

# TAKE 5 COACH'S GUIDE



A coaching routine and activities  
for mental wellbeing for children

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# Why TAKE 5?



We all need a space where we feel **respected, listened to, and cared for**. A space where we can have fun and belong.

Unfortunately, for many kids growing up with a lot of stress, this isn't always the case. Home and school can be tough, and they need a place to be calm and just be themselves.

Luckily, these places already exist! Sports clubs, after school programs, youth centers, child friendly spaces allow kids from all over the world to enjoy themselves and find some peace.

We made **Take 5** for the people who run these spaces – the **coaches, volunteers, mentors and inspirators**. Inside this guide, you'll find a **simple teaching routine** and tons of games that will help you **create a space kids will love**. We're not trying to change what you already do; we just want to make it even more impactful.

**Take 5 was created by Waves for Change**, a South African child rights organisation that wants to see more kids find more places to have fun and feel safe. We hope you find Take 5 fun, simple, and helpful. If you do, pass it on! **Take 5 is open access and we love to see people sharing**.



“Heading UNICEF's child protection work, I'd been looking for evidence based interventions that build well being and provide effective trauma relief for children who have experienced grave violations or are living very dangerous lives. Take 5 is that - it builds the essence of what children need to reinvent their lives - love, safety, confidence, friendships, mentors and connections... It works with children who have lost all hope and for whom the community are prepared to incarcerate or execute, it is genuinely transformative ”

**-Brendan Ross, Child Protection Director - UNICEF South Sudan**

# How does TAKE 5 work?

**Take 5** is designed for **young people aged 10-18 who live in tough areas**. It's perfect for groups that already use play and sports, and for those who want to start.

**Take 5 uses sports and play** to help kids feel **good and stay healthy**. It's super fun for both kids and coaches and is designed to work equally well in established places like youth centres as well as non-formal settings such as community sports fields and other public spaces.

**Take 5** is used by **facilitators working with children**. Facilitators might be coaches, volunteers, social workers, case workers, teachers - whatever you call them, they learn:

- **The Take-5 five step routine:** This is a simple 5 step teaching routine that quickly creates fun, engaging sport and play based sessions for children
- **11 simple facilitation skills** - 11 memorable 'BE's' that ensure you are the best version of yourself when you're delivering Take 5 sessions.
- **9 foundational helping skills:** These ensure facilitators build meaningful connections with children (Accessed via our online learning course - find the QR code in the back of this guide)

**Take 5 is used by some of the world's leading children's charities to:**

- Give children fun, engaging sensory experiences that provide a break from stress.
- Strengthen children's social networks.
- Teach children social skills and how to control their emotions.
- Help children avoid risky life choices.
- Help coaches spot child protection problems early.
- Make any sports or play activity even more impactful.



# Our FIVE Core Principles



Take 5 is built around five core principles that we've identified with the help of children and coaches from around the world. Every Take 5 activity is designed to create:

**Caring Connections:** When we play, we meet new people and make friends with coaches and other kids. This makes us feel safe and good about ourselves, and like we belong. Take 5 activities ensure everyone feels like they're part of something special and that they're appreciated for who they are.

**Safe Spaces:** When we play together, we create spaces where everyone feels safe and has fun. Take 5 activities transform any space into a place where kids feel accepted, understood, and free to be themselves – whether they're feeling relaxed or energetic, quiet or loud.

**Fun and Challenging New Tasks:** Playing helps us learn new skills. This boosts our confidence and makes us more resilient – especially when our friends and coaches cheer us on! It can also help us to take a break from things that worry or frustrate us. Play is the centre point of any Take 5 programme, and it's up to you what play activities you'd like to use.

**Self-regulation Skills:** Self-regulation (our ability to manage our thoughts and feelings, and work towards our goals) is an essential part of growing up. Playing helps us learn to manage our thoughts and feelings and work towards goals. Take 5 activities like emotional check ins, breathing exercises, and problem solving games give everyone the opportunity to share their thoughts and feelings, to set and work towards shared goals, and to practise skills they can use at the program and in other areas of their life.

**Community Connections:** Play, recreation and sport-based programs help kids and coaches form strong relationships. As coaches get to know the kids in their programs better, they can connect them with more services in their community. These might be other sport or recreation clubs, academic support programs, or social support services. This might also include essential services like clinics, advanced mental health support or social work services.

# The TAKE 5 Routine



To turn these five simple principles into fun and impactful programmes, we use the Take 5 routine.

The Take 5 routine includes five key activities (or steps), chosen on purpose to increase social interaction, self-control, and having fun. To keep the routine fresh and engaging for kids, each Take 5 activity has different options, which can be found in coaching guides and an online course (snap the QR code in your guide!)



- 1** An energizer to get everyone going!
- 2** A check-in to see how everyone is doing.
- 3** A Take 5 breathing activity to help with focus and relaxation.
- 4** Structured and supervised play/physical activity to get moving and have some fun!
- 5** A check-out to wrap things up.



A Take 5 session takes a minimum of 40 minutes, so it can easily be used in schools, sports training, or clubs. By extending the Play step. Take 5 sessions can be as long as 3 hours for use in youth centers and camps.

Relationships are important, so we encourage facilitators to keep things consistent: same time, same place, same facilitator, and same group of kids. This helps everyone feel comfortable and connected.

We have suggestions for scheduling, and this guide provides both basic and advanced sessions that will help you keep your routines fresh, fun and challenging to keep your participants engaged and learning. However, we know that some environments require more flexibility than others, so use our scheduling suggestions as a guide.

# The 5 Steps in Depth



The Take 5 routine is made up of 5 simple steps. It is designed to help coaches create safe, supportive environments that kids love and want to come back to. It's a teaching framework that guides every session you do.

**The five steps in the Take 5 Routine are:**



## **ENERGISERS (5 minutes)**

A fun and active game, song, or dance that gets everyone moving and excited for the day.



## **CHECK IN (5 minutes)**

A short creative discussion that helps everyone identify and express their emotions. This guide includes “basic” and “advanced” Check In activities.



## **TAKE 5 BREATHING (5 minutes)**

A grounded breathing technique to help everyone settle and relax. Some Take 5 Breathing exercises are active, others focus on stillness. This guide includes “basic” and “advanced” Take 5 Breathing activities.



## **PLAY (30-60 minutes)**

Any fun activity, such as soccer, art, surfing, chess, or music where everyone have fun in a positive environment. This guide includes “basic” and “advanced” games for Play time.



## **CHECK OUT (10 minutes)**

Everyone reflects on anything that made them feel good or relaxed during the session and discuss ways they can use these new skills in their lives. End the session with a team cheer called a Kilo (Explained more soon.)

**How can you tell if your Take 5 routine is working? Look out for the following signs:**

- Participants are having fun and enjoying themselves.
- Participants show up regularly.
- Participants get involved in the activities.
- Participants open up about their feelings during check-ins.
- Participants invite their friends and family to join.
- Participants feel comfortable sharing their hopes, dreams, and ideas with you.
- Participants feel safe sharing sensitive information.



# Did you Know?



## Take 5 has even been used in prisons?

- In South Sudan, facilitators trained in Take 5 used a disused field to open regular 2 hour play sessions for inmates of an illegal prison facility. As the relations between the inmates, the Take 5 facilitators and the prison guards developed, the Take 5 Facilitators were able to bring social workers to the prison and get additional services and support to the inmates. This led to a large proportion of the children illegally interned in the prison getting released.
- **Once you master the Take 5 routine, you really can start something anywhere!**





# TAKE 5 Routine - Coaching tips



Here's a quick tip for your Take 5 Routine. We've created "intro statements" for each step to help participants understand what we're doing and why we're doing it, so they can relax and enjoy the activity. If children know what they are doing, and what's going to happen next, they'll relax into the session and won't disrupt things. Even better, children will start taking the lead!

Check out these examples below for your Take 5 Routine!



## Energizer

- "We are going to warm up our bodies and our minds."



## Check in

- "We are going to check in with ourselves to understand how we feel."



## Take 5 Breathing

- "We are going to do a breathing activity to help us calm down and focus."



## Play

- "We are going to play and have fun! Please choose your activity."



## Check out

- "We are going to check out to see how we feel as we finish our session."



## Kilo

- "We are going to celebrate our hard work together!"

