

TABLE TENNIS FOR DEVELOPMENT

*USING TABLE TENNIS
FOR SOCIAL CHANGE*



ACKNOWLEDGEMENTS

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¹ The BMZ uses the sport for development approach to contribute to the Sustainable Development Goals (SDGs), including gender equality, good health and well-being, quality education and decent work. The BMZ works with different partners in the sport for development field, and supports better networking among various actors to enhance the field through their experience and know-how. Learn more at www.bmz.de/en.



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INTRODUCTION

Handbook Overview

The Table Tennis for Development (TT4D) handbook supports individuals and organisations across the world interested in or involved in implementing programmes and projects related to table tennis. It is intended to be a guide for coaches, facilitators, social workers and youth leaders to develop table tennis based activities, exercises and programmes while achieving specific development outcomes. It contains a compilation of select activities and sessions being used by practitioners associated with various inspiring grassroots projects, to address issues within their communities. The handbook has an inclusive design, and intends to cater to the needs of all participants irrespective of the differences in abilities, age, religion, gender identity and expression, ethnicity and race.

- The handbook initially provides a brief background on understanding sport for development and peace, the table tennis for development approach along with guidelines for creating safe, inclusive and enjoyable programmes.
- It then moves on to providing a basic understanding of table tennis including terms and rules of the game, basic techniques, warm-up and cool downs as well as a few activities to learn the skills of the game.
- Thereafter, the handbook is divided into the below mentioned thematic areas aligning with various UN SDGs, providing background reading, activities and exercises as well as impact stories from the ground:
 - Health and well-being
 - Quality education
 - Gender equality
 - Social inclusion
 - Grassroots sports diplomacy (ping pong diplomacy)
- Finally, the handbook has links for additional resource materials that one can access for further information.

Activities Overview

All the activities and sessions part of this handbook follow a similar layout to provide practitioners with relevant information in order to be able to plan, setup, implement and evaluate each activity effectively. Each activity includes the following sections:

- Learning objectives - Practitioners understand what outcomes the activity will contribute towards.
- S.T.E.P - Key information provided about the space, time, equipment and participants required to deliver the activity effectively.
- Preparation and setup - Guidelines to prepare adequately for the activity, including setting up the equipment and dividing the participants.
- Activity steps - Guidelines to implement the activity with the participants.
- Progressions/ Regressions - Ways in which the activity can be changed to make it harder/ easier for the participants.
- Review and evaluation
 - Key messages - Key information relating to the learning objectives, which will help practitioners review the activity with the participants.
 - De-brief with participants - Various questions that the practitioners can use to conduct a reflection session with the participants.
 - While conducting the review and evaluation of the activities, the facilitator should encourage the participants to share their thoughts, and appreciate each response. The facilitator may use different questions that are contextually appropriate, and should use their best judgement to lead the discussions.

At the end of each theme in the handbook is a section that outlines different variations that the practitioners can utilise in their own contexts to deliver the activities of that theme, given that the handbook is designed to be relevant in diverse contexts across the world.

IMPACTING DEVELOPMENT THROUGH TABLE TENNIS

Understanding Sport for Development (S4D)

Sport has enjoyed universal appeal for much of human history and its importance to society continues till today. As a cultural activity, it is prevalent all over the world and in varying contexts. In recent times, there has been an increased interest in utilising sport to achieve outcomes related to social, economic and humanitarian development. This is witnessed through the emergence and growth of the Sport for Development (S4D) sector over the past couple of decades which has sought to harness sport as a medium to pursue goals beyond the confines of play and the playing field.

Defining S4D

S4D is a method of effecting social change through the intentional and strategic use of sport based programmes. The United Nations Educational, Scientific and Cultural Organisation (UNESCO)² defines S4D as “an instrument in promoting peace, social integration and economic development in different geographical, cultural and political contexts”.

In the context of S4D, sport is defined broadly as “all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organised or competitive sport, and indigenous sports and games” (UN Inter-Agency Task Force on Sport for Development and Peace, 2003)³.

Sport, in its many forms, is an effective medium to bring about change at the individual and community level, as it is a popular leisure activity that has been accepted by a diverse set of societies and geographies. Moreover, sport is a participatory activity that relies on individuals interacting and cooperating with each other to achieve shared goals.

However, we must acknowledge that sport in itself may not be equal or inclusive in nature nor the best solution to solve complex social issues. Sport faces some of the same inequalities that are present in our societies - it can be unequal in its outreach, discriminatory to certain groups to promote disrespect and understanding. Moreover, sport might not work in all contexts or regions, or may only provide an entry point to solve social issues, rather than solving the issues themselves.

² <https://en.unesco.org/themes/sport-and-anti-doping>

³ <https://digitallibrary.un.org/record/503601?ln=en>



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In many countries and territories across the world, divisions on the basis of socio-economic status, religion, ethnicity, gender identity and expression, race and caste can lead to violence. Though sport can offer a space for healthy dialogue and exchanges, it can also be a medium for disrespect, misunderstanding and violence.

Sport within the context of S4D needs to be intentionally designed, delivered and evaluated in order for it to achieve the changes it seeks.



The most effective sport-based programmes that promote respect and build understanding are those that are intentionally and inclusively designed, purposefully delivered by trained facilitators and systematically monitored and evaluated.

The United Nations (UN) has been using sport as a tool in development, cooperation and humanitarian aid efforts for many years, but it started doing so in a more structured manner since the year 2000. In 2016, the UN recognised⁵ “*sport as an important enabler of sustainable development*”, in particular, its growing contribution to the realisation of the Sustainable Development Goals (SDGs). The UN encouraged its member states and a wide variety of stakeholders to “*foster development and peace and contribute to the implementation of the 2030 Agenda through sport-based initiatives and to promote the integration of sport for development and peace in the development agenda*”.

In 2017 during the 6th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport, convened by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the **Kazan Action Plan**⁶ was adopted. The Kazan Action Plan prioritises 10 of the Sustainable Development Goals and 36 of the associated targets where sport-based approaches can effectively contribute, as highlighted below.



⁵ <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N16/449/81/PDF/N1644981.pdf?OpenElement>

⁶ <https://unesdoc.unesco.org/ark:/48223/pf0000252725>

Table Tennis for Development Approach

The International Table Tennis Federation (ITTF) has a long history of using table tennis within social projects to improve people's lives across the world. The ITTF Foundation, established in 2018 to take forward the ITTF's social commitment through table tennis, have aligned their approach with the priorities of the S4D sector and the UN's SDGs to utilise table tennis as a tool to bring positive changes in communities across the globe. The Table Tennis for Development (TT4D) approach stems from the ITTF Foundation's experience of using the sport of table tennis to achieve social development outcomes. The ITTF Foundation's commitment is reflected in the 27 projects it has supported till date, reaching out to over 250,000 individuals across 150 countries and territories.

The TT4D approach aims to utilise the sport of table tennis in a fun and engaging way to reach out to and positively impact a wide range of communities and individuals, regardless of ability, age, gender identity and expression, religion, geography, ethnicity and race. Some of the key thematic areas that TT4D programmes have explored are health and well-being, quality education, gender equality, environmental sustainability, social inclusion and community development.

This handbook seeks to present the TT4D approach to a variety of practitioners around the world, including table tennis coaches, facilitators, social workers and youth leaders.

Safe, Inclusive and Enjoyable Table Tennis

The TT4D methodology follows a values-based approach for utilising table tennis for social impact. Practitioners are aware of, and inculcate within their delivery, certain key values, behaviours and safety precautions, in order to ensure a safe, inclusive and enjoyable table tennis experience for all.

Safeguarding and COVID-19 Guidelines

Every individual who participates in table tennis based activities has the right to do so in a safe, enjoyable and supportive environment. This is the bedrock of meaningful and positive participation in sports. The TT4D approach mandates that this is given sufficient importance.

While designing and delivering programmes, organisations and practitioners follow certain key safeguarding practices, which are illustrated below.

Key Guidelines for Organisations and Institutions

- Institutionalise a safeguarding policy to ensure the organisation's commitment, framework, procedures and stakeholders related to the safeguarding of children is clearly outlined.
- Detail the systems and procedures that need to be followed to implement the safeguarding policy. Ensure the systems are child-centric and quickly respond to any concerns about children's safety and well-being.
- Conduct regular awareness programmes for participants, coaches, facilitators, parents, and other stakeholders. Ensure that the organisational safeguarding policy is made available to all. Ensure that any additional advice and support is made available to participants and facilitators, as required.
- Have in place measures to identify and minimise risk to participants.
- Have organisational guidelines for best safeguarding practices and codes of conduct to outline appropriate standards of behaviour.
- Ensure that the organisation has adequate recruiting procedures in relation to hiring staff who work with young people.
- Be a leader in safeguarding within your networks by providing knowledge and support to various partners.
- Monitor and evaluate the meaningful compliance of the safeguarding procedures adopted; update the safeguarding policy utilising appropriate feedback from these mechanisms.

*These guidelines have been adapted from the 8 best practices outlined by the **International Safeguards for Children in Sport**⁷.*

Key Guidelines for Facilitators

- Treat all participants equally, with respect and dignity. This includes ensuring that activities are designed in a way that is applicable for all participants and provides equal opportunities for participation.
- Do not isolate or neglect participants, and ensure that everyone in the group is equally engaged.
- Work in an open public environment and avoid private or unobserved situations to the maximum extent possible.
- Encourage open communication.
- Maintain a safe and appropriate distance from participants and avoid unnecessary physical contact with them.
- Consider having instructors of different genders, especially when working with mixed-gender groups.
- Do not over-train or over exhaust the participants. Make sure they are given appropriate break time.
- Ensure the use of safe and proper equipment.
- Keep a written record of any abusive behaviour that occurs during the session, or if one identifies any potential signs of abuse, along with details of action taken.
- Take permission before touching a child, even if it is to tend to an injury.

These guidelines are used in conjunction with existing organisational policies and the local and national laws, including reporting procedures and disciplinary action to be taken against any form of abuse.

⁷ <https://safeinsport.org/wp-content/uploads/2021/11/International-Safeguards-for-Children-in-Sport-English.pdf>

Under the present circumstances, appropriate guidelines related to COVID-19 may also be applicable:

- Conduct activities outdoors rather than indoors for better ventilation.
- Ensure availability to handwashing, alcohol-based hand sanitizers and hygiene facilities.
- Ask all participants to wash or sanitise their hands before and after the activity.
- Ensure that all participants are using face coverings and/or masks that cover both their face and nose.
- Ask participants to bring their own water bottles, and do not allow them to share their water with others.
- Do not allow participants to share personal items with other participants.
- Avoid hand shaking, hugs, or any contact between participants – come up with new, creative ways of congratulating or expressing other emotions.
- Do not share equipment between participants. If equipment has to be shared, ensure that it is thoroughly sanitised before being handed over to a new participant.
- Ask participants and practitioners who are feeling sick or who have been in contact with a sick person to avoid attending the sessions.

The COVID-19 guidelines have been adapted from the **World Health Organisation's guidelines**⁸ for sports federations and sport event organisers. However, as the COVID-19 pandemic has been an ever-evolving phenomena across the globe, one needs to follow all updated COVID-19 guidelines issued by the organisation, local authorities and/or national governments.

⁸ https://apps.who.int/iris/bitstream/handle/10665/331764/WHO-2019-nCoV-Mass_Gatherings_Sports-2020.1-eng.pdf

Guidelines for Inclusive and Empowering Table Tennis

Inclusion provides participants with an enriched learning environment and the opportunity to learn and develop, regardless of their ability, age, gender identity and expressions, religion, ethnicity and race. Inclusion can lead to participants building new friendships, learning new ways to communicate with peers and discovering more about themselves as well as others from different backgrounds.

A positive learning environment ensures that each participant is given the opportunity to express themselves while listening, respecting and learning from others. It allows participants to self-discover and be creative through the use of positive encouragement and feedback, along with having fun and enjoying the sport of table tennis.

