

# Play Hard

Explore character and values with kids in 6 Fun Sessions



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# Overview

## *Introduction for Leaders*

We are all people with character. It may be how we are known and understood by others, but our character is mainly who we are, what we choose and how we behave when no-one is watching.

Character describes the person we are, and who we aspire to be as we leave our mark on this world.

In this games curriculum, we explore some important character traits that are admirable and aspirational.

So - we ask ourselves -

Who do we want to be as we play the game of football...of life?

How do we want others to remember us and our legacy?



# 6 Session Overview

<b>Train to play</b>	<b>Self-discipline</b>	The path to success always requires self-discipline.
<b>One team</b>	<b>Teamwork</b>	Be a good team player and let everyone belong.
<b>Fair play</b>	<b>Integrity</b>	Say the truth, play fair and be satisfied.
<b>Go for it</b>	<b>Courage</b>	Be brave. Focus beyond fear and keep going forward.
<b>Win the game</b>	<b>Respect</b>	Respect yourself and respect others to be a winner.
<b>Captain's voice</b>	<b>Influence</b>	Lead yourself and lead others through your influence.

# Option 1: Lesson Structure

You can run this in a lesson structure flow step by step through the program. Adapt the times to suit your situation:

15 min	Welcome & Fun Games
15 min	Discovery Game
15 min	Football Stories
15 min	Reflection & Challenge
60-90 min	<b>OPTIONAL:</b> You could run a caring for others project, Football academy, media groups and/or creative electives.

# Option 2: Stations Structure

These session activities can also be run as activity stations that groups of children rotate through. Start and finish all together, with smaller groups rotating through the stations:



# Leaders notes

## Small groups

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Arrange the small groups so that children of a similar age are in the same group for the whole week. Then you can modify the questions and activities for that age group.

## All ability modification

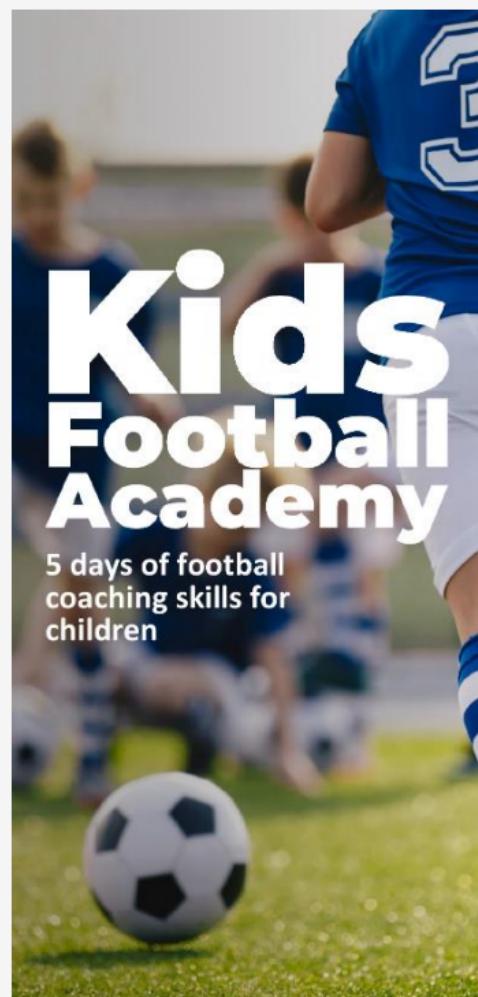
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Remember there are children of all ability in your group. Think about how you can modify games and activities to include **everyone**.



## Kids Football academy

The major football component of this program is in another manual called *Kids Football Academy*. It has the instructions to add a 90-120 minute football education session to each program. You can adapt the football level to the skills of the children coming to your group.



# Football Theming

Decorate the space with Football theme.

<p>Leaders dress as referees, as player, wearing jerseys etc.</p>	<p>Design a new country flag</p>
<p>Put up all the World Teams names around the room/space</p>	<p>Face paint flags/team colors</p>
<p>Put posters up of famous players and teams</p>	<p>Make and hang up flags</p>
<p>Name the teams as countries from the Cup</p>	<p>Kids come dressed in favorite team colors</p>
<p>Put up the football draw for the Cup</p>	



# Buzzwords

*A buzzword is a way for leaders to help guide the group of children in a fun and effective way. When a certain word is called, all the children are trained to do a certain activity e.g., sit.*

## V.A.R. (Video Assistant Referee)

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When 'VAR' is called, everyone stops and makes the shape of a TV with their hands. Then the leader can ask questions about the action or play in slow motion.

## Whistle one, two, three

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- One – Stop
- Two – VAR slow motion
- Three – sit down.

## Goaaaaalllll!

---

The leader shouts 'goal' and all the kids join in and celebrate with fun victory actions they invent themselves.

# Session 1

## Train to play

### Value

Self-discipline

### Big idea

The path to success always requires self-discipline.

### Outcomes

- Stay focused.
- Be committed to your good habits, and good choices.
- Stay consistent – the cumulative effect of good small choices has a huge payoff.
- Try your best

# Session 1

## 1. Welcome & fun

### Big Group game

---

Play a big game of football with the whole group.

### Emoji board

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Write your name and an emoji on the ***emoji board*** to show how you are feeling today.