# Structuring your TAKE 5 programme

- As you start to design your **Take 5 programme**, focus on creating a fun, safe space before introducing participants to new skills.
- Some participants may not be immediately ready to participate in activities that focus on advanced themes such as self-reflection or future planning and some are likely experiencing the effects of trauma and will need this time to settle.
- The **Take 5 routine** will help participants feel comfortable with you, with each other, and in their shared space, so that you can start addressing more advanced themes later in the programme.
- To help you, we've created "**basic**" and "**advanced**" activities for Check Ins, Take 5 breathing activities, and Play activities. We suggest implementing the "basic" versions first before moving on to the "advanced" versions.

To help build a structured progression, sequence the Play activities so that you first build trust and connection with participants, then introduce coping skills to help them develop resilience and mental strength (such as the advanced Take 5 activities). Once participants feel grounded and capable, the focus can shift to fostering a strong sense of future and goal setting. Below is a guide to help you sequence these activities in a way that supports this journey.



# Tips to run effective TAKE 5 sessions



The 11 BEs are simple facilitation techniques to remember when you're leading your activities with children. Remember these!



**BE Engaging:** Every session should be exciting and fun! Speak loudly and clearly, and show participants you care through your body language.

**BE an Elephant:** Elephants have big ears and a small mouth. Listen more than you speak. A good coach only talks about 10% of the time. Ask lots of questions and let participants answer each other.

**BE Curious:** Get to know your participants. Learn about their strengths, hopes, qualities, fears, and goals. Understand where they come from, the challenges they face, and remember that some participants may be sensitive.

**BE a Referee:** A referee keeps the game fun and fair for everyone. Clearly explain the rules for each activity and make sure everyone gets a chance to participate in their own way..

**BE a Team Player:** Remember that you're part of the team too. Let participants have a laugh and treat them as equals.

**BE Prepared:** Review the session goals, schedule, and prep work before each session. Bring your materials and Coach's Guide to every session.



**BE Flexible:** Be open to new ideas and change plans when needed. Use different materials when the suggested ones aren't available. Get creative and adapt activities to suit your community and participants.

**BE Positive:** Work with participants to find positive solutions to problems, instead of using punishments.

**BE Focused:** Start and end sessions on time. Balance "play time" and "discussion time" to make sure you achieve the session goals. Keep discussions relevant and on-topic.

**BE a Captain:** Lead by example. Share your feelings with participants and model healthy behaviours. Create a safe space for participants to talk to you outside of session time.

**BE Real:** Let your personality shine through! Use the Coach's Guide as a resource, not a script. When you don't know the answer to something, be honest. Do some research and get back to the participant at the next session. Feel free to share your own powerful personal stories.



# TAKE 5 ROUTINE



## ENERGIZER



An Energiser is a fun and active game, song, or dance that gets participants moving and excited for the session and the day. Energisers work best when Coaches lead by example and actively participate too.

### Why do we do Energisers?

- To warm up our bodies and minds.
- To release any worries and stress from the day.
- To bring our attention to the program space.
- To encourage social connections and positive engagement between coaches and participants.
- To build a programme culture and shared identity through ritual.
- To create a separation from school, work, or home.

### When do we do Energisers?

Lead at least one energiser at the beginning of every session. You can also run energisers during your session if you sense participants have low energy or difficulty focusing, to reconnect and refocus the group.

### How do we lead Energisers?

#### 1. Prepare.

- As a team, select an energiser.
- Use any energisers you've learned from your Take 5 training or use your own.
- Feel free to play music, make up your own games, and have fun.

#### 2. Greet participants.

- Welcome participants with lots of enthusiasm!
- Use their names, cheers, and high fives to start building a positive energy which can last the whole session.
- Form a circle so you can make eye contact with each participant and be heard without having to shout

#### 3. Intro statement.

- Explain *what* an Energizer is and *why* we do it:
  - *We are going to do an energizer to warm up our bodies and our minds and prepare for today's session.*

#### 4. Lead an energiser.

- Explain the rules of the energiser, and participate with the group in the activity.
- Play WITH participants! Have fun and ensure everyone is involved.

# ENERGIZER



## Lead any of the following types of Energisers:

- **Physical Activity:** Incorporate activities like a warm-up jog or group stretches to get everyone moving and engaged.
- **Ice Breaker Activity:** Include an icebreaker activity to break down barriers and help participants get to know each other better. For example, you can use a game or activity that encourages sharing fun facts about themselves or sharing their personal interests.
- **Social Connection Activity:** Promote social connections by encouraging participants to interact and engage with each other during the activity.

## Energizer examples

### MINGLE MINGLE

- Say “mingle-mingle” and instruct participants to respond, “mingle!”
- Instruct participants to move in all directions.
- Call out a number and instruct participants to quickly get in groups of that number.
- Play several rounds.
- You can also lead this game where you say a category and participants get in groups according to their favourite thing (examples: favourite food, sport, musician, or country).



# ENERGIZER



## 50-100-200

- Set up three cones or rocks, about 1.5 metres apart.
- Instruct participants to make a line facing one of the cones.
- Explain that each cone represents a different amount- 50, 100, or 100.
- Instruct participants to jump to the appropriate cone when you call out that number (50, 100, or 100).
- If a participant jumps to the wrong cone, or doesn't jump, they will be eliminated.
- Play until there is one participant remaining.
- Play several rounds, getting faster each time.



# ENERGIZER



## MY NAME IS...

- Make a circle.
- Demonstrate the activity: Walk to the middle of the circle, say one thing you like doing, and act it out.
  - Example: My name is Joseph and I like soccer (acts out kicking a ball)
- Instruct all participants to walk into the circle, say your name, and do the action.
  - Example: All participants walk to the middle of the circle and say “My name is Joseph and I like soccer” and act out kicking a ball.
- Repeat for every participant.



## AJUKUJAH

- Make a circle.
- Instruct participants to say “ajukujah” when you say ajukujah to a slow rhythm.
- Instruct participants to do what you do while singing the song. Act out several motions- clapping, jumping, stretching, running in place, etc.
- Play for a few minutes. Invite participants to lead.





# CHECK IN



Check Ins are simple activities that help participants identify and share their emotions. By regularly checking in, participants learn how to talk about their feelings, regulate how they respond, calm down, and focus.

The goal of Check In is not to gain information or “fix” participants’ feelings. Rather, Check-Ins aim to help participants feel recognised, cared for, and caring. It can be difficult to describe how you feel when someone asks, “How do you feel?” Instead, Check-Ins provide more realistic opportunities for participants to discuss feelings, such as going for a walk with a partner or naming colours or animals to represent feelings. Participants will find comfort in the routine of checking in consistently, every session; this also allows them to build up their confidence and familiarity with the activity.

## Why do we Check In?

- To help participants feel emotionally, physically, and mentally safe
- To provide the opportunity to practise expressing emotions in healthy ways.
- To build self-awareness and confidence in communication.

## When do we Check In?

Check in with participants after your energizer and before Take 5 Breathing. The Check-in should only take five to ten minutes.

## How do we Check In?

### • Prepare:

Read the list of Check in options below. Consider facilitating some of the “Basic Check Ins”, such as the Walking Check In, early in your programme. Once participants are comfortable, try some of the “Advanced” Check Ins. Choose A Check In and prepare your own answers to share with participants, so you can model the activity for them and lead by example.

### • Intro statement:

- Explain *what* a Check In is and *why* we do it:
  - *We are going to do a Check In, which is a quick activity to help identify and share our feelings.*

### • Explain:

- *We’re here to support each other, whatever feelings we feel today.*
- *You don’t have to share if you don’t want to.*

# CHECK IN



- **Check In together:**

In your safe circle, ask each participant to share how they feel, using the instruction of the day. Share how you feel as well.

BASIC CHECK IN	ADVANCED CHECK IN
Walking check in	Describe how you're feeling with a colour.
Show how you're feeling from 1-10 with your fingers (10 is great; 1 is struggling)	Describe how you're feeling with an emoji.
Use your thumb as a fuel gauge to show your energy level.	Describe how you're feeling with a type of food.
Describe how you're feeling with a sound (not words).	Describe how you're feeling with a type of weather.
Show how you're feeling with only your face.	Create your own Check-In or even ask participants to make one!



# BASIC CHECK IN



The Basic Check Ins are easy to facilitate and easy for participants to understand. Use the Basic Check-Ins early in your programme. If you work with younger participants (9-12 years old), you may want to stick to these throughout your programme. Use the Check Ins that work best for your group.

