INTRODUCTION

The UNICEF Education in Emergencies (EiE) Handbook is a tool that provides training and curricular guidance in support of UNICEF pre-packaged education kits. This is the first version of the handbook and it has only been partially field tested. As such, all feedback is critical and welcome to help inform the planned revision. Please contact the Education Unit at UNICEF Supply Division with all relevant input, criticism and suggestions.

The handbook is available in French and English. Each education kit shipped from Supply Division will contain the relevant module. Module One, the overall guidance module, is available upon request, or on the UNICEF website, along with all the other modules.

ACKNOWLEDGEMENTS

The Handbook was developed over eighteen months by UNICEF staff from the Programme Education sections in New York and Geneva and from Supply Division in Copenhagen. This document was developed through a consultative process led by a consultant that was guided by a reference group composed of UNICEF staff from Country Offices, Regional Offices and HQ locations. It was also independently reviewed at various stages by other UNICEF staff. A special thank you goes to all those who supported this project.

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KEY TERMINOLOGY

Definition of Child: The terms child and children refer to all children and young people from birth to 18 years of age, as specified in the UN Convention on the Rights of the Child. If a particular age group of children is intended, this will be made clear in the text.

Age groups: It is important to highlight that age groups can vary according to context and culture. Indicatively the Handbook targets the age groups below:

1) Infants, toddlers and pre-school children approximately from birth to seven/eight years.
2) Young adolescents between ten and fourteen years.
3) Older adolescents between fifteen and nineteen years.
4) Youths are adolescents and young adults between the ages of fifteen and twenty-four years
   (Reference: United Nations definitions)

Definition of Pupil(s) and Student(s): Terms pupil(s) and student(s) refer to children taught by a teacher. They are interchangeable.

Definition of Instructor(s), Caregiver(s) and Teacher(s): The term instructor(s) refers to the personnel implementing the semi-structured recreational activities (Module Two). The term caregiver(s) refers to the personnel implementing early childhood education activities (Module Three). The term teacher(s) refers to the personnel implementing basic primary education and primary mathematics and science education (Module Four, Module Five and Module Six).

NOTE Volunteers are non-paid members of the local community who voluntarily help in the implementation of the activities. They are not members of staff but they should sign a Code of Conduct.

Definition of Trainer(s): The term trainer(s) refers to the personnel delivering the training to instructors, caregivers and teachers (Module One).

Definition of Trainee(s): The term trainee(s) refers to those who receive training. They can be (1) the trainers during the Training of Trainers (TOT) or (2) the instructors, caregivers and/or teachers receiving the training from the trainers.

Definition of Child-Friendly Spaces/Environment(s): The term Child-Friendly Spaces/Environment(s) (CFS/Es) is used in a broad sense. It is important to highlight that there is a broad and developing literature on the definition(s) of CFS/Es that involves different disciplines. Also the terminology used to indicate CFS/Es can vary among agencies. In the Handbook the term CFS/Es can refer to:

- CFS/Es, which are ‘places designed and operated in a participatory manner, where children affected by natural disasters or armed conflict can be provided with a safe environment, where integrated programming including play, recreation, education, health, and psychosocial support can be delivered and information about services/supports is provided. Generally Child-Friendly Spaces refer to relatively short to medium term programme responses. They are very often operated from tents and/or temporary structures (e.g. in schools, under a tree or a vacant building).’ UNICEF, 2009, A Practical Guide for Developing Child-Friendly Spaces’, p.9.
• Temporary Learning Spaces (TLS), which are set up in the immediate aftermath of an emergency.
• Alternative Learning Spaces (ALS), which can be ‘set up just about anywhere according to the context. Alternative learning spaces can be churches, mosques, temples, community halls, rooms within the community chief’s office, libraries, a compound, allocated land and an unused room in a private house or even a boat’. UNICEF, 2009, ‘Child Friendly Schools Manual’, Chapter 4, p.22.
• Existing or rehabilitated schools.
• Child Friendly Schools (CFS) as defined in the UNICEF, 2009, ‘Child Friendly Schools Manual’.


KEY GRAPHIC MARKS:

The following icons aim at facilitating the comprehension of the text:

1. KEY MESSAGE summarises important learning content in a nutshell.
2. TRAINING provides indications on how to convey the KEY MESSAGES during the training session.
3. NOTE indicates a suggestion, tip, encouragement, clarification and idea.
4. THINK invites readers to reflect on their own experience and context.
5. LEARNING OUTCOMES indicates what is expected to be learned. It can help in monitoring and evaluating the progress of learning.
6. TABLES are lists of items.
7. PICTURES are visual examples of key concepts described in the text.
8. BOX summarises general contents and helps to visualise them all together.
9. SAMPLES are examples of what teachers and caregivers are expected to do.
10. YOUR ROLE summarises what is expected from the trainer in Module One and from the instructors, caregivers and teachers in Modules Two, Three, Four, Five and Six.
11. CASE STUDY are examples of education interventions already implemented.
12. CHECK LIST indicates important points to consider before and during the implementation of the activities.
13. ACTIVITY indicates the beginning of a new chapter in a unit.
INTRODUCTION TO TEXT

1. Rationale of the EiE Handbook

The right to education is most at risk during emergencies and during the transition period following a crisis. In conflict-affected countries, 28 million children of primary school age were out of school in 2011 – 42 per cent of the world total. Only 79 per cent of young people are literate in conflict-affected countries, compared with 93 per cent in other poor countries. Moreover, children living in conflict are twice as likely to die before their fifth birthday as children in other poor countries.

The Core Commitments for Children in Humanitarian Action – the CCCs – constitute UNICEF’s central humanitarian policy to uphold the rights of children affected by humanitarian crisis. They are a framework for humanitarian action, around which UNICEF seeks to engage with partners. The updated CCCs continue to promote predictable, effective and timely collective humanitarian action and to clearly outline the areas in which UNICEF can best contribute to results including education.

In addition, the Inter-Agency Network for Education in Emergencies (INEE) has developed the Minimum Standards Handbook. The Handbook is designed to give governments and humanitarian workers the tools they need to address the Education for All movement and the UN Millennium Development Goals (MDGs). It is the first step toward ensuring that education initiatives in emergency situations provide a solid and sound basis for post-conflict and disaster reconstruction. Both instruments have been complementary and critical in the preparedness and response of the Inter-Agency Standing Committee (IASC) Humanitarian Reform launched in 2005 that established the education cluster approach.

UNICEF believes that education is not only a basic human right; it is an instrumental strategy for supporting recovery. It not only restores schooling and all its related benefits to affected people, it also helps countries transform and rebuild the institutions and systems destroyed during the emergency. Re-establishing education after an emergency not only safeguards children’s fundamental right to education, it also plays a critical role in normalising their environment. This helps them overcome the psychosocial impact of disasters and conflict.

**Back-to-School (BTS) Initiatives:** a strategy to put into action the CCCs

UNICEF and partners coordinate with Ministries to provide safe temporary learning spaces; teaching and learning materials; and training of teachers, parents, education officials and others to provide quality education, reduce drop-out and promote student retention. In essence, the BTS initiative offers a way to put the CCCs into practice.

With the introduction of the first UNICEF-supported BTS Initiative after the Rwandan genocide in 1994, these initiatives have become a powerful first response and strategy in facilitating access to protective learning environments for approximately 27 million children affected by conflict and natural disasters. These initiatives have been implemented with great success in over 55 countries in the period 1994-2012, including Afghanistan, Côte d’Ivoire, Haiti, Lebanon, the State of Palestine, South Sudan, and Uganda. BTS Initiatives are characterised by 1) the establishment of robust targets for numbers of children to return to some form of education as quickly as possible after the onset of the emergency, 2) rapid deployment of education supplies in the form of kits as well as teaching and learning materials to aid in resumption of education, 3) establishment of some form of temporary learning infrastructure as needed, combined with the rapid
repair of damaged schools, and 4) intensive advocacy, communication and social mobilisation efforts with governments, communities, donors and partner organizations.

The Handbook aims at providing training and curricular guidance related to existing pre-packaged materials or kits. It is intended to strengthen the impact of UNICEF from the initial first response of pedagogical supplies to one of fostering learning, growth and development. With the Handbook, the education kits, and proper teacher training, it will be possible to extend the utility of the individual kits, improving the quality of the initial education response in BTS initiatives.

2. Objectives of the Handbook

a) To provide curricular guidelines and instructions on how to use the teaching aids contained in the kits for teachers, caregivers and instructors working in emergency contexts. A printed copy of each curriculum is contained in the related kit.

b) To provide training guidelines for the trainers involved in the emergency response.

The complete Handbook is available for download via the UNICEF website.

3. Overview of the Handbook

BOX 1: Overview

<table>
<thead>
<tr>
<th>MODULE</th>
<th>CURRICULUM</th>
<th>KIT</th>
<th>TARGET GROUP(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module One</td>
<td>Guidelines for Training of Trainers</td>
<td>No specific kit</td>
<td>Trainers</td>
</tr>
<tr>
<td>Module Two</td>
<td>Recreation Kit Guidance</td>
<td>Recreation Kit</td>
<td>Instructors</td>
</tr>
<tr>
<td>Module Three</td>
<td>Early Childhood Development Kit Guidance</td>
<td>Early Childhood Education (ECD) Kit</td>
<td>Caregivers</td>
</tr>
<tr>
<td>Module Four</td>
<td>School in a Box Kit Guidance</td>
<td>School-in-a-Box (SiB) Kit</td>
<td>Teachers</td>
</tr>
<tr>
<td>Module Five</td>
<td>Mathematics Kit Guidance</td>
<td>Primary Mathematics Kit (PMK)</td>
<td>Teachers</td>
</tr>
<tr>
<td>Module Six</td>
<td>Science Kit Guidance</td>
<td>Primary Science Kit (PSK)</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

4. Target groups of the Handbook

The Handbook targets three groups:

a) The actors involved in the preparedness and coordination of the education response to emergencies. These actors are responsible for purchasing the teaching aids, identifying and setting up the learning spaces and providing the training of trainers and of teachers, caregivers and instructors according to the contextual needs and priorities. They are UNICEF personnel from HQ, Regional and/or Country Offices and Focal Points and representatives of the Ministry of Education (MOE) or other Education Authorities involved in the preparedness and coordination of the education response in emergencies. They can be members of staff of Implementing Partners (IP) such as International Non-Governmental Organizations (INGOs), National Non-Governmental Organizations (NGOs) and local Community Based Organizations (CBOs) and/or practitioners.
b) The trainers involved in the training of teachers, caregivers and instructors before (pre-service training) and possibly also during (in-service training) the response to the emergency according to the specific contextual needs. Usually the EiE/C trainers are trained in advance and are strategically positioned, for example in Regional Offices, in order to provide a rapid response to emergencies.

c) The teachers, the caregivers and the instructors who directly implement the EiE curricula with the support of the teaching aids contained in the related education kit.

5. Overview of the UNICEF Education Response in Emergencies

The UNICEF education response in emergencies takes a ‘phased-approach’. Box 2 below provides an overview by phase. It is important to highlight that the Handbook can also be used in non-emergency settings.

