

LINEUP
LIVEUP

TRAINER MANUAL

LIFE SKILLS TRAINING THROUGH SPORT
TO PREVENT CRIME, VIOLENCE AND DRUG USE



UNODC

United Nations Office on Drugs and Crime



The Doha Declaration:
**PROMOTING A
CULTURE OF
LAWFULNESS**

© United Nations, August 2017. All rights reserved, worldwide.

The designations employed and the presentation of material in this publication do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries.

This publication has not been formally edited.

Design and production: Electronic Publishing Unit, United Nations Office at Vienna.

Cover image: [iStockphoto.com/Marcelo Horn](https://www.iStockphoto.com/MarceloHorn)

UNITED NATIONS OFFICE ON DRUGS AND CRIME
Vienna

LINEUP
LIVEUP

LIFE SKILLS TRAINING THROUGH SPORT
TO PREVENT CRIME, VIOLENCE AND DRUG USE

TRAINER MANUAL



UNITED NATIONS
Vienna, 2017

ACKNOWLEDGEMENTS

The *Line Up Live Up* Trainer Manual has been prepared for the United Nations Office on Drugs and Crime (UNODC) by Peer van der Kreeft, HoGent University College Ghent, Department for Education, Health and Social Work.

The manual was discussed and reviewed during two expert group meetings held in Vienna in September 2016 and May 2017. UNODC wishes to acknowledge the valuable suggestions and contributions of the following experts, who participated in those meetings or provided feedback separately: Doaa Alfayad, Noura Almarri, Bella Bello Bitungu, Patrick Burton, Carmen Campbell, Alison Clowles, Derek Daniels, Jorge Diaz, Luke Dowdney, Ron Doyle, Manuel Eisner, Berit Kieselbach, Lucie Leonard, Yongfeng Liu, Rosie Meek, Celine Monnier, Aja Louise Murray, Gabriela Pinheiro, Oihana Rementeria, Ben Sanders, Julie Savignac, Herbert Simões, Elizabeth Sluyter-Matthew, Ben Taylor and Christina Wright. UNODC wishes to thank Grassroot Soccer in particular for support in the development of the session on gender equality.

The following UNODC staff contributed to the development of the material: Rodrigo Araujo, Carlos Asenjo, Alexey Berger, Giovanna Campello, Johannes de Haan, Hanna Heikkila, Valerie Lebaux, Anastasia Leskova (intern), Wadih Maalouf, Nivio Nascimento, Aspasia Plakantonaki, Pascale Reinke-Schreiber, Munara Sulaimanova, Lorenzo Wakefield. Administrative support for the preparation of this publication was provided by Dorika Achachi and Nadia Staufer.

UNODC gratefully acknowledges the funding provided by the State of Qatar for the development of the Trainer Manual as part of its support to the Global Programme for the Implementation of the Doha Declaration: Towards a Culture of Lawfulness (GLOZ82).

CONTENTS

| | |
|--|-----------|
| Introduction | 1 |
| <i>Line Up Live Up</i> materials | 5 |
| The role of the trainer | 6 |
| Pedagogical tips | 7 |
| Leading group discussions | 9 |
| <i>Line Up Live Up</i> training for trainers | 11 |
| SESSION 1: GOALS | 14 |
| Activity 1: square ball | 16 |
| Activity 2: square ball with extra rules | 18 |
| Closure of the session | 20 |
| SESSION 2: CONTROL | 22 |
| Activity 1: score—or not? | 24 |
| Activity 2: no-go zones | 26 |
| Closure of the session | 28 |
| SESSION 3: STRENGTH | 30 |
| Activity 1: cherishing strengths | 32 |
| Activity 2: learning from mistakes | 34 |
| Closure of the session | 36 |
| SESSION 4: RESPECT | 38 |
| Activity 1: football equality | 40 |
| Activity 2: football equality phase 2 | 42 |
| Closure of the session | 43 |

| | |
|--|-----------|
| SESSION 5: PEERS | 46 |
| Activity 1: free zone! | 48 |
| Activity 2: mission impossible | 50 |
| Closure of the session | 52 |
| SESSION 6: PROTECTION | 54 |
| Activity 1: effects of drunkenness | 56 |
| Activity 2: categories of risks | 58 |
| Closure of the session | 60 |
| SESSION 7: PERCEPTIONS | 62 |
| Energizer: six ball game | 64 |
| Activity: quiz cards | 66 |
| Closure of the session | 68 |
| SESSION 8: GROUPS | 70 |
| Activity: group dynamics | 72 |
| Closure of the session | 74 |
| SESSION 9: HELP | 76 |
| Activity 1: acrobatic gym | 78 |
| Activity 2: disrupted communication | 80 |
| Closure of the session | 82 |
| SESSION 10: STEPS | 84 |
| Activity: shooting track in four stages | 86 |
| Closure of the session: <i>Line Up Live Up</i> evaluation | 88 |
| | |
| Annex 1 <i>Line Up Live Up</i> Training Programme Theory of Change | 90 |
| Annex 2 Life skills definitions | 91 |
| Annex 3 Instruction cards | 93 |

INTRODUCTION

BACKGROUND

Sport and physical activity are vital to the development of young people as they foster their physical, social and emotional health. They can also provide positive experiences to both boys and girls, such as a sense of belonging, loyalty and support, and can promote positive changes in relationships by encouraging collaboration, understanding, tolerance and acceptance between participants from different backgrounds. What is more, sport has clear educational benefits, as it can help skills development to empower young people to make positive changes in their own lives and their communities.

The Doha Declaration, adopted at the thirteenth United Nations Congress on Crime Prevention and Criminal Justice held in Doha, Qatar, in April 2015, stresses youth participation in crime prevention efforts. Responding to this Declaration, the United Nations Office on Drugs and Crime (UNODC) launched a global youth crime prevention initiative that uses the power of sport to build resilience in young people by enhancing their life skills, and to increase their knowledge of the consequences of substance use and crime, with a view to positively influencing their behaviour and attitudes, and preventing antisocial and risky behaviour. Besides awareness-raising, a key component is the development of this evidence-informed life skills training curriculum, *Line Up Live Up*, which can be used as part of existing sports programmes.

The design of *Line Up Live Up*, including both programme and evaluation design, is evidence-informed and based on a 'Theory of Change' (see annex 1) that centres on the assumption that through the selected training methodology and risk factors addressed, the initiative will lead to short- and medium-term changes in attitudes and behaviour of young people. Through these changes, the programme helps them to stay away from violence, crime and drug use.

Ideally this life skills training programme is complemented by a larger set of community-based interventions in order to target all relevant risk factors in a young person's life, including activities focusing on youth development more broadly.

LINE UP LIVE UP TRAINER MANUAL

The *Line Up Live Up* Trainer manual builds on the experience of the United Nations and other partners in developing and implementing evidence-based crime, violence and drug use prevention programmes—including designing life skills training curricula—and transfers this accumulated expertise to sport settings.

The manual has been developed as a tool to assist coaches, trainers, youth workers and other professionals working with young people to deliver sports-based training exercises to males and females from 13 to 18 years of age. The 10 sessions included in this manual have been carefully designed to target a specific set of life skills, and can be run in sports centres, schools (either as curricular or extra-curricular sport activities) and other community settings. At least one coach/trainer is needed for each session, but where possible, additional practitioners can co-facilitate the sessions.

The exercises in the manual have been designed for mixed-gender groups. In the cases where particular attention should be given to the composition of teams in terms of gender, instructions are provided for the trainer. Depending on the context, all exercises can be played by groups of the same gender, if so required.

WHAT ARE LIFE SKILLS?

Life skills are a set of personal and interpersonal (social) skills that enable individuals to deal effectively with the demands, stressors and interpersonal conflicts of everyday life.

A lack of social and emotional skills, and poor self-awareness constitute important risk factors for (youth) violence, substance use and crime. Life skills development for young people helps increase their ability to interact with others, to develop positive relationships, and to cope with negative emotions.

As such, life skills training can help to minimize risk factors and maximize protective factors related to antisocial behaviour, crime, violence, and drug use. When applied in the context of such risk situations, a life skill—or several in combination—can enable young people to find peaceful solutions for resolving conflicts, avoid dangerous situations, help prevent crime and increase respect for diversity.

To achieve this, and drawing from sport as a vehicle, the following **core life skills** have been selected under the *Line Up Live Up* programme, as they can play an important role in strengthening young people's resilience, promoting tolerance and respect, and reducing the probability of their engaging in risky behaviours.

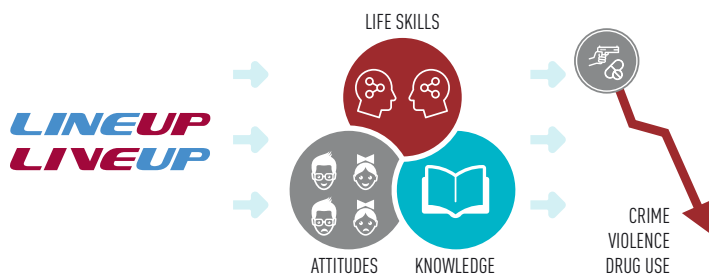
- Coping with stress and emotions
- Critical thinking
- Decision-making and problem solving
- Effective communication and relationship skills
- Refusal skills
- Self-awareness and empathy

Apart from addressing life skills, the programme will in parallel address the following as important mediating factors:

- Young people's *knowledge* on crime, violence and drug abuse, including their perception of risk.
- Young people's *attitudes*, including positive and negative behaviour, that are affected by their normative beliefs. These are exaggerated beliefs and misconceptions concerning the prevalence and acceptability of certain acts such as drug abuse and violence, and the attitude of others. These beliefs become the person's norm, and influence their behaviour.

Normative beliefs: The process where your perception of something, or of others' beliefs that you should or should not perform a certain behaviour, becomes your norm and influences your behaviour. If this belief is based on incorrect information or wrong interpretation of information, the norm is false. Young people tend to have exaggerated beliefs concerning the attitude of older teenagers (for example, "almost all popular students in my school smoke cannabis"). The issue can be addressed by what is referred to as normative education: correcting normative expectations and attempting to disseminate accurate information on the prevalence and acceptability of violence, crime or drug use.

MEDIATING FACTORS BETWEEN INTERVENTION AND RESULT



This graphic presentation of the mediating factors shows how a life skills intervention like *Line Up Live Up* indirectly addresses drug use, crime or violence. In the activities the focus is on the skills that will help participants stay away from these situations. During the sessions, participants play, and talk about self-control, group dynamics and communication etc. Only afterwards is the link made to real-life situations, including drug use, criminal and violent behaviour.

LINE UP LIVE UP MATERIALS

TRAINER MANUAL

This manual includes 10 sessions, each addressing a specific goal. Every session lasts around one hour and includes practical sports activities that promote team spirit, self-awareness, fair play and inclusion as vehicles through which the participants can build their coping mechanisms and reduce their vulnerability to and motivation for delinquency, violent behaviour or drug use.

Integrating opportunities for reflection and discussion throughout, the **sessions structure** includes:

1. **An introduction to the learning objectives addressed.** It is necessary to read carefully through the introduction and objectives before you start the session. Each session starts with a text box, replicated in the participant logbook, to help the trainer present the session to the participants.
2. **Setting the stage for the practical sport activities and game rules.** The game instructions guide you in chronological order through the exact steps that you will need to take to prepare and implement each activity. They also include the materials needed. In case the specified materials are not available, they can easily be replaced by whatever is at hand and can serve the purpose.
3. **Notes to support debriefing and closure.** The debriefing questions after each activity are meant to discuss the experiences of participants during the games, and to link these to daily life. They are almost always formulated as open-ended questions. It is important to familiarize yourself with these notes in advance.

INSTRUCTION CARDS

Line Up Live Up includes a set of numbered cards to facilitate the activities in each session. Make sure that you have with you the cards that you need for each session. The number of cards is foreseen for an average group of 20 to 24 players, but the materials can be adjusted to fit smaller groups.

PARTICIPANT LOGBOOK

Each participant in *Line Up Live Up* will receive a personal logbook, which can be used during the activities. The logbook has been designed to bring something extra to the training as it will allow participants to record personal notes and observations that they can then go back to, as well as to score themselves on the skills addressed in the sessions, and monitor their own progress. It is a tool that the players can go back to afterwards, which helps them remember what they have learned.

The logbook is to be used mainly at the end of each session, but there are occasions where exercises in the logbook can be completed during the activities. The first page of each session contains a brief description of the subject and main objective. It is written in easy-to-understand language and is also replicated in the introduction of the session in the trainer manual. You can ask your players to read it before you start, have it read out loud by one participant, or you can summarize it yourself. It is encouraged,

however, to ask participants to read the introduction at home before coming to the centre. Such a simple preparatory step greatly increases the young people's ability to transfer action to learning.

>> Adaptation: Maybe you work with young people who do not know how to read or who have disabilities, making it harder for them to use the instruction cards or logbooks. The materials and activities are meant to be adaptable to these target groups, and depending on the context you are working in, you need to think creatively to make the necessary adjustments. Colleagues with more experience can give practical solutions if such situations are new for you as a coach.

Also, adaptations of the materials and exercises can also be done depending on the sports setting where you work. For example, running and ball play exercises can be played entirely in water, if the coach is a swimming or water polo coach!

THE ROLE OF THE TRAINER

Line Up Live Up is best delivered by a trainer who regularly works with young people aged from 13 to 18 in sport settings. The trainer should be a person the participants trust and respect, and with whom they can talk about subjects that do not necessarily relate to their sport training, but that concern them in their daily lives.

The activities are based on sports that your players may already practise. Although actually playing the games will help participants reach some of the learning objectives, much of the

learning needs a debriefing phase. Debriefing occurs after, or in some cases during the activity. It is, however, crucial that you don't separate the debriefing from the play too much, for example by going to a classroom. The games should immediately be followed by the debriefing in the same location and conditions.

Although participants in your group may expect you to take the lead in the debriefing talk, they should be invited to talk to the group, and be encouraged to respond to the others instead of waiting for your reaction. The group is a resource for learning and, rather than looking for a correct answer, the debriefings are about sharing experiences and thoughts among the players.