### Leader welcome and buzzwords

---

Leader welcomes all the children. They are all part of the team.

The leader practices these buzzwords with the group with a whistle.

Whistle blasts

- One – Stop
- Two – VAR slow motion
- Three sit.

## Football quiz

Divide the kids into teams of 5-8.

Prepare 5 questions with multiple choice answers; A, B or C. Teams decide on right answer and make the letter with their bodies together.

Keep score of the right answers and give out a simple prize to each winning team.

*Here are some examples of questions.  
Add some of your own local questions.*

*(The correct answers are in brackets)*

1. What country won the 2018 World Cup? (B)

A. Spain **B. France** C. Croatia

2. Where was the FIFA World Cup held in 2010? (B)

**A. South Africa** B. Russia C. Brazil

3. Which nation has won the most world cups? (A with 7 WCs)

**A. Brazil** B. Argentina C. Germany

## Quick passing

---

Divide into groups of about 15-20 kids. Each group stands in a circle with a ball.

**Round 1** - Throw the ball across the circle using hands? How many passes in 60 seconds?

**Round 2** - Roll the ball across the circle using hands? How many passes in 60 seconds?

**Round 3** - Kick the ball across the circle using feet? How many passes in 60 seconds?



## Chant

---

Make a beat with the kids. Use drums and percussion.

## Words

- What you got to do?

*Train to play! Yeah!*

- What you got to do?

*Train to play! Yeah!*

- What you got to do? What you got to do? What you got to do?

*Train to play! Yeah! Yeah! Yeah!*

## Leader story

---

Tell a funny story of a time you struggled to show self-discipline.

## Big questions

---

- What do you think of when you think of discipline?
- What is self-discipline? Pair and share.

## Fun game

*Choose one or two of these options.*

### Beachcombers

---

Divide the group into teams of up to 12 players. Two teams are chosen to play the game first. They stand on the line on opposite sides of the court. One team is called the “Beachcombers” and the other the “Waves.”

A variety of simple objects are spread around on the beachcomber’s half of the court.

On the command **GO**, the Beachcombers and the Waves rush out together. The Beachcombers try to collect the treasure, while the Waves try to tag the beachcombers before they take the object back to their end line. If tagged, a Beachcomber is out. The game is played until all the Beachcombers are caught.

The teams then reverse roles.

## Musical Islands

---

Scatter small pieces of cardboard over the floor to form islands. When the music starts, players walk around in a circle. When the music stops, each player must find an island to stand on. More than one player may stand on an island if there is room. Anyone unable to fit onto an island, is out. Remove islands from the game to make it more challenging.

The music starts again, and the game continues. The last player left wins.

## 2. Discovery game

*Choose one or two of these options.*

### Traffic lights

---

Sit in a big circle. Put the traffic signals in the middle.

- Red= stop
- Yellow= wait and think
- Green= keep going

Children will be asked to think ‘what are the acts you do that can affect your self-discipline?’

Children take turns choosing a card and sharing. Make this random if you want. Kids choose a response by running to their choice of traffic light.

- Red- Actions that they need to stop.
- Yellow- Actions to wait and think upon and work to improve.
- Green- Actions that are supporting and improving their self-discipline.

Acts could be: unlimited (screen time, candy, fatty foods); hanging out with friends who (bully, care for each other, use bad words, exercise regularly, never work at school); never listening/always listening to (coach, parents, teachers, helpful older brothers and sisters).

### ***Debrief***

- What was easy about this game?
- Why is self-discipline so hard to learn?
- How can we learn from each other?
- When is it wise not to follow others?

- What is the most impressive self-disciple you have seen?

## Mirrors

---

Everyone works with a partner. Partners face each other. Each pair decides which person is A and B. A is a mirror and B is person looking in the mirror.

The leader can give instructions to follow. 'Wake up in the morning, stretch, wash your face and brush your hair.' B needs to watch and follow exactly what A is doing.

After 60 seconds, swap roles.

## *Debrief*

- What was easy/difficult about this game?
- Why is self-discipline so hard to learn?
- How can we be learning from each other?
- What are some great ways to learn good self-discipline/habits from each other?
- When is it wise not to follow others?

### 3. Football stories

#### Football Dilemma - VAR

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The children sit in a big circle. Two leaders stand in the middle. One player is eating lots of sweets and junk food. The other is juggling a football. The one eating food tries to tempt the other to stop training and join him eating.

- You're working too hard!
- You've practiced enough!
- You're too serious!

Kids talk in pairs

- What would you do in this situation?
- How healthy would you like to be?

## Story of self-discipline

*Choose one of these stories to tell about self-discipline or tell a good story from your own experience.*

### Story 1

One of the most famous footballers in the world, Cristiano Ronaldo, was offered a sugary soda drink at a news conference. But he rejected it and drank water instead. Water is always good for you whether you are a professional athlete or not. He knew that drinking lots of soda leads to health problems. He also knew many people watch him closely.

Even with pressure and lots of money to tempt him to promote products, Ronaldo stayed drinking water. He was self-disciplined. He stuck to his values no matter what.

## Story 2

George Weah was born in deep poverty in the slum community of Gilbrata, in Monrovia, Liberia.

He was raised by his grandmother. From a young age he played soccer in slum communities.