BOX 2: Overview of the UNICEF Education Response in Emergencies

<table>
<thead>
<tr>
<th>PHASE</th>
<th>TIME-LINE</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHASE ZERO:</td>
<td>Preparedness: Before the emergency.</td>
<td>• Trainers are identified and trained.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The UNICEF education kits are strategically pre-positioned.</td>
</tr>
<tr>
<td>PHASE ONE:</td>
<td>Rapid Response: The first eight weeks from the onset of the emergency. Acute phase of the emergency.</td>
<td>• CFS/Es are identified and set-up according to the context.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Education kits are distributed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Semi-structured recreational activities are implemented and are linked to non-formal education programmes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teachers, caregivers and instructors are recruited and trained.</td>
</tr>
<tr>
<td>PHASE TWO:</td>
<td>Early Recovery: Approximately between eight weeks and six months from the onset of the emergency. Acute phase of the emergency.</td>
<td>• Non-formal education is implemented while the national education system is rehabilitated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The national curricula and the related textbooks in use before the emergency are recovered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If it is not possible to recover the national curricula and the related textbooks, new national curricula are developed in collaboration with the Ministry of Education (MOE) or other Education Authorities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Textbooks related to the new curricula are developed and printed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In the case of refugees, links are established with the education curricula of the country of origin.</td>
</tr>
<tr>
<td>PHASE THREE:</td>
<td>Transition Phase: After approximately six to eight months from the onset of the emergency.</td>
<td>• Children resume formal schooling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The formal curriculum is introduced.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Textbooks are distributed.</td>
</tr>
</tbody>
</table>

• Types of Education provided by the EiE Non-Formal Curriculum

The EiE/C Non-Formal Curriculum provides different types of education according to the specific context and needs.

**Formal Education** refers to the national education system of a country implemented and managed by the Ministry of Education (MoE) or other Education Authorities. Formal education implies the existence of national curricula and related textbooks. UNICEF EiE/C Primary Mathematics Education (Module Five) and Primary Science Education (Module Six) are intended as an extra support to existing curricula and reference textbooks.

**Non-Formal Education (NFE)** targets specific disadvantaged groups who due to their circumstances need ad-hoc, tailored educational programmes. Alternative Learning Programmes (ALP) for Refugees and Internally Displaced People (IDPs) are an example of NFE. NFE programmes are not an alternative to formal education. Early Childhood Development Education (Module Three) and Basic Primary Education (Module Four) are also NFE programmes.

**Informal Education** is complementary to Formal and Non-Formal education programmes. Informal Education provides extra-curricular activities in informal settings, such as youth clubs or informal groups. Informal Education activities are not implemented during Formal or Non-Formal Education hours. Informal Education is not a substitute for Formal or Non-Formal Education. Recreational Activities (Module Two) provide Informal Education activities.

**BOX 3: Types of Education provided by the UNICEF EiE/C Curriculum**

<table>
<thead>
<tr>
<th>CURRICULUM AND KIT</th>
<th>TARGET GROUP</th>
<th>TYPE OF EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education – ECD Kit</td>
<td>Approximately 0 – 6 year-old infants, toddlers and pre-school children</td>
<td>Non-formal Education</td>
</tr>
<tr>
<td>Basic Primary Education – School-in-a-Box (SIB) Kit</td>
<td>Approximately 7/8 – 19 year-old children and adolescents</td>
<td>Non-Formal Education for Beginners (B) and Non-beginners (N).</td>
</tr>
<tr>
<td>Primary Mathematics Education – PMK</td>
<td>Approximately 7/8 – 19 year-old children and adolescents</td>
<td>Formal Education</td>
</tr>
<tr>
<td>Primary Science Education – PSK</td>
<td>Approximately 7/8 – 19 year-old children and adolescents</td>
<td>Formal Education</td>
</tr>
</tbody>
</table>
• **Deployment of the UNICEF Education Kits**

The deployment of the UNICEF education kits is in line with the different phases of the emergency. BOX 4 below provides an indicative overview of the deployment of the kits by phase.

**BOX 4: Deployment of the Education Kits according to the Phase of the Emergency**

<table>
<thead>
<tr>
<th>PHASE ONE: Rapid Response</th>
<th>Recreation – Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Early Childhood Development Kit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHASE TWO: Early Recovery</th>
<th>Recreation Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Early Childhood Development Kit</td>
</tr>
<tr>
<td></td>
<td>School-In-a-Box Kit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHASE THREE: Transition Phase</th>
<th>Recreation Kit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Early Childhood Development Kit</td>
</tr>
<tr>
<td></td>
<td>School-In-a-Box Kit</td>
</tr>
<tr>
<td></td>
<td>Primary Mathematics Kit</td>
</tr>
<tr>
<td></td>
<td>Primary Science Kit</td>
</tr>
</tbody>
</table>

• **Training related to the implementation of the Handbook**

The Handbook requires two sets of training:

- **Training of Trainers (TOT).** Trainers are trained on how to set-up and deliver the training to instructors, caregivers and teachers. Module One provides the training guidelines related to the EiE/C Curricula. Trainers are identified and trained on the Handbook during the preparedness phase.

- **Training of Instructors, Caregivers and Teachers.** Instructors, caregivers and teachers implementing the EiE/C Curricula should receive a pre-service training, which can be followed-up by an in-service training according to their specific needs and context. Instructors, caregivers and teachers are trained on the specific Module they are going to implement. Instructors will be trained on Module Two, caregivers will be trained on Module Three and teachers will be trained on Modules Four, Five or Six.
Welcome to Module Two of the **UNICEF Education in Emergencies (EiE) Handbook**. In this module you will learn how to plan and implement activities for a group of about 90 children between the ages of 7 and 18 using the recreational materials of the UNICEF Recreation Kit and the guidelines of the Recreational Activities Curriculum, in a context of emergency or in a setting with limited educational resources.

You are about to play a major role in the life of many children who find themselves in difficult and new circumstances, either because they are living in conflict areas or because they have survived a natural disaster. Many of these children have experienced traumatic and distressing events that suddenly changed their lives. It is highly likely that you have experienced the same events.

You may already have some experience in working with large numbers of children and adolescents, or you may be new to it. This module aims at providing practical guidelines and tools that can help you in your tasks as an instructor. However, the success of the activities provided will be determined by your engagement with the families, the local community and authorities, your capacity to deal positively with the challenges you will be facing, and your dedication to the well-being of the children and adolescents in your care.

You will be working closely with other instructors, and with parents, community members, local authorities and other support staff, to facilitate recreational activities and to build the necessary networks for supporting the enrollment of children and adolescents in non-formal education. If you are using the UNICEF EiE/C Recreation Kit to support informal extra-curricular activities, you will be working closely with the teachers to coordinate the educational and recreational activities provided. You will also be collaborating with UNICEF personnel and/or with the Implementing Partners (IPs) appointed by UNICEF. It is likely that many of the challenges you encounter will not be solved immediately—therefore, your patience, creativity and initiative will go a long way toward ensuring that your efforts are successful.

Please use the following guidelines in your best capacity and use your best judgment in applying them to your context. Thank you for your valuable contribution!
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UNIT ONE:

DESCRIPTION OF THE UNICEF EiE/C RECREATION KIT

CONTENTS

In this unit you will learn to identify the various materials contained within the UNICEF Recreation Kit, and how to restock them. Some of these materials may be new to you—therefore, it is very important that you take the necessary time to familiarize yourself with them.

YOUR ROLE is to familiarize yourself with the items contained in the UNICEF Recreation Kit, and understand how to use them in the implementation of the activities.

The objective of Unit One is to provide an overview of the materials contained within the UNICEF Recreation Kit.
ACTIVITY ONE:
What materials can I find in the UNICEF Recreation Kit?

The following table provides a list of the materials contained in the UNICEF Recreation Kit. It includes a picture, the quantity, and a short description of each of the materials. Read it carefully and check to ensure that all of the materials are present in the box you received. Take the time to count the materials and familiarize yourself with the contents.

NOTE: It is possible that some of the items listed in Table 1 are not the same as the ones you received in the box. Your task is to identify and record all of the items and the quantities you received, so that you can keep track of the materials and restock if necessary.

### TABLE 1: List of the materials contained in the UNICEF Recreation Kit

<table>
<thead>
<tr>
<th>#</th>
<th>ITEMS</th>
<th>PICTURE</th>
<th>QUANTITY in each box</th>
<th>DESCRIPTION AND USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior Handballs</td>
<td><img src="image1.png" alt="Senior Handball" /></td>
<td>2 senior handballs</td>
<td>Synthetic leather senior handballs. <strong>Use:</strong> To play handball games. Suitable for older children.</td>
</tr>
<tr>
<td>2</td>
<td>Junior Handballs</td>
<td><img src="image2.png" alt="Junior Handball" /></td>
<td>2 junior handballs</td>
<td>Junior handballs of 54-56 cm circumference and 325-375 g weight. <strong>Use:</strong> To play handball games. Suitable for younger children.</td>
</tr>
<tr>
<td>3</td>
<td>Professional Volleyballs</td>
<td><img src="image3.png" alt="Professional Volleyball" /></td>
<td>2 professional volleyballs</td>
<td>Professional volleyballs of 65-67 cm circumference and 250-280 g weight. <strong>Use:</strong> To play volleyball games. Suitable for older children.</td>
</tr>
<tr>
<td>4</td>
<td>Volleyball Net</td>
<td><img src="image4.png" alt="Volleyball Net" /></td>
<td>1 volleyball net without posts</td>
<td>Volleyball net 9.5 m long and 1 m high. Can be set up either with the help of 2 posts or by fixing the corners of the net to a solid surface. <strong>Use:</strong> To play volleyball games.</td>
</tr>
<tr>
<td>5</td>
<td>Junior Footballs</td>
<td><img src="image5.png" alt="Junior Football" /></td>
<td>2 junior footballs</td>
<td>Junior balls of 62-63 cm diameter and about 330-390 g. <strong>Use:</strong> To play football games. Suitable for younger children.</td>
</tr>
<tr>
<td>6</td>
<td>Professional Basketball</td>
<td><img src="image6.png" alt="Professional Basketball" /></td>
<td>1 professional basketball</td>
<td>Weight 650 g, 75-78 cm diameter. <strong>Use:</strong> To play basketball games. Suitable for older children.</td>
</tr>
<tr>
<td>7</td>
<td>Sponge Balls</td>
<td><img src="image7.png" alt="Sponge Balls" /></td>
<td>5 sponge balls</td>
<td>Different patterned sponge balls of 6-8 cm diameter. <strong>Use:</strong> To play games. Suitable for all ages.</td>
</tr>
<tr>
<td>No.</td>
<td>Item</td>
<td>Quantity</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Frisbees</td>
<td>4</td>
<td>Frisbees of 20 cm diameter. Use: To play outdoor games. Suitable for all ages.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Skipping Ropes</td>
<td>10</td>
<td>Each rope is 3 m long. Use: To play outdoor games and to mark playing fields. Suitable for all ages.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Pickets with Flags</td>
<td>6</td>
<td>White fiberglass flag-pole of 60 cm height with metal ground spike for easy insertion into the ground. Use: To demarcate playing fields.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Tabards Blue/Red</td>
<td>20</td>
<td>10 bib-style red and 10 bib-style blue washable tabards. Use: To distinguish playing teams.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Exercise Books</td>
<td>10</td>
<td>8 mm ruled A4 size exercise books. Use: To plan activities and to register attendance and details of children as pre-enrollment to non-formal education.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Double-sided Slates</td>
<td>20</td>
<td>Fiber slates. Use: To explain the rules of games and to communicate instructions.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Black Pens</td>
<td>10</td>
<td>Black ink pen. Use: To write on the exercise books.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>White Chalk</td>
<td>100</td>
<td>Use: to write on the slates or if crushed to mark the boundaries of playing fields.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Referees' Whistles</td>
<td>2</td>
<td>Use: To call the attention of players during games.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Inflating Kits</td>
<td>2</td>
<td>Use: To inflate the balls.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Measuring Tape</td>
<td>1</td>
<td>Use: To measure the playing fields.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>UNICEF T-shirt</td>
<td>1</td>
<td>Use: To identify the instructor or person in-charge.</td>
<td></td>
</tr>
</tbody>
</table>
20. UNICEF Cap | 1 baseball cap | **Use:** To identify the instructor or person in-charge.

