

Move 4

New Horizons

Sport + play manual for facilitators



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The manual is available in English and Nepali language on www.sad.ch
and can be ordered from info@sad.ch

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Preface

“Move 4 New Horizons” is an educational programme for disadvantaged out-of-school children in the Dang district in the Mid-Western region of Nepal. This programme is being implemented by the Swiss Academy for Development (SAD) and the Nepalese grassroots organisation Dalit Welfare Organisation (DWO).

As a main project activity, 15 non formal education (NFE)-classes are held in different villages. The programme targets children aged 5-10 years who do not have access to primary school education because

of gender, caste, ethnicity, disability, poverty and/or conflict-related reasons. NFE-classes last for nine months and are led by young facilitators who are recruited from the village population. They teach the participants in basic reading, writing and mathematics skills and offer them well-guided sport and play activities. After nine months, efforts will be made to integrate these children into the public school system.

By taking a holistic approach to education, the project is adapted to meet the needs for (a) efforts to support the psychosocial development of children who

have experienced discrimination and armed conflict in the past and (b) the provision of better future perspectives through educational opportunities. The integration of sport + play activities serves to strengthen these factors in a way that is non-intrusive and fun but nevertheless effective.

This manual was developed to help the facilitators conduct the sport and play activities and to complement the trainings that they already receive on this subject. A manual that is used countrywide to teach the children to read, write and calculate in NFE classes

already exists in Nepal. As a practical reference on how to best tap the potential of sport and play activities to support the psychosocial development and learning progress of children, this manual fills a gap that will hopefully not only serve “our” staff, but also facilitators of other similar activities in Nepal and worldwide.

1. Why Sport + Play: The 4 Dimensions of Child Development

Our project does not include sport + play activities for the purpose of producing sport champions, but rather to support the children's development and to build both individual and community capacity. In addition to the many physical benefits of sport + play activities, they offer the means to learn important values and life skills such as self confidence, teamwork, communication, inclusion, respect and fair play. Hence, through sport + play activities children not only get the opportunity to experience social values but also to develop their own personality.

The children's development supported by sport + play activities can be divided into four dimensions that form a unit.



Physical dimension

→ *Sport + play activities stimulate movements and help to develop physical abilities.*



The **body**
is moving.



- *Physical: flexibility, strength, endurance, resistance, speed*
- *Coordination: orientation, reaction, differentiation, rhythm, balance*

Mental dimension

→ *Sport + play activities help to develop intellectual capacities.*



The **head**
is thinking.



- *Ability to concentrate, to observe, to reflect, to anticipate, etc.*
- *Ability to think logically, to put strategies in place, to make decisions, etc.*

Emotional dimension

→ *Sport + play activities improve the awareness and management of emotions.*



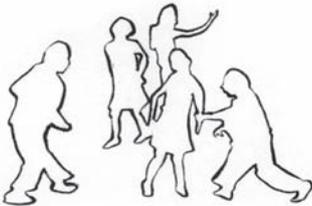
The **heart**
is feeling emotions.



- *Learning to cope with fears and frustrations*
- *Learning to manage aggression*
- *Experiencing joy, fun and motivation*
- *Learning to win and to lose*

Social dimension

→ *Sport + play activities help to strengthen social relations and to improve social skills.*



The child acts within
a social **environment**.



- *Making friends*
- *Gain trust, empathy, respect and tolerance for others*
- *Surrender stereotypes and prejudices*
- *Learn to cooperate, to manage conflicts, to obey rules and to act within a team*

2. How to work with Sport + Play

2.1 The role of the facilitator

Although sport + play activities are well suited to support the children's development on the mental, the physical, the emotional and the social level, the children will not develop these skills automatically by just taking part in the lessons. The sport + play activities need to be well-guided in order to have the expected effect. Therefore, the facilitator himself/herself needs strong personal and social skills, as well as the support of a good methodology and guidance.

As a facilitator leading sport + play activities with children in local communities, you are the principal actor on the ground. You have two roles: (1) you are an activity manager and (2) you are an ambassador for positive values.



Ambassador of positive values

Acting as an ambassador, you are passing on ethical values – values about what is right and what is wrong. Besides teaching sporting skills, you are fostering social skills and are providing a positive experience for all participants.

As a sport + play facilitator, you...

- like to work with children. You are patient and are able to empathize with them;
- love sport and play and are able to convey your enthusiasm and motivation;
- are a role model: you can accept responsibility and are willing to set an example with your own behaviour;
- show your feelings to the children (e.g. that you are sad about cheating during a game);

- treat people from different ethnic groups, religious communities and members of the opposite sex equally;
- ensure respect for the established rules to create an atmosphere based on trust;
- ensure that the losers are duly acknowledged and thanked (without them, there would be no winners!) and that the strong must help the weak.

