curriculum session</p> <p></p>

Instructions

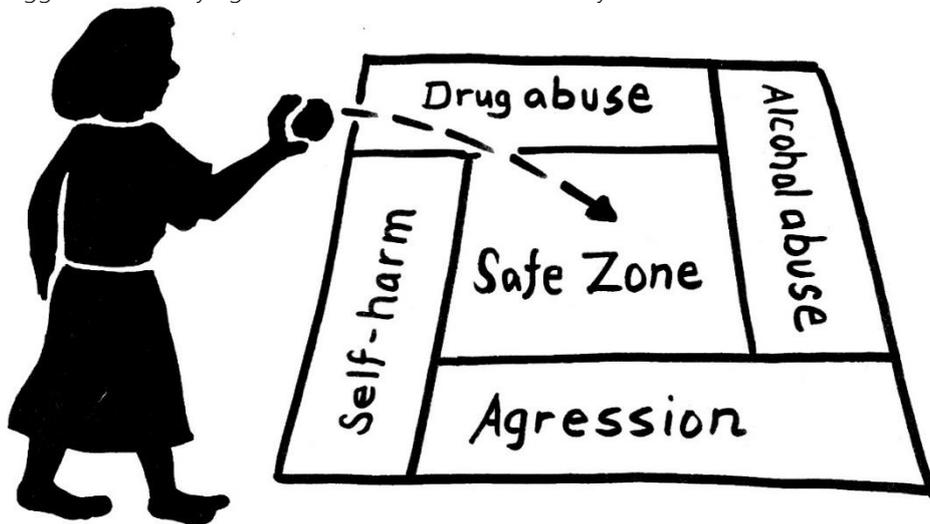
Preparation

- Draw two squares on a wall or blackboard, about 30 cm x 30 cm each, about two metres apart. Inside the squares, write "safe zone"
- Around each side of the two squares, draw a rectangle. In each rectangle, write a "risky behaviour" that can hinder the personal development of young people or even destroy their lives, for example, "drug abuse", "alcohol abuse", "aggression", and "self-harm"
- Mark a starting and a throwing line



Activity

1. Divide the students into two teams. Give two small green balls to Team Green and two small red balls to Team Red
2. Round 1: Each student from each team runs, throws the ball and tries to hit the safe zone
 - a. If the ball hits the safe zone, the team scores a point. The thrower then runs back with the ball and hands it over to the next teammate
 - b. If the ball hits a “risky behaviour”, the student has to do ten star-jumps (get creative on the exercise to do!) around the classroom, before he/she can hand over the ball to another teammate
 - c. The first team who reaches ten points wins the round
3. Round 2: Repeat the game, only this time when a student hits one of the “risky behaviour” zones, the whole team has to do a punishment exercise. This is to demonstrate the effect of risky behaviour not only on the individual (like in Round 1), but also on friends and family
4. Round 3: In this last round, when someone hits a “risky behaviours” zone, everybody (including the facilitator!) has to do the exercise. Explain that the more an individual gives in to “risky behaviours”, the bigger the destroying effects on the whole community



Discussion & key messages

 Reflect

- What happened in Round 1 if you hit a “risky behaviours” zone? How did you feel slowing down your teammates because you had to do a punishment exercise?
- What happened in Round 2? What changed from Round 1? How did you feel when your whole team had to do the punishment exercise because you hit a “risky behaviours” zone?
- What was different in Round 3 compared to Round 2? How did you feel when everybody had to do push-ups because you hit the “risky behaviours” zone?

 Connect

- What makes it difficult in life to stay in the safe zone?
- In which life situations are young people drawn to risky behaviours? Why?
- What are other examples of harmful behaviours?
- What are the effects on people who engage in risky behaviour?

 Apply

- What strategies can we use to not engage in harmful behaviour?

- What can you do if you notice a friend giving in to a risky behaviour? How can you support the person?
- *Key message:* An individual giving in to risky behaviour can also negatively affect friends and family

Tips

- ✓ During the discussion, pick one example that clearly illustrates the bad effects on the individual, the friends and family, and the community. For example:
 - In Round 1, ask why it is unhealthy to be a heavy smoker. Discuss the answers of the students and make sure they understand that smoking can be considered self-harm as it is bad for your lungs, gives you respiratory problems, heart diseases, cancer and ruins your teeth
 - In Round 2, illustrate the effect on friends and family: smoking has a bad effect also on people around you. They can also develop health problems because of you. Smoking is particularly bad if you are pregnant or around pregnant women. It leads to a higher risk of losing the baby, or having babies with learning disabilities, asthma attacks, bronchitis, pneumonia or other breathing problems
 - Round 3 illustrates how smoking can have a bad effect on the whole community. Smoking means families have less money to cover basic needs (such as medicine, education, clothes and healthy food)