21. UNICEF Bag | 1 UNICEF bag | **Use:** To carry recreational materials.

22. UNICEF Decal | 2 UNICEF decals | **Use:** To mark, when appropriate, materials (e.g., the Recreation Kit box).

23. Module Two: Recreational Activities | 1 booklet | **Use:** To guide the instructors in the implementation of the recreational activities.

24. Metal Box | 1 Portable metal box | The metal box is provided with 2 padlocks. **Use:** To store and carry the recreational materials.

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**NOTE** Not all Recreation Kits come in a metal box; occasionally the recreational materials are contained in a carton box.

**NOTE** Responsibility for the safe storage and transport of the Recreational Kit can be shared among the volunteers and the instructors.

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**Storage of the UNICEF Recreation Kit**

The metal box is designed to store the recreational materials safely. It is recommended to store the box with all of the contents in a safe place when the recreational activities are over.

Sometimes instructors do not use the materials for fear of spoiling the new items, and prefer to keep them in the head teacher’s office or in the store. UNICEF recreational materials are intended to be used in the implementation of recreational activities. Please make sure that you use the recreational materials in the implementation of the activities.

**YOUR ROLE** is to make sure that the recreational materials are used in the learning activities regularly, that they are available to all children, and that they are not lost, stolen or intentionally damaged.

**Maintenance and restock of the UNICEF Recreation Kit**

Recreational materials must be properly maintained to ensure safe play as well as long use. The material kits can be restocked through:

1. **External restock.** When recreational materials are not available locally, they are purchased externally, usually with the support of the UNICEF Supply Office or through the Implementing Partners (IPs).
2. **Local restock.** Recreational materials are purchased in the local market, usually through the IPs or with the support of the local community. If materials are purchased locally, make sure that they meet universal standards of good quality and safe use. Local restock encourages community participation and sustainability of the kits.

3. **Recycle local materials.** Use your imagination and identify local available materials like empty plastic bottles, bottle lids, pieces of wood, etc. that can be used in the development of recreational activities. Recycling local materials reduces costs and it encourages children to use their creativity in building their own toys.

To prolong the lifespan of the recreational materials and enjoy them for a longer time, make it a routine to check the items and keep a record of them. If something is missing, ask the children and/or other staff members or volunteers if they know where the materials are located. Sometimes it is easy to misplace things, especially if you are in a hurry to tidy up. Make it a routine to ask children and volunteers to return the recreational materials to the box after use. One idea is to appoint 1 or 2 older children to collect the recreational materials when activities are over.

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**NOTE**
Generally offices are very happy to give you scrap paper to recycle. Local shops are also very happy to give away packaging containers. Ask the shopkeeper to keep the materials for you.

**NOTE**
Remember NOT to leave materials outdoors, as rain, high temperatures and dew can cause damage.

**THINK:** Did you familiarize yourself with all the items of the UNICEF Recreation Kit? Do you have any doubts about the use of the recreational materials? Discuss it with your colleagues (other instructors) and/or UNICEF staff or IPs.
UNIT TWO:
GUIDELINES ON HOW TO IMPLEMENT RECREATIONAL ACTIVITIES

The objective of the semi-structured recreational activities is to involve children and adolescents and engage them in games and sport activities. These activities have the multifold goal of supporting the release of energy and anxiety through physical play, of promoting the development of important life-skills such as teamwork and cooperation, negotiation, empathy, and managing anger and stress, and of building networks and trusting relationships among the participants. During this initial informal gathering, instructors will also be supporting the enrollment of children in non-formal education, in collaboration with the local authorities, the local community, the families, the UNICEF education team and/or the Implementing Partners (IPs).

YOUR ROLE is to support the enrollment of children and adolescents in non-formal or formal education according to your context. A simple starting point is to gather relevant information about the participants in the recreational activities and share it with the UNICEF education team and/or IPs. See Table 2 below. Remember: This information should be kept confidential. Let the families know that you are gathering this information for the purpose of pre-enrollment in education programs.

The objective of Unit Two is to provide an overview of the key issues that instructors should take into consideration before and during implementation of the recreational activities.
ACTIVITY ONE:
What should I consider when implementing recreational activities?

- Registration of participants

Recreational semi-structured activities aim at being an entry-point to structured education activities, either in formal or non-formal education—according to the context. In order to facilitate the enrolment process, it is useful to let the children and their families know that education activities are available. An easy and participatory strategy is to arrange an informal preliminary meeting with the parents and families of the participants. An easy way to pre-enrol children is to use one of the exercise books as a pre-enrolment register. Simply ask the participants to write their names, surnames and ages, if they have attended school previously and, if so, up to which grade. Also ask them for contact details of a parent/guardian.

<table>
<thead>
<tr>
<th>#</th>
<th>Name and Surname</th>
<th>Age</th>
<th>Female/Male</th>
<th>Attended school previously?</th>
<th>Which grade?</th>
<th>Contact details of parent or guardian</th>
<th>Any special needs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: A good way to assess the literacy level of the participants is to ask them to write their names and surnames directly.

Prepare the heading of TABLE 2 on each page of the exercise book. Ask 2 older children (1 male and 1 female) to assist you in the registration process. Be aware of their literacy level.

YOUR ROLE is to keep the registration book in a safe place, because the information it contains is confidential.
• **How to involve and engage children in the recreational activities**

The organization of recreational activities in the aftermath of an emergency can be quite challenging. Before starting the activities, it is important to take some preparatory measures to ensure that the semi-structured activities are safe and secure, and also welcomed by the local community.

**YOUR ROLE** is to collaborate with the UNICEF education team and/or IPs to ensure that relevant information about the recreational activities is shared among the local community, the local authorities, the families and the children.

The following checklist contains key preparatory measures that you should take into consideration before initiating the recreational activities. Please adapt and apply the preparatory measures to your context and culture.
Checklist 1: Preparatory measures for recreational activities

- Identify and contact relevant community leaders, local authorities, families, women’s groups, girls’ clubs and local NGOs before initiating the semi-structured recreational activities. It is important that they are aware of what you are planning to do, so that they can support the initiative. Arrange with the UNICEF team and the IPs a ‘community mapping’ activity to identify all of the children in the community who are between the ages of 7 and 18. You can draw a simple map with the main areas where the children live so that you know where to reach them. It is very important to consult women’s groups and girls’ clubs/local girls, because frequently girls are not identified or considered, and are therefore excluded from education. Identify strategies to actively reach out to girls and boys.

- Sometimes informal gatherings of children take place spontaneously. This is a good entry point to more structured recreational activities. Keep an eye out for these informal gatherings and invite the children to join the recreational activities. Ask the children to spread the word among their siblings and friends—especially girls. Usually the best way to involve children is by ‘word of mouth’: children will follow their peers or siblings spontaneously when they know that fun activities are taking place.

- Make sure that you highlight that ‘children with disabilities’ are very welcome too! Ask the children if they know of any child with a disability or any girls that have not been included.

- Involve parents, family members, community volunteers, and children (including girls and children with disabilities) in the planning and implementation of the recreational activities.

- Make sure that the Child-Friendly Space/Environment (CFS/E) or school where the recreational activities are taking place is free of hazards and is located in a safe and nearby place.

- In collaboration with the UNICEF education team and/or IPs, prepare some basic information leaflets that state:
  - the time when the recreational activities take place
  - the location where the recreational activities take place
  - that all children between the ages of 6/7 and 18 are very welcome
  - that participation in the activities is free of charge

  If possible, include the contact details of a reference person. Share the leaflet with the local community and/or authorities, and attach the leaflets in key meeting areas (e.g., where food is distributed, where water is collected, and health facilities.)

- Make sure that girls and boys have access to separate and accessible latrines.

**Suggestions on the management of large groups**

The recreational activities implemented using the UNICEF EiE Recreation Kit target about 90 children playing together at the same time. In order to successfully manage large groups of children and adolescents, it is important that you reflect on the following suggestions and adapt them to your context and culture:
• **Positive leadership.** Your authority as instructor must be recognized and respected by the participants. Please consider that:

  ✓ **Positive leadership is based on positive behaviors.** As leader, you should ensure fair play, respect among all participants, honesty, zero tolerance for aggressive and bullying behaviors, the inclusion of all children in the activities—especially children who are frequently marginalized, such as children with disabilities and girls.

  ✓ **Positive leadership is based on professionalism.** This means that you need to plan activities in advance and give some thought on how best to adapt them to your target group, your context and your culture (always considering gender issues and inclusive strategies).

  ✓ **Positive leadership is based on positive role models.** You are a role model and your behavior will make all the difference in gaining the respect of the children and creating a respectful and trusting atmosphere.

• **Discipline.** Agree on ground rules of fair play and respect before starting the activities. Use positive discipline to manage conflicts, and aim at creating an atmosphere of mutual understanding, solidarity and cooperation among the participants where everyone—girls and boys—feels comfortable. It is important to reach an agreement with all of the participants on what are the consequences for a breach of the rules. This can be done in a group session, where participants can come up with their own ideas. For example, you could ask questions such as: *What do you think is a suitable consequence if someone fouls in a game? What do you think is a suitable consequence if someone hits/punches/kicks someone else?*

• **Creation of groups or teams.** The following section presents some general guidelines on how to form groups and teams:

  ✓ **Self-initiated groups/teams.** Consider that self-initiated groups might be more difficult to manage. Generally when you ask children to form groups on their own initiative, they tend to favor ‘existing bonds’, and groups tend to be less open toward including new participants. This can lead to competitiveness and exclusion among groups/teams rather than support cooperation.

  ✓ **Randomly created groups/teams.** You can use games that support the random formation of groups. New groups without pre-existing bonds are more open to team-building processes. The following boxes present a number of ideas on how to create random groups/teams.
BOX 1: Ideas on how to create groups by calling out numbers

STEP 1: Ask the participants to walk or run in a circle while singing a song.

STEP 2: Call out a number. Ask the participants to form groups of that number of persons.

STEP 3: Repeat the process with different numbers until you reach the number of groups with the mix of people in each group desired.

NOTE: If you have a large group, you can first randomly split it up into 2 groups and later divide the 2 groups into smaller sub-groups. For example, you could ask the participants to divide by age: all children over 13 years move to one side and all children under 13 years move to another side. Another example is to ask the participants to divide by likes/dislikes (e.g., all those who like bananas on one side and all those who do not like them on another side).

BOX 2: Ideas on how to create groups by creating islands

STEP 1: Preparation: use pieces of newspapers, or hula-hoops, or the skipping ropes to create defined spaces around the playing area. It is usually done as a circle, but it can be any shape. These defined spaces are called islands.

STEP 2: Ask the participants to swim in the sea/lake around the islands. Children should mime swimming or being on a boat rowing, etc.

STEP 3: Call out a number and ask the participants to step to an island in groups of that number.

STEP 4: Repeat the game with other numbers until you reach the desired group size and mix of children.

NOTE: Repeat the division of groups several times and only at the end ask the children to divide into the group size you desire to ensure a diverse mixture of children (children of different backgrounds, ages, capabilities, ethnicity and gender).

BOX 3: Ideas on how to create groups by using common items

STEP 1: Ask the participants to take off their left foot shoe or slipper or sock, and pile them together in the middle of the room.

STEP 2: Select the number of shoes, slippers or socks according to the number desired (i.e., put 5 different items together if you want groups of 5). Ask the owners of the shoes, slippers and socks to group together.

NOTE: The game works only if all the participants have a common item such as a hat or gloves.

