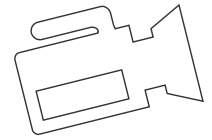


# RespAct



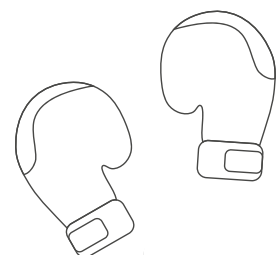
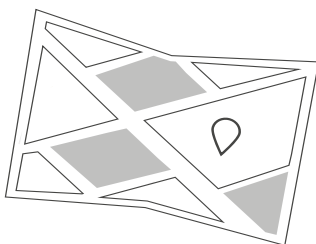
**Strong Children. Strong Democracy.**



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## Manual for RespAct

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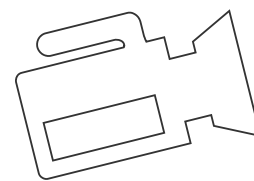
## Manual for RespAct

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**RespAct is a democracy education project, which uses sports to empower children and young people to be agents of change in their neighborhood.**

RespAct is a project of CamP Group gGmbH. Already in 2005, Ashoka Fellow Dr. Heather Cameron initiated Boxgirls. Next to the sport and democracy project RespAct in Germany, CamP Group gGmbH also supports Boxgirls International. This network of development projects enables girls and women worldwide to shape their living environment through boxing.

[www.respect.org](http://www.respect.org)



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# Introduction

**R**espAct supports the development of children and young people into strong, independent adults. The children learn to stand up for their own interests, to find partners for cooperation, and to independently solve problems in their neighbourhood. As a sports and democracy project, RespAct tries to make the following questions subject of the discussion and to develop answers together with the participants.

How do we want to live together in our neighbourhood? What do we need to achieve this?

How can we translate tolerance and respect into our daily lives?

How can we, as children and youth, become agents of change and participate in political processes?

This project is suitable to motivate children and young people aged between 8 and 18 to actively advocate for the interests of their neighbourhood, and therefore to develop their own ideas and approaches. The participants experience becoming active themselves so that they can shape their living environment to correlate to their own wishes and ideas.

Using a set of pedagogical instruments, like video work, role-play games and boxing, children and young people can gain knowledge about democracy, conflict resolution security and quality of living in their environment. On the personal level, RespAct supports the self-confidence of children and young people. They learn to acknowledge differences and the individual strengths of others. They are trained on how to cope with their own emotions, like anger, grief and fear. Further, the participants learn social competences, like solution-oriented assertiveness, teamwork and communication skills, and practical tools on how

to implement projects through presentations, facilitation and techniques for the collection of ideas.

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*“Now I know that I am able to change things!”*

*Student, Grade 4, Berlin-Kreuzberg*

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Through the flexible methods of RespAct, very diverse children and young people are enthusiastic and motivated to engage in a range of possibilities to shape their direct surroundings. Next to supporting democratic participation in creating the own environment, RespAct also aims to promote the fair interaction of girls and boys with each other and thus to strengthen the community in the class.

To contribute to the experience of self-efficacy, the engagement of the participants should be visible to the public and lead to a concrete outcome. The RespAct project week is followed by the RespAct-Summit. At this summit, the children and young people discuss their proposals directly with various local actors and decision-makers. The goal is to plan concrete and realistic activities in the neighbourhood and subsequently to implement them together. Along with the experience of political processes of negotiation, at the RespAct Summit the children and young people learn to stand up for their ideas and to assume responsibility. RespAct especially encourages the implementation of solutions and cooperation, in which the young participants themselves actively participate and are involved in sustainable improvement of their district.



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*“It is fantastic to see that the children are taking responsibility!”*

*Social worker, Berlin-Kreuzberg*

This concept provides all information to independently implement the RespAct school project for three days and subsequently the RespAct Summit. Furthermore, the modules of RespAct workshops, excursions and action days enable the strengthening of local networks for the participation of children and young adults. Independent of primary schools, secondary schools or youth clubs, we are excited to be able to support the development and

strengthening of local networks and cooperation and motivate more children to civil engagement.

We hope you enjoy reading this manual and putting the RespAct materials into practice!

Your RespAct Team

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# The RespAct School Project

## Preparation

**T**o successfully implement RespAct, it is important to bring on board all stakeholders, such as the school administration and involved teachers, and to organise all materials ahead of time. Furthermore, taking the school agenda into account, thus if applicable, include time buffers for preparation and implementation. The following justification for RespAct came in handy in previous talks with school administration and teachers:

### Good reasons for RespAct – Talking with teachers and the school administration

- ✓ Personal initiative of pupils is encouraged
- ✓ Understanding of democracy is learned
- ✓ RespAct is simple to integrate into the existing curriculum at school
- ✓ Identity of the class is strengthened
- ✓ The educators experience their pupils from a new perspective
- ✓ The variety of sports, video, and reflexion work motivates young people of different learning styles to be engaged
- ✓ The school has no additional workload and the teachers are relieved

- ✓ The network between the school and other institutions in the district is promoted

RespAct initiates real changes. Through your engagement visible changes appear in your direct surroundings.