## WALKING CHECK IN

- Select a route close by that you can walk to. Ensure it is safe and everyone knows where to go. This can be as simple as walking around your school or sports pitch.
- Break the group into pairs.
- Select a fun and happy question to discuss, such as:
  - What is your favourite meal? How do you prepare it?
  - Who is your favourite musician or athlete? Why?
  - What's the funniest thing you've ever seen?
  - Who is your favourite teacher or coach? What makes this person special?
  - What is your proudest moment?

After participants finish walking, ask for volunteers to share what they learned about their partners.

- **Other basic Check Ins**
  - **Show how you're feeling from 1-10 with your fingers (10 is great; 1 is struggling)**
  - **Use your thumb as a fuel gauge to show your energy level.**
  - **Describe how you're feeling with a sound (not words).**
  - **Show how you're feeling with only your face.**



# ADVANCED CHECK IN



Advanced Check Ins work best with groups that are comfortable with each other. Older participants often enjoy the advanced Check Ins as well, as they rely on symbolism and creativity.

- **Describe how you're feeling with a colour.**
- **Show how you're feeling by moving your whole body.**
- **Describe how you're feeling with a type of food.**
- **Describe how you're feeling with a type of weather.**
- **Create your own Check-In or even ask participants to make one!**

## Coach's Tips

- It's very important we don't assume we know what someone means when they express their feelings without using feelings words. The truth is, we can't know (and we don't need to know)! For some people, blue might mean calm; for others it might mean sad; and for others it might mean excitement!
- We want to celebrate and thank people for identifying and sharing how they feel. When we celebrate and thank someone for sharing, we are not celebrating the feeling they share, but rather the behaviour of checking in. The behaviours we want to reinforce are:
  - **Checking in with ourselves, to notice how we're feeling.**
  - **Sharing how we feel with others.**
- If someone shares something challenging or difficult, it's important to acknowledge it, and not just give snaps and move on - that might make someone feel ignored, dismissed, or uncared for. We can say: thank you for sharing, and we are here for you if you need us. We all care about you.
- Don't try to solve, fix, or change the feeling in the circle. Rather, acknowledge what someone has shared, and if needed, hold a 1:1 check in with them in a safe and supportive way outside of the circle. Often, the most important thing we can do for our participants is to just listen to them!





**Take 5 Breathing is an important breathing activity that simply involves taking five deep breaths. Informed by grounding breathing practice, Take 5 Breathing is a recognised technique that slows the heart rate and gets oxygen to the brain, helping us relax, calm down, and focus. Lead a Take 5 Breathing activity every session and encourage participants to use Take 5 outside of the programme whenever they want to relax. There are several versions of Take 5 Breathing. The Basic Take 5s are more active and group-based, while the Advanced Take 5s are quieter and focused on the individual.**

### **Why do we Take 5?**

- To relax, calm down, and focus *during* the programme.
- To teach and practise a self-regulation skill to use *outside* of the programme.
- To release worries and stress from the day.
- To bring our attention to the program space.



### **When do we Take 5?**

In every session, we run a Take 5 after the Check In. Coaches and participants can also use a Take 5 at any time in the session!

### **How do we do Take 5 breathing?**

#### **1. Prepare**

Read the list of Take 5 Breathing options below. Consider facilitating some of the “Basic Take 5s” early in your programme. Once participants are comfortable, try some of the “Advanced” ones. Choose A Take 5 and practise it before leading the activity with participants.

#### **2. Intro statement:**

- We are going to do a Take 5 Breathing Activity to help us calm down and focus.

#### **3. Lead the Take 5 you have selected:**

- Sit comfortably in a safe circle, with coaches part of the circle.
- If participants are comfortable, they can close their eyes (they don’t have to, though).
- Instruct participants to take a deep breath in through the nose for four seconds, and breathe out through the mouth for six seconds.
- Encourage participants to take four more relaxed, deep breaths.
- When they’re ready, ask participants to take a moment to notice how the Take 5 made them feel.
- Remind participants they can do this activity anywhere, anytime.

# TAKE 5 BREATHING

## Coach's Tips

- The breathing should be relaxed and unforced. If participants can't breathe in for four counts, or out for six, that's ok! Just ask them to breathe out for longer than they breathe in - this is the most effective way to calm our bodies using our breath, and when our bodies are calm, it helps our minds to be calm too.
- Never force anyone to close their eyes. It can be scary or uncomfortable for some of us, and can make the Take 5 more stressful than relaxing! The Take 5 can be powerful whether eyes are open or closed. Allow your participants to choose what they are comfortable with.
- Some participants might laugh or be disruptive during the Take 5. That's natural when learning a new activity that might feel strange. Gently bring their attention back to the group, and remind them that we're all learning together. It's also fine if any participants want to skip the Take 5 Breathing.

BASIC TAKE 5s	ADVANCED TAKE 5s
Team Take 5	Take 5 Strengths
Springbok Take 5	Take 5 Senses
Squishy Fruit Take 5	Thankful Take 5
Wave Take 5	Take 5 Supporters
Take 5 Box Breathing	Take 5 Double Breath
	Take 5 Body Scan
	Take 5 Object



# BASIC TAKE 5 BREATHING ACTIVITIES

The Basic Take 5 Breathing activities are active, easy to facilitate, and easy for participants to understand. If you work with younger participants (9-12 years old), you may want to stick with these throughout your programme. Use the Take 5 Breathing activities that work best for your group.

## TEAM TAKE 5

1. Instruct participants to hold hands and make as big a circle as possible.
2. As you breathe in for four seconds, instruct participants to slowly walk to the middle and raise their hands together.
3. As you breathe out for six seconds, instruct participants to slowly walk backwards to the original position, lowering their hands together.
4. Repeat 5 times.



## SPRINGBOK TAKE 5

1. Instruct participants to put their arms around each other and bend forward, making a tight circle.
2. As you breathe in for four seconds, instruct participants to slowly lift their heads up and gently lean back.
3. As you breathe out for six seconds, instruct participants to slowly bend forward to the original position, slightly bent over with heads towards the middle of the circle.
4. Repeat 5 times.



# BASIC TAKE 5 BREATHING ACTIVITIES

## SQUISHY FRUIT TAKE 5

1. Instruct participants to imagine a big fruit tree above them and breathe slowly for six seconds in and four seconds out.
2. Instruct participants to reach as high as they can and pick a fruit from the top branch of the fruit tree.
3. Then instruct them to take a deep breath through the nose, smelling the fruit.
4. Repeat 5 times.



## WAVE TAKE 5

1. Line participants up shoulder to shoulder in a half circle and instruct them to relax their neck and shoulders
2. One by one, participants take a quick breath, bringing their shoulders by their ears and holding their breath.
3. When you reach the last participant, they will exhale one by one, dropping their shoulders going the other way until you reach the first player.
4. The motion should look similar to a “wave” at a football stadium!