Creating an inclusive participation environment free of any discrimination involves certain key aspects:

- **Equal participation:** Give equal opportunities to all participants, irrespective of ability, age, gender identity and expression, and social background, to participate in the activities and exercises. Ensure no one is left behind.
- **Appreciation of each other's efforts:** Encourage cheering-on fellow participants and promote positive feedback among themselves during games.
- **Mutual respect:** Re-enforce mutual respect between participants as well as in participant-practitioner relationships during activities and exercises through deliberate communication.
- **Fairplay and honesty:** Encourage participants to follow the rules of the activities and exercises, and to be honest with their teammates, opponents and the practitioners (*for e.g. keeping an accurate count of the score/ points in a game*).
- **No discrimination:** Sensitize coaches, facilitators, teachers and the participants on various forms of discrimination based on caste, class, gender, physical appearance, language, race, disability or geography. Follow a 'zero tolerance' approach to discrimination among participants; and have a robust redressal mechanism in order to investigate any such instances.
- **Promoting Self-Initiative:** Consider a participant's ideas and suggestions, give them added responsibility, and allow them to take decisions during the activities and exercises in a way that boosts their confidence and enhances their self-esteem.



HEALTH AND WELL-BEING

Understanding Health and Well-being

The **World Health Organisation (WHO) constitution**⁹ states that "*Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.*" It further states that "the enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition." Needless to say that health and well-being is a key social development outcome across the world as it helps ensure that people have the knowledge and resources to lead healthy and positive lives, both physically and mentally.

The intersection of health with sport is based on the premise that regular physical activity, exercise and participation in sports can lead to various positive outcomes like improved body awareness and significant reduction in instances of non-communicable health conditions¹⁰ such as obesity, heart disease, stroke, diabetes and some forms of cancer¹¹. Moreover, sport and physical activity is essentially social in nature and is therefore required not only for the physical development of individuals, but also for their mental and social well-being.

Health and well-being of populations across the world has been negatively impacted since the onset of COVID-19. While millions have been affected by the onset of infections, the reduction or complete closure of access to sport, physical activity and play facilities have exacerbated the matter. In such a time, events, activities and programmes that promote health play a crucial role.

Increasingly, we are seeing individuals and communities taking greater initiative and effort to regularly keep active through a variety of ways, including participation in sport, marathon races, speed walking, dance exercises, cardio exercises and other forms of communal activity. Programmes and practitioners that offer such opportunities at the grassroots level, especially to those from vulnerable communities through innovative programmes, have a positive impact on society.

Health and well-being is recognised within **Goal 3** of the **UN Sustainable Development Goals (SDGs)**.



**ENSURE HEALTHY LIVES AND PROMOTE
WELL-BEING FOR ALL AT ALL AGES**

⁹ <https://www.who.int/about/governance/constitution>

¹⁰ <https://ncdalliance.org/why-ncds/risk-factors-prevention/physical-inactivity>

¹¹ <https://www.cancer.org/latest-news/exercise-linked-with-lower-risk-of-13-types-of-cancer.html>

Within the SDG framework, sport and physical activity can specifically work towards achieving the following targets:

Target 3.4: *By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.*

This handbook aims to use table tennis to promote health and well-being by contributing to the following objectives:

- Developing awareness of physical, mental and social well-being among participants
- Teaching and improving balance, coordination and other key motor skills
- Improving strength, flexibility, hand-eye coordination, concentration and body awareness
- Providing opportunities for social interaction and nurturing positive relationships
- Promoting a culture of fitness and keeping active

ACTIVITY 1: HEALTH FOR THE WIN

Learning Objective(s)

This activity assists in developing awareness on mental and social well-being among participants.

Space: An indoor hall or an outdoor playground with dimensions of 15 x 15 metres.

Time: 45 minutes

Equipment: TT rackets (one for every participant) and agility ladders (one per team) or several cones (preferably of different colours)

Participants: 1-30 participants (depending on the quantity of equipment available)

Preparation and Setup

- The facilitator divides the participants into two equal teams.
- Each team then stands in a line in front of the agility ladder designated for them (or multi-coloured cones arranged in a straight line with adequate space between them).
- The facilitator ensures that all the participants are holding a TT racket.
- The facilitator stands on the other end of the agility ladder/cones, with the participants facing them.
- Participants in each team must maintain adequate space between those standing in front and behind them in the line, in order to avoid contact while moving.
- Each team selects a leader, who then stands at the beginning of the queue/s (This can also be done by the facilitator) (**Illustration 1**)

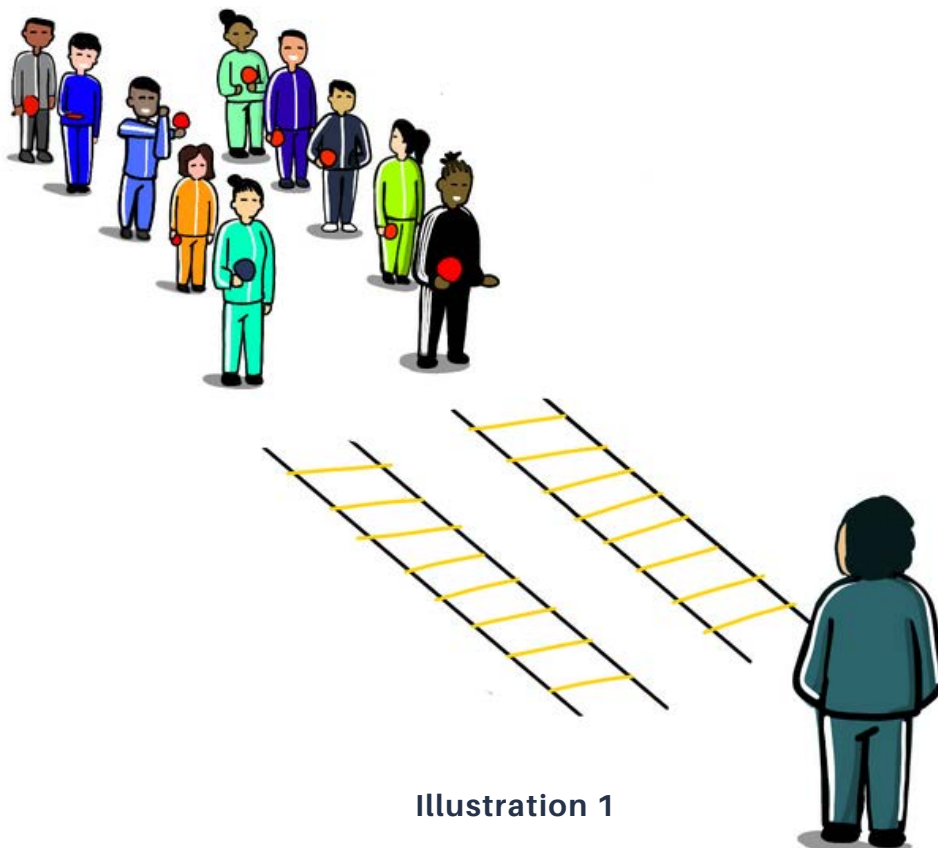


Illustration 1

Activity Steps

- Utilising the agility ladder/ cones, the facilitator performs a certain physical activity/ technical movement using the lower part of their body moving through the agility ladder/ cones. Thereafter, the facilitator performs a table tennis movement with the upper part of their body using the TT racket. Some of the examples for these movements are:
 - Movements for the lower part of the body: jumping forward through the agility ladder/ cones, zig-zagging through the agility ladder/ cones, hopping sideways through the agility ladder/ cones.
 - Movements for the upper part of the body: moving the racket back and forward with the forehand, moving the racket back and forward with the backhand, moving the racket forward and up/down with the forehand, moving the racket forward and up/down with the backhand.
- After the facilitator demonstrates these movements, the teams follow these as part of a relay race.
- When the facilitator says “Go”, the leaders of both teams perform these movements while moving through the agility ladder/cones.
- The teams follow their respective leaders one after the other, and repeat the movements while moving through the agility ladder/cones. (**Illustration 2**)
- After completing the movements at the end of the agility ladder/cones, each participant runs to the back of the queue.
- The fastest team to complete the drill wins.
- In the subsequent rounds of the activities, the ‘leader’ of each team changes the movements, speeds and rhythms during the relay, and this should be emulated as precisely as possible by other participants.
- The ‘leader’ of the activity can change after a few rounds.
- The facilitator conducts multiple rounds of the activity.

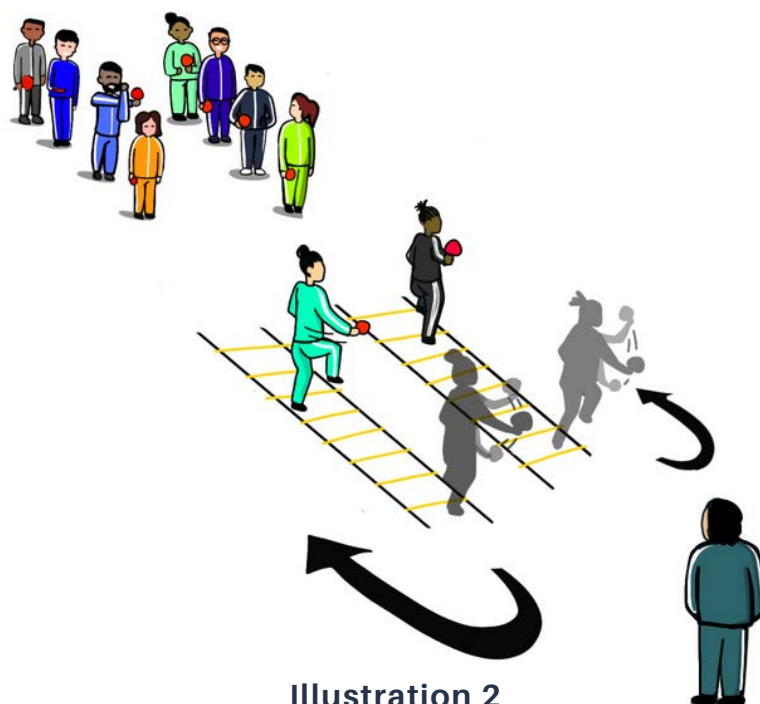


Illustration 2

Progressions/ Regressions

- Participants can perform the movements in pairs – using one hand to hold the racket and the other to hold their partner's hand. The fastest team to complete this drill wins. (**Illustration 3**)

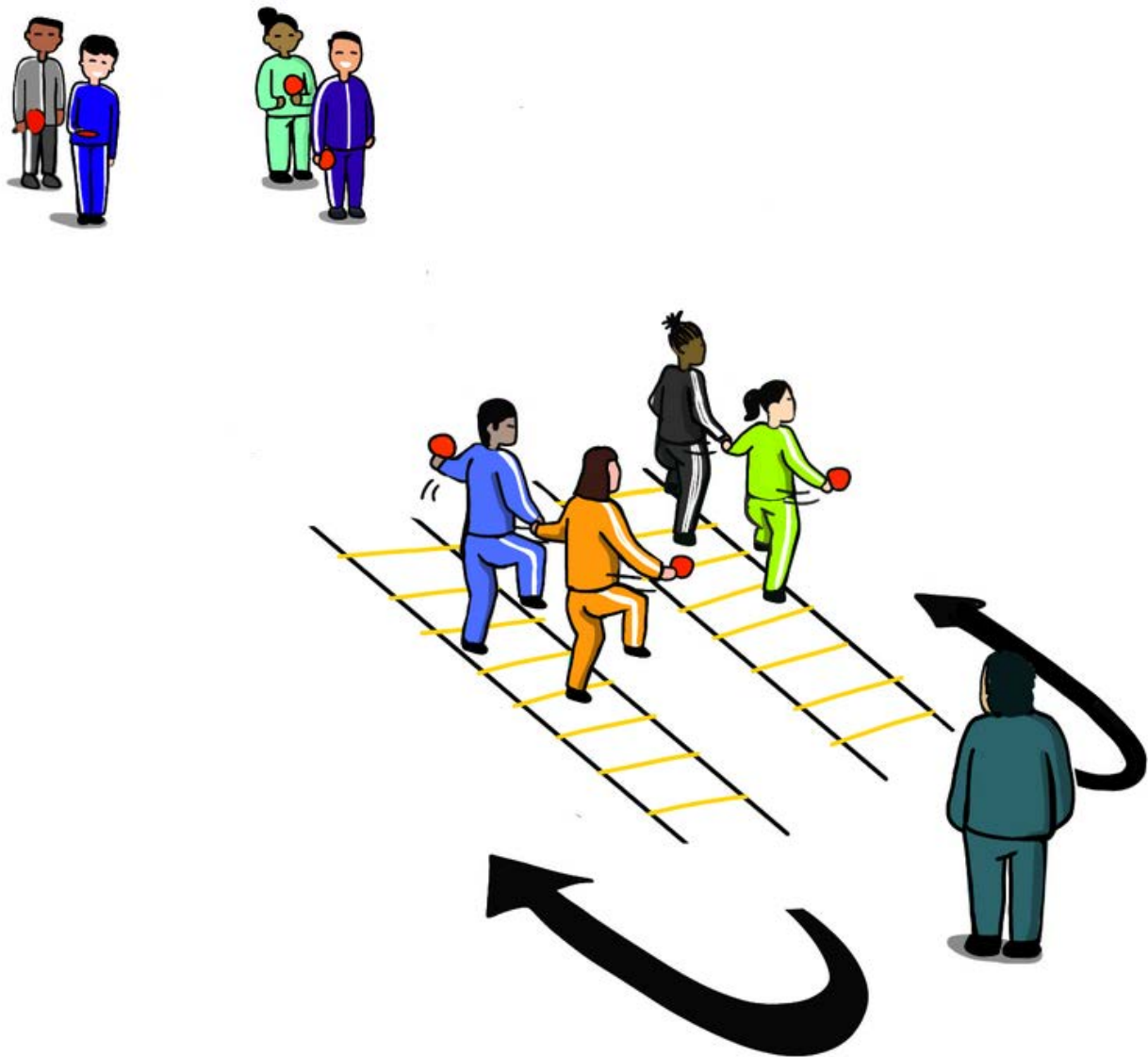


Illustration 3

Notes for the facilitator:

- It is important to consider the age and physical level of the participants when conducting this activity. The exercises performed during the activity, along with the speed of movement and intensity must be based on this.*
- The facilitator may be required to change or modify the design of the activity to suit the needs of participants with disabilities.*
- The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.*
- The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):¹²

- Good health is more than being free from sickness or disease, it includes being in a state of physical, social and mental well-being.
- Mental well-being relates to one's ability to manage thoughts, emotions, and behaviours. Mental well-being can include coping with the daily stresses of life, learning and working well, realising one's abilities, and contributing to one's community.
- Social well-being relates to coexisting peacefully in communities and managing relationships with friends, family and others.
- Getting involved in sport and physical exercise is a great way of ensuring an individual's mental and social well-being. Sport can help manage stress, boost an individual's mood, enhance focus levels as well as make one feel calm.

De-brief with participants:

- How did you feel after participating in the activity? Did it improve your mood or make you happy?
- What challenges did you face in your team while performing the activity? How did you overcome these challenges?
- How well were you able to coordinate with others within your team? How well were you able to coordinate in your pairs during the progression round of the activity?
- How do you feel when you are kind to someone? How do you think the other person feels? Give examples.
- How do you feel when you hurt someone? How do you think the other person feels? Give examples.
- When do we feel happy? When do we feel sad or angry? What are positive emotions? What are negative emotions?
- Do you understand what mental and social well-being is? How does this link to your daily lives?
- Are there any issues that you or someone you know are currently facing? If yes, then how did they deal with it? *(The facilitator should not push the participants to answer this question as they may hesitate sharing personal information)*

Acknowledgment: This activity was developed by Talent 4 Development, Kenya.

¹² <https://www.who.int/data/gho/data/major-themes/health-and-well-being> & https://www.usip.org/sites/default/files/GP_170-203_Social_Well-Being.pdf



ACTIVITY 2: FOCUS ON THE BALL

Learning Objective(s)

This activity improves concentration and focus among participants.

Space: An indoor hall or an outdoor playground of 15 x 15 metres.

Time: 45 minutes

Equipment: TT rackets (one for each participant), TT balls (one for each participant), table tennis table (one for 4-8 participants)

Participants: 4-16 participants (depending on the equipment available)

Preparation and Setup

- The facilitator divides the participants into 4 equal teams/groups – teams A, B, C and D.
- Before the first round starts, the facilitator removes the net from the TT table.
- Teams A and B line up on one side of the table while teams C and D line up on the opposite side of the table. The facilitator ensures that team A is facing team C and team B is facing team D.
- The facilitator ensures that the two teams standing on the same side of the table are 1 metre apart (**Illustration 1**) and that all participants have a TT racket and a ball each.

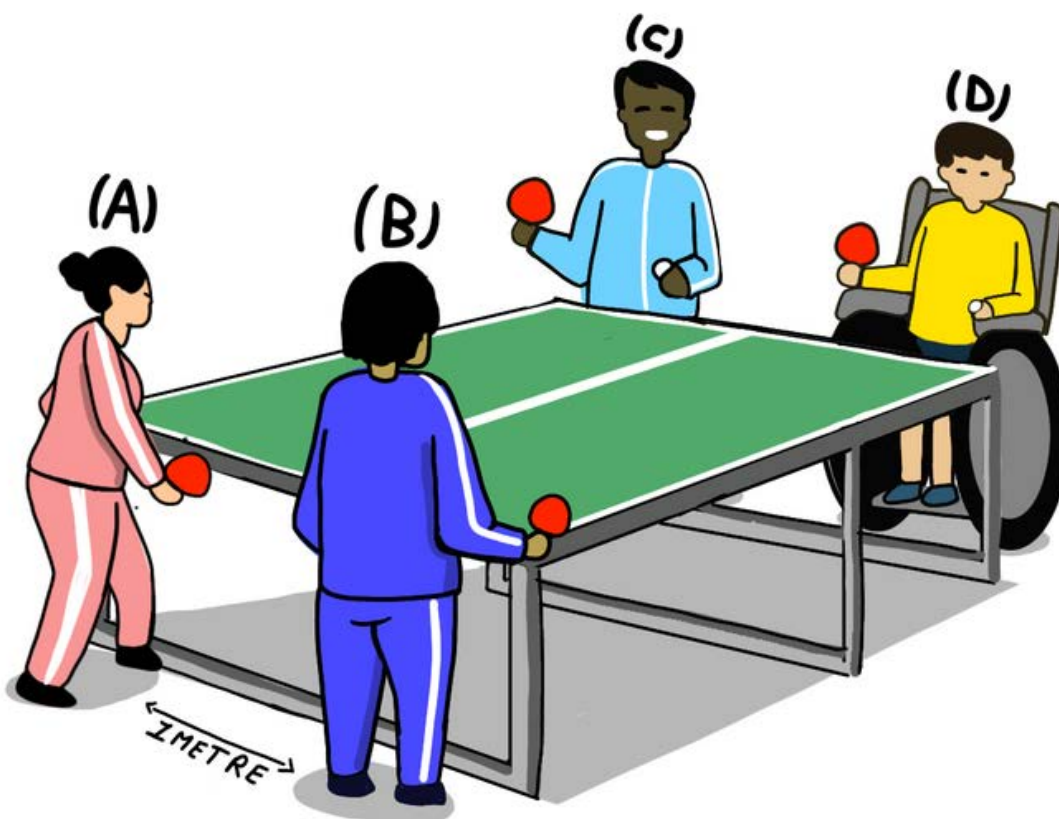


Illustration 1

Activity Steps

- The first participant of teams A and B rolls the ball to their partner (in teams C and D, respectively), aiming to keep the ball as quiet as possible. The participants do so by using one side of their TT rackets.
- The participants (from teams C and D) standing on the other side of the table have to then roll the ball back, using one side of their rackets.
- After this exchange, the first four participants of each team go to the back of their respective lines and the next four get the chance to practice this drill.
- In subsequent rounds of the activity, the participants can use both sides of their rackets to roll the ball, by alternating on every shot. (**Illustration 2**)

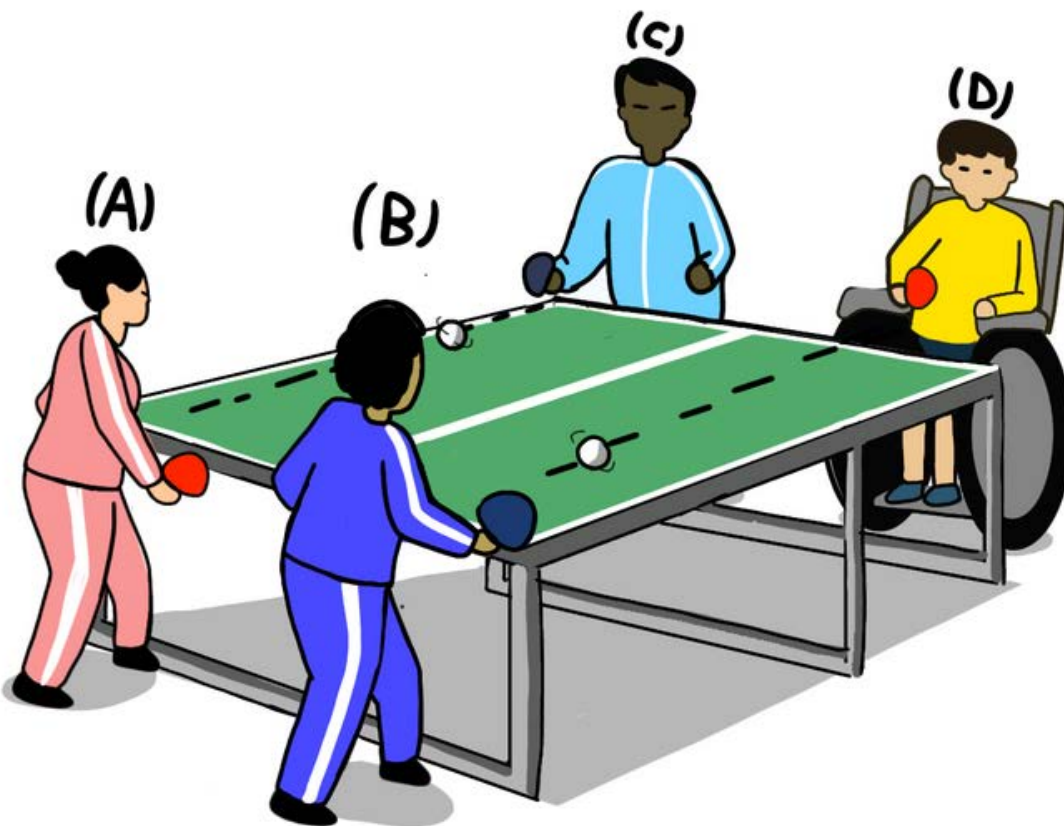


Illustration 2

- After a few rounds of this activity, the facilitator progresses the activity.
- The facilitator puts the net back on the table.
- The first participant of teams A and B holds the ball in their hands and bounces it twice on the table towards their partner (in teams C and D, respectively), who are holding a TT racket on the other side of the table. The participants in teams C and D tap the ball back to their partners using their rackets. (**Illustration 3**)
- After this exchange, the first four participants go to the back of their respective lines and the next four get the chance to practice this drill.
- The facilitator must make sure that the roles are reversed after a few rounds.