When you gather your players to introduce the session and explain the game instructions, make sure everyone can see and hear you (for example, stand up when players are sitting). However, during the debriefing phase, as the emphasis of debriefing is having the players talk and give input, you need to remain on the same level as them. If they sit down, you should sit down too.

It will take quite some time to prepare the delivery of the sessions at first, as it requires making logistical arrangements and careful reading of the instructions and the debriefing questions. Please keep an open mind and tailor the sports activity to the context you are working in. Adaptation to your group and situation will in many instances be necessary.

PEDAGOGICAL TIPS

The following tips can help you get participants to engage more actively in the training:

Knowledge and preparation: You must have a good understanding of the messages to be communicated, and how to set up and roll out the activities to achieve maximum results. This includes presenting the contents clearly, and giving simple explanations of the objectives of each session.

The introduction to each session and the learning objectives will help you with this, and the activities description will support you in preparing for and debriefing after the games. In the players' personal logbook there is also a short text on the objectives and background of each session. You can ask your players to read this at home or you can give them time before the session to do this.

Participation and group work: Encouraging participation in a structured way can help people learn, share experiences and practise skills together. Working in

groups is also recognized as promoting cooperation rather than competition, strengthening communication skills, and encouraging creativity.

Take extra care how you divide the group into teams, and use different techniques for this, as this variety will help avoid routine, strengthen trust among peers, and make it more fun for the players.

Line Up Live Up is based on the understanding that working in groups and learning from each other is crucial in order to be effective. When dealing with personal decisions and lifestyle, the influence from peers of the same age group is stronger than the influence from adults. Such social influence can be both negative and positive. Positive influence is used as a powerful instrument in *Line Up Live Up*.

Individual focus and listening: You must know each participant, understand his or her characteristics and take into account age and skills. Respecting diversity in the group and recognizing personal skills will allow the training to be tailored to individual needs, and the same time to the needs of the group.

Listening to the players and using and building on their experience, opinions, and knowledge can also help enhance their self-esteem, and facilitates dealing with sensitive issues.

Play: Play is an enjoyable way to learn and a way of allowing people to relax and overcome anxiety. It encourages creativity, and taking initiative. You should use simple and expressive language and intervene during the activities only when needed, letting the participants play.

Play and visual demonstration of activities can also help mitigate short attention and concentration spans.

Encouragement and reassurance: You must deliver the sessions through encouragement and recognition of achievement of the steps participants take, even if small ones. You must work towards instilling confidence, and give specific praise to individuals, calling them out for their actions, while at the same time avoiding criticizing an individual in front of the group.

Motivate and inspire: Your enthusiasm will be decisive in motivating and inspiring your group. Prepare yourself mentally for the activities and try to find the words and the gestures which will encourage the players to participate.

Equity of voice: The interactive methods used for playing and discussion (such as the different techniques to divide the group into smaller groups at random) are not only intended to add joy to the activities, but also to stimulate diversity of ideas and thoughts. You need to be alert and ready to intervene in order to give equity of voice to all participants and make sure everyone's opinion is valued.

Dealing with resistant behaviour: Among the group there may be those who demonstrate timid, resistant or disruptive behaviour, which may be due to fear and anxiety of not fitting in or not understanding the content, as well as from a lack of self-confidence. You may need to speak to those participants individually outside of the session to identify the underlying issue. You should also continue to engage them directly during the training, asking them to share their point of view and helping them to integrate with the others by offering them a leadership role in an activity. It is also important to remember that timid participants may express themselves better in small groups or pairs.

LEADING GROUP DISCUSSIONS

In most of the sessions the players are put into groups to discuss the subject. At this time, you don't have to try to control the way they work. It may well be that in one team there is a lot of laughter while in the other everyone is quite serious. It may also very well be that in many groups you will encounter challenging participants, who may be disruptive or wilfully not present in the discussions. Your role is only to monitor from a distance and keep an eye on whether they are still on task.

For the discussion in the larger group your role is obviously more prominent. You lead the conversation, without taking too much time for speaking yourself. During the many debriefing occasions, you are trying to have your participants think about what they have done. The basic debriefing questions are:

- What happened?
- What do I think about it?
- What can I do with it?

It is not your role to give the answers, but to encourage the participants to find the answers themselves. Here are a few extra points to pay attention to:

Open-ended questions: Formulate your question in an open-ended way, forcing the players to think of their opinion instead of saying just yes or no. An open-ended question is more difficult than a closed question and needs more time to think about: don't be afraid to wait 10 seconds for the answer.

Silent participants: Communication is a crucial social skill and almost all activities cover it in some way to improve talking as well as listening competence. As a group leader you try to involve as many as possible. Sometimes it is necessary to invite a quieter participant to give an opinion, or you may even have to insist on it. Please note, however, that when a player is silent, that does not automatically mean he or she is not learning.

Challenging participants: There will always be participants who will want to disrupt a group. It is your role as facilitator to deal with this. We recommend that you do not embarrass or "call out" such participants in front of others. It is usually more helpful to call such a participant aside and talk to him or her separately. Always frame such discussions in a positive manner. For example, do not say that he or she is being disobedient; rather, frame their behaviour in the context of the joy and happiness that you wish to have in the sessions.

Talking to the group: It is best to form a circle for debriefing: whether you stand or sit, a circle stimulates the players to talk to each other and not only to the trainer. And it avoids people looking at you from behind.

Translate to your own reality: The exercises are different from the activities you normally conduct with your players. In this manual we are obliged to use generic questions or examples, adaptable to different situations. In the group discussion you can urge the players to look for similarities to their own sports. That will make it easier for them to recognize what they experienced in the game.

LINE UP LIVE UP TRAINING FOR TRAINERS

These sessions imply the use of interactive training methods. A sports trainer knows how to have his or her participants work with each other in fair play during the activity. But the debriefing and discussion components of the session may be a challenge. The above tips and suggestions to lead discussions will help, but some issues may require specialized training, for example on how to be non-judgemental, value different opinions, work with diverse learners, prompt enquiry, promote equity of voice, and find ways to deal with limited motivation.

Therefore, the programme's designers recommend that trainers who implement this programme participate in *Line Up Live Up* training for trainers. This three-day training is delivered by a qualified and certified facilitator and focuses on the background and structure of the programme and interactive processing methods to be used for each session.

The training for trainers highlights the crucial programme components, background and structure of *Line Up Live Up*. Besides introducing the objectives and description of the sports activities, the trainer focuses on the facilitation and pedagogical skills needed to deliver the material. Emphasis is placed on the methodology used to process, discuss, stimulate discussions and participation by the players, and think together. The training is instructive and highly interactive, and the participants are given the opportunity to practise parts of *Line Up Live Up* sessions and activities.

Preceding or complementary training on topics including child protection principles, gender considerations, ethics and confidentiality, and safeguarding is also strongly encouraged. Trainers should also be aware of existing referral and protection measures and available services in place in their neighbourhood for vulnerable youth, and individual follow-up of cases.



1

GOALS

GOALS

RULES ARE CONNECTED TO GOALS

Introducing the session to the participants

Rules should make sense. It's easier to follow rules if we understand why they exist, for example in teams, among friends, or in society as a whole. Each rule has a purpose and is linked to a goal. To find out how rules are connected to goals, it's a useful exercise to think in reverse and to start by identifying what you wish to achieve: Have fun with friends? Be in better physical condition? Win? As a second step think about what rules you need to follow to achieve that goal. This logic gives you a clearer understanding about developing and following rules in order to reach agreed goals.

NOTE TO THE TRAINER

This is the first of a series of sessions with sports activities that show us how sport builds life skills. There will be discussions between or after the activities, making a link to those skills that are important in daily life. Skills help us to overcome problems. They are changeable; meaning that you can learn and improve them. They are different from personality and character, which changes more slowly during one's life.

We need life skills to prevent us from getting into problems.

- Explain that the overall focus of this training programme, *Line Up Live Up*, is to learn skills that help a person to stay away from violence, criminality and drug use.
- Ask what kind of problems the participants want to avoid.
- Explain that preventing problems requires life skills. One of these skills is to deal with group rules. That's what this first session is about.

- OBJECTIVES**
- Participants identify their own aims related to the *Line Up Live Up* programme as a whole.
 - Participants learn that group rules are connected to objectives or goals and may be important for a community.

- SKILLS ADDRESSED**
- Critical thinking
 - Effective communication and relationship skills
 - Self-awareness and empathy



TIME ALLOCATION 60 MINUTES

| | |
|--|---------|
| Intro | 5 mins |
| Square ball | 20 mins |
| <i>Debriefing</i> | 5 mins |
| Square ball with extra rules | 10 mins |
| <i>Debriefing</i> | 10 mins |
| Closure | 10 mins |

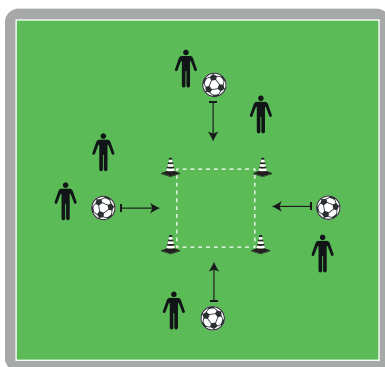
ACTIVITY 1: SQUARE BALL

SET-UP MATERIALS: 1 x ball; 1 x goal marked by cones; 2 x whistles

INSTRUCTION CARDS: None

Prepare the game area, determining the boundaries for a square playing field approximately the size of half a football field, or the size of a basket-ball field. Ask the players to put one goal on the field.

FIELD SET-UP



TIP >> *You can arrange the field and goal yourself in advance, but if time permits it is better to have the players arrange the field, as this contributes to the experience of setting and complying with the rules of the game.*

Split your group into two teams and each team selects a captain.

Both teams aim to score in the same goal. The team without the ball needs to defend the goal from the attacking team.

TIP >> *You can avoid having the most popular players always being selected as captain by using techniques to have a captain appointed at random. If you use that technique repeatedly, the group gets used to it and will accept it more easily.*

ACTION Explain that the goal is to score as much as possible, keeping to the following rules:

- No body contact allowed.
- The ball has to be passed by every team member before a goal is scored.
- The ball can enter the goal from any side, including the back.
- There is no referee; instead, one captain per team indicates by whistling when there is a foul (body contact, ball not passed by all team members before scoring), both in the other team as well as in the captain's own team.

Get the teams to play for approximately 15 minutes.

DEBRIEFING Gather the players.

- Ask how the participants experienced playing without a referee. Did this make them more careful or aware of their and the other players' actions? Did they feel more responsible?
- Let the captains explain how they felt whistling for a foul by the other team. And by their own team?
- Look for similarities with everyday life: when is there a 'referee' (for example a teacher, parent, police officer) and when not? In which situations would you yourself become a 'captain' and tell others they did something wrong?

TIP >> *To stimulate discussion, you can explain that rules are usually set by people around you with a specific goal in mind (for example to promote safety, health etc.). These people will react when you violate a rule. However, each individual is also required to take action if rules are not followed, even if this implies speaking out against someone you feel close to.*

ACTIVITY 2: SQUARE BALL WITH EXTRA RULES

SET-UP MATERIALS: 1 x sheet of paper; 1 x football; 1 x goal marked by cones

INSTRUCTION CARDS: None

Keep the area as outlined in Activity 1 of this session.

Gather the players around a board or a piece of paper, on which you draw a scoreboard.

| | A | B |
|--------|---|---|
| GAME 1 | | |
| GAME 2 | | |

ACTION The game is played as under Activity 1, with the following additional rules:

- Each team must achieve exactly 7 points; not more, not less.
- Touching the ball with your elbow before scoring gives an extra 2 points.
- Touching the ball with your knee gives an additional 1 point.

The teams select a different captain and play for a short time, approximately 10 minutes.

DEBRIEFING Gather for a short debriefing session:

- What is the reason for each of these rules: no body contact, no referee, extra points for elbow touching?
- Explain that rules are connected to a goal you want to reach with the game: fun, challenge, fair play, teamwork, equality, success etc.

If time allows, invite the group to add another three rules of their own choosing, and play one more time.

Square ball is intended to make you conscious of the connection between a rule and an objective. If you know the rule has a reason, you will more easily accept and follow it.

CLOSURE OF THE SESSION

Sit or stand with the group in a circle, come back to the title of *Line Up Live Up* and repeat the overall aim of the project, namely to improve life skills to be able to make better decisions and positive changes in life and the community.

Show a list of the titles of the 10 sessions of the *Line Up Live Up* training curricula and very briefly explain what the games they contain will be about. (Players have such a list in their logbook.)

- Ask all players to identify their personal goals of what they would like to achieve at the end of the 10 sessions. (Answers can be written in their logbooks.)
- Ask each player which life skills could help them achieve these goals. You can briefly present different life skills (annex 2).
- Ask how these life skills can help them avoid getting into trouble like violence, crime or drug use.
- Ask players what they would categorize under 'violence'. If not addressed in the responses, explain that violence includes physical as well as psychological violence. Probe for examples. If time permits, ask similar questions for 'drugs' and 'crime'.
- Take a few minutes to allow the players to indicate the skills scores in their personal logbooks, and ask for any comments.

In *Line Up Live Up* we define...

...**crime** as behaviour violating the law, including petty crime like stealing from a shop or money from someone.

...**violence** as intentionally using physical force or power against another person or group that can lead to physical or psychological harm.

...**drug use** as the use of substances that are psycho-active, including illegal and legal substances (alcohol and cigarettes).



2

CONTROL

CONTROL

TAKING CONTROL OVER IMPULSE IN RISK SITUATIONS

Introducing the session to the participants

You can live your life in different ways. Sometimes you proceed cautiously and slowly, thinking about what is ahead, what you will and will not do. Then, at other times, you simply don't think things through, but decide to follow your impulses, lose control and see what will happen. In situations where you do not want to lose control, and you want to do as you originally intended, you need certain skills. This session reveals the skills you can use for that.

NOTE TO THE TRAINER

Refer briefly to the previous session and ask what players remember, and if they have any questions.

