COACHES ACROSS CONTINENTS

FROM SELF ISOLATION TO COMMUNITY EMPOWERMENT

CURRICULUM

On March 1st, 2020, the SARS-CoV-2 virus which causes the disease COVID-19 (also known as Coronavirus) had less than 100,000 confirmed cases around the globe with less than 3,000 deaths. In the following months, that number exploded to more than 10,000,000 confirmed cases and more than 500,000 deaths.

For the most accurate & latest information, please use the World Health Organization's resource:
https://www.who.int/emergencies/diseases/novel-coronavirus-2019

In response to this pandemic, Coaches Across Continents worked with their Global Collaboration of large NGOs, small NGOs, corporations and governments to identify the needs of their home communities. One of the most significant issues articulated was the amplification of Mental Well-Being related concerns, particularly among youth populations.

By adapting & creating content that adjusts to isolation, limited participation, public hygiene, and health & safety regulation realities, this resource is designed to directly impact the Mental Well Being of those that use the resource, as well as teach important aspects of navigating your community, particularly in a pandemic filled world.

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TABLE OF CONTENTS

Coaching Guidelines 3
How to Use this Resource 4
Games: At Home Activities 5
- Solo Activity - Scissors 6
- Solo Activity - Wall Ball 7
- Solo Activity - Toe Touches 8
- Solo Activity - Sole Rolls 9
- Solo Activity - Basket Catching 10
- 1+Person - Move Yourself, Protect Yourself 11
- 2+ Person - Linked Leading 13
- 2+ Person - Back Your Voice 15

Games: Small Groups 17
- 4+ Person - Managing Self-Esteem 18
- 8+ Person - Allowing Anxiety 20
- 8+ Person - Mindful Mindset 24

Games: Full Participation 26
- Balancing Emotions 27
- Playing with Distance 29
- Clearing Up Stigma 30

COACHING GUIDELINES:
CREATING A SELF-DIRECTED LEARNING CULTURE

- **Kindness:** Treat your players with kindness so they will enjoy coming to your sessions.
- **Include Everyone:** Ensure that everyone is involved in the activity. Nobody is sitting out or waiting in long lines.
- **Show an Example:** When explaining things to your players try to show an example as often as possible instead of explaining things with words.
- **80/20 Rule:** At least 80% of the time your players are playing and only 20% of the time is spent explaining the rules and discussing the impacts of the games. Use progressions to learn through play.
- **Patience:** Be patient with your players and give them time to understand the rules and develop a strategy to solve their problem.
- **Solve your Problem:** Let the players solve their own problems. Your solution might not fit them. Encourage them to share ideas with each other.
- **Allow Mistakes:** You and your players will make mistakes! Enjoy and learn through them.
- **Redefine Winning:** Explore new meanings of winning/success that might be different from traditional sport (i.e. finding creative solutions to a problem, working together).
- **Ask Questions:** Ask your players questions about the game instead of telling them about the social impact. Allow them to make connections between the game and life.
- **Celebrate Creativity:** Think of different ways to play the games in this packet and adapt them for different social issues or different needs of your players (age, ability, etc.).
- **Improvise:** If you don't have all the equipment that is needed for a game simplify it or use alternatives (i.e. bottles instead of cones, tucked in shirts instead of bibs).
- **Have Fun**: If you are having fun your players will follow. Find new ways to love what you do and you will create an environment where learning is fun.

ADVISORY ON HOW TO USE THIS RESOURCE

Coaches Across Continents is committed to being Part of the Solution and not contribute towards the spread of infectious diseases. With that in mind, this resource has been designed with a few notable points that are important to highlight BEFORE you begin to use the tools.

1. Social Distancing is proven as one of the most successful methods to slow & limit the spread of contagious respiratory diseases (such as COVID-19). Please follow all Health Advisories from your native country and the WHO. **If gathering 10+ people in one space is advised against, do NOT organise programs to use this packet in groups.**

This is the link to the World Health Organization Mental Health Action Plan:
www.who.int/mental_health/publications/action_plan/en/