Activity manager

As a facilitator, you are directing the sport + play activities. Your role is to organise, manage and direct the activities for the benefit of all the participants, and to motivate and stimulate them. You make sure that the activities are conducted according to clearly established rules, which provide security and foster an atmosphere of trust.



As a sport + play facilitator, you...

- decide on the timetable and programme of activities;
- match the exercises to the group's level of ability. Exercises that are too easy or too difficult give little satisfaction;
- give clear instructions and demonstrate what is required rather than simply telling the participants what to do and you check that they have understood what has been demonstrated;
- ensure that all the children can take part in the game;
- ensure fair play and safety on the playground and intervene in the event of serious fouls and conflicts;
- share roles and responsibilities with the children (e.g. let them act as referees or coaching assistants);
- encourage and congratulate all participants;
- show each child that his/her participation and presence matters (e.g. eye contact, smile);
- give fresh impetus, vary and adapt the games;
- *But:* Interfere in the group dynamic during learning or practicing only if it's necessary or if the children request it explicitly (e.g. teams should be formed by the children independently. Influence it only if some children are excluded or other injustices occur.)

2.2 Competition vs. cooperation

One of the main characteristics of sports and games in general is the battle between two persons or teams in winning the game. However, the facilitator in charge has to encourage situations during a sport + play lesson where the children need to cooperate. This will teach them to respect each other and to work together to achieve an objective. It is therefore in the responsibility of the facilitator to find the balance between competition and cooperation.

In general, a cooperative game has the following principles:

- Everyone has fun.
- The game has a motivating objective.
- Everybody needs each other to achieve the goal/ objective.
- Everyone is accepted and valued for their abilities.
- Nobody is excluded from the game.

The ability to cooperate in sport + play lessons demands confidence in oneself and in the other, as well as good communication with the partner. Through mutual support and cooperation, tasks can be solved and goals achieved.



2.3 Rituals and routines

Rituals are performed before, during and after a training lesson. A typical ritual that should be introduced by the facilitator is the joint carrying of the equipment onto the playground and the installation of the facilities. Similarly, the material should be gathered and counted after every lesson together. Symbolising mutual support and solidarity, such rituals strengthen team spirit. Hence, getting the children to take part in rituals improves their sense of identity and belonging to a group. As rituals become routines, they give a sense of security to the children. Besides improving the group dynamic, rituals serve as a means of consoling one another when having lost a game or to celebrate success together. The role of a facilitator is to give ideas and guidance in working out the content of the rituals. Here are some examples of rituals the children can adopt:

- Performing original forms of greeting.
- Rhythmic chanting, singing or dancing.
- Making choreographed gestures (e.g. “give me five”, clapping, etc.).



2.4 Commitments – clearly stating your values

You and the children in your group should express a joint ‘commitment’ towards a particular value or principle that you want to be followed during your lesson. On the one hand, commitments help to promote a positive attitude and on the other, they weld a team together. Commitments are better respected if the children have taken part in drawing up the “pact”, and if the commitments are made official. Here are some examples of commitments that might be discussed and adopted by the children:

- We respect the rules.
- We solve conflicts without using violence.
- We play fair in sport and in daily life.
- We respect all other participants, even if they play in an opposing team.

You can make commitments official by using a ritual at the start of a sport + play lesson (e.g. repeat the commitments in a song). It is important to lay down clear rules and to deal with breaches of the rules. Such breaches should be followed up with a reconciliation ritual (e.g. expressing an apology and shaking hands). As a facilitator it is crucial that you talk immediately about the breaches of the rules and that you let everyone know about the sanctions.



2.5 Providing a safe environment

Creating and maintaining physical and emotional safety is important when working with children. It is the duty of the facilitator to provide a safe environment.

Physical safety → on the playground

- Keep movable material clean and maintained
- Repair damaged material immediately
- Remove dangerous obstacles (glass, metal, cans, rubbish) from the playground to prevent injuries.

Emotional safety → inside the group

- Create an emotionally safe atmosphere (Children should not be afraid to talk or express themselves)
- Promote the feeling of togetherness (inclusion, cooperation, rituals)
- Make use of conflict-solving rituals. There is no mobbing, no violence and no physical punishment.



2.6 Inclusion of all children

Sport + play activities enable integration. Special attention should be paid to the inclusion of girls and disabled children.

2.6.1 Promotion of gender equality

In every society, there are certain norms that determine what girls and boys should or shouldn't do. When it comes to sport and play, generally girls are often thought to be less capable than boys and there are some sports that are considered unacceptable for girls to do. However: *There are no girls and boys sports!* All sport + play activities are neutral and do not show any restriction regarding the involvement of girls or boys. These restrictions are stereotypes that exist only in our minds.

The equal participation of girls should therefore be facilitated in all activities. Especially if girls them-



selves are not used to doing sports, an active participation can be extremely valuable for them: It can give them the opportunity to experience the capacity of their own body and help to increase their self-confidence.