In 1988, he got his first professional contract to play soccer in Cameroun. He was strongly influenced by his managers and team mates to be self-disciplined and focus on the game.

Weah later when on to win every title in soccer ranging from Africa's Best Footballer, European Best Footballer (Ballon D'Or) and FIFA World's Best Footballer.

Weah's experience in soccer led him to influence many lives in Liberia.

In 2017 he was elected as President of The Republic of Liberia and is

currently preparing to run for a second term.

## Small group

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Ask the children to think about their good habits and name them as fingers on their right hand.

Now think of bad habits and name them as fingers on their left hand.

Hold up all the hands.

Think

- Was it easier to think of good or bad habits?
- Pick one negative habit you would like to beat. What could you do about it?
- How could you show self-discipline in this? Share this thought with someone now.

## 4. Reflection and challenge

### Leader summary

What is the secret to being successful? It is to discipline yourself rather than have others outside of you discipline you. Part of this is making positive habits in your life.

### Stop and think

- What will you stop doing from today?
- What can you start doing to build good habits?

### Grab the tail

Everyone wears a scarf, sock or small towel as a 'tail' tucked in at the back. The goal is to collect as many tails as you can, while protecting your own. If you lose your tail, do five jumping-jacks to get your tail back, and continue the game.

## Chant (repeat)

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Repeat the beat with the kids. Use drums and percussion.

### **Words**

- What you got to do?

*Train to play! Yeah!*

- What you got to do?

*Train to play! Yeah!*

- What you got to do? What you got to do? What you got to do?

*Train to play! Yeah! Yeah! Yeah!*

# Session 2

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## One team

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### Value

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Teamwork

### Big idea

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Be a good team player and let everyone belong.

### Outcomes

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- Help others
- Be generous
- Value your team
- Encourage others

# Session 2

## 1. Welcome & fun games

### Ball question game

---

Use a permanent marker to write a question on each panel of a blow-up beach ball or a soccer ball.

For example, “What is your favorite sport?” or “What is your favorite food?”

Stand or sit in a circle. One person throws or rolls the ball to someone else in the circle. When someone receives the ball, they answer the question that is on the panel facing them. Then they pass or roll the ball to someone else.

### Leader welcome and story

---

Welcome all the children. Leader tells a story of a time they missed out on being in a team or became part of a team.

## Big questions

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- What is good about being on a team?
- What is hard about being on a team?

Pair and share.

## Team photo

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Take a photo of the whole group standing in a fun way.

## Buzzword

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VAR- kids stop and make a sign of the TV screen when VAR is called by the leader. They stand quietly and wait.

## Football snakes

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Spread cones across the area. Divide kids into teams of 10. Each team forms a snake by connecting with hands on shoulders of the child in front. The front child moves with their team snake to a place where they can kick the ball to hit a cone. When a cone is hit the front child moves to the back of the snake and a new child leads the snake to shoot the ball at another cone. Keep

playing until everyone has had a turn at the front of the snake.

## Chant

---

Make a beat with the kids. Use drums and percussion.

### ***Words***

- What you got to do?

*One team! Yeah!*

- What you got to do?

*One team! Yeah!*

- What you got to do? What you got to do? What you got to do?

*One team! Yeah!*

*Train to play! Yeah! Yeah! Yeah!*

# Fun games

*Choose one or two of these options.*

## People to people

---

Everyone stands with a partner.

The leader calls out the names of two different parts of the body. E.g., elbow and knee.

The pairs must connect with those parts of the body.

When the leader calls 'people to people', everyone must run and find a new partner and connect physically with them in the same way. Now the leader calls out two or three new body parts for the pairs to connect with. Then 'people to people' is called again.

The game continues a few more times.

## Ball race

---

The team must move a small ball or similar object 15 meters, by rolling it without touching it.

The leader will need to collect some short sections of angle bracket, 'U' shaped pipe, or something sturdy that bends (e.g., a magazine, card). Have enough for pairs to have one piece each.

Divide the group into teams of 10. Within each team divide into pairs. Give each pair a piece of material. Make a starting and finish line 15 meters apart. No-one can touch the ball. If it falls the teams must start again.

Give the teams time to strategize before you start.

Time each team to see who did it the fastest.

## 2. Discovery game

*Choose one or two of these options.*

### Rondo ball passing game

---

Players stand in a circle and pass the ball between them. Two players are in the middle to try and intercept the ball.

If the ball is intercepted, then the players swap places with two other players.

### ***Debrief***

- How did the big team keep the ball from the other players?
- What would you try to help the two players in the middle succeed together?
- What do you notice about teamwork from this game?

Try the game again to give the children a chance to implement their ideas.

### ***Clumps game***

---

Music is played while all the children move around in a circle. When music stops the leader shouts out a number

between 2 and 10. All the children must get into groups of this number.

### ***Debrief***

- What does it feel like when you are pushed out of a team?
- How does it feel to be included?
- How could we play this game differently to keep including everyone?

Replay the game with some of the new rules/ideas.

## **3. Football stories**

### **Football dilemma**

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The children sit in a big circle. Four leaders stand in the middle. Three players are kicking the ball, but one player is always left out. The player is ignored even when that one player is in front of the goal.

#### ***Discuss:***

- What are you noticing?
- What would you do in this situation?

