

Sebastian Rockenfeller



Life Skills Through Games
A Teacher's Guide

Stadi za Maisha Kupitia Michezo
Mwongozo wa Mwalimu



Life Skills Through Games – A Teacher’s Guide

Methodology handbook and compendium of exercises for coaches and Physical Education teachers.

ROCKENFELLER; Jambo Bukoba project manager and advisor to the German Olympic Sport Federation from 01.04.2010 to 31.12.2010

Stadi za Maisha Kupitia Michezo – Mwongozo wa Mwalimu

Kitabu cha mbinu za ufundishaji na mkusanyiko wa mazoezi mbalimbali kwa ajili ya makocha na walimu wa somo la michezo.

ROCKENFELLER; Meneja wa mradi wa Jambo Bukoba na mshauri wa Shirikisho la Michezo ya Olimpiki la Ujerumani kuanzia tarehe 01.04.2010 hadi tarehe 31.12.2010

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SPECIAL ADVISER
TO THE UN SECRETARY-GENERAL
ON SPORT FOR
DEVELOPMENT AND PEACE

Message of Support by Mr. Wilfried Lemke

'NGO Jambo Bukoba'



The United Nations considers sport to be a powerful tool to promote education, health, development and peace. Sport unites people of all social classes, cultures, religions and backgrounds in a positive and educational way.

As the Special Adviser to the Secretary-General of the United Nations on Sport for Development and Peace, it is with great pleasure that I offer my support to the NGO Jambo Bukoba and their Life Skills through Games programme for a period of one year.

Jambo Bukoba holistically combines the elements of health – in particular HIV/AIDS prevention – education and sport in its innovative programme. It particularly strives to strengthen the position of girls in society by means of education, active inclusion and empowerment in their communities. As part of the Jambo Bukoba Life Skills through Games programme physical education teachers are trained to be strong mediators and role models for children and youth, providing them with a set of skills to promote self-reflection, trust, responsibility and communication. This training, which is offered in close collaboration with the regional authorities, enables them to actively contribute to the development of strong local communities. In promoting gender equality and contributing to HIV/AIDS prevention the initiative exemplary contributes to the achievement of two UN Millennium Development Goals through the application of sport.

It is my hope that this programme will continue its outstanding efforts and I would like to encourage all potential sponsors and partners to consider their support for the initiative. I wish you every success in your endeavour and all the best in the continuation of your exceptional efforts throughout the coming year.

Geneva, 20 June 2012

A handwritten signature in blue ink that reads "Wilfried Lemke".

Wilfried Lemke

Under-Secretary-General

Special Adviser to the Secretary-General
on Sport for Development and Peace



Ujumbe wa uungaji mkono kutoka kwa Bw. Wilfried Lemke

Shirika lisilo la kiserikali Jambo Bukoba

Umoja wa Mataifa unaichukulia michezo kama nyenzo muhimu ya kuendeleza elimu, afya, maendeleo na amani. Michezo inaunganisha watu wa tabaka zote, tamaduni, dini na asili zote kwa njia bora na ya kuelimisha. Nikiwa kama mshauri maalum wa katibu mkuu wa Umoja wa Mataifa kuhusu masuala ya michezo kwa ajili ya kuleta maendeleo na amani, nina furaha kubwa kuliunga mkono shirika lisilo la kiserikali la Jambo Bukoba pamoja na mradi wao wa Stadi za Maisha kupitia Michezo kwa mwaka mmoja. Jambo Bukoba inaunganisha masuala ya kiafya, hususan njia za kuzuia maambukizi ya ukimwi, pamoja na elimu na michezo katika mradi wake mbunifu. Mradi huu unalenga hasa kuboresha nafasi ya wasichana katika jamii kwa kupitia elimu, ushirikishaji na uwezeshaji katika jamii. Wakiwa sehemu ya programu ya Jambo Bukoba Stadi za Maisha kupitia Michezo, walimu wa somo la michezo wanafundishwa kuwa watu wa kuleta amani na kuwa mfano bora kwa watoto na vijana, wakiwafunza stadi zitakazowapa uwezo wa kujitambua, kuamini, kuwajibika na kuwasiliana. Mafunzo haya yanayotolewa kwa ushirikiano wa karibu na mamlaka za serikali, yanawawezesha watoto na vijana kuchangia katika ujenzi wa jamii zilizo imara. Kwa kuhimiza usawa wa kijinsia na mbinu za kuzuia maambukizi ya ukimwi, mradi huu unaonyesha mfano wa namna ya kuchangia katika kutimiza malengo mawili ya millennia ya Umoja wa Mataifa kwa kupitia michezo.

Ni matumaini yangu kwamba mradi huu utaendelea na juhudi zake za kuigwa na ninapenda kuwahimiza watu wote watakaoufadhili wachukue uamuzi wa kufanya hivyo. Ninawatakia mafanikio katika shughuli zenu na kila la heri katika juhudi zenu bora katika mwaka ujao.

Geneva, 20.06.2012

Wilfried Lemke

Msaidizi wa Katibu Mkuu

Mshauri maalum wa Katibu Mkuu kuhusu masuala ya michezo kwa ajili ya kuleta maendeleo na amani.



Project description

The project was founded by the NGO also named Jambo Bukoba in 2008. The founder, Clemens Mulokozi, was born in Tanzania and had the chance of creating links with important figures in Tanzania such as the Regional Commissioner's Office in the Kagera region and H.E. Mr. Ahmada R. Ngemera, Ambassador of the United Republic of Tanzania in the Federal Republic of Germany. Furthermore the initiative received technical support from the German Ministry of Foreign Affairs and the German Olympic Sport Confederation (DOSB) by sending the author of this book as a sport advisor for several months to Tanzania. The Institute of European Sport Development and Leisure Studies (Deutsche Sporthochschule Köln) has also been involved since then through providing academic support. The primary aim of Jambo Bukoba is to develop life skills such as communication, trust and fair play and thereby empower children and youth. It also aims at improving sports programs, facilities and physical education in schools.

As the commitment of the founder Clemens Mulokozi is a very personal one, some personal lines are included.

"In November 2008, children and youth from the banks of Lake Victoria went to great lengths to convince me that sports and games were an important aspect of their lives, helping them to better cope with their everyday living.

With Jambo Bukoba, Life Skills Through Sports, we make use of the power of sports to strengthen children and youth, to inform them about HIV and Aids, to promote equal opportunities for girls and to improve education in the schools of the Kagera region.

My name is Clemens Ndyetabura Mulokozi. The children and youth of the Kagera region are important to me because some of my roots come from near Bukoba, in Ishozi.

Life Skills Through Sports was developed as part of a close cooperation between Germany and Tanzania, geared towards the specific needs and possibilities of the schools in the Kagera region. The program was successfully tried out in ten workshops with over 250 teachers.

I would like to give my very special thanks to Sebastian Rockenfeller, who developed the Jambo Bukoba Life Skills Through Sports Program. He brought to the task scientific expertise, passion and a love for the people of the region.

But only when this book reaches the hands of committed and qualified teachers will it contribute to making children stronger through sports. Please get involved!

With many thanks,

Clemens Ndyetabura Mulokozi



Please send all correspondence to: **Clemens.Mulokozi@JamboBukoba.com**

Maelezo kuhusu mradi

Mradi huu ulianzishwa mwaka 2008 na shirika lisilo la kiserikali ambalo pia huitwa Jambo Bukoba. Mwanzilishi wake, Clemens Mulokozi, alizaliwa Tanzania na alipata nafasi ya kushirikiana na wadau muhimu kama vile ofisi ya Mkuu wa Mkoa wa Kagera pamoja na balozi wa Tanzania nchini Ujerumani, Mheshimiwa Ahmada M. Ngemera. Vile vile mradi huu ulipata msaada wa kuifundi kutoka kwa wizara ya mambo ya nje ya Ujerumani pamoja na Shirikisho la Michezo ya Olimpiki la Ujerumani (DOSB) lililomtuma mwandishi wa kitabu hiki kuwa mshauri wa michezo Tanzania. Taasisi ya Maendeleo ya Michezo ya Ulaya na Masuala ya Starehe ya Chuo Kikuu cha Michezo Cologne, Ujerumani, pia kimejikusha katika kutoa ushauri wa kitaaluma. Lengo kuu la shirika la Jambo Bukoba ni kuendeleza stadi za maisha kama vile ustadi wa mawasiliano, kuaminiana pamoja na kucheza kwa haki na hivyo kuwawezesha watoto na vijana. Malengo mengine kuhusu michezo ni kuboresha programu za michezo, vifaa vya michezo na somo la michezo mashuleni.

Kwa kuwa kujihusisha kwa mwanzilishi Clemens Mulokozi ni kwa kibinafsi sana, haya ni maneno yake:

Mwaka 2008 watoto na vijana waishio kando ya Ziwa Viktoria walifanya juhudi kubwa kunishawishi kwamba michezo ni sehemu ya muhimu katika maisha yao na kwamba inawasaidia kukabili maisha yao ya kila siku.

Kupitia Jambo Bukoba, Stadi za Maisha Kupitia Michezo, tunatumia nguvu ya michezo kuwaimarisha watoto na vijana, kuwaelimisha kuhusu HIV na Ukimwi, kutangaza haki sawa kwa wasichana na kuboresha elimu katika shule za mkoa wa Kagera.

Jina langu ni Clemens Ndyetabura Mulokozi. Watoto na vijana wa Kagera ni wa muhimu kwangu kwa sababu sehemu ya asili yangu ni Ishozi, karibu na Bukoba.

Programu ya Stadi za Maisha Kupitia Michezo ilianzishwa kama sehemu ya ushirikiano wa karibu kati ya Ujerumani na Tanzania uliozingatia mahitaji mahususi pamoja na uwezo wa shule za mkoa wa Kagera. Programu hii ilikuwa na mafanikio ilipojaribiwa katika warsha kumi zilizohudhuriwa na zaidi ya walimu 250.

Ninapenda kutoa shukurani za dhiti kwa Sebastian Rockenfeller kwani kujitoa kwake kumesaidia maendeleo ya Jambo Bukoba Stadi za Maisha Kupitia Michezo. Alichangia kupitia utaalumu wake, ari yake pamoja na upendo wake kwa watu wa Kagera.

Lakini kitabu hiki kitaweza tu kuchangia katika kuwaimarisha watoto kupitia michezo ikiwa kitatumiwa na walimu wanaojitoa na walio na ujuzi. Tafadhali shiriki!

Shukurani sana,

Clemens Ndyetabura Mulokozi



Tafadhali tuma mawasiliano yote ya maandishi kwa: **Clemens.Mulokozi@JamboBukoba.com**

Regional Commissioners Office Kagera Region

Sports and games are increasingly being mainstreamed as an efficient tool for peace and development. It is very encouraging that the Government of United Republic of Tanzania and other sports organizations around the country specifically in Kagera region are recognizing the power of sports as an efficient tool for social change and for creating sustainable and lasting legacies.

To reaffirm the use of sports to bring about positive social change, Kagera region implements the UN resolution entitled “Sport as a means to promote education, health, development and peace”. The resolution encourages the use of sports as a vehicle to foster development and strengthen education, prevent disease, empower girls and women, promote the inclusion and well-being of persons with disabilities, and facilitate conflict prevention and peace-building.

Sports and games have unique power to attract, mobilize and inspire. By their very nature, sports are about participation. Sports stand for human values such as respect for the opponent, acceptance of binding rules, teamwork and fairness, all of which are parts of principles to foster development.

The introduction of this book “Life skills through games, a teacher’s guide” is a commendable effort to JAMBO BUKOBA and other stake holders. The book will be of help to children and young people in Africa and the whole world.

Life Skills can be defined as a set of skills that people use to effectively deal with life challenges. With this book Teaching of Life Skills through games will benefit the individual and create a healthier community. Practicing Life Skills through games for children and young people leads to positive results, and learning by doing is the most effective method of learning.

This book will guide teachers in teaching children and young people’s Life Skills. Life Skills can be grouped into three categories as suggested by UNICEF which answers many questions raised from the societies.

Firstly Communication and Interpersonal Skills focus on areas such as developing skills in communication, negotiation, refusal, empathy, cooperation, teamwork and advocacy. Children will understand different ways of communications, making healthy choices, understanding individual differences and similarities.

Secondly Decision Making and Critical Thinking Skills which involve students creativity and critically examining a problem and making decisions that not only positively benefit themselves, but others and their environment in a way that does not harm others in the process.

There are areas that need critical examinations in making decisions. These areas includes situation which make team succeed, to decide when it is better to have group collectively make one decision and when is it best to make an individual decision. Also, you should know where you made a decision based on pressure from your friends what is the impact on others or to the environment.

Thirdly Coping and Self Management Skills which include developing skills for increasing internal focus of control, managing feelings and managing of stress.

Life Skills help a child to accept challenges and know how to overcome them. Examples of important questions to self management skills includes: how best an individual can have

Ofisi ya mkuu wa mkoa wa Kagera

Michezo inaendelea kutumika kama nyenzo muhimu ya kuleta amani na maendeleo. Inatia moyo kuona kwamba serikali ya Jamhuri ya Muungano wa Tanzania na mashirika ya michezo nchini kote, hasa katika mkoa wa Kagera, yanatambua nguvu ya michezo kama nyenzo ya kuleta mabadiliko na kuacha urithi wa kudumu.

Ili kuhimiza matumizi ya michezo na kuleta mabadiliko chanya katika jamii, mkoa wa Kagera unafuata kutimiza azimio la Umoja wa Mataifa isemayo “Michezo kama njia ya kuendeleza elimu, afya, maendeleo na amani.” Azimio hilo linahimiza matumizi ya michezo kama nyenzo ya kuleta maendeleo na kuboresha elimu, kuzuia magonjwa, kuwezesha wasichana na wanawake, kuhimiza kujumuishwa kwa watu wenye ulemavu na kuwezesha kuzuiwa kwa migorgoro na kuleta amani.

Michezo ina uwezo wa kipekee wa kuvutia, kuhamasisha na kutia moyo. Michezo kwa sili yake inahusiana na ushiriki. Michezo ni ishara ya maadili ya kibinadamu kama vile kumheshimu mpinzani, kukubali sheria, ushirikiano na haki, yote hayo yakiwa sehemu ya misingi ya kuleta maendeleo.

Kuandikwa kwa kitabu hiki cha “Stadi za maisha kupitia michezo – Mwongozo wa mwalimu” ni juhudi ya kupongezwa ya shirika la JAMBO BUKOBA na washikadau wengine. Kitabu hiki kitawasaidia watoto na vijana wa Afrika na wa dunia nzima.

Stadi za maisha zinaweza kuelezewa kama mkusanyiko wa stadi ambazo watu hutumia kukabiliana na changamoto za maisha. Kitabu hiki kitamsaidia mtu mmoja mmoja na kutengeneza jamii yenye afya zaidi. Kufuata stadi za maisha kunaleta mabadiliko chanya kwa watoto na vijana kwani kujifunza kwa vitendo ni njia bora zaidi ya kujifunza.

Kitabu hiki kitawaongoza walimu kufundisha watoto na vijana stadi za maisha. Stadi za maisha zinaweza kugawanywa katika makundi matatu kama inavyoshauriwa na UNICEF, jambo linalojibu maswali mengi yanayoulizwa na watu katika jamii.

Kwanza kabisa stadi za mawasiliano na zile za mahusiano baina ya watu hukazia kuendeleza stadi za mawasiliano, kukataa, ushirikiano, majadiliano, kuhisi maono ya mwingine na utetezi. Watoto wataelewa njia tofauti za kuwasiliana, kufanya maamuzi ya busara na kuelewa tofauti binafsi pamoja na mambo ya kufanana.

Pili, stadi za kufanya maamuzi na zinazojumuisha ubunifu wa wanafunzi, kuchunguza tatizo kwa kina na kufanya maamuzi ambayo hayatawaathiri wao tu binafsi bali pia watu wengine pamoja na mazingira yao kwa namna ambayo haitadhuru wengine.

Zipo nyanja zinazohitaji uchunguzi wa kina katika kufanya maamuzi. Nyanja hizo zinajumuisha hali zinazoifanya timu ifanikiwe, ambapo mtu anahitaji kutafakari ni wakati gani ni bora kwa timu nzima kufanya uamuzi na ni wakati gani ni bora mtu afanye maamuzi binafsi. Pamoja na hayo, unatakiwa kufahamu ni wakati gani ulifanya maamuzi fulani kwa sababu ya kupata shinikizo kutoka kwa marafiki zako na kufahamu athari zake kwa wengine na mazingira.

Tatu, stadi za kuvumilia na kujisimamia mwenyewe zinazojumuisha stadi za kumudu hisia na mfadhaiko utokanao na shida au dhiki.

Prefaces

internal motivation?, what are positive ways of dealing with frustrations and managing stress?, when is it appropriate to take risks? Why do you think it is important to know when taking a risk is worth helping someone else out? What are ways that you can help others feel better while being active? These questions and more will be answered by this book.

We thank JAMBO BUKOBA and all who participated in writing this book. We are confident that Life Skills through games, a teacher's guide will increase awareness among all stake holders about using sports as a tool for development and peace.

FIKIRA R. KISSIMBA

Ag. REGIONAL ADMINISTRATIVE SECRETARY

KAGERA REGION - TANZANIA



Jamhuri ya Muungano wa Tanzania

German Sport University Cologne

The Institute of European Sport Development and Leisure Studies started to support *Jambo Bukoba* in 2010. As partner, we want to help to improve the overall situation of the Physical Education Teacher Education in the Kagera region in Tanzania. One of our main tasks is sending young students for an internship to Bukoba and to develop evaluation and monitoring tools within the project. I am sure, that the time abroad for our students is very valuable and above all knowledge of one's own country and other regions including intercultural understanding and respect are required for setting a basis of appropriate development work. As knowledge is the key to Africa's development, it is a kind of knowledge production, which is needed – but new ideas and innovations have to build up by locals themselves. The strong commitment of the Regional Ministry of Kagera in the field of improving Physical Education is one of the success factors of Jambo Bukoba. As a university, we want to help to design education and training courses, which would serve as ideal multipliers and as solid basis for creating serious Sport Development programmes.

This teacher education book is one major step forward towards the sustainability of *Jambo Bukoba* and it is the result of the enormous engagement of Sebastian Rockenfeller, who worked in Bukoba for several months. It's the first bilingual book (English and Swahili) and it illustrated the main approach in the field of the development of *Life Skills Through Games*. It's my strong desire, that this book will reach mostly the interests of the teachers in the Kagera region and will help to improve the quality of the Physical Education lessons in schools. And I am sure, that the outlined games will enrich the children's lives and bring laughter and happiness as well as a good learning atmosphere in the schools of the Kagera region.

KAREN PETRY, German Sport University Cologne



**Deutsche
Sporthochschule Köln**
German Sport University Cologne

Prefaces

Stadi za maisha zinamsaidia mtoto kukubali changamoto na kufahamu jinsi ya kukabiliana nazo. Baadhi ya maswali yahasuyo kujimudu mwenyewe ni: ni namna gani bora zaidi mtu anaweza kupata hamasa ya ndani? Ni njia gani bora za kukabiliana na mambo yanayovunja moyo na kumudu dhiki ya kazi? Ni wakati gani ambapo ni vizuri kuthubutu? Kwanini unadhani kwamba ni muhimu kufahamu wakati ambapo kudhubutu ni muhimu ili kumsaidia mtu? Ni kwa namna gani unaweza kuwafanya watu wajisikie vizuri kwa kujishughulisha? Maswali hayo na mengineyo yatajibiwa na kitabu hiki.

Tunawashukuru JAMBO BUKOBA pamoja na wote walioshiriki kuandika kitabu hiki. Tunaamini kwamba 'Stadi za maisha - mwongozo wa mwalimu', kitasaidia kuongeza uelewa kwa washikadau wote kutumia michezo kama nyenzo ya maendeleo na amani.

FIKIRA R. KISSIMBA

Ag. REGIONAL ADMINISTRATIVE SECRETARY
KAGERA REGION - TANZANIA



Jamhuri ya Muungano wa Tanzania

German Sport University Cologne

Taasisi ya Maendeleo ya Michezo ya Ulaya na Masuala ya Starehe ya Chuo Kikuu cha Michezo Ujerumani kilianza kulifadhili shirika la Jambo Bukoba mwaka 2010. Kama washirika tunataka kusaidia kuboresha mafunzo ya walimu wa somo la michezo katika mkoa wa Kagera nchini Tanzania. Mojawapo ya shughuli muhimu tuzifanyazo ni kuwatuma wanafunzi vijana kufanya mazoezi Bukoba na kubuni zana za kutathmini na kuratibu mradi huo. Nina uhakika kwamba muda ambao wanafunzi wetu wanakuwa nao wakiwa Bukoba ni wa thamani sana na kwamba mambo wanayojifunza kuhusu nchi yao na kuhusu nchi nyingine, ikiwemo kuzielewa na kuziheshimu tamaduni nyingine, ni muhimu katika kujenga msingi wa kazi bora za maendeleo. Kujitoa kwa moyo kwa ofisi ya mkuu wa mkoa wa Kagera katika kuboresha elimu ya michezo kumechangia katika kulifanikisha shirika la Jambo Bukoba. Tukiwa kama Chuo Kikuu, tunapenda kusaidia kubuni kozi za mafunzo zitakazoweza kusambazwa kwa wengine na kujenga msingi imara wa programu za maendeleo ya michezo.

