

Coaches Across Continents and Pathfinder International: Purposeful Play Educational Hub Tanzania 2019



Pathfinder
INTERNATIONAL



In June 2019 22 leaders from 10 communities across Tanzania learn CAC's Purposeful Play Methodology and Curriculum to advance sexual and reproductive health and rights



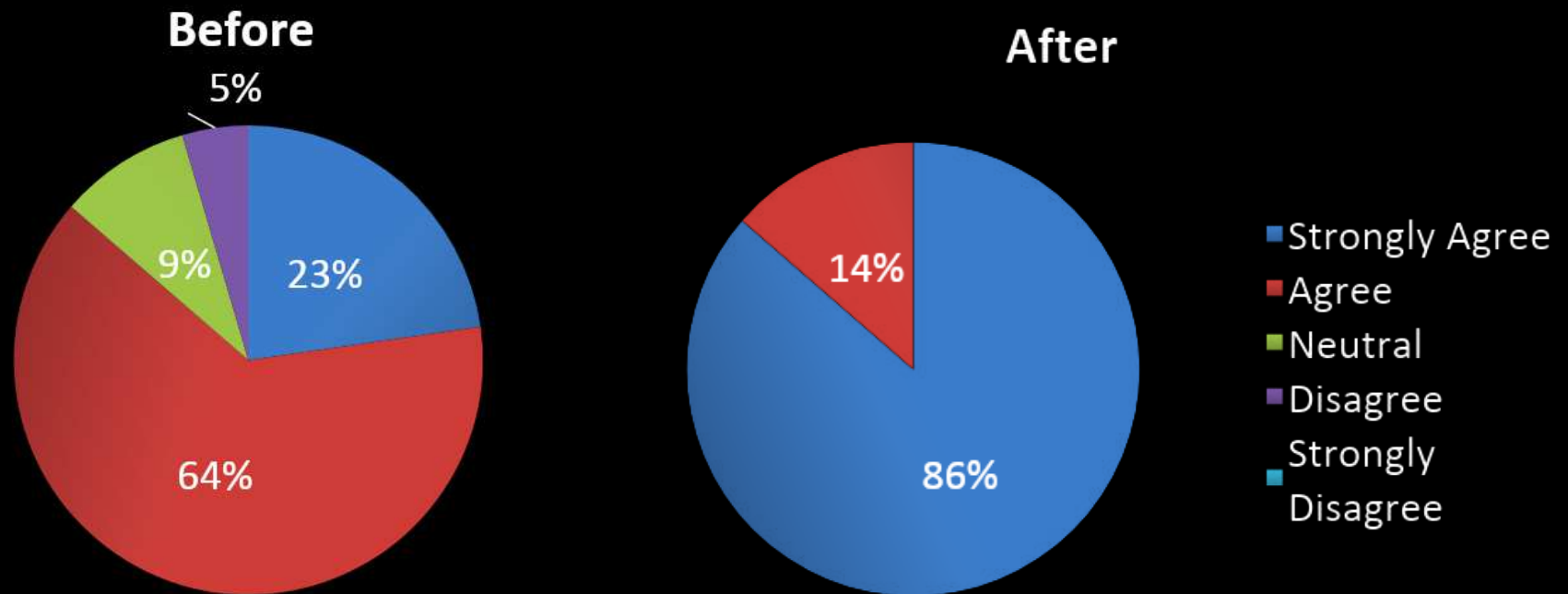
Representing 31 different schools, organizations, and local initiatives, these leaders impact upwards of 250,000 young people throughout Tanzania



Outcome: More qualified teachers through international cooperation for teacher training

Q2: Do you currently have the skills to use play/sport as an educational tool?

280% increase in participants who Strongly Agree that they have the skills to use play/sport as an educational tool





“I have learnt a lot on Zanzibar training. I didn't how to use sports to educate my society especially youth but now am confident enough to educate my society using sports. Also the best part was on family planning coz am woman the training helped me on how to deliver the information to youth in their ways of understanding which is sports.” - Josephine Mushi

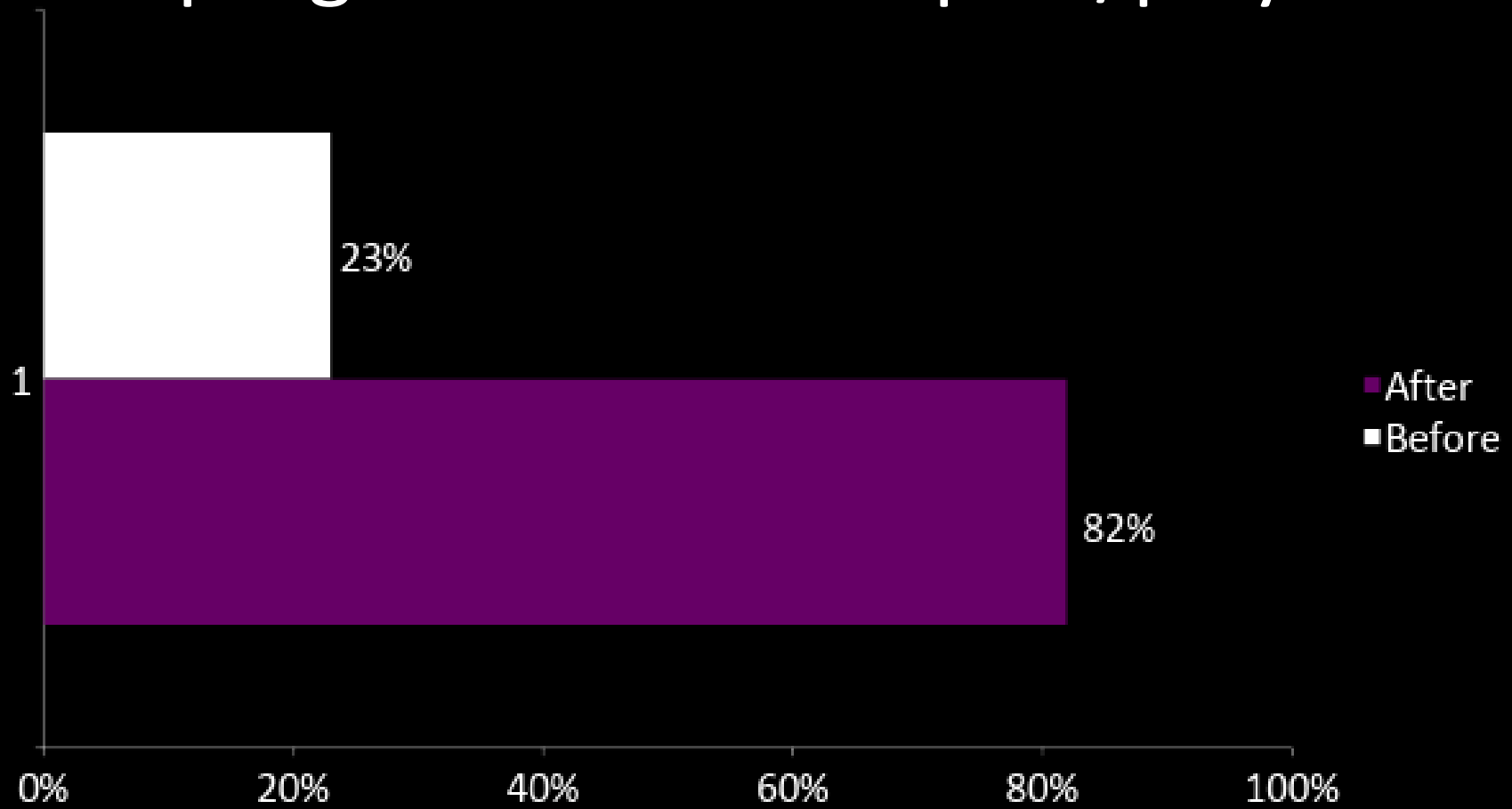


In collaboration with Pathfinder International and their staff in Tanzania, CAC designed curriculum around four locally-driven modules: Knowledge of Sexual and Reproductive Health and Rights, Healthy Household Environment, Community Responsibility and Environmental Conservation.