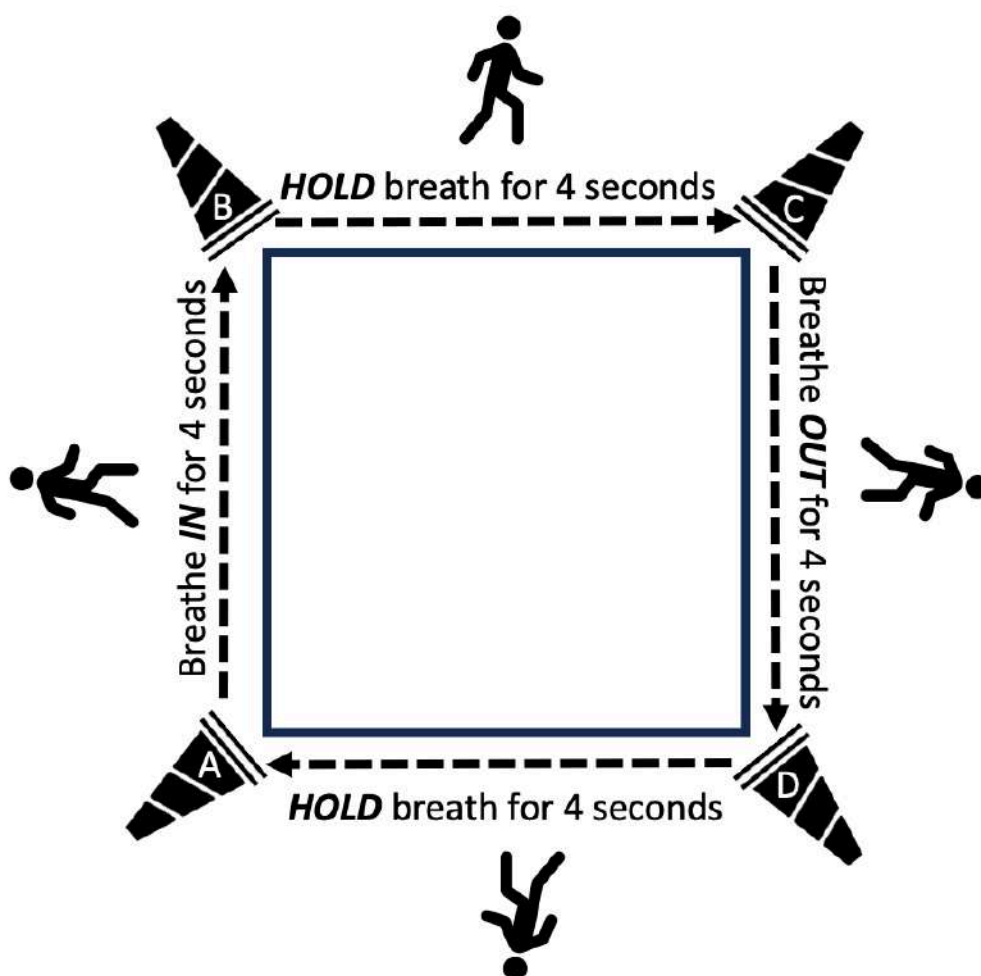




# BASIC TAKE 5 BREATHING ACTIVITIES

## TAKE 5 BOX BREATHING

1. Instruct participants to walk from **Point A to Point B**: Breathe in through your nose for a count of 4 as you walk.
2. Walk from **Point B to Point C**: Hold your breath for a count of 4 as you walk
3. Walk from **Point C to Point D**: Breathe out for 4 counts as you walk.
4. Walk from **Point D back to Point A**: Hold your breath for a count of 4 as you walk
5. Repeat around the box, moving and breathing smoothly between each corner. Once back at Point A, take a few regular breaths and notice how you feel.



# ADVANCED TAKE 5 BREATHING ACTIVITIES

The Advanced Take 5 Breathing activities focus on stillness and may work best with older participants (12 years and older). Be aware some participants may not be comfortable being silent or closing their eyes, so always let them know these are optional parts of the breathing exercises.

## TAKE 5 STRENGTHS



1. Explain “strengths” and provide some examples.
  - *A strength is anything you do well, enjoy doing or a personal trait. Examples:*
    - *I’m good at taking penalty kicks.*
    - *I enjoy singing.*
    - *I am a caring friend.*
2. Share one of your strengths and describe why it is important to you.
3. Instruct participants to get comfortable, hold out one hand, and close their eyes, if they feel comfortable.
  - Explain: As you breathe in, trace your thumb with your other hand.
  - When you get to the tip of your thumb, say your strength to yourself (I am a caring friend).
  - Breathe out as you trace your thumb down.
  - Continue for each finger, naming your strength at the tip of each finger
  - When you’re ready, open your eyes.
4. Ask for volunteers to share their strengths.

## TAKE 5 DOUBLE BREATH

1. Explain:
  - *The Take 5 Double Breath can help you calm down quickly. It is very similar to the original Take 5, but you’ll add quick breath in and out each round.*
  - *The use of slow and fast breaths tells your brain you are safe and it’s okay for your body to relax.*
2. Instruct participants to get comfortable.
  - *Take a deep breath in through your nose for four seconds. When you feel you are filled with air, take one more quick breath in through your nose.*
  - *Breathe out through your mouth for six seconds. When you feel your body is empty of air, breathe out once quickly through your mouth.*
3. Repeat 5 times.
4. Ask participants how the Take 5 Double Breath made them feel.

# ADVANCED TAKE 5 BREATHING ACTIVITIES

## TAKE 5 SENSES



### 1. Introduce “senses”

- When we are feeling anxious, we can use our “senses”, such as seeing, hearing, feeling, tasting, and smelling to focus our attention on what’s happening around us until we feel calm again.

### 2. Instruct participants to get comfortable:

- Take a deep breath in through your mouth for four seconds. Breathe out through your nose for six seconds.
- Now, look around you. Take a deep breath in and out, and name five things you can see.
- Take another deep breath in and out. Now, name four things you can hear.
- Take another deep breath in and out. Now, name three things you can physically touch or feel (such as the ground you are sitting on, the clothes on your skin, or the wind on your face).
- Take another deep breath in and out. Name two things you can taste.
- Take a last deep breath in and out, and name one thing you can smell.

### 3. Ask participants to share some of the things they identified with their senses.



## THANKFUL TAKE 5



### 1. Introduce “gratitude”:

- Gratitude means being thankful. Being thankful can help us feel good, even when we are experiencing stress or challenges.
- Being thankful can help us recognize good things exist in our lives and can stop focusing on things that cause us stress.

### 2. Describe one thing you are thankful for. Start with, “I am thankful for....”. Keep your example specific and clear, such as being thankful for the ocean water being warm, no traffic on the way to work, seeing something beautiful, or getting a message from a loved one.

### 3. Instruct participants to get comfortable:

- Take a deep breath in through your nose for four seconds. Breathe out through your mouth for six seconds.
- As you take another deep breath in, think of one thing you are grateful for today. You can repeat this same thing for every breath, or you can name a new one every breath.
- After 5 deep thankful breaths, slowly open your eyes.

### 4. Ask for volunteers to share what they are thankful for.



## TAKE 5 SUPPORTERS

1. Introduce “Supporters”
  - A peer and adult that helps us to stay strong, gives us advice, and helps us to overcome challenges.
  - Someone who encourages us and helps us reach our goals.
  - We need supporters when we are sick, sad, angry, worried, need help, need someone to talk to, etc. We also need supporters in the good times: when you are happy, proud, want to share a success, want to laugh, etc.
2. Describe a supporter in your life. Share what this person does to support you and how they make you feel.
3. Instruct participants to think of at least one supporter in their lives.
4. Instruct participants to get comfortable:
  - Take a deep breath in through your nose for four seconds. Breathe out through your mouth for six seconds.
  - As you take another deep breath in, think of your supporters. Picture what they look like, things they say, what their laugh sounds like, and how they make you feel.
  - After thinking of your supporter for five breaths, slowly open your eyes.
5. Ask for volunteers to describe their supporter and how that person supports them.



## TAKE 5 BODY SCAN

1. Lead participants in tightening and relaxing their muscles. Repeat 3 times:
  - Squeeze all the muscles in your whole body very tight- your toes, legs, stomach, fists, face- everything!
  - Now slowly release your muscles and relax from your toes to your fingers to your head.
2. Instruct participants to get comfortable. Participants may want to lie down for this Take 5.
  5. Take a deep breath in through your nose for four seconds. Breathe out through your mouth for six seconds.
  - As you breathe, notice how breathing affects your body. Does your throat feel open or closed? Is your jaw clenched, or relaxed? Is your chest and tummy rising and falling as you breathe? Nothing is good or bad, and don't try to change anything – just check in and pay attention.
  - Now focus on your heartbeat. Can you feel it? Is it fast or slow?
  - Now focus on each of your body parts, and how they are feeling, starting with your toes, and moving all the way up to your face.
3. Continue for at least five breaths.
4. Ask for volunteers to describe how their bodies feel now.



# ADVANCED TAKE 5 BREATHING ACTIVITIES

## TAKE 5 OBJECT



### 1. Prepare:

- Find a small, interesting object, such as a rock, shell, stick, or bead for each participant. You can also lead participants on a group walk through nature (beach, park, or forest) to find their own Take 5 Objects.
- Prepare one positive story from your group. Describe what happened, how it made you feel, and why this moment is so special to you.

### 2. Give each participant a Take 5 Object and explain:

- Today we will learn how to use your meaningful memories from our programme to feel safe and strong any time.
- You'll each receive a Take 5 Object, a special object to help you remember our programme and our positive experiences together.
- You can bring your Take 5 Object home so you can always remember the positive feelings from our group.