Kitabu hiki cha walimu ni hatua muhimu katika kuelekea kulidumisha shirika la Jambo Bukoba na ni matokeo ya kazi kubwa ya kujitolea ya Sebastian Rockenfeller ambaye ni mhitimu wa chuo chetu na ambaye alipata kufanya kazi Bukoba kwa miezi kadhaa. Ni kitabu cha kwanza kuandikwa katika lugha mbili (Kiingereza na Kiswahili) na kinaonyesha maendeleo muhimu ya Stadi za Maisha Kupitia Michezo. Ninatamani sana kitabu hiki kitumiwe hasa na walimu wa mkoani Kagera na kuongeza ubora wa vipindi vya michezo mashuleni. Nina uhakika kwamba michezo iliyomo katika kitabu hiki itayajenga maisha ya watoto na kuwapa furaha pamoja na kutengeneza mazingira mazuri ya kujifunzia katika shule za mkoa wa Kagera.

KAREN PETRY, Chuo Kikuu cha Michezo Cologne, Ujerumani



**Deutsche
Sporthochschule Köln**
German Sport University Cologne

FC Bayern Munich

For many decades the German record holder FC Bayern Munich is one of the most successful football clubs worldwide. In spite of all the successes we have never forgotten the socially disadvantaged ones. Since 2005, we bundle our numerous activities in this area with the registered association "FC Bayern Hilfe e.V.". In the year 2007, we extended the objectives of the association and put a special focus on the promotion of education.

The effort of the NGO Jambo Bukoba to use sport as a tool for development, to empower children through sport convinces us. Each of us has experienced the power of sport and the positive potential on our personal development. We have supported Jambo Bukoba from the early beginning because children are our future and as, in contrast to the adults, they are not responsible for their destiny. The FC Bayern Munich Women Football Team got involved with Jambo Bukoba in 2011, to set impulses to the purpose of the association.

I wish Jambo Bukoba and especially the Tanzanian physical education teachers a lot of success and power of endurance, to create better perspectives for many children and young adults.

KARL-HEINZ RUMMENIGGE, Chairman of FC Bayern Munich AG and Deputy Chairman of Bayern Hilfe e.V. (ass.)



FC Bayern München

Kwa miongo mingi sasa, FC Bayern Munich ambayo inashikilia rekodi za Bundesliga na kombe la shirikisho la kandanda Ujerumani, imekuwa miongoni mwa timu bora kabisa katika viwanja vya kandanda. Licha ya mafanikio yetu makubwa, kamwe hatukuwahi kuwasahau wenye udhaifu wa kijamii. Tangu mwaka 2005 tumekuwa tukifanya shughuli mbalimbali za kutoa msaada kupitia shirika letu la misaada liitwalo FC Bayern Hilfe e.V. Mwaka 2007, „kuwezesha elimu na malezi“ lilikuwa lengo tuliloliongeza katika orodha ya malengo ya shirika letu.

Tunaiunga mkono nia ya shirika la Jambo Bukoba ya kuwawezesha watoto kupitia michezo. Kila mmoja wetu amepata kufahamu nguvu ya michezo na uwezo wake wa kumsaidia mtu kujiendeleza mwenyewe. Tumeliunga shirika la Jambo Bukoba mkono tangu mwanzo kabisa kwa sababu watoto ndio mustakabali wetu na kwa sababu wao, tofauti na watu wazima, hawana uwezo wa kuamua juu ya hatma yao. Kuanzia mwaka 2011, wacheza mpira wa kike wa Bayern Munich wameshirikiana na Jambo Bukoba katika kutoa mawazo mapya juu ya suala la kuwapa wasichana nafasi sawa na wavulana.

Ninaitakia Jambo Bukoba pamoja na walimu wa somo la michezo waliopo Tanzania mafanikio zaidi na uvumilivu ili waweze kuwapatia watoto na vijana wengi nafasi nzuri kwa maisha yao ya mbeleni.

KARL-HEINZ RUMMENIGGE, Mwenyekiti wa bodi ya FC Bayern München AG na mwenyekiti msaidizi wa shirika la FC Bayern Hilfe e.V.



A Word from the Head of Jambo Bukoba, Tanzania

Oh, what a blessing to have Jambo Bukoba in Kagera region! This Organisation could as well have started in another Region of the country, as we have more than thirty regions in Tanzania. Oh, what a blessing to have good cooperation and support from the Regional Commissioner's office, Regional Educational Officer, District Educational Officers, Sports teachers, pupils, parents and the entire community in Kagera Region.

Special thanks go to Clemens Mulokozi, the founder and the first president of Jambo Bukoba Germany, for his futurist vision and to all the board members and donors for their tireless efforts to make Jambo the way it is today. Also, much thanks to Sebastian Rockenfeller for devoting his sports skills, research, trainings and finally giving the shape to Jambo Bukoba that is most liked and loved by all children, teachers and community members. Jambo Bukoba is our baby. It is lying right in our hands - smiling, looking and aspiring for our love and conducive environment to make it grow and yield more good fruits in the region among the youth through sports.

Now we have again received a valuable resource: the **Life Skills Through Games- teacher's guide**. I hope it will be appreciated and handled with care. It has to be used accordingly by both sports teachers, pupils and other stake holders for I think it deserves credit and special attention. The fact, that the author of the book Sebastian has been a practitioner of Jambo Bukoba games in the Region, makes this work to be of particular and special value to all of us so that we can make our children acquire more life skills and future vision through sports.

Our objectives aim at making children acquire life skills such as communication, problem solving, fair play, tolerance, friendship, cooperation, women (girls) empowerment and raising awareness about HIV/AIDS - to mention just a few. **A teaching manual** gives the teacher more confidence in their actions. Pupils benefit from joyful and well-structured lessons and the manual facilitates their comprehension. Therefore, it's my hope that this Jambo Bukoba sports manual book will make the games more understood and enjoyable.

Since Jambo Bukoba is an educational stake holder in the Kagera region, it believes in sports as a catalyst for development not only materially but also spiritually, mentally and physically. Therefore, education should develop the entire mental power, heart and body of a child - in other words: his or her mind, character and physical fitness. Thus goes the Latin saying: **MENS SANA IN CORPORE SANO** (A HEALTHY MIND IN A HEALTHY BODY). In Kiswahili: "**Akili timamu katika mwili wenye afya.**"

In schools, sports and games have a vital role in shaping an individual pupil to become more active in all life perspectives and influence his or her behaviour. Sports/games is a tool able to reduce absenteeism, truancy and crime in schools and society. Sports and games have the power to make pupils happy. Apart from all other teaching efforts in the classrooms, both teachers and pupils need a time to share fun and laughter - there is no better way than achieving this through sports and games. This also creates mutual understanding, love and solidarity.

I do pray that Jambo Bukoba grows bigger and bigger and extends itself to further regions in Tanzania so that all children can enjoy the treasures of its ideology and fruits. "**Where determination lies, failure cannot dismantle the flag of success**". Viva Jambo Bukoba Germany, Viva Kagera Region!

STEPHEN GONZAGA, Head of Jambo Bukoba, October, 2012



Neno Kutoka Kwa Mratibu Wa Jambo Bukoba

Ni neema kubwa kuwa na JAMBO BUKOBA katika mkoa wa Kagera. Shirika hili lingeweza kuanzishwa katika mikoa mingine ya Tanzania. Shukrani zetu kwa msaada tunaopata kutoka ofisi ya Mkuu wa Mkoa, Afisa Elimu wa Mkoa, Maafisa Elimu wa Wilaya, Walimu wa michezo, wanafunzi, wazazi na jamii yote ya Mkoa wa Kagera.

Shukrani za pekee zimwendee mwanzilishi pia Rais wa kwanza wa Jambo Bukoba Ndugu Clemens Mulokozi bila kuwasahahu wajumbe wa Bodi na wafadhili kwa jitihada zao za kuijenga Jambo Bukoba. Pia shukrani za pekee zimwendee Sebastian Rockenfeller kwa mchango wake katika michezo, utafiti na mafunzo kwa walimu ambayo yameifanya Jambo Bukoba ionekane hivi leo na kupendwa na watoto, walimu na jamii nzima kwa ujumla. Jambo Bukoba inaendelea vizuri, inahitaji kupendwa na kupata malezi bora kama ayapatayo mtoto mchanga. Shirika hili linahitaji pia mazingira bora yatakayosaidia kufikia adhima ya kuendeleza vipaji vya watoto kupitia michezo katika mkoa wetu wa Kagera.

Tumepata hazina na bahat kubwa ya kupata kitabu cha michezo ya Jambo ya Bukoba. Ni matumani yangu kuwa kitabu hiki kilichoandikwa na Sebastian kitatumiwa na watu wote kwa umakini na kuwawezesha walimu wa michezo na wanafunzi kuelewa vema michezo iliyomo katika kitabu hiki. Tunategemea watoto wetu watakuwa mahiri katika michezoni kupata stadi za maisha.

Baadhi ya malengo ya shirika letu ni kuongeza ujuzi wa maisha kwa vijana kama vile mawasiliano, uwezo wa kutatua matatizo yao, kutolipiza kisasi, uvumilivu, ushirikiano, kuinua wanawake na uelewa juu ya maambukizi ya UKIMWI.

Kitabu cha mwongozo wa michezo kitawaongezea walimu uwezo wa kujiamini katika kazi yao na hivyo kuwafanya wanafunzi kufurahia somo la michezo. Kama mdau wa elimu, Jambo Bukoba ni shirika linaloamini kuwa michezo ni chachu ya maendeleo kimwili, kiakili hata kimaadili. Msemo wa kilatini ufuatao unathibitisha hayo: ***"MENS SANA IN CORPORE SANO"*** kwa Kiswahili: ***Akili timamu katika mwili wenye afya.*** Kwa msisitizo zaidi pia wataalamu wanasema kuwa ***michezo ni furaha, licha ya kuwafundisha watoto elimu ya kitabuni, wanahitaji pia michezo ili waweze kujengeka kimwili, kiakili, kiroho na kuwa na maadili mema.***

Shuleni, michezo ina umuhimu mkubwa wa kuwajenga wanafunzi kuwa wepesi katika namna yoyote ile ya maisha na kuwajengea tabia njema. Michezo upunguza utoro, makosa yasiyo ya lazima na kuishi vizuri katika jamii inayomzunguka. Michezo uleta furaha baina ya wanafunzi na walimu pia. Michezo hulenga maelewano, ushirikiano, upendo na umoja hivi vyote hupatikana kupitia michezo. Ni maombi yetu kuwa Jambo Bukoba iendeleo kukua na kenea katika mikoa mingine katika nchi yetu ya Tanzania ili watoto waweze kufurahia matunda na sera za Jambo Bukoba.

Wana Kagera tuendeleo kuonesha mshikamo na wadau wenzetu walioko Ujerumani kwani daima penye nia pana njia.

Idumu Jambo Bukoba Germany!

STEPHEN GONZAGA, Mratibu wa Jambo Bukoba, Oktoba, 2012



HypoVereinsbank

The HypoVereinsbank has sponsored Jambo Bukoba e.V. since its start-up phase because we regard the cause as support-worthy and want to encourage the engagement of our employee and founder of Jambo Bukoba, Clemens Mulokozi. The development thus far has strengthened the high regard we hold for Jambo Bukoba's efforts and we congratulate the yet young organization for their outstanding success.

Supporting Jambo Bukoba is anchored in our employee programs which are given high priority by HypoVereinsbank. Successful projects like Jambo Bukoba confirm our belief that the impact of an effective engagement for the society is much greater whenever the knowledge of employees is integrated in a constructive way. We do this in two different ways, namely by engaging our employees in a broad number of charitable projects and by supporting their individual initiatives, for example through the 'gift-matching program' where we double the private donations of our employees. The prerequisites here are that a minimum of 15 people form a group and donate together for a certain cause. Jambo Bukoba is one of the funded projects, which underscores the close relationship that Clemens Mulokozi has with his colleagues and their commitment for his project.

Jambo Bukoba was also supported in the frame of our program 'Ehrensache!' (Affair of Honor). In the frame of this program, we reward the honorary efforts of our employees with additional vacation days and donations to the respective organization.

Incidentally, one of our flagship projects is called 'Fußball integriert' (Football Integrates). We know the great potential of football and the possibility to use this potential to foster the development of children and adolescents. Therefore, we are very pleased to support Jambo Bukoba as another valuable initiative of this background within our program.

We wish Jambo Bukoba all the best with their effort to strengthen children through sports and we would be happy to see this engagement taken as a role model by others.



DHL

We encourage and support the voluntary engagement of our employees. The project Jambo Bukoba is a prime example of a sustainable and successful cooperation.

ULRIKE MÜHLBERG

Vice President Living Responsibility Strategy

The image shows the Deutsche Post DHL logo, which consists of the text 'Deutsche Post DHL' in a bold, black, sans-serif font, centered within a yellow rectangular background.

HypoVereinsbank

Benki ya HypoVereinsbank imekuwa ikilifadhili shirika la Jambo Bukoba tangu kuanzishwa kwake. Tunafanya hivyo kwa sababu tunaona kwamba wazo hili linafaa kuungwa mkono na tuna imani na kazi ya mwenzetu Clemens Mulokozi. Maendeleo ya mradi wa Jambo Bukoba ambayo yametupendeza, yamethibitisha matumaini yetu na imani yetu na tunaupongeza mradi huu kwa mafanikio uliopata hadi sasa.

Ufadhili ambao sisi wa benki ya HypoVereinsbank tunautoa kwa Jambo Bukoba unatokana na programu maalumu za wafanyakazi wetu ambazo tunazithamini sana. Miradi yenye mafanikio kama huu wa Jambo Bukoba, inathibitisha imani yetu kwamba kujitolea kwa watu katika jamii kutakuwa na mafanikio zaidi iwapo ujuzi wa wafanyakazi utatumika ipasavyo. Sisi tunafanya hivyo kwa njia mbili: kwanza kwa kuwashirikisha wafanyakazi wetu katika programu za kujitolea za benki yetu zinazogusa nyanja mbalimbali na pili kwa kuwaunga mkono katika miradi wanayoendesha wao binafsi.

Katika mradi tunaouita „Gift Matching“ tunaongezea kiasi cha fedha ambacho wafanyakazi wetu wametoa kama msaada. Kinachohitajika ni pawepo na wafanyakazi wasiopungua 15 wanaounda kundi la kutoa msaada na wanaotaka kuutoa msaada huo kwa shirika maalumu. Mmoja wa miradi iliyofadhiliwa kwa njia hii ni Jambo Bukoba, suala lililoonyesha namna ambavyo wafanyakazi wenzake Clemens Mulokozi wanajiona kuwa sehemu ya mradi huo. Hata katika programu yetu iitwayo „Ehrensache!“ Jambo Bukoba ulikuwa miongoni mwa miradi iliyopewa ufadhili. Katika programu ya „Ehrensache!“ tunawazawadia wafanyakazi wetu wanaofanya kazi za kujitolea siku za ziada za likizo pamoja na fedha za kufadhili miradi yao.

Mbali na hayo, mradi mmoja wa kijamii wa benki yetu unaitwa „Fußball integriert“ yaani mpira wa miguu unajumuisha. Tunafahamu nguvu kubwa iliyopo katika mchezo wa mpira wa miguu na tunafahamu pia namna ya kuitumia nguvu hiyo katika kuwawezesha watoto na vijana. Kwa sababu hiyo tunafurahi kuweza kufadhili mradi mwingine wa namna hii kupitia Jambo Bukoba. Tunautakia mradi huo mafanikio zaidi katika juhudi za kuwawezesha watoto kupitia michezo na tungefurahi sana iwapo mradi huu utapokelewa na watu wengi zaidi.



DHL, Neno la utangulizi

Tunawaunga mkono na kuwawezesha wafanyakazi wetu wanaofanya kazi za kujitolea. Mradi wa Jambo Bukoba ni mfano mzuri wa ushirikiano endelevu na wenye mafanikio.

ULRIKE MÜHLBERG

Vice President Living Responsibility Strategy

Deutsche Post DHL

Introduction

Dear teacher, if you want to use sport as an educational tool for development and social change it is necessary to have people who can organize and plan good quality sporting activities and Physical Education. You need to know how to work with the equipment; you need to learn games and rules. That is the reason why we decided to train P.E. teachers on grass roots level.

You are one of the teachers who have been trained in a five-day workshop on how to use sport to improve your learners’ self esteem, how to improve teamwork and communication skills, how to teach responsibility and discipline. You can summarize the concept of these teacher training sessions in one formula: **Sport + Skills \implies Change/Development**

This formula leads us to objectives of the project. We are not trying to produce new talents or professional sportsmen and sportswomen. We are not focussing on competitive sport or high performance sport. We believe sport is part of a good all-round education. We believe a healthy body creates a healthy mind. So the project activities and the curriculum of the teacher training workshops have different approach. We don’t want children to run faster, to jump higher, nor is teaching children how to shoot the ball into the goal our top priority. We want to contribute to a change in community; we want to support development by teaching values such as respect, teamwork, responsibility and problem-solving through sport. We want “Development through Sport” to be our main objective and not “Sport Development”. This is a new approach which does not focus on the improvement of sporting codes as in soccer, netball etc. It is not all about competition and winning medals. We believe it is not easy to understand this philosophy/concept initially. That is why we describe the theory of the approach and the “**Life Skills Games**” of the workshop in this teacher’s guide.

Our program is called *Life Skills Through Games*. We have developed it adapted to your situation in cooperation with Tanzanian sport specialists. We visited 18 schools in the Kagera region to get a picture about the sport situation in your schools. What do the children like? What is the sport infrastructure like? What kind of movement culture do the locals participate ? We didn’t merely want to export a German (or “Western”) sport concept. We want to employ your knowledge and abilities to learn from each other. We believe ownership is the key to success and we want to listen to your suggestions and ideas. This concept of using sport as a specific tool to fight community problems is put to practice by different organizations, NGOs and governments all over the globe.

If we make sport into an important part of the curriculum and if we implement quality Physical Education periods in schools, this effort will contribute to change and development. If our formula is understood and accepted by all institutions (from the national to the ward level) we can influence new generations positively. Sport shouldn’t be neglected. It should be part of daily school life. It is a powerful tool in the education of boys and girls. Well-planned and well-taught Sport (P. E.) can be used to prevent crime, drug abuse or early sexual intercourse. Through sport you can send important messages which are important for life. Sport is a tool for development. Let’s start using it!

Utangulizi

Mpendwa mwalimu, ukitaka kutumia michezo kama zana ya elimu kwa maendeleo na mabadiliko katika jamii ni muhimu kuwa na watu wanoweza kupanga na kuandaa shughuli za michezo zenye ubora. Unahitaji kufahamu jinsi ya kutumia vifaa na kujifunza michezo mbalimbali na sheria zake. Hii ndiyo sababu iliyotufanya tuamue kuwafunza walimu wa somo la michezo katika ngazi ya chini.

Wewe ni mmoja wa walimu ambao wamepata mafunzo katika warsha ya siku tano juu ya kutumia michezo ili kuboresha kujiamini kwa wanafunzi, kujenga umoja, kuboresha mawasiliano, uwajibikaji na nidhamu. Mawazo yote yanayofundishwa katika yetu kwa walimu yanajumuishwa katika kanuni hii: **Michezo + Stadi \implies Mabadiliko/Maendeleo**

Kanuni hii ndio inayotuongoza katika malengo ya mradi huu wa michezo. Mradi huu haulengi kuibua vipaji vipya au wanamichezo mahiri. Tunaamini kwamba michezo ni sehemu ya msingi ya elimu. Tunaamini pia kuwa afya ya mwili hujenga afya ya akili. Hivyo shughuli za mradi huu pamoja na mtaala wa warsha za walimu unaleta dhana mpya. Hatuhitaji kuona watoto wakikimbia kwa kasi zaidi, wakiruka juu zaidi au kupiga mpira golini kama kipaumbele. Tunataka kuchangia katika mabadiliko ya jamii, tunataka kusaidia kuleta maendeleo kwa kufundisha maadili kama vile heshima, umoja, uwajibikaji pamoja na utatuzi wa matatizo kupitia michezo. Tunataka lengo kuu liwe “maendeleo kupitia michezo” na si “maendeleo katika michezo”. Huu ni mtazamo mpya unaolenga kuboresha maadili ya michezo maarufu kama vile soka, netiboli n.k. Lengo kuu si kuwa na ushindani na kujipatia medali. Tunaamini kwamba si rahisi kuelewa falsafa hii tangu mwanzo na ndio maana katika kitabu hiki cha walimu tunatoa ufafanuzi wa dhana hii na michezo ya stadi za maisha inayofundishwa katika warsha.