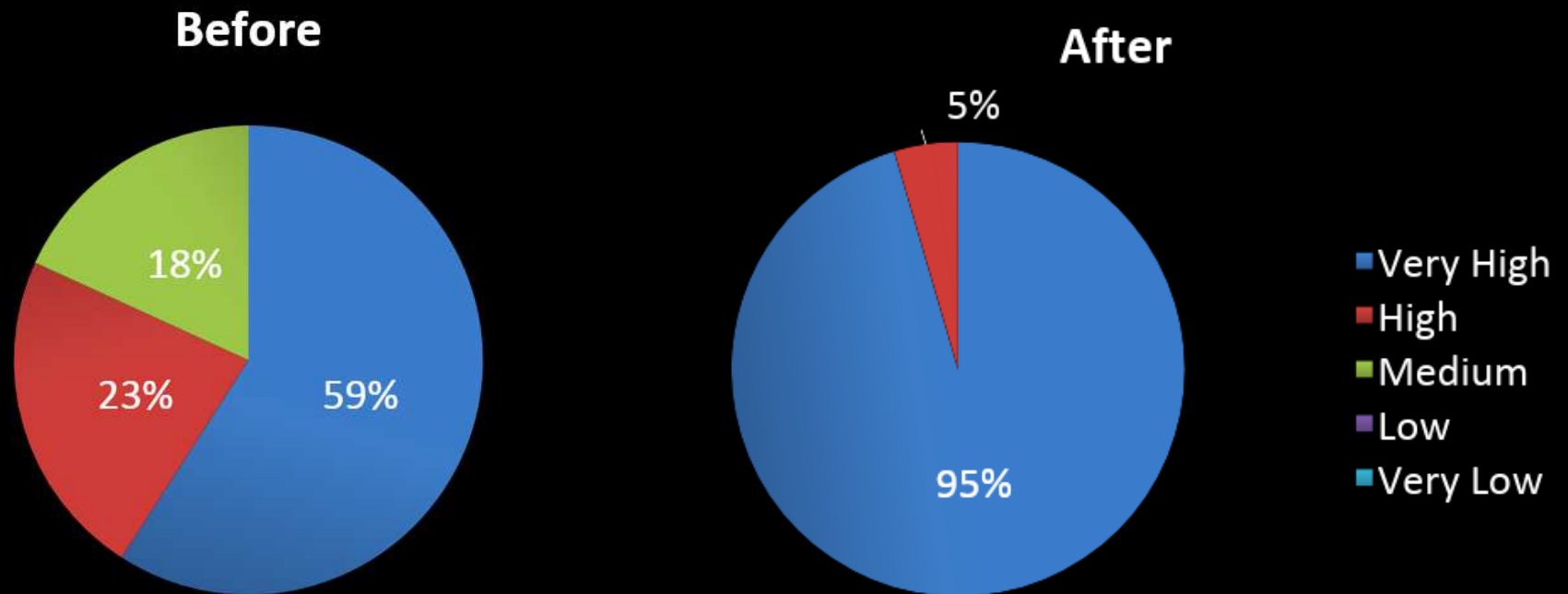
“My name is Hassan Juma. The training was awesome and unique all since sports and games are used for teaching about reproductive rights, environmental conservation and community responsibility toward social issues. Teaching by using games helps people to understand the topic easily other than just sitting in the classroom.”

Q5. Have you ever had training in how to deliver a year-round educational program that uses sport/play?



Q34: How confident do you feel in your ability to facilitate dialogue around key sexual health issues?

Average confidence rating increased +1.32 points



Engaging the Community



Potential Themes/Time: Engaging men/boys, the community in SRHR; 15-30 minutes

Organization: Two teams play a game to goal – can be traditional football or handball or something similar. A third team is on the sideline following the movement of the ball. After 5-7 minutes of play, pause the game and discuss.

Sample Discussion Questions: Imagine men and women are separated in this game (i.e. women playing the SRHR game and men on the outside). How do women and men, girls and boys interact in your community? What about when it comes to sexual health? How can more men and boys be involved in addressing issues like sexual and reproductive health and rights?

Possible Progressions: You can play again with the same or different people on the outside but this time there is a way for them to join the others on the pitch. The group can come up with ideas or you can introduce something. Examples: someone on the field makes a pass and then switches with the player on the sideline; or someone on the pitch makes a pass and then player on the sidelines joins so there is nobody left on the



Outcome: Cultivate champions and leaders in local, regional, and national governments to broaden the reach of similar programs across East Africa and beyond



Collective Health



Potential Themes/Time: Healthy lifestyles, healthy household; 15-30 minutes

Organization: An even number of people start at each corner of a space and they are assigned numbers. The number represents who is on their team. Should be one member of each team at every corner. (Doesn't have to be a square). One corner starts running in one direction, joins their teammate at the next corner, the two of them run to the next teammate, the three of them run to the next teammate, and they finish the run together as a whole team. One member of each team runs the whole race and so on. Once they understand the rhythm of the game add in a new challenge. Each person comes up with part of a sentence (so if 4 people per time it will be a 4 word sentence, or 8 words if each person comes up with 2 words, etc.). When the team finishes all together they share their sentence with everyone else. Challenge them to come up with sentences/statements/questions about healthy choices related to sexual and reproductive health and rights.

Sample Discussion Questions: How did you plan with your team? How did you choose your words? Did anyone learn anything from another group's sentences? Did anyone ask a question you would like to discuss before we play again?

True or False



Potential Theme/Time: Myths and facts about sexual health; 15-30 minutes

Organization: Players form two equal teams and decide which team will represent True and which team False. If coach calls 'true!' the True team chases the False team. If coach calls 'false!' then False chases True. Then begin calling out statements and if the players think it is 'true' then the True team chases False and vice versa. You can start with less controversy/disagreement and gradually add in some complexity to stimulate dialogue. Some possibilities: $2 + 2 = 4$; the earth is flat; the capital of (country) is _____. Statements can be intentionally about relevant topics such as myths and facts around sexual health and reproductive rights: Two male condoms is better than one; HIV can be treated; women in our country have access to emergency contraception.

Sample Discussion Questions: (If you want to have a group discussion it can be about any 'controversial' topic or generally about truth/facts.) Did your team disagree about anything? Why? Does this happen elsewhere in your lives? What makes something true? How do we know if something is false? If we are unsure what can we do? Were there any topics you discussed before acting? Are there any topics you want to discuss as a group before we play again? Does anyone want to share the next statement?



“My name is Rajabu Kimosa. First of all I am thankful to be part of this program because I never thought that games/sports can be used to educate people especially young people. And when I return home, I'm going to implement my project by using this curriculum.”



Knowing Our Rights



Potential Themes/Time: Sexual and Reproductive Rights; 15-30 minutes

Organization: 4-6 triangles are arranged in a large square or circular space. Teams of 2-10+ people can be in each triangle depending on group size. Each team is in one triangle. Each team comes up with a reproductive right. The coach calls out two of those 'rights' and the two corresponding teams switch triangles. The 'right' stays with the triangle so the teams learn all the rights each team came up with. After playing a few rounds the teams then choose an obstacle in the way of equal access to the right in the triangle where they are standing (i.e. for the right to use contraception an obstacle could be traditional/cultural values). Then play the game again calling out the obstacles instead of the rights. And then a final round where each team comes up with a potential solution to overcome those obstacles (i.e. using play to transform culture!).

Sample Discussion Questions: How did you choose the reproductive rights, obstacles and solutions you came up with? What are some examples you have seen in your community of people accessing one of these rights or being denied one? What about examples of people working together to address these or other similar obstacles?



Outcome: Connect young advocates and policymakers to foster supportive policies that promote young people's health and rights

END ALL FORMS OF
DISCRIMINATION AGAINST ALL
WOMEN + GIRLS EVERYWHERE

- Training to society members
on discrimination and its implication
- moon game
- Empower women and girls on their
rights. (religious leaders)
- Advocate for appropriate policies and
Laws. (religious leaders)