Being impulsive has its good sides: having people around you who act based on their instinct and who are spontaneous can be very motivating and exciting. In our sports settings we also need our impulses, which often make us faster than if we think thoroughly about every move. However, at certain times, we want to think ahead and follow a set strategy. We need to think things through and be more careful not to make any mistakes. We need to be aware of our emotions, know what it is that influences our behaviour, and control our impulses, both on and off the sports field.

Referring back to previous sessions adds to *integration* of the topics in *Line Up Live Up*. It is intended to give an opportunity to share any new thoughts or experiences. If players can't find any answers, there's no need to insist; nevertheless, repeat such a referral to previous sessions in every session. If participants know this is how you start the session, they may prepare themselves during the week: "I am going to say this next time".

OBJECTIVES

- Participants recognize situations where they are at risk of losing control over their impulses.
- Participants experience how control over their impulses can be influenced by external factors.
- Participants describe examples of situations in real life where they risk losing control over their impulses.

**SKILLS
ADDRESSED**

- Coping with stress and emotions
- Decision-making and problem solving
- Refusal skills
- Self-awareness and empathy



TIME ALLOCATION 60 MINUTES

| | |
|-----------------------------|----------------|
| Intro | 5 mins |
| Score—or not | 15 mins |
| <i>Debriefing</i> | <i>10 mins</i> |
| No-go zones | 15 mins |
| <i>Debriefing</i> | <i>10 mins</i> |
| Closure | 10 mins |

ACTIVITY 1: SCORE—OR NOT?

SET-UP MATERIALS: 1 x ball

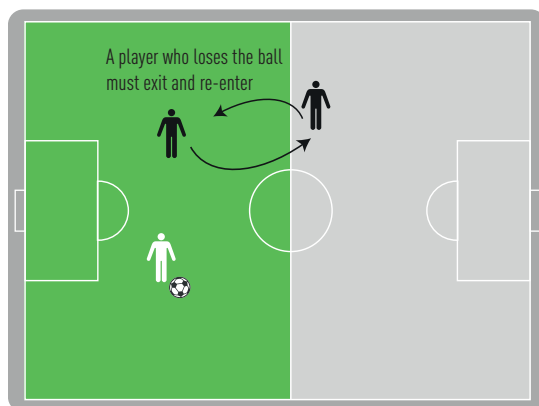
INSTRUCTION CARDS: CONTROL

This game is played on a football field. Players are divided into two teams. You or one of the participants can be the referee. The first round is played on just one half of the field and with only one goal. Identify one player in each team to be the “disturber”.

ACTION Explain the goal and rules of the game:

- Both teams aim at the same goal, without goalkeepers.
- The offside rule does not apply, but there is another rule to follow: the right to score. If a player has the ball and the opposite team gets possession of the ball, the player loses the right to score (should he or she manage to get the ball again), and can only regain the right by moving back over the halfway line and re-entering the game. If a player violates this rule and scores, one point goes to the other team.

FIELD SET-UP



Secretly give one player in each team a disturber card. The card explains that without any of the others knowing, they will give extra encouragement to their team mates to score when they don't have the right to score and thus to make them break the rule. The disturbers can do this by encouraging scoring through shouting or by passing the ball to players who do not have the right to score. They can also try to manipulate players of the opposite team. The two disturbers have to keep their role secret until the debriefing after the game.

Play the game for approximately 10 minutes.

TIP >> The disturbers should be well instructed on their role: they need to actively encourage and provoke a pass so that the player recognizes afterwards there was an external influence. Make clear to the disturbers that they can also actively join the game and try to score for their own team.

DEBRIEFING

Gather the players for debriefing.

- Explain that this training activity is specifically aimed at controlling your impulses to score when the opportunity is there but it is not permitted.
- Discuss the following:
 - Who violated the 'right to score' rule and when?
 - Who was tempted to violate the rule, and why?
 - What helped players keep control over their impulses and abide by the rule?
 - What led them to lose control over their impulse to score?
- Ask the two disturbers to explain their role, and about which strategies they used to make people forget about the rule.
- Transfer some of the examples to situations related to violent behaviour, drug use or crime. In that respect, focus also on the role of opportunities for delinquency and the role of peer pressure in the players' own communities.

Avoid focusing on who performed well and who did not, but try to identify together which internal (wish to score) and external (people's shouts to pass the ball) influences gave players the impulse to shoot where they actually intended not to.

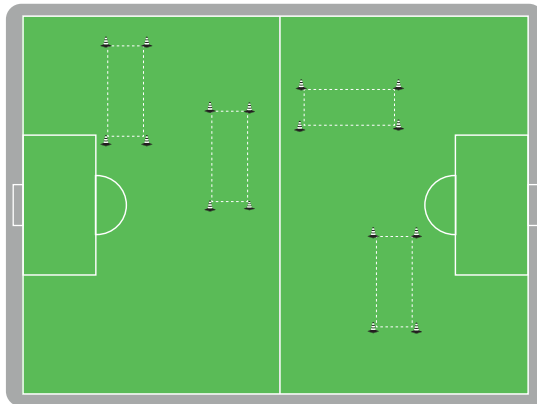
ACTIVITY 2: NO-GO ZONES

SET-UP MATERIALS: 1 x ball; 16 x cones

INSTRUCTION CARDS: CONTROL

This game is played on a full football field (or a smaller field in the absence of a full football field) with two goals but without goalkeepers. In each half there are two rectangular zones, the limits of which are indicated with cones as shown in the illustration.

FIELD SET-UP



Players are divided into two teams. You or one of the participants can be the referee.

ACTION Explain the goal and rules of the game:

- Teams can only enter the zones in their own half.
- The referee does not whistle or stop the game if a player enters a restricted zone, but notes down a fault. Three such faults are worth a goal for the other team (the third fault and point for the other team is indicated by a whistle).

As in Activity 1, secretly choose one player in each team to be the disturber and encourage team members to ignore the rule and pass through the no-go areas.

The intention of the game is to have players experience how impulses can take over from rationale. Internal impulses can include strong emotions, like anger, joy or excitement. The role of the disturbers is to increase the excitement of players and to provoke them into losing control and making a mistake. During the debriefing, the players will have the chance to analyse which external influence caused them to make mistakes.

Play the game for 10 minutes.

DEBRIEFING

Gather the players for debriefing and discuss the following:

- Who entered the no-go zones and when?
- Who was tempted to enter and why?
- What helped players keep control over their impulses?

Transferring the discussion to behaviour in everyday life:

- Ask the players to take their logbook and have one player read the introduction out loud. Instruct the players to sit down, think for a few moments and write down one or two examples of events where their intention was not to enter a place (like the zone in the game) or engage in certain behaviour, but outside influences drove them to do so anyhow. Ask a few participants to read out what they wrote down, and highlight:
 - examples of avoiding situations of crime, violence or drug use in real life; and
 - examples of outside influences: situations, friends, family.

TIP >> *In the discussion you can ask how practice, routine and anticipation in sports reduce the risk of following incorrect internal or external impulses. The translation to real-life situations can then refer to the importance of developing good habits or following role models: which good habit could prevent you from giving in to the impulse of doing something wrong?*

CLOSURE OF THE SESSION

Ask the players to sit in a circle and to give one word describing their impression from the session. Prepare one word yourself too, and contribute it at the end. For example: excited, confused, new, laughing, thinking etc.

Take a few minutes to allow the participants to indicate the skills scores in their personal logbooks, and ask for any comments.



STRENGTH

STRENGTH

LOOKING FOR STRENGTH IN UNEXPECTED PLACES

Introducing the session to the participants

When things become difficult, you need to rely on your strengths. Some of your strengths are obvious, while others may be less so. This is true for you as an individual, but also for a team: other players may have unexpected strengths that only become clear when the players see an opportunity to use them. These strengths and your own are valuable: cherish them!

NOTE TO THE TRAINER

Refer briefly to the previous session and ask what players remember, and if they have any questions.

This session is about our weaknesses and strengths. Our strengths are sometimes not very obvious. To increase our self-esteem, it is necessary to look for our personal skills and strengths and to learn from our mistakes.

OBJECTIVES

- Participants find examples of *cherishing their strengths*: looking for less prominent skills, strategies, tricks and solutions, and recognizing how they can lead to success.
- Participants conduct a *fault analysis* and identify how they can learn from mistakes.

**SKILLS
ADDRESSED**

- Coping with stress and emotions
- Decision-making and problem solving
- Effective communication and relationship skills



TIME ALLOCATION 60 MINUTES

| | |
|----------------------------------|---------|
| Intro | 5 mins |
| Cherishing strengths | 20 mins |
| <i>Debriefing</i> | 5 mins |
| Learning from mistakes | 15 mins |
| <i>Debriefing</i> | 10 mins |
| Closure | 5 mins |

ACTIVITY 1: CHERISHING STRENGTHS

SET-UP MATERIALS: jump ropes; hoops; 4 x corner markers (for example cones); scoreboard

INSTRUCTION CARDS: STRENGTH

Set up four posts at the corners of a field, ideally the size of a football field, where four different challenges will take place.

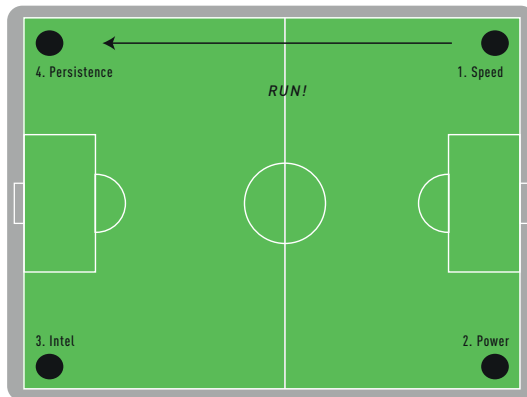
Divide the group into four equal teams (A, B, C, D) as follows: first ask the players to shift places a few times so that they don't stand next to their best friends. Then split the players into four groups and ask the groups to stay together and to follow you so that you can explain the assignments at the four posts marking the corners of the playing area.

ACTION Each team should start at a different post. The assignments are as follows (the activity at each post takes up to 5 minutes max):

Post 1: Speed. Players run to the opposite side of the field, one at a time.

Calculate the score by totalling the best times of each individual.

FIELD SET-UP





STRENGTH

Post 2: Power. Depending on the size of the teams, decide on the number of players that will be doing each of the tasks below.

1. Players jump the rope as many times as they can.
2. Players do as many push-ups as they can.
3. Players spin the hoop around their hips as many times as they can.

Calculate the score by totalling the numbers of all team members.

Post 3: Intellect. Within 2 minutes, players find as many sport-related words as possible in the puzzle on the instruction cards and note them down, for example in their logbook. There are 12 in total; each word revealed delivers one point.

Post 4: Persistence. Players balance on one foot on a small piece of wood (or stone). The time of the best result is noted down.

One of the group members is responsible for noting down the results on the scoreboard after each challenge. The trainer will write down for each team the ranking for each exercise (1 to 4) and in the last column, adds up all the numbers of the rankings. The team with the lowest number wins!

EXAMPLE OF
FILLED-OUT
SCOREBOARD

| TEAM | Speed | Power | Intel | Persistence | Total Rank |
|------|------------------------|-------------------------|------------------------|------------------------|------------|
| A | 56 Result Rank 3 | 262 Result Rank 2 | 2 Result Rank 4 | 58 Result Rank 1 | 10 |
| B | 40 Result Rank 1 | 225 Result Rank 4 | 8 Result Rank 2 | 46 Result Rank 3 | 10 |
| C | 65 Result Rank 4 | 232 Result Rank 3 | 6 Result Rank 3 | 40 Result Rank 4 | 14 |
| D | 55 Result Rank 2 | 306 Result Rank 1 | 10 Result Rank 1 | 52 Result Rank 2 | 6 |

This score wins!

DEBRIEFING

Gather the group together for debriefing. Compare the scores of the four teams and discuss the players' experiences during the game:

- Which skills were obvious during the exercises and which were less so, or not obvious at all?
- How did players look for a way to use their own skills to achieve the assignment?
- What was the role of the other team members in players' finding their own skills?
- Why is it important in real life to *cherish your strengths*?

ACTIVITY 2: LEARNING FROM MISTAKES

SET-UP MATERIALS: Soft ground (grass or soft mattresses)

INSTRUCTION CARDS: STRENGTH (two contact technique cards)

ACTION Split the participants into pairs, whereby both participants are about the same height.

Choose one player to demonstrate the assignments with you.

Explain that the activity uses certain martial arts techniques but that you are not going to deliver real training, as this would require more time. The contact techniques will be used so that the players experience how they can correct their own mistakes or failures.

In pairs, they will discover how to free themselves effectively if they are in a 'hold'. The players will play two different scenarios by experimenting with different moves.

Demonstrate the two starting situations slowly and clearly:

1. You are held from the back. How would you free yourself?
2. You are held from the front. How would you free yourself?

Make clear that in this exercise you are not practising defence strategies, but only using a simplified example from martial arts training to make clear that your automatic reflex is often different from an effective response.



Ask if everybody understood the instructions.

Ask each pair to play one of the two scenarios, to try to identify a good physical response. They take turns being the person that holds the other/ frees him- or herself.

Keep an eye on the players' safety and assist when necessary.

Proceeding to the second phase of the activity, show the contact techniques on the instruction cards to the players. Have one player read out the description and at the same time demonstrate the techniques with another player.

Distribute the cards and explain that the players should now imitate the correct techniques to free themselves, as depicted on the cards, but at the same time trying to do a 'fault analysis', to understand what they did wrong first time round.

Make sure you have enough time for the pairs to change cards and try the two contact techniques in turns.

DEBRIEFING

Regroup for debriefing after a while.

- How did players feel while keeping the other in a hold, and what emotions did they have while freeing themselves?
- In what ways could players improve their technique?
- Ask the players to look for a clear example of how their original movements were significantly improved by analysing the initial 'faults' and changing them to follow the effective response technique. Explain that the goal of the activity is for participants to apply fault analysis in their other behaviour, not only physically in attack-response situations.

CLOSURE OF THE SESSION

Ask the players to give you examples of an ineffective response to a situation. How would fault analysis look in those cases? Where can participants find support to correct their mistakes or behaviours?

Take a few minutes to allow the players to indicate the skills scores in their personal logbooks and to note down their observations.