ILLUSTRATION KEY

SYMBOL		MEANING
BLUE ARROW		DRIBBLING
YELLOW ARROW		MOVEMENT
DOTTED ARROW		PASSING
WHITE LINE		PITCH LINE

GAMES: AT HOME ACTIVITIES

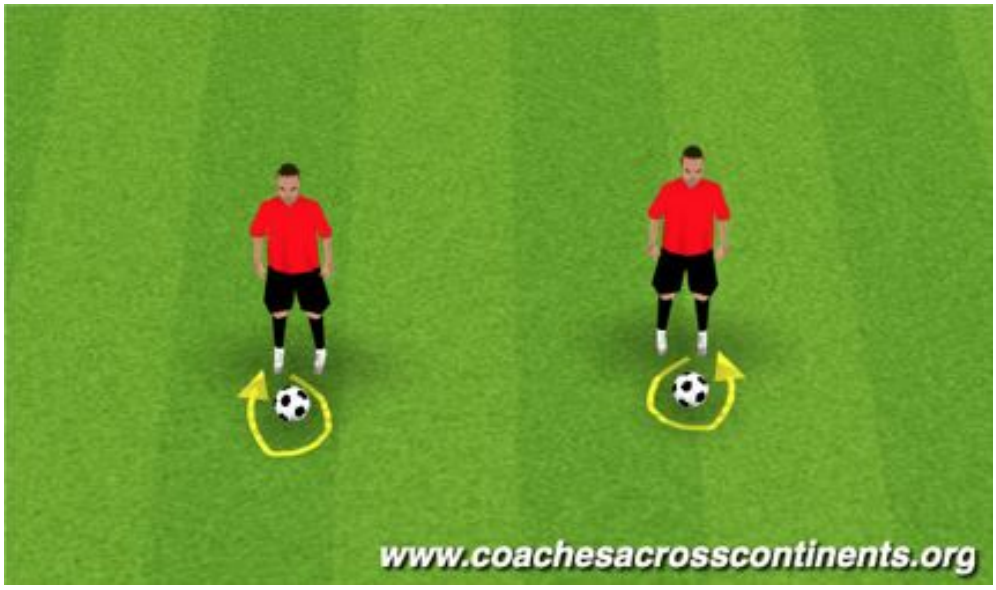
The first set of games are designed to be played at home or outside on your own or with one other person. They are simple to understand and play to allow coaches and facilitators to share with young people remotely. **Staying active and exercising regularly has been shown to have a positive impact on the mental wellbeing of people of all ages.** For example:

A Lancet Psychiatry study, which analysed data from over 1.2 million people aged 18+ from 2011-2015, found that individuals who exercised had 1·49 (43·2%) fewer days of poor mental health in the previous month than individuals who did not exercise. (The Lancet, 2020)

Researchers pooled information from 49 studies from around the world for the American Journal of Psychiatry and found that people who did the most physical activity were 17% less likely to get depression than those who did the least physical exercise. (NBS, 2020)

SCISSORS™

SOLO ACTIVITY - SCISSORS



Video: https://www.youtube.com/watch?v=MA5-kmSxXcA

Organisation: Find yourself some space and place the ball in front of you. Using your right foot, make a circle starting in the same direction as your other foot, going clockwise around the ball and put your right foot back on the ground. Don't let your foot touch the ball! Now with your left foot make a circle round the ball counter-clockwise. As you get more comfortable, try stepping over with your right foot, then left foot without stopping. Can you do 2 on each? Can you do 3 each side?

Coaching Points: Careful to never cross your legs when you make the circle, you might fall over!

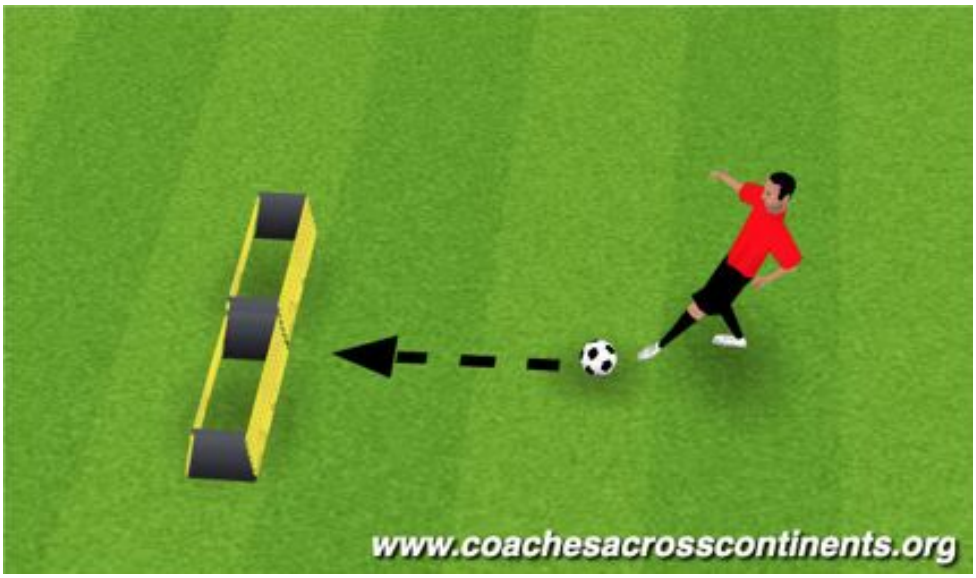
Possible Progressions:

- Now add a small touch to the side with the opposite foot that makes the circle around the ball. Make a circle with your right foot and push the ball to the left using your left foot. Make a circle with your left foot and move the ball towards the right with your right foot.
- Now place an object 5m in front of you. Dribble the ball towards the object (which represents a defender). When you reach the object step over with your right foot and move the ball around the object with your opposite foot.

Sample Discussion Questions: How do you feel when you play football? Was it hard to balance with 1 foot making a circle around the ball? What kinds of things need good balance?