### 3. Instruct participants to get comfortable.

- Take a deep breath in through your nose for four seconds. Breathe out through your mouth for six seconds.
- As you take your next breath in, hold your Take 5 Object tightly in your hand. Think about how you feel at the programme. Focus on one good moment you have had at the programme. What was happening when you felt good? What were you doing, and who were you with?
- Continue breathing and calmly squeeze this memory into your Take 5 Object.

### 4. Ask for volunteers to share their positive memories.

### 5. Ask participants how they will use their Take 5 Objects in their lives.





# PLAY



**Play is an essential part of every session! During play time, coaches facilitate a fun activity, such as soccer, art, surfing, chess, or music. Be a part of the game! Play with participants, praise them, and make your activities as fun as possible. This guide includes a number of fun, basic Games as well as advanced games that aim to develop specific life skills, such as self-regulation and coping skills.**

## **Why do we play?**

Individual and group play can benefit child and adolescent health and development.

Play allows opportunities to:

- To build positive social connections with friends and peers and create a sense of belonging.
- To improve confidence (feeling secure in our qualities and abilities) and self-esteem (how we value ourselves).
- To practice creativity, imagination, and problem-solving - which are essential skills that support learning and development.
- To improve physical fitness, energy levels, and sleep.
- To experience respite from stress and adversity by having fun!

## **It's essential that during play we maintain our safe spaces and emphasise:**

- Connection rather than competition;
- Effort as well as achievement;
- Progress as well as performance;
- Fun as well as skill development.

## **When do we play?**

After our energiser, check in, and Take 5.



# PLAY

## How do we play?

With the right conditions, group physical activity and play can support youth mental health and well-being. These conditions include:

- Mastery (learning skills to feel competent and capable)
- Fun (a state of connected playful flow)
- Participant-centred and coach-led
- Respite (a much needed break from difficult thoughts, feelings, or experiences)
- Connection to caring adult and peers (social attachments)

## Coach Tips:

- Whether you have 3 hours to play or if you only have 20 minutes, play time can still be effective and meaningful. If you are doing Take 5 in school, you might only have 20 minutes for play once you've done your energiser, Check-In, and Take 5. If you're doing this after school or outside of school, you may have much longer to play.
- Keep it consistent. Every session should still follow the Take 5 routine and your caring coach skills.
- Keep it fun and safe. Aim for learning through fun experiences, rather than a strict teaching environment.
- Keep it fresh. Try several basic and advanced games. Be flexible and creative to make the sessions work for you. Allow participants to choose which sport or activity they want to play and how they participate in it.
- Remember you are part of the team! Play, laugh, and enjoy the activity alongside participants.
- Plan and prepare structured play sessions and clearly explain the rules. When participants know the rules, it helps them play respectfully.
- Observe participants and celebrate their progress and effort (rather than only performance and achievements).
- Treat everyone fairly and equally throughout the practice.
- Never force anyone to do anything - rather encourage them.
- Ensure activities include everyone in the group.
- Encourage participants to learn at their own pace and feel independent while connected to the wider group.



# PLAY

## Tips for inclusive play

Your Play sessions work best when everyone is included and having fun, regardless of abilities. Use these tips to help make your Play time positive, fun, and engaging for all participants, including those with disabilities.

- **Adapt activities:** Modify games and equipment to fit the participant's abilities, ensuring everyone can participate safely and comfortably.
- **Focus on abilities:** Emphasize what the participant **can do** rather than what they **can't do**, building confidence and motivation.
- **Play to connect, not to win:** If participants are smiling, laughing, getting exercise, and connecting with each other, the score doesn't matter.
- **Provide clear instructions:** Use simple, clear language and demonstrate activities to ensure understanding.
- **Modify roles:** Ask a child to play the role of "assistant coach" or "referee" if they prefer not to play.
- **Encourage teamwork:** Foster cooperation and inclusion by involving all children in team-based activities.
- **Be patient and flexible:** Allow extra time for learning and adjust activities as needed to match the child's pace.
- **Celebrate small victories:** Acknowledge progress and effort to keep kids engaged and motivated.

**Ensure safety:** Prioritize safety by providing proper supervision, using appropriate equipment, and ensuring a safe environment.



# PLAY

Basic Play Games	Advanced Play Games
Sky Ball	Team contract
Flip It	Team Handball
Ball!	Lean On Me
Circle Tag	My Supporters
Snake Tag	3 Ts
Team Juggle	Go For Goal



# BASIC GAMES

## Basic Games

You can use any fun activity during play time! Use the activity that works best for your participants. If you want to try something new, check out some of these fun games! You can also visit our online site for more fun games! Insert QR for games in MN.

## SKY BALL

- **Materials:**
  - 2 sheets or blankets
  - 2 balls
- **Steps:**
  - Divide participants into 2 teams
  - Instruct teams to use the sheet to launch the ball high in the air and catch it.
  - Instruct teams to throw one ball between the teams
  - Finally, instruct teams to throw and catch 2 balls at the same time.
  - Encourage teams to be creative and communicate with each other.



## FLIP IT

- **Materials:**
  - 2 sheets or blankets
- **Steps:**
  - Lay the sheets on the ground and divide participants into 2 teams.
  - Instruct teams to stand on the sheet.
  - Instruct teams to work together to flip the sheet WITHOUT stepping off of it.
  - Encourage teams to be creative and try lots of ideas. There are many ways to solve it!



# BASIC GAMES

## BALL!

- **Materials:**
  - 6-10 tennis balls or small objects (half as many balls as participants)
- **Activity Steps:**
  - Place the tennis balls in a line, at least 1 meter apart.
  - Instruct participants to line up on opposite sides of each ball.
  - Give instructions:
    - This is a competition based on your quickness and listening skills.
    - You will do what I say, such as “touch your head,” “turn around”, “jump,” etc.
    - When I say “ball!” you will try to grab the ball before your partner.
- Play several rounds.
- You can make this game into a tournament!
  - Instruct the partner that loses to put their hands on the shoulders of the player that beat them, becoming their supporter.
  - Continue until there are two big lines for the championship.



# BASIC GAMES

## CIRCLE TAG

### Materials

- 2 bibs or hats

### Activity Steps:

- Divide participants into teams of 5-8.
- Instruct teams to come up with a team name and a team captain and place the hat or bib on each captain.
- Instruct teams to form a tight circle with their arms around each other

### Explain:

- This is a competition between the two teams.
- Each captain will attempt to tag the other team's captain.
- The team must stay in a tight circle and rotate together to protect their captain by avoiding the other team's captain. Your circle cannot break
- You cannot go over or through the other team's circle to tag the captain- you must go around the circle.
- Allow teams 1-2 minutes to make a strategy.
- Start with one team. Allow the captain 10-15 seconds to try and tag the other captain.
- Encourage teams to support their captains.
- Play several rounds, changing the captains each round.



# BASIC GAMES

## SNAKE TAG

### Materials:

- Two bibs or hats

### Steps:

- Divide participants into two teams.
- Instruct each team to decide on a team name and a team captain. Give each captain a bib or hat.
- Instruct one team to make a line behind their captain with their hands on the shoulders of the person in front of them.

### Instructions:

- This is a competition between the two teams.
- The captain at the front of the line is protecting their teammates.
- The captain from the other team will try to get around this captain and tag any of the other players in the line.
- The captain at the front of the line team can tag the other captain.
- Participants in the line must move together and communicate to avoid the other team's captain.
- Start with one team. Allow the captain 10-15 seconds to try and tag a participant in the line.
- Encourage teams to support their captains.
- Play several rounds, changing the captains each round.



# BASIC GAMES

## TEAM JUGGLE

### Materials:

- 4-6 tennis balls or small balls

### Steps:

- Make a circle.
- Establish the passing order. Explain:
- We are going to slowly pass one ball between us. You will pass to the same person every time in this game.
- Put your hands up. When you receive the ball, gently throw the ball underhand to someone across the circle, and say their name.
- Once you have thrown the ball, put your hands down. Remember who you throw the ball to!
- Continue until everyone's hands are down. Ensure you (the coach) receive the ball last.
- Play with one ball several times to ensure participants know where they are throwing the ball.
- Once they are comfortable with one ball, introduce two. If they are still comfortable, introduce more!
- Tips
- Advise players to only look at the person they are receiving the ball from- this will help when more balls are introduced.
- If players drop a ball, that's ok! Encourage them to pick it up and keep playing.
- Encourage participants to always say the name of the person they are throwing to, so their teammate will be ready to catch it.
- Encourage players to work together and be creative to solve problems.