31. Coping with adverse life events!

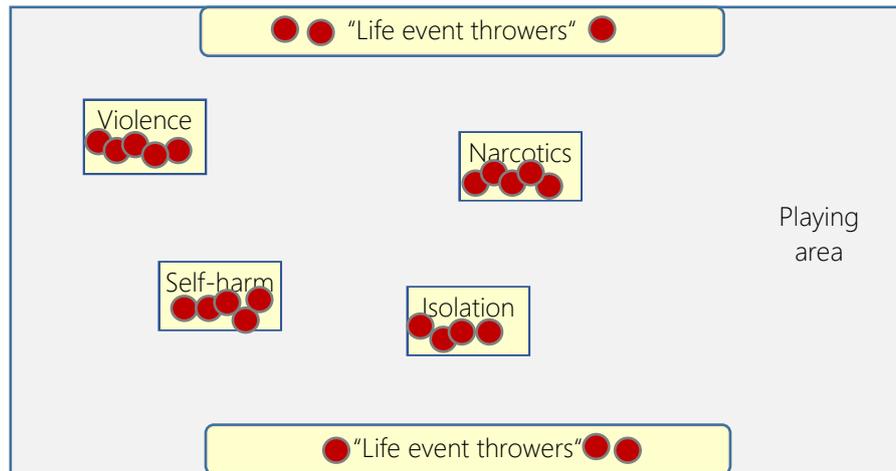
<p><i>Learning objectives</i></p> <ul style="list-style-type: none"> To understand what happens when we face difficulties in life To be able to distinguish between positive and negative coping strategies 	<p><i>Related life skills</i></p> <ul style="list-style-type: none"> Personal: Coping with frustration (when having to sit down while carrying too many balls)
<p><i>Teaching aids</i></p> <ul style="list-style-type: none"> Positive and negative coping strategies with stress and adverse life events 	<p><i>Materials</i></p> <ul style="list-style-type: none"> Balls in different sizes Cardboard boxes
<p><i>Duration</i></p> <ul style="list-style-type: none"> 1 hour 	<p><i>Corresponding curriculum session</i></p> <ul style="list-style-type: none">

Instructions

Preparation

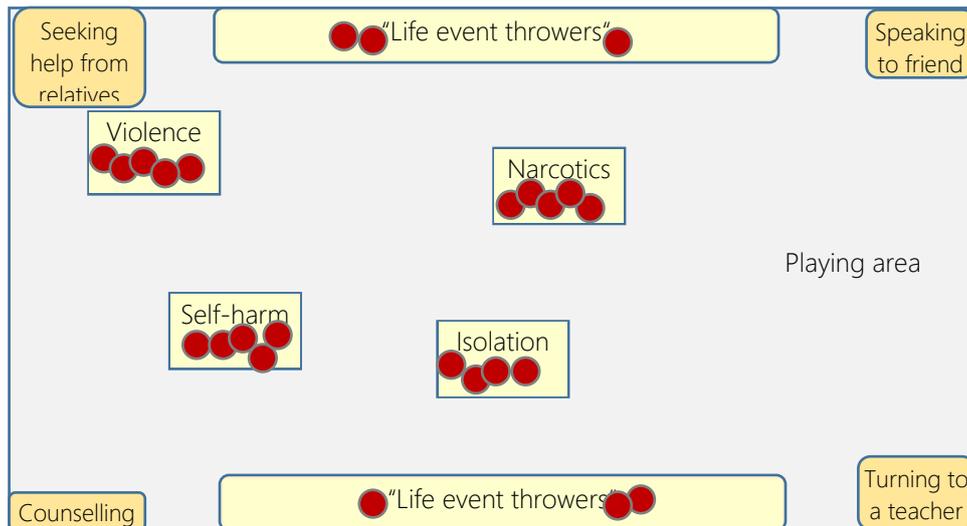
- Place several cardboard boxes on the floor on which you write negative coping strategies such as
 - Turning to narcotics
 - Isolating oneself
 - Self-harm
 - Violence
 - Alcohol abuse
 - Blaming others
 - Spending money you don't have
 - Hostile, excessive temper

- Put several small balls in each of the boxes. Distribute them evenly throughout the whole playing area



Activity

1. Explain the difference between positive and negative coping strategies to the students (see teaching aid)
2. Explain that the balls in different sizes represent life events that have a potential negative effect on the wellbeing of those affected. For example:
 - a. Smaller balls: an argument with a friend or a bad grade at school
 - b. Bigger balls: on-going bullying by peers, an illness in the family or the loss of a close relative
3. Assign different roles to the students: approximately one fourth of them will be "life event throwers", the rest "young people". Explain their roles:
 - a. "Young people" essentially impersonate themselves on their life trajectory; they walk around the playing area
 - b. "Life event throwers" throw balls at the "young people"
4. Round 1: Ask the "young people" to move around the playing field and "life event throwers" to start throwing balls at them
5. If one of the "young people" is hit by a ball, he/she has to pick up the ball and carry it along. The ball then symbolises the devastating effects adverse life events can have. The "young person" now has to carry it around as a "burden"
6. In addition, if they touch one of the boxes with the negative coping strategies while walking around and getting out of the way of the balls thrown at them, they have to pick up a ball as well. Explain that many people apply coping strategies that might relieve them in the short run but will harm them in the longer term, for example narcotics, isolation, self-harm or violence
7. When a "young person" loses a ball because he/she has too many to carry them around, they have to sit down on the playing field. If "life event throwers" run out of balls to throw, they can get new ones by taking them from the students sitting on the floor
8. Once all students sit on the floor, talk about positive coping strategies and how they help to decrease the burden and not to further increase it (as do the negative coping strategies)
9. Round 2: Place the "positive coping strategies" areas on the floor of the playground (preferably as far as possible from each other)



10. Assign the role of “life event throwers” to a new group of students. The “young people” can now make use of the “positive coping strategies” to alleviate their burden (the red balls): every time they step into one of these areas, they are allowed to leave one of their balls there
11. Once the “life event throwers” have run out of balls to throw, they can get new ones from the “positive coping strategies” area

Discussion & key messages



Reflect

- Which round was easier for the “young people”? Which round lasted longer?
- Was it difficult to avoid the ball thrown by the “life event throwers” and the boxes at the same time?
- When you had to keep a ball with you did it make it even harder?