### Supportive arguments: Boxing for social competence

- ✓ Through boxing, children and young people are aware of their strengths and learn to overcome their fears
- ✓ Boxing supports self-confidence and perseverance
- ✓ Boxing follows strict rules on the basis of fair play
- ✓ Boxing supports empathic capacities. Topics like self-control, fear, defeat, respect and putting oneself into the shoes of others are worked on and trained
- ✓ Boxing trains the competence of setting and complying with borders
- ✓ If desired, the necessary basis for boxing can be trained by an experienced RespAct trainer in advance.

After the school or class management has agreed to the implementation of RespAct, an information discussion with the class teacher should take place one week before the start of the project:

## Scheduling of dates and preliminary arrangements with involved teachers / trainers

- ✓ Explain the procedure of the project days based on the three-day overview (see next pages).
- ✓ Determine start times, duration and breaks
- ✓ Explain the group work, facilitated by teachers
- ✓ Agree on consequences for repeated violation of rules
- ✓ Teachers prepare the division of the class into four groups
- ✓ Teachers try handling the cameras
- ✓ Agreement on rooms: sports room and up to 4 rooms for the working groups
- ✓ Agreement on materials:
  - Inform the class to bring sport clothes for each project day
  - 5 flip charts or similar (1 x “when do you feel insecure” and 4 x maps of district)
  - Paper sheets (A4)
  - Smartboard or projector with computer

## Necessary working material

- ✓ Masking tape for name badges
- ✓ 4 cameras (fully charged and with empty SD Card)
- ✓ USB Stick to transfer the videos to the smartboard
- ✓ Signs with the rules of camera usage
- ✓ Plates with “mayor” and “city key”
- ✓ Invitation for the parents for the final presentation (see template)
- ✓ Declaration of consent for recording images and sounds (see template)
- ✓ Printed feedback questionnaire for the teachers/trainers (see template)
- ✓ Printed questionnaire for children (see template)
- ✓ 4 x district maps
- ✓ Boxing gloves and punching pads
- ✓ Own sport clothes and indoor sport shoes
- ✓ Camera for the final picture



**This Manual for RespAct is for getting started. It is not complete. After participating in our workshop, you will receive our complete Manual for RespAct.**



# Implementation

## 3 Days Overview

Dura- tion	70 min	Go to gym	50 min	Go back to the class- room	40 min	60 min
Day 1*	<p>Introductions in the classroom / chair circle</p> <ul style="list-style-type: none"> <li>• Personal introduction</li> <li>• Our neighborhood - „What do you like in your neighborhood, what don't you like?“ (Places, Situations)</li> <li>• Our rules</li> </ul>		<p>Sports element</p> <ul style="list-style-type: none"> <li>• Atom Game / Boxing: standing/distance</li> <li>• Call-stop</li> </ul>		<p>When do you feel uncomfortable?</p> <ul style="list-style-type: none"> <li>• All receive a sheet of paper, write or paint when they feel uncomfortable</li> <li>• Sheets are clustered by school or district</li> </ul>	<p>Introduction to camera work (4 groups)</p> <ul style="list-style-type: none"> <li>• Preparation of a short interview on „Where do I feel uncomfortable?“</li> <li>• Children take changing roles of reporters, interview partners, cameraman &amp; directing assistance</li> </ul>
Day 2*	<p>Mayor Game: Part 1</p> <ul style="list-style-type: none"> <li>• Each child formulates ideas on a piece of paper „How can you improve your neighborhood? - with your friends - your family - your school“</li> </ul>		<p>Sports element</p> <ul style="list-style-type: none"> <li>• Warm up</li> <li>• Trust game (dropping)</li> <li>• Boxing exercise with gloves / dodge</li> </ul>		<p>Mayor Game: Part 2</p> <ul style="list-style-type: none"> <li>• Exchange and discussion of previously developed ideas</li> <li>• As we want to promote respect and also to give timid pupils a say, questions of clarification are allowed, but without judging</li> </ul>	<p>Mayor Game: Part 3 (4 groups)</p> <ul style="list-style-type: none"> <li>• Mayor's office desk is built and decorated</li> <li>• As Mayor, each child presents three ideas for the improvement of his / her class environment</li> <li>• „As mayor of XY, I am committed to the following: ...“</li> </ul>
Day 3*	<p>City maps: Part 1 (4 groups)</p> <ul style="list-style-type: none"> <li>• Children collect suggestions for improvement in small groups on posters</li> <li>• On the edge, write down the heading „Our district“, date, class, school, name of children</li> <li>• Children structure their proposals for „who, where, what?“ and also discuss pro and con arguments</li> </ul>		<p>Sports element</p> <ul style="list-style-type: none"> <li>• Warm up</li> <li>• Confidence Game</li> <li>• Boxing exercise with gloves</li> <li>• Game: Power measurements</li> </ul>		<p>City maps: Part 2</p> <ul style="list-style-type: none"> <li>• Exercise:</li> </ul> <p>Presentation of the posters</p> <ul style="list-style-type: none"> <li>• Final photo for the RespAct poster for the classroom</li> </ul>	<p>Presentation of the RespAct poster in front of parents</p> <ul style="list-style-type: none"> <li>• First, the children present the city maps, then the mayor's video is shown</li> <li>• The children are asked not to laugh too loudly</li> <li>• Concluding discussion with parents about children's ideas and their feasibility</li> <li>• Agreement of 3 ideas, which come to the RespAct Poster (with group photo)</li> </ul>