Programu yetu inaitwa *Stadi za Maisha Kupitia Michezo*. Kwa kushirikiana na wataalamu wa michezo kutoka Tanzania, tumeiendeleza na kuibadili programu hii ili iendane na mazingira ya Tanzania. Tulitembelea shule 18 za mkoa wa Kagera ili kupata sura halisi ya mazingira ya michezo katika shule zenu. Watoto wanapenda nini? Miundombinu ya michezo ikoje? Utamaduni wa michezo ukoje? Hatukutaka kuwaletea utamaduni mpya wa michezo kutoka Ujerumani au Ulaya. Tunataka kutumia uwezo wenu na kujifunza kutoka kwenu huku ninyi pia mkijifunza kutoka kwetu. Tunaamini kuwa tukiufanya mradi huu kuwa wenu tutafanikiwa na tutasikiliza mawazo na mapendekezo yenu. Dhana hii ya kutumia michezo kama zana ya kupambana na matatizo katika jamii inatumiwa na mashirika mbalimbali ya kiserikali na yasiyo ya kiserikali duniani kote.

Endapo tutaingiza michezo kama sehemu ya muhimu ya mtaala na tukitekeleza ubora wa vipindi vya michezo mashuleni, juhudi zetu zitachangia katika kuleta mabadiliko na maendeleo. Kama dhana hii itaeleweka na kukubaliwa na taasisi zote (kuanzia ngazi ya kitaifa hadi ngazi ya kata) tutaweza kutoa mchango mzuri kwa vizazi vijavyo. Michezo haipaswi kuwekwa kando. Inapaswa kuwa sehemu ya shughuli za kila siku shuleni. Ni zana yenye nguvu inayofaa kufundishia wavulana na wasichana. Tuanze kutumia michezo kwa ajili ya kuleta manufaa. Kipindi cha michezo kilichoandaliwa na kufundishwa vizuri kinaweza kutumika kuzuia uhalifu, utumiaji wa madawa ya kulevya au kujihusisha na ngono katika umri mdogo. Unaweza kutoa ujumbe ulio wa muhimu katika maisha kupitia michezo. Michezo ni zana ya maendeleo. Tuanze kuitumia!

Sport-related and Non-sport-related Skills

One of the first questions which was raised during the workshop was: “*What is Physical Education and why is the subject so important?*”

These were some of the teachers’ answers:

- Development of psychomotor skills.
- Development of coordination, social skills, an aesthetic sense and the mastery and enjoyment of movement.
- Development of a positive attitude towards one’s own body.
- It aims to contribute to the improvement of the quality of life of young people.
- Enables children to maintain a healthy and active lifestyle.
- It develops a healthy body and a healthy mind and allows learners to experience the joy of movement.
- Develops the whole child.
- Children who exercise learn better in school.

Unfortunately P.E. is underrepresented in school timetables. It shouldn’t be neglected! Under ideal circumstances, at least one period of P.E. per week is necessary.

The aims of Physical Education are:

A) Movement development:

- Develop and improve the learners’ perceptual motor skills through participation in a of movement forms.
- Widen their experience of movement and their sport-specific vocabulary through participation in variety of movement forms.

B) Health development:

- Develop and understand good health through an interest in and respect for their own bodies.

C) Affective/emotional development:

- Enhance emotional stability including a positive self-image, self-control, independence, confidence, own decision-making and creative ability, based on a well-grounded system of values.

D) Social development:

- Develop healthy interpersonal relationships.

E) Normative development:

- Develop an understanding of good normative behaviour based on a sound system of values.

F) Physical development:

- Help maintain and develop physical fitness.

Stadi za Michezo na Stadi za Maisha

Mojawapo ya maswali yaliyozuka mwanzoni mwa warsha yetu ni: „Elimu ya michezo ni nini na kwanini ina umuhimu?“

Haya ni baadhi ya majibu ya walimu wa michezo:

- Kuimarisha mawasiliano kati ya ubongo na mishipa ya fahamu.
- Ukuaji wa mawasiliano ya mwili , stadi za jamii milango ya fahamu na kufurahia kujishughulisha kimwili.
- Kufurahia umbo lako.
- Kukua kwa mtazamo chanya kwa kila mmoja.
- Michezo inalenga kuchangia katika kuboresha maisha ya vijana.
- Kuwezesha watoto kuwa na afya bora na kufurahia maisha.
- Michezo huboresha afya na akili na huleta furaha ya kujishughulisha kimichezo.
- Michezo humwendeleza mtoto katika ujumla wake.
- Watoto wanaocheza na kufanya mazoezi hujifunza na kuelewa vizuri zaidi shuleni.

Kwa bahati mbaya elimu ya michezo haitiliwi mkazo kama inavyostahili. Haitakiwi kupuuzwa! Ingefaa kipindi cha michezo kifundishwe angalau mara moja kwa wiki.

Malengo ya elimu ya michezo:

A) Kukuza stadi mwendo:

- Kuendeleza na kuboresha stadi mwendo za mwanafunzi kupitia aina mbalimbali za michezo
- Kupanua ufahamu wao kuhusu michezo na maneno maalumu yanayotumika katika michezo kupitia shughuli mbalimbali za kimichezo.

B) Kuboresha afya:

- Kuboresha afya na kufundisha juu ya afya bora kwa kuwafanya wanafunzi wapende na kuheshimu miili yao.

C) Ukuaji wa hisia

- Kukazia uimara wa hisia ikiwemo kujithamini, kujizuia, uhuru, kujiamini, kufikia maamuzi mwenyewe pamoja na ubunifu, yote hayo katika msingi bora wa maadili.

D) Ukuaji wa mahusiano katika jamii:

- kukuza na kujenga mahusiano.

E) Ukuaji wa kimaadili:

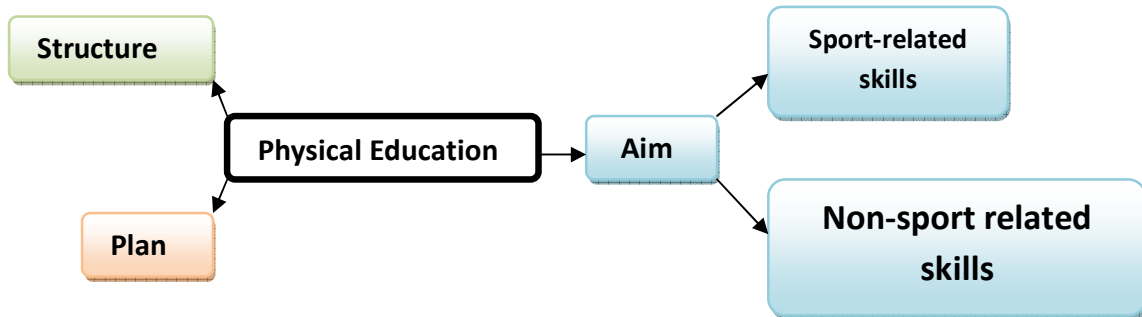
- Kukuza uelewa wa tabia nzuri katika msingi wa maadili.


F) Kukua kwa mwili na umahiri wa mwili:

- Husaidia kudumisha ukomavu wa mwili.

Life Skills Through Games – A Teacher’s Guide

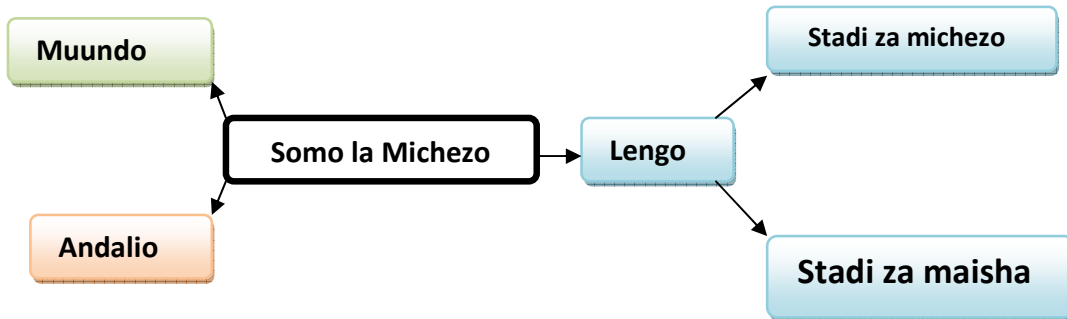
It is important to **plan** and to **structure** Physical Education periods to achieve your **aims**. These aims are divided into **Sport-related** and **Non-sport-related aims**:



Skills and learning outcomes of Physical Education → Outcome-based education	
Non- sport-related skills:	Sport-related Skills:
<p>A. Development of life skills¹</p> <ul style="list-style-type: none"> → problem-solving → trust → respect → communication → cooperation → teamwork → responsibility → discipline → self-confidence 	<p>B. Development of general sport skills</p> <ul style="list-style-type: none"> - moving the body - moving and stopping unsupported objects - deflecting and hitting balls in variety of ways - passing and catching balls in different ways - moving and stopping supported objects
	<p>C. Development of sport-specific skills</p> <p>Tactics: acting in a planned and target-oriented manner with clever choice of available means and possibilities by the individual, a group or a team.</p> <p>Sport-related techniques: For example: heading, instep shooting and passing</p>
	<p>D. Development of physical fitness</p> <p>Fitness: speed, endurance, strength, flexibility, balance, coordination, agility</p>

¹ Life skills “refer to psychosocial skills. Keywords used to describe psychosocial skills [are]: personal, social, interpersonal, cognitive, affective, universal.” (WHO 1999: 3). According to Gatz et al. (2002: 53) life skills describe those competences that provide human beings to be successful in the environment they live in.

Ni muhimu kupanga na kuandaa vipindi vya michezo ili kutimiza malengo yako. Malengo hayo yamegawanyika katika malengo ya kimichezo na yasiyo ya kimichezo.



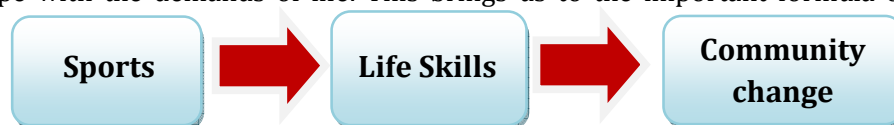
Stadi zinazopatikana kupitia somo la michezo → Elimu inayolenga kupata matokeo	
Stadi za maisha	Stadi za michezo
<p>A. Kukuza stadi za maisha</p> <ul style="list-style-type: none"> → Utatuzi wa matatizo → Imani → Heshima → Mawasiliano → Ushirikiano → Umoja → Uwajibikaji → Nidhamu → Kujiamini 	<p>B. Kukuza ustadi katika michezo</p> <ul style="list-style-type: none"> - Kuushughulisha mwili - Kusogeza na kusimamisha vyombo ambavyo - havijashikiliwa au kutegemezwa - Kupiga mipira kwa njia mbalimbali - Kurusha na kudaka mipira kwa njia mbalimbali Kusogeza na kusimamisha vitu vilivyoshikiliwa au kutegemezwa.
	<p>C. Kukuza vipaji maalum vya kimichezo</p> <p>Mikakati: Kufanya jambo kwa kufuata mpango Fulani na kwa kutumia kwa busara uwezo ulionao ukiwa kama mtu binafsi au katika kikundi.</p> <p>Mbinu za kimichezo: Kwa mfano kupiga mpira kwa kichwa, kuupiga mpira kwa kutumia sehemu ya ndani ya mguu na kutoa pasi</p>
	<p>D. Kuboresha physical fitness</p> <p>Afya: kasi, ukakamavu, wepesi, ulinganifu, umahiri wa kimichezo</p>

What is a Life Skill?

Life skills are life-enhancing skills that enable an individual to cope successfully with the demands of life. People with the necessary life skills are able to maximize their personal abilities. They are able to handle and cope with problems they experience during development. Life skills can also be referred to life competencies because they enable individuals to be effective in a variety of life situations. A life skill is an ability to interact in the community. A life skill is an ongoing process of learning on how to deal with life’s situations. Life skills are the skills needed to be part of society. Some skills are developed through education, some through experience. So, you teachers are responsible for providing your learners with those experiences. For this purpose we developed a specific teaching tool which uses games to develop these life skills. At the end of the book you will find a list of these **Life Skills Games**.

“The Life Skills-Through-Games-Program”

The workshop posed the question of whether or not people are born with life skills. It is obvious that everyone has some life skills although some may not be well-developed. You may discover a life skill which is not new but had been ignored. Such skills can be developed through the process of education. Some skills can be developed through experience. One can learn, for example, to cope with change. Some people are able to move through life unaware that they have to acquire certain skills in order to cope with the demands of life. This brings us to the important formula of the program:



“Every child loves to play – it is part of nature of a child.” → All students start school motivated to move. They want to use up their energy by playing games. Therefore P.E. should build on this motivation and give the learners the opportunity to experience various ways of moving. In addition, games combine all the above mentioned aims of P. E.

The life skills gained through games are: communication, responsibility cooperation, trust, discipline, teamwork, respect, ability to compete fairly, tolerance, self-esteem, problem-solving skills, patience, self-confidence, creativity, concentration, commitment, strategy, honesty, etc...

The program involves **experience-based learning** and **problem-based learning methodology**. The “Life Skills Through Games Program” is a powerful teaching tool. While classroom lessons primarily address the cognitive domain, experimental learning involves the whole student: their cognitive, affective and physical domains. The result is that students can relate to the subject matter in a way that is meaningful to their own lives. This experience-based learning program can help bring the students and the teacher closer together because they share aspects of their own actions and decisions. There is also a personal element about this type of learning. This can be a valuable way for instructors to get to know their students, and for students to act together as a team. Programs like this can have a lasting impact.

Nini maana ya stadi za maisha?

Stadi za maisha ni mafunzo yamwezesha mtu kukabiliana kikamilifu na changamoto na mahitaji ya maisha. Watu wenye stadi za maisha wanaweza kutumia ujuzi wao kupata mafanikio zaidi. Wanaweza kutatua na kukabiliana na matatizo wanayokumbana nayo katika safari ya kujiendeleza. Aidha, stadi za maisha ni ujuzi wa maisha kwani humfanya mtu awe mahiri katika nyanja mbalimbali za maisha. Stadi za maisha ni uwezo wa mtu kuchangamana na watu katika jamii. Stadi za maisha hupatikana na kukuzwa kupitia elimu na uzoefu. Kwahiyo, walimu mna jukumu la kuwapatia wanafunzi wenu elimu na uzoefu huo. Tumeandaa mfumo maalum wa kufundishia unaotumia michezo kukuza stadi za maisha. Mwishoni mwa kitabu hiki kuna orodha ya michezo inayojenga stadi za maisha.

Programu ya Stadi za Maisha kupitia Michezo

Katika warsha zetu, swali hili liliulizwa: Je, watoto huzaliwa na stadi za maisha? Ni dhahiri kwamba kila mtu ana uwezo au kipaji fulani ambacho labda hakijakuzwa. Unaweza kugundua kwamba una kipaji fulani ambacho umekuwa ukikipuuza. Vipaji hivyo vinaweza kukuzwa kupitia elimu. Vipaji vingine hukuzwa kutokana na uzoefu. Kwa mfano, mtu anaweza kujifunza jinsi ya kukabiliana na mabadiliko. Wapo baadhi ya watu ambao hawatambui kwamba wanapaswa kujifunza stadi mbalimbali ili waweze kuishi vizuri. Suala hilo linatupeleka katika kanuni ya muhimu inayotumika katika programu hii:



„Kila mtoto anapenda kucheza – Kucheza ni sehemu ya asili ya mtoto“ → Wanafunzi wote huanza shule wakiwa na hamu ya kucheza na wanapenda kutumia nguvu yao katika michezo mbalimbali. Hivyo kipindi cha michezo kinapaswa kutoa motisha kwa wanafunzi na kuwapa nafasi ya kujishughulisha kimichezo kwa njia mbalimbali. Vilevile michezo hujumuisha malengo yote ya somo la michezo yaliyotajwa awali.

Stadi za maisha zipatikanazo kupitia michezo ni: mawasiliano, heshima, ushirikiano, imani, nidhamu, mshikamano, uwezo wa kushindana kwa haki, uvumilivu, uwezo wa kutatua matatizo, kujiamini, haki, ubunifu, kuwa makini, kujitoa, ukweli n.k.

Programu hii inajumuisha **njia ya kujifunza kupitia uzoefu na kujifunza kupitia matatizo**. Programu ya „Stadi za Maisha kupitia Michezo“ ni zana ya kufundishia yenye nguvu. Masomo ya darasani hugusia zaidi upande wa utambuzi wakati mafunzon yenye majaribio humjumuisha mwanafunzi katika ujumla wake upande wa utambuzi, wa kihisia na wa kimwili. Hivyo wanafunzi wanaweza kuelewa zaidi kile wanachojifunza kwa sababu kina umuhimu katika maisha yao. Njia ya kujifunza kupitia uzoefu inaweza kuwaleta wanafunzi na walimu wao karibu zaidi kwani wanashirikishana kuhusu matendo na maamuzi wanayoyafanya. Njia hii pia ina uwezo wa kumgusa kila mtu kwa namna yake. Jambo hili laweza kuwa ni njia muhimu ya mwalimu kuwafahamu zaidi wanafunzi wake na kushirikiana nao kama timu moja. Programu za namna hii zinaweza kuleta mabadiliko yanayodumu muda mrefu.

How to plan a P.E. period

It is necessary to plan a P.E. period in advance if you want to conduct a smooth and effective lesson. Learners will be quick to notice if your session is poorly planned and they can soon become bored! Warning: **a boring lesson will do little to deliver skills** (sport-related and non-sport-related skills). It is important to add variation to your periods and split them into parts. It is better to prepare too well rather than too badly. Activities you do not use in one lesson can be used in another.

→ Consider the following factors when planning a P.E. game lesson:

- NUMBER of players?
- What does the ground/pitch look like?
- What are the OBJECTIVES?
- What ACTIVITIES should be included?
- Who will be in the lesson? (AGE group)
- When do I do the session? (TIME)
- What EQUIPMENT do I need? (Present our equipment!!)
- What are the safety precautions / measures I need to take into account and enforce?
- What are the RULES?
- How do I begin and end a session (Rituals)?
- How do I organize the lesson?
- What skills does the teacher have?
- What are the interests of the learners?
- Also follow: be specific, vary, individualize, evaluate!
- Modify rules to cause behavioral change.
- Make sure everyone plays

Safety Issues:

- “STOP Rule”: If the teacher or a player shouts “Stop”, everyone stops his/ her action.
- Check for potential hazards. The equipment and the ground must be safe.
- Hydration and nutrition: Adapt the level of physical activity. If you do sports with high physical activity (endurance training) make sure that the learners drink and eat enough.
- Warm-up: Prevention of overexertion and sport injuries.

Girls’ participation in sport activities:

Sport is an effective means of coeducation. To promote that you can let girls and boys take turns at being team captains. You can make mixed teams. You as a teacher should also accept that girls and boys have different preferences as to which sports they like. They want to use their body differently. You should also try to stop rewarding girls excessively or letting them off lightly.

Jinsi ya kuandaa kipindi cha michezo

Ni muhimu kuandaa kipindi cha michezo kama unataka kuendesha kipindi kitakachokwenda vizuri na kitakachoeleweka. Wanafunzi wanagundua haraka kama hukujiandaa vizuri na watakosa shauku ya kuendelea kujifunza. Onyo: Kipindi kilichozubaa hakitaweza kufikisha ujumbe yaani stadi za michezo na stadi za maisha. Ni muhimu kuwa na mabadiliko ya mara kwa mara na kukigawa kipindi cha michezo katika sehemu ndogo ndogo. Ni bora kuandaa michezo mingi kuliko michache. Mambo yaliyokosa kutumika katika kipindi kimoja yanaweza kutumiwa katika kipindi kingine.

→ Zingatia haya katika kuandaa kipindi cha michezo:

- Idadi ya wachezaji
- Uwanja au eneo la michezo
- Lengo la mchezo
- Aina ya michezo ama mazoezi
- Umri wa wanafunzi
- Muda ambao kipindi cha michezo kitafanyika
- Vifaa vya michezo
- Jinsi ya kuhakikisha usalama katika kipindi cha michezo
- Jinsi ya kuanza na kumaliza michezo
- Namna ya kupanga kipindi cha michezo
- Uzoefu au ujuzi wa mwalimu
- Mambo yanayowavutia wanafunzi
- Zingatia pia kueleza mabo bayana, kuleta mabadiliko, kumhusisha kila mmoja na kufanya tathmini.
- Badilisha kanuni za michezo ili kuleta mabadiliko ya tabia
- Hakikisha kwamba kila mtu anaweza kucheza

Masuala ya usalama:

- „*Sheria ya kuacha*“: Mtu anaposema “acha” au “simama”, watu wengine wote wanapaswa kuacha kile wanachokifanya.
- Hakikisha kwamba hakuna vitu vya hatari kwenye eneo la michezo.
- Hakikisha kwamba wanafunzi wanakula chakula cha kutosha na kunywa maji ya kutosha kabla ya kuanza kipindi cha michezo.