Connect

- What are of real life events that can become burdens, just like the balls in the game?
- Have you ever experienced a negative life event that affected many aspects of your life? How did you cope with it?
- Are people weak who turn to others for help?



Apply

- In your experience, are the positive coping strategies that we had in the game also helping in real life?
- What other positive ways of dealing with problems are there?
- *Key message:* When dealing with a difficult situation in life, if we are overwhelmed and don't know how to help ourselves, we might turn to alcohol or drugs for relief. These are negative coping strategies because even though we might feel better for some hours, they add to your problems. (As with the game, when you had to carry additional balls for the negative coping strategies.)
- *Key message:* Speaking to a friend or teacher and seeking help will relieve us of some of our burden. (As with the game, when you offloaded balls with them, meaning the positive coping strategies.)
- *Key message:* Don't keep your worries, fears or sadness to yourself. When in trouble, it helps to turn to someone to help us out. We don't have to be ashamed or afraid of asking for help

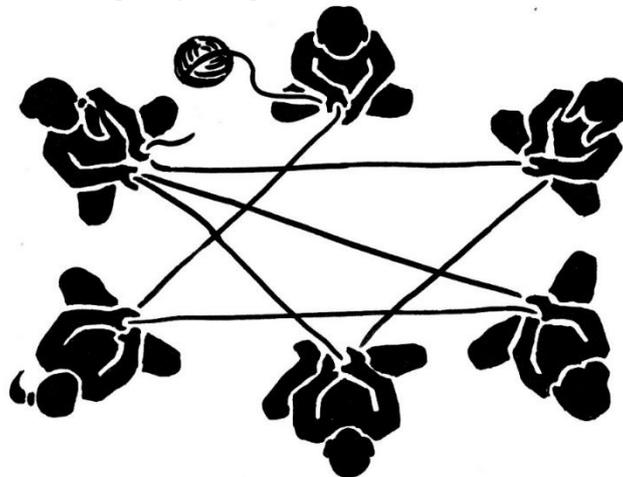
32. Building a web of support!

<p>Learning objectives</p> <p>🎯 To learn about risk reduction strategies for protecting young people</p>	<p>Related life skills</p> <p>🧠 Cognitive: Critical thinking</p>
<p>Teaching aids</p> <p>📖 Youth and health</p>	<p>Materials</p> <p>🧶 Bundle of yarn</p> <p>🏐 A light ball or an air ball</p>
<p>Duration</p> <p>🕒 30-45 minutes</p>	<p>Corresponding curriculum session</p> <p>📌</p>

Instructions

Activity

1. Arrange five chairs in a circle, ask five students to come forward and to sit in the chairs
2. Ask each student to identify one support, one thing or asset that young people need to feel safe and protected. For each mention, the students sitting on the chairs pass the bundle of yarn randomly. Explain that they build a safety net, where each strand represents one protective factor or asset. Write the identified assets on the board
3. Note: The five students should hold the strand(s) of yarn with one hand and pass the ball of yarn with the other one, while keeping the yarn tight



4. Stop when ten strands/assets make up the web of support. Explain that young people who have ten assets or less can be seen as 'at-risk'. Drop a ball onto the web. Explain that the ball gets caught in some areas but that it then falls through some holes because there just aren't enough strands in the safety net. Ask what the young person (the ball) needs to fill in some of the holes. Wait for someone to say, "More assets." Continue asking for assets that support young people
5. Stop at around 20 strands. Drop the ball on the safety net again. When it falls through, point to the space between two people in the circle and ask what could be done to make the net denser. Make five more students join the circle. Explain how important it is to have people in our lives that we can turn to for support
6. Continue building the web of support. Keep asking what young people need to thrive. Add other assets until there are around 30. Place the ball on the web of support. It will now be very difficult for the ball to hit the floor. Explain that even in a community where some problems prevail, with people working together to support young people, they can succeed and thrive

7. Push a ball through the web of support. Tell the students that the even the strongest net cannot prevent some very vulnerable young people to fall through it. But the stronger it is, the more people it will hold

Discussion & key messages



Reflect

- In the game, how did we succeed to make the support net stronger?
- What is difficult when thinking of factors or assets that protect young people?



Connect

- How is it in your neighbourhood or community; which support factors exist? Which additional ones are needed?
- What are the supportive factors in your own life that help you when you face difficulties?



Apply

- In school, how can we form a safety net that holds everyone in the class?
- What are things that we all can do to form a protective net?
- *Key message:* The more people that get involved in the life of a young person, the stronger that young person's safety net will be

Tips

- ✓ This game is suited for upper secondary students
- ✓ If the students are having trouble thinking of assets and supportive factors, tell them to think about their own experience, "What do you need in your life to feel good, to feel safe and to succeed?"

Variations



Learning objective: To establish a code of code of conduct in class

With students in primary and lower secondary, you can do this activity to establish a code of conduct for the class. It is a good idea to take a picture (or draw one) from the web and stick it on the classroom walls to remind everyone of the rules