NOTE: If you have a large group, you can first randomly split it up into 2 groups and later divide the 2 groups into smaller sub-groups. For example, you could ask the participants to divide by age: all children over 13 years move to one side and all children under 13 years move to another side. Another example is to ask the participants to divide by likes/dislikes (e.g., all those who like bananas on one side and all those who do not like them on another side).
STEP 1: Decide how you want to group the participants for the recreational activities. For example, you could decide to break up the 90 participants into 3 groups of 30 according to the children’s ages.

STEP 2: Identify 3 areas where the participants should group. Ideally, you will have an instructor and/or supervisor for each group. Ask the participants to position themselves in the allocated area.

STEP 3: Assign an age group to each instructor/volunteer and yourself. Ask the children to divide according to the following age groups: 7-11, 12-15, and 16-18. Explain to each group where to go.

STEP 4: Once the groups are divided by age you can form sub-groups. Preparation: cut small pieces of paper according to the number of participants and write or draw (if you have children with limited written literacy) 3 animals’ names and/or pictures—for example, lions, giraffes and zebras. For each group of 30 participants, place the name/picture of a lion on 10 pieces of paper, the name/picture of a giraffe on 10 pieces of paper, and the name/picture of a zebra on 10 pieces of paper. Distribute the pieces of paper to the participants randomly.

STEP 5: Ask the participants to silently look at the piece of paper they received without showing it to other participants.

STEP 6: Ask the participants to mime the gesture and the voice of the animal written/drawn on the piece of paper received.

STEP 7: While the participants move around, ask them to identify (without using words, but only through gestures and voice) their similar animal and group together.

STEP 8: At the end of the game, each of the 3 age groups will have 1 group of 10 zebras, 1 group of 10 lions and 1 group of 10 giraffes.

✓ Single-characteristic groups. You can facilitate the creation of groups/teams based on single common characteristics such as gender, age group, month of birthday (e.g., all the children born in March, in June, and so forth), season of birthday (e.g., all the children born in Summer, in Winter, and so forth), initial letter of name (e.g., all the children with the name starting with M, with J, with F, and so forth), or favorite color. Particular care must be applied to avoid negative discrimination—for example, in the presence of disabled children. Do not choose group characteristics that could offend or discriminate (e.g., on the basis of ethnicity or capacities).

✓ Peer-groups (children of the same or similar age group) and mixed groups (children of different ages). When implementing recreational activities that require physical ability, it is important to take into consideration the physical build and gender of the children involved. You should base the mix of students on the type of recreational activities involved, and adapt the activities to the different capacities of the children. Mixed-capacity groups can be an excellent strategy for building teamwork and giving older
children the opportunity to support younger children—and also, to involve children with disabilities.

**YOUR ROLE** is to think about the kind of group you want to create when planning the recreational activities and apply the selection strategies accordingly.

- **Supervision.** Proper supervision of children ensures protection and safety. The following table presents a recommended number of supervisors/volunteers according to age group:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Supervisors/Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 to 14 years</td>
<td>1 adult for every 20/25 children</td>
</tr>
<tr>
<td>15 to 18 years</td>
<td>1 adult for every 30/35 children</td>
</tr>
</tbody>
</table>

A good strategy in the case of a lack of volunteers is to involve older children in the supervision and care of younger children. It is important that you explain to older children what you expect from them in their role as supervisors/volunteers.

The following checklist contains suggestions that you should take into consideration when involving older children as supervisors/volunteers:

**Checklist 2: Older children taking care of younger children**

- Should support younger children to fully participate in the recreational activities
- Should never use corporal punishment or aggressive behaviors
- Should report incidents or concerns
- Should alert you immediately in case of need
- Should include both male and female older children
- Should be rewarded for their time and care—it can be something very simple, such as public recognition of their voluntary time or a small token of appreciation (e.g., pens or exercise books)
- Need play and fun time too!

**Gender sensitivity:**

**Making sure gender is included and considered**

- **Access for girls**

Involving girls in the recreational activities can be extremely challenging. It’s unlikely that you will just walk up to informal gatherings of children and find large numbers of girls. For reasons of safety and gender-dictated responsibilities, girls are more likely to be closer to home than boys, who are often free to roam about.

**NOTE**

Get older children to agree to a Code of Conduct that will ensure that their behavior and actions are positive and do not cause harm to anyone.
It helps to have a clear, intentional plan for how you are going to identify and involve girls. Effective strategies are based on knowing exactly who you want to reach, where she can be located, what will motivate her to participate, and who makes decisions for her if she is not permitted to make them for herself. Once you identify these factors, devise a creative approach for reaching your potential participants. Every program’s recruiting strategy will be unique. In some cases, creating an afterschool partnership with a local primary school is all the strategizing you will need; in other cases, finding a team of female participants might require more structured strategies, such as going door-to-door and building relationships with community leaders, parents/guardians, religious leaders and girls. This session was adapted from www.womenwin.org.

**YOUR ROLE** is to identify the best strategy to involve girls in the recreational activities. Involve the community and the parents/caregivers.

- **Safety**
  Safety for girls and boys must be ensured on the way to, during, and on the way home from activities. A good idea is to have girls walk in groups with responsible male and female escorts to and from school.

- **Set up of activities**
  Separate male and female latrines must be close to the recreation activities. Girls may not attend if they are menstruating and suitable latrines are not available. The timing of the activities must be considered—and there needs to be some flexibility. Many girls are expected to carry out household chores and take care of siblings—and boys may be required to work outside the home. Both girls and boys must be consulted on the timing of the activities.

- **Attitudes of volunteers and participants**
  Be careful to ensure that you and your volunteers and participants avoid perpetuating any gender stereotypes (e.g., that girls cannot play games that require strength, or that boys cannot do creative or expressive activities. Do not allow there to be negative attitudes towards girls taking part in activities.

- **Design, implementation, monitoring and evaluation of activities**
  Always include equal numbers of boys and girls in the design, implementation, monitoring and evaluation of the activities. It is very important to get the feedback of both boys and girls on whether the activities are suitable, whether there are any gender issues, and how activities can be adapted to be gender sensitive.
UNIT THREE:

RECREATIONAL ACTIVITIES

Recreational activities are divided according to whether they are indoor or outdoor activities. It is important that you and your colleagues (other instructors and/or volunteers) plan the activities carefully—paying attention to respecting local cultural norms and avoiding unwanted group dynamics. The following tables indicate the age group, the number of players, the materials and the steps required to implement the activities listed. You will be adjusting the activities to your target group and to your local context.

Two target groups are considered in the implementation of activities according to developmental age and needs. The indications are very general, and you should adapt them to your target group.

Target groups by approximate age:
- 7 to 14 years; children and young adolescents
- 15 to 18 years; older adolescents

BOX 5: UNICEF Child and Adolescent Kit

UNICEF is developing a Child and Adolescent Development Kit that will support other types of informal activities such as Arts, Life Skills, and Community Engagement. It that can be used independently or together with the Recreation Kit.

The **objective** of Unit Three is to provide a list of indoor and outdoor activities that the instructor can adapt and implement according to her/his context, taking into consideration the gender and ages of the participants.
ACTIVITY ONE:
What recreational activities can I plan and implement?

• Indoor recreational activities
Indoor activities are intended for contexts in which outdoor activities are not viable for security reasons. Indoor activities assume the availability of large covered spaces—as in the case of temporary tents—or of Child-Friendly Spaces/Environments (CFS/Es) with large halls. Indoor activities are also intended for bad weather conditions, or for running an after school ‘youth club’ in the school or other indoor premises. In addition, indoor recreational activities are suitable in contexts in which cultural/religious norms require separation of girls and boys.

YOUR ROLE is to guide the creation of groups according to the recreational activities implemented, being sensitive to gender. The best way is to consult female and male participants and local community groups.

• Outdoor recreational activities
Outdoor activities require large areas where semi-structured activities can be organized for large numbers of children. It is important that the areas are safe and protected.

The following section provides a number of ideas and examples that can guide the implementation of the recreational activities. These ideas are intended as useful suggestions. You will be adapting them to your context and culture. The steps laid out should help in understanding how to implement the activities. However, it is advisable to read the activities several times and try them out with your colleagues and volunteers in order to master their development. You can also change some of the steps according to what works in your context. Do not worry about mistakes, because they are part of the process. The most important outcome is to have fun with the children. The recreational activities are divided into 3 sections:

• Indoor and outdoor activities
• Indoor activities
• Outdoor activities
**SECTION ONE: INDOOR AND OUTDOOR ACTIVITIES** — which can be implemented either indoors or outdoors with adaptations

<table>
<thead>
<tr>
<th>#</th>
<th>INDOOR AND OUTDOOR ACTIVITIES</th>
<th>AGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Two fires</td>
<td>7-18 years</td>
</tr>
<tr>
<td>2.</td>
<td>Lions and gazelles</td>
<td>7-14 years</td>
</tr>
<tr>
<td>3.</td>
<td>One, Two, Three, Shooting Stars</td>
<td>7-14 years</td>
</tr>
<tr>
<td>4.</td>
<td>The hunter</td>
<td>7-18 years</td>
</tr>
<tr>
<td>5.</td>
<td>Thunderbolt</td>
<td>7-18 years</td>
</tr>
<tr>
<td>6.</td>
<td>The Four corners</td>
<td>7-18 years</td>
</tr>
<tr>
<td>7.</td>
<td>The Ten passes</td>
<td>7-18 years</td>
</tr>
<tr>
<td>8.</td>
<td>Ribbons</td>
<td>7-18 years</td>
</tr>
<tr>
<td>9.</td>
<td>The handkerchief</td>
<td>7-18 years</td>
</tr>
<tr>
<td>10.</td>
<td>Cat and mouse</td>
<td>7-18 years</td>
</tr>
<tr>
<td>11.</td>
<td>Circuits</td>
<td>7-18 years</td>
</tr>
</tbody>
</table>

**SECTION TWO: OUTDOOR ACTIVITIES** — which are specifically for outdoor large spaces

<table>
<thead>
<tr>
<th>#</th>
<th>OUT-DOOR ACTIVITIES</th>
<th>AGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Frisbee</td>
<td>7-18 years</td>
</tr>
<tr>
<td>2.</td>
<td>Poisoning ball</td>
<td>7-18 years</td>
</tr>
<tr>
<td>3.</td>
<td>Skipping ropes</td>
<td>7-18 years</td>
</tr>
<tr>
<td>4.</td>
<td>Open-air games</td>
<td>7-18 years</td>
</tr>
<tr>
<td>5.</td>
<td>Scotch-hopper</td>
<td>7-14 years</td>
</tr>
</tbody>
</table>

**SECTION THREE: INDOOR ACTIVITIES** — which are for indoor smaller spaces

<table>
<thead>
<tr>
<th>#</th>
<th>INDOOR ACTIVITIES</th>
<th>AGE GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Human mobile phone</td>
<td>7-18 years</td>
</tr>
<tr>
<td>2.</td>
<td>Hands soccer</td>
<td>7-18 years</td>
</tr>
<tr>
<td>3.</td>
<td>The Goofy</td>
<td>7-18 years</td>
</tr>
<tr>
<td>4.</td>
<td>Chiki-chiki-chaki chiki-chaki pon-pon</td>
<td>7-18 years</td>
</tr>
<tr>
<td>5.</td>
<td>The invisible chair</td>
<td>7-18 years</td>
</tr>
<tr>
<td>6.</td>
<td>Musical chairs</td>
<td>7-18 years</td>
</tr>
<tr>
<td>7.</td>
<td>Human car-washing</td>
<td>7-18 years</td>
</tr>
<tr>
<td>8.</td>
<td>Dragons</td>
<td>7-18 years</td>
</tr>
<tr>
<td>9.</td>
<td>The star</td>
<td>7-18 years</td>
</tr>
<tr>
<td>10.</td>
<td>The dog and its bone</td>
<td>7-18 years</td>
</tr>
<tr>
<td>11.</td>
<td>The knot</td>
<td>7-18 years</td>
</tr>
</tbody>
</table>
INDOOR and OUTDOOR ACTIVITY ONE:

Two Fires

NUMBER OF PLAYERS: Maximum of 30 players
TEAMS: 2 teams
AGE GROUPS: 7 - 18 years

AIMS: Sponge Balls, meter, skipping ropes, chalk, pickets
NOTE: When played outdoors the field should be clearly marked by pickets.