WALL BALL™

SOLO ACTIVITY - WALL BALL



Video: https://www.youtube.com/watch?v=aFUsyXLvmBo

Organisation: Player with a ball – can be inside or outside as long as there is a safe space and a hard surface to pass the ball off. Ball is stationary, player uses the inside of the foot to gently pass the ball off the wall, then uses the sole of the same foot to stand on and stop the ball. Switch to the other foot and repeat – pass, stop the ball, switch foot, pass, stop the ball etc.
Once the player is competent, you can ask them to stand further away from the wall (where there is space to do so) and practice stronger passes. Important to emphasize on using the inside of the foot to pass as this ensures more control on the pass.

Possible Progressions: Now try and do it without stopping the ball – pass the ball off the wall and then switch and pass back with the other foot, then back to your first foot and so on and so forth. Weight and control of pass will be key.
Now time yourself and try and do as many as you can in 30 seconds, can you beat your previous score? Challenge yourself!

Purposeful Play Questions: Can we use different parts of our foot to play this game? Is it easier or harder? If you could have one superpower what would it be and how could it help in football?

TOE TOUCHES™

SOLO ACTIVITY - TOE TOUCHES

Video: https://www.youtube.com/watch?v=iUp2imJDqmA

Organisation: Player should find some space either inside or outside with a ball at their feet to start. Players start with the ball a little in front of their body with one foot on the top of the ball and then hop to switch feet positions.

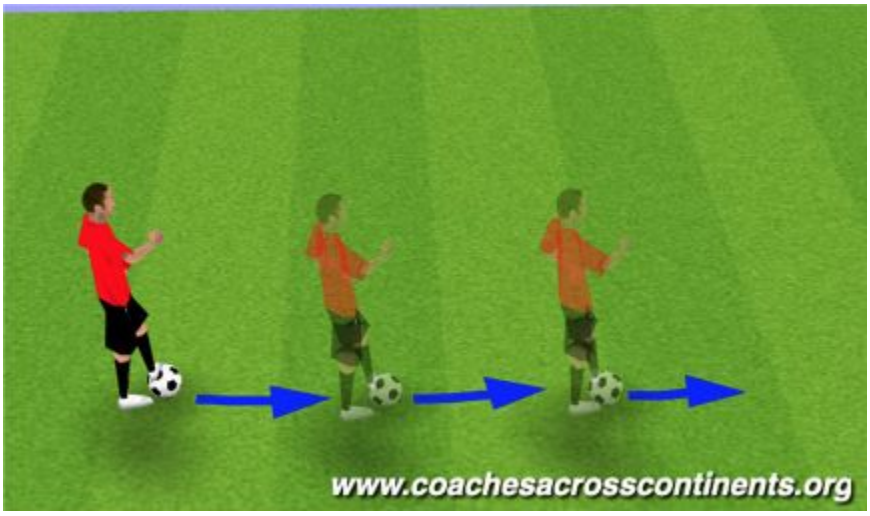
Coaching Points: Encourage the player to stay light on their feet. Once players get comfortable, they can increase the speed seeing how many toe touches they can do in 30 seconds. Make sure players try to keep their heads up and eyes forward.

Possible Progressions: Have players rotate around the ball clockwise while doing toe touches; the ball should not move. Have them rotate counter-clockwise. Now have them try doing toe taps while moving forward WITH the ball by rolling the ball forward using the sole of their foot. Have them try going backwards with the ball while doing toe touches using the same technique.

Purposeful Play Questions: How good will you become at toe touches if you practice every day for five minutes? What goals could you set for yourself to become better at toe touches?

SOLE ROLLS™

SOLO ACTIVITY - SOLE ROLLS



Video: https://www.youtube.com/watch?v=5aOuOC92wbg

Organisation: Have players find some space either inside or outside and start with a ball at their feet. Players start with their right foot on the top of the ball in front of them, using the sole of your foot, roll the ball across your body in front of your left standing foot (your right foot should cross in front of your left foot in a lateral side step motion). Reset to starting position and repeat. Start slowly, and focus on keeping the ball moving in a straight line. As you gain confidence, increase speed ensuring the ball remains in a straight line and travel back and forth 5-10 meters between 2 objects (cones, tape, socks, shoes etc.).

Coaching Points: Make sure you keep your shoulders and body facing forward while rolling the ball to the side. Imagine a straight line on the ground and try and roll the ball across the line using your right foot going one way, then switch feet and try your left foot going back.

Possible Progressions: Try spelling your name by rolling the ball with the sole of your foot in different directions. If you feel confident with your dominant leg, try using your opposite foot to challenge yourself.

Purposeful Play Questions: Did one direction feel easier than the other? If you keep practicing with both feet in both directions, how will you feel when accomplishing this skill?

BASKET CATCHING™

SOLO ACTIVITY - BASKET CATCHING

Video: https://www.youtube.com/watch?v=3Bb-nnxeQxs

Organisation: Player with a ball – can be inside or outside as long as there is a safe space and a hard surface to bounce the ball off. Player starts on knees about 2-3 meters from the wall and rolls the ball against the wall on the floor. Scoop up the ball with both hands, clutch into your chest, and keep your head over the ball to make it safe in a basket catch.
After 5-10 repetitions, continue to throw the ball underhanded at the wall, but throw it a little higher so that when it bounces back you have to basket catch at stomach height.