Kuhusishwa kwa wasichana katika michezo:

Michezo ni zana nzuri ya kuhamasisha mahusiano mazuri baina ya wavulana na wasichana. Kuwezesha jambo hilo unaweza kuwapa wasichana na wavulana zamu ya kuwa nahodha wa timu. Mara kwa mara unaweza pia kuunda timu za mchanganyiko yaani zenye wavulana na wasichana. Unapaswa kuzingatia kwamba wavulana na wasichana hupendelea michezo tofauti kwa sababu wanapenda kutumia miili yao kwa namna tofauti. Unapaswa pia kujaribu kutowapendelea wasichana.

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Equipment: Alternative use of equipment.

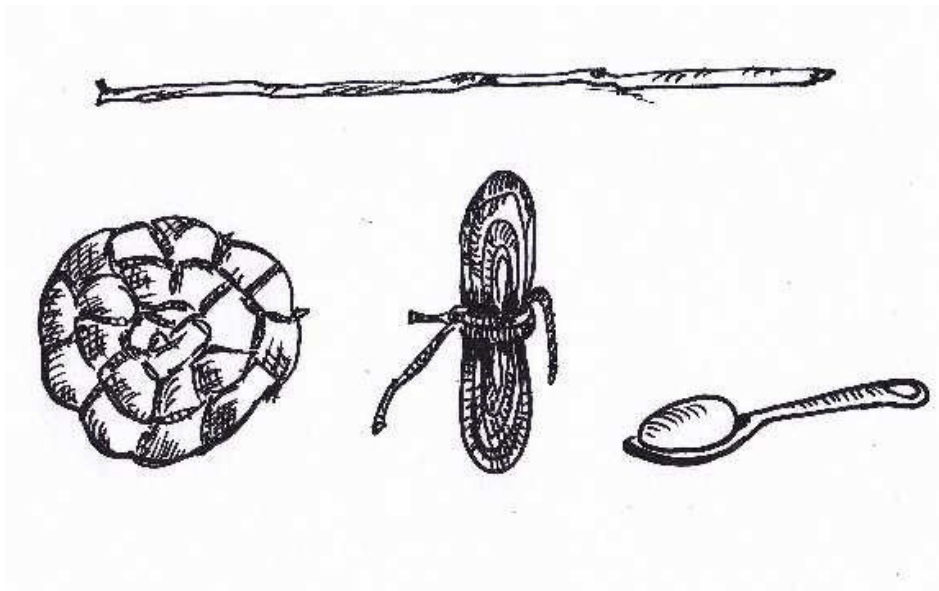
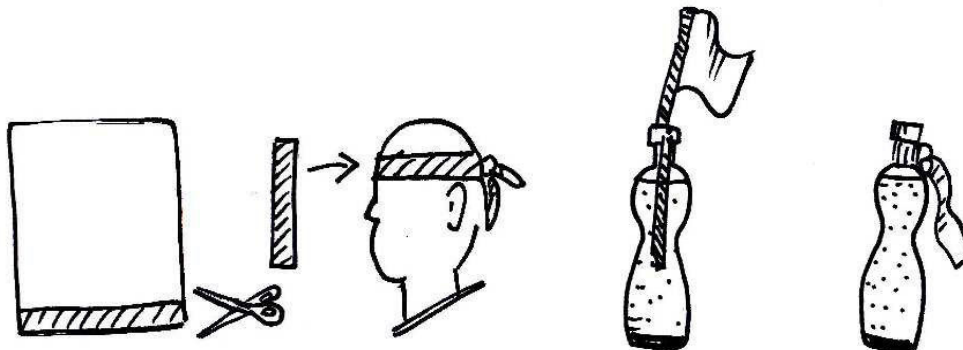
Make your own equipment! Lack of material is no excuse not to do P.E.! Be creative! If you can't find the materials we used in the workshop, you should think about other things that you could use instead.



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Vifaa: Njia mbadala ya kutumia vifaa.

Tengeneza vifaa mwenyewe! Ukosefu wa vifaa vya michezo si sababu ya kutokuwa na kipindi cha michezo. Kuwa mbunifu. Kama hutoweza kupata vifaa tulivyotumia katika warsha, unapaswa kufikiria juu ya vifaa unavyoweza kutumia badala yake.



Roles of a PE-teacher

Teachers act as ambassadors who communicate values. They should provide positive experiences for their students. A good P.E. teacher gives positive feedback. He/She is able to organize time and space for the P.E. period, to enable the children to learn. Furthermore he/she loves sport and children and is able to motivate the participants. He/ She should be able to encourage both sexes to play peacefully together. He/ she includes everyone into the activities. In addition, the teacher has to be aware of the norms and values of the target group.

The different roles of a Physical Education teacher:

- 1) **Motivator (encourages)**
- 2) **Guardian (ensures that activities are fun, safe)**
- 3) **Organizer (ensures every player gets the maximum opportunity/time in each period)**
- 4) **Trainer (improves physical fitness) sporting skills and life skills**
- 5) **Leader (a role model, who children look up to)**
- 6) **Friend (provides support)**

How to present/conduct a P.E. period

→ General Tips:

Teachers have to focus on how to make P.E. lessons enjoyable, motivating, safe and educationally effective.

To be able to conduct and lead you have to:

- Understand your learners and their needs as individuals and as a group.
- Be prepared, good planning
- Assume different roles in different situations – you have to play different roles! (explained later)
- Lay down clear rules.
- Use rituals: they reinforce the sense of belonging and identification.
- Do not talk too much → start with your exercises quickly

DEMONSTRATIONS:

- Actions are more effective than words.
- Visual information rather than long explanations - (10% rule) “it is easier to look than to listen” – Let others demonstrate.
- Position yourself to the group, so everyone can see and hear demonstration clearly.
- Repeat the demonstration.
- Use students for demonstration purposes.

Mchango wa mwalimu wa michezo

Walimu ni mabalozi wenye kufundisha maadili mazuri. Wanatoa maarifa yao kwa wanafunzi wao. Mwalimu bora wa michezo ana uwezo wa kutoa maoni mazuri juu ya kile kilichofanyika. Ana uwezo wa kuandaa wakati na mahala pa somo la michezo kufanyika. Vilevile anapenda michezo na watoto na anaweza kuwahamasisha wanafunzi wake. Mwalimu bora anapaswa kuwawezesha wavulana na wasichana kucheza pamoja kwa amani na humjumuisha kila mmoja katika michezo. Isitoshe, mwalimu bora wa michezo anapaswa kuelewa kanuni na maadili au desturi za kikundi husika.

Nafasi mbalimbali za mwalimu wa michezo:

- 1) Mhamasishaji
- 2) Mlezi
- 3) Mwandalizi
- 4) Kocha
- 5) Kiongozi
- 6) Rafiki

Jinsi ya kufundisha somo la michezo

→ Ushauri:

Walimu wanapaswa kuvifanya vipindi vya michezo viwe vyenye kuvutia, vyenye kutia moyo, salama na vinavyoalemisha.

Ili kuweza kuongoza na kuendesha kipindi chako unapaswa:

- Kuwaelewa wanafunzi wako pamoja na mahitaji yao kama mtu binafsi na kama kikundi.
- Kujiandaa na kukiandaa kipindi.
- Kuchukua nafasi tofauti tofauti kulingana na hali tofauti tofauti (ufafanuzi utafuata baadaye).
- Kutunga kanuni zilizo wazi kabisa.
- Tumia desturi: Desturi huimarisha mshikamano na desturi ya kuwa wamoja.
- Usiongee kupita kiasi → Anzeni kufanya mazoezi mapema iwezekanavyo.

MIFANO NA MAELEKEZO:

- Vitendo ni bora kuliko maneno.
- Toa taarifa zinazoonekana na si maelezo marefu (kanuni ya 10%): Ni rahisi kutazama kuliko kusikiliza. Waache wengine waonyeshe mifano.
- Simama mahali ambapo kila mtu anaweza kukuona na kusikia maelekezo yako.
- Rudia maelekezo.
- Watumie wachezaji katika kikundi kutoa mifano na maelekezo.
- Wahimize wachezaji kuangalia na kujifunza kutoka kwa wachezaji wenzao.

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- Encourage students to observe and learn from fellow students’ actions
- Be self-motivated!
- Lead the action!
- Be authentic!
- Participate, be a role model!

COMMUNICATION:

- Communicate effectively and keep your language simple!
- Observe the whole group when correcting and explaining!
- Make sure that each player can hear and understand you!
- Speak loudly and clearly!
- Stand up straight!
- Maintain eye-contact!
- Give clear instructions!



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- Uwe mwenye hamasa.
- Ongoza matendo.
- Kuwa halisi, usiigize.
- Shiriki kikamilifu na kuwa mfano wa kuigwa.

MAWASILIANO:

- Wasiliana na wanafunzi kikamilifu kwa lugha rahisi.
- Litazame kundi zima unaposahihisha au unapoeleza.
- Hakikisha kwamba kila mchezaji anakusikia na kukuelewa.
- Zungumza kwa sauti yenye nguvu na inayoeleweka.
- Simama wima.
- Wasiliana kwa macho.
- Toa maelekezo kwa uwazi.



How to structure a P.E. period

- 1) **Taking charge/warm- up** (Welcome students, explain your aims, prepare them, sit down, make a circle, encourage them, start activity quickly)
- 2) **Main part/activity** (Preparation: physical and mental – through games, dance, jumping, learning)
- 3) **Cool down** (Return body rhythm, relax, stretch)
Feedback: tell them what was good, give encouragement, assess the session, tell them what they learned)



INTRODUCTION:

The introduction helps players to understand your objectives. If you want to develop a special life skill you should explain where to use the skill in the real world. The players need to understand the life skill purpose of the game. In addition, you should always create the safest and most comfortable atmosphere for your learners.

GAME: Main activity: The children learn and experience.

FOLLOW-UP ACTIVITY: (concluding activity = reflection)

We want the learners to start thinking seriously about the life skill presented in the game. The players should get involved in reflecting on the issues on hand. (*“Experience-based learning”*)
Methods: open discussion, role-play, songs and dance (enjoyable activities). The children shouldn’t be asked *“suggestive discussion questions”* after the main activity. This involves asking them open questions, not “Yes”/ “No” questions, encouraging them to share their thoughts and ideas. It is also important that you listen to the children really patiently. From there the key message should be given to the participants. Think about the life skill you trained and try to build a bridge between the game and real life. Where is it necessary to use this skill in daily life?

Other important aspects:

- Move from easy tasks on to difficult ones: teach responsibility, teamwork and communication before trust.
- A well-structured and well-taught session provides a beneficial experience on various levels:
- **The emotional level:** experiencing joy, fun, motivation, learning to cope with fear, frustration, manage aggression
- **The physical level:** strength, speed, mobility, coordination, experience of the body
- **The cognitive level:** capacity to think, reflect, make decisions, concentrate

Jinsi ya kuunda kipindi cha michezo

- 1) **Hatua ya kwanza (Kupasha):** Wakaribishe wanafunzi, eleza lengo, waandae, kaeni chini katika duara, wahamasishe kisha anza somo haraka.
- 2) **Kiini/Kushughulika:** (Maandalizi: Michezo ya mwili na akili, dansi, kuruka, kujifunza.)
- 3) **Hitimisho:** Kuupooza mwili, kujiachia legelege, kujinyoosha, kutikisa viungo. Mrejesho: Waeleze kipi kilikuwa kizuri, watie moyo, fanya tathmini na waeleze walichojifunza.



UTANGULIZI:

Utangulizi unasaidia wachezaji kuelewa malengo ya mchezo. Kama utapenda kufundisha ujuzi fulani ni lazima kueleza ujuzi huo unavyoweza kutumika maishani. Wachezaji wanapaswa kufahamu dhumuni la stadi za maisha wanazojifunza kupitia mchezo huo. Unapaswa kufanya kila liwezekanalo kutengeneza mazingira mazuri na salama kwa wanafunzi wako.

MICHEZO: Shughuli kuu: Kujifunza kupitia uzoefu:

SHUGHULI YA KUKAZIA: (Shughuli ya mwisho = tathmini)

Tunataka wanafunzi waanze kufikiria kwa kina juu ya stadi za maisha walizojifunza kupitia mchezo fulani. Wachezaji wafikirie matatizo yanayowakabili kwa sasa na jinsi ya kutumia stadi hizi kutatua matatizo hayo. (Kujifunza kupitia uzoefu). Mbinu: Majadiliano, maigizo, nyimbo na dansi (michezo furahishi). Panatakiwa pawe na „maswali yanayoshauriwa kufanyiwa majadiliano“ ambayo wanafunzi wataulizwa mwishoni mwa kipindi. Hivyo waulize maswali wanayoweza kujibu kirefu na si maswali yanayoweza kujibiwa kwa „ndiyo“ au „hapana“ ili kuwahamasisha wawashirikishe wengine mawazo na maoni yao. Pia ni muhimu kuwasikiliza watoto kwa subira na uvumilivu. Kuanzia hapo ujumbe mkuu unatakiwa kutolewa na washiriki wa kipindi cha michezo. Tafakari juu ya stadi za maisha ulizowafundisha na kisha jaribu kuzihusisha stadi hizo na maisha ya kila siku. Je, ni maeneo yapi ya maisha yanayohitaji mtu awe na stadi za maisha?

Mambo mengine muhimu:

- Mafunzo yaanze na mambo mepesi kisha magumu. Anza kufundishs juu ya uwajibikaji, mshikamano na mawasiliano kabla ya kuzungumza kuhusu imani au kuaminiana.
- Kipindi kilichoandaliwa na kuongozwa vizuri hutoa uzoefu mzuri katika ngazi zote:
- **Ngazi ya hisia:** kuhisi furaha, motisha, kujifunza kukabiliana na woga ama wasiwasi, mfadhaiko, kukabiliana na hasira
- **Ngazi ya kimwili:** kufahamu juu ya kujibiidisha, ukakamavu, kasi, wepesi, uratibu na uzoefu wa mwili.
- **Ngazi ya utambuzi:** kufikiria na kutambua, kutathmini, kuamua na kumakinika.



Sport Pedagogy

Well-planned and well-structured P.E. periods provide a positive experience on various levels:

Educational dimensions

1. Emotional Dimension:

Sport and games improve awareness and management of emotions. They help students to:

- learn to cope with fears and frustrations
- learn to manage aggression
- experience joy, fun and motivation
- learn to win and lose

2. Social Dimension:

Sport and games help to strengthen social relationships and to improve social skills. They help children to:

- make friends
- gain trust, empathy, respect and tolerance for others
- give up stereotypes and prejudices
- learn to cooperate, manage conflicts, obey rules and act within a team

3. Physical Dimension:

Sport and games stimulate movement and help to develop physical abilities. They improve:

- flexibility, strength, endurance, resistance, speed
- coordination, orientation, reaction, differentiation, rhythm, balance

4. Mental Dimension:

Sport and games help to develop intellectual abilities such as:

- the ability to concentrate, to observe, to reflect, to anticipate, etc.
- the ability to think logically, to put strategies in place, to make decisions, etc.
- Kuwa sehemu ya jamii fulani, kukabiliana na migogoro, kutii taratibu na sheria na kujenga urafiki.

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Michezo ya stadi za maisha inaweza kucheza katika kipindi cha michezo au nje ya kipindi hicho katika shughuli nyingine za kimichezo (wakati wa mapumziko au kama mazoezi ya kuupasha au kuupooza mwili). Kwa mfano, michezo hiyo inaweza kucheza kabla au baada ya mchezo wa mpira wa miguu. Inaweza pia kucheza darasani kama aina ya mapumziko baada ya kujifunza au kama maburudiko.

Elimu ya Michezo

Vipindi vya michezo vilivyoandaliwa na kupangwa vizuri huleta uzoefu chanya katika maeneo manne:

Eneo la ufundishaji

1. Upande wa hisia:

Michezo na burudani huboresha uelewa na udhibiti wa hisia.

- Kujifunza kukabiliana na woga na mfadhaiko.
- Kujifunza kudhibiti hasira.
- Kupata furaha, burudani na ari.
- Kujifunza kukubali kushinda na kushindwa.

2. Upande wa kijamii:

Michezo na burudani huimarisha uhusiano wa kijamii na kuboresha stadi za maisha.

- Kujenga urafiki.
- Kupata imani, heshima, kuwa mvumilivu na kuelewa hisia za wengine.
- Kubadili mitazamo potofu kuhusu watu wengine.
- Kujifunza kushirikiana, kutatua migogoro, kutii sheria na kuwa na ushirikiano.

3. Upande wa kimwili

Michezo na burudani huuchangamsha mwili na husaidia kukuza uwezo wa kimwili.

- Wepesi wa mwili, ukakamavu, ustahimilivu, ukinzani na kasi.
- Uratibu: nini ufanye kulingana na mazingira, kuonyesha hisia, kutofautisha, kuendana na mdundo wa michezo, kuumudu mwili.

4. Upande wa kiakili:

Michezo na burudani husaidia kukuza uwezo wa kiakili (taaluma)

- Uwezo wa kumakinika, kuchunguza, kutathmini, kutarajia kinachoweza kutokea n.k.
- Uwezo wa kufikiri kimantiki, kuweka mikakati na kufanya maamuzi n.k.

Leadership, Feedback and Praise

1. LEADERSHIP:

(Influencing others towards the set goal)

Responsibilities:

- a good leader is willing to make tough choices with a reasonable degree of honesty, confidence and courage.
- initiate activities and develop programs free of discrimination.
- you should be fair, to generate a positive and enthusiastic attitude in each player.
- ensure that the right of privacy is respected.
- ensure that all players are treated fairly regardless of their sex, skill level, appearances, tribe, race, etc.
- teach them to value and have a positive view of themselves.
- become a positive role model (through their own actions). Children tend to emulate the adults who are closest to them and will indulge in those activities continuously spoken about and actively performed.
- show the children the way.
- learners should explore with their teachers support, honesty and openness.
- remind your players how much they count as individuals and as a group.
- you should know your learners and appreciate them for who they are, and not for whom they want them to be.
- you should see the learners’ potential and the unique gift that they bring.
- participating in a variety of activities will expose learners to a number of different skills, thoughts and processes.
- participation, cooperation and camaraderie rather than competition, being individualistic and self-centered.
- respect the ideas of the players and build on their experience.

2. FEEDBACK:

Children learn by reflecting on what they experienced. They like to know how they are doing and will often demand your feedback. Positive comments will inspire them! Encouragement and feedback help children learn. Do not demoralize them! Tell them what they did correctly; give feedback on sport-related and non-sport-related skills (life skills). Encourage the children to give feedback to each other. In addition, feedback improves self-esteem. Make eye contact with them, give them a smile, make gestures of encouragement, congratulate when they do something well. So give each child the feeling that his/her participation matters.

Uongozi, Mrejesho, Sifa

1. UONGOZI:

(Kuwashawishi wengine kufikia lengo lililokusudiwa)

Majukumu

- Kiongozi bora ni yule aliye tayari kufanya maamuzi magumu huku akiwa mkweli, mwenye kujiamini na mwenye ujasiri.
- Anzisha na kuendeleza mipango isiyobagua.
- Lazima uwe mpenda haki na uwe na uchamgamfu mbele ya watoto au wachezaji wote.
- Hakikisha kwamba hakifaragha inalindwa.
- Hakikishwa kwamba wachezaji wote wanatendewa haki bila kujali jinsia, ujuzi, mwonekano au kabila.
- Wafundishe wanafunzi kujithamini.
- Kuwa mfano bora kupitia matendo yako: Kwa kawaidia watoto huwaiga watu wazima walio karibu nao na huiga mambo ambayo hufanywa au kuzungumziwa mara kwa mara.
- Wanafunzi wanapaswa kujifunza pamoja na walimu wao kuhusu kusaidiana, ukweli na uwazi.
- Wakumbushe wanafunzi thamani yao wakiwa kama mtu binafsi na wakiwa katika timu.
- Walimu wanapaswa kuwafahamu wanafunzi wao na kuwathamini jinsi walivyo na si kama vile ambavyo mwalimu angependa wawe.
- Walimu wanapaswa kutambua vipawa tofauti vya wanafunzi.
- Kushiriki katika shughuli tofauti kutawawezesha wanafunzi kujifunza stadi za maisha tofauti tofauti pamoja na mawazo na mifumo tofauti.
- Kazia ushiriki, ushirikiano pamoja na urafiki badala ya ushidani na ubinafsi.
- Heshimu mawazo ya wachezaji na kuwaongezea uzoefu.

2. MREJESHO:

Wanafunzi watajifunza zaidi wakifanya tathmini ya mambo waliyojifunza. Wanafunzi hupenda kupata maoni ya mwalimu. Kuwatia moyo na kutoa maoni yako kutawasaidia katika safari yao ya kujifunza. Usiwakatishe tamaa! Waeleze wanafunzi mambo waliyoyafanya vizuri na wape pia mrejesho kuhusu stadi za kimichezo na za maisha walizojifunza. Wahimize wanafunzi kupeana maoni wao wenyewe kwa wenyewe. Kutoa maoni kunawasaidia mwanafunzi kujiamini zaidi. Watazame, wape tabasamu, watie moyo na kuwapongeza wanapofanya vizuri. Mfanye kila mwanafunzi ajisikie kwamba kushiriki kwake ni kwa muhimu. Toa ishara zinazoeleweka na wote kama vile ishara ya kutia moyo au kupongeza.