## Stories on teamwork

*Tell this story about teamwork or tell a good story from your own experience.*

### Story 1

Denmark did not qualify for the 1992 Euro Cup, so they went on holidays. However, at the last minute another team was disqualified, so they had only 10 days to get ready to compete in the tournament. Their best player even refused to return from his holiday!

In the competition, they tied the first game and lost the second. The team even had family members sick and dying. No one gave them any hope of winning. But the team came together and believed they could win despite the setbacks.

Slowly they gained confidence, won games, and then knocked other teams out of the competition. They played Germany in the final and won strongly. Amazingly, the team that didn't originally qualify, won

the competition! Their teamwork was the best!

## Small groups

---

Sit in a circle with a small group of children. Discuss the story and the Football Dilemma.

- Why did Denmark win when they weren't prepared to compete?
- What is it like to be on a team who has lost their best players?
- What is needed to be a good team?
- How can you be a better team player?

## 4. Reflection and challenge

### Leader summary

Everyone on the team is responsible to make the team feel a good place for everyone. Think about how you can make everyone feel they belong.

### Stop and think

- What will you stop doing from today?
- What can you start doing to be a better team player?

### Don't fall, don't drop

Children lie on their backs on the floor in two rows, heads beside each other so the 2 lines are interlocked, with their feet facing away from the center. A person's head in Row A is tucked into the neck of a person's head in Row B, so that all the children are lying with their heads close together. This is important.

A volunteer (to be carried) stands at the top of the double row, and is lowered

gently, headfirst and preferably with their face towards the sky/ceiling, onto the outstretched hands (palms up) of the children on the floor. Their task is to pass the volunteer down the double row, without allowing him/her to fall. Be sure that there are leaders at the end of the row, to enable the volunteer to stand up afterwards.

### **Chant (repeat)**

---

- What you got to do?

*One team! Yeah!*

- What you got to do?

*One team! Yeah!*

- What you got to do? What you got to do? What you got to do?

*One team! Yeah!*

*Train to play! Yeah! Yeah! Yeah!*

# Session 3

## Fair play

### Value

Integrity

### Big idea

Say the truth, play fair and be satisfied.

### Outcomes

- Be honest with yourself and others
- Choose to do right
- Be sincere
- Be fair

# Session 3

## 1. Welcome & fun

### High five 5 (with fists)

---

Go around the space and high 5 five other people with fists instead of open hands.

### Leader welcome and story

---

Welcome all the children. A leader tells a story about a time they were treated unfairly in a game.

### Big question

---

- What stops people playing fair? Pair and share.

### Defend the base

---

Divide children into 2 teams. One team stands in the middle of an area. The other team stands in a circle around the outside of the area with footballs. The team on the outside must roll the balls to hit the children in the middle below

the knees. The center team can jump and dodge to avoid getting hit. Any child who is hit by a ball joins the circle on the outside.

## Chant

---

Make a beat with the kids. Use drums and percussion.

### Words

- What you got to do?

*Play fair! Yeah!*

- What you got to do?

*Play fair! Yeah!*

- What you got to do? What you got to do? What you got to do?

*Play fair! Yeah!*

*One team! Yeah!*

*Train to play fair! Yeah! Yeah!*

*Yeah!*

## Fun game

*Choose one or two of these options.*

## Cross the circle

---

All the players stand in a large circle.

The leader says “cross the circle if you are wearing red.” All those players wearing *red* must run across the circle and find a new place.

The leader continues the game by calling different categories such as age, color of eyes, birthday month, favorite food, etc.

Repeat the game.

## 3-6-9, HEY!

---

Counting and focus challenge. The group must count as high as they can without saying 3, 6 or 9. They can only clap or nod those numbers.

Group stands in a circle. The game starts by everyone saying, “3-6-9, hey...3-6-9, hey!” while moving in to place.

After this is said twice the leader starts counting at 1. They say 1, and clap 1. The person to their left says and shows two (they say “2” and clap 2 times) and

at 3, the player says nothing and claps 3 times, or nod/move their head the right number of times.

Every number that has a 3, 6, or 9 in it must not be said. Instead that person must clap or move the head or shoulder. (*Examples: 3, 6, 9, 13, 16, 19, 23...all the 30's, etc.*)

This game can be played as an including game, or excluding game to find a winner, i.e. if the person says and shows the wrong number or doesn't do anything they are out.

<https://www.youtube.com/watch?v=3gHj-rl3VWk>

## **2. Discovery game**

*Choose one or two of these options.*

### **Robot race**

---

Players are divided into teams of 3. Player 1 in each team is blindfolded.

A ball or object is placed anywhere in the games area. Player 1 must get the ball. Player 2, facing the play area, can

see the object but cannot speak. They can only direct player 3 by using their hands. Player 3, sitting and facing player 2, cannot see the play area. Player 3 sees the directions of player 2 and then guides player 1 by shouting directions to reach the object.

All teams play at the same time, and the first team to find the object wins. Play again and change the roles in each team.

### ***Debrief***

During the game watch and be curious. Notice how players want to break the rules when they get frustrated.

- Who thought the game was easy?
- Who was tempted to look?
- Did any teams try to work around the rules?
- What rules are you tempted to break in life?

### **Good play and bad play**

---

Children play freely with a football. The leaders will observe who is showing bad

teamwork (e.g., not passing the ball or trying to hurt others). Observe and exclude those players silently to the side and let others continue play.