The following recommendations should be taken into consideration:

- If participants need to split into groups, try to have both, boys and girls in every group.
- Let girls and boys do the same activities. Don't exclude any of them from a game because of their sex.
- As a facilitator, you should treat boys and girls equally. E.g. if you demonstrate something with a child, choose a girl one time and a boy next time.
- Be strict to avoid teasing, mobbing, etc. against the opposite sex.
- Be aware that as a facilitator (male and female), you are a role model also in this regard.

2.6.2 Dealing with disabilities

Inclusive sport + play activities also means that children with or without mental or physical disabilities can participate jointly in the activities. It is crucial that the facilitator treats children with disabilities the same way as the other participants. By doing so, it is important to focus on what they can do and have the potential to do and not on what they cannot do. The facilitator should be aware of the fact that a lack of skill does not necessarily indicate a lack of potential ability.

Here are some recommendations for working with children with disabilities:

- Do not make allowances. Participants should be encouraged to meet the requirements of the sport + play activity to the best of their ability. Often not enough is expected of people with a disability.

- Assist when and where requested. A facilitator should anticipate when assistance is required, but not provide more assistance than is required.
- A facilitator should recognise and adapt the activities to the participant's ability for handling risks (e.g. split up the group according to the participant's skills; allow the stronger children to assist the weaker ones).



2.7 The three stages of a Sport + Play Lesson

Good organisation makes it easier to manage children. Prepare the sport + play lessons *before* arriving at the playing field. The following model of a sport + play lesson of 60 minutes helps you to plan your lessons.

		Subject	Implementation	Time
Warm up	1a	Welcome	A lesson should have a clear beginning to bring the group together and to welcome everyone (ritual).	2 min
	1b	Introduction game	Warming up prepares the children physically and mentally for the lesson. It activates or relaxes their bodies and clears their minds. Furthermore, it creates a pleasurable sense of anticipation.	5 min
	1c	Explanation of topic	The game's activities revolve around the theme of the lesson and on achieving the set goals. The lesson theme is introduced, either through a game and/or a group talk.	1 min

Main part	2a	Game (1 st round)	After giving short and clear instructions, the children discover and test the game.	10 min
	2b	Feedback 1	After some time, the facilitator stops the game, gathers the children and asks them about the difficulties encountered and how the quality of the game can be improved. The facilitator focuses the children's attention on one or two important points (corresponding to the lesson theme).	5 min
	2c	Game (2 nd round)	The children play the game for a second time, more aware this time because their attention was focused on specific elements. The learning effect here is highest and the game's quality is at its best in this moment.	30 min
Cool down	3a	Cooling down	At the end of a lesson, the children should be prepared for stepping back into their daily life. The cooling down session is a clear ending.	3 min
	3b	Feedback 2	Before letting the children go, it is important to talk about what has been experienced during the sport + play lesson and what they have learnt. Just like a clear starting point, a clear closure provides for structure and safety. (Removal of all material, farewell ritual)	4 min

2.8. Feedback

The first feedback (feedback 1, see above) is more related to the technique and the way of playing a game. It serves to improve the course of the game.

To support the children's development of the mental, physical, emotional and social skills in an optimal way, the children should be encouraged to think about what has been experienced during the sport + play lesson and to share these thoughts with all the members of the group. By reflecting about what has been experienced the children start to learn.

This reflection takes place during a group discussion at the end of the lesson (feedback 2, see above). Messages should primarily be formulated by the children and linked to the experiences they have made during the game. Hence, this conversation is rather a dialogue among the children than a monologue held by



the facilitator. Your role as a facilitator is to motivate the children to think further. This can be done by providing plenty of positive feedback for the children and thus encouraging them to share their comments with the group. You can prompt the discussion with specific questions (e.g. “What did you like/dislike about the game?”, “**Were our commitments kept?**”, etc.). Criticism should be focused towards *issues*, not towards

participants. To be able to provide relevant and focused feedback to the children, it is crucial to keep a distance during their play, to observe how the game unfolds and to identify the children’s behaviours.

The feedback phase should be neither too long nor too short. It is up to you to decide – depending on the situation – for how long you want to demand the children’s concentration.

3. Example Games

This chapter introduces some example games that can be used in the sport and play lessons. Children are usually very inventive and should be left the freedom to develop their own preferred game or game variation. But as a facilitator, you should be able to provide the children with new ideas and to guide them through games that are well suited to support their development on the dimensions explained in the first chapter of the manual. The example games could serve as an inspiration for you, but you should vary and supplement these games with your own and the children's ideas.

The games presented here require no material or material that is available in most places and they are suited to the age of our target group (5-10 year old children). They are divided into six chapters according to their specific character. On the upper right corner of every game description, the icons of head, heart, body and group/environment can be found again. They

describe which of the dimensions of child development are supported most by the game.