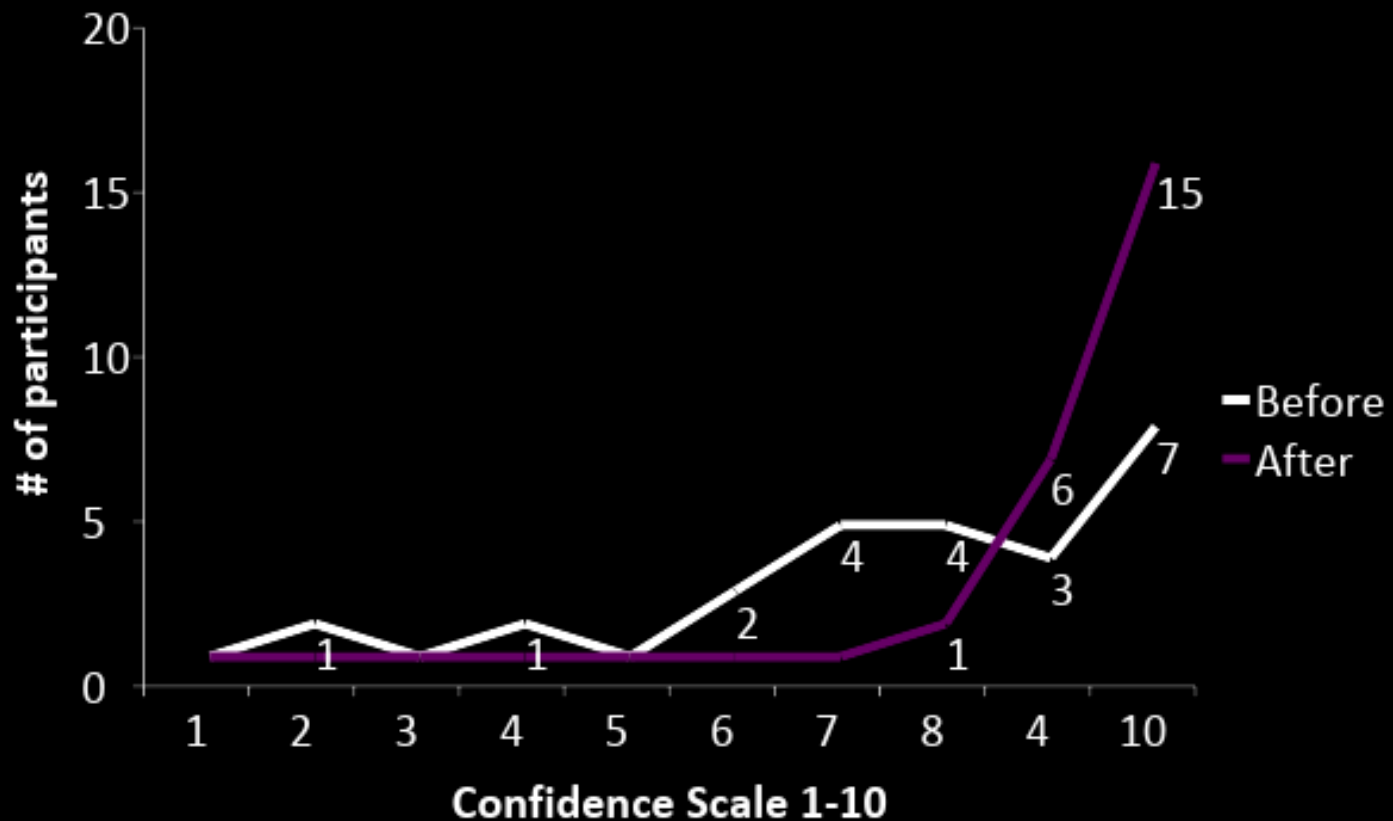


Outcome: End all forms of discrimination against
all women and girls everywhere



Q17: How confident do you feel using play/sport to advance women's rights and gender equity?

Average confidence rating increased +1.68 points



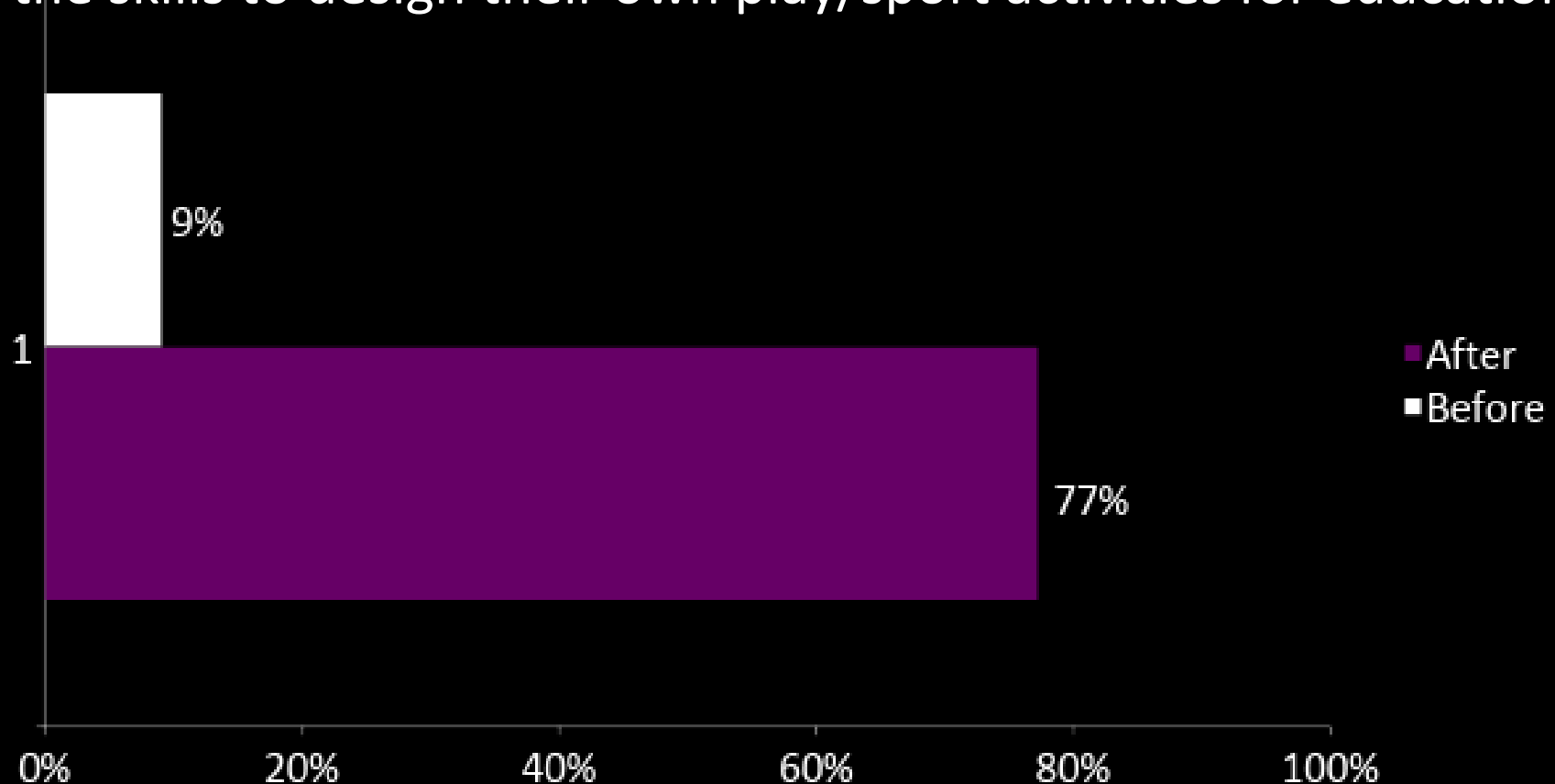


Outcome: More youth in employment,
education or training



Q3: Do you have the skills to design your own activities to use play/sport as an educational tool?

750% increase in participants who Strongly Agree that they have the skills to design their own play/sport activities for education





Healthy Choices



Potential Themes/Time: Healthy Choices, Healthy Conversation; 15-30 minutes

Organization: Two teams spread out in a space (can be more than two if many people). Each team tries to possess the ball (with hands or feet). When a team gets 5 consecutive passes they earn a 'healthy choice' – which can be represented by a cone - and they shout a different healthy choice each time they succeed. Teams can come up with strategies to earn more 'healthy choices' throughout the game. Challenge them to come up with choices specific to sexual and reproductive health.

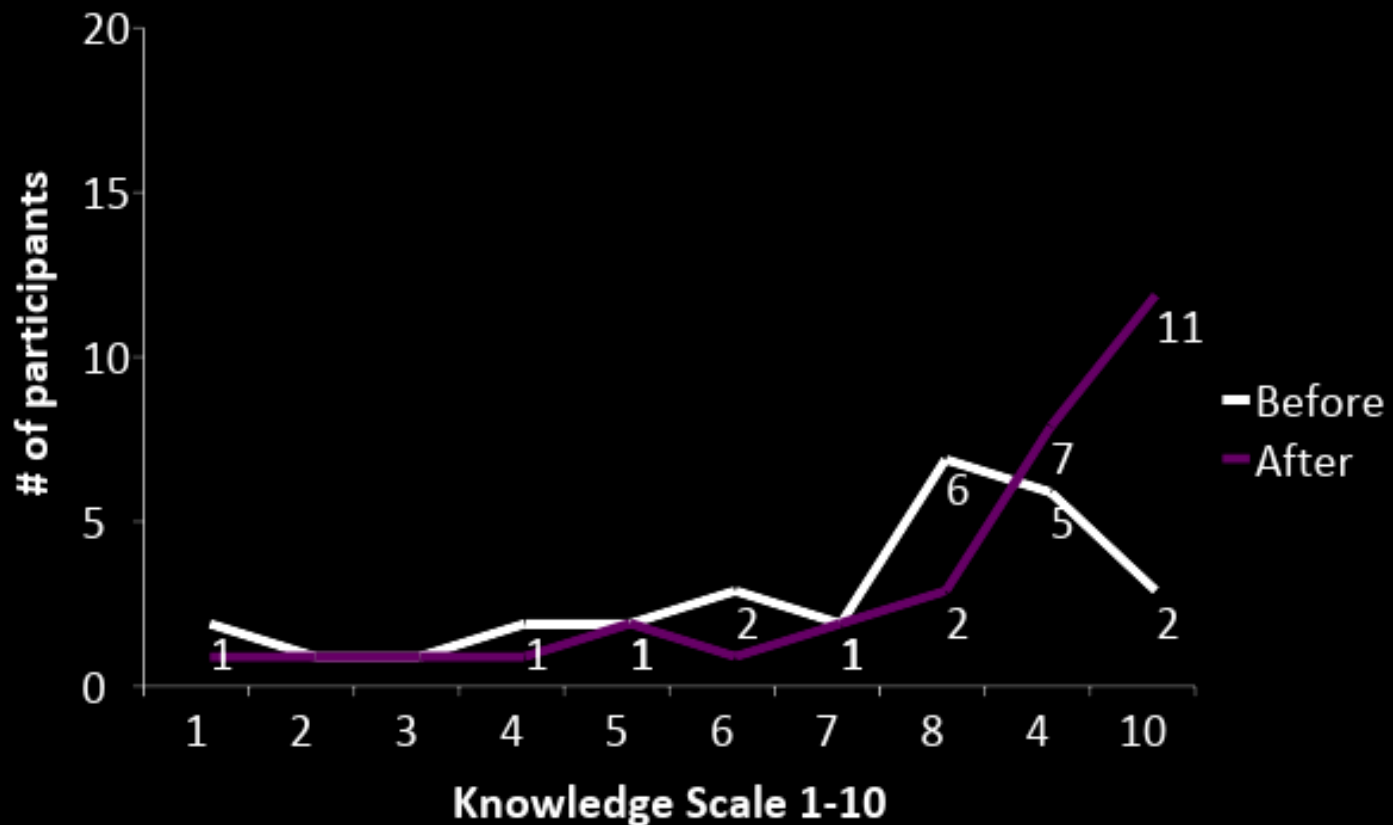
Sample Discussion Questions: What do you have to do to gain 'healthy choices'? How does that relate to your community? What are the healthy choices you have named so far? Are these choices often made in your community? Why or why not? What do you need to make more of these choices in your lives?