3. PRAISE:

Giving praise is a skill you need to have!

- Words of praise: A teacher should use words such as disciplined, helpful, caring, skillful, talented, brave and supportive to praise learners.

Reaction and Responses of children:

- Through encouragement they learn confidence.
- If they get used to praise they learn to appreciate.
- Through fairness they learn justice.
- Through security they learn to have faith.
- Through approval they learn to like themselves.
- Through being accepted and loved they learn to find love, both in itself and in the world.

Children...

- ... can come up with their own games.
- ... have different values and interests.
- ... learn at different speeds.
- ... are individuals.
- ... can teach children.
- ... learn faster when the content of what they are learning is relevant to them.

Tips on how to strengthen self-esteem among your learners:

- don't push your learners too hard, but work at a level of productivity that raises the children's self-esteem.
- show confidence in each individual's problem solving abilities.
- create mutual respect.
- provide possible solutions to problems to prevent damaging self-esteem.

Tips on how to develop teamwork among your learners:

- promote communication.
- make sure that the learners know your expectations, their responsibilities and roles therefore coordinate the way of communication.
- the common goals should be clear for everyone to encourage cooperation.
- Tell them that they also profit from teamwork.
- They have to show their teammates how much they care about their support.

3. SIFA:

Mwalimu lazima awe na stadi za kupongeza!

➔ Unapomsifia mwanafunzi unaweza kumwambia kwamba yeye ni mwenye nidhamu, anayewajali wengine, mwenye kipaji, shujaa au anayewasaidia wengine.

Watoto...

- Wanapotiwa moyo wanajifunza kujiamini.
- Wanaposifiwa wanajifunza kuthamini.
- Panapokuwa na usawa wanajifunza kuhusu haki.
- Wanapokubalika wanajifunza kujipenda jinsi walivyo.
- Pakiwa na urafiki wanajifunza kuhusu upendo.

Watoto...

... wanaweza kubuni michezo yao wenyewe.

... wana maadili tofauti tofauti na mambo mbalimbali yanayowavutia.

... wanajifunza kwa kasi tofauti.

... ni watu binafsi .

... wanaweza kuwafundisha watoto wenzao.

... wanajifunza haraka zaidi ikiwa yale yanayofundishwa yana umuhimu kwao.

Namna ya kuwafanya wanafunzi wako wajithamini zaidi:

- Usiwashughulishie wanafunzi kupita kiasi. Panga shguhuli zitakazo leta matokeo yenye kuwafanya watoto wajithamini zaidi.
- Ni lazima watoto wafahamu malengo yaliyowekwa ili waweze kufanya tathmini ya thamani yao.
- Onyesha kuwa na imani na uwezo wa kutatua matatizo wa kila mmoja.
- Ni lazima kila mmoja amheshimu mwenzake na kuwa tayari kushirikiana.
- Toa suluhu zinazoweza kutumika kutatua matatizo ili kuzuia kuharibu kujithamini kwa watoto.

Namna ya kuboresha umoja kati ya wanafunzi wako

- Imarisha mawasiliano kwani ni ya muhimu sana katika kujenga mahusiano.
- Hakikisha kwamba washiriki wote wanafahamu matarajio yako, pamoja na majukumu yao na nafasi zao. Hivyo ongoza namna ya kuwasiliana.
- Kila mmoja anapaswa kufahamu lengo kuu. Wahimiza wanafunzi kuwa na ushirikiano.
- Waeleze kwamba wao pia wanafaidika kutokana na umoja.
- Wanafunzi wanapaswa kuwaonyesha wenzao ni kiasi gani wanathamini msaada wao.

Experience-based learning (participatory approach)

Experience + Reflection = Learning

→ *“I hear and I forget, I see and I remember, I do and I understand”*

Through games learners have different experiences. These experiences have a big impact on personal development. **Experienced-based learning methodology** was designed on this basis. Experiential learning is the process whereby knowledge is created through the transformation of experience. This process begins with an experience that the student has had, followed by an opportunity to reflect on that experience. That student may conceptualize and draw conclusions about what he/she experienced and observed, leading to future actions in which the student experiments with different behaviors.

List of criteria for experience-based learning:

- the goal of experience-based learning involves something personally significant or meaningful to the students,
- students should be personally involved,
- reflective thought and opportunities for students to write or discuss their experiences should be ongoing throughout the process,
- the whole person is involved, meaning not just their intellect but also their senses, their feelings and their personalities,
- teachers have to acknowledge what the students know already,
- teachers need to establish a sense of trust, respect, openness and concern for the well-being of the students.

Part of experience-based learning is problem-based learning:

Problem-based learning is a type of coaching and teaching methodology which develops knowledge, abilities, and skills through participation, collaborative investigation, and the resolution of authentic problems through the use of problem definition, teamwork, communication, data collection, decision-making, planning, goal-setting, active performance and reflective analysis.

This methodology has been effective in enhancing **critical thinking, communication and problem-solving** skills in a variety of fields. **Experience-based learning is a powerful tool to improve life skills. Through it participants gain more self-esteem and self-confidence.**

Kufundisha kwa kupitia maarifa (njia shirikishi)

Maarifa/Uzoefu + Tafakari = Kujifunza

→ *“Nasikia na kusahau, naona na kukumbuka, nafanya na kuelewa.”*

Katika michezo wanafunzi hupata maarifa mbalimbali. Maarifa hayo yana mchango mkubwa sana kwa maendeleo binafsi ya mtu husika. Na ni kwa sababu hii, “Ufundishaji kwa mbinu shirikishi” ulibuniwa. Kujifunza kivitendo ni ufundishaji ambapo ujuzi hutolewa kwa kumshirikisha mwanafunzi katika kile kinachotendeka. Huanza na uelewa alionao mwanafunzi ukifuatiwa na fursa ya kutafakari juu ya uelewa huo. Mwanafunzi atajenga wazo na kupata uelewa zaidi juu ya kile alichofanya mwenyewe, alichoshirikishwa na kushuhudia na kumfanya mwanafunzi huyo kufanya majaribio mbalimbali na kujifunza mengi zaidi.

Misingi ya ufundishaji wa njia shirikishi:

- Lengo la ufundishaji kwa njia shirikishi linajumuisha mambo ambayo ni muhimu kwa mwalimu au kwa wanafunzi.
- Kila mwanafunzi anufaike binafsi na mafunzo.
- Kila mwanafunzi ashirikishwe katika kujifunza binafsi.
- Mafunzo yahusishe fursa kwa wanafunzi kutafakari na kueleza au kuandika waliyojifunza katika kila hatua.
- Ushirikishwaji usiwe tu wa kiakili, bali uhusishe milango yote ya fahamu, hisia na nafsi.
- Ujuzi ambao mwanafunzi alikuwa nao kabla utambuliwe.
- Walimu lazima waimarishe hali ya uaminifu, heshima, uwazi na kujali kwa ajili ya kuboresha maisha ya wanafunzi.

Kujifunza kupitia matatizo ni sehemu ya kujifunza kwa njia shirikishi:

Kujifunza kupitia matatizo ni mbinu ya ufundishaji inayokuza ujuzi, uwezo na ustadi kwa kupitia ushirikishaji, kutafiti pamoja na hata utatuzi wa matatizo kwa kuelewa maana halisi ya tatizo, ushirikiano, mawasiliano, ukusanyaji wa taarifa, kufanya maamuzi, kuweka malengo, utendaji pamoja na tathmini.

Mbinu hii imefanikiwa kukuza **kufikiri kwa kina, stadi za mawasiliano na za utatuzi katika nyanja mbalimbali. Ufundishaji kwa mbinu shirikishi ni nyenzo muhimu kwa kuboresha stadi za maisha. Washiriki hujiamini na kujithamini zaidi.**

Growth and Development:

Development stages children go through:

- during infancy and childhood growth is rapid and gets steady at mid-childhood.
- at puberty growth is rapid but slows down up to adulthood.
- **growth spurts:** in puberty rapid (the peak is aged 12 for girls and 14 for boys). During this time children’s energy is mainly used for growth. They get tired easily → LIGHT training is important.
- use of weights for children before adolescence (17 years) should be avoided → long term negative effects.
- **sex differences:** know the biological processes that occur at puberty and understand them.
- support girls to overcome loss of confidence.

First Aid

First Aid is the provision of initial care for an illness or injury. It is usually performed by non-expert, but trained personnel can also attend to a sick or injured person until proper medical treatment can be accessed. First Aid generally consists of a series of simple and in some cases, potentially life-saving techniques that an individual can be trained to perform with minimal equipment.

The following injuries can happen every day in your class. They can be treated easily also without any First Aid Kit!

Muscle cramp	<ul style="list-style-type: none"> - warm-ups can prevent muscle cramps - stretching can counteract cramps
Side pain = stitch	If you start to feel side pain, follow these steps: <ol style="list-style-type: none"> 1. stop running, 2. walk slowly 3. try to breathe normally and slowly
Fresh wounds	<ul style="list-style-type: none"> - All wounds should be treated with a sterile dressing and fixed it with a clean piece of cloth. - In case of severe bleeding use a pressure bandage: press a clean piece cloth on the wound. Hold the arm upright first and press the artery on the upper arm until it closes.
Bruises	<ul style="list-style-type: none"> - Clean the wound with sterile water and disinfect the wound. - In case if there is no disinfectant spray available, use salt to disinfect the wound.
Dislocation	<ul style="list-style-type: none"> - the injured person must keep still. - use ice or a towel with cold water to stop the pain. - fix the dislocated shoulder/arm/hand (with a piece of cloth).

Ukuaji na Maendeleo:

Hatua za kukua kwa watoto:

- Ukuaji wakati wa utoto huenda kwa kasi sana.
- Wakati wa balehe ukuaji huenda haraka lakini huanza kuwa taratibu kelekea utu uzima.
- **Kukua haraka:** Balehe huanza katika umri wa 12 kwa wasichana na miaka 14 kwa wavulana. Katika kipindi hiki, sehemu kubwa ya nguvu ya mwili wa mtoto hutumika kwa ukuaji. Mtoto huchoka mapema hivyo anahitaji mazoezi mepesi.
- Mazoezi mazito kama vile kunyanyua vyuma vizito yaepukwe kwa watoto chini ya miaka 17 (ili kuepuka madhara hapo baadaye).
- **Utofauti wa kijinsia:** Yajue mabadiliko ya kibaiolojia yanayotokea katika balehe na kuyaelewa.
- Watie moyo na kuwawezesha wasichana ili wasipoteze ujasiri.


Huduma ya kwanza

Huduma ya kwanza ni msaada wa kwanza unaotolewa panapotokea ugonjwa au majeraha. Kwa kawaida hutolewa na mtu asiye mtaalamu lakini aliyepata mafunzo ya huduma ya kwanza. Huduma hiyo hutolewa awali kabla mgonjwa hajapata matibabu ya kidaktari. Kijumla huduma ya kwanza inajumuisha mfululizo wa mbinu mbalimbali zilizo rahisi na zinazoweza kuokoa maisha na ambazo mtu anaweza kufundishwa namna ya kuzitumia akiwa na vifaa vichache tu.

Majeraha yafuatayo yanaweza kutokea kila siku katika kipindi chako cha michezo. Yanaweza kutibiwa kirahisi hata bila ya kuwa na sanduku la huduma ya kwanza!

Kubanwa msuli	<ul style="list-style-type: none"> - Mazoezi ya kuupasha mwili yanayozuia kubanwa misuli - Kama umebanwa na msuli jaribu kufanya mazoezi ya kujinyoosha
Kichomi	<p>Ukihisi kupata kichomi fuata hatua zifuatazo:</p> <ol style="list-style-type: none"> 1. Acha kukimbia 2. Tembea taratibu 3. Jaribu kupumua taratibu
Vidonda vibichi	<ul style="list-style-type: none"> - Vidonda vyote vifungwe kwa kutumia gozi iliyofungwa na kitambaa kisafi - Tumia gozi iwapo kidonda kinatoa damu nyingi: Chukua kitambaa kisafi na kukushikilia kwa nguvu katika kidonda. Unyanyue mkono wenye kidonda na kisha minya mshipa wa damu hadi kidonda kiache kutoa damu.
Michubuko	<ul style="list-style-type: none"> - Safisha kidonda kwa kutumia maji yaliyochemshwa na kisha tumia dawa ya kuua vijidudu. - Kama hakuna dawa ya kuua vijidudu, tumia chumvi ili kusafisha kidonda.
Kuteguka	<ul style="list-style-type: none"> - Aliyeumia ni lazima atulie - Tumia barafu au taulo lilitumbukizwa katika maji baridi ili kupunguza maumivu

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<p>Loss of consciousness, concussion</p>	<p>An unconscious person doesn’t respond to being addressed loudly and being touched. The person is in danger of suffocating. You have to follow the following steps:</p> <ol style="list-style-type: none"> 1. Check for signs of life: lean the head back and lift the chin. Check whether the person is still breathing by placing your cheek directly over their mouth and nose. 2. Place the person in the recovery position: a person who is unconscious and is still breathing must be put in the recovery position in order to prevent them from suffocating.
<p>Recovery position:</p>	<ol style="list-style-type: none"> 1) Take the opposite hand of the person; pull their arm over their chest towards you, so that their hand is on their cheek. Hold their hand there. 2) Take the opposite leg above the knee joint, bend it and pull it in your direction, so that the person is turned onto their side. 3) Tilt the head back and open their mouth to free their respiratory tract. Cover the person with a rescue blanket and make an emergency call immediately.
	<p>With basic injuries you should apply: “RICE”</p> <p>R for Rest I for Ice/cold water applied to the injured part C for Compression of bandage E for Elevation of injured part</p>
<p>After the accident</p>	<ul style="list-style-type: none"> - make sure that a badly injured person is taken to hospital and that somebody is with him. - inform the parents quickly. - inform the headmaster.

The effects of sport on the human body

Physical Education contributes to the strengthening of the immune, cardio respiratory and skeletal systems. Sport prevents premature heart disease, cancer and perhaps even death. Positive feelings associated with exercise have a physiological basis in hormones and body chemicals. It can be therefore implied that exercise has social, psychological and emotional benefits. During exercise the brain secretes endorphins and these help to decrease pain, produce euphoria and suppress fatigue. Sport can prevent diseases and illness.

The body is made to work best when it is active. Left, unchallenged bones lose their density, joints stiffen, muscles become weak and the body chemistry systems begin to degenerate. To truly be well, you must be active.

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	<ul style="list-style-type: none"> - Kifunge kiungo kilichoteguka (bega/mkono) kwa kutumia kitambaa - Usikisogeze kiungo kilichoteguka - Mpeleke mgonjwa kwa daktari
<p>Kuzimia</p> <p>Hali ya kupata nafuu</p>	<p>Mtu aliyezimia hasikii anaposemeshwa kwa sauti kubwa wala kuhisi chochote anapoguswa. Mtu huyu yuko katika hatari ya kufa kwa kukosa pumzi. Unapaswa kuchukua hatua zifuatazo:</p> <p>1. Angalia kama kuna ishara ya uhai: Ili kuchunguza kama mgonjwa bado anapumua, weke shavu lako juu ya mdomo na pua yake.</p> <p>1. Mweke mgonjwa katika hali ya kupata nafuu.</p> <p>1) Chukua mkono wa mgonjwa ulio upande mwingine kutoka mahali ulipo wewe, uvute mkono huo juu ya kifua cha mgonjwa kuelekea upande wako na kisha ulaze mkono huo juu ya shavu la mgonjwa.</p> <p>2) Shika paja la mgonjwa na ukunje goti lake, uvute mguu mzima wa mgonjwa hadi mwili wake ugeukie upande mwingine.</p> <p>3) Kirudishe kichwa cha mgonjwa nyuma ili kuliacha koo lake wazi. Mfunike mgonjwa na blanketi maalum la uokozi na kisha piga simu hospitalini au katika kituo cha afya haraka iwezekanavyo.</p>
<p>Majeraha madogo madogo</p>	<p>Tumia kanuni ya RICE katika kuhudumia majeraha madogo madogo:</p> <p>Rest inamaanisha kupumzika Ice/cold water ni barafu au maji baridi Compression of bandage ni gozi Elevation inamaanisha kukiinua au kukiweka katika sehemu iliyo juu kiungo chenye jeraha</p>
<p>Baada ya ajali kutokea</p>	<ul style="list-style-type: none"> - Hakikisha kwamba mtu aliyeumia vibaya anakimbizwa hospitalini na kwamba yupo mtu anayemsindikiza. - Toa taarifa kwa wazazi wa mgonjwa - Toa taarifa kwa mwalimu mkuu

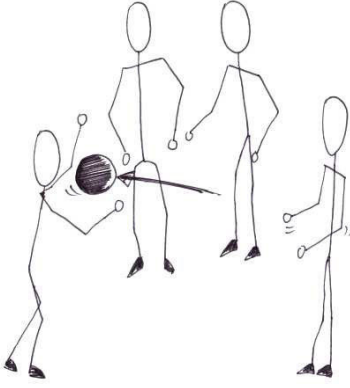
Faida za michezo kwa mwili wa binadamu

Michezo huchangia katika kuimarisha kinga ya mwili, kuboresha mfumo wa kupumua, mfumo wa damu pamoja na kuimarisha mifupa. Michezo inatoa kinga dhidi ya kupata ugonjwa wa moyo katika umri mdogo, saratani na pengine hata kuzuia kifo. Hisia chanya zinazopatikana katika kufanya mazoezi hutokana na homoni na kemikali zitengenezwazo katika mwili. Vile vile inaweza kusemwa kwamba michezo ina faida za kijamii, kisaikolojia na kihisia. Mtu anapofanya mazoezi, mwili wake hutengeneza homoni aina ya endorphine ambayo husaidia kupunguza maumivu, kumfanya mtu ajisikie mwenye furaha na kuzuia uchovu.


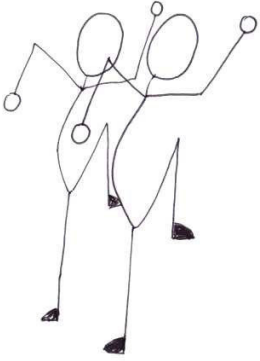
Mwili hufanya kazi vizuri zaidi unapokuwa mchangamfu. Mifupa isiyofanya kazi hupoteza uzito wake, misuli hudhoofika na mfumo wa kemikali za mwili huanza kuharibika. Ili uwe salama haikisha unakuwa mchangamfu kila wakati.

Life Skill Games


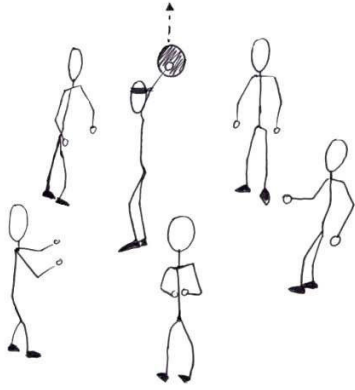
Michezo ya stadi za maisha

<i>Names Ball</i>	<i>Tujitaje</i>
<p>Objective: learn names, team-building</p>	<p>Lengo: kufahamiana, kujenga umoja</p>
<p>First stage: the team stands in a circle. Initially, each member of the team passes the ball to his neighbor (according to the order of the circle). The child who gets the ball says his name and passes the ball to the child next to him (also change direction).</p> <p>Second stage: pass the ball randomly. Each child who throws the ball says the name of the child to whom he/she gives the ball.</p> <p>Variation: take 2 balls, or use plastic bottles</p>	<p>Hatua ya kwanza: Timu isimame katika duara. Mwanzoni kila mmoja anampa mpira mtu aliyesimama pembeni yake. Mtoto aliyepewa mpira ataje jina lake na kisha kumpa mpira jirani yake. Waweza pia kubadili mwelekeo wa mchezo. Hatua ya pili:</p> <p>Wachezaji warushiane mpira bila kufuata zamu. Kila mchezaji anayerusha mpira anapaswa kutaja jina la yule anayemrushia mpira. Mipira miwili au chupa za plastiki zinaweza kutumika pia.</p>
	


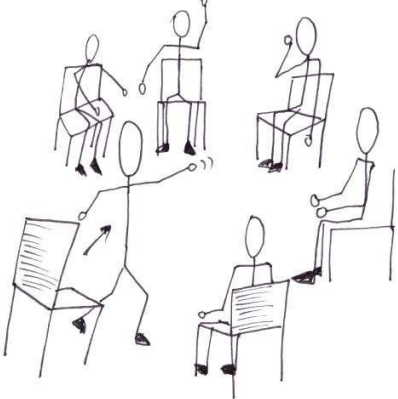
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<i>Mirror</i>	<i>Kioo</i>
Objective: problem-solving, cooperation	Lengo: kutatua matatizo, ushirikiano
Make pairs. One person moves in various ways. The other partner has to imitate the movement and is the mirror picture.	Wachezaji wawe katika jozi mbalimbali. Mmoja katika kila jozi awe anafanya matendo mbalimbali na mwingine akimuiga kama vile mtu aliyesimama mbele ya kioo.
	