\* Detailed instructions for all modules are given in the appendix.

# 1. Our District

Module type:	Discussion	Keywords:	Community, citizenship, child engagement, security, environment, pedagogy, transport and mobility education, social education, democracy, living environment
Group size:	Up to 25		
Duration:	10 minutes		
Adapted for age:	8-15		
Location:	Classroom		
Material:	Paper (as many as the size of the group)	Content:	Community life, transport and mobility education, political education, German, art
Goals:	Get to know the participants, getting an insight to the living environment of the other participants		

## Theory

The participants should show where they feel comfortable and uncomfortable on the way to school. They can analyze their own living environment, present their opinions to the other children, and get to know the opinion of their fellow pupils. The exercise is an introduction to other modules such as the district map and the mayor game.

## Practice

- Individual work
- Each participant gets a piece of paper and pens
- Work assignment: „We create our own sketches for our neighborhood - please draw where you live, go to school and a place where you like to be or do not like to be.“
- The children draw a „smiling smiley face“ , where they like to pass and a „sad smiley face“ where they don't like to be.
- Each participant briefly presents their sketch in the plenary session, while following the presentation rules (sitting upright, loud speaking, eye contact)
- The children explain why they like the designated place or not. The other children may ask questions. „Why do not you like the ... .. street?“ „Why are you afraid ... ..?“

**Attention! Remember the rules (in particular: do not laugh at someone, no one has to communicate something intimate).**

## Extension

Role game: By pretending to be the partner the participant presents the sketch of his/her classmate

## Evaluation

Do you feel (un)comfortable on your way to school?  
What places do your schoolmates particularly like or dislike?

## 2. Warm-up game a) atom game

Module type:	Sports	Keywords:	Sport, movement, distance, game, warm-up game
Group size:	20-25		
Duration:	10 minutes		
Adapted for age:	6-18	Content:	Sport
Location:	Gym, school yard		
Material:	-		
Goals:	Warm-up for sport, train senses and motor skills		

### Theory

The exercise strengthens coordination, reaction time, dexterity, and teaches dodging and speed. The warm-up games are considered a movement training for the learning of boxing techniques later on.

### Practice

- All participants walk through the room, but they are not allowed to touch each other.
- There are 5 levels of speed from 1 (slow) to 5 (fast). The participants themselves determine how slow or fast each stage is.
- One of the trainers says only the number of the stage. Participants must increase / decrease speed accordingly.
- If two participants are touching each other, they are eliminated and sit on the floor.

### Evaluation

At the beginning, the trainer asks: „What is an atom?“  
In the end, the trainer asks if the children understand the relation to boxing.

## 3. Mayor game: part 1 and 2

Module type:	Discussion	Keywords:	Mayor
Group size:			
Duration:	45 minutes preparation. 20 minutes discussion • Eventually in small groups	Content:	Community life, political education, German
Adapted for age:	10-18		
Location:	3 Classroom 30 sheets of paper (A5);		
Material:	preparation: tasks of a mayor and role of children in the society		
Goals:	Think about answers to the question "How can you improve your district?"		

### Theory

In this module, problems and difficulties, which cause violence or insecurities, should be discussed and sustainable strategies for solving them should be designed. The confrontation with diverse positions should provide experience in principals of democratic co-habitation and decision-making.