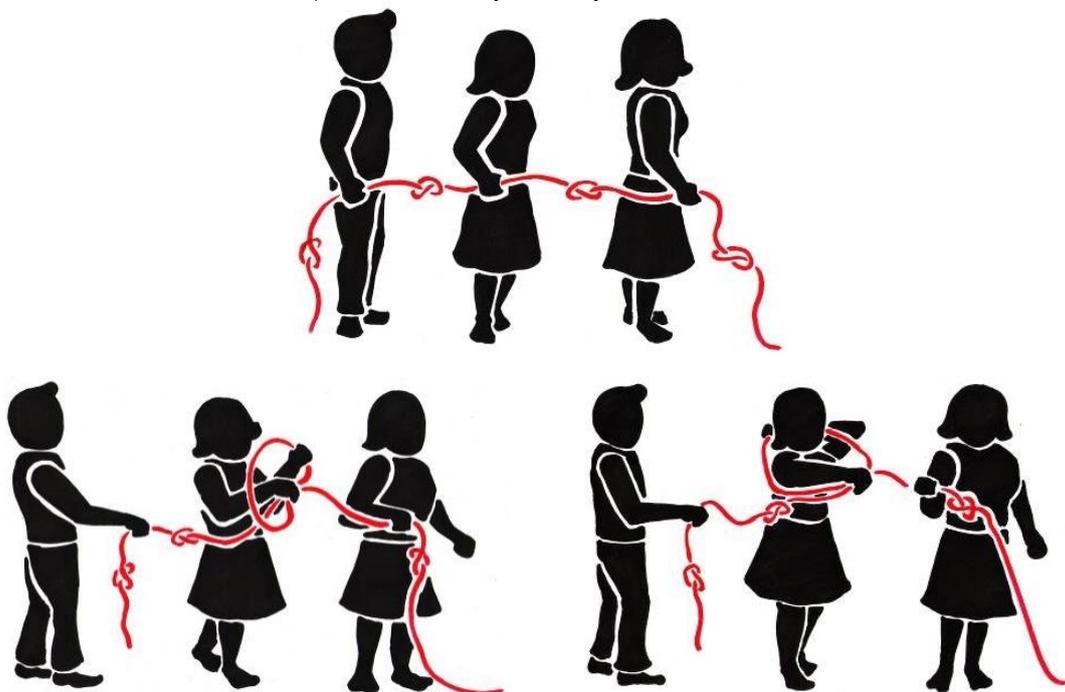
You and me – Living in society

33. Rope knots!

<p><i>Learning objectives</i></p> <p> Working together leads to success</p>	<p><i>Related life skills</i></p> <p> Personal: Leadership</p> <p> Interpersonal: Cooperation</p> <p> Cognitive: Problem-solving and imagination</p>
<p><i>Teaching aids</i></p> <p> Positive and negative coping strategies with stress and adverse life events</p>	<p><i>Materials</i></p> <p> Thick and long rope</p>
<p><i>Duration</i></p> <p> 20-30 minutes</p>	<p><i>Corresponding curriculum session</i></p> <p></p>

Instructions

1. Tie an overhand knot in the rope for each person in the group. Space the knots at least 50 cm apart
2. Instruct students to select a knot on the rope and stand by it on either side of it. Tell them to grab the rope on either side of the knot with one hand
3. Challenge the group to untie all of the knots without anyone letting go of the rope or without moving the hand that is on the rope. Students may use only their free hand to untie knots



Tips

- ✓ It is important that you observe the group dynamic during the game. Most likely, certain students will take a leadership role and start to give instructions while others will be quiet and listen. You may see some students challenge the leader(s). Jot down your observations and discuss them with the students later

Discussion & key messages



Reflect

- What process did your team go through to untie the knots in the rope? Did you reach a consensus on a plan of action?
- Did anybody take the lead in this activity and provide instructions to other students?
- How do you feel your team communicated during this activity?



Connect

- Did you ever experience a real life situation where you had to solve a problem as a group?
- What steps did you take to engage in effective group problem-solving?



Apply

- What could the rope in the game represent in your life? What could the knots stand for?
- What personal qualities, abilities and skills were required to successfully untie all the knots on the rope? How can you use those skills in everyday life?
- *Key message:* In many situations in life, we have to work together with other people: in school with classmates, in our family with our parents and siblings or with our friends. Sometimes this can be challenging because people do not communicate well with each other or find it difficult to accept the opinion of others. Many times, we can still reach a consensus if we share our opinion openly, while at the same time respecting those of others

Tips

- ✓ If you're teaching a bigger group of students, assign some of them as observers, who will share their observations during the discussion

Variations



Group

If you have two ropes, split the class in two groups and make it a competition.



Rules

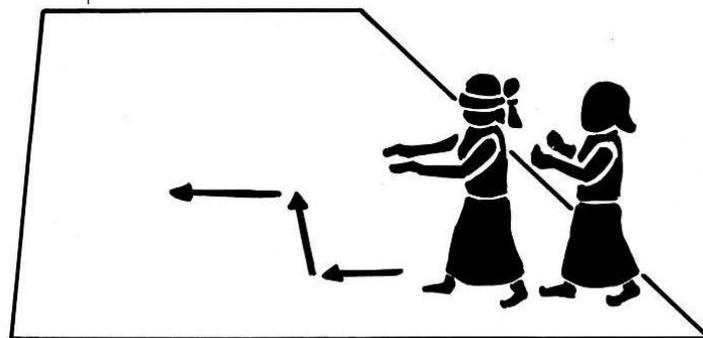
Add a rule asking the students to play the game without communicating verbally with each other.