Outcome: Strengthen the prevention of STIs, unwanted pregnancy and maternal mortality

Q29: On a scale from 1 knowing nothing to 10 being an expert where do you think you stand related to information on STIs?

81.82% Positive change in knowledge acquisition

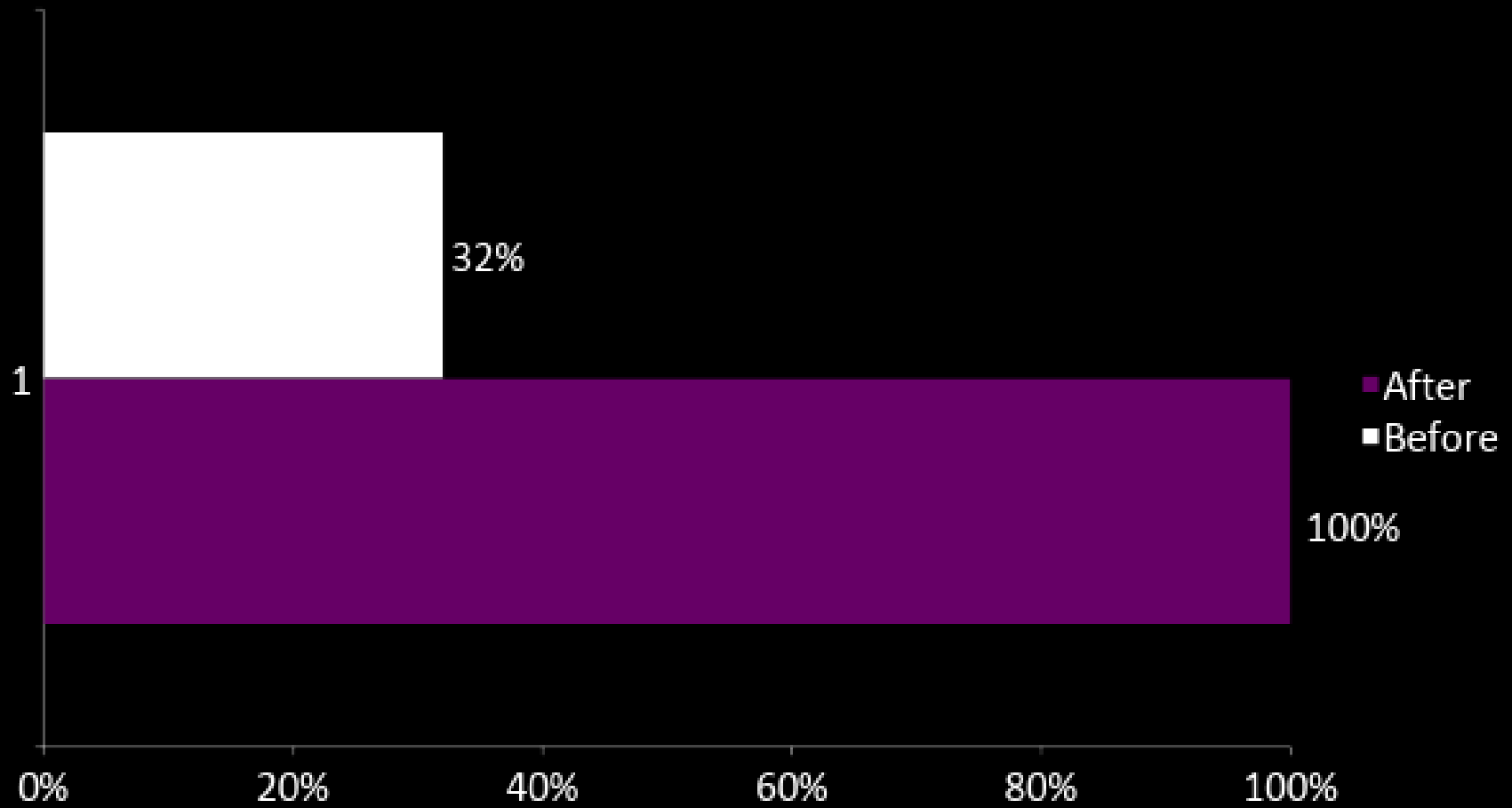




"This training is the best one I've been to in the last 10 years. My organization has peer leaders who mentor other students in SRHR but it is only in the classroom. It is so obvious how we will use this curriculum to incorporate sports in the sessions we do and it will be even simpler to combine our SRHR curriculum with this curriculum from CAC so we will reach more students in many different schools, primary and secondary students. As soon as the schools are on we will have these programs every month. I will train peer educators in every school in Purposeful Play so they know the importance of sport in teaching about SRHR and I will not be alone in using this methodology!" - Estahappy



Q37. Have you ever had training in how to use sport/play to advance sexual and reproductive health and rights?





Community Trust Circle



Potential Themes/Time: Building trust, sharing and learning; 15-30 minutes

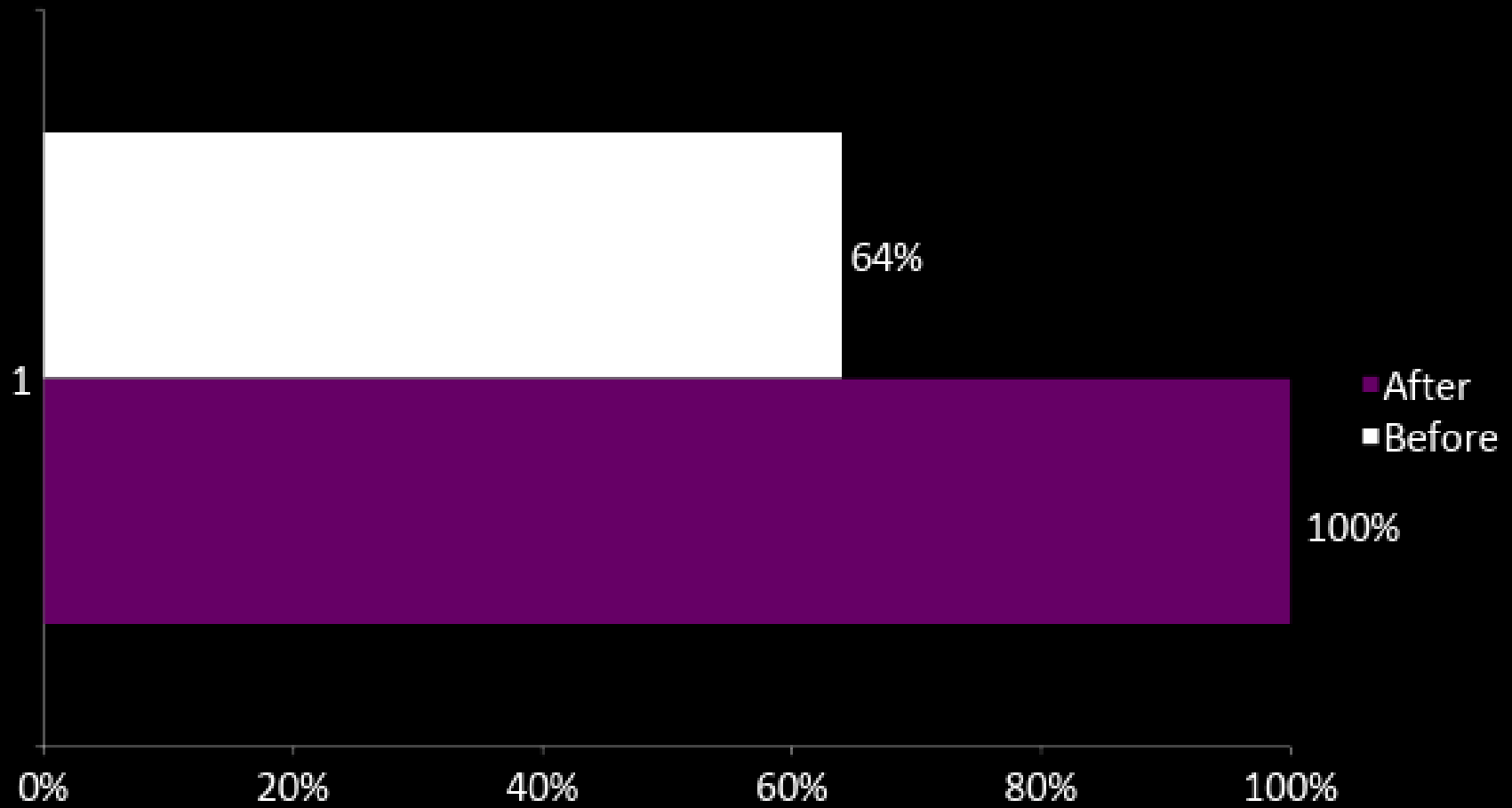
Organization: Players form a circle and stand in pairs. One player is in the middle. The player in the middle shouts "Move if you..." (plus anything they want such as "are wearing a blue shirt!"). Then all pairs of players with blue shirts move (even if only one of the two is wearing a blue shirt). They run into the middle of the circle, everyone finds another partner, and the player left without a partner shouts the next "Move if you..." statement. If players feel more comfortable in pairs or groups of three in the middle you can add the rule that the last group to find a pair stays in the middle for the next statement. Once there is more trust challenge them to make statements related to SRHR such as: Move if you have ever had your period; Move if you know where to learn about contraception; Move if you know someone who has HIV or another STI.