Possible Progressions:

- Once comfortable with the pattern, stand up and aim low underhand throws at the wall, bouncing back a little harder to your chest.
- Once confident, throw higher (still underhanded) when standing, catch using basic "W" shape of hands in front of face (as seen in accompanying video).

Purposeful Play Questions: Do you like catching the ball? Would you rather kick the ball or catch it? What sports use their hands the most? What sports use other body parts?

MOVE YOURSELF, PROTECT YOURSELF™

1+ PERSON GAME: MOVE YOURSELF, PROTECT YOURSELF

Potential Theme/Time: Physical activity is also great for mental health.

Organisation: Find enough space to move freely either inside your home or outside. Have the player start off facing their coach (online or in person), friend, or relative. Their starting position is 0. If the coach calls 1, players jump to the front left, 2 is to the front right, 3 is to the back left and 4 is to the back right. First do the exercise together with your players so they can understand how the numbers are laid out. The coach calls numbers and players jump to that position.

For 2+ people…alternate who calls out the # or words you use. Work for 30 seconds and switch. For 8+ people…after they understand the game, ask for a volunteer to lead for 30 seconds.

Possible Progression: Instead of jumping, players can hop on one leg, do big steps, lunges, or squat-jump when the coach calls out numbers.

Purposeful Play Questions: What other movements can we do instead of jumping, hopping on one leg etc.? Play again!

MOVE YOURSELF, PROTECT YOURSELF-PROGRESSION

1+ PERSON GAME: MOVE YOURSELF, PROTECT YOURSELF

Communicable Disease Progression: Assign a 'good decision' action to each position. For each position, players should 'mime' the action. For example: Wash Hands = pretend washing your hands in front of you. Social Distancing = rotating in a circle with one hand pointed in the center. Safe Sneeze! = Dab (couch into your elbow). Mask = putting on an imaginary mask. Another possibility: Jump and stretch. 1 = jump and thigh stretch 2 = jump and calf stretch 3 = jump and back stretch 4 = jump and lunge/hip stretch

Purposeful Play Questions: Why is it important to exercise?
How can exercising help us in other areas of our life (school, friends etc.)?
What happens to our body when we exercise?
How does our breathing/heartbeat change? Why does it change? Why do we sweat?

Mental Health Questions to young people: Have you ever been alone? How do you feel when you are alone? Scared? Lonely? Confused? Happy? What do you think about when you are alone?

LINKED LEADING ™

2+ PERSON GAME: LINKED LEADING

Potential Theme/Time: Sharing with a Friend

Organisation: Players are in pairs. Two squares with cones facing each other. One player is in one square and leading, the other in the second one and following. The leader runs to the different cones in their square (and touches them) in whatever order they decide and the other player tries to follow as closely as possible in their own square. Players are facing each other like in a mirror so if the leading player goes to the cone to their right, the other one will go to the cone to their left (see picture). Change roles.

For 4+ people… let each leader work for 30 seconds, then switch. Rotate your partners. Don't be afraid to get silly!

Purposeful Play Questions: Was it fun?
What did it feel like when you were the leader?
What about when you were the follower?

LINKED LEADING ™ - PROGRESSION

2+ PERSON GAME: LINKED LEADING

Possible Progression: The leading player can decide what different exercises or dances to do when moving towards a cone. Can also add balls. Can also play with no equipment and pairs perform tasks that their partners try to copy. Can challenge them to perform difficult tasks and see if their partners try to follow or choose not to.