3.1 Team spirit

These games can be used at the beginning of a lesson to support the development of a team spirit among a group of children. Every single member of the group is needed for the game to work out. Like this, the children experience how much they can achieve if they organise themselves well within the group. Because the games are fun and the children get in touch with each other, they are also well suited to reduce initial shyness of children that don't know each other well yet.

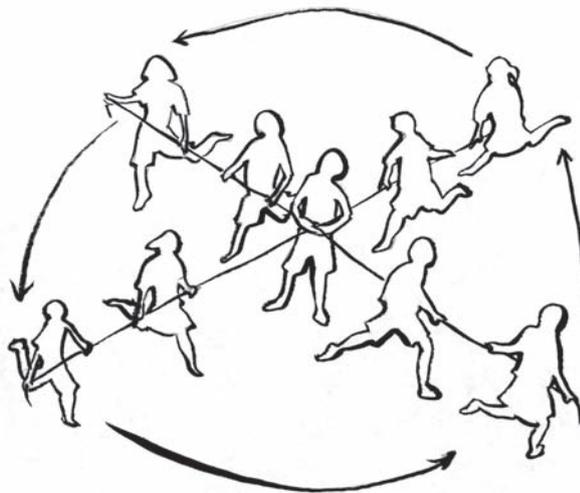
Carousel



Material: 2 ropes.

Four pairs of children run together to the same direction of the “carousel” that is held together by two ropes and the child in the center. If the children **coordinate the speed of their** pace, the “carousel” turns equally.

Variation: Let them try to change direction quickly on command (given by yourself or a selected child).



Wheel



The children form a circle and hold hands. Every second child puts his/her feet in the middle of the circle on the ground.

The children standing straight are carrying the other half. The children with their feet on the ground turn, so that the whole circle turns like a wheel.

Variation: Instead of putting their feet in the middle, every second child is sitting on the arms of the two children next to him/her.

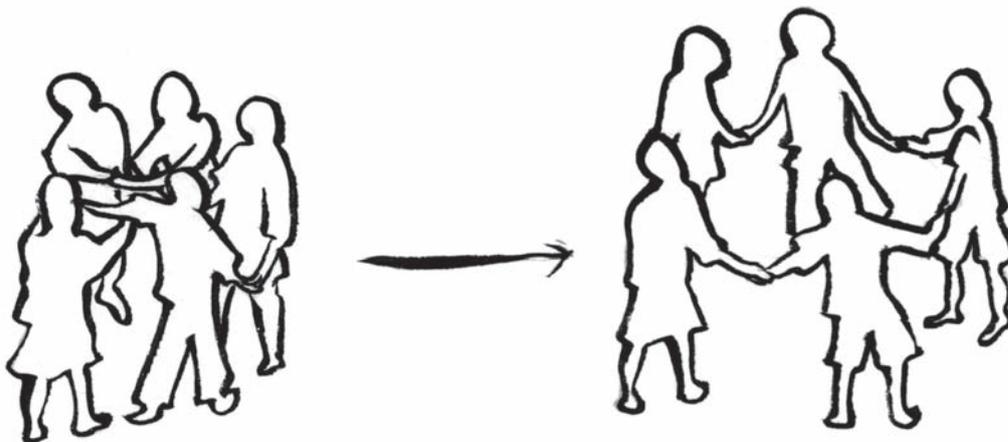


Knot



The children form a circle, reach out their arms to the middle of the circle, close their eyes and walk towards the center of the circle. Each child's hand has to grab someone else's one, so that the children's arms form

a knot. Now, the children try to form a circle again by disentangling their arms without separating the hands that found together.



3.2 Tag without ball

Tag is a very simple game that activates children well. The children will experience fun and excitement while running around. Tag can be played in several

forms. The forms presented here don't require any material and might be a good inspiration to vary the forms of tag that are played.

Tag in pairs

Two children are trying to catch the others while holding hands. The child that is caught joins the couple. When the group of three catches a fourth child, the four children divide in half and form again two pairs who try to catch the remaining children. Only two or three children together can catch the others.

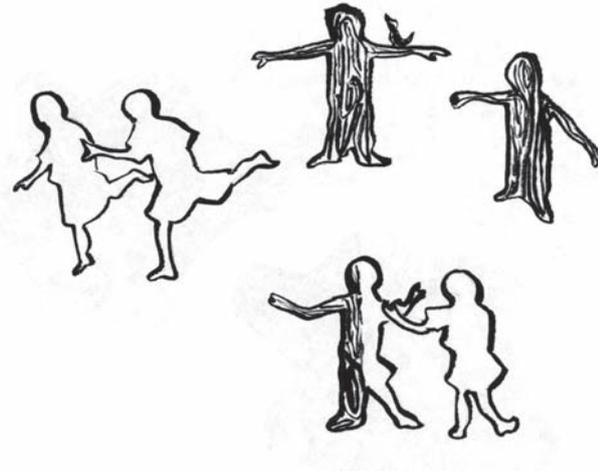


Tree trap



There are a lot of players and a few catchers. When a player is caught, s/he becomes a tree and can be relieved when another player touches him/her. The game is over when there are only trees remaining.