Sample Discussion Questions: At any point the facilitator or a player can pause the game to discuss something in more detail. i.e. if the content transitions to more sensitive issues around SRHR. In some of these scenarios the group might find value in some dialogue before continuing to play. You could also discuss the game in general: How was being in the middle? What did you learn about yourself? about others?



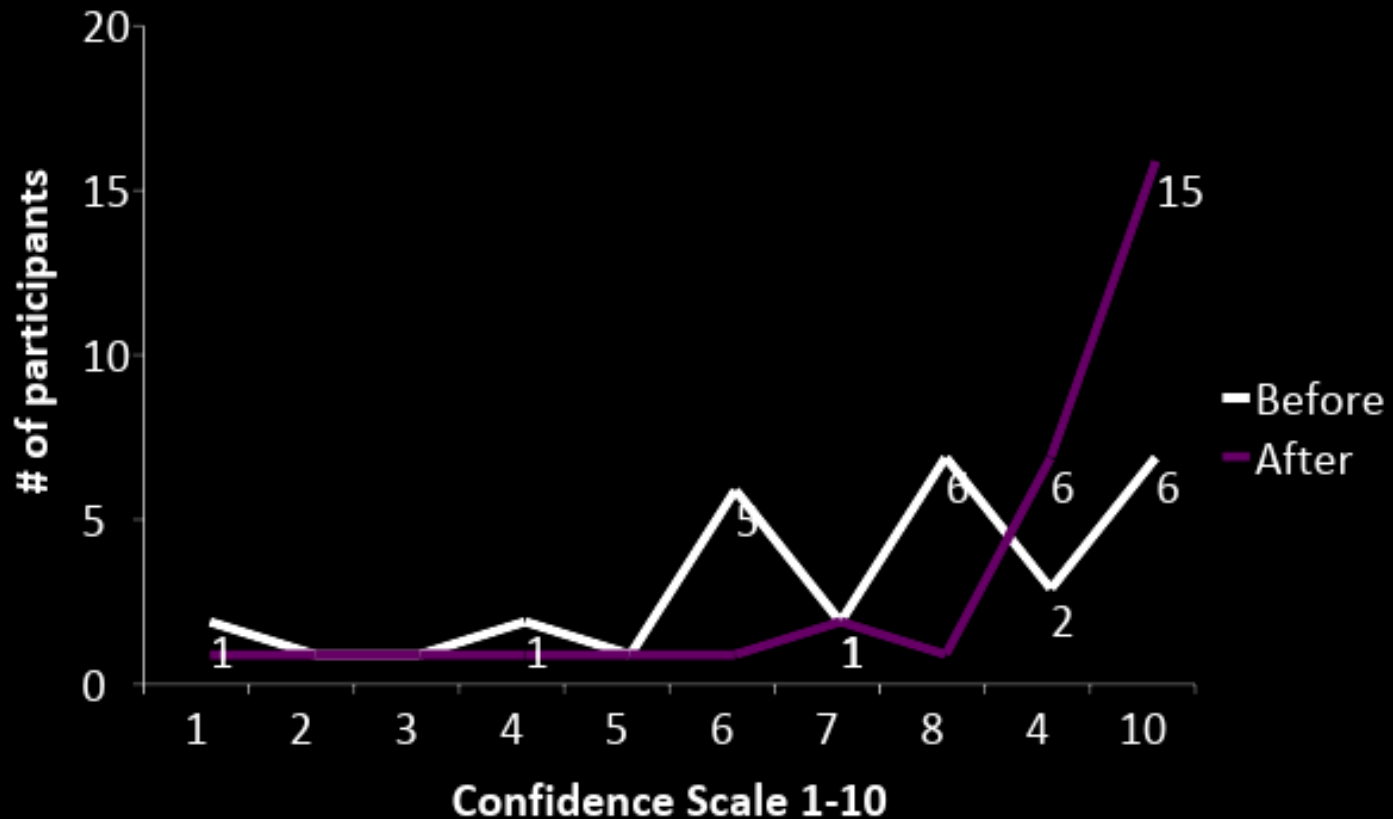
Outcome: Empower entire households to educate others who can benefit from the skills and knowledge they've gained

Q16. Do you have the skills to design your own activities to use play/sport to promote a healthy household environment?



Q15: How confident do you feel using play/sport to promote a healthy household environment?

Average confidence rating increased +1.95 points





“The training was amazing to me cause it has open my mind on which i can use sport to transfer sexually informations through sports. Also i have learn that there are several ways that i can use in order to share knowledge with others such as leaders,religious and other people in community.” - Khalid Mohamed

Tradition and Culture



Potential Themes/Time: Tradition, beliefs, cultural awareness; 15-30 minutes

Organization: Players form short lines with lots of space between players. Coach communicates a movement (with ball or without) and the first players of each line run to their teammate and pass it on. To start with the objective is to maintain the same movement throughout your team. The player at the end performs what they learn.

