

IV.2. TEAM ROLES

THEMES	Inclusion, Conflict Resolution and Discrimination
Competencies	Conflict resolution, Self-reflection
Group Size	10 - 16
Complexity	1-2
Age Range	16+
Time	90 minutes

OVERVIEW

This exercise is a simple three-step introduction to non-formal education and shows the difference between using education by, for and through sport. The session is an eye-opener about how sport can be used as a tool to develop social competencies.

The issues addressed include conflict resolution, inclusion and participation.

OBJECTIVES

- To develop social competencies.
- The value of inclusion.
- To understand and reflect on your own behaviour and behaviour of others.
- Team building.

MATERIALS

- Basketball court
- Basketball
- Bibs
- 2 whistles.
- Role cards

PREPARATION

Check the playing area is safe
Prepare the Bbll, bibs, role cards

INSTRUCTIONS

Organise the participants into 2 teams of 5 or more teams if the numbers are greater than 10

Step 1 - Education for sport

Explain to participants that they must play basketball in their teams and that the objective is to win.

Explain how to play. Demonstrate the rules and boundaries to participants.

Ask the participants what the rules of the game are?

At this stage simple rules such as double dribble and travelling with the ball will come out.

(Play for 10 minutes)

Step 2 - Education by Sport

Introduce some conditions to the game to show how the game will use Education by Sport.

These can include:

- no dribbling
- only females can score
- every team member must touch the ball
- ball must be passed at least 3 times before you can score
- can only dribble with weak hand
- males can only score with weak hand
- males can only score outside the key

(Play for 10 minutes)

Step 3 - Education through sport

Introduce role cards. The participants should not discuss their role with anyone

They must now play the game in this role.

!! At this stage there could be conflict due to the roles so take care in the selection of the roles

(Play for 10 minutes)

DEBRIEF AND EVALUATION

Start by reviewing what was happening during the activity. Following questions can be used:

- What was happening in the first part?
- Were the instructions clear; did you understand how to play basketball?
- Did you like the game?
- How was the second part for you?
- How did you cope with limitations?
- How did you feel? Did you feel more included in the game than in the first part?
- Did the team work well?
- How did you feel when you couldn't score (men)?
- Were you under pressure because you have to score (women)?
- What was happening in the last part?
- How did you feel in your roles?
- How did you perceive the behaviour of others?
- How did you adapt your communication and behaviour towards them?
- What do you think why they behave like that?
- How do you react otherwise when somebody is behaving in that way towards you?
- Do you behave in that way in some situations in everyday life?
- What did you learn out of this game?
- Would you do something differently next time?

TIPS FOR FACILITATORS

The debrief should be done only at the end of the game, otherwise you may break the flow of the activity.

Let the participants pick the roles or if you know the group well and you are sure you can handle the situation then roles can be given to the participants to reflect on their own behaviour – if this is undertaken then caution must be used to ensure there that participants are not overly frustrated with the role they have been given.

ADDITIONAL INFORMATION

Role cards to be made up from the following. Different cards can be introduced to explore different social competencies

- being selfish
- pass to the other team
- yell at those who make a mistake
- try to include everyone
- only pass to one person
- be a referee
- coach the team
- be over enthusiastic

This activity can be adapted to most team sports such as handball and football.