After 5 minutes, stop and ask all players why some have been excluded.

- Ask what is good play and what is bad play?

Give everyone another chance to play fairly.

### ***Debrief***

- What differences did you notice with the first play, and the second play?
- How can we, in the heat of playing football, make fair play choices?
- What rules are you tempted to break in life?

## **3. Football stories**

### **Football dilemma**

---

All the kids sit in a big circle. Four leaders play football in the middle. Two verse two. One player knocks an opposition over and then scores a goal.

## VAR slow motion

A commentator describes what happened as the player is knocked over before a goal is scored.

- What's happening in this situation?

## Stories on fair play

*Choose one of these stories to tell about fair play or tell a good story from your own experience.*

### Story 1

Miroslav Klose was the highest goal scorer for Germany. He scored 71 goals in his career. He was a very talented striker.

In one game he looked like he scored a goal in the first few minutes of the match. The referee was ready to award the goal when Klose told the referee that he had touched the ball with his hand as he scored. You cannot touch the ball with your hand. So, the goal wasn't awarded, and Klose was

yellow carded. All the players respected him for his fair play.

Although he scored the most goals, he is most remembered for being a fair player by his team and opposition.

## Story 2

It was the final game of the competition, and Coach Joe's team stood in 9th place out of 12 teams. His last game was against the top team, who would become champions if they won. The day before the game, the opponent's coach called Coach Joe and asked if he would deliberately lose the game so that they could win the championship. The other coach offered to buy him a new set of uniforms and equipment for the next season if Joe agreed. Coach Joe refused his request, choosing rather to be a good role model for his players. The opposing coach didn't like the decision. Coach Joe's team played inspired but lost 2 -1.

The team respected their coach's decision to play fairly and act with integrity.

## Small groups

Sit in a circle with a small group of children. Discuss the story and the Football Dilemma.

- What does it mean to play fair?
- What tempts you not to play fair?
- What are the consequences of playing fair?
- What are the consequences of not playing fair?

## 4. Reflection and challenge

### Leader summary

What will make you most satisfied in a game? It is to play the game well and with integrity and truth. If you do this, you will ultimately win whether you score the most goals or not.

## Stop and think

---

- What will you stop doing from today?
- What can you start doing to be a fair and truthful player?

## Clock

---

All the children stand in two circles one inside the other. The two circles face each other. Move in opposite directions, one will move clockwise, and the other will move anticlockwise. When a leader says stop each child will be standing opposite another child.

In those pairs share with each other.

- What is a fair play?
- What is a fair play you struggle to do?
- What is fair play you like to see?
- Who plays fair and really inspires you?

## Chant (repeat)

---

- What you got to do?

*Play fair! Yeah!*

- What you got to do?

*Play fair! Yeah!*

- What you got to do? What you got to do? What you got to do?

*Play fair! Yeah!*

*One team! Yeah!*

*Train to play fair! Yeah! Yeah!*

*Yeah!*

# Session 4

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## Go for it!

---

**Value**

---

Courage

**Main idea**

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Be brave, focus beyond your fear and  
keep going forward.

**Outcomes**

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- Don't give up
- Be brave
- Overcome your fears

# Session 4

## 1. Welcome & fun

### Run through the lines

---

All the children stand in two lines facing each other 2 metres apart. Starting with the children at one end, they run between the two lines and reform the lines when they get to the end. High five as you run through the lines.

### Leader welcome and story

---

Welcome all the children. Leader tells a story about a time they were afraid and had to show courage.

### Big questions

---

- What are you afraid of? Pair and share.

### Dribble tag

---

All kids stand randomly in an area. Five children are given a ball to dribble and must tag other children and dribble the

ball as they do it. The child who is tagged becomes the new dribbler.

## Chant

---

Make a beat with the kids. Use drums and percussion.

### Words

- What you got to do?

*Go for it! Yeah!*

- What you got to do?

*Go for it! Yeah!*

- What you got to do? What you got to do? What you got to do?

*Go for it! Yeah!*

*Play fair! Yeah!*

*One team! Yeah!*

*Train to play!*

*Yeah! Yeah! Yeah!*

## 2. Fun game

*Choose one or two of these options.*

### Ninja game

---

This is an action-based game that involves speed, strategy, and skill. The goal is to be the player with the quickest reflexes – the *ultimate ninja*.

Players stand in a big circle. Everyone says the words, “Ultimate... Ninja!” and then pose in a ninja stance. Choose one person to begin the game. On a player’s turn, they can try to strike someone’s hand with one motion or make one movement (e.g., Move one step).

Players try to eliminate others by successfully hitting their hands. The game is played clockwise, with each person taking a turn. On your turn, you are allowed one motion: (1) an attempt to hit another person’s hand with your hand, or (2) one movement, such as taking a step in any direction.

When a player is trying to hit your hand, you are allowed one motion to dodge

the strike; however, you must hold this new position once you dodge.

For example, when a person named John tries to hit another person's hand (Sally), Sally is allowed to move her arm backwards to dodge; however, Sally must hold this new pose until it's her turn (or until someone else tries to strike her hand).

If a player successfully hits your hand, you are *out* and you must leave the circle. The last person remaining wins.