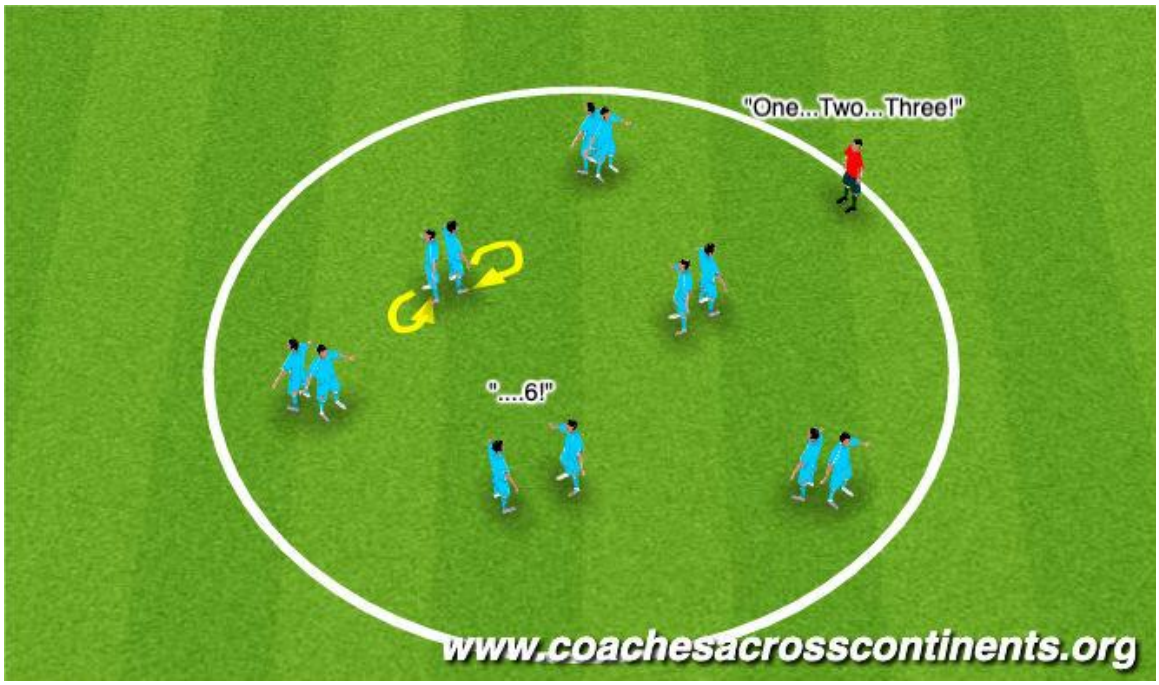
Communicable Disease Progression: Act out good practice movements linked to disease uch as: 1) Putting on a mask, 2) washing hands, 3) Sneezing 4) Creating Social Distance

Coaching Awareness: Keep a careful eye on which types of actions & attitudes your players express. Are they uncomfortable? If so, talk about the value of speaking up when uncomfortable or afraid.

Mental Health Questions: Did you like playing with a friend?
Do you think that friends are important in your life? Why?
What happens if someone does something out of your comfort zone? Or ability level? Or dangerous for you? Can you say no and try something else?

BACK YOUR VOICE ™

2+ PERSON GAME: BACK YOUR VOICE



Potential Theme/Time: Making Friends for Mental Health; 15-20 minutes.

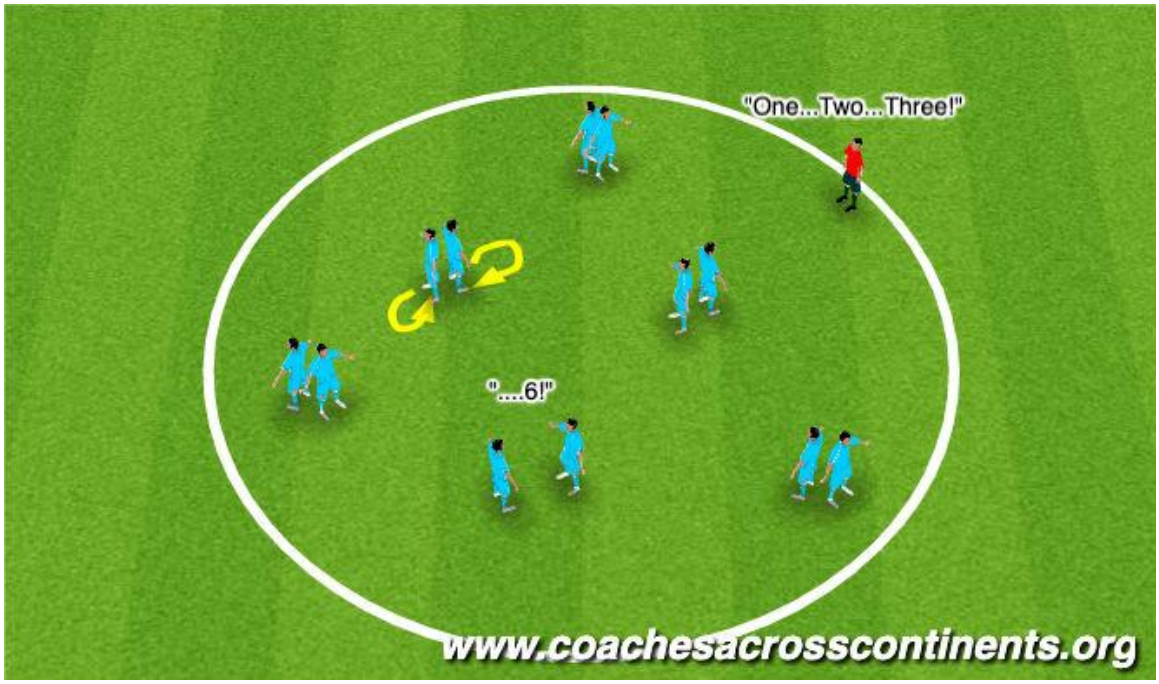
Organisation: Game starts with everyone standing on 1 foot, back to back with a partner. When the coach calls 'Go!', both players turn around, balanced on 1 foot, and raise a hand with 1-5 fingers held up. The first of the partners to accurately add up the total number of fingers between the raised hands is successful.