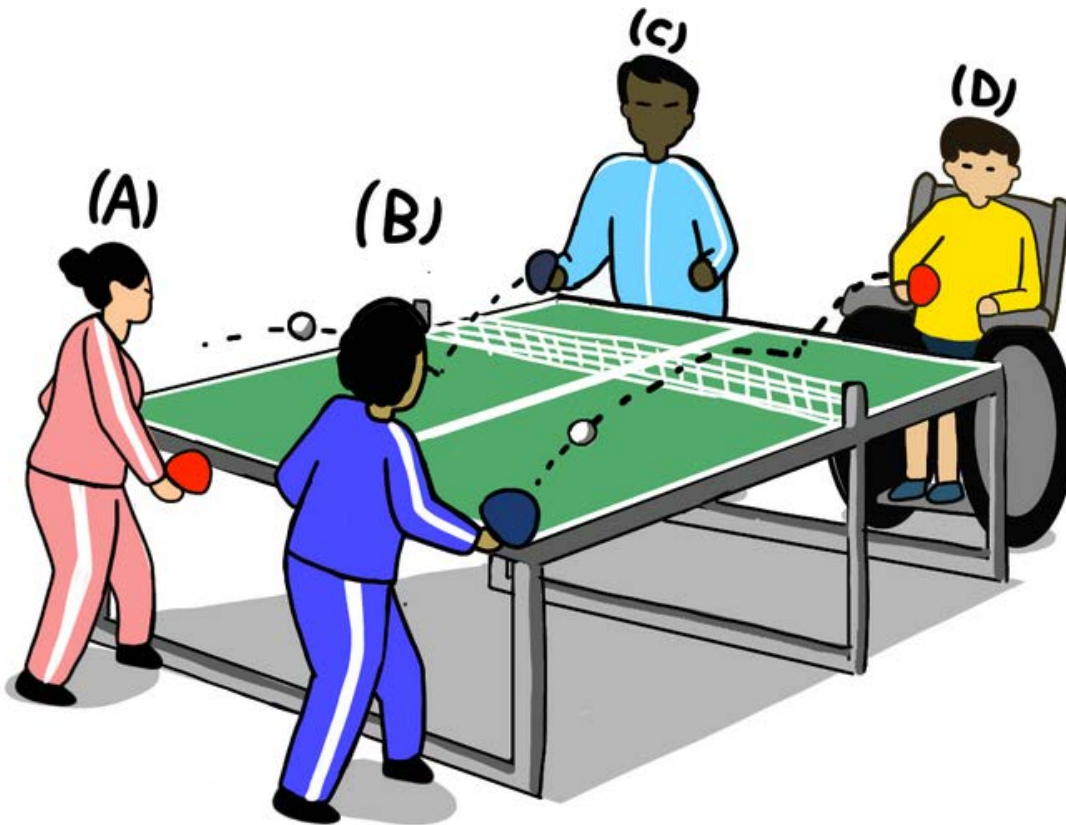


Illustration 3

Progressions/ Regressions

- In the subsequent rounds of the activity, instead of directly rolling/ throwing the ball to their partners, participants should start with bouncing the ball on their rackets 3 times and then sending the ball across.
- Participants can bounce the ball once, instead of bouncing it twice, when throwing the ball to their partner to tap.

Notes for the facilitator:

- It is important to consider the amount of equipment you have in relation to the number of participants and adapt accordingly. For example, if there are eight participants and only one TT table, participants could line up behind each other and alternate with their partners after taking 10 shots each.
- The facilitator may be required to change or modify the design of the activity to suit the needs of participants with disabilities
- The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.
- The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.

Review and Evaluation

Key Messages (for the facilitator):

- Concentration is defined as the ability to give your attention to a single activity.
- Focus is defined as the central point of your attention.
- Concentration and focus are related. Concentration requires focus. Focus sets the platform for you to concentrate. It is something we can acquire over a course of time, with practice. Concentration and focus are important in our lives as they allow us to be better aware of ourselves and our surroundings as well as undertake tasks more effectively.
- Focus and concentration can be negatively impacted by stress, lack of sleep, unhealthy food and anxiety, among other factors.
- Regular involvement in sport and physical exercise is an effective way to improve one's concentration levels and focus. Further, achieving high levels of concentration is possible by practising mindfulness through meditation which involves training the mind to consciously utilise mental effort on a single task or a memory for long periods.

De-brief with participants:

- Whenever you received the ball from your respective partners, were you always able to hit it back? Why or why not?
- Were you getting distracted during the activity? If yes, then at which point did you feel distracted and why?
- Why do you think concentration is needed in life? Please elaborate with examples.
- Why does one get distracted in life? What impact do these distractions have on your concentration?
- How can concentration levels and focus be enhanced? Please provide examples from your lives.

Acknowledgment: *This activity was developed by Asoba and NK Foundations, Ghana.*

UNEXPECTED HOURS OF HEALTH AND HAPPINESS

Laurent is a 42 year-old participant of the Dream Building Fund project Ping4Alzheimers at the Levallois Table Tennis Sporting Club in France. Before he joined this project and started engaging in table tennis activities, he had only tried the sport in school, never being any good at it nor liking it.

He and his mother Nicole found out about the project as a complementary activity through Laurent's speech therapist as well as through the France Alzheimer's Association, but Laurent was not very enthusiastic about joining. Many people with Alzheimer's or those with relatives living with the disease can relate to Laurent's wish not to be categorised as sick or wanting to always be around sick people.

After a few conversations with his mother, he changed his mind and decided to check the weekly open session. And the rest is history, as Laurent's mother explains, "He didn't know. When people speak about Alzheimer's, well, he imagined an activity for the elderly. So, we waited and spoke about it regularly and after a while he decided to give it a try. Since then, he counts the days until his Tuesday session with excitement - during which he is happy and relaxed, forgetting his disease."



Renato Walkowiak, Ping4Alzheimers project leader, attests to the positive and dynamic energy Laurent brings to the group.

Laurent himself is happy and glad to share his experiences with his daughter, "I do the balancing exercise with my daughter [...] and she is happy and then she calls me and says, Daddy, Mommy, we have to do the balancing. And she's happy."

Source: Levallois Table Tennis Sporting Club is a table tennis club in Levallois-Perret, France, which has launched an initiative, Ping4Alzheimers, for the well-being of people with Alzheimer's.

ACTIVITY 3: GET ACTIVE!

Learning Objective(s)

This activity enables participants to gain a basic understanding of fitness and the role of fitness routines.

Space: An indoor hall or an outdoor playground with a large, plain wall.

Time: 30 minutes

Equipment: A plain wall, TT rackets and balls (one per participant)

Participants: 1-20 participants (depending on the quantity of equipment available)

Preparation and Setup

- The facilitator ensures that all participants have a TT ball and a racket.
- The facilitator ensures that all participants line up facing a wall at a distance of 1 metre. (**Illustration 1**)

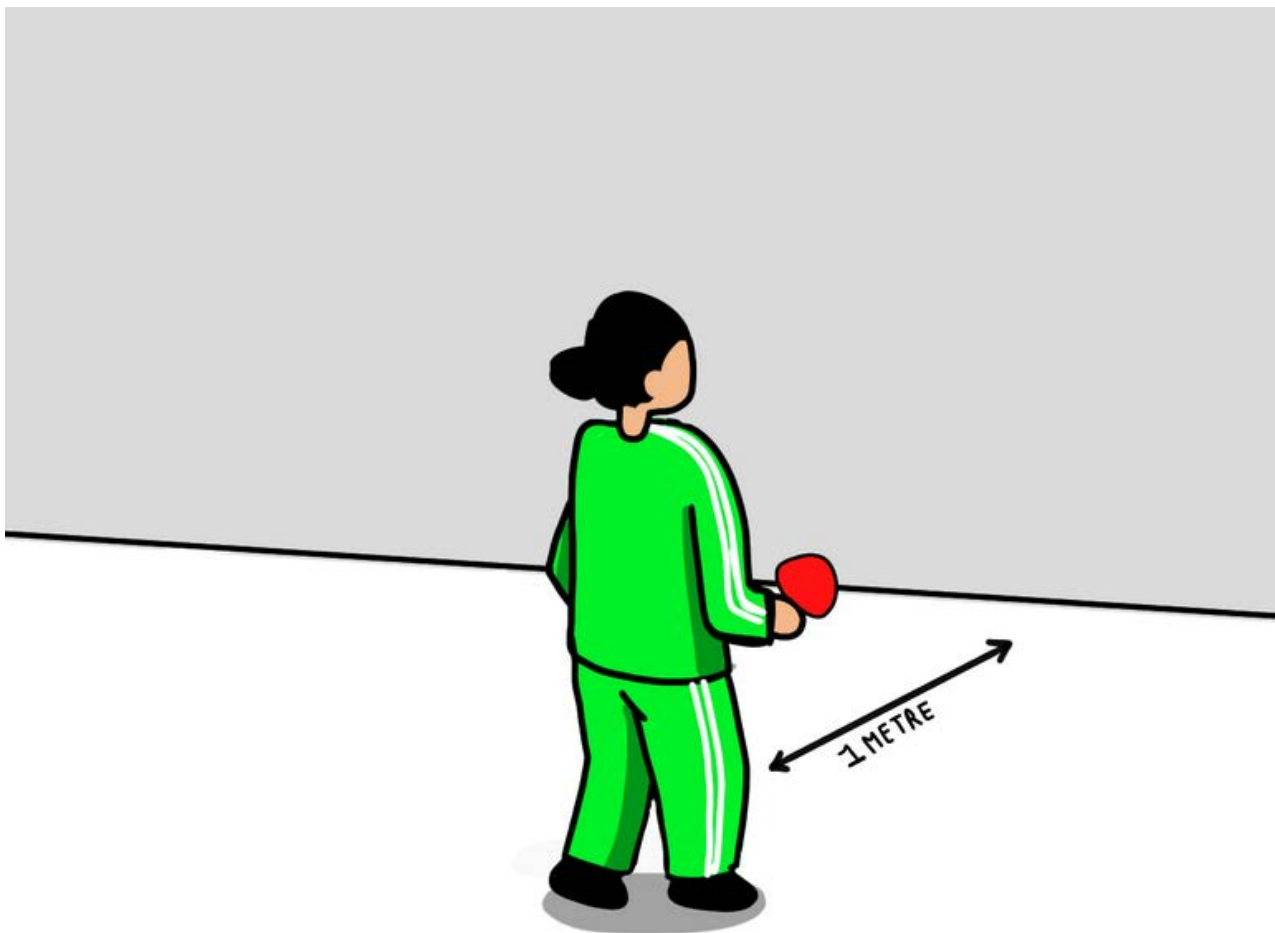


Illustration 1

Activity Steps

- Participants start the activity by volleying the ball against the wall using a forehand shot¹³. (**Illustration 2**)
- Participants continue volleying the ball against the wall for as long as possible.
- The facilitator ensures that the participants do not hit the ball hard against the wall.

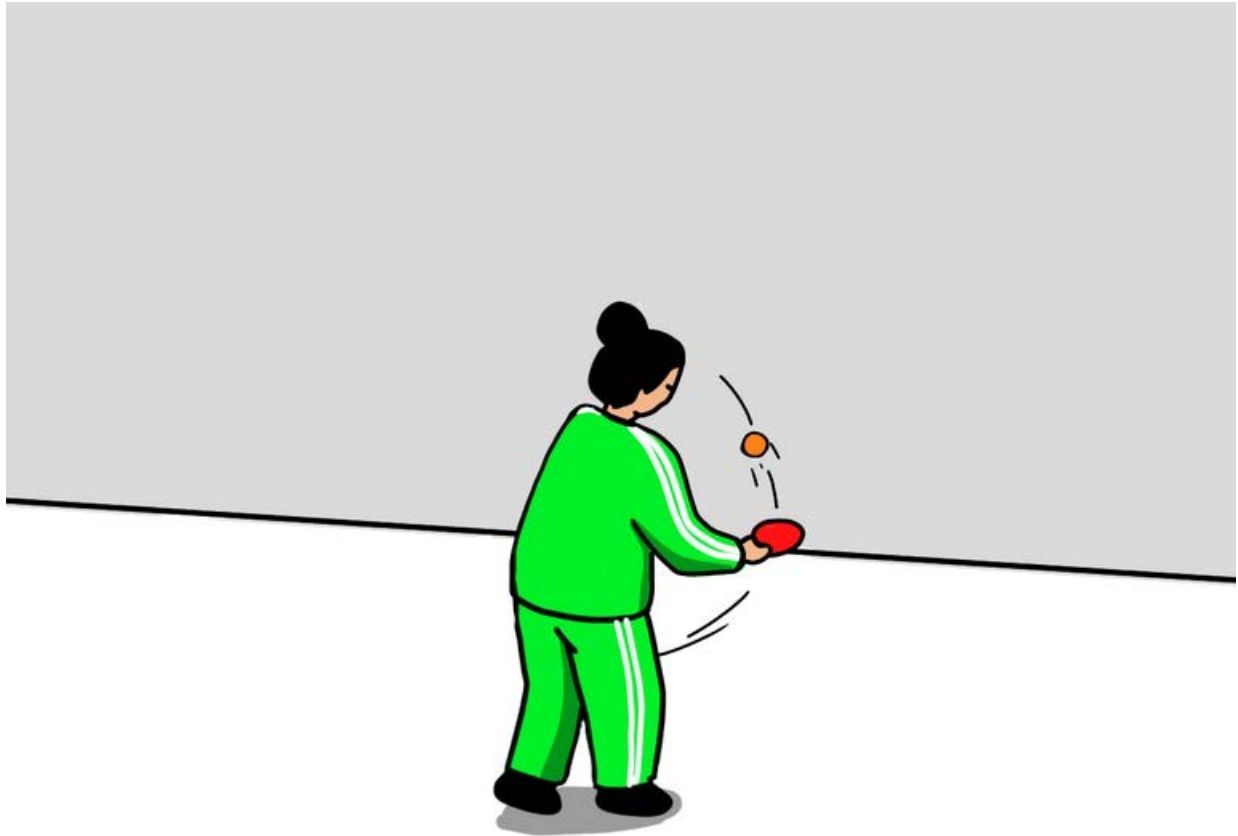


Illustration 2

Progressions/ Regressions

- In subsequent rounds of the activity, participants can volley the ball against the wall using a backhand shot.
- The facilitator can increase or decrease the distance from which the participants volley the ball.
- After every three times of hitting the ball against the wall, participants can balance the ball on their racket for 30 seconds instead of immediately hitting it back. After every three times of hitting the ball against the wall, participants can bounce the ball on their rackets for 30 seconds instead of immediately hitting the ball back.
- After every three times of hitting the ball against the wall, participants can perform a fitness routine for 30 seconds, such as doing star jumps, squats, sit ups or push ups.
- The facilitator can turn this activity into a game between the participants – the participant to volley the ball against the wall the longest or most number of times without making a mistake is the winner.