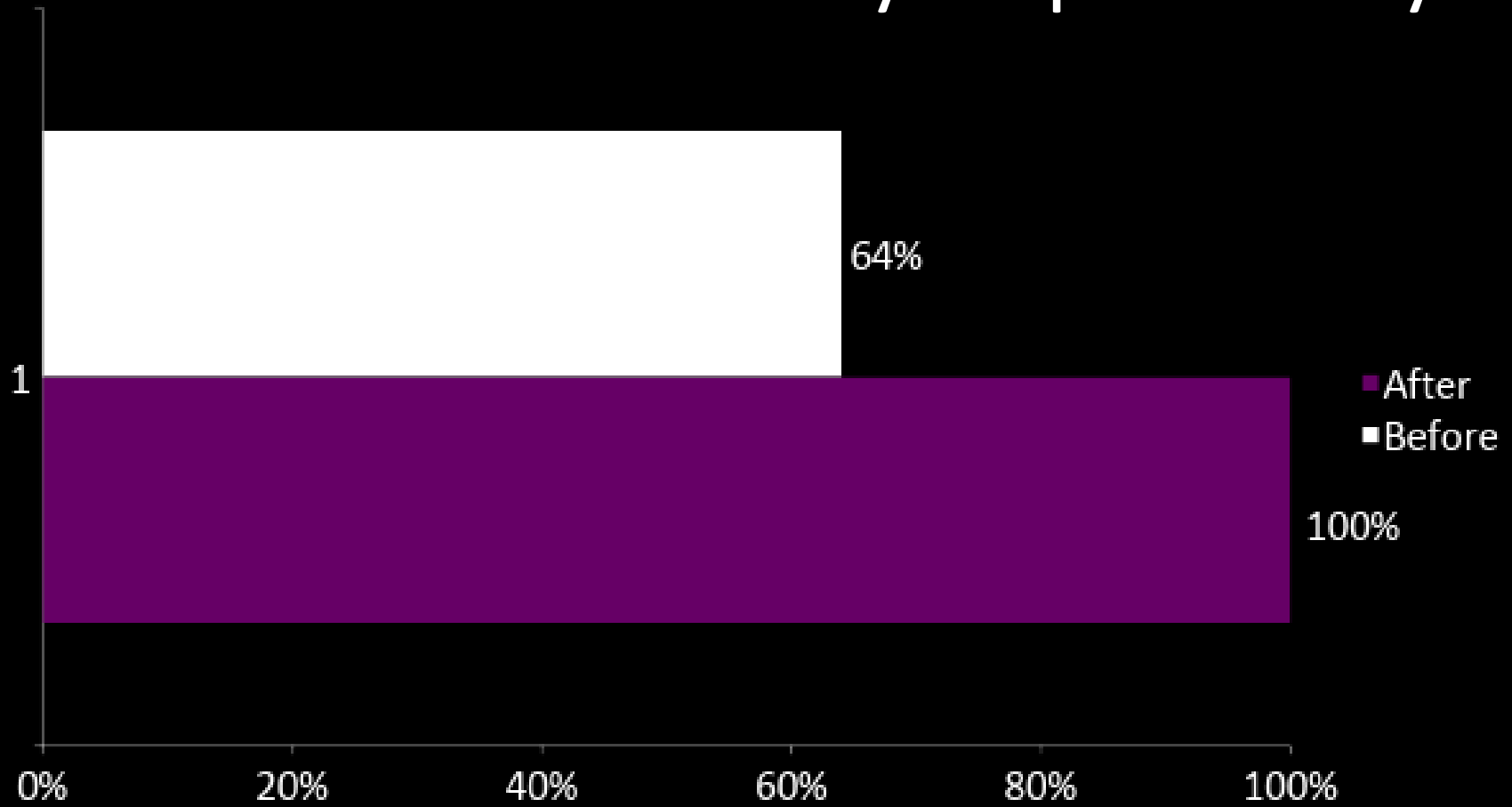
Sample Discussion Questions: Imagine that each player represents a different generation. What are some traditions in your family or community that you still honor today? Any traditions related to SRHR? Have any traditions changed? Why? Are there any traditions that you would want to change today? How can you? What are some of the effects of certain traditions on individuals and communities? How can we take something we learn from older generations and evolve it for today?



Outcome: Engage men, religious leaders, and other key players to eliminate all biases and misconceptions that can prevent contraceptive use



Q24. Do you have the skills to design your own activities that use play/sport to enhance community responsibility?



ABLE TO
BEHAVIOR
LEAD

EMPOWER YOUTH TO MAKE THEIR OWN DECISIONS ABOUT THEIR BODIES & THEIR FUTURES

GAMES | PLAY:

1. Passing of information from one generation to another (Eg: Grandparents to Parents to children to grandchildren)
2. Family planning games (Eg: Goal keepers represents family planning methods (condoms, contraceptives))
3. STIs prevention games
Eg: HIV/AIDS education - prevention
the game was played that one person holding a ball prevents other members at his/her back.

Half the World



Potential Themes/Time: Reproductive Health, Menstruation; 15-30 minutes

Organization: Before starting, randomly have half of the players raise their hands – can do this with numbers or however else, as random as possible. Can call them group A or group B or 1 and 2, whatever to identify them later. Explain that they are all going to be playing, and at certain times throughout the activity the coach/facilitator will call out MOON and group A will stop playing the game. They can either stop for a period of time like 10 seconds or run to touch a tree/object etc. Then explain the game. Form smaller groups of 5-6 players and each group will play a passing game without a ball. The person with their hand on their head has the ball. To pass the ball they call out a teammate's name. Have them practice passing first with their team and call out MOON a few times before changing anything or asking questions. Then have them play against other teams. If someone on the other team tags the player with the 'ball' before they pass it, the other team gets the 'ball'. Continue calling out MOON throughout the activity.

Sample Discussion Questions: What happens at a specific time every month for almost half the world's population? Who knows about it? Is information about menstruation accessible? Should it be? When women menstruate can they still play sports? How? How involved should men be in conversations about menstruation?

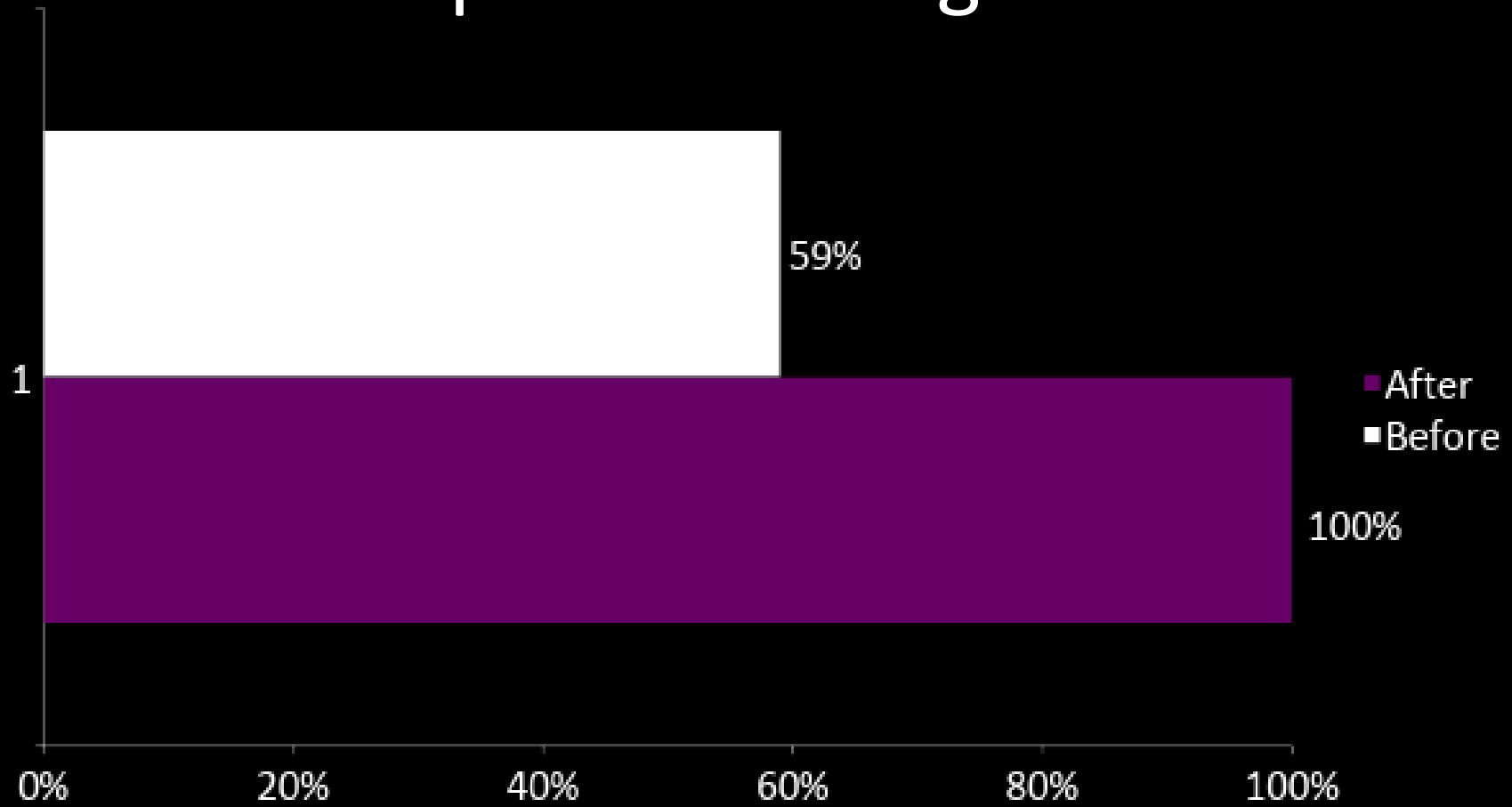


Outcome: Empower adolescents and youth to make their own decisions about their bodies and their futures by changing community norms related to gender, adolescent sexuality, early marriage, and childbearing



The curriculum activities stimulate dialogue around key issues related to sexual and reproductive health and rights. This conversation occurred during the game, 'Half the World'.

Q33. Do you have the skills to use play/sport to teach youth about reproductive rights?