34. Driving a car!

<p>Learning objectives</p> <ul style="list-style-type: none">  To trust others (peers, parents, etc.)  To be able to follow rules or instructions but also question them if needed 	<p>Related life skills</p> <ul style="list-style-type: none">  Personal: Forming judgement independently  Interpersonal: Teamwork and communication
<p>Teaching aids</p> <p> None</p>	<p>Materials</p> <ul style="list-style-type: none">  Four stones or water bottles filled with sand to mark the playing field  Sticks, ropes, empty water bottles or any other materials that can be used as obstacles
<p>Duration</p> <p> 20-30 minutes</p>	<p>Corresponding curriculum session</p> <p></p>

Instructions

1. Mark the playing field (around 10 x 10 metres) with four cones, stones or lines on the ground
2. Divide the group up into teams of two people. Ask each team to assign one person as "driver" and one person as "car"
3. Instruct students who pretend to be "cars" to close their eyes. Instruct the "drivers" to stand behind them at arm's length
4. Explain that if a driver taps the shoulders of a "car" with their index finger, the "car" starts the engine and is expected to go straight. The "driver" can control how fast a "car" is going by controlling the pace of his taps. Tapping faster will make a "car" move faster. Touching the shoulders firmly with the palm of the hand means "stop!" Touching only the right shoulder means to turn right (90 degrees). Touching only the left shoulder means to turn left. Demonstrate different commands with a volunteer
5. At your signal, "drivers" start driving their "car" on the playing field. The "driver" has to make sure that his "car" doesn't bump into other "cars"



Tips

- ✓ When the game is first introduced, you can allow students to practice with their eyes open. This helps them to understand the rules and to get used to the game. Once you feel they've understood the rules, tell them to close their eyes

Discussion & key messages

Reflect

- What was the most challenging aspect of being a "car"? How did your team overcome this?

- What was the most challenging part of being a “driver”? What did your team do to overcome this?
- How easy was it for the “car” to follow the instructions of the “driver”?
- What were the consequences for the “car” of receiving unclear orders and instructions from the “driver”?
- As the “car”, did you feel that you lost control as you followed commands?
- As the “driver”, did it make you feel like you were in total control? Did you feel responsible for the “car”?

Connect

- In which situations in your life do you have to follow rules and commands?
- In your life, have you been in a situation like the “car” where you had to fully trust another person? How did this make you feel?
- In these situations, what are signs that make you change your opinion and not trust anymore?
- In your life, do you sometimes guide others, similar to the “driver”? How does that make you feel?
- In which aspects is trust an important factor in relationships?
- Can you think of situations when we have to trust each other to work better as a team?

Apply

- Thinking back to the game, when is it easier to follow instructions or advice from someone?
- Is life like the game we just played: should we always do what others tell us? In which situations should we let others guide us? When is it better to decide for ourselves?
- *Key message:* In some situations, we provide guidance to others, yet at other times, we are guided by them. This depends on the situation, on the experience we have and the advice we can provide
- *Key message:* If you don't feel comfortable with instructions someone gives you, you have the right to question them. Don't hesitate to share your concerns with someone who isn't involved and to seek advice

Variations

Movement/ Sounds

Ask students what kind of vehicle they are and to make the respective engine sound.

Group

Have three people in one group. The same rules apply as above but you have two people in the front closing their eyes. The person at the back is an “engine driver” who sends signals to the middle person, whose role is to transfer the signal to the person in front of him/her. The person at the front will move according to the instructions she/he receives. This makes the game more difficult as it requires students to anticipate more.

Materials

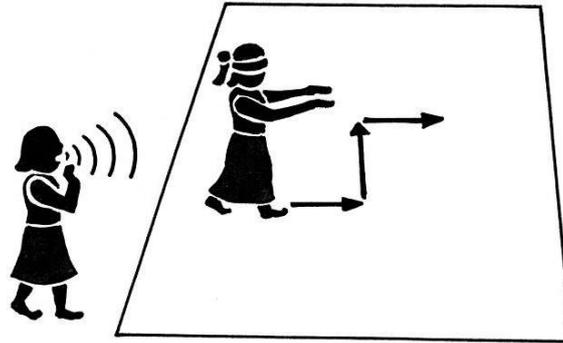
Different materials can be used to act as obstacles. For example, a rope can represent a lake. The lake becomes a buffer zone that cars are not allowed to enter.

Field

The difficulty of the game varies with the size of the field you allow students to manoeuvre in. The smaller the field, the more difficult it gets for them.

Rules

Ask “drivers” to control their “car” by calling out directions from outside the playing field: “Right!” “Left!” “Stop!”. The “cars” keep their eyes closed.



35. Gender stereotypes and career choices

<p>Learning objectives</p> <ul style="list-style-type: none"> 🎯 To analyse the differences between men and women when it comes to professions 🎯 To think about choosing professions that don't meet traditional gender stereotypes 	<p>Related life skills</p> <ul style="list-style-type: none"> 🧑🏫 Personal: Standing up for your interests (challenging gender stereotypes) 🧑🏫 Interpersonal: Understanding and accepting diversity
<p>Teaching aids</p> <ul style="list-style-type: none"> 📄 Difference between sex and gender 	<p>Materials</p> <ul style="list-style-type: none"> 📄 Paper cards 📄 Tape
<p>Duration</p> <ul style="list-style-type: none"> 🕒 10-20 minutes 	<p>Corresponding curriculum session</p> <ul style="list-style-type: none"> 📄

Instructions

Preparation

- Write stereotypical male and female jobs on paper cards, one on each

Activity

1. Explain that you will attach a card with the name of a job onto each student's back and that they have to guess what it is
2. To challenge students' gender bias, stick stereotypical male jobs on female students and give stereotypical female jobs to male students (see examples in the section "Tips" below)
3. Make the students walk around the room, asking each other questions about the profession on their back. Questions can refer to the schooling that is needed for a job or to the special equipment it might require. Questions can only be answered with "yes" or "no". The game continues until everyone has figured out the profession on their back
4. Some of the students might be fine with the job they have been assigned with but others might express an air of disgust or disbelief having a job that is 'reserved' for the other gender in society

Tips

- ✓ *Examples of stereotypical male jobs:* bricklayer, carpenter, car mechanic, fire fighter, plumber, electrician, truck driver, body guard, butcher, engineer

- ✓ *Examples of stereotypical female jobs:* nurse, kindergarten teacher, secretary, librarian, midwife, maid, domestic cleaner, tailor, beautician, florist



Discussion & key messages

Reflect

- How did you feel when you found out the profession tagged on your back? Why do you think you felt that way?
- How would you feel if you had to carry out this profession? Why?