IMPLEMENTATION

Step 1: Preparation: Mark a circle of about 10 m in diameter. Use the skipping ropes to mark the circle or crush the chalk and sprinkle it on the border of the circumference of the circle.

Step 2: Goal: The team that wins the most sets wins.

RULE: If the ball bounces on the ground before hitting the player, it does not count as an elimination.

Step 3: Play: Players of team 1 (outside the circle) need to hit 1 player of team 2 (inside the circle) with the sponge ball in order to eliminate him/her. Once the ball is inside the circle, players of team 2 can use the sponge ball to hit players of team 1.

RULE: All players on the team must have a go at throwing the ball.

Step 4: You can repeat the game with 10 new players inside the circle.

VARIATIONS

VARIATION ONE: Swap positions.

Step 1: Play the game in 2 sets. Once 1 team wins the 1st game, swap positions and play a 2nd game. Team 1 goes outside the circle and team 2 goes inside the circle.

Step 2: Goal: The team that wins the most sets wins.

RULE: In case of an equal score, you can decide to play a 3rd game or to line up the players of each team in a row and eliminate the player by shooting penalties one player at a time. Each player will try to hit a player of the opposite team, but the opposite player cannot move. If the player moves, he/she is automatically eliminated.

VARIATION TWO: One single player wins.

Step 1: Preparation: Form a team of 10 players. Invite them to step inside the circle, while the rest of the players are positioned outside the circle.

PENALTY: Players who trespass the border are eliminated.

Step 2: Goal: To eliminate the players inside the circle by hitting them with the sponge ball.

RULE: Players who trespass the border are eliminated.

Step 3: Play: Only the players inside the circle can hit players inside the circle. The last player standing inside the circle wins.

RULE: If the ball bounces on the ground before hitting the player, it does not count as an elimination.
**INDOOR and OUTDOOR ACTIVITY TWO:**

**Lions and gazelles**

**AIDS:** Meter, skipping ropes, chalk, pickets, exercise book and pen

**NOTE** When played outdoors, the field should be clearly marked with pickets.

**NUMBER OF PLAYERS:** Maximum of 30 players

**TEAMS:** 2 teams of an equal number of players

**AGE GROUPS:** 7 – 14 years

**NOTE** Using participation from girls and boys, adapt mixed groups to the context and culture. Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

**IMPLEMENTATION**

**Step 1: Preparation:** Mark the playing field: draw a central line in the middle of the playing field. Draw a 2nd line at 2 m on the left hand side of the central line and a 3rd line at 2 m on the right hand side of the central line. Draw a fourth line at 6 m from the middle field line on both the left and right hand sides. Use the chalk or the ropes to delimit the lines.

**Step 2:** Divide the players into 2 teams: the Lions and the Gazelles. Ask the Lions to stand on one line and the Gazelles to stand on the opposite line (see picture of the playing field).

**Step 3: Goal:** The goal is to chase the players of the opposite team and to capture as many players as possible. Wins the team that captures all the players of the opposite team.

**Step 4: Play:** The instructor calls out the name of one of the teams—for example, Lions. Immediately the Lions will chase the Gazelles, who will run for rescue to their home. **RULE:** If a Gazelle is touched by a Lion, the Gazelle is captured and brought to the home of the Lions and vice versa.

**Step 6:** The game starts again once all the players are back to their respective lines. The instructor calls again the name of one of the teams and the game starts again. **RULE:** Players are captured only by gently touching the opposite team player. No aggressive behaviors are permitted.

**NOTE** You should make sure to give the same amount of chances to both teams to become the predators.

**IMPLEMENTATION VARIATIONS**

**Step 5:**

**RULE:** Players are captured only by gently touching the opposite team player. No aggressive behaviors are permitted.

**NOTE** You should make sure to give the same amount of chances to both teams to become the predators.

**FIGURE 1:** LIONS AND GAZELLES PLAYING FIELD

<table>
<thead>
<tr>
<th>Home of lions</th>
<th>Standing line of lions</th>
<th>Middle field line</th>
<th>Standing line of gazelles</th>
<th>Home of gazelles</th>
</tr>
</thead>
<tbody>
<tr>
<td>6m from middle field line</td>
<td>2m from middle field line</td>
<td>Middle field line</td>
<td>2m from middle field line</td>
<td>6m from middle field line</td>
</tr>
</tbody>
</table>
INDOOR and OUTDOOR ACTIVITY THREE: One, Two, Three Shooting Stars!

**NUMBER OF PLAYERS:** Maximum of 40 players

**TEAM:** None

**AGE GROUPS:** 7 – 14 years

**IMPLEMENTATION**

**Step 1: Preparation:** Mark the field by drawing 2 lines about 10 m apart.

**Step 2:** A player stands on 1 line alone. She is the ‘judge’. The rest of the players stand on the opposite line. The judge and the players should look at each other.

**Step 3: Goal:** The players shall aim at reaching the position of the ‘judge’ in the shortest time possible. The player who arrives first at the position of the judge wins and takes his/her position as ‘judge’.

**Step 4: Play:** The ‘judge’ turns her/his shoulders to the participants while shouting loudly ‘one, two, three shooting stars’, and quickly turns to look at the players again.

**Step 5:** While the ‘judge’ is not looking at them, the players should move as quickly as possible, and advance their position towards the ‘judge’.

**Penalty:** The players that the ‘judge’ saw moving go back to the initial line.

**Step 6:** The ‘judge’ keeps turning and shouting ‘one, two, three shooting stars’ until one of the players reaches her/his position. To make the game more difficult and more challenging for older children, the players can move in couples with their ankles tied with a piece of soft material.

**RULE:** The steps taken should match the animal. For example, ants make small steps while giraffes make long steps.

**VARIATION ONE:** Animals’ steps.

Instead of shouting ‘one, two, three shooting stars’, the judge, while turned facing how the players should move, for example, turns, steps of elephant, and makes the voice of the elephant before turning to look at the rest of the players and so on with other animals, until 1 of the players reaches the position of the ‘judge’.

**VARIATION TWO:** Letters of the name.

Instead of shouting ‘one, two, three shooting stars’, the judge will call 1 letter of the alphabet. The ‘judge’ faces the players. The players move 1 step forward for each time that letter appears in their first name (e.g., if the letter called is M, then the players with one M in their first name move 1 step forward and the players with two Ms in their first name move 2 steps forward).

**NOTE**

To make the game more difficult and more challenging for older children, the players can move in couples with their ankles tied with a piece of soft material.

**FIGURE 2: SHOOTING STARS PLAYING FIELD**

- All the players initial line
- 10m from the ends of the playing field
- The ‘judge’
**INDOOR and OUTDOOR ACTIVITY FOUR:**

**The hunter**

**NUMBER OF PLAYERS:** Maximum of 40 players

**NOTE:** Larger numbers can work better with older children.

**TEAMS:** None

**AGE GROUPS:** 7 – 18 years

**NOTE:** Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

<table>
<thead>
<tr>
<th>AIDS: Meter, skipping ropes, pickets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOTE</strong> When played outdoors, the playing field should be clearly marked with pickets.</td>
</tr>
</tbody>
</table>

### IMPLEMENTATION

**Step 1:** Preparation: Delimit the field by drawing 2 parallel lines 20 m apart for younger children, and 30 m apart for older children.

**Step 2:** Select 1 player to stand on 1 side of the field facing the rest of the players. S/he is the ‘hunter’. The rest of the players should stand on the opposite side facing the hunter.

**Step 3:** Goal: The hunter shall aim at hunting as many players as possible until only 1 player, the winner, stands alone.

**Step 4:** Play: The hunter and the players run to reach the opposite side of the playing field. The hunter starts hunting by shouting: ‘who is afraid of the hunter?’ The rest of the players will shout back ‘nobody is afraid of the hunter’ and start running trying to reach the opposite side of the playing field trying to avoid the hunter.

**RULE:** The hunter and the players cannot run backwards, only forwards, and they cannot run outside the borders of the playing field. 

**PENALTY:** The players who run outside the borders or in the wrong direction are eliminated immediately.

**Step 5:** The hunter tries to capture as many players as possible by gently touching them.

**Step 6:** The captured players will become part of the hunter’s team.

**Step 7:** Once the hunter and the captured players reach the opposite side of the playing field, the game starts again. The hunters will hold each other hands and run to hunt new players.

**RULE:** The hunter team players are not allowed to break their hold of each other’s hands.

**Step 8:** The last player wins. S/he becomes the new hunter.

### VARIATIONS

**VARIATION ONE:** Hunters and players run in couples (suitable for older children).

Hunters and players are divided into couples with their ankles tied by a soft piece of material.

**VARIATION TWO:** Hunters and players run blind folded. In this case the field should be smaller for safety reasons and removed of any objects that could cause someone to stumble. This variation suits indoor areas better.

**FIGURE 3:** THE HUNTER PLAYING FIELD

- Distance between the opposite ends of the playing field is 20m for younger children and 30m for older children.
- The ‘hunter’
INDOOR and OUTDOOR ACTIVITY FIVE: Thunderbolt

NUMBER OF PLAYERS: Maximum of 30 players

TEAM: None

AGE GROUPS: 7 – 18 years

NOTE: Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

AIDS: Meter, skipping ropes, chalk, pickets, tabards

NOTE: Larger numbers of children will work better with older children.

VARIATIONS:

Players run in couples. Players are divided into couples with their ankles tied by a soft piece of material. Couples of players can liberate the frozen couples by touching the frozen couples' feet with their hands.

Step 1: Preparation: Delimit a playing field of 20 m wide and 20 m long, using the pickets or the crushed chalk and the meter. For older children use a 30 m x 30 m playing field.

Step 2: 1 player shall be the ‘thunderbolt’. The thunderbolt wears the tabard to be easily identified.

Step 3: Goal: The thunderbolt shall aim at freezing all the players.

Step 4: Play: The thunderbolt chases the players in order to touch them. As soon as a player is touched by the thunderbolt, s/he must freeze with her/his arms out in the shape of a T.

Step 5: If you see that 1 thunderbolt finds it difficult to catch all of the players, you can introduce a 2nd and a 3rd thunderbolt into the game. All of the thunderbolts should wear same colored tabards.

NOTE: This variation works with large groups and older children.

NOTE: If you see that 1 thunderbolt finds it difficult to catch all of the players, you can introduce a 2nd and a 3rd thunderbolt into the game. All of the thunderbolts should wear same colored tabards.

FIGURE 4: THE THUNDERBOLT PLAYING FIELD

UNIT THREE
**INDOOR and OUTDOOR ACTIVITY SIX:**

**The four corners**

**NUMBER OF PLAYERS:** Maximum of 30 players  
**TEAMS:** 4 groups

**AIDS:** Meter, skipping ropes, chalk, pickets, tabards

**NOTE** When played outdoors, the playing field should be clearly marked with pickets.

**IMPLEMENTATION**

**Step 1: Preparation:** Mark a playing field of 20 m wide and 20 m long, using the pickets or the crushed chalk and the meter. Put a picket with the flag in the 4 corners of the playing field. You can use local materials like stones or sticks to mark the playing field boundary and mark the corners.