## **Superman game**

---

Players stand randomly around the room. The leader calls out commands that the players need to obey. As they obey the actions, they also arrange themselves into teams – invite teams to make up funny sounds for their actions.

These are the commands:

**Superman:** one player. Action – arms outstretched in front of body.

**Dancing:** two players. Action – two people dance together.

**Traffic lights:** three players. Actions – players arrange themselves at different heights with arms out.

**Sunflower:** four players. Actions – hold hands in a circle and lean in and out together.

**Canoe:** five players. Actions – stand in a line and pretend to paddle.

Continue calling out commands in random order.

## 2. Discovery game

### Sightless soccer

---

Divide into pairs. One is blindfolded and the other will be their coach. The blindfolded player must dribble the soccer ball down the field about 10 meters and through a goal.

The blindfolded player must score the goal following the guidelines given by their partner. If there are enough balls everybody could play at once.

### ***Debrief***

During the game watch and be curious. Notice how players listened and obeyed. Then ask 5 questions to facilitate discussion, e.g.,

- How did the blindfolded player feel?
- What was the experience of the partner?
- Who had the most courage?
- Who needed the most encouragement?
- Who is guiding you in your life - are they guiding you in a right way or not?

### **3. Football stories**

#### **Football dilemma**

---

The children sit in a big circle. Four leaders stand in the middle. One is the coach. The other three are players do a drill. The coach is throwing the ball to the players to chest or head the ball back, but one player is afraid and keeps turning or kicking the ball back. The other players laugh, the coach helps the frightened player to overcome their fears.

- How can we develop courage?
- What would you do in this situation?

## Stories on courage

*Tell this story or tell a good story from your own experience.*

### Story 1

This story is about one of the best players of all time, but he had times when he was afraid for his future.

He was born in a poor part of Argentina and started playing football when he was five and was coached by his father. He showed lots of potential and scored 500 goals as a junior. But he was diagnosed with an illness when he was 10. It stopped him growing. His football career was over. He was afraid about what would come next. He couldn't find anyone to help locally. The medicine was more than his family could afford.

A big football club in Spain saw his potential and paid for the

expensive medicine to help him grow properly. He got better and played football. He became a champion.

He learned to show courage in the hard times. He continued to find a way forward. He overcame his fears.

This player is Lionel Messi.

## Small groups

Discuss the story in a small group and the Football Dilemma.

- What do you think Messi was afraid of?
- What can help you overcome your fears?
- Who can encourage you?

## 4. Reflection and challenge

### Leader summary

It might surprise you, but brave people still get scared. However, they don't let fear stop them from

doing something new. What will encourage you to be courageous?

## Stop and think

---

- Name three people who can help you when you are afraid (they are encouragers, they give us courage).
- What small step can you take to be more courageous?

## Bump

---

Players stand in pairs or threes. All players place their fists in the middle of their huddle, one fist on top of the other so that player's hands alternate.

When leader says **up** the bottom hand comes to the top. When leader says **down** the top hand comes to the bottom. When leader says **bump**, the player with the top hand raises it to knock the hand of the player below, who tries to move their hand to the side to avoid the bump.

The leader calls instructions randomly. Go fast and slow to make it more fun!

## Chant (repeat)

---

### Words

- What you got to do?

*Go for it! Yeah!*

- What you got to do?

*Go for it! Yeah!*

- What you got to do? What you got to do? What you got to do?

*Go for it! Yeah!*

*Play fair! Yeah!*

*One team! Yeah!*

*Train to play!*

*Yeah! Yeah! Yeah!*

# Session 5

## Win the game

### Value

Respect

### Main idea

Respect yourself and respect others to be a winner.

### Outcomes

- Self-esteem
- Respect others
- Listen well
- Empathize with others

# Session 5

## 1. Welcome & fun

### Crazy claps

---

Clap hands. Easy. Now clap hands with a partner. One uses their left the other their right. Watch the leader carefully and clap only when the leader claps.

Easy or hard?

### Leader welcome and story

---

Welcome all the children. Leader tells a story about a time they didn't respect someone, and things didn't work out well.

### Big questions

---

- Who do you respect? Pair and share. Invite Kids call out answers about who they respect.
- Why do you respect these people?

## Football – Paper, scissor, rock

---

Make an action for striker, goalie and offside.

- Striker beats goalie
- Goalie beats offside
- Offside beats striker

Players stand in pairs and play Paper, Scissors, Rock as a competition. (Paper beats rock, scissors beat paper, rock beats scissors).

After there is a winner in the best of three competitions, the loser follows the winner as a cheer squad. The winner then finds a new person to compete against.

The winners keep competing against the winners while the losers become part of the cheer squad for their victor. Each cheer squad will become bigger and bigger.

## Chant

---

Make a beat with the kids. Use drums and percussion.

## Words

- What you got to do?

*Win the game! Yeah!*

- What you got to do?

*Win the game! Yeah!*

- What you got to do? What you got to do? What you got to do?

*Win the game! Yeah!*

*Go for it! Yeah!*

*Play fair! Yeah!*

*One team! Yeah!*

*Train to play! Yeah! Yeah! Yeah!*

## Fun game

*Choose one or two of these options.*

### This is 'me' game

Play in pairs.

The goal is to non-verbally communicate whatever you feel is important for your partner to know about you. You can draw or act out

things. But you may not use words or write.