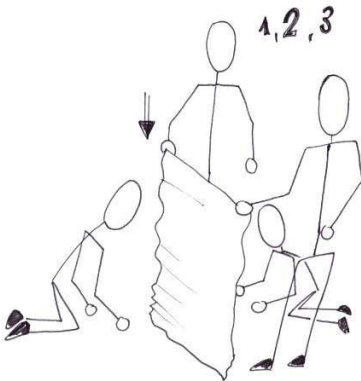
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<i>Hot Potato</i>	<i>Kiazi cha moto</i>
Objective: learn names, team-building	Lengo: kufahamiana, kujenga umoja
<p>Make two groups: one child is in the middle of the circle with a ball; he/she throws the ball into the air and shouts a name out loud. The person whose name is called out has to catch the ball.</p>	<p>Unda vikundi viwili: Mtoto mmoja asimame katikati ya duara akiwa na mpira. Mtoto huyo aurusha mpira juu huku akilitaja jina la mtoto mwingine kwa sauti kubwa. Aliyetajwa anapaswa kuudaka mpira.</p>
	


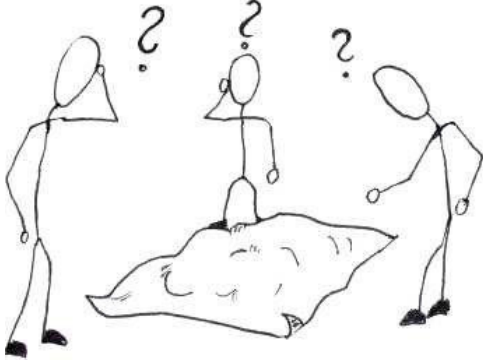
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<i>Everyone Who</i>	<i>Sare sare</i>
Objective: learn names, team-building	Lengo: kufahamiana, kujenga umojamoja
<p>Make a circle of chairs. One person is in the middle. The single person in the middle of the circle shouts “Everyone who ...” and then adds something on to the sentence. . Examples: “Everyone who is wearing black shoes” or “... with glasses” or “...with a track suit”. Those persons to whom the description fits have to to change seats. The “caller” also has to look for a seat. One person will be left who isn’t quick enough to get a chair. This person continues as the “caller”.</p>	<p>Wachezaji waunde duara kwa kutumia viti lakini inapaswa pawe na mchezaji mmoja zaidi kuliko idadi ya viti. Kiongozi wa mchezo asimame katikati na kuangalia vitu vilivyovaliwa vinavyofanana (sare) na kusema: „Yeyote mwenye... (viatu vyeusi mfano)”. Wenye vitu vya kufanana vilivyotajwa wasimame na kubadilishana nafasi kwa haraka. Aliyekuwa akiongoza naye atatafuta haraka nafasi ya kukaa. Atakayebaki bila nafasi ya kukaa ndiye atakayeongoza mchezo.</p>
	

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<i>Magic Carpet</i>	<i>Pazia</i>
<p>Objective: learn names, team-building</p>	<p>Lengo: kufahamiana, kujenga umoja</p>
<p>Split participants in two equal groups. Place a carpet (or something similar) between the two groups so that they cannot see each other anymore. Everyone has to kneel down. Each group chooses one child to sit in front of the carpet. On cue the carpet is quickly dropped down to the ground. The two persons who are sitting in front of the group, right in front of the carpet, see each other face to face if the carpet is down. The person who is first to mention the name of the other person on the other side of the carpet wins. The loser joins the other group. If you have many children make more groups and use many carpets.</p> <p>Variation: do the game with 2 vs. 2 or 3 vs. 3 persons.</p>	<p>Wachezaji wawe katika makundi mawili. Yatenganishe makundi hayo na mkeka au pazia ili wachezaji wasiweze kuonana. Wachezaji wote wapige magoti. Kila timu ichague mtu mmoja wa kukaa mbele ya pazia. Pazia lishushwe ghafla inapotolewa ishara. Wachezaji waliokaa mbele ya pazia wataonana uso kwa uso. Mchezaji atakayekuwa wa kwanza kulitaja jina la mchezaji aliyekaa upande wa pili wa pazia ndiye mshindi. Aliyeshindwa anapaswa kujiunga na timu pinzani. Unda makundi zaidi kama kuna watoto wengi wanaoshiriki. Vile vile mchezo huu unaweza kucheza na makundi ya wachezaji wawili au watatu.</p>
	

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<i>Who Is It?</i>	<i>Ni nani?</i>
<p>Objective: learn names, team-building</p>	<p>Lengo: kufahamiana, kujenga umoja</p>
<p>Children run around the room in various ways (backwards, forwards, jumping, sideways...) Tell them to close their eyes. “Close your eyes and go to sleep”. One person is covered with a blanket sheet (use what you have – be creative). After that you allow the others “to wake up” and open their eyes. They have to guess who is underneath the blanket.</p> <p>Variation: use two blankets, cover two persons</p>	<p>Wachezaji wawe wakikimbiakimbia chumbani/uwanjani katika mielekeo tofauti tofauti. Waamuru wafumbe macho huku wakiendelea kutembea na kisha mmoja wao afunikwe kwa shuka kubwa au blanketi kubwa. Waamuru wafumbue macho na kisha wabaini ni nani aliyefunikwa kwa blanketi/shuka. Waweza kutumia mablanketi mawili kuwafunika wachezaji wawili.</p>
	


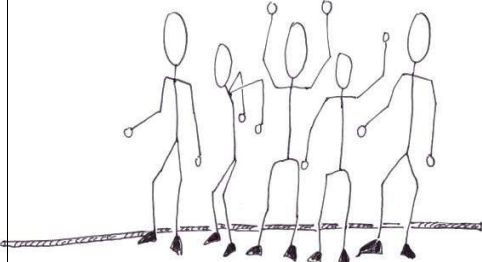
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<i>On A Boat</i>	<i>Ndani ya Mtumbwi</i>
<p>Objective: cooperation, communication team-building, problem-solving</p>	<p>Lengo: ushirikiano, mawasiliano, kujenga umoja, kutatua matatizo</p>
<p>Can be organized as a group competition or only with one group (not more than around 20 participants). Make an oval form on the ground by using a rope or scratching it into the sand (be creative). Ask the participants to step into the oval. It symbolizes a boat. Tell them that they are not allowed to leave the oval because of the imaginary crocodiles which are swimming around the oval. Give them different tasks without telling them the solution on how to solve the problem.</p> <p>Tasks: “Put yourselves in order from tall to small! The smallest person should stand on this side of your boat, the tallest on this side of the boat”; or from old to young. After that you can do the game again, but this time they are not allowed to talk.</p>	<p>Mchezo huu waweza kucheza na kikundi kimoja au na vikundi vinavyoshindana. Wachezaji wasiwe zaidi ya 20. Kikundi kiunde duara lenye umbo la yai. Umbo hilo litengenezwe kwa kutumia kamba au linaweza kuchorwa chini (kuwa mbunifu). Wachezaji wasimame katika umbo hilo ambalo ni ishara ya mtumbwi. Waambie wachezaji kwamba hawaruhusiwi kutoka nje ya mtumbwi kwa sababu nje ya mtumbwi kuna mamba. Wape wachezaji majukumu mbalimbali.</p> <p>Mfano: “Jipangeni kulingana na urefu wenu. Mfupi kuliko wote asimame upande huu wa mtumbwi na mrefu kuliko wote asimame upande huu.” Unaweza pia kuwapanga kulingana na umri wao. Mchezo unaweza kurudiwa lakini wakati huu wachezaji wasiruhusiwe kuzunguma.</p>
	


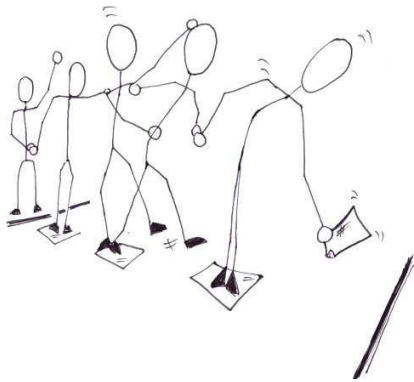
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<i>Burning Rope</i>	<i>Kamba ya Moto</i>
<p>Objective: cooperation, communication team-building</p>	<p>Lengo: ushirikiano, mawasiliano, kujenga umoja</p>
<p>Run through a long rope which two persons swing slowly. Start doing it in pairs from one side to the other side. If one pair makes the whole group has to go back and restart.</p> <p>Security advice: make sure that the persons turning the rope hold it loosely and not too tightly. Consider the direction of the rope swing (in running direction).</p> <p>Variation: jump one time and run; run in group of 3, 4, 5 persons through the rope.</p>	<p>Watu wawili warushe kamba taratibu kisha wachezaji waliobaki wairuke kamba hiyo bila kuigusa. Endelea na makundi ya wawili wawili. Waliofanikiwa kuruka wasimame upande wa pili wa kamba. Kundi moja likikosea inabidi makundi yote yaanze mchezo upya.</p> <p>Ilani: Warushao kamba wasiibane sana ili kama wavukao na warukao wakinaswa wasidhuriwe na kamba hiyo. Wachezaji wanaweza kuruka kamba mara moja na kukimbia, kuruka wakiwa watatu watatu, wanne wane au hata watano watano.</p>
	

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<i>Lake + Shore</i>	<i>Upwa na Ziwa</i>
<p>Objective: coordination, concentration, discipline</p>	<p>Lengo: ushirikiano, umakini, nidhamu</p>
<p>Draw a line in the sand or lay a rope down. Ask participants to stand on one side of the line facing in to one direction. Explain that one side is “Lake” and the other side is “Shore”. Give commands to the participants where to jump to, either “Lake” or “Shore”. If they do the wrong movement, they are out of the game. Let children be the game leader, too.</p>	<p>Chora mstari/tumia kamba kuteunganisha ufukwe na ziwa na kisha wachezaji wasimame upande mmoja wa mstari/kamba wakiangalia upande mmoja sambamba na mstari/kamba. Waeleze kwamba upande mmoja ni ufukwe na mwingine ni ziwani. Waamrishe kuruka kamba/mstari kwenda upande uliotajwa. Atakayekwenda upande usio sahihi atakuwa ameshindwa na hivyo kukaa pembeni. Wanafunzi walioelewa wanaweza kuongoza mchezo.</p>
	

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<i>Crossing Lake Victoria</i>	<i>Turudi kwetu</i>
<p>Objective: cooperation, communication, problem-solving</p>	<p>Lengo: ushirikiano, mawasiliano, kutatua matatizo</p>
<p>The participants stand along a line (use a rope or draw in the sand). Tell them that as a group they have to get to another line which they can see 10 m away. Tell them that they are standing in Mwanza and they want to get home to Bukoba by crossing the area (Victoria Lake) in front of them. You explain that they have eight boats (eight papers) for crossing the distance (Lake Victoria) to the other line (Bukoba). Explain and demonstrate that the boats (papers) sink if there is no contact to at least one person. They have to find a solution on how to cross the lake with all group members. No one should be left behind. You should be strict during the game, if you see a boat (paper) which is on the Victoria Lake take it away. They have to continue with fewer boats. Maximum number of members in one group is 20.</p>	<p>Chora mistari au tumia kamba kama mpaka. Wachezaji wasimame nyuma ya mstari/kamba. Waambie wachezaji kwamba wanapaswa kuvuka kwenda upande wa pili hadi kufikia mstari au kamba iliyo katika umbali wa mita 10. Waeleze wachezaji kwamba wao wako Mwanza na wanataka kuvuka Ziwa Victoria ili wafike Bukoba. Wachezaji wana boti nane (makaratasi nane) ambayo wanaweza kutumia kuvuka. Waeleze wachezaji kwamba boti zitazama iwapo hazitakanyagwa na angalau mtu mmoja. Wachezaji watafute namna ya kuvuka mto wakiwa kama kikundi. Pasiwepo na mchezaji anayeachwa nyuma. Kiongozi awe makini na aondoe karatasi/boti zilizoachwa ziwani. Wachezaji watalazimika kuendelea na safari wakiwa na boti chache zaidi. Idadi ya juu ya washiriki wa mchezo huu ni 20.</p>
	

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<i>Catching in a line</i>	<i>LaLa – LuLu</i>
Objective: team-building, cooperation	Lengo: kujenga umoja, ushirikiano
<p>Mark a square playground/field with cones (or bottles, flags or something similar). Line the participants up on one side of the field. Choose one person to be “it” (the catcher) and send him/her to the other baseline of the field. “It” (the catcher) shouts “LaLa”. The group answers with “LuLu”. “It” again shouts “LaLa” and the group answers “LuLu”. After that “it” tries to catch children from the other side who try to run to the other baseline without getting caught. On the other side they are safe. If a person is caught, he/she joins the catcher group. The catchers have to hold hands and work together to catch the others.</p>	<p>Tayarisha vizuri uwanja wa mstatili au mraba kwa kuweka alama za bendera, chupa au mawe. Wachezaji wajipange kwenye mstari upande mmoja wa uwanja na mmoja wao awe upande wa pili. Huyu mmoja wa upande wa pili atapiga kelele “Lala!” ili kuashiria kwamba anakwenda kuwakamata walio upande wa pili. Nao wataitikia “Lulu!” na kisha kuanza kukimbilia upande wa pili wakimkwepa yule anayewakamata toka upande wa pili. Watakaokamatwa na yule mmoja, watajiunga naye na kushikana mikono kuwatafuta na kuwakamata wachezaji wengine. Wachezaji hawapaswi kuvuka mipaka ya uwanja na kwenda nje. Wachezaji watakaofika upande wa pili bila kukamatwa wanakuwa wamefaulu kwa awamu hiyo. Wachezaji wa upande wa pili wanaowakamata wengine wanapaswa kushikana mikono.</p>
	


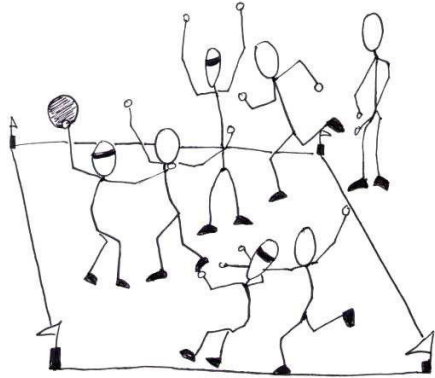
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<i>Bridge Catching</i>	<i>Madaraja</i>
Objective: team-building, cooperation	Lengo: kujenga umoja, ushirikiano
<p>Mark a square playground/field with cones (or bottles, flags or something similar). Make pairs and tell them to hold hands. Choose two or three (depends of the no. of players) pairs to be the catcher teams. The catcher teams try to catch as many pairs as possible inside the field. If they are caught, they have to freeze and make a bridge with their bodies by giving each other both hands and lifting them up into the sky. The pairs caught can then be freed and are allowed to continue the game, if another pair runs through their upheld hands. Change the catching teams if they are too tired.</p>	<p>Tayarisha vizuri uwanja wa mstatili au mraba kwa kuweka alama za bedera, chupa au mawe. Wachezaji wawe katika jozi (wawili wawili) na miongoni mwao chagua timu mbili au tatu za kuwakimbiza na kuwakamata wenzao. Wachezaji wanaokamatwa lazima wagande na kunyanyua mikono yao ikiwa imeshikana ili kuunda daraja. Daraja hili litawawezesha wakimbiaji wengine kupita ndani na hivyo kuiokoa jozi hii iliyokuwa imekamatwa. Waliookolewa wanaendelea kukimbia kama kawaida. Wakimbizaji wakichoka, wanaweza kusaidiwa na wengine miongoni mwao.</p>
	

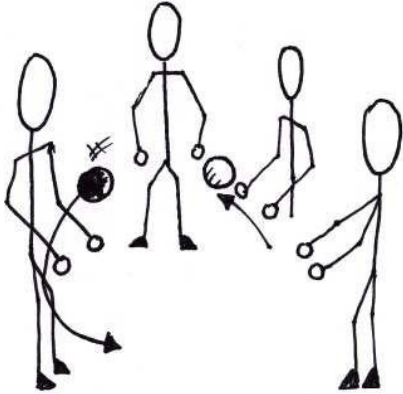
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<i>The Ball Is Free</i>	<i>Mpira Huru</i>
Objective: team-building, cooperation	Lengo: kujenga umoja, ushirikiano
<p>Make 2, 3 or even more teams (depend on the no. of players). Ask them to line up one after another facing into one direction. Give them a ball (or old plastic bottles – nearly any item works). On your cue they start handing over the item to the person behind them. First over their head after that between their legs, over their head again, etc., up to the end of the queue. From the direction is changed and the players continue until the item is back at the starting point. The team who is the fastest wins.</p>	<p>Unda timu 2 ,3 au zaidi, kulingana na idadi ya wachezaji. Waambie wajipange kwenye mstari wakieleka upande mmoja. Wape mpira, chupa au kifaa kingine. Waamuru waanze kupokezana mpira huku kila mchezaji akimpa mpira yule aliye nyuma yake. Kwanza mtu wa nyuma atapewa mpira kwa juu ya kisha kuupokea na kumpokeza wa nyuma yake kwa kupitishia katikati ya miguu yake, naye atampa aliyenyuma yake mpira huo kwa juu. Timu itakayomaliza mzunguko mapema ndiyo itayoshinda.</p>
	


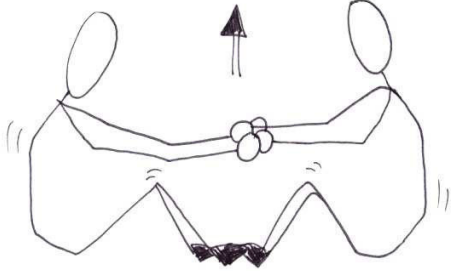
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<i>Passes Game</i>	<i>Pasi Kumi</i>
Objective: team-building, cooperation, communication	Lengo: kujenga umoja, ushirikiano, mawasiliano
<p>Mark a square playground/field with coins (or bottles, flags or something similar). Divide participants into two teams. If possible, give them pieces of cloth to divide them. Each team has to stay inside the field passing each other the ball. The aim of this game is to pass the ball 10 times within a team. If 10 passes are successfully completed the team gets one point. The other team of course tries to prevent this by stealing / intercepting the ball.</p>	<p>Tayarisha uwanja wa mstatili au mraba vizuri kwa kuweka alama kwenye pembe zote nne kama bendera, chupa au mawe. Wagawe wachezaji katika timu mbili. Wakiwa ndani ya uwanja waanze kutupiana mpira kitimu. Timu pinzani lazima iwe ikijaribu kuipokonya timu nyingine mpira. Timu ikifanikiwa kutupiana mpira mara kumi mfulululizo bila kupokonywa inajishindia pointi 1. Mchezo utaendelea mpaka mwisho wa muda na washindi ni wale waliopata pointi nyingi.</p>
	


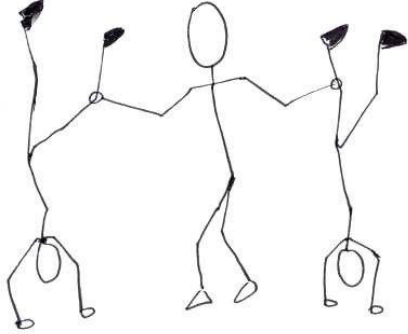
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<i>Dog Catches The Cat</i>	<i>Mbwa na Paka</i>
<p>Objective: team-building, cooperation, Icebreaker</p>	<p>Lengo: kujenga umoja, ushirikiano, kuanzisha mazungumzo</p>
<p>Make a circle. Position a ball (or any other item) on one side of the circle and another ball on the opposite side. When you give the order the balls are passed clockwise from one person to the next person inside the circle. One ball symbolizes a dog and the other ball a cat. The cat is chased by the dog within the circle. Ask participants to make the sounds of the animals. On cue they have to change the direction (anticlockwise and back).</p>	<p>Undeni duara na kuweka mpira mmoja (au kifaa kingine chochote) katika upande mmoja wa duara na mpira wa pili katika upande wa pili. Kiongozi akitoa ishara wachezaji waanze kupokezana mipira hiyo kwa kufuata mzuko wa mishale ya saa au kinyume cha mishale ya saa kwa maelekezo ya kiongozi wa mchezo. Mpira mmoja ni ishara ya mbwa na mwingine ishara ya paka. Katika duara mbwa anamkimbiza paka. Waambie wachezaji waigize sauti za mbwa au paka huku wakiendelea kupokezana mipira ndani ya duara.</p>
	