4

RESPECT

RESPECT

EMBRACING EQUALITY

Introducing the session to the participants

Society and culture shape what it means to be a boy or a girl, a man or a woman. They also shape our identity and tolerance for people who are different to us. Definitions of manhood and womanhood that do not promote equality may give licence to disrespect or violate the rights of others. This session is designed to promote self-reflection on gender norms and expectations, and on how you can promote gender equality, and tolerance and acceptance of people different to you.

NOTE TO THE TRAINER

Refer briefly to the previous session and ask what players remember, and if they have any questions.

Explain that this session will be about understanding how people in our community, culture, the media, music, videos etc. can influence our thinking about what it means to be a man, what it means to be a woman, and how we relate to people who we may think are different to us, based on their nationality or sexuality. Explain that these expectations can be harmful and limiting, but that every person has the power to question and change gender expectations and bad attitudes that they do not agree with. Through this session the players can understand the processes of stereotyping girls and boys, what the dangers are, and the importance of working together to promote gender equality and more tolerant and respectful societies.

Developing self-awareness is important for both boys and girls in order for them to identify their individual strengths and weaknesses, develop healthy relationships and avoid negative or “macho” behaviour. Self-awareness is important for boys and girls to listen to each other, to communicate, and to understand each other better.

OBJECTIVES

- Participants reflect on gender norms and expectations, and identify ways how gender norms pressure boys and girls to act in ways that limit their freedom or the freedom of others.
- Participants explore experiences of feeling disempowered, and how this affected them.
- Participants identify ways to promote gender equality.

**SKILLS
ADDRESSED**

Effective communication and relationship skills
Self-awareness and empathy



TIME ALLOCATION 60 MINUTES

| | |
|-------------------------------------|----------------|
| Intro | 5 mins |
| Football equality | 15 mins |
| <i>Debriefing.</i> | <i>10 mins</i> |
| Football equality phase 2 | 10 mins |
| <i>Debriefing.</i> | <i>10 mins</i> |
| Closure | 10 mins |

ACTIVITY 1: FOOTBALL EQUALITY

SET-UP MATERIALS: 3 x cones; 1 x football

INSTRUCTION CARDS: None

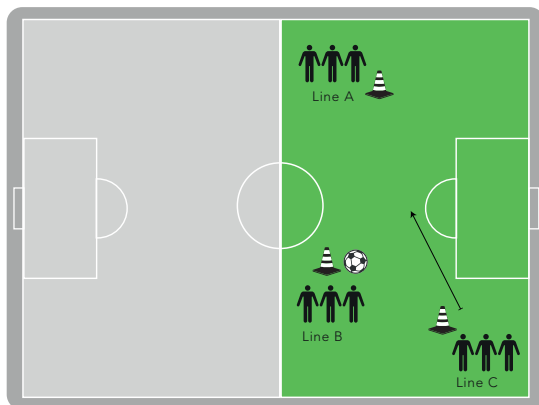
This game is played on half a football field with one goal. Create three equal teams, and assign each team to a line (A, B and C), the start of which is marked by a cone.

ACTION Explain the rules of the game:

- This is a game of two against one. The attacking players of Lines A and B will try to score, while the defenders of Line C will try to stop them from scoring.
- Players in Line A are able to pass the ball, and shoot.
- Players in Line B are *ONLY* able to pass.
- Players in Line C will defend and try to clear the ball.

Play the game, with one player from each line (two against one) stepping in at a time. The game starts when a player from Line B passes the ball to someone from Line A. Move to the next person in line following each goal or failed attempt to score. If time allows, allow players to play in more than one line in order to experience other roles.

FIELD SET-UP



>> **Adaptation:** Line A players run separately while Line B players hold hands during the game.

DEBRIEFING

Gather the players for debriefing.

- Ask how members of Lines A and B felt when only the members of Line A could score.
- Explain that this is a picture of how society sometimes makes people play by different rules, depending on their sex, gender and nationality. This leads to unequal opportunities for some groups of people. For example, gender norms in society often give more power to men than women, and this power can give men the freedom to discriminate against women.

ACTIVITY 2: FOOTBALL EQUALITY PHASE 2

ACTION The game set-up is as in the first phase.

Players play a second round, until every player has taken a turn. This time, players in Lines A and B are able to pass AND shoot at the goal.

DEBRIEFING Gather the players for debriefing.

- Ask the players how they felt in the final round when players in both lines could score. Even though the players in Line A didn't have the same advantage this time, why is it better if both teams can play equally?
- Explain that this is like gender equality and acceptance for everyone. This is when all people are given the same rights, responsibilities, and opportunities and have equal power and control in relationships.
- Ask the players what the benefits of gender equality and acceptance of others are.
- Ask the players what the small steps are that they can take to promote gender equality and tolerance in their everyday lives.

CLOSURE OF THE SESSION

Gather the players in one group next to a board with two columns: Men and Women.

- Ask the players what words they associate with “acting like a man” or with “acting like a woman”.
- Write answers on the board in the respective column.
- After reviewing the two lists of words written on the board, discuss the following:
 - Ask players if they agree with how our society says men and women are supposed to act.
 - Ask players to explain whether these expectations limit their freedom in any way. What effect would gender roles have on their lives? What can they do to address unequal social power between men and women to help create a more equal society?
 - Open up the discussion to other types of unequal power balances: how do you deal with people who are “different” to you? Who are of a different race, come from a different country (or neighbourhood), or have a different sexual orientation or gender identity? What can you do to increase respect for different people, both within yourself and within people around you?

Take a few minutes to allow the participants to indicate the skills scores in their personal logbooks, and ask for any comments.



5

PEERS

PEERS

HOW PEER PRESSURE CAN LEAD YOU TO HARM YOUR BODY

Introducing the session to the participants

Staying out of trouble is not always easy. There are occasions when you know something is wrong but people around you convince you it's right. Pressure from those around you, including friends, can lead you to behaviour you want to avoid. This session helps you recognize both negative and positive social influence.

NOTE TO THE TRAINER

Refer briefly to the previous session and ask what players remember, and if they have any questions.

We want to keep perfect control of our lives and we know that we should not let others influence our decisions and behaviour. However, sometimes we give in to pressure from peers because it is too strong or because it comes at a moment when we feel weak. Although our intentions were different, we go in another direction. This session is about recognizing these situations.

OBJECTIVES

- Participants experience how influence from others can lead them to unintended actions.
- Participants make a distinction between positive and negative peer pressure.
- Participants learn how to resist negative peer pressure.

**SKILLS
ADDRESSED**

- Decision-making and problem solving
- Effective communication and relationship skills
- Refusal skills
- Self-awareness and empathy



TIME ALLOCATION 60 MINUTES

| | |
|------------------------------|---------|
| Intro | 5 mins |
| Free zone | 20 mins |
| Debriefing | 5 mins |
| Mission Impossible | 15 mins |
| Debriefing. | 5 mins |
| Closure | 10 mins |

ACTIVITY 1: FREE ZONE!

SET-UP MATERIALS: 4 to 6 x balls (depending on the group size)

INSTRUCTION CARDS: None

This game is played on a basketball court or similar-sized field. Prepare the field with cones as indicated. Divide the players into two groups.

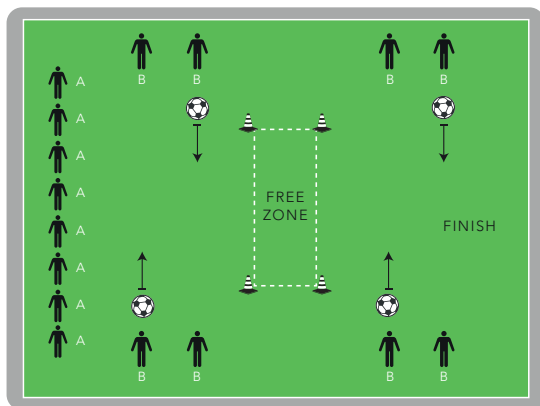
ACTION Explain the goal and rules of the game:

This is a fun game to experience positive peer influence (by applauding and encouraging) as well as negative influence (by discouraging players of the other team).

- All members of Line A have to try to cross over to the end of the field where the finish line is marked.
- Line B members throw balls from the side-lines and try to hit the members of Team A while they cross.
- Line B members can only enter the field to fetch their or a team member's ball.
- When members of Line A are hit by a ball they have to return to the start line and start again.
- The free zone in the middle of the field offers a safe space where players cannot be hit. It is also a new starting point for those who are hit after they have already passed it.
- Both Team A and Team B members can encourage and challenge other players as much as possible to win.

Track the time when the last member of Team A crosses the finish line. Then change teams and compare the times.

FIELD SET-UP



DEBRIEFING

Gather the players for debriefing.

- Briefly ask what happened in the game. What did the players feel when they were hit by the ball? What did they do to avoid it?
- Ask for examples of decisions the players took because of internal factors (based on what they thought was best) and because of external influences (for example due to confusion during the game, or people shouting).
- Ask the players what examples of a 'free zone' we can find in real life (for example school, sport club, family, police).

ACTIVITY 2: MISSION IMPOSSIBLE

SET-UP MATERIALS: 1 x thin rope; 4 x cones

INSTRUCTION CARDS: None

This activity needs good preparation. With thin ropes, imitate a *laser alarm* system in an area that has to be crossed. Appoint two referees to indicate when a rope is touched.

>> Adaptation: You can also make a small and simplified obstacle with two or three pieces of rope the volunteer has to avoid touching. If it is not easy to attach the ropes, you can ask young players to hold them.

ACTION Divide the players into two teams, A and B, and explain the goals and rules of the game:

- One player from each team needs to volunteer to cross, blind-folded, an area of the field where the laser alarm is set up. Players must start over if they touch the rope.
- The volunteer from Team A crosses the laser area first, receiving indications from his or her own team, but at the same time counter-indications from the other team.

Change turns and compare the times and penalties of the two teams.

The intention of this game is for the runner to follow instructions from others and to differentiate between positive and negative messages from other players.

DEBRIEFING

Gather the players for debriefing.

- Ask the two volunteers to first explain how they tried to distinguish indications from their own and the other team.
- Ask the other players which tactics they used to trick the volunteers.
- Search together for comparisons in real life where people try to persuade us to go in a direction we do not choose ourselves. How can we stay alert and depend on our own feelings and perceptions to decide what is best for us? What are the strategies that have worked in the past for participants?

CLOSURE OF THE SESSION

As a last exercise the group will demonstrate that peer influence or peer pressure can also be positive.

Ask two players to assist you in tracking time for two final exercises:

1. Participants stand on their hands at the start signal (supported by a wall or other team members) and try to stay in that position for as long as possible. The timers support and stimulate them and once a participant has to stop, he or she joins them in supporting the remaining players. Take note of the time that each player stood on their hands, and quickly sum it up.
2. One player starts skipping (stand on one place while kicking up your knees), while the whole group claps hands to give him or her a rhythm to follow. The exercise is finished when the player is no longer able to keep the rhythm of the clapping hands. Close with a round of applause for the group achievement.

Take a few minutes to allow the players to indicate the skills scores in their personal logbooks, and ask for any comments.



PROTECTION

PROTECTION

PROTECTING YOURSELF AGAINST MORE THAN ONE RISK

Introducing the session to the participants

For many people, drinking alcohol is often a part of having fun. But drinking too much leads to drunkenness and makes it more difficult to think clearly, work, learn, train or to interact with people around you. And further down the line, you may get addicted or become physically violent. Laws can reduce alcohol use, but most important is keeping control over yourself. That requires gauging possible consequences, thinking ahead, and most of all, acting before trouble happens: that's prevention!

NOTE TO THE TRAINER

Refer briefly to the previous session and ask what players remember, and if they have any questions.

This session is about the dangers of being under the influence of alcohol or other drugs, or being involved in crime or violence. Through addressing such behaviours we will be exploring three categories of dangers or risks: damage to our body, our mind and our social network. Although we will be jumping and playing, this is a knowledge-related session that aims to build, together with the other sessions, skills needed to protect ourselves against crime, drugs and violence.

OBJECTIVES

- Participants differentiate physical from social and mental risks.
- Participants are informed of the risks of drug use, criminality and violence.
- Participants get to know protective factors for alcohol abuse.

**SKILLS
ADDRESSED**

- Critical thinking
- Refusal skills
- Self-awareness and empathy



TIME ALLOCATION 60 MINUTES

| | |
|----------------------------------|---------|
| Intro | 5 mins |
| Effects of drunkenness | 10 mins |
| <i>Debriefing.</i> | 5 mins |
| Categories of risk | 20 mins |
| <i>Debriefing.</i> | 10 mins |
| Closure | 10 mins |

ACTIVITY 1: EFFECTS OF DRUNKENNESS

SET-UP MATERIALS: 1 x cone or stick

INSTRUCTION CARDS: None

Place a cone or a stick on the ground. Make sure to place it on an existing line on the field, so that there is a straight line of at least eight steps on both sides of the cone/stick.

ACTION We are about to play a game that many youngsters will have played before: finding out what the effect of drunkenness is by imitating it. We do this by turning 10 times around a stick/cone while placing one hand on top. We are first going to try out what the effect is on the player's balance. Every player walks on one line to the stick, takes 10 turns around the stick with one hand on top, and then continues to walk away on the other line.

DEBRIEFING

Gather the group and ask these questions:

- What effect did you experience?
- How did you try to keep control?
- What consequences can such effects from drinking alcohol have in our lives?
- Which effects of drinking too much can I imagine in the world of sports?

For the last question you don't have to give a detailed explanation, but you can refer to the way alcohol influences our brain and therefore affects our body and makes us lose our balance. Balance is a combination of what our brain registers through our eyes, our balance system inside the inner ear, and gravity. Turning around the stick mixes up this information, just like too much alcohol does in our brain.