### Practice

- Prior to, or at the beginning of the project week, the trainer will explain the role of the mayor, democratic structures and the role of each citizen in society to the participants.
- Each participant gets a sheet of paper and writes down at least three ideas on how she/he would make her/his district safer and more livable (with friends, with family, with the school, as mayor)
- The participants present their results in a circle, and where applicable receive feedback from their classmates

### Evaluation

What can I change together with my family, my friends, the school?  
 Can you change something as a child? If yes – how? With whom?  
 What is the mayor responsible for?  
 Would you like to play the role of the mayor once?  
 Who can become mayor?  
 How can the mayor improve the life quality of the citizens?

## 4. Trust games - Board Games

Module type:	Sports	Keywords:	Sports, trust game, warm-up
Group size:	12-15		
Duration:	10 minutes		
Adapted for age:	8-18	Content:	Sports, general studies, political education
Location:	Gym		
Material:	Workout clothes		
Goals:	Build trust and comprehension of body language		

### Theory

Children should build up mutual trust in their classmates and become aware of their own body. Further, children should recognize the necessity of togetherness within a community.

### Practice

The participants build groups of three. Always one child stands in the middle between two other participants, who stand in an interval of approximately 1,5 metres from each other. The child in the middle stiffens and lets himself fall either forwards or backwards. The partner catches the child and thereby rescues her/him from falling.

**Attention!** The exercise should be precisely demonstrated beforehand. While completing the exercise it should be assured that the participants do not get hurt while falling.

### Extension

Four children line up in a circle and one child is in the middle. All of them have to be attentive, Cooperate with the other children and catch the child in the middle.

### Evaluation

Can you trust your classmate? Are you afraid of your classmate?

## 5. Boxing exercise: Boxing punch

Module type:	Sport	Keywords:	Boxing, sports, fighting sport
Group size:	12-15		
Duration:	20 minutes	Content:	Sports
Adapted for age:	7-18		
Location:	Gym, school yard		
Material:	12-15 pair of boxing gloves, two focus mitts. Preparation: boxing distance		
Goals:	Learn a boxing punch		

### Theory

Boxing increases the ability to react, provides children with a feeling of security and enables them to act appropriately and peacefully in conflict situations. Children and adolescents get to know boxing from another point of view. Boxing is not only a self-defence technique that conveys power, quickness and endurance, but also provides children with the ability to keep a level head in stressful situations.

### Practice

- Boxing gloves are distributed by the coach.
- The participants go in boxing position.
- The coach explains and conducts the basal move with the leading hand as well as with the punching hand.
- The boxing punch is replicated multiple times by the participants while mutually calling out loudly "I can do it!".
- The participants position themselves in a circle around the coach. The latter wears focus mitts and goes around from child to child. The participants punch with their right hand on the left focus mitt and vice versa. Thereby, the participants again should call out loud "I can do it!"

### Extension

After the punch (jab), other techniques like hook, uppercut etc. come to use.

### Evaluation

How does the basal punch look like?  
What is the leading hand and what is the punching hand?

## 6. Mayor game Part 3

Module type:	Media Work	Keywords:	Mayor, role games, cameras, movie with children, work with the camera
Group size:	6-10		
Duration:	45 minutes filming		
Adapted for age:	10-18		
Location:	3-4 Classromms	Content:	Community life, political education, German
Material:	One camera per group (with additional battery)		
Goals:	Considering answers to the question: "How can you as a mayor improve your district?"s		

### Theory

In this module, problems and difficulties, which cause violence or insecurities, should be discussed and sustainable strategies for solving them should be designed. The confrontation with diverse positions should provide experience in principals of democratic co-habitation and decision-making.

### Practice

- The participants decide on the setting (sitting at the table, what is visible behind the table etc.) and distribute the roles (see module "camera interview"). The mayor can wear a key to the city or similar, and a name plate with "Mayor" on it stands in front of him or her on the table
- Then, the mayor holds a speech, in which she/he presents her/his ideas: "As mayor of XY, I am committed to the following: ..."The speech is recorded.
- The videos are used for the presentation on the last project day

### Extension

At the beginning, the trainer asks: „What is an atom?“  
In the end, the trainer asks if the children understand the relation to boxing.

### Evaluation

What can the mayor do in the district?  
What are the responsibilities of the mayor?  
Would you like to play the role of the mayor?  
Who can become mayor?  
How can the mayor increase the life quality of the citizens?  
Can you as a child change something? If yes – how? And with whom?



# RespAct

**Strong Children. Strong Democracy.**

You want to improve dynamics, cohesion and the common language in your group? Visit our RespAct Workshop or book a present or online workshop for your team.

[www.respect.org/training](http://www.respect.org/training)

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