¹³ Refer to the Understanding Table Tennis section of the handbook for details on how to play a forehand shot.



Notes for the facilitator:

- *It is important to consider the equipment, space and number of participants you have. It is important to give each participant as many touches of the ball as possible during the session, this can be done by using multiple walls so that participants can be engaged simultaneously.*
- *Moreover, participants who are waiting their turn can also be engaged by practising their forehand/backhand technique and by balancing or bouncing the ball.*
- *The facilitator must keep in mind the level of physical ability of the participants, depending on which, the facilitator may be required to modify or redesign the activity to suit the needs of participants with disability.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):¹⁴

- Fitness is a state of health and well-being wherein individuals are able to perform a wide range of physical activities effectively and with confidence.
- Promoting a culture of fitness throughout life is important as it builds confidence, academic excellence, improvement in cognitive functions and communication skills.
- According to the WHO:
 - Children between 5-17 years should do an average of 60 minutes of physical exercise per day to keep fit.
 - Youth and adults between 18-64 years should do an average of 150-300 minutes of physical exercise per week to keep fit.

De-brief with participants:

- How did you feel after taking part in the activity? Please elaborate.
- Do you often engage in physical activity or sports? Please explain with examples? How do you feel participating in these activities?
- Why is it important to keep fit during your entire lifetime?
- Who are the people/institutions responsible for promoting a culture of fitness in your lives?
- How can you promote a culture of fitness in your families, schools and communities? Please provide examples.

Acknowledgment: *This activity was developed by Pro Sport Development, India as part of the Community Table Tennis Programme*

¹⁴ <https://www.who.int/news-room/fact-sheets/detail/physical-activity> & <https://playpowercanada.ca/blog/how-to-promote-physical-activity-at-your-school/>



"Table Tennis has helped me both mentally and physically. It has helped me relax a lot because I used to be constantly bullied and that bothered me quite a lot. But after I started playing table tennis, I got more confident and now people's opinions don't matter to me. My message is that children today, young people should play sports, especially ping-pong, because it gives you more responsibility and security."

*-Mathias Cardenas Castillo,
a participant at the table tennis programme
led by Asociación Mónica Liyau, Peru*



"Due to the lockdown caused by COVID-19, I was attending the online programme of the Community Table Tennis program. Through the online programme, I got to know how we can stay healthy at home and prevent ourselves from getting the virus. Even when the programme transitioned to on-ground implementation, we were taught about the importance of hygiene and nutrition in one's life. Apart from that, the biggest gain I have been able to make from the programme is the physical fitness – I can see a considerable difference in my fitness levels and I certainly feel more active now."

*-N. Rahul Rao,
a participant of the Community Table Tennis
programme led by Pro Sport Development,
India*



ACTIVITY 4: TOGETHER, WE CAN!

Learning Objective(s)

This activity provides opportunities for social interaction and nurturing positive relationships between the participants.

Space: A large indoor hall or an outdoor playground of 15 x 15 metres.

Time: 45 minutes

Equipment: TT rackets (one for each participant), TT balls (one for each participant), 2 agility ladders, 16 hoops, 12 cones

Participants: 8-20 participants (depending on the quantity of equipment available)

Preparation and Setup

- The facilitator creates two circuits parallelly for each team, with each circuit consisting of the following (**Illustration 1**):
 - 6 cones, one behind the other leaving a space of 0.5 meters in between
 - 1 well-stretched agility ladder placed vertically to the cones
 - 8 hoops, placed in a line one after another
- The facilitator divides the participants into two equal teams.
- The facilitator ensures that all the participants have one TT ball each.

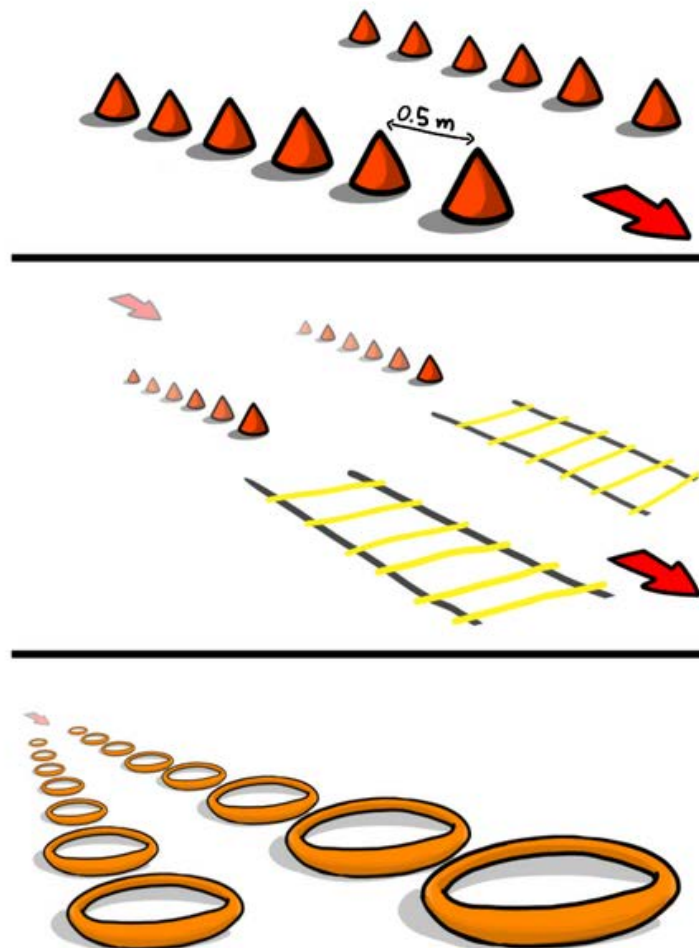


Illustration 1

Activity Steps

- The facilitator asks the participants to choose a captain/leader for their respective teams.
- The facilitator demonstrates to the participants how to perform particular exercises on the circuit:
 - Running through the cones in a zig-zag manner
 - Jumping with both feet through the agility ladder
 - Hopping on the hoops
- All of these exercises have to be done by the participants while balancing a TT ball in the palm of their hands.
- Before the start of the activity, each team gets 2 minutes to discuss a strategy amongst themselves; then the teams queue up at the start of their respective circuits.
- When the facilitator says **"Go"**, one by one, the participants from each team complete a round of their respective circuits, while balancing a TT ball on their palms. (Illustration 2)
- If the ball falls, the participant can pick it up and continue completing the circuit.
- When each participant completes the circuit, they sprint back to their respective teams, enabling the next participant to start performing the exercises in the circuit.
- The team that completes the circuit relay first wins.



Illustration 2

Progressions/ Regressions

- In the subsequent rounds of the activity, captains/leaders can be given some time to discuss a strategy with their respective teams and then perform the same routine (the facilitator must make sure captains are changed after every round).
- To make this activity more challenging, the facilitator can ask the participants to balance the TT ball with their TT rackets while performing the circuit.

(Illustration 3)

- The facilitator can encourage participants to suggest activities to complete during the circuit, based on which the teams can compete in the relay.



Illustration 3



Notes for the facilitator:

- *It is important to consider the age and physical level of the participants when conducting this activity. The exercises performed during the activity, along with the speed of movement and intensity must be based on this.*
- *The facilitator may be required to modify or redesign the activity depending upon the number of participants with disability, in order to ensure their active participation.*
- *The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator)¹⁵:

- Positive social interactions with peers and families as well as within communities, schools and workplaces can contribute to the well-being of individuals.
- Building positive relationships is an important social skill. Physical education and sports help us with important skills such as cooperation (working effectively with others), assertiveness (conveying our views strongly), listening (hearing someone out empathetically) and negotiation (resolving issues smartly) which are all useful in developing positive relationships.
- Positive relationships between individuals provide a sense of acceptance and trust, along with building social networks.
- Lack of positive social relationships can lead to social isolation and bullying, anxiety and depression, along with other health issues.

De-brief with participants:

- What strategy was developed by each team prior to starting the activity? How were decisions taken – was everyone included in the process?
- How did participants in both the teams work together to achieve a common goal? Did that increase your comfort with each other?
- Were you able to communicate positively with others during the activity? Why was that important?
- Discuss the positive relationships you currently have in your lives? In what ways do these relationships help you?

Acknowledgment: *This activity was developed by Asociación Mónica Liyau, Peru.*

¹⁵ <https://theeducationhub.org.nz/social-connection/>

Variations for Health and Well-being Activities

This section provides some variations to adapt the activities provided within the theme of *Health and Well-being* to diverse contexts and situations. The facilitators should keep the following factors in mind to implement these variations meaningfully:

- It is important to consider the age and physical ability of the participants while conducting this activity as some might not be able to perform certain body movements and exercises mentioned in the activities.
 - If the facilitator chooses to continue with the same exercises given in the activities then the intensity and speed of these exercises must be based on this consideration.
 - The facilitator can also change or modify the movements and exercises given in the activities to better suit the needs of participants belonging to different age groups and with disabilities. For instance, instead of jumping through the agility ladder in Activity 1, the participants can simply be made to walk through the agility ladder.
- In case the required equipment is not sufficient in relation to the number of participants, the equipment can be shared among the participants or slight modifications can be made to the activities. For instance, if all participants do not have a TT racket and ball each, they can pass them on to other participants after their turn is over. Additionally, suitable alternatives can be utilised if any of the required equipment is unavailable. For example in Activity 4, the facilitator can simply use cones or reusable bottles to mark a circle instead of using hoops.
- It is important to consider the socio-cultural context in which the activity is being conducted and adapt accordingly. For instance, in certain activities, participants are supposed to work in pairs and it may not be acceptable in some cultural and social contexts to involve mixed-gender pairs. Hence, it is important to create a comfortable environment before the activity starts, to bring the participants at ease. If the facilitator thinks the environment is not favourable for pairs to play together, then it is recommended to make the participants play individually.

Understanding Quality Education

Universal access to quality and holistic education at primary and secondary levels, along with opportunities for higher education and lifelong learning for all, are key focus areas for national governments and multi-national agencies. Moreover, ensuring the right to education for all, equal rights for women and girls in the field of education and improving the standard of education delivery have become key priority areas within the scope of quality education.

Physical education, which is a part of several national education policies across the world, is a critical component of quality education. Moreover, teaching soft skills, life skills and values to students has become a key aspect, as these skills enable young people to build their capacities, adapt to dynamic global developments and seek opportunities to reach their full potential.

Effective S4D programming can promote the inclusion and continued participation of women and girls, people with disabilities, and other disadvantaged groups and individuals in education. Sport has proven to be an effective medium for encouraging children and youth to access education, improve their learning outcomes and ensure that they continue to pursue higher education. Sport can also become an ideal conduit, to teach various skills that can enable young people to become empowered leaders.

Quality education is recognised within **Goal 4** of the **UN Sustainable Development Goals (SDGs)**.