Variation: A “tree” is relieved if another child is creeping through his/her spread legs.



Hare hunting



The children are standing in pairs of two, with a “free player” and a “catcher” standing alone. Upon the start signal, the catcher tries to catch the free player. When the free player stands right beside a pair, the person of the pair standing on the other side (“the third player”) becomes the new free player and has to run away. If the catcher gets the free player, they change roles.



The fox and the hens



The children form a line of “hens” behind one child called the “rooster”. Each “hen” is holding the front one around its waist. The „fox” tries to catch the very last „hen” of the line. The chain of hens tries to protect its last member without letting go.



3.3 Tag with ball

Tag can also be played with a ball. Besides the basic form is of letting children hit each other with a ball, there are many ways to further develop this game.

The two games presented below are more interesting to play and at the same time encourage the children to think their actions well through.

Call my name



Material: Soft ball.

One child throws the ball straight in the air and calls the name of another child at the same time. The child whose name was called tries to catch the ball as fast as possible. The other children run away and stop immediately when the ball is caught. If the called child can catch the ball directly from the air, s/he throws the ball in the air again and calls another child's name. If the ball touches the ground before getting caught, the child with the ball tries to hit one of the other children. As soon as the child has the ball in his/her hands, the others are not allowed to move anymore. S/he can then make three steps and try to hit one of the other children with the ball. Every participant has three lives. One life gets lost if either: a child

is hit by the ball or if the child with the ball did not manage to hit another child. The child who has lost one of his/her lives starts the next round by throwing the ball in the air and calling a name.



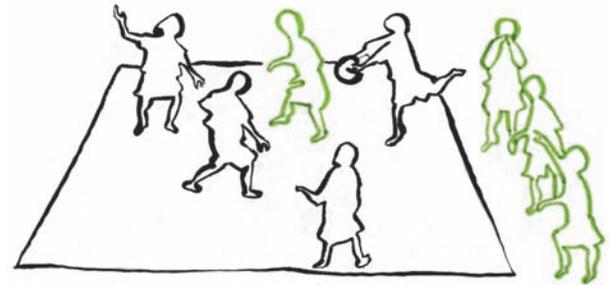
Hunters and rabbits



Material: playing field (e.g. marked by a rope), soft ball.

One team is inside the playing field taking the role of the hunters. The members of the other team ("the rabbits") are waiting outside. One "rabbit" after the other has to enter the field where the "hunters" are trying to touch them with the ball by passing the ball around within the team. Once the "rabbit" is touched by the ball, s/he is out of the game and the next "rabbit" enters the field. To catch a "rabbit", the hunters are not allowed to throw the ball at the "rabbit", they have to touch him/her with the ball in their hands. How long does it take to touch all the "rabbits"?

Variation: all the "rabbits" are in the field with the "hunters" at the same time and are "out" when they are touched by the "hunter's" ball.



3.4 Relays

Relays are a very basic element of sport lessons. They make the children run, think and at the same time support the emergence of a team spirit. They can be

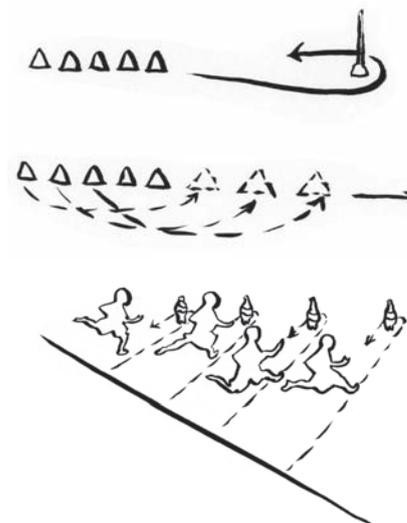
varied in many ways. The basic form, as well as some examples for variations are described below.

Basic relay



Material: markers (e.g. empty bottles filled with sand), **starting line (e.g. rope).**

In the basic form of a relay, two or more equal groups of children are formed who run one after the other or together in a competition on a course laid out by markers. Distances can be modified to include weaker participants.



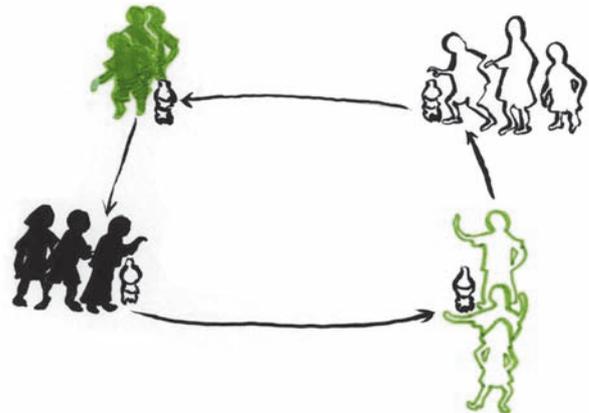
Relay in a rectangle



Material: 4 markers.