Connect

- Do you know any people that have a job that doesn't fit their gender's stereotype? How do others react to that?
- Which professions are there that don't have a gender stereotype?
- Did you ever feel limited because somebody told you that you can't do something because you are a boy or a girl? How did that make you feel? How did you react?

Apply

- Do you think women can be bricklayers and men can open a hair dressing salon?
- What do you want to become in the future? Have others questioned this choice for not being 'appropriate'? How did that make you feel; did you change your plans?
- *Key message:* Explain what a stereotype is and how gender stereotypes influence career choices and also the way of treating each other, males and females, in everyday life
- *Key message:* Some people do work that is traditionally associated with the opposite sex. When others don't accept this, it can be challenging but it can also bring benefits. Interests and aptitudes – not gender – should guide people in their careers and behaviour in their everyday life, at school, at home, among friends, with adults

Tips

- ✓ If students are made fun of because of the profession on their back use it as a real-life example for how a stereotype works and how it pressures people to comply with group norms

Variations

Learning objective

This game can also be used to introduce different professions and their characteristics to the students

Part 3

Teaching Aids



Soe Moe Aung

Wah Wah Thun
Learning with
through sport and

Part 3 – Teaching Aids

Review games (examples of questions)

Functioning of the body

Topics	Related games
 Body systems  Inner organs	 Review games

Questions about my body

1. What body system helps humans turn the food they eat into energy? (Digestive)
2. What body system helps humans breathe? (Respiratory)
3. What body system controls other body systems? (Nervous)
4. What body system provides structure for the body? (Skeletal)
5. What body system allows us to move? (Muscular)
6. What body system includes a transport system (blood) and a pump (the heart) that keeps the transport system moving? (Circulatory)
7. Name five body systems. (Digestive, Respiratory, Muscular, Skeletal, Nervous)
8. Can you think of two body systems that work together? (For example, respiratory and circulatory, muscular and skeletal, digestive and circulatory, nervous and any other system)
9. What part of the nervous system is essential for it to work properly? (Brain)
10. What event could disrupt one or more body systems? (Injury or disease could disrupt one or more body systems)
11. What parts of the respiratory system would need to be blocked to not allow any air into this system? (The mouth, nose, or trachea)
12. How many bones does the human body have? (206)
13. How many teeth does the human body have? (32)
14. How many incisors does a human being normally have? (8)
15. Name two organs of the digestive system. (Stomach, intestine)
16. Name three parts of the respiratory system. (Lungs, trachea and bronchioles)

True or False questions (examples):

17. The two chambers at the bottom of your heart are called ventricles, true or false?
18. An adult human body has over 500 bones, true or false?

Please note

- ✓ These are just some of the questions you could use when doing a review game. You can choose any question depending on the topic you are studying

Animals and plants

<i>Topics</i>	<i>Related games</i>
 Animals and plants	 Review games

1. What is the largest type of 'big cat' in the world? (The tiger, weighing up to 300 kilograms)
2. Are butterflies insects? (Yes)
3. Bees are found on every continent of earth except for one, which is it? (Antarctica)
4. What is the fastest land animal in the world? (The cheetah, it can reach speeds of up to 120kph)
5. Is a dolphin a mammal? (Yes)
6. What is the only continent on earth where giraffes live in the wild? (Africa)
7. How many pairs of wings does a bee have? (two)
8. Is a shark a fish or a mammal? (A fish)
9. How many legs does a spider have? (8)
10. Name the six big classes of animals. (mammals, birds, fish, reptiles, amphibians, and invertebrates)
11. Give me an example of two mammals. (Horse, dog, ...)
12. Give me an example of two birds. (eagle, chicken, ...)
13. Give me an example of two fishes. (Tuna, Salmon, ...)
14. Give me an example of two reptiles. (Crocodile, turtle, snake, gecko...)
15. Give me an example of two amphibians. (Frog, salamander)
16. Give me an example of two invertebrates. (Spiders, scorpions)
17. What class does a (any animal) belong to? (answer: one of the six classes above)
18. What animal(s) produce milk? (Cow, goat)
19. What animal(s) produce eggs? (Hens)
20. From which animal does wool come from? (Sheep)

True or False questions (examples):

21. Mice live for up to ten years, true or false? (False – Captive mice live for up to 2.5 years while wild mice only live for an average of around four months)
22. Crocodiles have no sweat glands so they use their mouths to release heat, true or false? (True – They often sleep with their mouth open to cool down)

Please note

- ✓ These are just some of the questions you could use when doing a review game. You can choose any question depending on the topic you are studying

Environment

Worldwide figures on geography, economy and society

Topics



Environment – geography, demographics, economy, languages and religions

Related games



Let's visualise the world!