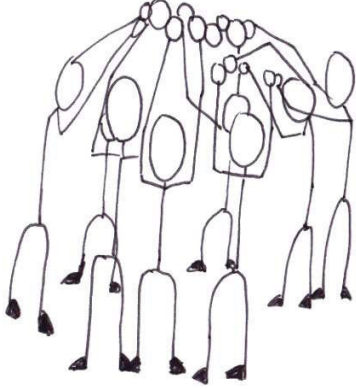
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<i>Stand Up in One Team</i>	<i>Tusimame Pamoja</i>
<p>Objective: team-building, cooperation, communication, problem-solving</p>	<p>Lengo: kujenga umoja, ushirikiano, mawasiliano, utatuzi wa matatizo</p>
<p>Start with two people facing each other sitting on the ground. They give each other both hands. Their feet touch each other. When you say they have to stand up in a one team. Demonstrate the exercise with someone. After they have successfully done it in pairs ask them to do the same exercise with three persons. Continue with four etc...</p>	<p>Wachezaji wawili waliokaa chini kwa kutazamana wapeane mikono na kushikana kwa nguvu huku nyayo za miguu yao zikigusana. Waamuru wasimame kwa pamoja. Miguu yao itawategemeza. Wavutane mikono ili kuweza kusimama. Kiongozi anaweza kufanya hivyo na mmoja wa wachezaji ili kuonyesha mfano. Wachezaji wakifaulu zoezi katika jozi, waamuru wafanye watatu watatu na hata wane wane...</p>
	

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<i>Atom Game</i>	<i>Atomu na Molekuli</i>
<p>Objective: team-building, cooperation, problem-solving</p>	<p>Lengo: kujenga umoja, ushirikiano, kutatua matatizo</p>
<p>Players run around like single "atoms". When you say the word they have to form "molecules". When you shout "5 people, 4 legs and 3 hands!", 5 people have to get together and stand very close together. They have to think about how to form a "molecule" with 4 legs and 3 hands touching the ground at the same time. Let them find the solution by themselves.</p>	<p>Wachezaji waanze kwa kukimbiakimbia kila mmoja kama atomu moja huku wakisikiliza maagizo ya kiongozi. Ukiwaamuru wataunda molekuli kulingana na maelekezo yako. Mfano: "Watu watano, miguu mine na mikono mitatu!" Watajikusanya pamoja watu watano kama molekuli moja, watahirikiana ili miguu yao minne tu ndiyo iwe chini na mikono mitatu tu ndiyo iwe chini. Wachezaji lazima wafikirie ili kupata ufumbuzi wa kuunda molekuli yenye kufanana na maagizo ya kiongozi.</p>
	

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<i>The Big Knot</i>	<i>Fundo Kuu</i>
<p>Objective: problem-solving, cooperation, communication</p>	<p>Lengo: kutatua matatizo, ushirikiano, mawasiliano</p>
<p>Participants have to stand close together. Ask them to close their eyes. With each hand participants grab a hand of another person. Make sure that they don't grab the hand of the person next to them. Assist them in finding another hand. By grabbing different hands in various ways the arms of the participants make a knot. The participants now have to open the knot slowly, without opening their hands.</p>	<p>Wachezaji wasimame karibu karibu pamoja na kunyoosha mikono juu na kufumba macho. Waamuru washikane mikono bila utaratibu maalumu. Watu wanaofuatana wasishikane. Wasaidie kupata mikono ya kushikana. Tayari mikono hii imeunda fundo kuu. Sasa waamuru wachezaji waanze kufungua fundo hilo taratibu bila kuachiana mikono.</p>
	



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<i>Tug-Of-War Without A Rope</i>	<i>Tuvutane Viuno</i>
<p>Objective: team-building, cooperation</p>	<p>Lengo: kujenga umoja, ushirikiano</p>
<p>Start with two persons facing each other sitting on the ground. They are supposed to give each other both hands. The feeds are touching each other. On your command they have to stand up in a one team. Demonstrate the exercise with someone. After they have successfully done it in pairs ask them to do the same exercise with three persons. Continue with four etc...</p>	<p>Wachezaji wawili, mmoja kutoka kila timu, wasimame imara na kutazamana wakitenganishwa na mstari mnyoofu.</p> <p>Wanyooshe mikono yao na kukamatana tayari kwa kuvutana. Ukisema “simameni!” wachezaji hao wasimame na kuanza kuvutana. Onyesha zoezi hili na mchezaji mmoja. Wafuasi wa kila timu wajipange nyuma ya hawa wawili wa mbele kwa kufuatana kwa nyuma. Kila mchezaji katika timu yake. Kila mchezaji azungushe mikono yake kwenye kiuno cha mchezaji aliye mbele yake na kumshika kwa nguvu tayari kumvuta kwa nyuma.</p> <p>Waamuru waanze kuvutana ili kuifanya timu pinzani kuvuka mstari na kuingia upande wapili.</p>
	


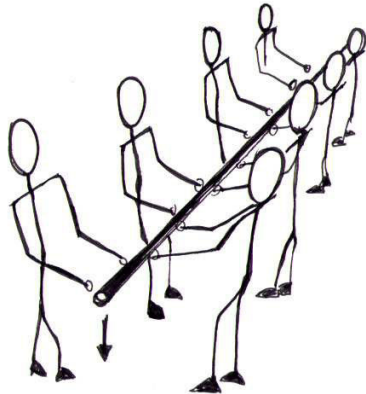
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<i>Knee Fight/Shoulder Fight</i>	<i>Kushikana magoti au Mabega</i>
<p>Objective: team-building, cooperation, fair play</p>	<p>Lengo: kujenga umoja, ushirikiano, kucheza kwa haki</p>
<p>Make pairs. Each person fights against the other one by trying to touch their opponent’s knee/shoulder with their hands. The player who first makes 5 touches, wins the game. After the game the two players shake hands.</p> <p>Variation: Two players face each other with their arms up straight. Each tries by pushing and feigning to get the oponent out of control. The player who moves his feet first loses the match.</p>	<p>Wachezaji wawe katika jozi mbalimbali. Wachezaji wa kila jozi waanze kushindana kugusana mabega au magoti, kila mmoja akijitahidi kukwepa kuguswa bega au goti lake. Atakayefanikiwa kumgusa mwenzake mara tano ndiye mshindi. Wachezaji wapeane mikono baada ya mchezo kuisha.</p> <p>Mchezo huu unaweza kucheza pia na wachezaji wawili wanaosimama kwa kutazamana wakiwa wamenyoosha mikono yao. Kila mchezaji ajaribu kumsukuma mwenzaka bila ya kutumia mikono. Mchezaji atakayesogeza miguu yake ameshindwa.</p>
	


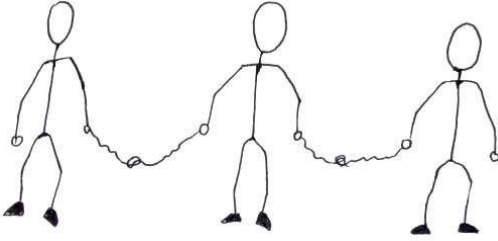
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<i>all Through All Hands</i>	<i>Mpira kwa wote</i>
Objective: problem-solving, cooperation	Lengo: kutatua matatizo, ushirikiano
<p>Give the participants (up to 10 persons) the following task: The whole group has to find a way of getting each team member to touch the ball within total of 3 sec. Two persons are not allowed to touch the ball at the same time.</p>	<p>Kama watu kumi hivi waunde timu moja. Kundi zima linapaswa kutafuta namna ya kuwafanya wanakikundi wote wauguse mpira ndani ya sekunde 3. Watu wawili hawatakiwi kuugusa mpira kwa pamoja.</p>
	

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<i>Stick Balance</i>	<i>Mlingano wa kijiti</i>
Objective: problem-solving, cooperation	Lengo: kutatua matatizo, ushirikiano
<p>Find a long stick and lift it to waist height. Ask participants to stand around it. Each participant offers one finger to lay the stick on. The participants have to slowly lay the stick down on to the ground. Their finger must be in contact with the stick all the time</p>	<p>Andaa fimbo ndefu na ukishike karibu na kiuno chako. Waamuru wachezaji wasimame kuizunguka fimbo hicho na kila mmoja anyooshe kidole kimoja ili fimbo hiyo iwekwe juu ya vidole hivyo. Waamrishe wafanye mijongeo mabalimbali kwa usawa kama vile, kwenda chini. Kila kidole lazima fimbo kijiti wakati wote.</p>
	


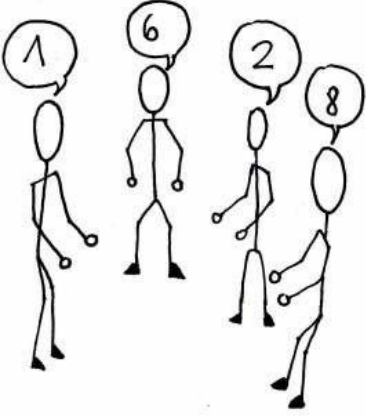
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<i>Knots In The Rope</i>	<i>Mafundo ya Kamba</i>
<p>Objective: problem-solving, cooperation</p>	<p>Lengo: kutatua matatizo, ushirikiano</p>
<p>Use several ropes and make a knot in the middle of them. The players have to line up and grab the end of a rope. They are supposed to close the rope in their fist. One end of a rope has to be held by one hand and the other hand holds another rope. After lining up, they are supposed to open the knots without opening their fists.</p>	<p>Andaa kamba kadhaa na kila moja iwe na fundo katikati. Wachezaji wajipange katika mstari huku kila mmoja akishika mwisho wa kamba katika mstari huo. Hivyo mwisho mmoja unakuwa umeshikiliwa na mchezaji mmoja huku mchezaji mwingine akiushika mwisho mwingine wa kamba hiyo. Sasa wajitahidi kufungua mafundo kwa kila kipande cha kamba bila kuachia miisho ya kamba hizo.</p>
	


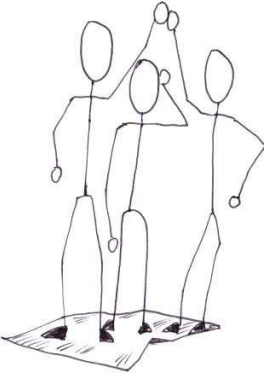
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<i>Partner Football</i>	<i>Wachezaji Pacha</i>
Objective: problem-solving, cooperation	Lengo: kutatua matatizo, ushirikiano
Divide the group into two teams and provide pieces of cloth to differentiate the teams. Set up a small pitch field with 2 sets of goals. Within the team they have to make pairs by taking each other’s hands. Play football with normal rules. If a pair loses contact it is a foul and the other team gets the ball.	Andaa timu mbili, waweza kuwapa wachezaji jezi ili kuzitofautisha timu. Andaa uwanja mdogo wenye magoli manne. Wachezaji wawili wawili kutoka kila timu waanze kucheza mpira wa miguu kwa kufuata sheria za mpira wa miguu. Jozi moja ya wachezaji ikiachiana mikono ili kurahisisha uchezaji ni faulu. Mpira utachukuliwa na timu pinzani.
	

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<i>Count Up To 10</i>	<i>Kuhesabu 1 hadi 10</i>
<p>Objective: problem-solving, cooperation, communication</p>	<p>Lengo: kutatua matatizo, ushirikiano, mawasiliano</p>
<p>A group of 10 players stand in a circle. They count up to 10 with the following rules: If more than 1 person is counting at the same time the whole group has to restart.</p>	<p>Wachezaji 10 wasimame katika duara na waanze kuhesabu 1 hadi 10 bila utaratibu maalumu, kila mmoja akitaja namba yake mwenyewe. Namba zifuatane 1, 2, 3, 4,..., 10. Ikitokea wawili, watatu... wametaja namba moja kwa pamoja, mchezo unaanza upya.</p>
	


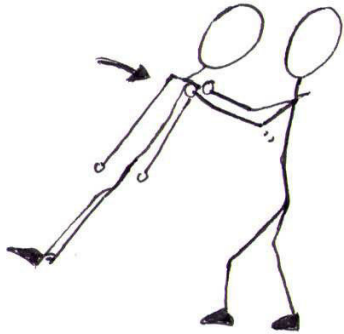
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<i>Turn The Newspaper</i>	<i>Gazeti</i>
Objective: problem-solving, cooperation	Lengo: kutatua matatizo, ushirikiano
<p>The participants make a group and stand on a newspaper. They now have to turn this newspaper around without stepping down from it. Tell them to imagine that there is a lot of water around the newspaper. They have to solve the problem in a group.</p>	<p>Wagawe wachezaji katika na kisha andaa magazeti kadhaa kulingana na idadi ya vikundi. Tandika magazeti chini na kila kikundi kikanyage juu ya gazeti lake. Waambie kwamba wamo mtumbwini na ziwa lina mamba na viboko wakali. Waamuru kila kikundi kigeuze gazeti lake juu chini bila wanakikundi kukanyaga majini ili wasiliwe na mamba na viboko. Wafahamishe kwamba wanapaswa kubuni njia ya kutatua tatizo hilo wakiwa kama kikundi.</p>
	

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<i>Weather Massage</i>	<i>Mvua Inanyesha</i>
Objective: problem-solving, cooperation	Lengo: kutatua matatizo, ushirikiano
<p>The participants stand in a very tight circle, facing the same way. Everyone faces the back of the person in front, putting both arms on to their shoulders. You demonstrate the activity as part of the circle while you are telling the story: “Look at the horizon, the rain is coming.</p> <p>It is starting to rain” → You slowly start tapping with a few fingers on the shoulders of the person in front of you. “The rain is getting heavier” → You use the whole hand and tap the whole back a little bit stronger “It is now raining very, very hard” → Speed up your tapping and do it stronger “The storm is now there and it is lightening” → Use both hands to shake the back and the whole body “The storm brings a lot of wind” → Use the whole hand to wipe from the top of the back to the bottom. Continue with the story other way around and end with slowly tapping with few fingers.</p>	<p>Wachezaji wasimame pamoja katika duara huku kila mmoja akikitazama kisogo cha aliye mbele yake na kuweka mikono yake juu ya mabega ya huyo wa mbele. Unaweza kuonyesha jinsi ya kuucheza mchezo huu ukiwa katika duara. Anza kwa kusimulia hivi: “Tazameni angani, mvua inakuja.”</p> <p>Anza kubonyeza mabega ya aliye mbele yako taratibu kwa vidole. “Mvua inaongezeka” → Endelea kubonyezabonyeza mgongo mzima kwa nguvu kidogo kulingana na ukubwa wa mvua. “Mvua imekuwa kubwa zaidi” → “Mvua ni ya radi na nguromo” → Tumia mikono yote miwili kutingisha mgongo na hata mwili wote. “Dhoruba na radi zinaleta upepo mkali” → Sasa tumia mkono wote kupepea tangu juu mpaka chini. Endelea na maelezo hayo kwa namna tofauti tofauti na kwa kuhitimisha punguza kasi ya kubonyeza mabega mpaka mvua inapoacha kunyesha.</p>
	


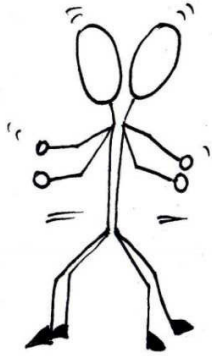
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<i>Trust Me</i>	<i>Niamini</i>
Objective: trust, responsibility, team-building	Lengo: imani, uwajibikaji, kujenga umoja
<p>Two participants stand close to each other. One person in front of the other one. The front person is asked to trust in the person behind. The person behind must be responsible for the person in front because he/she has to catch him/her with both hands when he/she falls slowly backwards. The falling person’s body must be tense and straight. The person who is catching has to be ready and concentrated all the time. He is standing stable with one foot in front of the other. No jokes are allowed.</p> <p>Variation: Ask the person who is falling to close her/his eyes.</p>	<p>Wachezaji wawili wasimame pamoja, mmoja mbele ya mwenzake. Wa mbele amwamini wa nyuma, na wa nyuma awe tayari kumpokea wa mbele kwa mikono miwili pindi atakapojiachia taratibu kwa nyuma. Yule wa mbele aanze kujiachia kiwiliwili kumdondokea yule wa nyuma yake. Mwili wa mchezaji wa mbele unapaswa kunyooka na kuwa na kukakamaa huku miguu yake ikiwa palepale. Yule wa nyuma awe tayari na asimame imara, mguu mmoja mbele ya mwingine. Yule ajiachiaye anaweza hata kufumba macho. Hairuhusiwi kufanya utani au mzaha katika mchezo huu.</p>
	

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<i>The V</i>	<i>Herufi V</i>
<p>Objective: trust, cooperation, team-building, responsibility</p>	<p>Lengo: imani, ushirikiano, kujenga umoja, uwajibikaji</p>
<p>Step one: Two participants stand close to each other, facing each other. They hold hands. After this starting position they move backwards slowly with their tense upright body. They make a V and try to hold this position for a few seconds.</p> <p>Variation: After making a V-shape they try to loosen one hand on one side and wave to someone together.</p>	<p>Hatua ya kwanza: Wachezaji wawe katika jozi (wawili wawili) na watazamane wakiwa karibu na kushikana mikono. Miguu yao ikiwa karibu kiasi cha kugusana, washikane mikono vizuri. Kila mmoja aanze kujiachia kwa sehemu ya juu ya mwili kurudi nyuma. Hapa watakuwa wameunda herufi „V“. Wachezaji wajaribu kubaki katika hali hiyo kwa sekunde kadhaa.</p> <p>Wachezaji wanaweza pia kuachia mkono mmoja wakiwa bado wameunda “V” na kumpungia mtu mwingine kwa pamoja.</p>
	


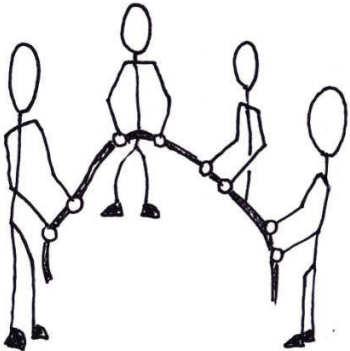
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<i>Back To Back Push</i>	<i>Mgongo Mgongo</i>
Objective: fair play, team-building	Lengo: kucheza kwa haki, kujenga umoja
<p>2 children stand back to back. When you give the order they try to push their opponent over a line. They have to play fairly.</p>	<p>Wachezaji wawili wawili wasimame wakiwa wameelekezeana migongo na kutenganishwa na mstari mnyoofu. Sasa waamuru waanze kusukumana. Mshindi ni yule atakayeweza kuvuka mstari hadi upande wa pili kwa mpinzani wake. Wachezaji lazima wacheze kwa haki.</p>
	

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<i>Kickball</i>	<i>Mpira na Kasha</i>
Objective: strategy, team-building	Lengo: mkakati, kujenga umoja
<p>This game is a variation of baseball. Two teams stand on a marked field and play against each other. The players from Team A are the defenders inside the field, in which there are 4 “safe zones” marked (use rope). The players of team B are the offense and line up at the baseline. The offensive team can get points if a player runs over all 4 “safe zones” back to the baseline where he/she started his/her run after kicking a ball as far as possible into the field. The defensive team A can stop team B by getting/catching the ball after the kick and placing the ball into one of 3 boxes, which are distributed on the field. If the ball is one of the boxes and the player is still on the run and not in one of the “safe zones” the player is out. When 5 players in a team are out, the teams change positions (offense becomes defense, defense becomes offense). They also change if all players of the offensive team have kicked the ball once.</p> <p>Variation: Instead of kicking the ball, you can throw the ball.</p>	<p>Mchezo huu ni namna mbadala ya kuucheza mchezo wa baseball. Timu mbili zisimame uwanjani na kupambana. Timu hizi mbili zinapambana, ambapo timu A ni timu ya washambuliaji na timu B ni ya walinzi. Uwanja unapaswa kuwa na maduara manne katika kila pembe. Maduara haya yanaonyeshwa kwa kutumia kamba. Upande mmoja wa uwanja ambapo washambiliaji wanasimama, unakuwa ni nusu duara toka kwenye mstari.</p> <p>Yale maduara manne ni maeneo salama, ambapo mchezaji wa washambuliaji atakapopiga mpira popote, atakimbilia katika maeneo salama haraka kabla wachezaji walinzi hawajapata mpira. Wachezaji walinzi baada ya mpira kupigwa, hujitahidi kuupata mpira ule na kutupiana ili kuwahi kuuweka ndani ya boksi mojawapo. Maboksi matatu yanapaswa kuwekwa uwanjani. Mpira ukiwekwa ndani ya boksi moja na mshambuliaji hajafika kwenye eneo salama, atasimama pale alipo na kutoka nje.</p> <p>Wachezaji walinzi wakifanikiwa kuwaondoa wachezaji washambuliaji watano kabla ya kumaliza mzunguko kamili katika maeneo salama yote manne hadi kwenye mstari wa mwanzoni, basi timu walinzi itakuwa washambuliaji na timu washambuliaji itakuwa walinzi. Mpira unaweza pia kurushwa kwa mikono badala ya kupiga kwa miguu wakati wa kuanza.</p>
	