# ADVANCED GAMES

## TEAM CONTRACT

In this activity, coaches and participants develop a contract together to establish the team culture.

**Objectives: by the end of the game, participants should be able to:**

- Describe their group's culture in their own words.
- Commit to the team by signing the contract

### Materials:

- Flip chart paper
- Markers, pens, crayons, or coloured pencils.

#### 1. Intro statement

- Today we are going to build a contract together, which will help establish the rules of our group and how we want to treat each other.
- Introduce the contract
- Today we will welcome you to the team and create the culture for our group. We will identify how we want to feel at the programme and what we can do to feel that way, so everyone feels comfortable and safe.

#### 2. Discuss

- What is a contract?
- An agreement, understanding, or commitment.
- Why is it important to sign a contract?
- A contract is important because it lets everyone know what is expected of them and what they have committed to.
- Write the contract

#### 3. Ask participants the following questions. Write their answers on the flip chart.

- How would you like to feel at our programme?
- Examples might include safe, happy, and respected.
- If this is how we want to feel, what can we do to feel this way?
- Examples might include "Listen to each other", "Respect each other," and "Participate."
- Sign the contract



# ADVANCED GAMES

## 4. Explain

- This is now your team contract. Invite participants to add or modify any of the content.
- Everyone- participants and coaches- are invited to sign the contract, which means we commit to all the positive behaviours on it.
- Distribute markers and invite participants and coaches to sign the contract.

## 5. Discuss:

- How did it feel to create our contract together?
- How can we make sure we all follow the contract?

## 6. Explain Key Messages

- This programme is a safe space where you can be yourself, have fun, learn new skills, and plan for your future.
- Our contract is our group's agreement on how we have fun, how we celebrate, and how we treat each other.



# ADVANCED GAMES

- Once all your coaches and participants are familiar with your Take 5 Routine activities, you can introduce more advanced games during your Play time that teach your participants new self-regulation skills.
- While self regulation happens throughout your Take 5 Routine, these games enable participants to practise specific positive behaviours and skills that build resilient well-being foundations. Each game includes measurable objectives, key messages, intro statements, and clear activity steps.

## TEAM HANDBALL



In this game, participants compete in a ball game of two halves. In the first half of the game, participants are not allowed to communicate. At halftime, they learn communication skills and then practise using these skills in the second half.

**Objectives:** by the end of the game, participants should be able to:

1. Demonstrate effective communication skills
2. Explain the benefit of effective communication in their own words.

### Materials

- 4-8 cones or disks (to set up the field). You can also use rocks, plastic bottles, or any other objects.
- Any type of ball.

#### 1. Prepare

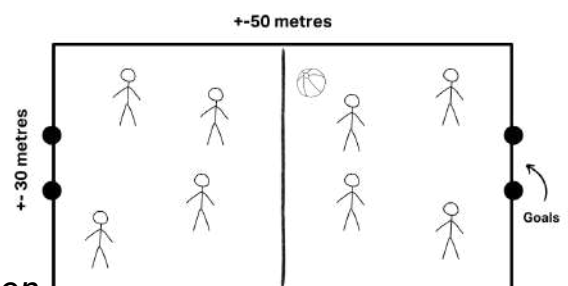
Set up a field approximately 50 by 30 metres. Make two goals about 7 metres wide.

If possible, prepare a flip chart with the 4 Skills for Strong Communication:

- Active listening
- Body language
- Asking questions
- Empathy

#### 2. Intro statement

- *Today we will learn about effective communication.*



# ADVANCED GAMES

## 3. Explain the rules

- Divide the group into 2 equal teams.
- Explain the game:
- We are going to play a game called Team Handball. You will pass the ball with your teammates and try to throw it through the other team's goal.
- You cannot run with the ball, make body contact with other players, or goal tend.
- During the first half, no-one will be able to communicate at all! If you talk, whistle, or make any sounds, you lose possession of the ball.

## 4. Play

- Play the first half for five to 10 minutes. Closely watch the game to call when players make any noises and celebrate both teams.
- At halftime, ask participants to check in with their team mates. Give them five minutes to ask each other:
- What was it like not being able to talk during the game?
- Explain the skills for strong communication:
- Active listening: Focus fully on the speaker, showing understanding and interest without interrupting.
- Body language: Use positive nonverbal behaviours like eye contact, nodding, and smiling to show engagement.
- Asking questions: Ask thoughtful questions to clarify information, encourage conversation, and show genuine interest in the speaker's perspective.
- Empathy: Understand and acknowledge the other person's feelings or perspective, creating a supportive and respectful exchange.
  
- Explain that participants can communicate in the second half. Allow them a few minutes to make a strategy as a team.
- Play the second half. Encourage lots of communication and praise players that communicate.

## 5. Discuss:

- What was it like to play with communication? And what was it like to play without?
- Who do you communicate with in life?
- How can you use the 4 Skills For Communication in life?

# ADVANCED GAMES

## 6. Explain Key Messages:

- Communication is important when we are working and playing together.
- Communication helps you understand other people and helps other people to understand you. When we understand each other, we can have stronger and healthier relationships.
- Use these 4 skills for effective communication:
  - **Active listening**
  - **Body language**
  - **Asking questions**
  - **Empathy**



# ADVANCED GAMES

## LEAN ON ME



- In this activity, participants pair up and sit back to back, attempting to stand up without using their hands. Then, they try the same activity in groups of four, and eventually the entire group tries to stand up together, facilitating a discussion on community, support, and diversity.

**Objectives:** by the end of the game, participants should be able to:

- Identify communities they are a part of.
- Describe how communities support each other.

### 1. Intro statement

- Today we will discuss the communities we are part of.

### 2. Set up

- Instruct participants to pair up with someone around the same height.
- Explain:
- Sit with your backs to each other and link arms.
- You will try to stand up without putting your hands on the ground.

### 3. Play in pairs

- Encourage participants to make a plan and try several ideas to be successful. Allow teams to teach and help each other so all pairs are successful.



### 4. Play in groups of 4

- Instruct participants to form groups of four and try to stand.

### 5. Play with the whole team

- Instruct participants to try playing with groups of 8 or even the whole group!



# ADVANCED GAMES

## 6. Discuss

- What does the word “community” mean?
  - **A group of people with something in common ,like a set of values, an interest, a location, or a religion.**
- What communities are you a part of?
  - **City, village, or even country.**
  - **School, religious, or political groups.**
  - **Sports teams, music or arts clubs.**
- How did you support each other in this game?
- The members of this group are “diverse,” meaning our community is inclusive of people of different experiences, ages, abilities, beliefs, genders, cultures, and religions. How did these differences help you in this game?
- How do people in communities support each other?

## 7. Explain Key Messages

- We are all important members of several communities.
- Working together, not just individually, helps strengthen communities.
- Diversity enriches communities: Communities thrive when people with different backgrounds, perspectives, and skills come together to contribute and learn from one another.



# ADVANCED GAMES

## MY SUPPORTERS



In this game, participants take part in a group trust fall activity, giving and receiving support to each other, which leads to a discussion about supporters in the community.

**Objectives: by the end of the game, participants should be able to:**

1. Identify at least two supporters in their lives.
2. Identify at least two ways to support someone else.

### 1. Prepare

- If possible, invite local role models to attend the practice to discuss ways they can support your participants. Supporters can include business people, teachers, health care professionals, coaches, etc.
- Identify a supporter in your life and prepare a story about how she or he supports you and how you ask for their support.

### 2. Intro statement

- Today we will learn about our supporters in life.

### 3. Discuss

- **Discuss:**
  - **What is a “supporter”?**
    - A peer and adult that helps us to stay strong, gives us advice, and helps us to overcome challenges.
    - Someone who encourages us and helps us reach our goals.
  - **When do we need support in life?**
    - In the bad times: when you are sick, sad, angry, worried, need help, need someone to talk to, etc.
    - In the good times: when you are happy, proud, want to share a success, want to laugh, etc.
  - **Today, we will practise physically supporting each other.**



# ADVANCED GAMES

## 4. Explain & Demonstrate

- Select 8 to 10 players to form a small circle to demonstrate the activity.
- Explain and demonstrate how to support:
  - Participants on the outside of the circle are “Supporters.”
  - Put your hands at chest-height, palms out, and close to the person in the middle.
  - Stand close to one another with 1 foot towards the middle of the circle, 1 foot back, knees slightly bent.
- Explain and demonstrate how to lean:
  - The participant in the middle of the circle is the “Leaner.”
  - Stand with your arms across your chest and your feet together.
  - Stand, ‘stiff like a tree, not soft like a snake.’
- Before leaning, ask the Supporters these questions:
  - Leaner: ‘My Supporters, are you ready?’ Supporters: ‘Yes!’
  - Leaner: ‘Can I lean?’ Supporters: ‘Yes!’
  - Everyone will get a chance to be both a Supporter and a Leaner.
- Gently pass the leaner around the circle. Do not push. There should be at least 6 hands on the leaner at all times.