Drawing templates



Figures for mapping

Geographic surface, represented by chairs						
Continent	Surface (in million km ²)	Percentage	Number of students			
			15	20	25	30
Asia	47.2	35.2%	5	7	9	11
Europe*	6.2	4.6%	1	1	1	1
North America	19.8	14.8%	2	3	4	4
South America	20.4	15.2%	2	3	4	5
Africa	32.7	24.3%	4	5	6	7
Austr. & Oceania	8.0	5.9%	1	1	1	2
Total	134.3	100.0%	15	20	25	30

*Europe without Russia: 2/3 of Russian territory is in Asia, so it is counted as being part of the Asian continent

Population, represented by the students						
Continent	Population 2015 (in millions)	Percentage	Number of students			
			15	20	25	30
Asia	4,385	59.9%	9	12	15	18
Europe*	743	10.1%	2	2	3	3
North America	361	4.9%	1	1	2	1
South America	630	8.6%	1	2	2	3
Africa	1,166	15.9%	2	3	3	5
Austr. & Oceania	39	0.5%	0	0	0	0
Total	7,325	100.0%	15	20	25	30

*Europe with Russia: approx. 70% of the Russian population lives in the European part of Russia

Income (i.e. wealth), represented by dollar symbol						
Continent	GDP* 2013 (in B**)	Percentage	Number of students			
			15	20	25	30
Asia	21,885	28.9%	4	6	7	8
Europe	22,920	30.3%	5	7	8	10
North America	18,601	24.6%	4	5	7	7
South America	6,158	8.1%	1	1	2	2
Africa	4,338	5.7%	1	1	1	2
Austr. & Oceania	1,746	2.3%	0	0	0	0
Total	75,647	100.0%	15	20	25	29

***GDP:** the gross domestic product (GDP) is a monetary measure of the market value of all goods and services produced in a period (typically during one fiscal year), excluding net income from abroad

****B:** 1 Billion = 1,000 millions = 1,000,000,000

Energy consumption, represented by oil barrel symbol						
Continent	Energy consumption* 2015 (in MT**)	Percentage	Number of students			
			15	20	25	30
Asia	5,999,222	47.1%	7	12	15	18
Europe	2,666,315	20.9%	3	2	3	3
North America	2,598,740	20.4%	3	1	2	1
South America	861,481	6.8%	1	2	2	3
Africa	408,117	3.2%	1	3	3	5
Austr. & Oceania	196,552	1.5%	0	0	0	0
Total	12,730,429	100.0%	15	20	25	30

***Energy Consumption:** primary energy consumption (expressed as oil equivalent)

****MT:** 1 MT = 1,000 KT = 1,000,000 KG

Carbon dioxide emissions, represented by balls						
Continent	CO2 emissions 2013 (in GT*)	Percentage	Number of students			
			15	20	25	30
Asia	15,815	45.1%	3	12	15	18
Europe*	6,247	17.8%	3	2	3	3
North America	6,548	18.7%	1	1	2	1
South America	1,928	5.5%	8	2	2	3
Africa	1,164	3.3%	0	3	3	5
Austr. & Oceania	559	1.6%	0	0	0	0
Total	32,260	100.0%	15	20	25	30

***GT:** 1 GT = 1,000 MT

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Languages						
Language	Native speakers 2014 (in millions)	Percentage	Number of students			
			15	20	25	30
Chinese	1,197	16.2%	2	3	4	5
Spanish	414	5.6%	1	1	1	2
English	335	4.5%	1	1	1	1
Hindi	260	3.5%	1	1	1	1
Arabic	237	3.2%	0	1	1	1
Others (Portuguese Bengali Russian ...)	4,857	66.0%	10	13	17	20
Total	7,359	100.0%	15	20	25	30

Religions						
Religion	Members 2014 (in millions)	Percentage	Number of students			
			15	20	25	30
Christianity	2,100	33.0%	5	6	8	10
Islam	1,300	20.1%	3	4	5	6
Hinduism	851	13.3%	2	3	3	4
Buddhism	375	5.9%	1	1	2	2
Others	2,060	28.0%	4	6	7	8
Total	7,359	100.0%	15	20	25	30

Sources

Info Please

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Important note

The teaching aids related to health, psychological wellbeing and child protection were tailored to the specific cultural and socio-economic contexts the two partner organisations E4Y and H4SS-S4SK operate their NFE programmes in. The teaching aids were developed to complement the curricula and the background materials their teachers use.

The above-mentioned topics are critical and have to be introduced by teachers familiar with the subject. It was thus decided to not publish the teaching aids to a wider audience.

For more information, contact info@sad.ch.

Part 4
Sport Equipment



Part 4 – Sport Equipment

Care was taken to only select games and activities for this toolkit that don't require special sport equipment. The following materials are needed to do the activities in class:

-  Around 15 small balls
-  Two bigger balls
-  Five rings
-  Two dice
-  Two pieces of rope, around 5 m each
-  A whistle (alternatively: a bell or a metal plate and spoon)

The following sections contain instructions on how to make some of the items listed above with low-cost (recycle) materials.

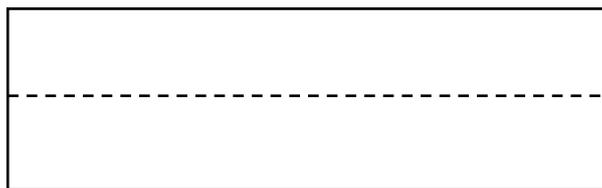
Rings, balls and dice

What do you need?