**Step 2:** Divide the players into 4 groups and invite each group to position itself in 1 corner of the playing field.

**Step 3:** 1 player should be in the center of the playing field.

**Step 4: Goal:** The player in the middle of the playing field shall aim at taking the place of 1 of the players of the 4 groups.

**Step 5: Play:** Players of each group move from corner to corner in any direction. **PENALTY:** The players who run outside the frame are eliminated immediately.

**Step 5:** The player in the middle shall run fast and take the place in the corner of origin before the player reaches the corner of destination.

**Step 6:** The player who loses his/her place goes in the middle and the games continues. The winner is the player or players who have never been in the middle. **RULE:** If the players tend to move from corner to corner slowly, you can enforce the rule that they are not allowed to stay still for more than 1 minute.

**VARIATION:** Players run in couples. Players are divided into couples with their ankles tied by a soft piece of material. **NOTE** This variation works with older children.

**FIGURE 5:** THE FOUR CORNERS PLAYING FIELD
**INDOOR and OUTDOOR ACTIVITY SEVEN:**

**The ten passes**

<table>
<thead>
<tr>
<th>NUMBER OF PLAYERS: Maximum of 20 players</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAMS: 2 teams</td>
</tr>
</tbody>
</table>

**AIDS:** Meter, skipping ropes, chalk, pickets, tabards, junior handball for younger children and basketball for older children, whistles for the referees; Frisbees, if played outdoors

**NOTE:** When played outdoors, the playing field should be clearly marked with pickets. Frisbees are for outdoor activities.

**AGE GROUPS:** 7 – 18 years

**NOTE:** Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

**IMPLEMENTATION**

**Step 1: Preparation:** Delimit a playing field of 30 m wide and 30 m long, using the pickets or the crushed chalk and the meter. Put a picket with the flag in the 4 corners of the playing field. You can use local materials like stones or sticks to mark the boundary of the playing field.

**Step 2:** Divide the players into same gender teams of approximately the same age (or same physical build).

**Step 3:** Ask each team to wear different colored tabards.

**Step 4: Goal:** The ball should be passed 10 times among the players of the same team to score a point. The team that scores the most points at the end of the wins. **RULE:** The players cannot move while holding the ball. Every time the ball touches the ground the ball goes to the opposite team and the counting starts again. **RULE:** A game lasts 30 minutes.

**Step 5: Play:** Players of the same team should aim at positioning themselves strategically in order to receive and pass the ball. **RULE:** The ball is not allowed to be passed back to the same player.

**Step 6:** Appoint 2 referees to make sure that the passes are properly counted. **RULE:** Players can only tackle the ball with their hands, but not push or touch the player holding it. **Penalty:** Players are penalized with immediate expulsion if they commit a foul more than twice.

**VARIATIONS**

**VARIATION ONE:** The 3-steps rule.

**RULE:** Players can move for a maximum of 3 steps while holding the ball and before passing it to a player of their team.

**VARIATION TWO:** 10 steps with a Frisbee.

This variation should be introduced after the players are familiar with the game. Frisbees are for outdoor activities.

**FIGURE 6: THE TEN STEPS PLAYING FIELD**

30mx30m approximately
### INDOOR and OUTDOOR ACTIVITY EIGHT: Ribbons

**AIDS:** Skipping ropes

**NUMBER OF PLAYERS:** Maximum of 20 players  
**TEAMS:** In pairs

**AGE GROUPS:** 7 – 18 years

**NOTE** Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

#### IMPLEMENTATION

**Step 1:** Divide the players into pairs (teams of 2 people each).

**Step 2:** Distribute 1 skipping rope to each team.

**Step 3:** Ask each team to use their creativity to move around the playing field keeping the skipping rope always taut.

**Step 4:** **Goal:** Interact with other teams to build creative figures while moving around the space. Teams can combine somersaults and jumps to enrich the figures.  
**RULE:** *The skipping rope should always be taut* ( ) *not loose.*

**Step 5:** **Play:** Teams should work together to arrange figures while moving.

**Step 6:** Spectators applaud the best figures.

#### VARIATIONS

**VARIATION ONE:** Teams can use different materials, such as pieces of materials tied together or belts or strings. **The goal** is to use creativity and imagination in creating movements.

**VARIATION TWO:** Competitions among teams can be arranged. Local music and songs can accompany the performance.
INDOOR and OUTDOOR ACTIVITY NINE: The handkerchief

NUMBER OF PLAYERS: Maximum of 30 players

TEAM SIZE: 2 teams

AGE GROUPS: 7 – 18 years

NOTE Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

AIDS: 1 handkerchief or piece of material; Skipping ropes to mark the playing field

VARIATIONS:

- Players can work in pairs with their ankles tied with a soft rope or ribbon or piece of material. This variation works with older children of the same gender.

IMPLEMENTATION

1. Divide the players into 2 teams with the same number of players.
2. Ask the players of each team to form a line. The lines should be parallel and facing the same direction. Use the skipping ropes to keep the players in line and parallel.
3. There should be at least 2 m of distance between the 2 lines of players.
4. Use a 3rd rope to mark the line where the handkerchief holder will stand.
5. The handkerchief holder should stand in the exact middle of the 2 teams (see FIGURE 6).
6. The handkerchief holder should hold the handkerchief from 1 of its corners very loosely, so that the players can easily grab the handkerchief.
7. The handkerchief holder should call out a number, randomly, and the players of each team corresponding to that number should run to the “snatching position”, grab the handkerchief and run back home.
8. The handkerchief holder judges fouls and wrong grabbing. S/he also keeps track of the score. All players should have a go. The team with the highest score wins. Games can last between 30 and 60 minutes, or until children are tired.

NOTE Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

FIGURE 7: THE HANDKERCHIEF PLAYING FIELD

1, 2, 3 etc... = position of the team players

1 = position of the handkerchief holder

M = middle line

RULE: When grabbing the handkerchief there should not be contact with the opposing team’s players or with the holder. The middle line that divides the 2 teams’ territory should not be trespassed when snatching.

PENALTY: The opposing team gains an extra point in the case of a foul.

VARIATION:

Players can work in pairs with their ankles tied with a soft rope or ribbon or piece of material. This variation works with older children of the same gender.
**INDOOR and OUTDOOR ACTIVITY TEN:**

**Cat and mouse**

**AIDS:** Sponge ball or a soft item

**NUMBER OF PLAYERS:** Maximum of 30 players

**TEAMS:** None

**AGE GROUPS:** 7 – 18 years

**NOTE**  Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

### IMPLEMENTATION

**Step 1:** Ask the players to form a circle by holding hands.

**Step 2:** Ask the players to release their hands and sit on the ground facing the middle of the circle.

**Step 3:** Select 1 player to be the mouse. The other players are the cats.

**Step 4:** The mouse will run around the circle of cats and drop the sponge ball behind the chosen cat. **Goal:** The player playing the mouse shall place the sponge ball as discretely as possible to delay the reaction of the chosen player. After placing the sponge ball, the mouse will run around the circle in either direction.

**Step 5:** The chosen player should grab the sponge ball as soon as she/he notices it, stand up and run around the circle of cats as fast as possible in the opposite direction from which the mouse is running. The 2 players are then in a race to see which one can get to the open seat first.

**Step 6:** **Goal:** The mouse shall aim at taking the place of the cat.

**Step 7:** The player who sits in the open seat first wins, and gets to be a cat for the next round; the player who loses the race becomes the mouse for the next round.

**Step 8:** The game ends when all players have a chance to run.

### VARIATIONS

**VARIATION:** Instead of running, players could walk on all fours or hop.

**NOTE** Take into consideration disabled children with motor impairments. You can establish that, when competing against them, the opposite player will run twice around the circle instead of once before reaching their seat.
### INDOOR and OUTDOOR ACTIVITY ELEVEN:

**Circuits**

**AIDS:** Skipping ropes, volley ball, exercise books, and pens or slides to keep records

**NOTE** Circuit activities can be adapted to indoor and outdoor settings.

**NUMBER OF PLAYERS:** Maximum of 30 players

**TEAMS:** 6 teams of about 5 people each

**AGE GROUPS:** 7 – 18 years

**NOTE** Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

#### IMPLEMENTATION

**Step 1: Preparation:** A circuit is a course of activities in which players face different challenges in different areas of the playing field. You should design a course of activities according to the capacity, age and number of players. With more than 3 teams playing, it is advisable to keep the activities to a maximum of 4 to facilitate the participation of all players. Circuits can challenge single players, pairs of players, or teams.

**Step 2:** Decide the activities you want to implement. For example: Single players could be asked: (1) to skip rope 100 times consecutively (no stopping); (2) to perform 20 arm-presses; (3) to take a somersault forward; and (4) to perform 20 standing single volleyball knock-ups. This is an example of a circuit of activities.

**Step 3:** Set up the circuit, making sure that players can play safely. Select 1 referee for each activity of the circuit. Distribute a pen and an exercise book, or a slide and a pencil to each referee to record the score of each team.

**Step 4: Score:** Establish how to assess the score. For example: (1) 1 point if the player skips rope 100 times. Each player has 2 chances to start the counting again, after which no point is assigned and the player passes to the next activity. The same idea with activities (2), (3) and (4).

**Step 5: Goal:** All the members of a team shall aim at performing the activities of a circuit with the least number of mistakes as possible. The team with the most points wins.

**Step 6:** Establish the order of play. For example, let’s say you have 6 teams playing. Team 1 goes first. You could start with player number 1 of team 1 on the 1st activity. Then you could have player number 2 of the same team on activity 1 while player number 1 goes on to the 2nd activity. You could continue with one team in that fashion, until all of the players of that team have finished the entire circuit. Then you could do the same with teams 2, 3, 4, 5, and 6. To facilitate the organization of the teams, you can ask each team to select a name. The referees will write down the name of each team and record the score according to players and activities (e.g., *Elephants team*; Activity 1: Skipping Rope. Player 1: Points:_____ Elephant team. Activity 2: arm presses. Player 1: Points:_____ and so on).

**Step 7:** After all the teams have performed all the activities of the circuit, you total the points for all of the players of each team and announce the winning team.

**Step 8:** If possible, you should arrange an award ceremony.

#### VARIATIONS

**VARIATION ONE:** Indoor activities.

Circuits can work also with indoor activities. Make sure that there is enough room for all the activities to be performed safely.

**VARIATION TWO:** Work by theme.

Select a theme (for example, it could be a specific game, like volleyball). Set-up 4 activities that are related to the theme. Another type of theme could be activities that are related to a particular skill, like arm strength or leg strength or acrobatics.

**NOTE** Adapt the activities to age group, gender and capacity.

#### FIGURE 8: CIRCUITS PLAYING FIELD

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A3 R</td>
<td>A2 R</td>
</tr>
<tr>
<td>A4 R</td>
<td>A1 R</td>
</tr>
</tbody>
</table>

A = activity
R = referee

---

**UNIT THREE**
## SECTION TWO: OUTDOOR ACTIVITIES

### OUTDOOR ACTIVITY ONE:

**Frisbees**

**AIDS:** Meter, skipping ropes, pickets, Frisbees

**NOTE** When played outdoors, the playing field should be clearly marked with pickets.

### IMPLEMENTATION

**Step 1: Preparation:** Mark a large playing field of about 50 m x 50 m. Divide the field into 2 areas and clearly mark its boundary with the pickets and/or natural materials like pebbles or with crushed chalk.