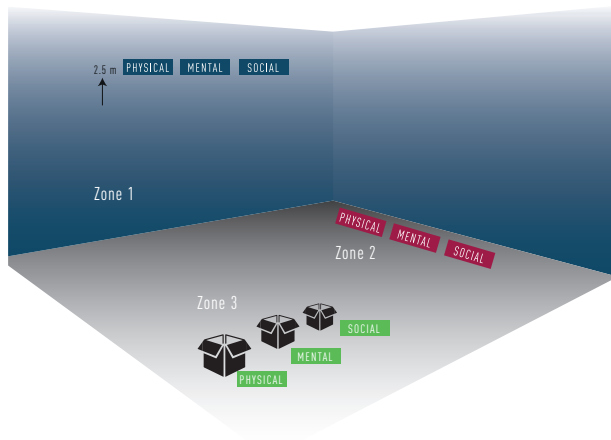
ACTIVITY 2: CATEGORIES OF RISKS

SET-UP MATERIALS: 1 x roll of double-sided adhesive tape; 3 x buckets/ baskets/boxes

INSTRUCTION CARDS: PROTECTION

Create three playing zones. In Zone 1, stick three pieces of double-sided tape on the wall, approximately 2.5 metres high. In Zone 2, stick three pieces of the tape on the floor. In Zone 3, place three buckets next to each other.

FIELD SET-UP



ACTION Divide the participants into three groups. Explain that you have a number of clue cards in your hand with descriptions of effects of criminal or violent behaviour and drug use, including drinking alcohol.

There are three categories of effects of these behaviours: physical, mental and social. Examples are:

- Physical: loss of balance, feeling sick, getting injured
- Mental: decrease of memory capacity, difficulty concentrating or taking complex decisions
- Social: getting involved in violence, losing friends

Next to each tape line on the wall and on the floor, mark which category each line corresponds to (physical, mental or social). The same goes for the three buckets placed next to each other.

Each group receives six cards but does not look at them at first. On your signal each group carefully reads the cards together and decides which of the above three categories they belong to. Once they have reached a consensus, they place the cards in the correct place, as follows:

Team A: one player jumps with stretched arms to stick the cards to a piece of the double-sided tape 2.5 m high on the wall in the right zone.

Team B: one player sits down with his or her legs almost stretched out and sticks the cards on the right double-sided tape on the floor at full stretch (while doing crunches).

Team C: from a distance, each player throws a card in one of three baskets, one for each of the three categories.

DEBRIEFING Regroup the players, have them look at the risk cards in each location and lead a discussion on the allocation of risks to physical, mental and social factors. Some cards can fit in more than one category. Focus on mental and social risks and ask for examples affecting sport performance.

CLOSURE OF THE SESSION

Recall the title of this session and make clear that although there are the dangers and risks we talked about in the activities, there are also mental, physical or social factors/approaches that can actually protect you from engaging in crime, violence or taking drugs. Examples are:

- Physical: not entering a place where violence may occur or people drink a lot of alcohol
- Mental: following your own intentions or rules; thinking ahead about what you are going to do; choosing to be healthy and in good shape
- Social: being part of a group where people do not accept antisocial behaviour; speaking out when you think someone is behaving in a risky way; spending time with family

Give five minutes for the participants to get together in pairs, and choose one or two protective factors/approaches that they want to adopt or improve. Ask each player to write down the factors/approaches in their logbook.

To close, the players fill in their scores for the issues addressed in their logbooks.



7

PERCEPTIONS

PERCEPTIONS

CORRECTING WRONG PERCEPTIONS OR ... FANTASY

Introducing the session to the participants

Alex wears orange clothes because he believes that most of the people he looks up to wear orange. Shakira eats a certain type of food, even though she doesn't like it, because she believes that most of the people she appreciates do like it. In this session we figure out how certain beliefs, whether they are correct or not, influence our behaviour. Beliefs can be rather innocent, for example that it's cool to wear orange clothes, but they can also be dangerous, for example believing that people around you think that petty crime, or using violence or drugs is OK. Which of these ideas are facts and which are fantasy?

NOTE TO THE TRAINER

Refer briefly to the previous session and ask what players remember, and if they have any questions.

In this session, we will challenge perceptions regarding crime, violent behaviour and drug use among young people. The goal is to make a distinction between our assumptions and facts, to do a 'reality check' and increase our competence for critical thinking.

OBJECTIVES

- Participants recognize misperceptions they have regarding crime, violence and drug use.
- Participants start thinking about ways to correct misperceptions.

**SKILLS
ADDRESSED**

- Critical thinking
- Refusal skills
- Self-awareness and empathy



TIME ALLOCATION 60 MINUTES

| | |
|------------------------------|----------------|
| Intro | 5 mins |
| Six ball game | 5 mins |
| <i>Debriefing</i> | <i>5 mins</i> |
| Quiz cards | 25 mins |
| <i>Debriefing.</i> | <i>15 mins</i> |
| Closure | 5 mins |

ENERGIZER: SIX BALL GAME

SET-UP MATERIALS: 6 x balls

INSTRUCTION CARDS: None

Make a circle with the players. Have one ball in your hand and keep the remaining five hidden but within reach.

ACTION Explain the goal and rules of the game:

- One person calls the name of someone else in the group and throws the ball to him or her. That player repeats this with someone else and raises a hand to show they have had their turn. Have the group play this exercise once with one ball.
- When everybody has thrown the ball, the procedure is repeated in exactly the same way except that players don't need to raise their hands and players can throw the ball to other players regardless of whether they have already had their turn. After the second round, repeat it again but use more and more balls each time until six balls are in the game. The exercise becomes more complicated and chaotic. Stop the game once you feel a good rhythm has been achieved.



DEBRIEFING

Gather the players and ask:

- Who missed or dropped the ball, and in which round?
- How did you feel when dropping it in the first rounds and in later rounds?

If the players don't mention it, explain that the starting situation, where everybody is looking at you, is likely to make you feel more insecure. By contrast, in a situation where everybody is busy with a number of balls you don't mind so much making a mistake, as it will be less noticeable. Compare this with the situation of successful sportspeople who have thousands of fans watching how they catch the ball.

ACTIVITY: QUIZ CARDS

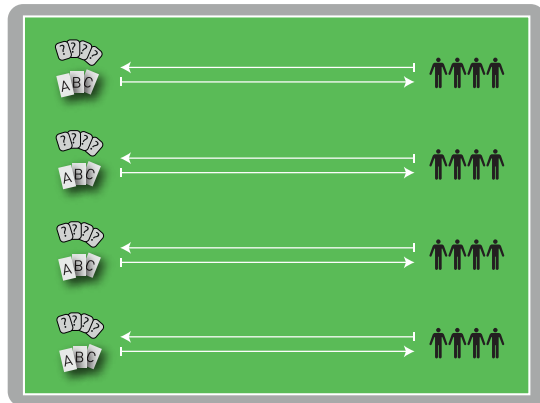
SET-UP MATERIALS: 4 x cones; pieces of paper with A, B, C on them; 1 x timer in each group

INSTRUCTION CARDS: PERCEPTIONS

This game is played in a space approximately the size of half a football field.

Prepare the playing field as shown in the illustration. Each group gathers around a cone on one side of the field. The quiz cards (4 per group) and papers with A B C (4 x 3 = 12 per group) must be placed at the opposite side of the field in a way that makes it easy to quickly grab them.

FIELD SET-UP



ACTION Divide the players into four teams. The goal of this activity is to discuss drug or alcohol abuse, criminality and violent behaviour.

Explain the procedure of the quiz game:

- Each team has four cards with multiple-choice questions lying on the other side of the field.
- Taking turns, one member of the team runs to get one of the cards.
- One member of the team records the running time there and back. When back, the player that made the run reads the card to the other players (don't look at the correct answer on the back).
- The team discusses what the answer could be. Once they decide, one of them runs to get a paper with that answer (A, B or C).
- Running time is recorded again.
- The team that got the quiz card reads out the explanation and the answer.
- Note down the score (pass or fail / 1 or 0).
- Another player runs to get the next card, so the whole procedure is repeated four times for four cards. Sum up the running times.

While the groups are working, monitor and encourage the players to discuss not only the answer they will give but also their views on the final answer provided.

When finished, collect the scores (correct answers and running times) and applaud the winning team, which is the one that has the most correct answers (four max.) and has run fastest. Also point out the groups you saw actively discussing the questions and answers, to illustrate that the activity is intended to trigger discussion and critical thinking.

DEBRIEFING

Gather the group and have them sit in a circle. Take one or two cards that you have preselected in order to clearly illustrate wrong perceptions. Explain the process of *normative beliefs* and *misperceptions* by asking, for example:

- What players felt were misperceptions in the quiz or what surprised them most.
- If the players gave a wrong answer, where do they think their wrong normative belief came from and what influenced it?
- What misperceptions related to drug or alcohol use, crime, domestic violence, verbal or emotional violence are widespread in society, and how can we correct or prevent them?

CLOSURE OF THE SESSION

To close the session, ask players to look in their logbook and fill in their answers for one or two of the questions listed under this session. Ask the players to also fill in the scores in their logbooks.



8

GROUPS

GROUPS

THE DYNAMIC OF GROUP ATTACHMENT

Introducing the session to the participants

Groups are held together in many ways, including through shared objectives or styles, by skills and talents in sports or music, by dancing, by local dialects, or by code words invented by the group. Young people usually like to be together in a group. The process or the dynamic of becoming part of a group is not so simple. What should you do? What do the group members expect? How will they react to what you do or say? How do you decide on whether to join a group or not? The game in this session shows the importance of reflecting on the process of becoming and staying part of a group.

NOTE TO THE TRAINER

Refer briefly to the previous session and ask what players remember, and if they have any questions.

Belonging to a group is considered to be an important need of any young person. When we are accepted by others we feel safe and experience happiness. By contrast, if we are rejected by others, we can feel anxious and insecure. This session is about the importance of integrating in a group while at the same time keeping our own values and identity. The activities and discussion help the participants understand that they have to find out what a group is actually about instead of making assumptions. This adds to their social skills and helps reduce misperceptions regarding the behaviour of peers.

OBJECTIVES

- Participants experience the differences between open and closed groups.
- Participants get to know ways of joining a group they want to belong to.
- Participants understand the importance of informed choices on whether or not to join a certain group.

**SKILLS
ADDRESSED**

- Decision-making and problem solving
- Effective communication and relationship skills
- Self-awareness and empathy



TIME ALLOCATION 60 MINUTES

| | |
|--------------------------|---------|
| Intro | 5 mins |
| Energizer | 5 mins |
| Group dynamics | 25 mins |
| Debriefing. | 15 mins |
| Closure | 10 mins |

ENERGIZER: DIVIDING GROUPS

Ask the players to stand in a circle; then change their order by asking players some questions, and asking those with the same answer to change places. Examples of questions are: "Who has more than two siblings?", "Who came to the sports centre on foot?", "Who came by bus?" etc. Stop when a few changes have taken place, and then divide the group into two teams, A and B.

Each team chooses two members to be 'visitors'. If you have a mixed-gender group, try to have an equal division of boys and girls in each team and also have both a boy and a girl per team selected as visitors.

ACTIVITY: GROUP DYNAMICS

SET-UP MATERIALS: 1 x ball; 2 x baskets

INSTRUCTION CARDS: GROUPS

The game is played on a field the size of a basketball court.

TIP >> *The baskets serving as goals can be normal baskets for basketball. However, you can make the game more dynamic by using an actual basket or stand-alone ring without the board behind it. This has the advantage that it can be approached from all sides, leading to more defence moves as described in the rules. If you want you can even ask a volunteer to hold a bucket; they can then assist the teams a little by moving the bucket to better catch the balls, resulting in higher scores.*

ACTION Ask the two visitors from each team, who were chosen during the energizer session, to leave their group in order not to hear or see the rules explained to Teams A and B. Explain to the remaining players of both teams that they will play a ball game with specific rules.

Give one of the players of each team an instruction card with the rules. Check whether they understand the rules and ask them to give the instructions to their team members.

Now meet with the visitors from Teams A and B separately. Hand over the instruction card to the two visitors of Team A so they can study the game rules. Now go to the visitors of Team B and hand over the card that does *not* give an explanation of the rules.

Have the two teams start the game with the visitors on the side. Play for a few minutes until you feel that all players on the field understand the rules.

Without stopping the game, give a signal to the visitors to enter the field and join their teams. You will probably notice that the visitors in Team B will not integrate easily because they do not know the rules, but their team members do not know this.

Play the game for approximately 15 minutes.

DEBRIEFING

Gather the players for debriefing. First give the four visitors the opportunity to talk about their experience, starting with those who were given clear rules (Team A) and continuing with those that did not know what the rules of the game were. Ask questions such as:

- How did you feel trying to integrate in the team?
- What made it easy? What made it difficult? How did you cope with that?

Open up the discussion to the others in the teams:

- How did you support the newcomers?
- When can such a situation occur in real life? How do you deal with that?
- What are effective strategies to find out what is expected from you as a newcomer in a group?

TIP >> *Refer to in-group versus out-group dynamics, meaning how do young people look at other groups that they are not part of and what assumptions do they make about the others. For example, you can ask about dynamics between two gangs living in a neighbourhood or city and discuss the dangers of holding prejudiced attitudes against members of the other gang.*

This session makes it clear that you have to find out what a group expects from you instead of making assumptions. It aims to improve skills in making friends and reducing misperceptions regarding the behaviour of friends or peers.

CLOSURE OF THE SESSION

Organize a match using the rules mentioned above with two teams of four players each (if possible boys and girls evenly divided), but without visitors. Frequently rotate players on the bench and on the field. End the game with a big cheer and highlight the team spirit as opposed to the role play in the preceding match.

Give the players a few minutes to write an answer to the following questions in their logbooks:

- Imagine a group that you are not a member of but would like to join:
 - What are the codes or habits of the group that I could adapt to?
 - What are the group codes or habits I don't understand or have doubts about?
 - How can I better understand those codes or habits?
 - What will I do if I don't agree with the group rules?
- Open up the discussion and ask players to imagine a group they are not a member of and would not like to join or cannot join:
 - What are the reasons you would not want to join this group?
 - What are the differences between your group and this other group? How can you better understand the codes or habits of this other group, and what are the benefits of increasing this understanding?

Have a few players voluntarily read out what they noted down.

Close the session by inviting one of the players to make a nice closing statement.

Allow sufficient time for players to fill in their scores in the logbook.



