

## COURSE CURRICULUM

### CHAPTER 1: INTRODUCTION

#### INTRODUCTION

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GAME's sports activities are designed to place the learning emphasis on the development of the person, as opposed to emphasizing sports skills. This personal development is based on the person as an individual, as part of a group, and as someone who is part of a community. The GAME empowerment model aims to empower children and youth by enhancing their basic life skills through sports.

“Life skills mean the abilities for adaptive and positive behaviour that enable individual to deal effectively with demands and challenges of everyday life”, according to the World Health Organization (WHO). Thus life skills refer to the skills needed to effectively deal with the changes, challenges and opportunities of everyday life. Life skills are competencies built over time, and they work on different levels. The skills are personal abilities to deal constructively with oneself, to deal with others and to actively engage in society. By enhancing the life skills of children and youth we enable them to take leadership and to take a broader societal responsibility in addressing issues relevant to their community.

Some of the potential outcomes of strengthening life skills include: promotion of democracy, gender equality, good citizenship and peace, and prevention of health and social problems. To make the life skills easier to work with we have broken some of them down to more specific components, and this module will walk you through them.

GAME works with life skills on two levels: The individual level and the group level. It is life skills on these two levels that will enable children and youth to be active citizens, who are co-creators of peaceful, equal and democratic communities – on the community level. In this module we introduce all three levels, and dive deeper into the Individual Life Skills.

## CHAPTER 2: STRUCTURED CONTENT

### INDIVIDUAL LIFE SKILLS

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o make the life skills easier to work with in a peer-to-peer context we have broken some of them down to more specific components. In this section we will explore The Individual Level, with the help of some of our Playmakers from Denmark.

### SELF-AWARENESS (MENTAL AND PHYSICAL, SELF-ESTEEM)

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Self-awareness includes recognition of self and the ability to understand our character, our strengths and weaknesses, both physically and mentally, and our needs, desires and dislikes. An understanding of our personalities can help us find situations in which we will thrive, and help us avoid situations in which we will experience too much stress. Self-awareness also revolves around the capacity to be aware of our own position in a group context and to be able to meet other people and problems in a constructive way.

The aim is to strengthen the individual's self-esteem through recognition from peers and especially from positive role models like the playmakers. Drills can focus on stimulating ambitions, personal success as well as teaching the players to respect others. As a playmaker you might want to use yourself as an example; tell the story about how you have grown and gained more self-esteem as a playmaker

Using competitive drills, children and youth can experience success and achievement on several levels. A sense of achievement directly increases self-esteem. Thus, competition, when applied in the right manner, can be a tool in creating a positive self-image, which helps accepting others as well.

To work with physical consciousness in sports is also a meaningful component in enhancing self-awareness. It is important to be conscious about how your body works, hereby to learn and

experience how your body reacts in different situations and become familiar with your physical limits and strengths in terms of speed, agility and endurance.

## COPING WITH STRESS AND EMOTIONS

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Self-awareness is the foundation for all the other life skills we need to develop, and essential to managing stress and emotions. To cope with emotional changes, we need to recognize emotions within us and be aware of our emotional reactions and how they affect our behaviour. It also means recognizing the sources of stress in our lives and understanding how this affects us. Self-awareness provides us with choices on how to react, rather than allowing them to govern our behaviour.

Sports can be used to teach children and youth to reflect on and manage emotions and emotional responses from themselves or others. More specifically sports can teach kids and youth how to cope with success and failure, empathize with others, and overcome challenges.

## CRITICAL THINKING

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We live in a complex world, and everyday we encounter numerous views and values, which can be difficult to grasp. Critical thinking enables us to analyse information and experiences objectively, and it helps us to recognize and assess the factors that influence attitudes and behaviour, such as values, media and pressure for society and peers.

The aim is to create a space where children and youth feel confident in seeking counsel before making decisions and to discuss and demonstrate knowledge about moral and ethical reasoning. Playmakers aim to motivate children and youth to reflect upon the drills and what they have learned in relation to socially relevant topics, which will play an important part in constructive and positive decision-making.

## CREATIVE THINKING

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Creative thinking is the ability to create, to make or bring into existence something new by using your imagination. It consists of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas). Creative thinking helps us respond adaptively and flexibly in our everyday life situations.

The aim is to motivate children and youth to express their thoughts and ideas and enhance their ability to look beyond their direct experiences in exploring available alternatives. Playmakers aim to motivate children and youth to try doing activities more than one way and to think of new ideas after an activity. Creative and critical thinking skills form an important part of being able to qualify your judgements and they are crucial elements in reflective decision- making and problem solving.

## REFLECTIVE DECISION-MAKING

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Reflective decision-making helps us to deal constructively with decisions about our lives. It can teach kids and youth how to make decisions about their actions in relation to assessment of different options and what effects these different decisions are likely to have. Reflective decision-making requires concentration and introspection, and it creates understanding on a higher level. The aim is that the playmakers set the stage and priorities time for the participants to reflect upon and practice decision making skills.

Reflective decision-making is an essential element in the ability to engage in the society, to express your opinions, take part in discussions and to deal constructively with conflicts and problems in your life.

## **CHAPTER 3: INDIVIDUAL PRACTICAL ACTIVITIES**

### **FIRST INDIVIDUAL ACTIVITY: A PREVIOUS PRACTICE**

Purpose: To reflect on your previous experiences

Tools: none

Duration: 15 minutes

Activity: Think about a recent practice you have attended, either as a coach/teacher, a participant, or an observer. Did you experience anything that would have benefitted from a discussion?

### **SECOND INDIVIDUAL ACTIVITY: LEARNING REFLECTIONS**

Purpose: To reflect on what you have just learned

Tools: None

Duration: 15 minutes

Activity: You have read and heard a lot about the empowerment level and life skills. It is a good idea to reflect on what you have learned and how it applies to your life. The concepts you have learned are still fresh in your mind. So, here are a few questions to help you reflect:

- Which life skills could you relate most to? Why?
- Why do you think self-awareness is a basis for many of the other life skills at the individual empowerment level?
- Why do we work with empowerment at GAME/partner organization?

## **CHAPTER 4: LEARNER SUPPORT AND SOURCES**

## LEARNER SUPPORT AND (RE)SOURCES

World Health Organization Life Skills:

[https://www.who.int/mental\\_health/media/en/30.pdf?ua=1](https://www.who.int/mental_health/media/en/30.pdf?ua=1)

The United Nations Sustainable Development Goals:

<https://www.globalgoals.org/>

## QUIZ

### Life Skills Review (Part I)