**Step 2:** Distribute 1 Frisbee to each team.

**Step 3: Goal:** Players of each team shall aim at passing the Frisbee between the 2 halves of the playing field without letting it drop on the ground **PENALTY:** Every time a team drops the Frisbee, the opposite team gains a point.

**Step 4: Play:** Players of each team are positioned in each half of the field. Players should pass the Frisbee between the 2 halves.

**NOTE** It is helpful to appoint 2 referees, 1 for each half of the playing field.

### NUMBER OF PLAYERS:

**Maximum of 40 players**

### TEAMS:

**2 teams**

### AGE GROUPS:

**7 – 18 years**

**NOTE** Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

### VARIATIONS

**Variation**

To make it more challenging:
1. Reduce the number of players in each team.
2. Increase the size of the playing field.

**FIGURE 9: FRISBEES PLAYING FIELD**

![Frisbees Playing Field Diagram]
OUTDOOR ACTIVITY TWO:
Avoid the poisoning ball

**AIDS:** Meter, skipping ropes, pickets, sponge balls and/or junior or senior handballs for older children

**NUMBER OF PLAYERS:** Maximum of 30 players

**TEAMS:** Either no teams, or 2 teams with same number of players

**AGE GROUPS:** 7 – 18 years

**NOTE** Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

**IMPLEMENTATION**

**Step 1: Preparation:** Mark a large playing field of about 50 m x 50 m.

**Step 2:** All players are playing against each other.

**Step 3: Goal:** Players shall aim at hitting an opposing team player with the ball and avoid being hit by the ball.

**RULE:** If the ball bounces on the ground before hitting a player, it is not considered a hit.

**Step 4:** The last remaining player wins.

**RULE:** Players can move freely around the field, but cannot step out of it.

**PENALTY:** Players who trespass the borders of the playing field are eliminated.

**Step 5:** When hit, the player steps out of the playing field.

**VARIATIONS**

**VARIATION:** Avoid the poisoning ball, played in teams.

**Step 1: Preparation:** Divide the playing field into 2 halves and draw a line about 2 m from the end-border of each side of the field. The captured prisoners stay behind the line on the opposing team’s side of the field.

**Step 2:** Divide the players into 2 teams with an equal number of players.

**Step 3: Goal:** Capture players of the opposing team by hitting them directly with the poisoning ball.

**Step 4:** When a player is hit, s/he becomes a prisoner and goes into the opposing team’s prisoners quarter.

**RULE:** If the ball rolls into the area where the prisoners are kept, the prisoners can pick up the ball and hit players of the opposing team and free themselves by hitting a player of the opposing team.

**Step 5:** The team that captures all of the players of the opposing team wins.

**FIGURE 10:** AVOID THE POISONING BALL PLAYING FIELD

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**UNIT THREE**
### OUTDOOR ACTIVITY THREE:

**Skipping ropes**

**NUMBER OF PLAYERS:** Maximum of 30 players

**TEAMS:** 5 teams of 6 players; each team should have a similar mix of gender and age group (the 3 age groups being 7-10, 11-14, and 15-18)

**AIDS:** 5 skipping ropes

**AGE GROUPS:** 7 – 18 years

**NOTE:** Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

### IMPLEMENTATION

**Step 1: Preparation:** Mark a large playing field where the 5 teams can safely use the skipping ropes. Identify 5 skipping corners, 1 for each team.

**Step 2:** Distribute 1 skipping rope per team. Make sure that the skipping rope is long enough, or join together 2 skipping ropes.

**Step 3: Goal:** Each team should develop a skipping-choreography, including the following: (1) 4 people skipping at the same time; (2) enter, skip and exit; (3) hold hands while skipping the rope. Each team should sing a song while skipping.

**Step 4:** Set up a panel of 4 judges. You can ask older children (not part of the same group) and/or parents to be part of the panel.

**Step 5: Score:** All 3 indications (1), (2) and (3) should be performed without mistakes, and all the members of the team should sing the song. The panel will judge the best skipping-choreography.

**NOTE:** The development of the skipping-choreography can last some time. Adjust it to the capacity of your group.

### VARIATIONS

**VARIATION:** skipping-choreography competitions.

Arrange skipping-choreography competitions among several teams in collaboration with other instructors and volunteers. Invite members of the community to be members of the judging panel, with the same number of male and female judges.

**NOTE:** The goal of the competition is to show the greatest amount of ability at skipping and creativity.
OUTDOOR ACTIVITY FOUR:  
‘Open-air games’

AIDS: 5 sacks—or alternatively, 5 pieces of soft material; 5 skipping ropes; 5 exercise books, or paper and 5 pens, or slates and 5 pencils; 5 table spoons; 8 boiled eggs (3 are spare eggs). A whistle for the center referee (usually the instructor who needs to overlook all of the races).

NUMBER OF PLAYERS: No limit  
TEAMS: several teams of 5 players each

AGE GROUPS: 7 – 18 years  
NOTE: Contact interaction should be culturally appropriate, gendersensitive and agreed upon through participation from girls and boys.

IMPLEMENTATION

Step 1: Preparation: Identify a large space where you can set up 4 different races and where spectators can easily watch. Select 4 pairs of referees (1 female and 1 male for each pairing)—1 pair of referees for each type of race.

Step 2: Set up each race: (1) sack-race; (2) human wheelbarrow race; (3) tug-of-war race; and (4) spoon and egg race.

Step 3: Score: Prepare each team of referees. Use the exercise book to record the score. Each team should have a name (e.g., Blueberry Team). Each team of referees will have 1 exercise book or slate and 1 pen. 1 referee will write the score while the 2nd referee will observe the performance. For example, sack-race: Blueberry Team, Mango Team, Banana Team, Pineapple Team and Papaya Team. Under each team name the referee will write the order of arrival (e.g., under Blueberry Team: 1st, under Mango Team: 2nd, and so on, for all of the teams taking part to the game).

The points: The player who arrives 1st = 5 points; 2nd place = 4 points; 3rd place = 3 points; 4th place = 2 points; and 5th place = 1 point. The tug-of-war race can have only 1 team winning and only one score: 5 points to the winning team and 0 points for the other team. The final score is the sum of each race score (e.g., Blueberry Team: sack-race = 4; human wheelbarrow race = 3; tug-of-war = 5; and spoon and egg race = 2. The total is 14 points.

If there are more than 5 teams you can have 2 rounds of races (e.g., if there are 8 teams, 5 teams play in Round 1 and 3 teams play in Round 2).

Step 4: Set-up the race fields. The race field of the sack-race, the human wheelbarrow race and the spoon and egg race is the same as the following:

The tug-of-war race field is a simple line, where the referee stands about 10 meters between the start and finish points for younger children and longer for older children.

continues on next page
OUTDOOR ACTIVITY FOUR: CONTINUED

‘Open-air games’

IMPLEMENTATION

Step 5: Play. 1 player for each team runs in each race. Each team should name the player for each race at the opening of the ‘open air games’. Referees should record the names.

The sack-race: Each player has to run the distance of the race field (one way) inside a sack. The sack should be high enough to reach the hips of the player. The player holds the sack with both hands and tries to run as fast as possible. As an alternative to sacks, fasten the ankles of the runner with a soft piece of material. The runner has to jump with both feet. RULE: If a player falls down, s/he should start the race from the start.

Human wheelbarrow race: 2 players of each team run together. Player 1 stands on her/his hands while player 2 holds player 1’s legs, like a wheelbarrow, while running. Player 1 runs on her/his hands.

Spoon and egg race: Each player has to run as fast as possible while holding a spoon in her/his mouth that is carrying an egg. RULE: Players who drop the egg or who touch the spoon with their hands are eliminated. As an alternative to the egg, you can use a spoon with water: 0 points for the team that reaches the finish line without water.

Tug-of-war race: 2 teams play against each other. If you need a long rope tie 2 skipping ropes together with a strong knot. Mark the middle of the rope with a handkerchief. The referee holds the middle of the rope and releases it when the 2 teams are in position to tug the rope. RULE: Each team must hold the rope at least 1 m from the middle.

Step 5: If possible arrange a small award ceremony for the winning team.

VARIATIONS: You can set up different kinds of races according to your local culture and context. Many cultures have ancestral races and cultural events.

NOTE: When you set up the games, make sure that all of the children take part, either by running the races or by carrying out important tasks (e.g., being referees).
### OUTDOOR ACTIVITY FIVE: Hop-jump-hop

**AIDS:** Chalk and one pebble

**NUMBER OF PLAYERS:** Maximum of 10 players

**TEAMS:** None

**AGE GROUPS:** 7 – 14 years

**NOTE** Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

#### IMPLEMENTATION

**Step 1: Preparation:** Design the playing field. You can use a piece of chalk or a stick on sandy surfaces.

**RULE:** Players should hop on 1 leg in each of the squares following the numbers. Only when players reverse (e.g., on the last 2 squares—numbers 4 and 5), they can jump on 2 legs, but with 1 foot in each square.

**Step 2:** Ask the players to help you design the playing field. Figure 12 presents a suggested design, but you can try out different designs.

**FIGURE 12: HOP-JUMP-HOP PLAYING FIELD**

```
1 2
3
4 5

X starting point
```

**Step 3: Play:** Player 1 starts the game. S/he throws the pebble into square 1, hops on 1 leg to square 1, bends down to pick up the pebble (always on 1 leg), and returns to the starting point.

**Step 4:** Player 1 continues the game. S/he throws the pebble into square 2 and hops through square 1 to square 2, bows to pick up the pebble and returns following the same route to the starting point. Player 1 will continue the process until s/he makes a mistake.

**Step 5:** When player 1 makes a mistake, her last square is memorized. In her 2nd turn, player 1 will start from the last square hopped successfully.

**Step 6:** Player 2 takes his/her turn, and then player 3, and so on, until everyone has had a turn.

**Step 7: Goal:** To hop in all the squares while keeping balanced on 1 leg without touching the ground with the 2nd leg.

**RULE:** If a player throws the pebble out of the square or into the wrong square, s/he loses his/her turn and the next player goes. **PENALTY:** Players in a square with 2 feet at the same time lose their turn to play.

**Step 8:** The player who is able to hop all of the squares with the least number of mistakes wins.
**SECTION THREE: INDOOR ACTIVITIES**

**INDOOR ACTIVITY ONE:** Human mobile phone

**NUMBER OF PLAYERS:** Maximum of 30 players

**TEAM:** None

**AGE GROUPS:** 7 – 18 years

**AIDS:** None

**NOTE:** Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

**IMPLEMENTATION**

**Step 1:** Ask the players to form a circle by holding hands.

**Step 2:** Ask the players to release their hands and sit on the ground facing the middle of the circle.

**Step 3:** Appoint a person to be the sender of the message (start-point). The sender of the message should think of a meaningful sentence. The receiver of the message is the person sitting on the opposite hand or who is sitting opposite the sender. The sender whispers the message to the person sitting on the left hand or on the right hand side of the chain/circle. The receiver of the message repeats the message loudly for the rest of the group to hear.

**Step 4:** Play: The sender should pretend to dial a number and talk into an imaginary mobile phone. The receiver should repeat the message loudly for the rest of the group to hear. **RULE:** Senders are not allowed to use the same message that another sender has used previously.

**VARIATIONS:** To make the game more difficult and more fun, 2 different messages can be sent out: 1 message sent on the left hand side, and 1 message sent on the right hand side of the chain/circle.
INDOOR ACTIVITY TWO:
Hands-soccer

NUMBER OF PLAYERS: Maximum of 30 players
TEAMS: None

AIDS: Junior football

AGE GROUPS: 7 – 18 years

NOTE: Contact interaction should be culturally appropriate, gendersensitive and agreed upon through participation from girls and boys.