9

HELP

HELP

GIVING AND ASKING FOR HELP

Introducing the session to the participants

When we feel insecure, we tend to remain alone and distance ourselves from the people around us, while in most cases the opposite behaviour is actually much more effective: asking for assistance or help. This session on acrobatic gymnastics focuses on how you can make it easier for yourself to ask for help and to accept it when it's offered. It also looks at how to support others by offering or providing help to them. In a team where it feels awkward to ask for assistance, energy will be wasted. A team will be stronger if the barriers to offering or asking for help are low.

NOTE TO THE TRAINER

Refer briefly to the previous session and ask what players remember, and if they have any questions.

In sport we are used to helping each other as part of a team in order to win, have fun and reach our goal. However, what we do not always realize is that in everyday life outside the sports centre, we also need help or advice. This session is about learning how to ask for, offer and accept help.

OBJECTIVES

- Participants reflect on what prevents them from asking for help.
- Participants observe how not asking for help or giving help can make a team less effective.
- Participants try out ways to offer help or ask for help.

**SKILLS
ADDRESSED**

Coping with stress and emotions
 Effective communication and relationship skills
 Self-awareness and empathy



TIME ALLOCATION 60 MINUTES

| | |
|-----------------------------------|---------|
| Intro | 5 mins |
| Acrobatic gym | 20 mins |
| <i>Debriefing.</i> | 10 mins |
| Disrupted communication | 10 mins |
| <i>Debriefing.</i> | 5 mins |
| Closure | 10 mins |

ACTIVITY 1: ACROBATIC GYM

SET-UP MATERIALS: flat mattresses to protect players when they fall

INSTRUCTION CARDS: HELP

Divide the players into four groups of at least six, taking body weight/size into consideration. Depending on the context where you work, the activity can be played in mixed-gender groups, but you can also create all-female and all-male teams.

Go over some general safety rules for acrobatic gymnastics:

- Play without shoes
- Stand with perfectly straight shoulders, hips and knees
- The stronger players are at the bottom
- Spread the weight of the other players evenly
- Step on and off others very carefully

ACTION Give each group a card, and ask them not to look at the back. Ask each group to construct the formation without asking for help or offering help to each other. One person from each group should watch from a distance and decide when the formation is correct.

Give each group 10 minutes to try to construct the formation (if a group finishes early, they can try the formation shown on one of the other cards).

Moving to the second phase of this activity, let the players look at the back of the clue cards, which explain in which order they need to construct the formation, and tell them to offer and ask for help from now on.

In addition, inform the extra player in each group that now they have the task of helping their team mates. Give them the following instructions:

- Offer your support
- Hold players steady from behind
- Coach and encourage the players
- When needed, serve as a step-up to help players into place

Let the players construct the formations again for approximately 5 minutes.

DEBRIEFING

Regroup and ask how it went. Try to find examples of when the players felt they needed help but did not ask as instructed. Conclude that working in groups means you have to be able to openly ask for help and provide help.

- Ask the players how they felt when helping others.
- As a group, find examples of helping and asking for help in situations where you feel insecure, at risk or not at ease.
- Ask the players to individually complete the sentences that appear in their personal logbook:
 - One thing I enjoyed in this exercise is...
 - What I can translate to my own way of working or playing with others is...
 - Some difficulties I have in asking for help or assistance are...
 - One thing that I will improve in asking for help in the coming weeks is...
 - I wonder....

Players exchange what they have written with one or two neighbours, and if there is time ask a few players to read out what they noted down, or to give comments.

ACTIVITY 2: DISRUPTED COMMUNICATION

SET-UP MATERIALS: None

INSTRUCTION CARDS: None

This game is played on a field the size of a basketball court.

ACTION Divide the players into three groups (A, B and C). Explain the rules of the game:

- Group A has to visualize and play out a certain sports activity or event, and receives clear instructions on how to do this (all members should participate!).
- Group B has to copy the assignment but can only do this by listening and observing Group A.
- Group C stands between A and B and disrupts the communication between the teams, meaning it tries to prevent Group B from listening to or looking at Group A.

Examples of visual representations that you can instruct Group A to make are: a bobsled team, a football match, Olympic Games, Paralympic Games, a bicycle race, a medal ceremony etc.

Stop the game when you see that Group B has successfully copied Group A.

The intention of this activity is to experience the importance of good communication in order to offer and ask for help.



DEBRIEFING

Regroup and debrief with the players.

- What was effective in disrupting communication?
- How did players try to give clear messages?
- What made players not understand or misunderstand those messages?
- How can stressful situations affect our ability to ask for and receive help?

Now, try the exercise by introducing the rule that Group B can make use of a *Tactical Helpline*: this is one member of Group C, who has to respond by answering the following three questions:

- What is the first letter of the visualization?
- Is it an activity?
- Is it an event?

After concluding the second assignment, regroup the players and have them briefly exchange some experiences from this round.

CLOSURE OF THE SESSION

Ask the players to sit in four groups and ask each group to come up with one example from real life where they want to achieve something, but need to ask for help to do it. Ask each group to identify who would be their helper, and how they would ask for assistance. Each group briefly reports on their examples.

Take a few minutes to allow the players to indicate the skills scores in their personal logbooks, and ask for any comments.



10

STEPS

STEPS

TAKING STEPS TO REACH YOUR GOAL

Introducing the session to the participants

If you want to reach something, it's often necessary to take several steps. You need to keep this in mind, otherwise you may stay fixated on the faraway final goal and lose sight of the steps that are needed to get there. Just as with so many other life skills, it's better if you can talk with friends about reaching your goals. The purpose of these *Line Up Live Up* sessions is to acquaint you with this interactive way of working and thinking, by approaching each other for help.

NOTE TO THE TRAINER

Refer briefly to the previous session and ask what players remember, and if they have any questions.

Having a goal is something that is part of sport. To reach the finish line as fast as possible, or score a point with a ball, we often need several steps. That is what we will work on in this session: identifying smaller steps to reach our final goal.

OBJECTIVES

- Participants learn to distinguish and set final goals and the steps to reach them.
- Participants formulate goals related to the issues addressed by *Line Up Live Up* and help each other identify steps leading to those goals.
- Participants look back on their experiences in the *Line Up Live Up* sessions.

**SKILLS
ADDRESSED**

- Critical thinking
- Decision-making and problem solving
- Effective communication and relationship skills
- Self-awareness and empathy



TIME ALLOCATION 60 MINUTES

| | |
|---------------------------------------|----------------|
| Intro | 5 mins |
| Shooting track in four steps. | 20 mins |
| <i>Debriefing.</i> | <i>15 mins</i> |
| Closure | 20 mins |

ACTIVITY: SHOOTING TRACK IN FOUR STEPS

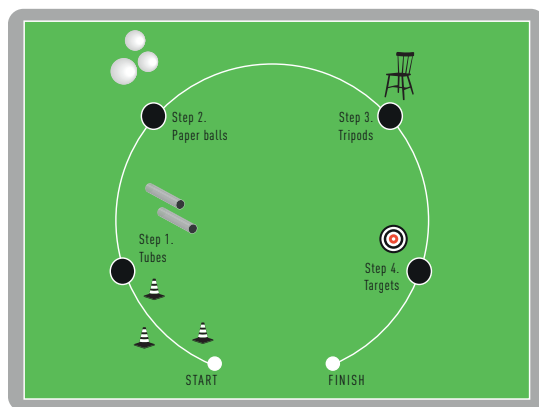
SET-UP MATERIALS: 4 x tubes (sheets of A4 paper rolled into tubes with a diameter of approximately 4 cm) and 24 x small paper balls, 1 for each player (make each ball from half an A4 sheet of paper); 4 x pieces of paper with bullseyes; 4 x chairs (or tripods or similar) to hold the bullseyes; cones

INSTRUCTION CARDS: None

Distribute the materials according to the illustration below.

Carefully set up four posts making a big 'circle', on a field ideally the size of a football field.

FIELD SET-UP



ACTION Divide the group into four teams of the same number.

The goal of the activity is to shoot a ball in the centre of a bullseye. To achieve this the teams must complete four steps/assignments in between. The team that takes all the steps and hits the target first is the winner.

Explain to the players that they need to memorize the following instructions for reaching each step:



- **Step 1:** All members of each team zigzag between Start and Step 1 between cones and take a tube, one per team.
- **Step 2:** Two or three players from each team carry the other team members one after the other to Step 2 to take the balls (six balls per team of six players).
- **Step 3:** The players leapfrog to the next stop to pick up the chairs/ tripods, one per team.
- **Step 4:** One person runs to the last step, then returns to Step 3 and runs together again to Step 4 with another player. They then run back again and take the next player and so on until all arrive. Attach the bullseyes to the chairs/tripods, place them at a distance, and the players blow the balls through the tube until they hit the target.

Applaud the winning team that first manages to hit the target with all the balls.

DEBRIEFING

Players remain sitting in their teams for this debriefing.

Prevention is:
Taking action
before something
goes wrong!

- Recall the main goal of the game: hitting the bullseye. The assignments for the in-between posts may seem to have cost the players extra energy. But they were needed to reach the final goal.
- Ask each player to think individually of a goal he or she wants to achieve that requires effort and energy. It can be sport-related, but also something concerning school, work, friendships etc. When participants have defined their goals, ask them to write them down. Once all members in a team are ready, they take a look at each goal and define together which steps in between are needed (max. three): they cut the goal into smaller pieces.
- Individually, fill in the questions in the logbook on how criminal or violent behaviour or drug use may stand in the way of achieving a goal, and how one can prevent that. Note that prevention is undertaken before something goes wrong, correction afterwards. Regroup all players in a circle and ask for some examples of goals and steps.
- Highlight a few examples of clear-cut and realistic goals players wrote in their logbooks. Apart from setting steps towards a goal, the choice of the goal itself requires good decision-making skills, risk estimation and self-awareness!

- Mention another advantage of setting steps towards a certain goal: achieving them gives you a sense of accomplishment and keeps you motivated, even if you have not yet reached your end goal. This is true for sport activities as well as in daily life.
- Explain that assessing risks, prioritizing goals and focusing on one step at a time gives you confidence in your capabilities. It makes your goals more manageable and life in general much easier to navigate.
- Have everyone fill in the scores on the skills for this session.

CLOSURE OF THE SESSION: *LINE UP LIVE UP* EVALUATION

Let the players look through their logbooks and their skills scores from previous sessions.

- Ask what they consider highlights from the *Line Up Live Up* sessions.
- Go over the 10 titles and very briefly recall the core issues and skills they addressed.
- Give the group some time to complete the exercise 'Looking back on *Line Up Live Up*' in their logbooks.
- Have participants compare what they wrote down with their neighbour and ask each one to choose one word that describes what they experienced during *Line Up Live Up*.
- Get the participants to stand in a circle, and ask each to say the word they chose. Prepare one word yourself too, and express your appreciation for the contribution that each player made to the sessions.
- End with applause or a team shout!

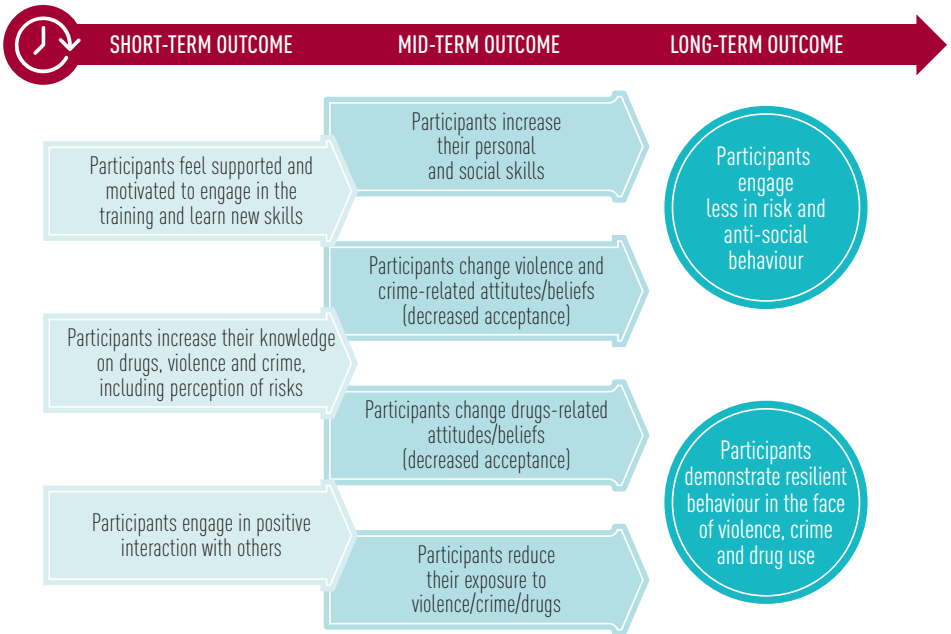


ANNEXES

ANNEX 1

LINE UP LIVE UP TRAINING PROGRAMME THEORY OF CHANGE

LINEUP
LIVEUP



ANNEX 2

LIFE SKILLS DEFINITIONS

For the purpose of *Line Up Live Up* we define the life skills targeted as follows:

Coping with stress and emotions

If we do not react to them appropriately, intense emotions like anger or sorrow can have negative effects on our health, or can lead us to risky behaviour. Coping with emotions refers to recognizing emotions in others and in ourselves, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. Coping with stress is about recognizing the sources of stress in our lives, how these affect us, and acting to control our levels of stress, for example by making changes to our physical environment or lifestyle, as well as learning how to relax and manage anger.

Critical thinking

Critical thinking refers to the ability to analyse information and experiences in an objective manner and determine what is right or wrong. Critical thinking can contribute to prevention by helping us recognize factors, such as peer and media pressure, that influence attitudes and behaviour.

Decision-making and problem solving

Decision-making refers to dealing constructively with decisions in life. This applies to the field of prevention if young people actively make decisions connected to criminal or violent behaviour or drug use by assessing options, and the consequences that different decisions may entail.

Decision-making is closely linked to problem solving as the latter requires people to identify a problem, look for alternatives and make a decision on how to solve it. Non-violent problem solving skills help to effectively resolve conflicts, disputes or any issues negatively affecting our lives.