In this relay, the group is split into four different groups. The groups run around the markers, either one by one or together.

Variations: The facilitator can diversify the task by using additional markers or by defining alternative ways of locomotion (hopping, running backwards, on all fours, etc.).



Crossing the river

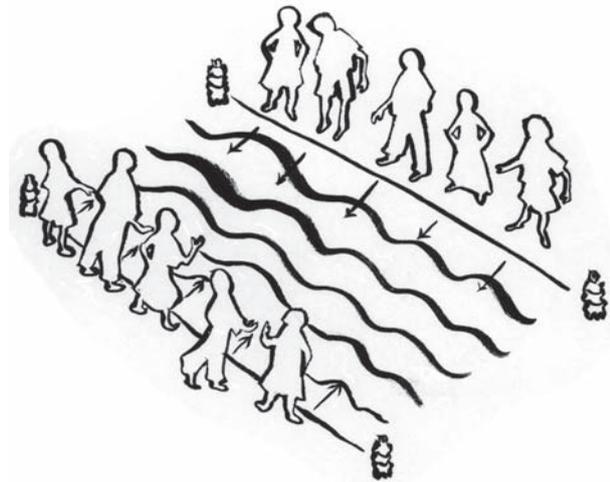


Material: 4 markers.

Each team is on one "bank of the river" defined by markers. Which team has first crossed the "river"? After each crossing of the river, the teams get another task.

For example:

- "always two by two (hold hands)"
- "cross without touching the other team"
- "cross while holding hands as a whole team without breaking the line"
- "run on one leg"
- and so on



Train relay



Material: Min. 2 markers.

The children are instructed to run a course laid out with two markers. The first child of each group running the course is the “locomotive” that picks up a new child after every round of the course. Hence, after each round a new “wagon” (child) is added to the “train” until all children are running together.

Variation: You can split the children into two or more groups of equal number who each have to run their own course defined by markers. Which group is the quickest to return?

You can prolongue the relay like this: When the locomotive is complete, it has to disentangle again until there first runner is running alone again.



Relay with ball

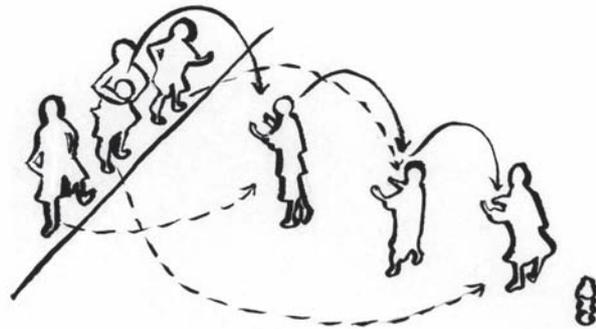


Material: starting line (e.g. rope), marker (goal), soft ball.

Members of a group have to pass the ball from one person to another until the ball reaches the goal. They are not allowed to make any steps while holding the ball.

Variations:

- Two groups compete to get the most goals
- It is only allowed to grab the ball with one hand
- It is only allowed to throw the ball with the weak hand.
- Replace the ball with another item (e.g. Frisbee)



3.5 Team games

Below are some simple games that are played with two teams and that are suitable for children at a young age. Playing in a team against another team supports the identification of the children with “their”

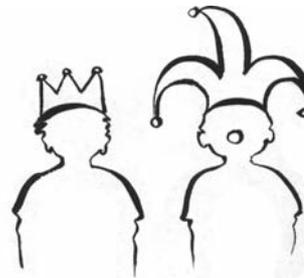
team and teaches them to win and loose. The facilitator should act as a referee to guarantee that the competition between the teams is played out in a fair way.

Dodgeball



Material: playfield divided into four areas as shown (e.g. with ropes), soft ball.

The two teams stand in one of the “earth”-fields in the center each. They try to hit all the members of the other team with the ball. After being hit, the players go to “heaven”. A team has won when all its adversaries are in heaven. Both players within the field and in heaven can hit players from the opposing team. Players are allowed to pass the ball within the teams (also to the persons in “heaven”).



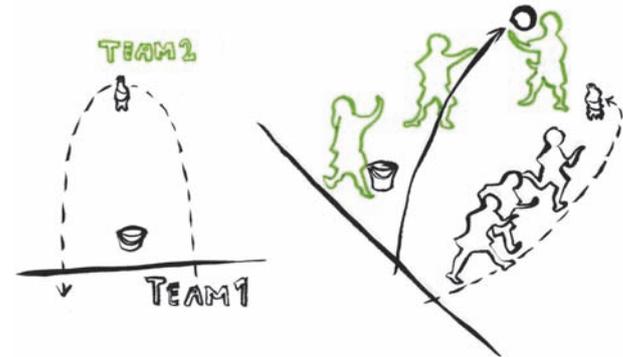
Variation: Name in each team a “clown” and a “king”. The clown never has to go to heaven. If the king is touched by the ball, the game is over.