After 2 minutes have the other partner share what they think they understand about their partner.

Then swap roles.

Once both are finished, each pair joins another pair and introduces their partner and what they discovered in the exercise.

## **Ha-ha game**

---

All the players sit in a circle.

Tell all the players they must remain as solemn and serious as they can throughout the game.

Pick one player to start the game saying “Ha” once.

The player standing next to him says the word “Ha” twice.

Following this pattern, the third player says “Ha” three times.

As the game progresses, eliminate any players who laugh or make noise when

it is not their turn. The player who avoids laughing throughout the game wins.

To keep everyone in the game, restart the game when anyone laughs.

## 2. Discovery game

*Choose one or two of these options.*

### **Frantic**

---

Divide players into 4 even teams (e.g. 8 in each team). Each team lines up at a corner of a square 8 x 8 meters. Each team has a hoop in front of them and there is a hoop in the center. The hoop in the center will have 10 objects in it (e.g. balls or shoes.)

On 'GO' the first person from each team must run to the center to bring an object back to their team's hoop, then tag the next person in the line. The next person can either run to the center to bring back an object or go to another team's hoop to 'rob' an object and bring it back.

The game continues in this way. Only one object can be moved at a time. You cannot stop someone robbing an object.

The first team with **all** objects in their hoop wins.

NOTE: This is impossible unless all the teams strategize to help one team win. Don't tell them that this is the idea of the game!

### ***Debrief***

- Where did you see competition in this game?
- Where did you see respect in this game?
- Can respect and competition happen at the same time? How?

### **Rag and bottle**

---

Equal teams line up facing each other 5 meters apart. Number the players on both teams (1,2,3 ...).

Place a half-filled plastic bottle in the middle. Then place 2 wet towels on the floor at equal distances from the bottle.

When the leader calls a number, that player from each team runs to their team's towel and throws it at the bottle, trying to topple it. If it does not fall, the player must go pick up the towel, go back to the shooting spot, and then try again.

The player that knocks over the bottle first wins a point for their team. Continue playing by calling new numbers.

- Was it easy to fail at this game? Why?
- How do you overcome failure?
- How did you react to other people failing at this game? Did you choose respectful or a disrespectful attitude?
- How do we show respect when people are trying hard, even if they are not succeeding?
- What is an area in your life that you can apply what you have learned in this game?

### 3. Football stories

#### Football dilemma

---

The children sit in a big circle. Four leaders stand in the middle. They are playing two on two. In a tackle one player falls over. The opponent comes over and helps the player to their feet and sees that they are alright.

Go to the VAR

The players do it in slow motion as the commentator describes the action and how the players respect each other.

- What would you do in this situation?

#### Story on respect

---

*Tell this story or tell a good story from your own experience.*

##### Story 1

It's important to respect our teammates and our opposition.

A player called Eric Abidal was playing in his last season when he developed liver cancer. His

teammates were worried for him and wanted to honor him.

In one of Abidal's last matches, the team played and won the Champions League Final in May 2011. Amazingly, Abidal played the whole match. The captain of the team, Carles Puyol, gave his captain's armband to Abidal so that the sick player could hold the trophy first. What an honor!

Then everyone in the league wore t-shirts saying 'Get Well Abidal'. At one match they even applauded him for 22 minutes as 22 was the number on his jersey. They respected him as a friend and an opponent!

## Small groups

Sit in a circle with a small group of children. Discuss the story and the Football Dilemma.

- How did the players show respect to Abidal?

- How can you show respect in the game? At school? At home?

## 4. Reflection and challenge

### Leader summary

We all love to be respected. It feels good. If you want to be respected, you must first respect others. How can you do that?

### Stop and think

- What will you stop doing from today?
- What can you start doing to respect others more?

### The human machine

Divide group into teams of 6 -10 players. Each team will need to build a machine with their bodies. Each machine is built creatively as each person finds a way to be a moving part of the machine.

### Chant (repeat)

#### **Words**

- What you got to do?

*Win the game! Yeah!*

- What you got to do?

*Win the game! Yeah!*

- What you got to do? What you got to do? What you got to do?

*Win the game! Yeah!*

*Go for it! Yeah!*

*Play fair! Yeah!*

*One team! Yeah!*

*Train to play! Yeah! Yeah! Yeah!*

# Session 6

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# The captain's voice

---

**Value**

---

Influence

**Big Idea**

---

Lead yourself and lead others through  
your influence.

**Outcomes**

---

- A good leader serves
- Everyone can be a leader somewhere
- Lead by being a good example to others

# Session 6

## 1. Welcome & fun

### **Big fish small fish**

---

The leader stands at the front so everyone can see.

They say, ***BIG FISH*** and show actions of holding a small fish with hands. When the leader says, ***small fish***, show the actions of a big fish with hands.

Everyone must do the correct action that goes with what is said (the opposite action to the leader).

The leader tries to trick the group by picking what to say randomly.

### ***Debrief***

- Why do players get confused? (Focus on following and copying. How a leader influences).

## Leader welcome

---

Leader welcomes all the children.

Leader tells a story about a time they didn't lead others very well.

## Big question

---

- Who is a leader here?
- What makes a good leader?

Pair and share. Or invite the Kids to call out answers.