Eggs, Sperm and Goalkeepers



Potential Themes/Time: Sexual/reproductive Health, Family Planning; 15-30 minutes

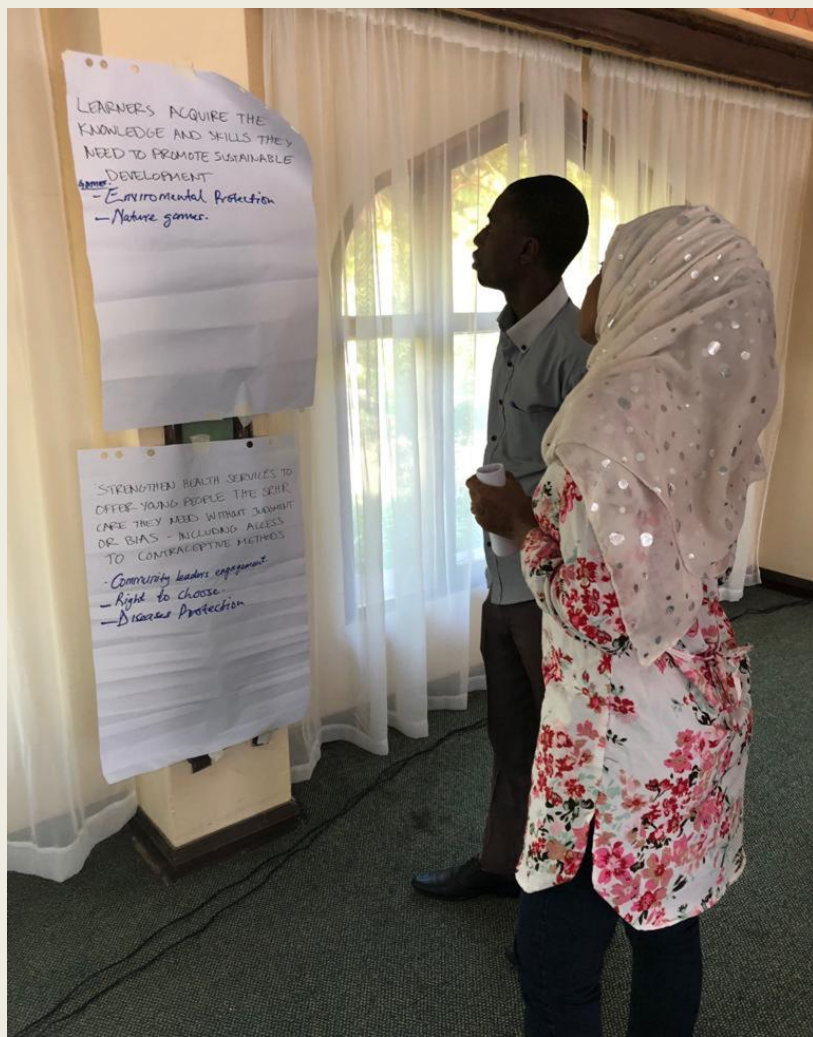
Organization: In this game the goals will represent the female reproductive egg cells and the players will represent sperm. Ask the players if they know what happens when sperm fertilizes an egg. In this game scoring a goal represents pregnancy. Start the game with no goalkeepers and see what happens. If no goals are scored, make the goals bigger so they can score more easily. Discuss after several goals. Someone has 'the ball' if their hand is on their head (like in 'Half the World'). They pass by calling the name of a teammate (or another identifier). They score if they have their hand on their head when they run through the goal. The other team steals the ball if they tag (lightly touch!) the player with the ball before they pass it to a teammate. If more than one person has their hand on their head, the ball goes to the other team.

Sample Discussion Questions: What happened in the game? What happens when a woman is pregnant in your community? Whose responsibility is the baby? How do you know if you're ready to be a parent? If you are not ready, how can you prevent pregnancy? What are the traditional options in your community? What is the role of men during and after pregnancy? Traditionally? Today?



Outcome: Make sure women and girls have control over whether and when to have children so they can choose to pursue employment and leadership roles in their communities





Exploring SRHR Knowledge



Potential Themes/Time: Learning SRHR facts; rights and policies; 15-30 minutes

Organization: Pairs or small groups move around in a space and search for some kind of 'target' - can be cones, gates (as pictured), squares of cones, trees, parts of the field like corners, goal posts etc. Every time they arrive to this space they share a fact or ask a question. Initially can be general facts and questions about anything so they can express whatever they choose, and then transition to specifically sharing about rights and policies that exist to promote sexual and reproductive health, equality etc.

Sample Discussion Questions: At any point if players want to discuss something as a small or large group play can pause. What questions did you come up with? Did you have answers to any questions asked by others? Why is it important to ask questions? Who has access to knowledge in your community? The coach/facilitator could be prepared with some facts about different relevant topics in their community and/or about communities around the world. i.e. Existing policies in your country around maternal healthcare; services in your community for youth to learn about sexual health; resources for those wanting to prevent pregnancy. What else?



Outcome: Learners acquire the knowledge and skills needed to promote sustainable development (human rights, sustainable lifestyles, culture of peace, global diversity)

Hygiene Ball



Potential Themes/Time: Sexual Health and Hygiene; 15-20 minutes

Organization: Two teams play with their feet or their hands and try to score points like traditional football/handball. Players on each team are playing in groups of 3-4 lined up 1 by 1 with one player's hands on the shoulders of the other. Only the person in the front of the line can have the ball. While they play there are 2-3 other players running around trying to tag the players at the back of each line. If a player at the back of the line is tagged that line stops playing for 10 seconds, the player at the front becomes a tagger, and the tagger moves to the back of the line they tagged.

Sample Discussion Questions: Let's imagine that the taggers in this game represent diseases/infections related to sexual health - what is happening in the game? What are some examples of STIs you want to avoid in your community? What can we do to protect ourselves from these STIs or other diseases?

Healthy or Unhealthy



Potential Themes/Time: Understanding healthy/unhealthy choices; 15-30 minutes

Organization: Everyone is standing in the middle of a space. Depending on how much the group wants to run/move you can adjust the size. One end of the space represents 'healthy'. The other represents 'unhealthy'. To start, the coach calls out "healthy" or "unhealthy" and everyone responds by running to the corresponding end of the field/space. Keep it simple until they are comfortable with the game. Then begin calling out other things (i.e. vegetables, violence, sports, school, etc.) and the players decide whether they are healthy or unhealthy by running to one side of the space or the other. Eventually focus more on sexual and reproductive health: i.e. pregnancy, contraception, maternal healthcare in your community, traditional attitudes towards contraception...)

Sample Discussion Questions: Pause the game and discuss if there is ever an issue that the players feel less certain about. Do you all have the same perceptions of healthy and unhealthy things? What can we do if we disagree?



Outcome: Strengthen health services to offer young people the sexual and reproductive health care they need without judgment or bias, including access to long-acting contraceptive methods

Valuing Nature



Potential Themes/Time: Understanding and appreciating nature; 15-30 minutes

Organization: Three (or more) smaller spaces are set up on the field. Ask the players to come up with words that define "nature". What does "nature" mean to them? Then label each space (or tree!) with one of the words the players come up with. Coach will call "NATURE" and players will move in space. Coach will then call one of the words they chose and players move as quickly as possible to the corresponding space. Continue until they need a break. While they rest you can discuss.

Sample Discussion Questions: Why did you choose those words for nature? Does anyone want to discuss one of the chosen words in particular? How do natural resources affect your lives? What are some of the obstacles that exist to conserving natural resources?

Nature Conscious



Potential Themes/Time: Environmental awareness, responsibility; 15-30 minutes

Organization: Cones (or any available object) are spread out in a space. Players move around with a ball at their feet and if they hit a cone or go out of bounds they think of something they do or have done that might be helpful to the environment/planet. After a few minutes switch to thinking about actions/choices they have made that might have been harmful to the environment/planet. After playing for a few more minutes pause and discuss. Adjust distance between cones and size of space according to group – tight enough so it is not so easy to avoid hitting cones. Or play with no equipment! And use bodies – if you touch another player (tight space) you stop for 5 seconds.