Coaching Awareness: Balancing on 1 leg makes the players focus on 2 tasks simultaneously (counting and balance). To make the game easier, you can start with normal standing.

Possible Progression: Adapt to the level of participants. Instead of one hand, play with 2 hands for each person. Instead of addition, try multiplication! You can play with 3-4 people in each group… and you can even try subtraction, division, and more complicated mathematics to make the game more interesting!

BACK YOUR VOICE - PROGRESSION ™

2+ PERSON GAME: BACK YOUR VOICE



Communicable Disease Progression: Same game but now the person who gets the number first must tell the other person something about them eg. Something they like, favorite food, number of brothers, favorite subject at school

Purposeful Play Questions: What kinds of mathematics are the most difficult for you?
Do you like learning about maths in this way?
What skills do you practice with this game?

Mental Health Questions: Why was the game fun?
Did you learn anything about the other players?
Did you share anything about yourself?
In your community, do people like to share?
Do boys and girls share different things with their friends? Why?

GAMES: SMALL GROUPS

The second set of games are designed to be played inside or outside in small groups of people. They are simple to understand and play but are best suited to having a coach or leader in person facilitating.

They are designed to be flexible based on the current national guidelines in your country in terms of the number of people allowed to gather in one place. Please DO NOT utilise these games if your national guidelines do not allow groupings of these number of people.

MANAGING SELF-ESTEEM ™

4+ PERSON GAME: MANAGING SELF-ESTEEM

Potential Theme/Time: Leadership Skills, Self Esteem; 15-30 minutes

Organisation: Divide group into teams with each player getting a number. The teams arrange themselves in a line with number one starting in the front. The front player is the leader and decides what movement the team does and in what direction. The coach rotates the leader by calling out a number and that player becomes the leader of the line and decides the movement for the entire line.

Possible Progression: Each line has a ball. The leader has the ball and when leaders change the ball changes as well. Another progression is that the current leader calls out the number for the new leader in their line. You can also have leaders switch lines: A number is called and that player leaves their line to become a leader in a different line.

Purposeful Play Questions: What were some of the different leadership qualities in this game? What types of leaders and leadership qualities do you see in your community?

MANAGING SELF-ESTEEM - PROGRESSION ™

4+ PERSON GAME: MANAGING SELF-ESTEEM

Communicable Disease Progression: Instead of numbers, each player in each group has an effect of COVID-19 or a communicable disease (i.e. illness, isolation, child abuse, domestic violence, gain weight, no exercise, depression, etc.). Players come up with effects before the next round. Instead of the effects of COVID-19 players could also represent strategies to prevent the spread of disease. Strategies to address some of these effects: call a friend, talk to someone, exercise at home, play CAC games, and in extreme cases - social worker, local NGO, police etc.

Coaching Awareness: Challenge is if any of the players have lost someone or are experiencing these effects personally. Our coach tip is to be sensitive while still talking about it because it is important! And also be ready with follow-ups if there is a need to address these issues off the field.

Mental Health Questions: How did you feel as the leader? Was it stressful? What is Stress? Is it OK to sometimes feel stress?
What can you do to help deal with stress?
Do all people respond to the same type of leadership? Do people need the same type of support when they are upset?

ALLOWING ANXIETY ™

8+ PERSON GAME: ALLOWING ANXIETY

Potential Theme/Time: Accepting some anxiety & stress, making a plan, Strategy; 15-30 minutes

Organisation: Rules: Goalkeeper beats Midfielder, Midfielder beats Striker, Striker beats Goalkeeper. (Played like Rock, Paper, Scissors.) The players do the motion for each player while also saying it verbally (see examples in the diagram).

For players to memorise the rules and the correct positions, players start by playing Scary Soccer 1 v 1. One of the players says "1,2,3" and right after "3" both players get into the position they chose and also name it. The position they do and the position they name should match.

Purposeful Play Questions: How did you decide which position to choose?
Can you know which player the other person will choose?
Did the position that you did and the word you said always match? Why?
Why is it important that what we do and what we say is matching?

ALLOWING ANXIETY – PROGRESSION#1™

8+ PERSON GAME: ALLOWING ANXIETY

Possible Progression: Players form two teams. Each team decides together for one of the three positions (goalkeeper, midfielder or striker). Then they all line up facing each other (see diagram). Coach shouts, "1,2,3, GO!" and at GO, all players on both teams get into the chosen position and shout the position at the same time. After each round, the teams go back together to decide for the next position.

You can add the rule that all players have to name and get into the same position as a team. If somebody makes a mistake the other team gets the point.

Purposeful Play Questions:
How did players react when somebody made a mistake?
Is it ok to make mistakes?
Can we make mistakes while playing games/sports? And in life?
What can we learn from this game that might help us elsewhere in life?

ALLOWING ANXIETY – PROGRESSION#2 ™

8+ PERSON GAME: ALLOWING ANXIETY

Possible Progression: Same game as before but now, if a team wins the round, they chase the other team back to the line 15 yards away. If they tag players before they reach the line, these players join the other team. For example, in the picture team 1 won, so they are chasing team 2. One player (A) managed to tag a player of team 2, so that player joins team 1.