Kickball



Material: line (e.g. rope), marker (e.g. empty bottle filled with sand), basket (or bucket), soft ball.

All members of team 1 are standing behind the line. One of its players throws or kicks the ball into the field. Now the whole team 1 runs around the marker and returns over the line as fast as possible. While being dispersed in the field, team 2 tries to control the ball and puts it inside the basket before the members of team 1 cross the line. How many players of team 1 cross the line before the ball is in the basket? Before changing roles and sides, every player of team 1 throws or kicks the ball once. All the successful runs are counted together. The team having most runs wins.



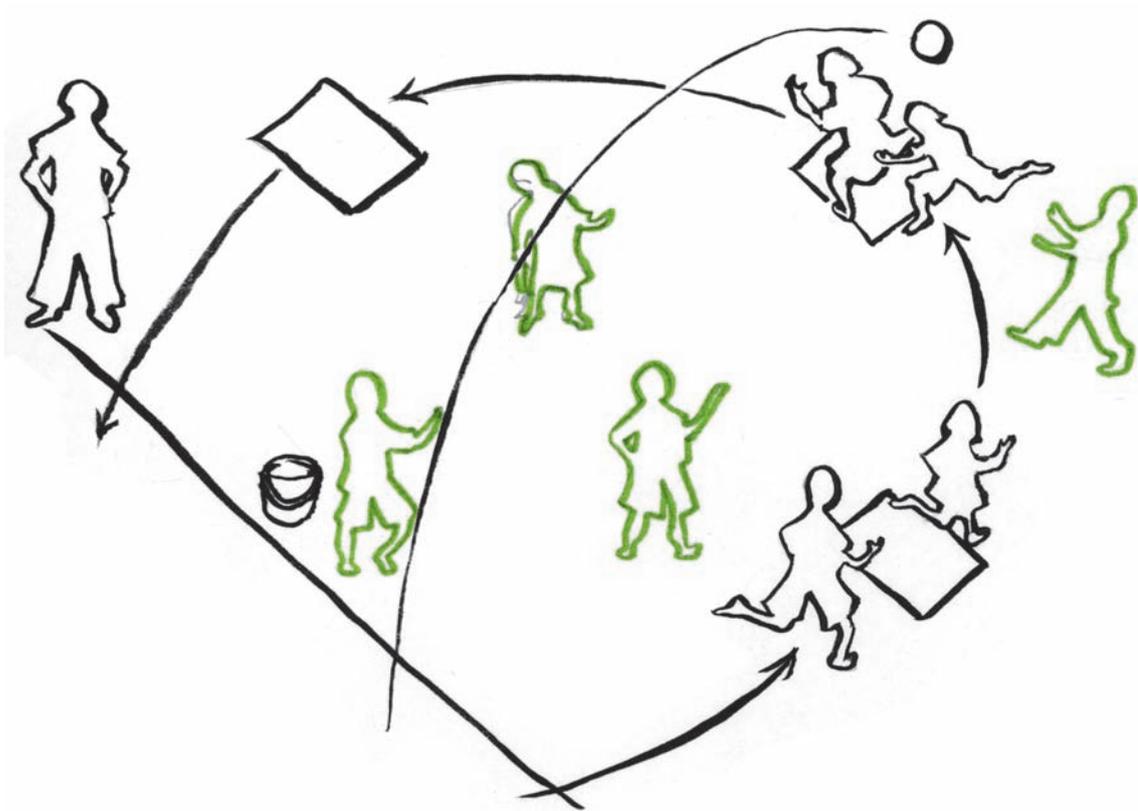
Throwball



Material: line, 3 bases (e.g. empty bottles filled with sand, pillows, etc.), basket (or bucket), soft ball.

All members of team 1 are standing behind the line. One of its players throws **or kicks** the ball into the field. **All the players in his/her team (including the thrower) run to one of the bases. It is up to the players to decide how far they want to run (to base 1,2,3 or back behind the line).** Team 2, being dispersed in the field, tries to control the ball and put it inside the basket. **When the ball is in the basket, all players of team 1 that are not on a base at this moment are "out" and return behind the line without getting a point. Those players that are on one of the bases are "safe".** One after the other, all players of team 1 throw or kick the ball into the field and allow their

team-mates remaining on the bases to run to the next ones. The team gets a point every time one of its players reaches the line again. The team with most points after a certain time (e.g. 3 minutes) wins the game.



3.6 Concentration games

The games that are described below help the children to concentrate themselves well and to think ahead before they act. They are well suited to calm the

children down after an exciting sport + play lesson and to gain their attention, again.