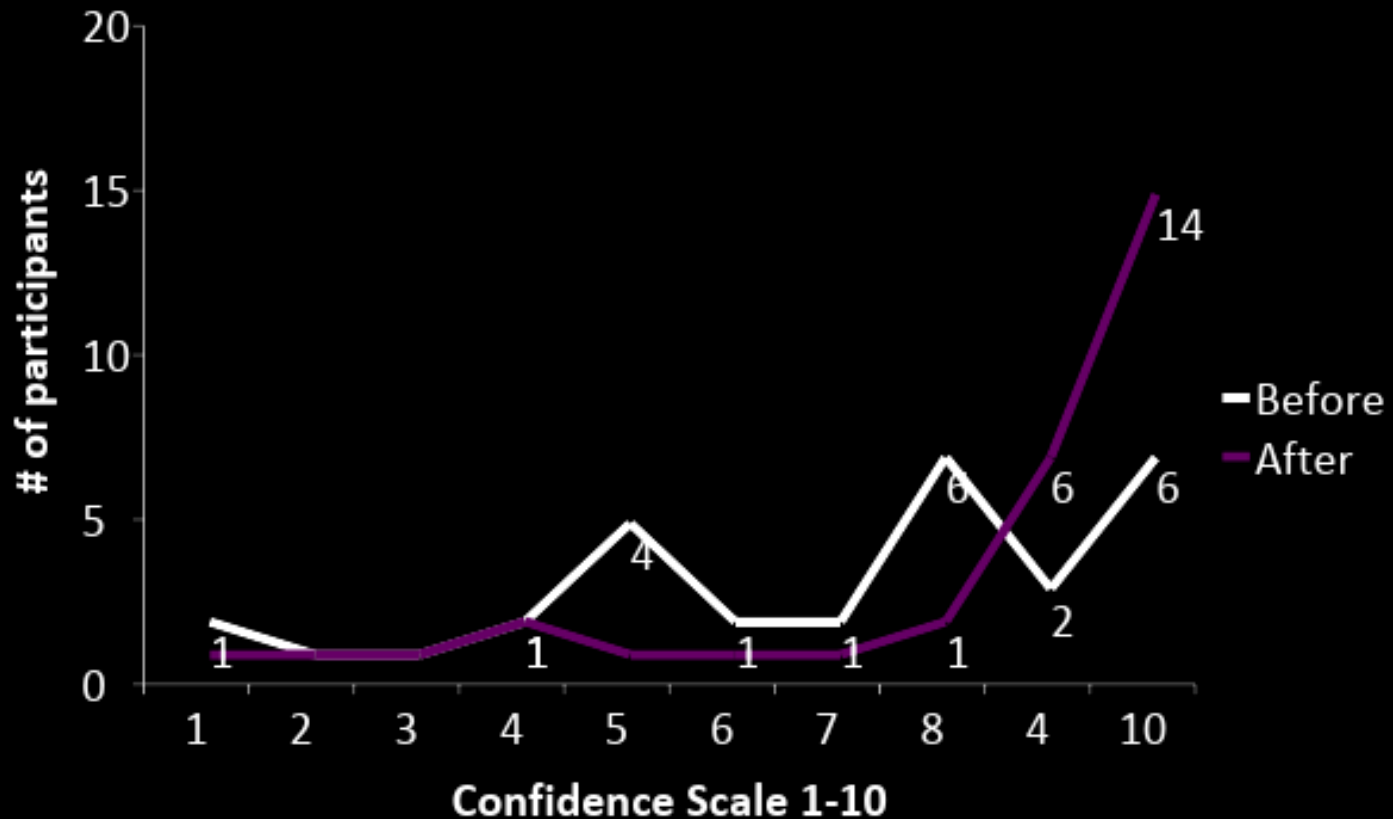
Sample Discussion Questions: What did you think about as you were playing? How have your actions recently or in the past affected the environment? How do you know if a choice or behavior is helping or hurting the environment? What can we do to avoid causing harm to our planet? What can we do if we are unsure about the consequences of our choices? Are there resources to support you in your community?



Outcome: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

Q7: How confident do you feel using play/sport to promote conservation?

Average confidence rating increased +1.91 points



Hands Protecting the Planet



Potential Theme/Time: Making choices to protect natural environment; 15-30 minutes

Organization: Divide players into groups of about 7-10 players. Each group forms a circle around a player that is in the middle. Players throw a ball to try and touch the player in the middle below the knee. Player in the middle can move to try and avoid the ball. When the ball touches the player 1-2 times, they switch with somebody on the outside. Switch players regularly.

Sample Discussion Questions: Imagine the person in the middle represents our natural environment or our planet. What might the ball then represent? How can we protect the environment? What is the conversation like in your community? Are people supportive? What are some simple things we can do every day to promote conservation? What are some initiatives we can commit to over long periods of time?

Defending Resources



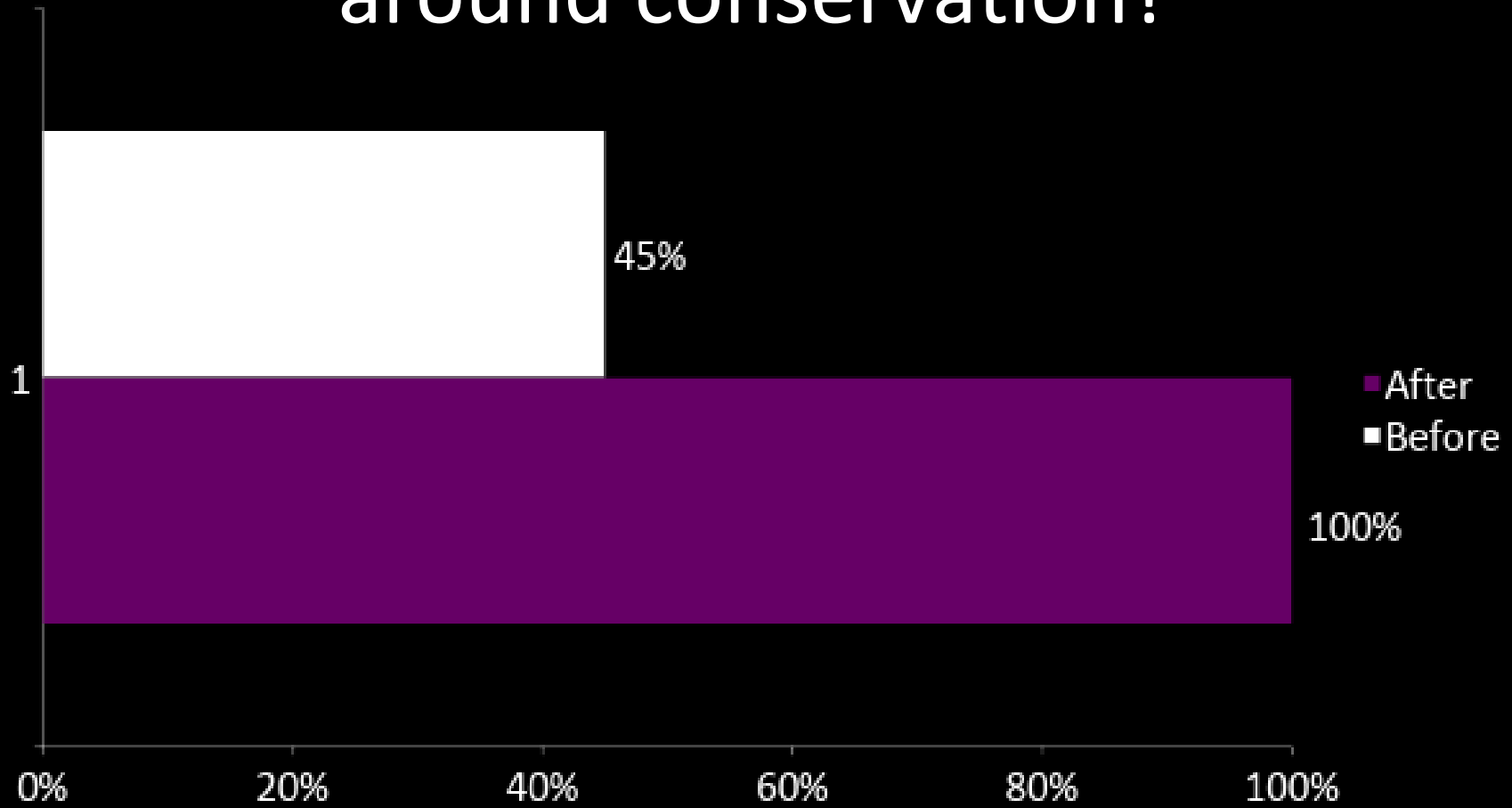
Potential Theme/Time: Conserving natural resources, awareness; 15-30 minutes

Organization: Two teams are playing a game of football or handball or something similar. Each team has between 2-4 (depending on space) different targets to score on and also to defend. The targets can be represented by cones, goals, or spaces like corners, endlines, walls, trees, hoops etc. To score on a target the ball has to go through the target or be in control (stopped) on the line or near the target. If one of the targets is scored on it goes away. If all targets are scored on for one or both of the teams, the game stops for a discussion before playing again.

Sample Discussion Questions: If we imagine the targets in this game represent natural resources – what has happened? What are some examples of natural resources in your community/on this planet (i.e. water, air, trees/plants, etc)? What are some examples of decisions people make that affect our environment – in healthy or harmful ways (i.e. gas, pollution, plastic, etc)? What can you do as individuals or as a team/community to better protect natural resources?

Outcome: Ensure those who depend directly on natural resources for survival have access to the information and services they need to maintain their sexual and reproductive health and the health of their ecosystem.

Q11. Have you ever had training in how to use sport/play to educate around conservation?





"I loved the training, it was a very important, productive and active training i have never had. It taught me how to deal with many different things with plays and games without being tired of them to talk about them, its easy to learn and understand rather than sitting down and learning slides. i would love to thanks Pathfinder and Coaches Across Continents for this wonderful program and i promise to follow the things we learned and show actions, as it made me love plays and games so much, i will confidentially use sports and games in my training and even sensitization as i am the East African Community Youths Ambassador we do different sensitization activities and in my organisation of Zanzibar Youths Talk it will easier our activities to use purposeful plays." - Mafunda Faki