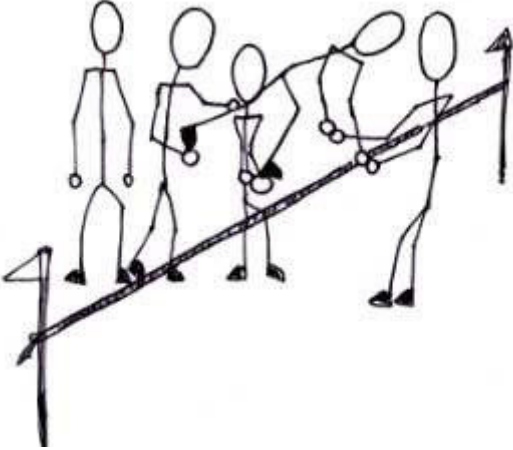
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<i>Algebra Game</i>	<i>Algebra</i>
<p>Objective: cooperation, problem-solving, team-building</p>	<p>Lengo: ushirikiano, kutatua matatizo, kujenga umoja</p>
<p>Use a long closed rope and ask participants to grab the rope with both hands and form a circle. After that, you tell them to hold the rope with their closed fists. They are now not allowed anymore to open their fists and hold the rope in loose hands. You give the participants the task to form a triangle without speaking.</p> <p>Variation: Ask participants to form a square.</p>	<p>Andaa kamba ndefu ya duara na waamuru wachezaji waishike kwa mikono miwili ili kuunda duara. Wachezaji wasiachie kamba bali waishikilie kwa nguvu. Hawaruhusiwi tena kulegeza mikono yao. Waambie wachezaji waunde maumbo mbalimbali kama vile pembe tatu au mraba kwa kutumia kamba hiyo bila kuzungumza.</p>
	

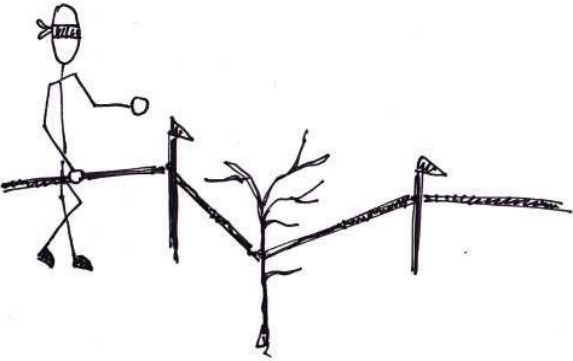
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<i>Robot Game</i>	<i>Roboti</i>
<p>Objective: trust, responsibility, team-building</p>	<p>Lengo: imani, uwajibikaji, kujenga umoja</p>
<p>Two people work together in a pair. One person is an engineer who is responsible for guiding a robot. The other person has to trust and follow the instructions.</p> <p>Instructions: By touching the head of the robot, the engineer can make him walk straight. By touching the left/right shoulder the robot has to turn right/left. Touching the head again, the robot has to stop. The engineer has to “drive” his robot carefully and have to make sure that he won’t crash into other robots.</p> <p>Variation: The engineer can also guide two robots. It is important that the robots don’t walk too fast.</p>	<p>Wachezaji wacheze wakiwa wawili. Mmoja awe kandarasi wa kumwongoza mwenzake na mwingine awe roboti. Roboti lifumbe macho huku likimwamini kandarasi na kufuata maelekezo yake.</p> <p>Maelekezo: Kandarasi akilibonyeza roboti kichwani, roboti litaanza kutembea. Akilibonyeza bega la kushoto, roboti nalo litatembea kuelekea kushoto. Akilibonyeza bega la kulia, roboti litaelekea kulia. Akilibonyeza kichwani tena, roboti litasimama. Kandarasi anapaswa kuwa makini ili roboti lake lisigongane na maroboti mengine.</p> <p>Kandarasi anaweza kuongoza hata roboti mbili. Ni muhimu kuhakikisha kwamba maroboti hayatembei haraka sana.</p>
	


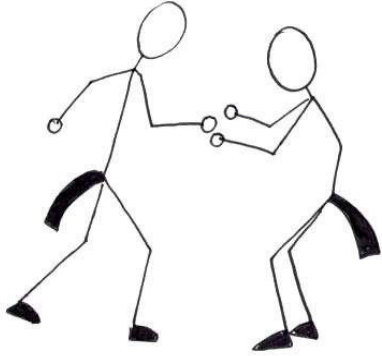
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<i>Over The Wall</i>	<i>Kuvuka Ukuta</i>
<p>Objective: responsibility, trust, teamwork</p>	<p>Lengo: uwajibikaji, imani, kujenga umoja</p>
<p>The group is given the the task of crossing the wall in a team without leaving anyone behind. The wall is symbolized by a rope on chest level. The rope can be held by two persons or tied to something. They have to cross the barrier without touching it. They have to communicate to solve the problem in a team. Only if they cooperate can they find a safe solution for the problem.</p> <p>Make sure that you do the game on a safe ground (no rocks etc...) Make sure the situation is safe and ask for the participant’s responsibility, trust and discipline.</p>	<p>Wachezaji wakiwa katika kundi wajitahidi kuvuka ukuta ambapo kamba usawa wa kifua ndiyo ukuta huo. Kamba ishikwe na watu wawili au kufungwa kwenye kitu kama nguzo. Wachezaji wavuke kwa pamoja bila kumwacha hata mmoja wao na bila ya kugusa kamba. Washirikiane na kuwasiliana ili kutatua tatizo kwa pamoja. Watafanikiwa tu iwapo watashirikiana.</p> <p>Hakikisha kwamba uwanja ni salama na waambie wachezaji wawajibike, wawe na imani na wawe na nidhamu.</p>
	

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<i>Blind Walk</i>	<i>Vipofu</i>
<p>Objective: trust, responsibility, team-building</p>	<p>Lengo: imani, uwajibikaji, kujenga umoja</p>
<p>Use a rope and tie it around different objects (trees, poles, etc. The group has to follow the rope blindfolded. They have to help and trust each other and communicate to each other.</p> <p>Make sure that it is a safe ground where the game is played. No jokes allowed, they have to take it seriously.</p>	<p>Tumia kamba moja ndefu kufunga kwenye vitu mbalimbali kama vile miti, nguzo n. k. Wachezaji katika kikundi wafumbwe macho na kisha washike ile kamba na kuanza kufuata maeneo yaliyofungwa na kamba hiyo. Wachezaji lazima wawasiliane, waaminiane na kusaidiana ili wafanikwe.</p> <p>Hakikisha kwamba uwanja ni salama. Wachezaji wamakinike na wasifanye mzaha.</p>
	

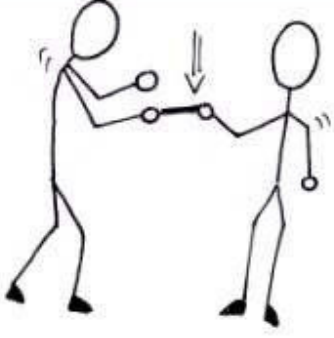
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<i>Grab the handkerchief</i>	<i>Kamata lesa</i>
Objective: responsibility	Lengo: uwajibikaji
All participants play against each other. They try to catch the “tail” of each other (piece of cloth or handkerchief which is put into their trousers). If you are caught you are out of the game.	Wachezaji wote wanashindana. Kila mmoja ajaribu kuudaka “mkia” mwenzake. (Mkia huo waweza kuwa kitambaa au lesa iliyochohomekezwa kiunoni. Mchezaji akinyakuliwa mkia anakuwa ameshindwa na hivyo anapaswa kuondoka uwanjani.
	


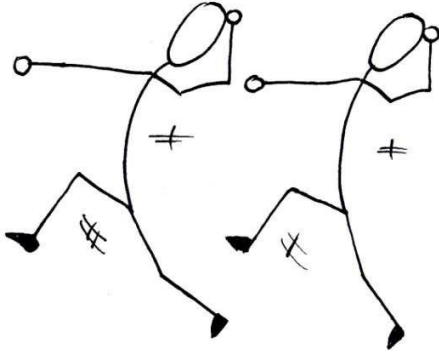
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<i>Difficult circle</i>	<i>Duara lenye ugumu</i>
Objective: responsibility, trust, teamwork	Lengo: uwajibikaji, imani, kujenga umoja
The children make a circle and hold hands. Every second child puts his/her feet in the middle of the circle on the ground. The children standing straight carry the other ones.	Wachezaji waunde duara na kushikana mikono. Kila mchezaji wa pili aweke miguu yake katikati ya duara hilo. Wachezaji wengine wasimame imara na kuwashika na kuwategemeza wale ambao miguu yao ipo katikati ya duara.
	

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<i>Pen Balance</i>	<i>Mlingano</i>
Objective: teambuilding, cooperation	Lengo: kujenga umoja, ushirikiano
<p>A couple tries to balance a pen on one finger each. They try different types of movements (sitting down, going backwards, closing their eyes, not speaking, developing their own presentation)</p>	<p>Wanafunzi katika jozi waweke kalamu juu ya vidole vyao vilivyonyooshwa (kidole kimoja kwa kila mmoja) na kujaribu kuweka kalamu hiyo katika usawa bila kuidondosha. Kisha waambiwe wajaribu kufanya mijongo mbalimbali kama vile kwenda mbele, kuridi nyuma, kufumba macho, kucheka, kukaa kimya n.k.</p>
	

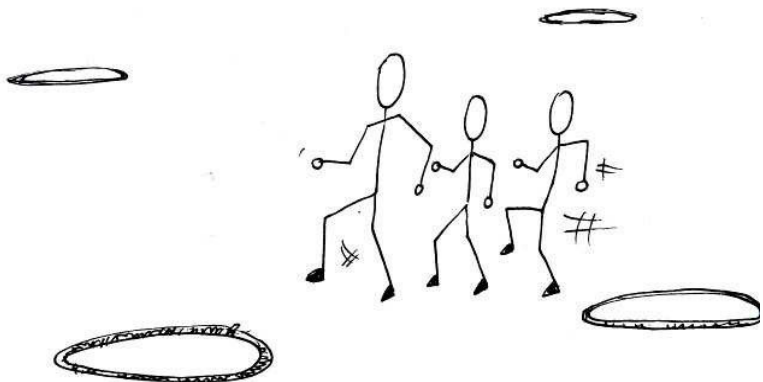
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<i>Mirror Running</i>	<i>Tumwige</i>
Objective: team-building	Lengo: kujenga umoja
One player runs in front of the group and performs different movements. The rest of the group follows, adapting the movement which is given.	Mchezaji mmoja au mwalimu awe mbele akifanya matendo mbalimbali. Wachezaji wengine wafuate na kuiga yote ayafanyayo.
	

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<i>Goat and Lion</i>	<i>Mbuzi na simba</i>
Objective: team-building, strategy	Lengo: kujenga umoja, mkakati
<p>1 -3 players (depending on the size of the group) symbolize the “Lion”. These persons try to catch the other players (Goats). The goats cannot be caught if they have the ball in their hands. That means that the group has to work close together as one team. They have to be aware who is in danger of being caught by the catchers (Lions). They can help the person who is chased by the catcher by passing the ball to the person who is in danger.</p>	<p>Mchezaji mmoja hadi watatu wawe kama simba na kuanza kuwawinda wengine ambao ni mbuzi. Mbuzi hawawezi kukamatwa ikiwa wameshikilia mpira mikononi mwao. Hivyo timu inapaswa kushirikiana na kuwa makini kuhusu walioko hatarini kukamatwa na simba. Mbuzi anayenyemelewa kukamatwa na simba atupiwe mpira haraka kama kinga yake.</p>
	


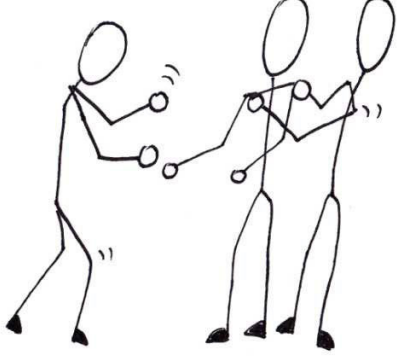
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<i>Mwanza- Bukoba- Dar Es Salaam- Sanisbar</i>	<i>Miji mbalimbali</i>
Objective: cooperation	Lengo: ushirikiano
<p>The participants run around on the pitch with marked zones (use a rope). You give these different zones a description, for example “This zone is Bukoba”. If you shout the description of the zone everyone has to run as quickly as possible to the zone, into the circle.</p>	<p>Andaa uwanja vizuri na weka maduara kadhaa kwa kutumia kamba. Kila duara linawakilisha jina la mji kama vile Bukoba. Waeleze wachezaji majina ya miji hiyo. Ghafla taja jina la mji na kila mchezaji akimbilie kwenye duara la mji uliotajwa. Unaweza kutaja mji fulani na kukimbilia kwenye mji mwingine ili kuwachanganya.</p>
	

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<i>Push Over The Line</i>	<i>Tusukumane Mabega</i>
<p>Objective: fair play</p>	<p>Lengo: kucheza kwa haki</p>
<p>Two players face each other, holding both shoulders with straight arms. On your command they have a fair fight and try to push the other person over a line. Variation: Tug of War with one hand.</p> <p>Variation: Pull the other person over the line</p>	<p>Wachezaji wawili wanaotenganishwa na mstari katikati, wageukiane na kushikana mabega mikono yao ikiwa imenyooka. Ukitoa ishara waanze kusukumana kiungwana bila kuuminzana. Kila mmoja ajaribu kumsukuma mwenza ke hadi avuke mstari. Mchezo huu unaweza kucheza pia kwa kuvutana kwa kutumia mkono mmoja.</p>
	

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<i>Catch the Snake Tail</i>	<i>Mkia wa Nyoka</i>
<p>Objective: team-building, strategy</p>	<p>Lengo: kujenga umoja, mkakati</p>
<p>4 participants make a circle hand in hand (snake). One of the 4 persons symbolizes the tail of the snake. A 5th person tries to catch the tail. The group has to protect the tail from being caught.</p> <p>Variation: 3 participants make a line (snake) touching the person in front of them on the shoulder. The last one of the is the snaketail which is chased by a 4th person in front of the group</p>	<p>Wachezaji wanne washikane mikono na kuunda duara. Mmoja awe awe mkia wa nyoka. Mchezaji wa tano ajaribu kuudaka mkia. Kundi zima linapaswa kuulinda mkia ili usikamatwe.</p> <p>Unaweza pia kuwa na wachezaji watatu katika mstari wanaoshikana mabega na kuwa nyoka. Mtu wa mwisho katika mstari atakuwa mkia na mtu mwingine wa nne aliyeko mwanzoni mwa mstari atajaribu kuudaka mkia huo.</p>
	

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<i>Endless Chair</i>	<i>Kiti kisicho na Mwisho</i>
Objective: Trust, responsibility, teamwork	Lengo: imani, uwajibikaji, umoja
<p>The participants form a make circle, one behind the other, so they can sit on the knees of the teammate behind them. They sit a circle, so that the last child is sitting on the knees of the first.</p>	<p>Wachezaji wawe katika duara, kila mchezaji akiangalia kisogo cha mchezaji aliye mbele yake. Kila mmoja akalie magoti/mapaja ya mwenzake aliye nyuma yake. Mtu wa mwisho atakuwa amekalia mapaja ya mchezaji wa kwanza.</p>
	

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<i>Football For All</i>	<i>Mpira kwa wote</i>
Objective: integrate girls, teamwork	Lengo: kuwahusisha wasichana, umoja
<p>Play football on a smaller pitch and encourage all players (also weaker players and girls). Special rule: a goal is allowed only if all the players on a team have touched the ball during the offense.</p> <p>Variation: only the girls are allowed to shoot the goals.</p>	<p>Andaa uwanja vizuri na wahamasishe watu wote (hata wasichana na walio dhaifu au wasiojiamini) kucheza uwanjani. Kanuni maalum: Goli likifungwa, litakuwa goli halali iwapo wachezaji wote katika timu iliyofunga wamegusa mpira huo wakati wa mashambulizi. Sheria nyingine kama “wafungaji lazima wawe wasichana tu!” zaweza kutumika.</p>




Local Games: Michezo ya Kitanzania

<i>Mdako</i>	<i>Mdako</i>
Two children or more fetch small stones in a hole whilst singing mdako songs.	Watoto wawili au zaidi wadake mawe madogo huku wakiimba nyimbo za mdako.
	

<i>Egg and spoon race</i>	<i>Mchezo wa kukimbia ukiwa umeshika kijiko na limao au yai.</i>
<p>Materials: Spoons, eggs/onions.</p> <p>Students are split into groups of two groups. They run 50m and one has a spoon with an egg or an onion on it in their hand. They have to make sure the egg/ onion does not fall off their spoon.</p> <p>Both of them have a spoon in one hand and touch hands with the other and run 50m too.</p>	<p>Vifaa: Vijiko, mayai/ vitunguu</p> <p>Gawa wanafunzi katika makundi ya wawili wawili. Kila jozi ya wachezaji ikimbie umbali wa mita 50 huku mchezaji mmoja akiwa ameshikilia kijiko ambapo juu yake limewekwa limao au yai. Wahakikishe kwamba yai au limao halidondoki.</p> <p>Sasa kila mmoja atashika kijiko chenye limao au yai na kisha watakimbia kwa pamoja umbali wa mita 50 wakiwa wameshikana mikono.</p>

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<p><i>Banana branch</i></p>	<p><i>Ukuti</i></p>
<p>Children sing ukuti songs whilst moving in a circle</p>	<p>Watoto wengi waimbe wimbo wa ukuti huku wakizunguka katika duara.</p>
<p><i>I am looking for my wife</i></p>	<p><i>Nasaka mke wangu</i></p>
<p>More than 2 children in a circle and 2 others between them doing hair</p>	<p>Watoto zaidi ya wawili wawe katika duara wakiwa wanawazunguka wengine wawili waliopo katikati ya duara na kusukana nywele.</p>
	
<p><i>Train to moshi</i></p>	<p><i>Gari la moshi</i></p>
<p>Many children sing train songs whilst moving round in a circle.</p>	<p>Watoto wengi waimbe wimbo wa gari moshi huku wakizunguka kwenye duara.</p>
<p><i>Sack Race</i></p>	<p><i>Kukimbia ndani ya gunia.</i></p>
<p>Children have to try their best to run or jump a certain distance whilst being in a sack.</p>	<p>Watoto wajitahidi kukimbia au kuruka umbali fulani wakiwa ndani ya gunia.</p>

Come up with your own games and describe them below:

Buni michezo yako mwenyewe na ielezee hapa chini:

Objective:	Lengo:

Objective:	Lengo:

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Endorsement of the author Sebastian Rockenfeller:

It is very important to differentiate between the different already existing *Sport In Development* programs, when it comes to non-sport-related aims. Social change programs cannot easily be transferred from one country to another because of cultural differences and different resources and conditions. Instead of just exporting a European movement culture through the implementation of western sport concepts and programs, it is crucial to adapt those programs to the specific needs. There are already many successful programs which had to be modified to the situation of the project concerned. But cultural sensitivity and receiver orientated approaches within a program can only be developed through analyses. The biggest challenge of each program is to create a specific educational setting in which the achievement of non-sport-related aims (Life Skills) becomes possible. We needn’t believe that sport only has positive effects; it can also harm, can be misused and can have negative outcomes. The challenge is to find the appropriate tool for the complex situation which has the power to make an impact. After having done a baseline study which outlines the environmental setting of the project, I was able to design this workshop for P.E. teachers. Special thanks go to my Tanzanian colleague and counterpart Kepha Elias (Regional Sport Officer Kagera Region and my direct counterpart) who contributed to the program design.

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Kutoka kwa mwandishi Sebastian Rockenfeller:

Ni muhimu kutofautisha kati ya programu mbalimbali za *michezo katika maendeleo* katika kuweka malengo ya stadi za maisha. Programu za mabadiliko ya kijamii haziwezi kuhamishwa kirahisi kutoka nchi moja hadi nyingine kutokana na tofauti za kitamaduni, rasilimali na hali halisi ya nchi fulani. Badala ya kuchukua moja kwa moja utamaduni wa kujushughulisha kimichezo kutoka nchi za Magharibi, ni muhimu kubadilisha programu hizo ili ziendane na mahitaji ya walengwa. Tayari zipo programu nyingi zenye mafanikio zilizofanyiwa marekebisha ili kuendana na malengo ya mradi fulani. Lakini umakini kuhusu utamaduni fulani pamoja na mipango inayokusudia kuwasaidia walengwa wake yaweza kufikiwa tu kwa kufanya uchambuzi. Changamoto kubwa kwa kila programu ni kutengeneza mazingira ya kielemu ambapo kupitia hayo mafunzo kuhusu stadi za maisha yanaweza kutolewa. Hatupaswi kufikiria kwamba michezo ina athari chanya tu. Michezo inaweza kudhuru, kutumiwa vibaya na kuleta matokeo hasi. Hivyo changamoto ni kutafuta zana inayofaa kwa ajili ya jambo hili lenye uwezo wa kuleta mabadiliko. Nilifanikiwa kuandaa mwongozo wa walimu wa somo la michezo baada ya kufanya utafiti kuhusu mazingira ya utekelezaji wa mradi huu. Shukrani za dhati kwa mwenzangu Kepha Elia kutoka Tanzania aliyechangia katika kuandaa programu hii.

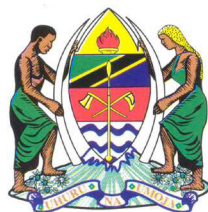
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