Purposeful Play Questions: How did you decide as a team for a position?
How did all the players of the team feel about how the decisions were made?
Was everyone's opinion valued? How did you accomplish this?
What is good teamwork?

Coaching Awareness: This is not necessarily a 'safe space' game. It is an opportunity to talk about spaces in the community. And of course issues related to safety may likely come up.

ALLOWING ANXIETY – PROGRESSION#3 ™

8+ PERSON GAME: ALLOWING ANXIETY

Possible Progression: Choose three places in the community and come up with actions to represent them. Play again - does not matter what 'beats' what since everything can win and lose. So decide and play. Example could be: House, School, Sports field. Before, during or after the game discuss how life in those places changes during a pandemic.

Coaching Awareness: Be careful to not send misinformation about one thing being better than another - since everything wins and everything loses to something.

Mental Health Questions: How did it feel when you were uncertain what the other team would do? Were you nervous when you faced the other team? Why? Is it ok to be nervous? Why? Did anything help you feel better? Why or why not?
Why might making a plan and being proactive help with anxiety?

8+ PERSON GAME: MINDFUL MINDSET

Potential Theme/Time: Importance of every teammate's work, navigating through stress. 15-30 minutes.

Organisation: Relay race. The only rule is that all cones should be touched by at least one player on the team. Only one person on each team can go at a time. Teams decide their strategy: who will go to the closest cones, who will go the farthest and in what order.

Possible Progression: The coach can ask the players to move to each cone by 'not running'. Leave it broad and see what kinds of solutions the players come up with.

Purposeful Play Questions: How did you decide how to complete the task?
What strategies did you come up with?
Did anyone cheat in this game?
What did you do as a team and group to deal with any conflict?

8+ PERSON GAME: MINDFUL MINDSET

Communicable Disease Progression: Each cone is a social effect of a pandemic situation. Examples: increased alcohol/drug abuse, violence against children, violence against women, depression, social isolation, fear, distrust, lack of physical contact, etc. The players choose effects, label the cones, make their strategy, and play. You can also add that once they have collected all the cones they decide on one potential solution for each social challenge they chose - and play again with these solutions.

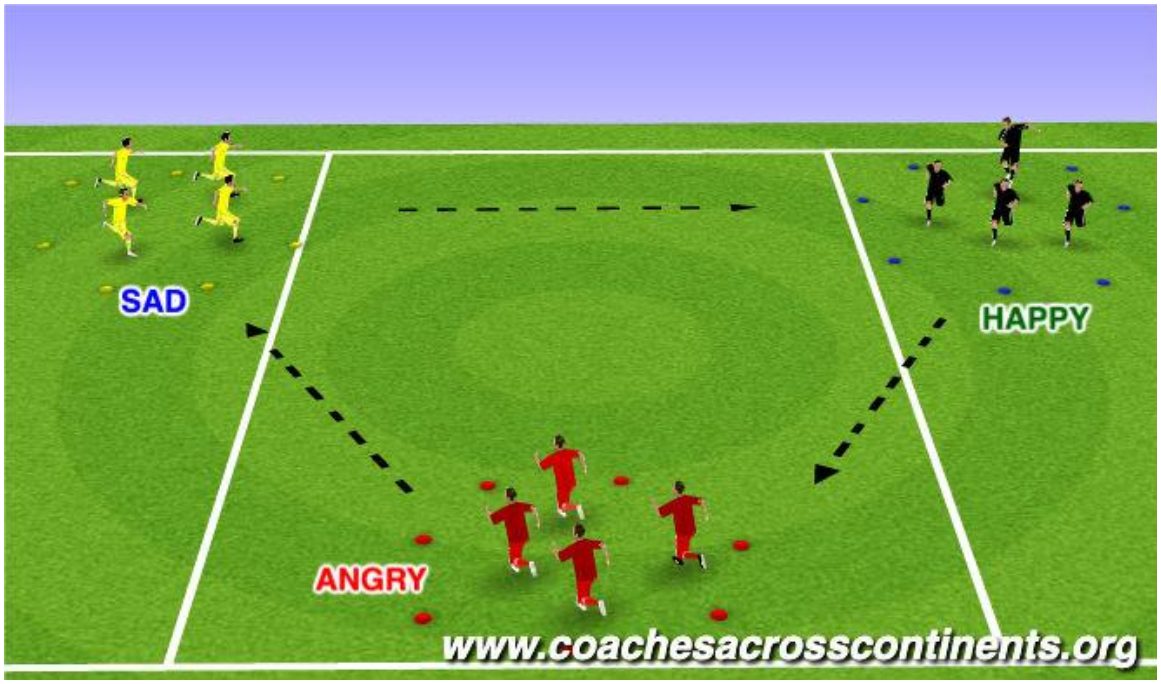
Mental Health Questions: Is conflict good or bad?
Have there been times in your life when you have felt conflict? When?
What can you do to avoid conflict?
What can you do to solve conflict?
Is violence ever a good way to solve conflict? Why or why not?