Within the SDG framework, sport and physical activity can specifically work towards achieving the following targets:

Target 4.1: *By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.*

Target 4.3: *By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.*

Target 4.4: *By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.*

Target 4.5: *By 2030 eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.*

This handbook aims to use table tennis to promote quality education by contributing to the following objectives:

- Promoting school going among children and adolescents by establishing links between the motivation to play and the motivation to pursue academic education
- Developing soft skills and values, such as effective communication, teamwork and problem solving
- Enhancing the cognitive abilities of participants by improving their concentration, focus and memory in a way that it eventually benefits academic engagement
- Encouraging participation in table tennis within educational institutions, and promoting the holistic view of education among parents, peers and community leaders as a means to build physical, mental and social capacities of young people



ACTIVITY 1: DIAL THE NUMBER

Learning Objective(s)

This activity assists in developing the participants' effective communication and problem-solving skills.

Space: An indoor hall of 15 x 15 metres.

Time: 60 minutes

Equipment: 1 Table Tennis (TT) Table, 1 TT racket per participant, 20-30 TT Balls, 8 pieces of papers and 2 boxes.

Participants: 6-20 participants (depending on the quantity of equipment available)

Preparation and Setup

- The facilitator pastes 6 pieces of paper on one side of the TT table and places two boxes on the corners of the same side.
- The facilitator divides the participants equally into two teams.
- The facilitator arranges the teams into two parallel lines on the other side of the TT table. (Illustration 1)
- The facilitator ensures that all the participants have a TT racket each.

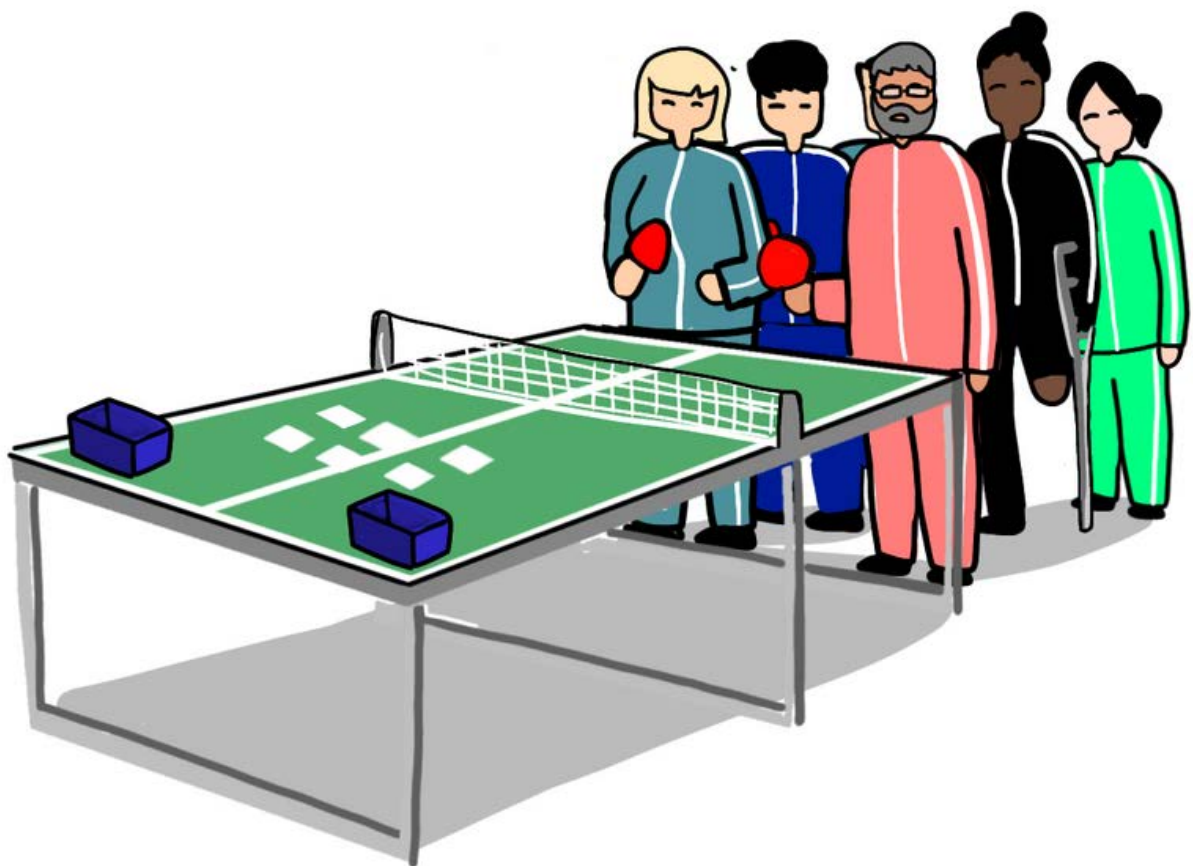


Illustration 1

Activity Steps

- The facilitator assigns a captain/leader for each team and ensures the captains/leaders of both the teams are standing on the opposite side of the table, facing their teams.
- The captains/leaders of each team have all the balls for their teams (10-15 per team).
- When the facilitator says **"Go"**, the captains/leaders have to hit the balls with their rackets to their teammates and instruct them to return the ball to either hit one of the six sheets of paper or into the boxes placed in the corners. (**Illustration 2**)
- Participants in each team hit the ball received from their captain, then move to the back of their lines.
- The participants are awarded 5 points for hitting the ball into the box, and 1 point for hitting a sheet of paper.
- The game continues till all the participants have completed their turn.
- The team with the highest points is declared the winner.
- The facilitator must ensure that captains are changed after every round of the activity and that diverse individuals get opportunities to captain their teams.
- The facilitator encourages the teams to communicate and work together.



Illustration 2

Progressions/ Regressions

- To make the activity less challenging, the distance between the boxes and the participants can be reduced.
- To make the activity more challenging, the number of balls and targets can be increased.
- The activity can also be made tougher or easier by changing the placement of targets on the table.
- In the subsequent rounds of the activity, each team can be given some time to discuss a strategy before playing the game.



Notes for the facilitator:

- *It is important to consider the age and physical level of the participants when conducting this activity. The activity may need to be modified depending on the same.*
- *It is important to consider any disabilities amongst the participants, and ensure that they can effectively participate in the activity without facing any additional challenges. The activity may need to be changed or the design modified to suit the needs of participants with disabilities (eg. the height at which these objects are kept, the levelling of the playground/floor).*
- *The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):

- Communication includes the exchange of information using different mediums.
- An important aspect of communication is listening to and respecting other people's views and opinions.
- Effective communication can help solve problems as it allows everyone to be coherent regarding a particular issue.
- Important communication skills required for problem-solving include active listening, verbal, written and visual communication as well as receiving and giving constructive feedback.

De-brief with the participants:

- How well did the captains communicate with the team? Why or why not?
- How well did the teammates understand the captains' instructions?
- What strategy did the teams utilise during the activity? Was it effective – why or why not?
- How important is communication in everyday life? Does it help solve our everyday problems?
- Have you ever used any communication skills to solve a problem in your life? If yes, then please elaborate.

Acknowledgment: *This activity was developed by Pro Sport Development, India as part of the Community Table Tennis Programme*



"I had always dreamt about getting the scholarship in Kitale, especially because I wanted to help my mum pay for my school fees because her job was not going well, and she has 3 kids to take care of alone. I have been able to make various gains from the table tennis programme, which have helped me get this scholarship opportunity, where I am going to explore and learn a lot!"

*-Haddassah Wathiha,
a participant at the table tennis programme at
Talent 4 Development, Kenya*



"With the help of ITTF Foundation and Talent 4 Development, I have been able to manage my school fees and that has helped me focus better. I have now decided that I would like to do electrical engineering when I finish my secondary school, and I also want to coach a new generation of young table tennis players in my community Mathare."

*-Alex Odour,
a participant at the table tennis
programme at Talent 4 Development,
Kenya*



ACTIVITY 2: SPOTTING PAIRS

Learning Objective(s)

This activity works towards enhancing the cognitive abilities of participants by improving their concentration, focus and memory.

Space: An indoor hall or an outdoor playground of 15 x 15 metres.

Time: 60 minutes

Equipment: Memory cards (multiple pairs of cards, each pair containing identical images), 1 TT table or any other table

Participants: 6-18 participants (depending on the quantity of equipment available)

Preparation and Setup

- Remove the net from the Table Tennis (TT) table
- The facilitator places a set of memory cards on the TT table, with all the cards facing down.
- The facilitator can use images related to table tennis to design the memory cards - it could be of a TT racket, TT table, forehand push technique or a famous TT player.
- The facilitator divides the participants into two or more teams, with three participants in each team.
- The facilitator must ensure that the participants line up in their teams behind a designated line, drawn behind the TT table. (**Illustration 1**)

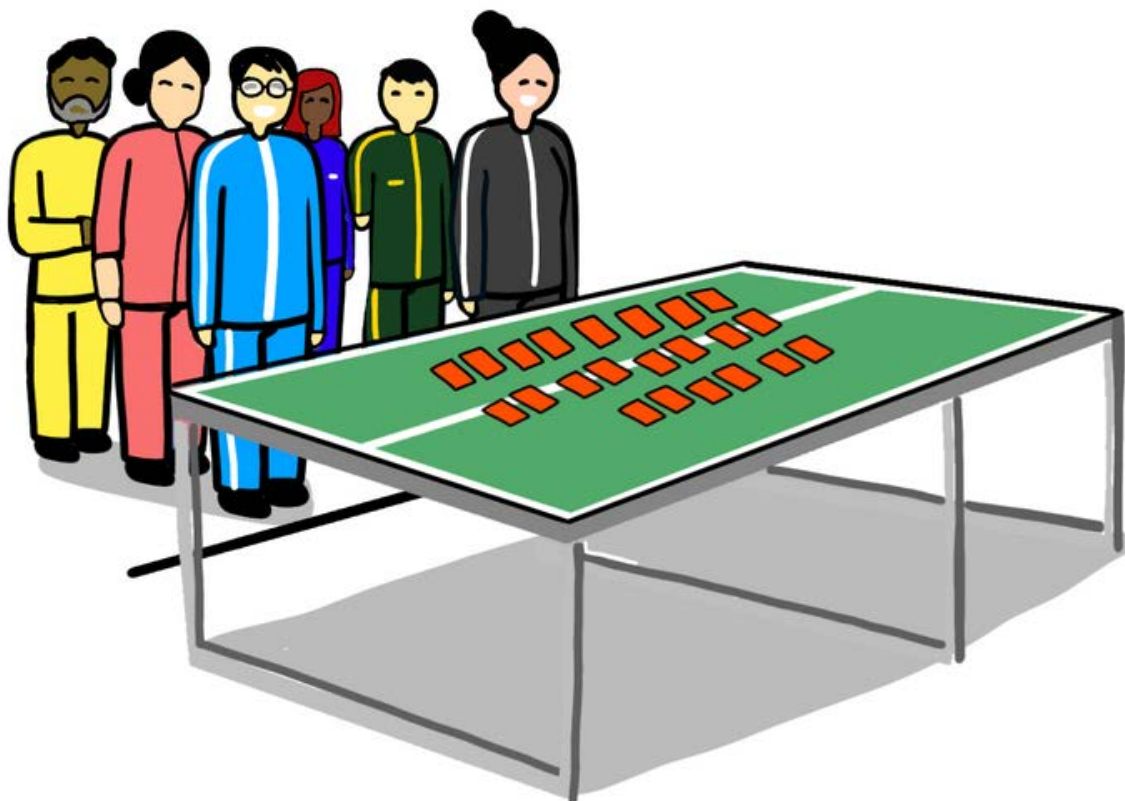


Illustration 1

Activity Steps

- The facilitator assigns every participant on each team with a specific role:
 - One participant has to keep their eyes closed throughout the game
 - One participant cannot use their hands throughout the game
 - One participant is not allowed to speak throughout the game
- With these rules in place, participants must work together as a team to find pairs amongst the memory cards.
- When the facilitator says '**Go**', the teams take their turns to find pairs amongst the memory cards.
- At one time, only one team is allowed to play their turn and, on each turn, a team gets the chance to uncover only two cards. (**Illustration 2**)
- If they uncover two identical cards in one turn, they win a point, and those cards are removed from the table.
- If they fail to uncover two identical cards in a turn, both cards that the team uncovers are placed back (facing down) on the table in the same spot.
- This way, the participants have to remember which cards are where and use that knowledge to find pairs and win points in future turns.
- The activity continues until all the pairs are found.
- The team with the highest points at the end wins.