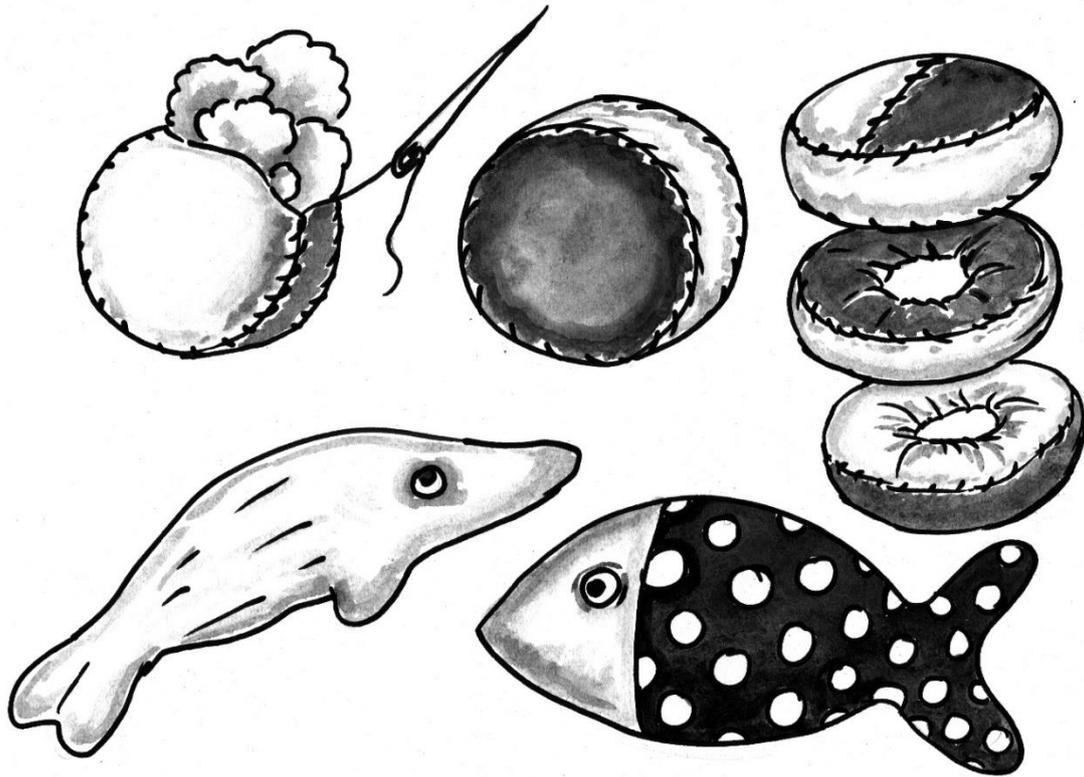
-  Pieces of fabric
-  Sewing thread, a needle and scissors
-  Wool, beans or plastic wrappings as filling material

What do you do?

- To sew a ring, trace a rectangle on the fabric (see model below) and cut it out



- Fold the cloth in half (on the dashed line), then sew the two long sides of the rectangle together, while leaving the short sides open, and reverse the fabric
- Stuff the shape with wool, cloth or scrunched plastic wrappings
- Bend the two ends of the shape towards each other and stitch them together



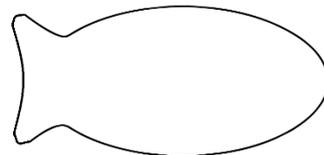
Variations

✿ Copy the patterns below on fabric to create fish, dice, balls or dolls. Cut them out, join them together (always leaving an opening). Reverse the shapes, fill them with filling material and stitch the opening

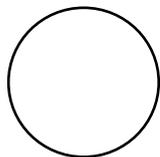
Dice: 6x



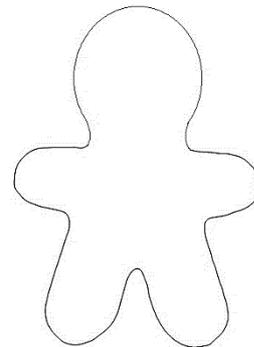
Fish: 2x



Ball: 2x



Doll: 2x

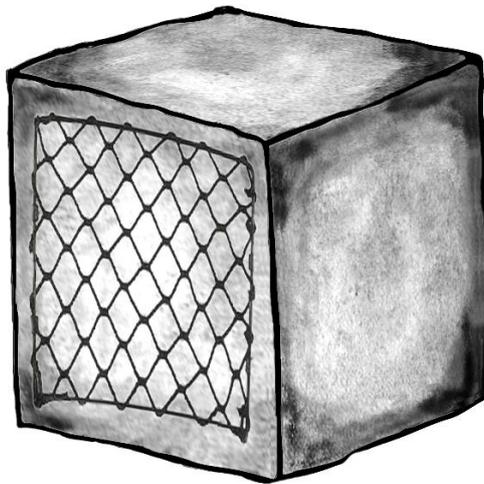


Alternatively, you can also make balls out of paper or cloth (without sewing):

- Cut old fabric into rectangles and tie a knot with each one
- Crumple newspaper pages into balls



If you would like to have a die in which you can insert pictures or word cards, sew a net on all six sides. Leave one side of the net open to be able to insert a card



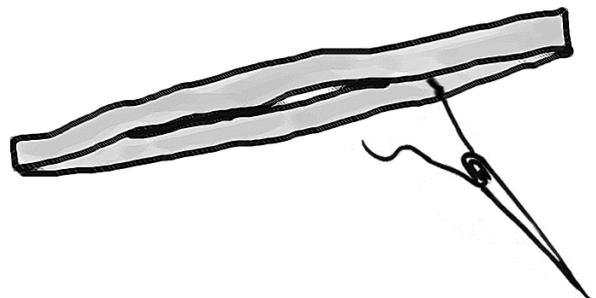
Team bands

What do you need?

-  Pieces of fabric, in three or four different colours (depending on the number of teams you have)
-  Sewing thread, a needle and scissors

What do you do?

- Cut the fabric in long strips (approx. 1.30 m in length and 7 cm wide)
- For each band, sew the long side together to make the bands more resistant. Then, sew the two ends together



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