Effective communication and relationship skills

Relationship skills refer to the competence to relate in positive ways with others. Being able to make and keep friendly relationships can be of great importance for our mental

and social well-being. Keeping good relations with people is an important source of social support. Being able to constructively end a relationship is also a relationship skill.

Effective communication is the ability to express oneself, both verbally and non-verbally, in ways that are appropriate to one's culture. This means being able to listen, correctly interpreting messages from others and responding appropriately. It also means clearly expressing opinions and wishes, but also needs and fears, as well as being able to ask for advice and help in time of need.

Refusal skills

Refusal skills refer to the capacity to avoid participating in risky behaviour by resisting peer pressure. Peer pressure can be direct, such as by asking someone to behave a certain way, or indirect, by creating an environment where such behaviour is triggered. Refusal skills are closely related to communication strategies (How do I say in an effective and culturally appropriate way what I want?), knowledge (Which arguments do I have?) and self-awareness (What do I really want?). They include both verbal tactics, such as saying 'no', and non-verbal tactics, such as walking away, or keeping a serious facial expression to support the refusal.

Self-awareness and empathy

Self-awareness is the recognition of ourselves, of our character, of our strengths and weaknesses, tastes and aversions. Developing self-awareness can help us to recognize when we are stressed or feel pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathetic relations with others.

Self-awareness can lead to increased empathy, to the ability to imagine what another person may experience in a situation that we not familiar with. Empathy can help us to understand and accept others who are very different from ourselves, can improve social interactions and encourage nurturing behaviour towards people in need of care, assistance or tolerance.

ANNEX 3

INSTRUCTION CARDS

The following pages contain the instruction cards used in the exercises. The cards can be enlarged on a photocopier then cut along the dotted lines.

2

CONTROL

CARD 1

DISTURBER ONE

Your mission is to persuade your teammates to score when they don't have the right to score. You can do this by:

- encouraging them to score, by shouting;
- giving a good pass when the player does not have the right to score.

You can also try to manipulate players of the opposite team.

Keep your role secret until the debriefing talk after the game.

30 Dingtjeke Mijl
5 10 15 20 25 30
LINEUP
LINEUP

2

CONTROL

CARD 2

DISTURBER TWO

Your mission is to persuade your teammates to score when they don't have the right to score. You can do this by:

- encouraging them to score, by shouting;
- giving a good pass when the player does not have the right to score.

You can also try to manipulate players of the opposite team.

Keep your role secret until the debriefing talk after the game.

30 Dingtjeke Mijl
5 10 15 20 25 30
LINEUP
LINEUP

3

STRENGTH

CARD 1

Find as many sport-related words as possible in this puzzle. Look for both vertical and horizontal words. There are 12!

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | G | C | C | D | V | B | J | I | M | M | C | E | Z | J |
| K | O | J | M | V | F | S | C | W | X | F | A | Z | P | U |
| L | A | I | E | F | A | I | R | P | L | A | Y | V | C | B |
| S | L | E | M | Q | Q | W | X | C | V | S | G | F | E | Y |
| K | J | N | A | G | T | R | E | Z | A | T | K | T | D | E |
| I | F | O | O | T | B | A | L | L | E | O | U | S | H | N |
| A | Q | D | G | R | C | V | I | U | T | G | H | F | J | H |
| E | X | E | R | C | I | S | E | Y | F | G | V | B | B | G |
| X | Z | A | O | I | S | W | I | M | M | I | N | G | H | T |
| K | J | U | M | P | V | B | J | I | M | M | C | E | Z | R |
| S | R | D | O | T | A | P | R | J | L | F | V | X | N | A |
| P | J | B | D | E | P | K | S | A | G | I | I | E | R | I |
| O | K | I | K | A | R | A | T | E | F | R | E | D | S | N |
| R | U | L | N | M | D | E | D | X | A | R | A | L | I | E |
| T | O | Z | H | Y | R | E | D | P | S | O | C | C | E | R |

30 Dingtfecht Mykl
 5 10 15 20 25 30

LINEUP
 LINEUP

3

STRENGTH

CARD 2

Puzzle solution

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | G | C | C | D | V | B | J | I | M | M | C | E | Z | J |
| K | O | J | M | V | F | S | C | W | X | F | A | Z | P | U |
| L | A | I | E | F | A | I | R | P | L | A | Y | V | C | B |
| S | L | E | M | Q | Q | W | X | C | V | S | G | F | E | Y |
| K | J | N | A | G | T | R | E | Z | A | T | K | T | D | E |
| I | F | O | O | T | B | A | L | L | E | O | U | S | H | N |
| A | Q | D | G | R | C | V | I | U | T | G | H | F | J | H |
| E | X | E | R | C | I | S | E | Y | F | G | V | B | B | G |
| X | Z | A | O | I | S | W | I | M | M | I | N | G | H | T |
| K | J | U | M | P | V | B | J | I | M | M | C | E | Z | R |
| S | R | D | O | T | A | P | R | J | L | F | V | X | N | A |
| P | J | B | D | E | P | K | S | A | G | I | I | E | R | I |
| O | K | I | K | A | R | A | T | E | F | R | E | D | S | N |
| R | U | L | N | M | D | E | D | X | A | R | A | L | I | E |
| T | O | Z | H | Y | R | E | D | P | S | O | C | C | E | R |

30 Dingtfecht Mykl
 5 10 15 20 25 30

LINEUP
 LINEUP

3

STRENGTH

CARD 3

1



2



- Grab the assailant's left hand

Three actions at the same time:

Left hand: Keep hold of assailant's hand

Right hand: Guard up!

Right foot: Kick backwards

3



REMEMBER

Grab left, kick right!

4



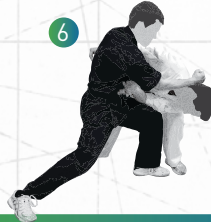
- Step to the right.
- Wristlock → Your thumb is on the back of the assailant's hand while all your other fingers grab the thenar (the base of the thumb).

5



- Wristlock the assailant's hand all the way to your centre of mass (bellybutton).

6



- Push your assailant down with your right hand.

WHAT WAS YOUR OWN STRATEGY?
WHAT MISTAKES DID YOU MAKE?

My LINEUP

3

STRENGTH

CARD 4

1



2



- Grab your assailant's right wrist with your left hand.
- Quick twist to the left.

3



- Right step forward together with right elbow.
[Note: create force by your step forward, not by hitting.]

WHAT WAS YOUR OWN STRATEGY?
WHAT MISTAKES DID YOU MAKE?

30 Duglfe My LINEUP

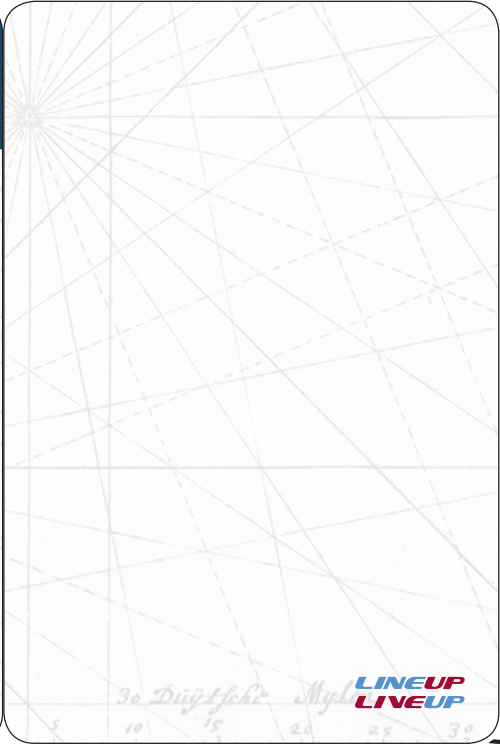
6

PROTECTION

CARD 1

Punishment

If you commit a crime you risk being caught, and possibly having your freedom restricted.



30 Dingtje Mijl
5 10 15 20 25 30
LINEUP
LINEUP

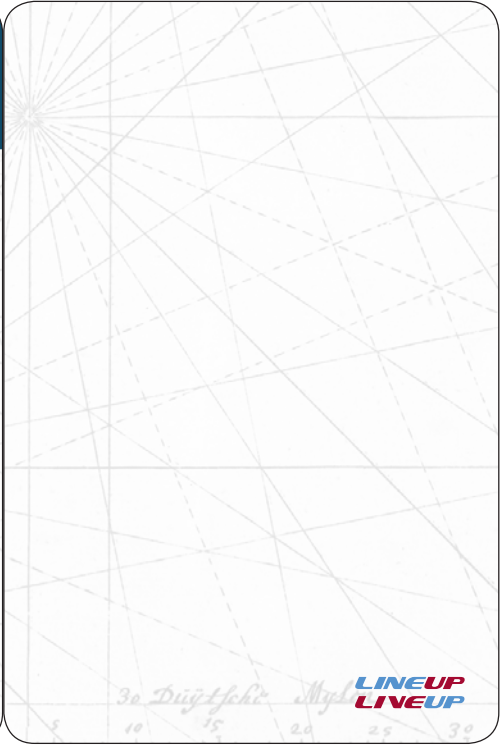
6

PROTECTION

CARD 2

Sleep

If you commit a crime you may feel guilty, which may lead to sleeping problems and fatigue.



30 Dingtje Mijl
5 10 15 20 25 30
LINEUP
LINEUP

6

PROTECTION

CARD 3

Isolation

If you commit a crime you may become labelled as a criminal by friends, other students etc., and they may distance themselves from you. Having a criminal record will also severely reduce your employment opportunities.



30 Dingtje Mijl
5 10 15 20 25 30
LINEUP
LINEUP

6

PROTECTION

CARD 4

Influence

A person committing a crime, even when it is petty crime, can drag others along. That person can set a wrong example for people who look up to him or her.



30 Dingtje Mijl
5 10 15 20 25 30
LINEUP
LINEUP

6

PROTECTION

CARD 5

Guilt

A consequence of committing a crime, including petty crime such as stealing sunglasses from a shop, can be that you feel guilty, ashamed and have reduced self-esteem.



30 Dütliche Myk
 5 10 15 20 25 30

LINEUP
LINEUP

6

PROTECTION

CARD 6

Anxiety

Victims or witnesses of a crime may suffer from anxiety and feel insecure for a long time.



30 Dütliche Myk
 5 10 15 20 25 30

LINEUP
LINEUP

6

PROTECTION

CARD 7

Harm

Violence through physical aggression can lead to both victim and perpetrator being wounded.



30 Dingtje Mijl
5 10 15 20 25 30

LINEUP
LINEUP

6

PROTECTION

CARD 8

Sexual

In cases of sexual violence, a consequence for the victim as well as the perpetrator can be contracting a sexually transmitted disease.



30 Dingtje Mijl
5 10 15 20 25 30

LINEUP
LINEUP

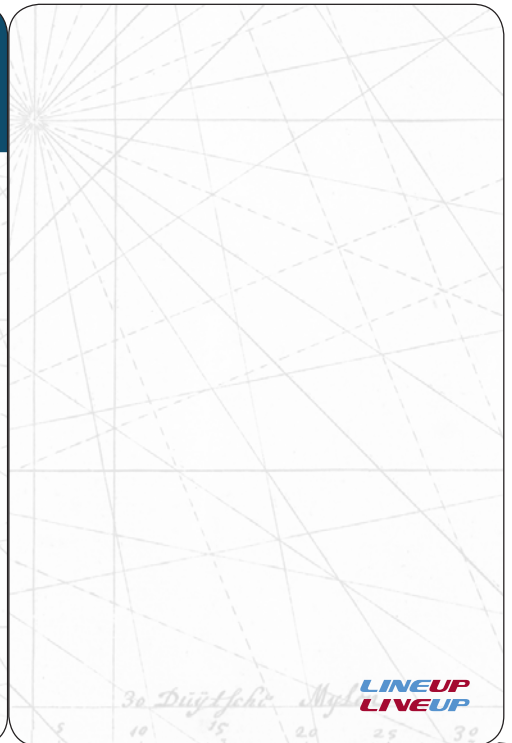
6

PROTECTION

CARD 9

Copying

Children learn how to behave and interact socially, and what is acceptable and unacceptable, by imitating the behaviour of those closest to them. Children raised in a violent environment may oppose violent behaviour when they are small, but may copy that behaviour as they get older.



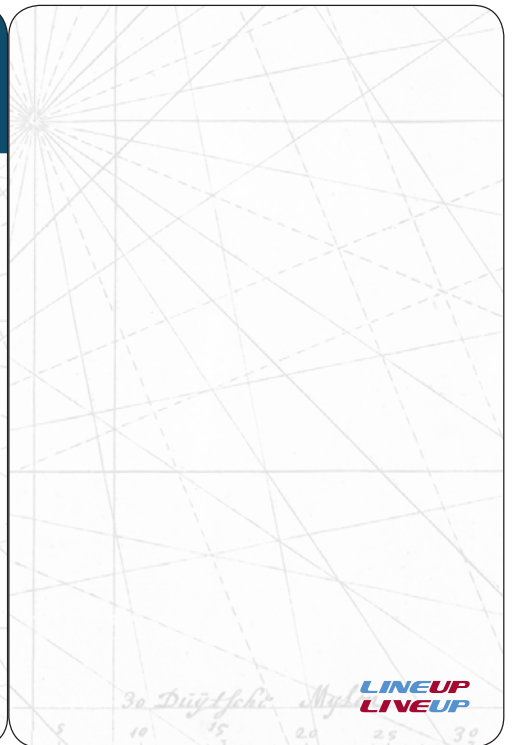
6

PROTECTION

CARD 10

Misunderstandings

When two or more groups are in a violent relationship with each other, many innocent gestures, expressions or acts can be misunderstood and lead to a further escalation of violence.



6

PROTECTION

CARD 11

Re-victimization

Some people who have suffered violence and abuse are at an increased risk of re-victimization. They are more vulnerable in circumstances of even very minor aggression because it reminds them of the time they were abused, and as a result they feel powerless.



30 Dingtje Mijl
5 10 15 20 25 30
LINEUP
LINEUP

6

PROTECTION

CARD 12

Bullying

Even though cyberbullying behaviour does not involve physical contact between offender and victim, even if not intended by the bully, the consequences for the victim are serious and can range from anger to fear, or from decrease of self-esteem to suicidal thoughts.