Blindman's obstacle garden

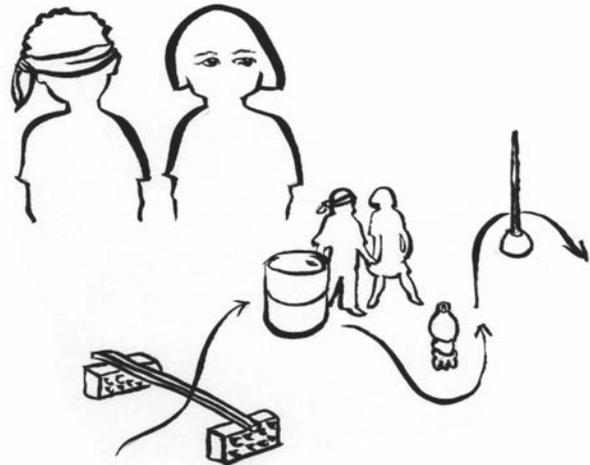


Material: ribbons (to cover the eyes), obstacles (for the garden)

There are always two children together; one has his/her eyes covered and the other is guiding "the blind" through an obstacle garden.

Variations:

- The "blind one" is guided the same way through the obstacle garden but without being touched, only with words.
- The "blind one" is guided by the assisting person from outside the obstacle garden by words.
- All the other pairs of children are in the obstacle garden at the same time and need to sidestep each other.



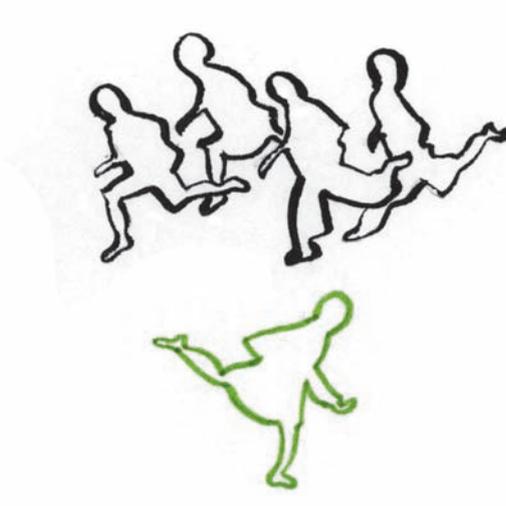
King and mirror game



King game: The children stand on the opposite side of the “king” and copy all of his/her movements.



Mirror game: The children stand on the opposite side of the “king” and have to do the contrary of his/her movements.

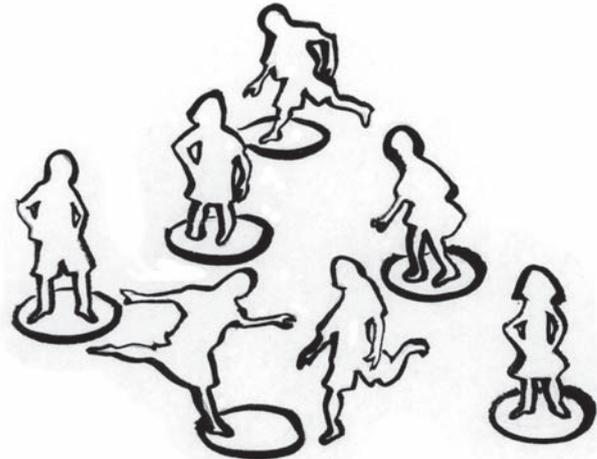


Bird's nest



Material: Nests (e.g. pillows).

When the facilitator (or a child appointed by him/her) gives a vocal or visual signal ("stop", hand sign), the children jump as fast as possible into one of the "nests". Because there is always one nest less than the number of children, the child who didn't get a **nest loses "one life"**. **Every child has three lives. If a player has lost his/her third life, he/she needs to go out.** Every time a player goes out, the facilitator removes one nest so that there is always one nest less to jump in until there is only one left.



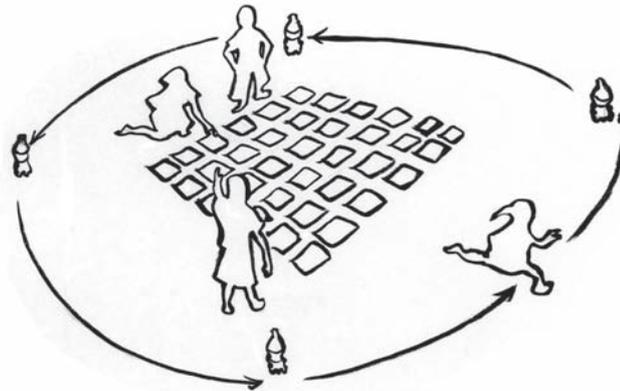
Memory



Material: A memory game (you can have the children make it themselves: tell them to create cards with pairs of two with the same picture on it, all the same size), markers.

Each player turns two cards, one after the other. If they show the same picture, s/he can keep them. If not, s/he has to run around a course defined by markers and back. The player with most pairs wins.

Variations: Vary the tasks to complete if the pair is not the right one.



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