## Dizzy shooting challenge

---

Everyone stands in a big circle. Place a football in the middle and a small goal toward the edge of the circle. Ask the player to turn around 10 times and then kick the ball at goal. It's hard to do when you're dizzy. It's also fun to watch.

## Chant

---

Make a beat with the kids. Use drums and percussion.

Words

- What you got to do?

*Lead your team! Yeah!*

- What you got to do?

*Lead your team! Yeah!*

- What you got to do? What you got to do? What you got to do?

*Lead your team! Yeah!*

*Win the game! Yeah!*

*Go for it! Yeah!*

*Play fair! Yeah!*

*One team! Yeah!*

*Train to play! Yeah! Yeah! Yeah!*

## **Fun game**

*Choose one or two of these options.*

### **Le position - chant**

---

Ask the group to stand in lines or in a large 'U' shape. The leader stands at the front to lead the song with the actions. See videos for actions.

Lyrics and actions

Leader calls: **Le position**

Players respond: **HUUGH!** (*Sumo stand*)

(Repeat)

Leader calls: **Muggateetsee**

Together say: **Muggateetsee,**  
**Muggateetsee,**

**Muggateetsee,** (*Jumping sideways together*)

**HUUGH!** (*Sumo stand*)

(Repeat with different Muggateetsee actions, e.g. marching feet, star jumps, sideways jumps, shuffle around in a circle)

[Link to video](#)

<https://www.youtube.com/watch?v=99qkwrUc14E>

## [Shark tank tag](#)

---

Mark out a play area the size of a basketball court. This is called the **Shark Tank**. Players stand on the end line of the court. Outside of this is *out of bounds*. One player is chosen to be the **shark**. They must try to tag players as they cross the tank. The leader gives

instructions about who may cross the tank. Some ideas for clues would be:

- Whoever has glasses... run across the tank!
- Whoever has black hair.... run across the tank!

If a shark tags a player, they must freeze and turn into a piece of seaweed.

## 2. Discovery games

### Blind Relay

---

Divide the group into teams of 8-12 people. Each team will then divide into pairs. One in each pair is blindfolded while the other will be their coach. Set a marker 20 meters from the start line.

On GO, the first pair from each team need to go to the marker and back. The blindfolded player is helped by their coach. They will then tag the next pair so they can set off on the relay. It continues until the all the pairs in each team have completed the course.

The winning team will have completed the course successfully first.

- What made this hard?
- What helped you to be successful?
- Who had the harder job?
- Who had to trust?
- Who had to lead?

### Throw the ball/frisbee

---

Work in teams of about 10 or 20 people in an outside area. Give each team a ball or Frisbee to throw and catch as they move around the area. Each team counts the number of times they can keep the ball from hitting the ground. After some practice modify the game. The team must notice and criticize every mistake the team makes.

Continue to count successful passes. After 2 minutes reset. Now ask the team to only say encouraging comments and throw the Frisbee again. Count how many times you can pass it continuously.

- What did you notice happened in the experiment?

- How could you influence others in the game? Negatively? Positively?

### 3. Football stories

#### Football dilemma VAR

Three players are playing football. One is the captain with an armband on. The two other players begin to argue and won't pass to each other.

Ask the kids:

- What should the captain do?
- The leaders demonstrate the scenarios that the kids suggest and then ask which one would work best.

#### Football story

*Tell this story about self-discipline or tell a good story from your own experience.*

##### Story 1

This team was considered the best of all time, consisted of many stars such as Pelé, Rivelino, Tostão,

Gérson and Jairzinho. But they needed a leader. Who would be the captain of the team to handle so many stars?

So the players decided to vote. Carlos Alberto Torres was chosen.

Torres wasn't the star player!

He didn't score many goals as he was a wing back.

He was not the player who was paid the most!

So why was Torres chosen to be captain?

"He had to be the captain, and no one else," said the player Gérson. "When Carlos Alberto spoke, even Pelé lowered his head."

Torres was respected by everyone – even by Pelé, the best player of all time. Everyone on his team and even the opposition respected him. He was a leader because everyone followed him and his example.

## **Small group**

Sit in a circle with a small group of children. Discuss the story and the Football Dilemma.

- How did the captain respond in each scenario?
- Who do you lead?
- How could you lead them better?

## **4. Reflection and challenge**

### **Leader summary**

How do you know if you are a leader? Turn around and see who is following you. We all have influence to lead others. Make your influence positive.

### **Stop and think**

1. What will you stop doing from today?
2. How can you be a better leader going forward?

## Listen to the shepherd

---

Create an obstacle course out of chairs and other objects. One player is a sheep and stands in the middle of the course blindfolded or keeping their eyes closed. Another player is a ***good shepherd*** and gives verbal instructions to the sheep to guide them out of the course. Have other players be ***bad shepherds*** telling the sheep the wrong instructions.

- Was the shepherd a good leader?
- Was it hard to hear the good shepherds voice?
- What do you notice about good and bad leadership from this?

## Chant (repeat)

---

Words

- What you got to do?

*Lead your team! Yeah!*

- What you got to do?

*Lead your team! Yeah!*

- What you got to do? What you got to do? What you got to do?

*Lead your team! Yeah!*

*Win the game! Yeah!*

*Go for it! Yeah!*

*Play fair! Yeah!*

*One team! Yeah!*

*Train to play! Yeah! Yeah! Yeah!*