## 5. Play

- Divide players into teams of 8 to 10.
- Play the game, visiting each group to ensure safety.
- After everyone has had a chance to be the Leaner, bring the group back together.

## 6. Discuss

- How did it feel to be a Leaner?
- How did it feel to be a Supporter?
- When do we need support in life?
  - In the bad times: when you are sick, sad, angry, need help, need someone to talk to, etc.
  - In the good times: when you are happy, proud, want to share a success, want to laugh, etc.
- What makes a strong supporter?
- Who are strong supporters in your life? How do they support you?
- Are you a supporter for anyone? Who? How do you support her or him?



# ADVANCED GAMES

## 7.Explain Key Messages

- We all need supporters in life, when life is good and when life is challenging.
- Our supporters include friends, coaches, doctors, family members, teachers, and more.
- Talk to your supporters when you are faced with a challenge, need advice, or want to share good news.



# ADVANCED GAMES

## STRESS RELIEF



In this game, participants spring and jog in place, learning how to respond to stress in healthy ways.

**Objectives:** by the end of the game, participants should be able to:

- Explain “stress” in their own words.
- Identify at least two healthy ways to relieve stress.

### 1. Intro statement:

- Today we will learn about healthy ways to manage and respond to stress.

### 2. Play

- In a large circle, instruct participants to jog in place for 30 seconds, at a gentle pace.
- Take a 15 second break and ask them to pay attention to how their bodies are feeling.
  - **How fast is your heart beating?**
  - **Are you warm, or cold?**
  - **What is your breathing like? Fast, slow, shallow, or deep?**
- Then ask participants to sprint in place for 30 seconds, as fast as they can.
- Take a 15 second break and ask them to pay attention to how their bodies are feeling.
  - **How fast is your heart beating?**
  - **Are you warm, or cold?**
  - **What is your breathing like? Fast, slow, shallow, or deep?**
- Repeat the above steps again two times, increasing your jogging and sprinting time by another 30 seconds each time.



# ADVANCED GAMES

## 3. Discuss

- The difference between sprinting and jogging is similar to how our body's systems respond to and manage stress.
- When we are relaxed, it's like when we jog: our bodies are more relaxed, and we're sometimes less focused.
- When we are stressed, it's like when we sprint: everything is happening quickly, and often our breathing is shallow, our hearts are beating fast, and our thoughts are extremely focused only on doing what we need to do.
- **What do you think would happen if you were always only sprinting, or always only standing still?**
- **What do you think would happen if you were always stressed? What would happen if you were always relaxed?**
- **What are some healthy ways to relieve stress?**
  - **Play sports or music.**
  - **Talk to a supporter.**
  - **Use a Take 5 Breathing activity or go for a walk.**

## 4. Explain Key Messages

- Experiencing some stress is natural. Some stress can even be helpful, like feeling nervous before an exam which sharpens our focus.
- But being consistently exposed to stress can mean we get stuck in it without relief, which will have negative impacts on our health and brain development.
- Practise healthy ways to relieve stress, like playing sports, talking to a friend, using Take 5 Breathing, or going for a walk.

# ADVANCED GAMES

## 3 TS



In this activity, participants learn and practise the 3 Ts, three simple skills to calm down and avoid using violence: Take 5, Think about the consequences, and Talk it out.

**Objectives:** by the end of the game, participants should be able to:

- Explain how they can use the “3 Ts” to stay calm.
- Identify at least one of their own “boiling points,” or situations where they get angry.

### 1. Prepare

- Prepare a flip chart with the 3 Ts:

### 2. Intro statement:

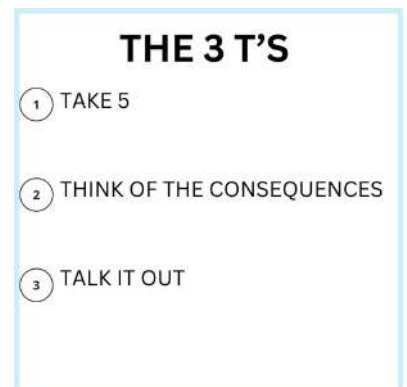
- Today we will learn the 3 Ts, a simple skill to calm down.

### 3. Introduce the 3 Ts:

- Explain and discuss “boiling points” with your participants:
- “Boiling points” are the things that make us frustrated or angry.
- Sometimes we reach our boiling point after something frustrating continues to happen until we have difficulty controlling our anger.
- Sometimes, something happens where we reach our boiling point quickly.
- We can learn our boiling points and prepare for them.

### 4. Introduce and explain the 3 Ts to calm down. Ask for examples on how to use it:

- T 1: Take 5. Take five deep breaths before responding. If necessary, go for a walk or sit by yourself to calm down.
- T 2: Think of the consequences. Ask yourself, ‘What will happen if I yell?’ ‘What will happen if I use violence?’ Once you have decided to act in a non-violent way, don’t let others change your mind.
- T 3: Talk it out. Talk to someone you trust, like a supporter. Talk about what made you angry and ask for advice. If you don’t have anyone to talk to at the moment, make a plan about how and when you can connect with them. You can also talk to yourself.



# ADVANCED GAMES

## 5.Scenario

- Read the following scenario or make up your own:
- Nico is a 15 year old boy that is playing soccer. A player on the other team keeps fouling him.
- Discuss as a group:
  - **How do you think Nico feels in this situation?**
  - **Frustrated, angry, cheated, etc.**
  - **How can Nico use the first T, Take A Breath, to calm down?**
  - **How can Nico use the second T, Think of the Consequences, to calm down? How can Nico use the third T, Talk it Out, to calm down?**
  - **What would you do in this scenario?**

## 6.Discuss:

- Would anyone like to share one of their boiling points?
- How do you feel in these situations?
- How can you use the 3 T's to help you calm down?
- Does anyone have any other advice on ways to stay calm during stressful situations?

## 6.Explain Key Messages:

- Our boiling points occur when we get overwhelmed by our emotions, such as anger.
- Anger is a normal emotion, but anger can become a problem if we express it using violence or doing something we'll later regret. It's important to respond in healthy ways.
- It's important to know our boiling points ahead of time, so we are prepared to respond in a calm and effective way.

# ADVANCED GAMES

## Go For Goal

In this activity, participants work together to complete fun challenges, which facilitates a discussion about goals and dreams. Players then set realistic, attainable individual goals and identify steps to achieve their goals.

**Objectives:** by the end of the game, participants should be able to:

- Describe the difference between goals and dreams.
- Identify 1 realistic goal and 2 steps to achieve their goals.
- Name 1 obstacle they expect to face and 1 strategy they will use to overcome it.

### Materials

- 18 cones, disks, rocks, or plastic bottles
- Challenge cards
- Soccer ball

### Prepare

- Set up the field. Put one challenge card in each line in this order:
  - **Challenge 1: Juggle the ball with your hands for 5 touches without touching the ground (like volleyball).**
  - **Challenge 2: Juggle the ball 5 times without touching the ground (no hands!).**
  - **Challenge 3: Make 10 consecutive passes with your weaker leg.**
  - **Challenge 4: Move the ball 10 meters without using your hands or letting the ball touch the ground. Everyone must touch the ball.**
  - **Challenge 5: Sing a song as a team.**
- Modify any of the challenges if they are too easy or too difficult for your players. Challenges should get more difficult the closer teams get to the goal.



# ADVANCED GAMES

## 1. Intro statement:

- Today we will play a fun game where we'll work together to achieve a goal. Then we'll help each other set our goals in life.

## 2. Introduce "goals" and "dreams"

- Divide players into 3 equal teams.
- Instruct teams to decide on a team name and team celebration.