GAMES: FULL PARTICIPATION

The third set of games are designed to be played outside in larger groups of people. They are more complex to play and are best suited to having a coach or leader in person facilitating.

They are designed to be used when current national guidelines in your country allow larger groups of people to gather in one place. Please DO NOT utilise these games if your national guidelines do not allow groupings of these number of people.

FULL PARTICIPATION GAME: BALANCING EMOTIONS



Potential Theme/Time: Balancing & Understanding Emotions; 15-30 minutes.

Organisation: Three teams are formed and stand inside marked off 'homes'. Ask the participants for 3 different emotions that they feel i.e. HAPPY, SAD AND ANGRY. The teams listen to the call of the coach. When they hear the coach call 'Angry', the players representing that emotion try to catch other people while they move 'angrily'. When they tag another person, they bring that person back to the tagger's 'home' where they stay. Example, happy will show their joy, angry will roar/yell when chasing, sadness will show sadness when chasing.

An emotion catches one but it is caught by a different one than the one it catches. Example A) happy catches angry, angry catches sad, sad catches happy. Example B) Anger catches happy, happy catches sad and sad catches anger.

Possible Progression: PROGRESSION 1: When emotion is caught it will be taken to a house, it can be released when an emotion from the same team touches it. PROGRESSION 2: Each group of emotions freely chooses who will go out to catch, without informing the other teams and the game begins. PROGRESSION 3: Put a ball for each team that symbolizes the set of all emotions and when a member has it, he cannot be caught by anyone.

BALANCING EMOTIONS - PROGRESSION ™

FULL PARTICIPATION GAME: BALANCED EMOTIONS

Possible Progression: Communicable diseases such as COVID-19 causes, effects, solutions. Players come up with 3 causes of communicable disease problems and label the spaces (i.e. virus, politics, poverty, corruption etc.). Next round players come up with effects of communicable diseases problems and label the spaces (illness, death, depression, violence, alcohol and drug abuse, child abuse, etc.). Next round players come up with solutions to the communicable disease related problems and effects and label the spaces (play/sport, education, asking for help, knowing your rights, helping a friend, helping a stranger etc.)

Coaching Awareness: For 2 people: choose 2 emotions/communicable disease issues and change them several times to use different ones.
For 4 people: 4 spaces instead of 3 as pictured. Each player in a space.
For 8+ people: adjust the number of spaces so there are as close to even as possible numbers in each space i.e. 4 spaces with 2 people in each or 3 spaces with 3 people in each etc.

Purposeful Play Questions: Which of all the emotions did you like being the most? What is the most important emotion in your life? Why? Do you think we need all the emotions in our lives? Why? Is it important to teach girls and boys that we can express all our emotions?

Mental Health Questions: What kinds of conversations did you have in your groups when coming up with the different ways to label the spaces according to communicable disease problems and their causes, effects and solutions?

FULL PARTICIPATION GAME: PLAYING WITH DISTANCE

Potential Theme/Time: Playing sport while Social Distancing. 20-30 minutes

Organisation: Two teams play a normal game of football (or adapt to basketball, hockey, handball, netball, or many others!). However, lay out cones or markers to create sections of the field. Each player must stay in their own section to play the game. Play for a few minutes, then pause the game and give each team time to strategise.

Coaching Awareness: Keep a careful eye on any positions or players that are not getting the ball. Introducing multiple balls is one way to help this problem. If possible, have extra balls ready to replace ones that leave the field.

Purposeful Play Questions: What types of strategies did your team come up with?

Mental Health Questions: Have you or anyone you know felt isolated? In particular during the pandemic? How do you think we can help people who feel isolated? How can we connect with each other even when we have to social distance?

CLEARING UP STIGMA™

FULL PARTICIPATION GAME: CLEARING UP STIGMA

Potential Theme/Time: Asking questions and Fighting myths related to COVID-19 and Mental Health, 15-30 minutes

Organisation: Place many cones (or other objects) on the pitch. Two teams play a game (football, basketball, netball, hockey or almost any other!) to goal or a possession game. Each time the ball hits a cone or a player steps on a cone, the game stops. The player who touched the ball last or stepped on a cone can ask a question OR make a statement related to communicable diseases such as COVID-19 or mental health in general. Next, another player on the pitch or the coach can answer the question or say if the statement is true or false. Continue playing! Look at the accompanying supplemental resource for examples of some Mental Health Myths (and their facts).

Possible Progression: Each time a cone has been hit or stepped on it gets removed from the pitch. The longer the game carries on the fewer cones should be on the pitch and it should become easier to play without "interruptions". You can stop the game after 5-10 minutes and get back some of the statements/questions that have been raised during the game and discuss them further.

Purposeful Play Questions: How is the game different with less cones on the pitch?

Mental Health Questions: How does asking questions or talking about communicable diseases or Mental Health myths help us in life? What types of stigma do you see in your community? Is it normal to talk about mental health? What is one way to overcome stigma?