30 Dingtje Mijl
5 10 15 20 25 30
LINEUP
LINEUP

6

PROTECTION

CARD 13

Heart disease

Some heavy drinkers have heart problems, because alcohol decreases the strength of muscles in and around the heart. Drinking too much can lead to high blood pressure and increases the chances of a heart attack or stroke.



30 Dingtje Myl
5 10 15 20 25 30

LINEUP
LINEUP

6

PROTECTION

CARD 14

Infertility

Heavy drinking has a serious effect on fertility and pregnancy. Alcohol has a direct effect on the male reproductive system and can lower the testosterone levels of men. For women, chronic drinking can lead to irregularity of menstruation or failure to ovulate.



30 Dingtje Myl
5 10 15 20 25 30

LINEUP
LINEUP

6

PROTECTION

CARD 15

Aggression

Drinking alcohol can sometimes help people have fun, but it can also make some people more aggressive. Even if it does not lead to physical violence, it can lead to aggressive reactions and increased irritability. Friends, and certainly boy- or girlfriends, tend not to like this if it occurs more often and ... they break up.

30 Dürstliche Mispel
5 10 15 20 25 30

LINEUP
LINEUP

6

PROTECTION

CARD 16

Image

Some people think that regular cannabis use gives you an artistic or interesting image. However, it actually has the effect of making you self-absorbed, losing interest in other people. That is usually not very appealing to others and therefore can make it harder to make friends.

30 Dürstliche Mispel
5 10 15 20 25 30

LINEUP
LINEUP

6

PROTECTION

CARD 17

Memory

People who have drunk too much often don't remember exactly what they said or did the day before. Alcohol may lead to fragmented memory, or even a complete blackout. Apart from being disturbing, this can also have a serious impact on your brain function.



30 Dügfeht Myht
5 10 15 20 25 30

LINEUP
LINEUP

6

PROTECTION

CARD 18

Paranoia

Cocaine users often feel alert and active. But some effects of regular cocaine use are confused or chaotic thinking and growing paranoia.



30 Dügfeht Myht
5 10 15 20 25 30

LINEUP
LINEUP

7

PERCEPTIONS

CARD 1

GROUP 1

Only one of the following statements is correct:

- A. Homeless people carry a weapon.
- B. Homeless people are a threat to security.
- C. Homeless people are likely to have well-developed survival skills.

Homeless people live at the margins of society. This leads to assumptions and stereotypes that are not based on facts. Although some homeless men or women may indeed carry a knife, certainly not all of them possess a weapon. Some, but not all homeless people have a criminal past. Most, however, got caught in a spiral of bad luck and failures.

Correct answer: C

30 Digt fcht Myst
LINEUP
LINEUP

7

PERCEPTIONS

CARD 2

GROUP 1

If you are a young offender, you are destined to be a career criminal.

- A. True
- B. False

The majority of youngsters getting involved in crime, be it petty crime or more serious offences, stop offending by early adulthood.

Correct answer: B

30 Digt fcht Myst
LINEUP
LINEUP

7

PERCEPTIONS

CARD 3

GROUP 1

Cyberbullying is less harmful than face-to-face bullying

- A. True
- B. False

Cyberbullying can be as bad as, or in some cases even worse than, face-to-face bullying. Research shows that there are links between experiencing cyberbullying and depression, self-harm and suicidal attempts. Cyberbullying is also connected to school difficulties, violent behaviour, difficulties with relationships, unsafe sex practices and involvement in drug use.

Correct answer: B

7

PERCEPTIONS

CARD 4

GROUP 1

A fan of hip-hop music is more likely than a fan of other music to...

- A. ... have a criminal record
- B. ... be in a constant state of drunkenness
- C. ... get hurt when trying dance moves

Like many other music styles, hip-hop goes together with an image built by the media but also by the fans and musicians themselves. Rappers are often thought to be tough and living risky lives. This does not mean automatically that they are more violent, drink too much or use drugs. What is a fact, however, is that certain dance moves associated with hip-hop music can be complicated and result in injuries.

Correct answer: C

7

PERCEPTIONS

CARD 5

GROUP 2

Of all the crimes committed in Brazil, what is the share committed by young people below 18 years old?

- A. 0-10%
- B. 11-20%
- C. 21-30%
- D. 31-40%

Many people think young people do not like authority, are rebellious and impulsive, and therefore easily fall foul of the police and the justice system. However, crime data shows that youth crime in Brazil amounts to less than 10% of the total of crimes.

Correct answer: A

30 Dingtfeht Myst
LINEUP
LINEUP

7

PERCEPTIONS

CARD 6

GROUP 2

Child abuse and neglect lead to violent behaviour in later life.

- A. True
- B. False

If a person is a victim of violence early in life, this seems to increase the chance that he or she will get into trouble at a later stage, and may become violent him- or herself. Fortunately, this is not the case for all victims, as most children who are abused will not grow up to be violent or criminal.

Correct answer: B

30 Dingtfeht Myst
LINEUP
LINEUP

7

PERCEPTIONS

CARD 7

GROUP 2

How many people in the age group 15-18 do you think smoke cannabis every day?

- A. 0-10%
- B. 11-20%
- C. 21-30%
- D. 31-40%

There seems to be a perception that regular cannabis use is very common in our world. The reality is that although 30% to 50% of people in this age group have used, or occasionally use, cannabis, only approximately 5% of young people use cannabis daily. Smoking cannabis every day is certainly not part of the average young person's lifestyle.

Correct answer: A

7

PERCEPTIONS

CARD 8

GROUP 2

You feel sad. Would you feel better if you smoked cannabis?

- A. Yes
- B. No

Drugs don't affect all people in the same way. How drugs make you feel depends very much on your state of mind before you use them. Also, after the effect of the drugs wears off you are likely to experience negative feelings.

Correct answer: B

7

PERCEPTIONS

CARD 9

GROUP 3

Only one of the following statements is correct:

- A. Homeless people carry a weapon.
- B. Homeless people are a threat to security.
- C. Homeless people are likely to have well-developed survival skills.

Homeless people live at the margins of society. This leads to assumptions and stereotypes that are not based on facts. Although some homeless men or women may indeed carry a knife, certainly not all of them possess a weapon. Some, but not all homeless people have a criminal past. Most, however, got caught in a spiral of bad luck and failures.

Correct answer: C

30 Dingtfeht Myt
LINEUP
LINEUP

7

PERCEPTIONS

CARD 10

GROUP 3

If you are a young offender, you are destined to be a career criminal.

- A. True
- B. False

The majority of youngsters getting involved in crime, be it petty crime or more serious offences, stop offending by early adulthood.

Correct answer: B

30 Dingtfeht Myt
LINEUP
LINEUP

7

PERCEPTIONS

CARD 11

GROUP 3

Cyberbullying is less harmful than face-to-face bullying

- A. True
- B. False

Cyberbullying can be as bad as, or in some cases even worse than, face-to-face bullying. Research shows that there are links between experiencing cyberbullying and depression, self-harm and suicidal attempts. Cyberbullying is also connected to school difficulties, violent behaviour, difficulties with relationships, unsafe sex practices and involvement in drug use.

Correct answer: B

7

PERCEPTIONS

CARD 12

GROUP 3

A fan of hip-hop music is more likely than a fan of other music to...

- A. ... have a criminal record
- B. ... be in a constant state of drunkenness
- C. ... get hurt when trying dance moves

Like many other music styles, hip-hop goes together with an image built by the media but also by the fans and musicians themselves. Rappers are often thought to be tough and living risky lives. This does not mean automatically that they are more violent, drink too much or use drugs. What is a fact, however, is that certain dance moves associated with hip-hop music can be complicated and result in injuries.

Correct answer: C

7

PERCEPTIONS

CARD 13

GROUP 4

Of all the crimes committed in Brazil, what is the share committed by young people below 18 years old?

- A. 0-10%
- B. 11-20%
- C. 21-30%
- D. 31-40%

Many people think young people do not like authority, are rebellious and impulsive, and therefore easily fall foul of the police and the justice system. However, crime data shows that youth crime in Brazil amounts to less than 10% of the total of crimes.

Correct answer: A



7

PERCEPTIONS

CARD 14

GROUP 4

Child abuse and neglect lead to violent behaviour in later life.

- A. True
- B. False

If a person is a victim of violence early in life, this seems to increase the chance that he or she will get into trouble at a later stage, and may become violent him- or herself. Fortunately, this is not the case for all victims, as most children who are abused will not grow up to be violent or criminal.

Correct answer: B



7

PERCEPTIONS

CARD 15

GROUP 4

How many people in the age group 15-18 do you think smoke cannabis every day?

- A. 0-10%
- B. 11-20%
- C. 21-30%
- D. 31-40%

There seems to be a perception that regular cannabis use is very common in our world. The reality is that although 30% to 50% of people in this age group have used, or occasionally use, cannabis, only approximately 5% of young people use cannabis daily. Smoking cannabis every day is certainly not part of the average young person's lifestyle.

Correct answer: A

7

PERCEPTIONS

CARD 16

GROUP 4

You feel sad. Would you feel better if you smoked cannabis?

- A. Yes
- B. No

Drugs don't affect all people in the same way. How drugs make you feel depends very much on your state of mind before you use them. Also, after the effect of the drugs wears off you are likely to experience negative feelings.

Correct answer: B

8

GROUPS

CARD 1

RULES OF THE GAME - TEAM A**Running:**

When you are holding the ball, you cannot run and need to stay where you are.

Defending:

An attacker cannot shoot at the basket when a defender blocks the shot by stretching his or her arms in front of the attacker (max. 1 metre away). If this happens, the attacker should pass the ball to someone else.

If the attacker shoots and scores anyhow, that score is invalid and the opponent gets the ball.

For mixed teams: Girls can only defend girls and boys only boys.

30 DUGHTFICH MYST
LINEUP
LINEUP

8

GROUPS

CARD 2

RULES OF THE GAME - TEAM B**Running:**

When you are holding the ball, you cannot run and need to stay where you are.

Defending:

An attacker cannot shoot at the basket when a defender blocks the shot by stretching his or her arms in front of the attacker (max. 1 metre away). If this happens, the attacker should pass the ball to someone else.

If the attacker shoots and scores anyhow, that score is invalid and the opponent gets the ball.

For mixed teams: Girls can only defend girls and boys only boys.

30 DUGHTFICH MYST
LINEUP
LINEUP

8

GROUPS

CARD 3

ASSIGNMENT FOR VISITORS - TEAM A

You will be called by the trainer to join team A at some point. Simply join in as an extra player and pay attention to the rules below. Try to avoid discussions about the rules at any time.

RULES OF THE GAME**Running:**

When you are holding the ball, you cannot run and need to stay where you are.

Defending:

An attacker cannot shoot at the basket when a defender blocks the shot by stretching his or her arms in front of the attacker (max. 1 metre away). If this happens, the attacker should pass the ball to someone else.

If the attacker shoots and scores anyhow, that score is invalid and the opponent gets the ball.

For mixed teams: Girls can only defend girls and boys only boys.

30 Dütliche Myk
5 10 15 20 25 30
LINEUP
LINEUP

8

GROUPS

CARD 4

ASSIGNMENT FOR VISITORS - TEAM B

You will be called by the trainer to join team B at some point. Simply join in as an extra player. Try to avoid discussions. Integrate as one of the players in the team as smoothly as possible.

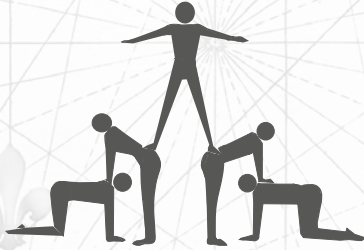
30 Dütliche Myk
5 10 15 20 25 30
LINEUP
LINEUP

9

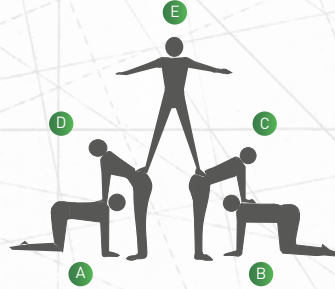
HELP

CARD 1

FIGURE 1



- **A** and **B** go down on all fours, facing each other, but not too close.
- **C** and **D** stand in between them and lean over, placing their hands on the shoulders of **A** and **B**.
- **E** now stands on the hips/pelvis of **C** and **D**, with the assistance of the helper.

LINEUP
LINEUP

9

HELP

CARD 2

FIGURE 2



- **A** and **B** go down on all fours, facing away from each other.
- **D** and **E** stand behind **A** and **B**, and lean with their hands on the shoulders of **A** and **B**.
- With the assistance of the helper, **C** stands in the middle, lifts the legs of **D** and **E** up, and helps **D** and **E** to stretch their bodies.

LINEUP
LINEUP

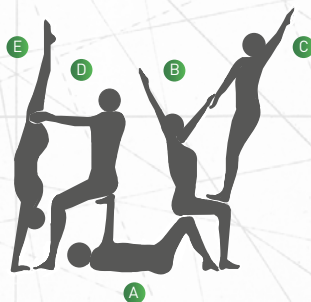
9 HELP

CARD 3

FIGURE 3



- > **A** lies on his or her back, with knees raised and feet on the floor.
- > **B** sits on **A**'s knees, facing away from **A**.
- > **C** stands straight on the knees of **B**, facing **B**, and holding one of **B**'s hands. **B** and **C** stretch their other arm up.
- > **A** raises his or her hands, and **D** sits on them.
- > **E** stands, does a handstand, facing away from the others, and **D** steadies **E** with his or her hands.



LINEUP
LINEUP

9 HELP

CARD 4

FIGURE 4



- > **A** and **B** go down on all fours, facing each other closely.
- > **C** and **D** stand on the hips/pelvis of **A** and **B**, facing each other.
- > **E** takes the hands of **C** and **D** and stands straight on the shoulders of **A** and **B**.



LINEUP
LINEUP

LINEUP **LIVEUP**



UNODC

United Nations Office on Drugs and Crime

Vienna International Centre, P.O. Box 500, 1400 Vienna, Austria
Tel.: (+43-1) 26060-0, Fax: (+43-1) 26060-3389, www.unodc.org