IMPLEMENTATION

Step 1: Ask the players to form a circle by holding hands.

Step 2: Ask the players to release their hands and space their feet in such a manner as to form a triangle. All of the feet of the players should touch each other leaving a gap between the legs.

Step 3: Play: The players should interlace their hands and use them to defend their goal.

NOTE: Make sure that the feet of the players touch each other to form a closed circle.

Step 4: Goal: Stop the ball from passing through the open legs and at the same time score a goal by hitting the ball with enough force to push it through the legs of another player.

RULE: Each time a goal is scored, the player who was unable to stop the ball from passing through his/her legs leaves the circle.

Step 5: The last player left is the winner.

NOTE: The game can become very rough when there are few players in the circle. Invite the players to play with care.

FIGURE 13: HANDS-SOCCER POSITION
INDOOR ACTIVITY THREE:
The GOOFY (or choose a local fun character’s name)

NUMBER OF PLAYERS: Maximum of 30 players
TEAMS: None

AGE GROUPS: 7 – 18 years

NOTE
Contact interaction should be culturally appropriate, gendersensitive and agreed upon through participation from girls and boys.

IMPLEMENTATION

Step 1: Ask all the players to close their eyes.
RULE: Players should keep their eyes closed—if they open their eyes, they are eliminated and should go and sit in silence on one side of the room.

Step 2: All the players with eyes closed move around the room singing ‘goofy-goofy-goofy-goofy-goofy’ (or choose a local fun character’s name).

Step 3: The instructor touches the shoulder of 1 of the players, who then becomes GOOFY. Goofy should open her/his eyes and stand still on one side of the room while all the other players keep roaming around with eyes closed and singing ‘goofy-goofy...’

Step 4: Goal: The players should identify GOOFY while keeping their eyes closed and in silence stand next to him/her with eyes open. Slowly the players will form a silent chain of GOOFIES.

Step 5: The last player to join the chain becomes the new Goofy.

NOTE
Usually the game lasts about 20 minutes. You can repeat it few times if the players enjoy it.
### INDOOR ACTIVITY FOUR:
**Chiki-chiki-chaki chiki-chaki pon-pon**

**NUMBER OF PLAYERS:** Maximum of 15 players  
**TEAMS:** None

**AIDS:** None

**AGE GROUPS:** 7 – 18 years

**NOTE** Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

### IMPLEMENTATION

<table>
<thead>
<tr>
<th>Step</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong></td>
<td>Ask all the players to hold hands and form a circle.</td>
</tr>
<tr>
<td><strong>Step 2:</strong></td>
<td>Ask the players to release their hands.</td>
</tr>
<tr>
<td><strong>Step 3:</strong></td>
<td>Randomly ask 1 of the players, <strong>Player 1</strong>, to sing the sentence ‘chiki-chiki-chaki chiki-chaki pon-pon’, and to accompany it with a movement—for example, to raise and lower her/his arms while singing. <strong>RULE:</strong> 1 movement for each sentence.</td>
</tr>
<tr>
<td><strong>Step 4:</strong></td>
<td>Ask Player 2, the player next to Player 1, to repeat the sentence and the movement of player 1. Player 1’s movement and song should be repeated by all of the players until it reaches the last player in the circle.</td>
</tr>
<tr>
<td><strong>Step 5:</strong></td>
<td>Player 1 initiates new movements while singing ‘chiki-chiki-chaki chiki-chaki pon-pon’, that the 2nd player repeats, and then the 3rd player, and so on, until it reaches the last player in the circle.</td>
</tr>
<tr>
<td><strong>Step 6:</strong></td>
<td>The game can last about 20 minutes. You can repeat it few times if the players enjoy it, or you can appoint a new player to initiate the movements while singing the song. <strong>NOTE</strong> Encourage the players to develop innovative rhythms to accompany their movements. The sentence ‘chiki-chiki-chaki chiki-chaki pon-pon’ can be changed and adapted to sounds that are more familiar to the children. The focus is not on the meaning of the words but on the harmony between movements and rhythm and coordination among players.</td>
</tr>
</tbody>
</table>
**INDOOR ACTIVITY FIVE:**
The invisible chair

| NUMBER OF PLAYERS: Minimum of 8 players and maximum of 15 players—with older children you can try larger numbers |
| TEAMs: None |

**AIDS:** None

**AGE GROUPS:** 7 – 18 years

**NOTE:** Contact interaction should be culturally appropriate, gendersensitive and agreed upon through participation from girls and boys.

**IMPLEMENTATION**

**Step 1:** Ask all the players to hold hands and form a circle.

**Step 2:** Ask the players to stay in the circle while forming a line facing the same direction.

**Step 3:** Ask the players to place their hands on the shoulders of the player in front.

**Step 4:** Ask each player to gently sit in the lap of the person behind while the person in front sits on his/her lap.

**NOTE:** If the players are too far from each other they will not be able to sit properly and will fall down. While the players are standing, push them gently towards the middle of the circle to close gaps between players.

**Step 5:** **Goal:** All players should be able to sit and form a circle without chairs.

**Step 6:** Try the game a few times until the players gain confidence and trust.
INDOOR ACTIVITY SIX: Musical chairs/mats

NUMBER OF PLAYERS: Maximum of 15 players
TEAM: None

AGE GROUPS: 7 – 18 years

NOTE Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

IMPLEMENTATION

Step 1: Set all the chairs/mats in a row in the middle of the room.

NOTE The number of chairs should be 1 chair less than the total number of players. For example, if there are 10 players, there should be 9 chairs.

Step 2: Play the music and ask the players to walk, run and dance around the row of chairs.

NOTE If you do not have a record player for the music, you can ask the players to sing a song while running, walking and dancing. Or some children could take turns being part of the music group that provides the music by singing and/or playing instruments.

Step 3: Goal: The players should sit on a chair or mat as soon as the music stops. The player who is unable to find an open seat is eliminated.

RULE: 1 chair or mat for each player. 2 players cannot sit on the same mat or chair.

Step 4: Stop the music (or if you do not have a record player clap your hands and shout “STOP”): this is the indication for the players to run for their chairs/mats.

Step 5: Remove one of the chairs/mats from the row between rounds, so that you always have one less chair/mat than the number of players taking part in any given round.

Step 6: The last player sitting on a chair/mat wins.
INDOOR ACTIVITY SEVEN: Human car-washing

NUMBER OF PLAYERS: Minimum of 30 players
TEAM(S): None
AGE GROUP(S): 7 – 18 years

NOTE: You can adapt the name to a popular mode of transport in your area.

AIDS: None

NOTE: Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

IMPLEMENTATION

Step 1: Ask the players to form a circle by holding hands.

Step 2: Ask the players to release their hands and turn to face the center of the circle.

Step 3: Ask the players to space their feet enough for a person to pass through.

Step 4: Start the human car-washing. 1 of the players will start to crawl through the legs of the players, while s/he receives an instant wash.

Step 5: The standing players will pretend to gently shampoo the car, rinse it, dry it, and apply protective wax while the player crawling back to his/her position. Players should understand that washing the human car is a way to take care of the car. They should be gentle and caring.

Step 6: The rest of the players, one after another, will follow the same procedure until all of the human-cars are properly washed. The game can be repeated as many times as the players like.

NOTE: Players should understand that washing the human car is a way to take care of the car. They should be gentle and caring.

NOTE: Players should understand that washing the human car is a way to take care of the car. They should be gentle and caring.
INDOOR ACTIVITY EIGHT: Dragons

NUMBER OF PLAYERS: Minimum of 30 players
TEAMs: 2 groups of 15 players
AGE GROUPs: 7 – 18 years

AIDS: None

Implementation

NOTE: Contract interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

Step 1: Ask the players to divide into 2 groups with the same number of players.
Step 2: Ask the players to form a dragon with a head and a tale. The players should form a chain by placing their hands on the shoulders of the person in front. Only the head of the dragon will have his/her hands free.
Step 3: Play: The head of the dragon should try to capture the tail of the dragon without breaking the chain. Make sure that there is enough space for movement.
Step 4: Play: To coordinate the movements of all of the players without falling and/or breaking the chain. You can repeat the game a few times until the players gain confidence to move as a whole group.

NOTE: It does not matter if the number of players is not exactly the same, though the groups should be of roughly the same size.

FIGURE 14: THE HUMAN DRAGON
INDOOR ACTIVITY NINE:  
The star

NUMBER OF PLAYERS: Minimum of 30 players  
TEAMS: None

AIDS: None

AGE GROUPS: 7 – 18 years

**NOTE:** Contact interaction should be culturally appropriate, gendersensitive and agreed upon through participation from girls and boys.

**IMPLEMENTATION**

**Step 1:** Ask the players to hold hands and create a chain.

**Step 2:** Ask the player at the head of the chain to become the eye of the chain.

**Step 3: Goal:** To form the shape of a star with the human chain without releasing hands.

**RULE:** Players are not allowed to release hands—instead, they should work together to find the best solution to forming the star.

**NOTE:** Make sure that there is enough space for movement.

**Step 4:** The players should follow the indications of the eye of the chain, who can ask the players to sit or stand or lay on the floor accordingly.

**Step 5:** The players can give suggestions to the eye of the chain.

**VARIATION:** The game can be played with closed eyes. Only the head player will keep his/her eyes open and guide the rest of the players.
**INDOOR ACTIVITY TEN:**
The dog and its bone

<table>
<thead>
<tr>
<th>NUMBER OF PLAYERS: Maximum of 30 players</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAMS: None</td>
</tr>
</tbody>
</table>

**AIDS:** One sponge ball, and a piece of material to blindfold

**AGE GROUPS:** 7 – 18 years

**NOTE** Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

**IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Step 1: Ask the players to form a circle.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: Ask 1 of the players to step inside the circle and sit. That player is the dog. Blindfold the player and place the sponge ball next to him/her. The sponge ball is the bone.</td>
</tr>
<tr>
<td>Step 3: Goal: One at a time, the players in the circle should try to take the sponge ball in the most silent way possible without alerting the blindfolded player. The goal is to steal the bone without alerting the sleeping dog.</td>
</tr>
<tr>
<td>Step 4: Play: If the blindfolded player perceives signs of movement, s/he should point out the direction of the movement indicating it with her/his hand.</td>
</tr>
<tr>
<td>Step 5: If the blindfolded player is right, then the player who has been caught trying to steal the bone will swap positions with the blindfolded player and become the new sleeping dog.</td>
</tr>
</tbody>
</table>

**NOTE** This game requires the players to be as silent as possible.
## INDOOR ACTIVITY ELEVEN:
The knot

<table>
<thead>
<tr>
<th>NUMBER OF PLAYERS:</th>
<th>Maximum of 30 players</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAMS:</td>
<td>None</td>
</tr>
</tbody>
</table>

**AIDS:** None

**AGE GROUPS:** 7 – 18 years

**NOTE** Contact interaction should be culturally appropriate, gender-sensitive and agreed upon through participation from girls and boys.

### IMPLEMENTATION

**Step 1:** Ask the players to form a circle.

**Step 2:** Ask the players to raise their arms and walk towards the center of the circle, so that all of the arms are close to each other.

**Step 3:** Ask the players to close their eyes and reach out to grab a hand of another player and hold it. Each player should be holding the hand of 2 different persons (e.g., 2 players cannot hold both of each other’s hands).

**Step 4:** Ask the players to step back while holding hands.

**Step 5:** **Goal:** The players should untie the knot without releasing their hands.

**NOTE** This game requires concentration and team work. The players should find a way to support each other’s movements and return to the original circle without releasing their hands.