## 3. Discuss

- What is a goal in soccer? What does it take to score a goal?
- What is a goal in life?
  - **The purpose of your hard work, dedication, or desire.**
  - **What you are willing to make sacrifice for.**
  - **What you want to achieve in regards to your career, education, relationships, health, etc.**
- What is a dream?
  - **Big ideas, hopes, and visions for what you want to achieve.**
  - **Some dreams are realistic and some are not.**
- What is the difference between goals and dreams?
  - **Goals are achievable, even if they take hard work and sacrifice.**
  - **Dreams are important too! They are more like fantasies and unlikely to really happen.**
  - **A goal is like a dream with a strategy.**

## 4. Goal declaration

- Within teams, instruct players to discuss some of their goals.
- Visit each group. Ask questions such as "why is that important to you?" Encourage players to think about the careers, education, and relationships they want to have.
- Instruct participants to remember each others' goals and to check-in with each other on their progress every few weeks.
- Instruct players to each state or "declare" one goal they want to accomplish in the next year.

# ADVANCED GAMES

## 5. Explain and demonstrate the rules:

- We will practice taking steps to achieve a goal.
- Each team will move through this game as a team. At each cone, you will read a challenge card. Read each card with your teammates and make a strategy to complete the challenge.
- Move to the next cone only when you have fully completed the challenge.
- Everyone on your team needs to participate in the challenges.
- This is not a race! Complete the challenges fully before moving on.
- When you have completed all the challenges, select one player to score a goal.

## 6. Play the game

- Encourage teams to support each other. Make sure teams fully complete the challenges before moving on.

## 7. Discuss

- What were the steps you went through before scoring a goal in this game? What was easy? What was difficult?
- What was your goal in this game? What was your strategy to complete some of the challenges in this game?
- Would anyone like to share their goal with the team?

Ask for 2-3 players to share their goals. Use these as examples for the following questions.

- What steps can you take now to achieve your goal in the next year?
- What were the obstacles you faced in this game (things that were difficult)? How did you overcome them?
- What obstacles do you expect to face as you pursue your goals? How can you overcome them?

## 8. Explain Key Messages

- A goal is like your purpose in life about your career, family, health, or education.
- A strategy is a plan to help you achieve your goal.
- Set realistic goals and steps to achieve your goal.



# ADVANCED GAMES

## Celebrate!

In this activity, Take 5 participants and coaches celebrate their hard work and dedication to the programme. Participants design the celebration, which can feature guest speakers, drama, music, sports, and anything they feel represents their programme. This activity can be used for a graduation, holiday celebration, or to celebrate milestones in your programme.

**Objectives:** by the end of the game, participants should be able to:

- Explain the knowledge and skills they learned in the programme.
- Explain how they will use their new skills.

### 1. Intro statement:

- Today we will celebrate your hard work and dedication!

### 2. Prepare

- Decide on a date, location, and time for your celebration.
- Hold a planning meeting with participants to find out how they would like to celebrate graduation.
- Prepare and rehearse before the graduation. Activities should focus on how participants will use the knowledge they gained in their lives.
- Invite families, friends, Coaches, teachers, and other community members. Send invitations at least 1 week before the graduation.



# ADVANCED GAMES

## 3. Suggested celebration activities

- Activity demonstration: participants practice and demonstrate their favourite activity.
- Role-play: participants practice and perform a short drama about what they learned.
- Talent Show: participants perform poetry, speeches, songs, or dances about what they learned.
- Public praise: prepare and praise each participant for the growth and change you've seen in them.
- Guest speakers: invite important people in the participants' schools (principals, teachers, and other adults) to make a speech at the graduation. Only invite adults that participants identify as positive role models.
- Community project: Participants identify a problem in their community and plan a project to address it. Projects can include school clean up, poster campaign, or sports tournament.

## 4. Explain Key Messages

- Congratulations! You have grown as a person and we have grown together as a team through hard work, communication, and respect.
- Use the skills you have learned in the programme to feel well and reach your goals.





# CHECK OUT



At the end of every session, Take 5 coaches “Check Out” with participants to help them reflect on the day's session and share anything that made them relax, or made them feel good. Checking out helps children think about things they did and what they learned. This increases the likelihood participants will recreate these experiences when they leave the Take 5 programme. Examples might include teaching their siblings a Take 5, or teaching children at their school a new energiser they learned.

## Why do we Check Out?

- To end each session positively and help participants transition back to their lives outside the programme.
- To reflect on things that made us feel good or relaxed and encourage us to do these things when we're at home and at school.
- To create a positive opportunity for coaches to offer one-on-one support if needed.

## When do we Check Out?

The Check-Out is the final activity of the session.

## How do we Check Out?

### 1. Check Out:

- Bring your participants together in a safe circle. Sit or stand together, on the same level.
- As the Check-Out questions one at a time. Prepare your own examples to share.
  - How was today's session for you?
    - Example: “Today's session was really good fun.”
  - Is there anything from today's session that made you feel good?
    - Example: “I had a really good conversation with my friend in the energiser. I feel happy.”
  - Is there anything from today's session that helped you relax?
    - Example: “The Walking Check-In helped me relax”.
  - Is there anything that you learned from today's session that you can use in your lives?
    - Example: “I'll use Take 5 Breathing to calm down before writing an exam.”



# CHECK OUT

- Allow all participants to share, but don't pressure anyone who doesn't want to speak.
- Celebrate everyone who shares and thank them for sharing.
- Remind participants that you will remain behind for 10 - 15 minutes if anyone would like to have a one-on-one discussion.
- Remind participants of the date and time of the next session.

## 2. Team Kilo

Celebrate your team with a giant team kilo!

## 3. Coach's Corner

Remain at the centre or pitch to make yourself available for one on one conversations with participants.

### Coach's Tips

- Form a close circle where you can see everyone's eyes and you block out external distractions.
- Ensure everyone can be heard without having to shout
- Be patient. Some participants may want to share their feelings openly and others will take more time to trust you and the other participants.
- Praise participants who volunteer to share.
- Be open to negative feedback and experiences. It can be tempting to only invite positive feedback, but participants should also feel free to tell you what they didn't like. Remember, when participants share something they didn't like from the session, it shows they are becoming comfortable with you.
- If a participant hasn't enjoyed the session, or expresses they are feeling sad, make an effort to have a 1:1 discussion before that child leaves for the day.





# KILO!



The “Kilo” is a fun, energetic celebration used by Take 5 coaches all over the world. The kilo is a ritual that helps us build connections with each other, and can be unique to your programme and community.

## Why do we do kilos?

- To celebrate each other and things we do together.
- To end a session or activity with energy.

## How do we do kilos?

The kilo is easy when you see it! Scan this QR code with your smartphone to see a video of different kilos.

1. Shout out “Kilo!”
2. Clap 3 times, pause, clap 3 more times. Everyone shouts “Kilo!”
3. Clap 3 times, pause, clap 3 more times. Everyone shouts “Whooo!”
4. Use this kilo or make up your own! Use the same steps, but instead of saying, “whoo!,” everyone can:
  - Do a dance move.
  - Shout the name of your team.
  - Do a secret handshake or celebration.

## When do we do kilos?

Lead kilos to end the session on a high note, with everyone connected and celebrating together. You can also lead kilos at any point during the session when you want to celebrate someone or if you notice energy levels or connections are low.

### Coach’s Tips

At the end of your session, don’t leave immediately! Stay around your programme space, and be available to any participants who want to talk to you or spend an extra few minutes connecting with you. You can also use this time to offer extra praise or encouragement to your participants, and to follow up on anything that happened during your session.





# Take5

Play · Be · Grow

## You've mastered Take 5!

- Keep implementing this routine consistently at your programme.
- Keep your sessions fresh and engaging by being creative with your energizers, games, and Check-Ins.
- Always embody the 11 BE's, throughout every session.

When all your coaches and participants are familiar with your Take 5 Routine, you can include simple games and activities that teach your participants new self-regulation skills, and strengthen relationships at and away from your programme!

Scan the QR code for more games, caring coach skills, and knowledge that you can use at your programme. You'll find:

- Short videos and text sharing key facilitation skills you can use to create safe spaces and protective relationships.
- Short videos and text introducing new games and activities you can use in your Take 5 routine.
- A global community of caring coaches using the Take 5 routine! Connect, share ideas, ask questions, and inspire each other - we're stronger together!



**Scan to access  
on a desktop!**



**Scan to access  
on a mobile app!**