Illustration 2

Progressions/ Regressions

- To make the activity more challenging:
 - The number of memory cards on the TT table can be increased
 - If there are more participants, the teams can be made larger, with every participant being assigned a role
 - The teams can perform a physical activity during their turn to spot pairs on the table (for eg. balancing on one leg)
- In the subsequent rounds, the participants can be given some time to discuss a strategy before the activity starts.



Notes for the facilitator:

- *It is important to consider the age and cognitive ability of the participants when conducting this activity. The activity may need to be modified depending on the same.*
- *It is important to consider any disabilities amongst the participants, and ensure that they can effectively participate in the activity without facing any challenges. The activity may need to be changed or the design modified to suit the needs of participants with disabilities.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):¹⁶

- Cognitive skills include our ability to think, read, learn, remember, reason and pay attention.
- Good concentration, memory and focus helps us perform important tasks like making decisions, solving problems and being alert.
- Cognitive skills are crucial in academics as they strengthen our understanding of ideas and help us remember information and think critically.
- Sport is an effective tool to improve cognitive abilities as it offers active mental engagement, which enables and eases learning.

¹⁶ <https://www.mindmattersjo.com/what-are-cognitive-skills.html>

De-brief with the participants:

- What worked well during the activity in your team? What could your team improve upon?
- How were you able to work as a team? What strategy did you use? What did you learn?
- How effective do you think this activity was in improving your focus and memory?
- How do you use focus, memory and concentration in your school activities? Do they help you with academic learning? If yes, then how?
- How would you modify the activity? Do you have any ideas to improve it?

Acknowledgment: *This activity was developed by Asociación Mónica Liyau, Peru*



"Tanjun's innovation of using bamboo is commendable. The table frame is very sturdy and it feels nice to train and educate youngsters in alternate ways of doing the same thing with reduced or no negative impact on our environment. I am extremely happy [...] to contribute towards developing skills of participants in Table Tennis especially those living in remote rural areas of Uttarakhand state (in Northern India) where there is scarcity of resources and fewer opportunities".

- Mr. Narendra Singh,
Master Trainer, Tanjun Associates (Table Tennis for early life socio-ecological responsibility)



ACTIVITY 3: FIGHTING BARRIERS

Learning Objective(s)

This activity promotes school going among children and adolescents.

Space: An indoor hall or an outdoor playground of 10 x 10 metres.

Time: 60 minutes

Equipment: TT rackets (one per participant), TT balls (one per participant), cones, chairs and/or any other obstacles that are not sharp or dangerous.

Participants: 4-30 participants

Preparation and Setup

- The facilitator places two cones adjacent to each other (at least 3 metres apart) and two cones opposite to them on the other side of the hall/playground, around 3 metres away.
- The facilitator then places a total of 5 obstacles, including cones, chairs and/or other things available, between the two sets of cones.
- The facilitator must place two sets of these obstacles in a straight line at a distance of 3 metres from each other. (**Illustration 1**)
- The facilitator divides the participants equally into two teams and makes the teams stand behind two adjacent cones, which mark the starting point for the activity.
- The facilitator ensures that each participant has a TT racket and ball.

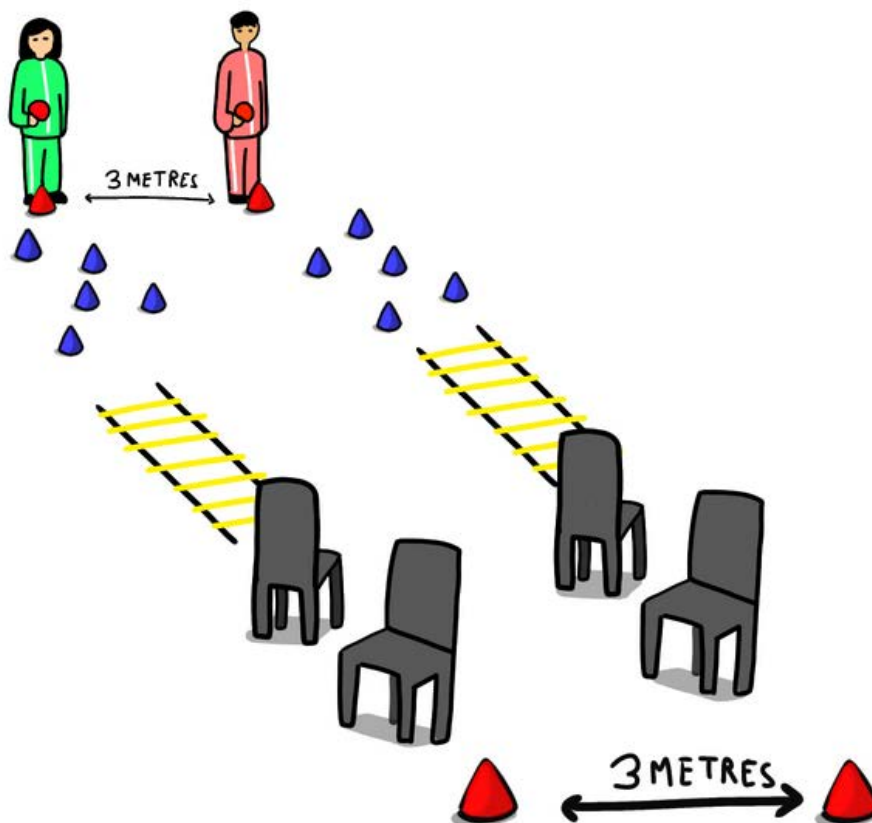


Illustration 1

Activity Steps

- In this activity, two teams compete against each other.
- The facilitator starts the activity by asking the participants on both teams to visualise the obstacles in front of them as the obstacles they face with regards to attending or completing school.
- When the facilitator says 'Go', one by one, participants from both teams cross the obstacles to reach the cones on the opposite end of the hall/playground and then come back to their starting point while bouncing the TT ball on their TT racket. (**Illustration 2**)
- Once a participant completes the course, they join the back of their team's line and the next participant from their team starts.
- If a participant loses control of the ball while bouncing it, they pickup the ball and continue.
- The team whose participants finish the activity first wins.

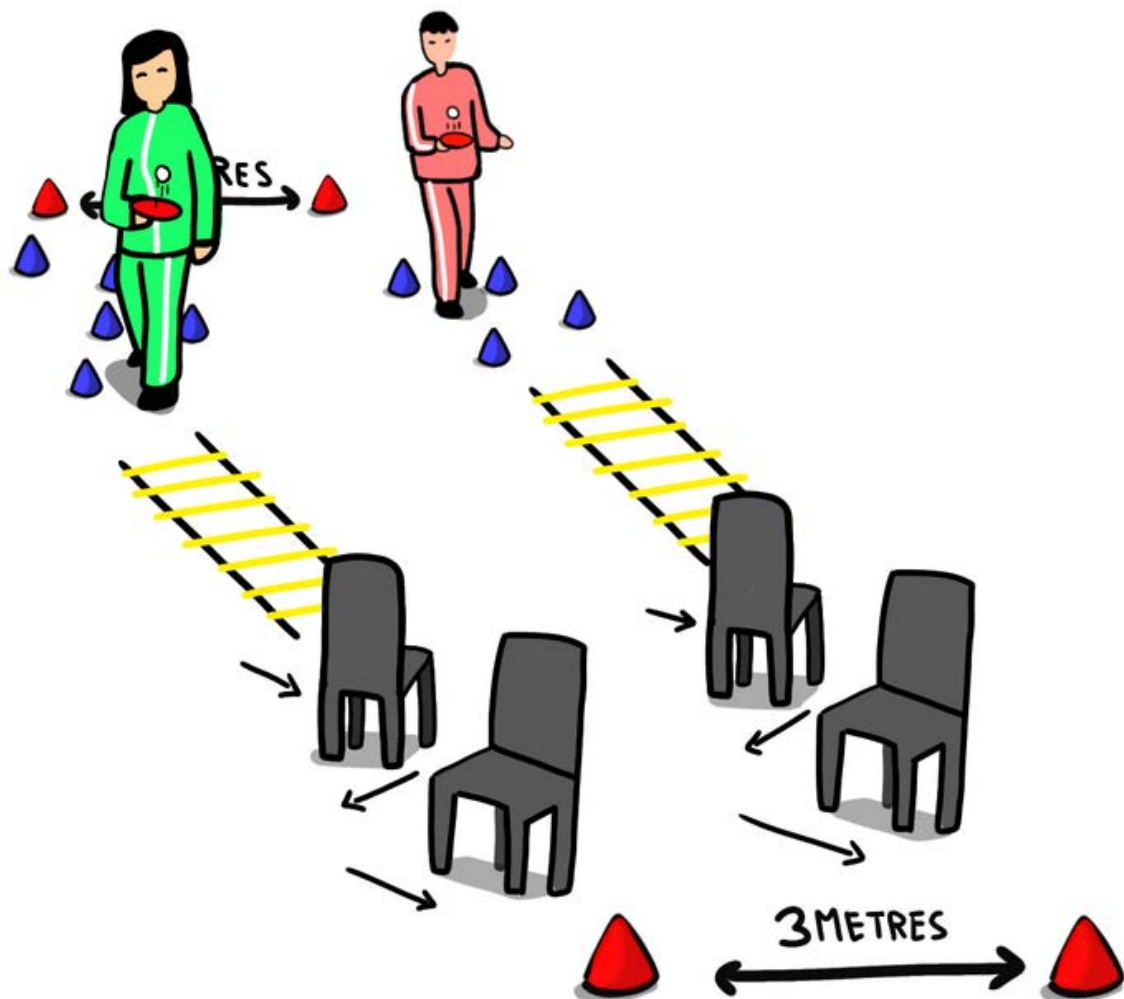


Illustration 2

Progressions/ Regressions

- To make this activity less challenging, participants can balance the ball on their rackets while coming back to their teams.
- To make this activity more challenging, participants can:
- Bounce the ball by alternating the sides of the racket, while coming back to their teams
- Bounce the ball with two rackets, one in each hand, while coming back to their teams
- In each team, the participants can pair up and complete the course together. Once they reach the back of their team's lines, they can share with each other their obstacles in attending or completing their schooling. (**Illustration 3**)

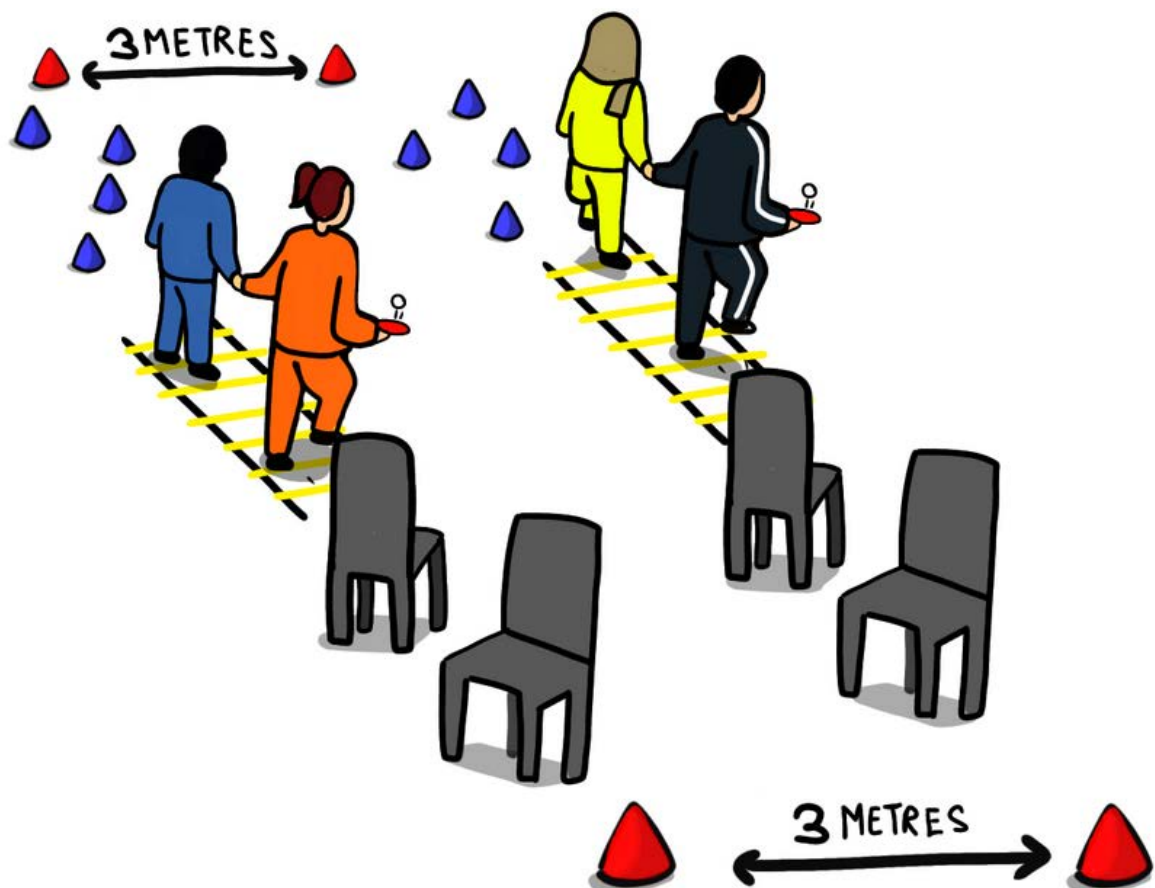


Illustration 3



Notes for the facilitator:

- *It is important to consider the age of the participants when conducting this activity. The activity may need to be modified depending on the same.*
- *It is important to consider any disabilities amongst the participants, and ensure that they can effectively participate in the activity without facing any challenges. The activity may need to be changed or the design modified to suit the needs of participants with disabilities.*
- *The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):¹⁷

- Education is key in escaping poverty as it allows socio-economic mobility. It can help each child to develop their personality and talents to the fullest.
- There are four stages of education: Primary, Secondary, Higher Secondary and Tertiary (University). Each stage is important and children and youth need to be supported to finish all stages.
- Some obstacles faced in attending and completing schooling include financial constraints, social exclusion, gender inequality and difficulty with learning methods, among others.
- Sport can be an effective medium to help children access school and education, improve their learning outcomes and ensure that they continue and complete their schooling.

De-brief with participants:

- What worked well during the activity in your team? What could your team improve upon?
- What motivated you to cross each obstacle and complete the course? Please explain.
- How many of you go to school? What do you like or dislike about school?
- What obstacles do you face in attending or completing school? What are some ways in which you can overcome those obstacles?
- What do we mean by success? How can education help achieve success?

Acknowledgment: *This activity was developed by FUDELA, Ecuador. FUDELA uses table tennis as a vehicle to integrate migrant and refugee youth living under difficult circumstances.*

¹⁷ <https://www.un.org/sustainabledevelopment/education/>

TABLE TENNIS AS A MOTIVATOR TO ATTEND SCHOOL AND PROMOTE EMOTIONAL LEARNING

In June 2022, Vision Changers Kenya started introducing and modelling the table tennis project in collaboration with the ITTF Foundation, in their local communities in Nairobi. Since the initiation of the programme, table tennis as a tool for development has acted as a strong motivator to keep children in school and improve academic performance. The organisation has been using table tennis as a tool to promote awareness and understanding of opportunities to get involved in sport and physical activity. The programme has been able to highlight opportunities for youth to participate in sports, become an athlete, and go as far as their ability and motivation takes them.



In addition to highlighting various sport-based opportunities for youth and children, the programme has started helping participants in recognizing and identifying their thoughts and emotions in school as well as communities. Participants have gained clarity about how their emotions and feelings can influence their behaviour, which has further enabled the participants to respond to different social situations with better maturity and a stronger hold over self.

The participants of the programme now view school as a land of opportunities because the programme has been able to create a platform for physical and emotional learning for students, which has motivated them to attend school regularly.

Given the nature of growth achieved by the participants of the programme, moving forward, the organisation intends to use table tennis as a vehicle for well-being, tolerance and a means of raising awareness and lessening the cultural divide in their local community.

Source: Vision Changers, Kenya is a community-based organisation in Nairobi, Kenya that aims to bring desirable changes through and with the community

ACTIVITY 4: COMMUNICATE TO AIM

Learning Objective(s)

This activity promotes a holistic view of education among participants.

Space: An indoor hall of 15 x 15 metres.

Time: 60 minutes

Equipment: 1 Table Tennis (TT) table, TT rackets (one for each participant), TT balls (at least one for each participant), plastic glasses or any upright objects that can fall without breaking, blindfolds (optional).

Participants: 2-24 participants

Preparation and Setup

- The facilitator divides the participants into pairs.
- All pairs line up on one side of the TT table, one behind the other.
- Within each pair, one participant holds a TT racket and a ball, while being blindfolded; if blindfolds are not available, they can simply keep their eyes closed.
- The other participant in the pair need not have any equipment.
- The facilitator places plastic glasses/objects at random locations across the net (on the other side of the table) as targets. (**Illustration 1**)

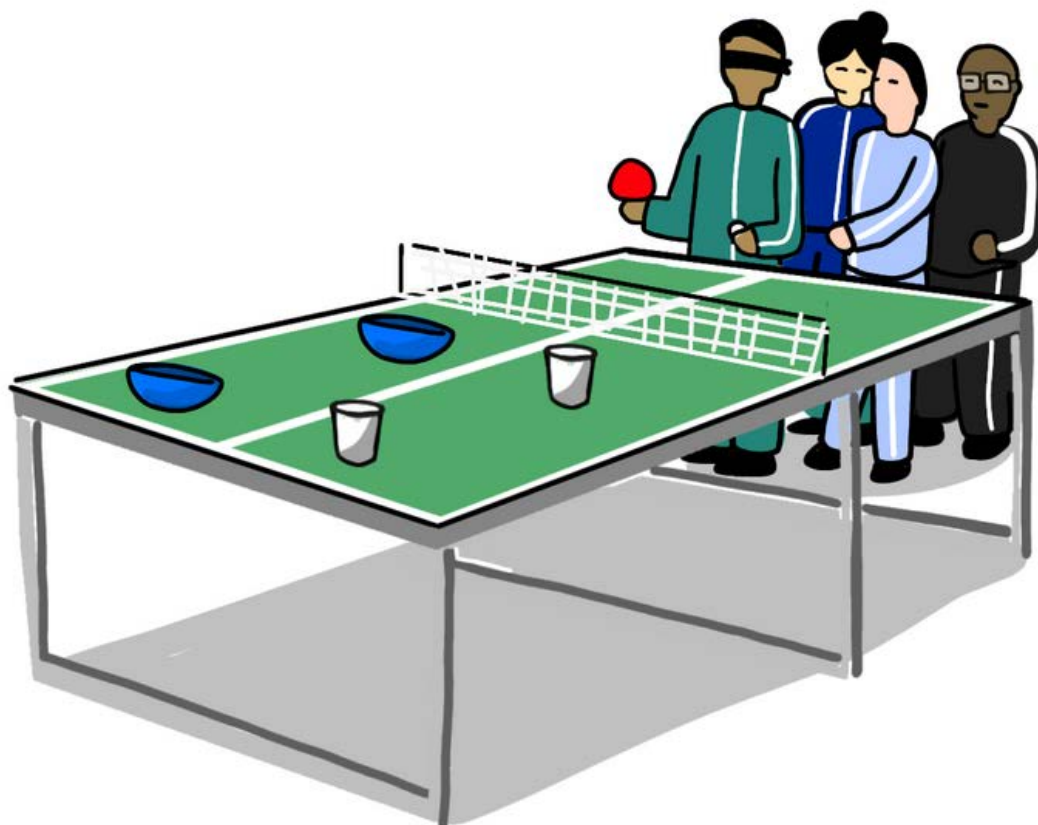


Illustration 1

Activity Steps

- Before the activity starts, the participants get time to discuss a strategy within their pairs for 2 minutes.
- When the facilitator says 'Go', the first pair tries to serve the ball across the table to hit a target.
- In the pair, the partner without the blindfold communicates to their blindfolded partner as to where to hit the ball, after which the blindfolded partner serves the ball. (**Illustration 2**)
- Each pair can attempt 1-3 serves to hit the target on every turn.
- Each pair, in turns, tries to hit the target, gaining one point every time they do so.
- After the first round, the participants with the blindfolds (or those having to keep their eyes closed) will swap with their partners for the second round.
- In order to allow participants to get to know each other, the pairs can be changed after a few rounds.

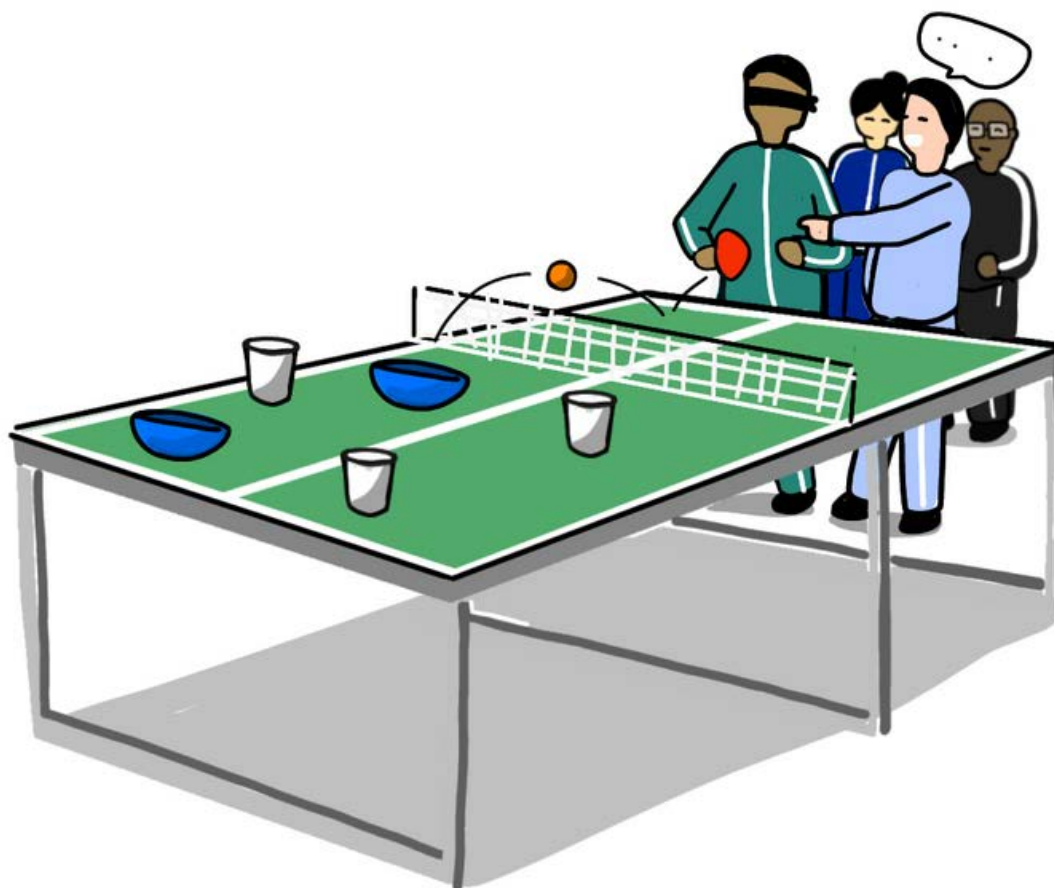


Illustration 2

Progressions/ Regressions

- To either increase or decrease the difficulty of this activity, the size of the targets can be varied.
- To make the activity more challenging, the participant with the blindfold tries to hit the targets without bouncing the ball on their side of the court.



Notes for the facilitator:

- *It is important to consider the age of the participants when conducting this activity. The activity may need to be modified depending on the same.*
- *It is important to consider any disabilities amongst the participants, and ensure that they can effectively participate in the activity without facing any challenges. The activity may need to be changed or the design modified to suit the needs of participants with disabilities.*
- *The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):

- All children have the right to education. Discipline in educational institutions should respect children's human dignity.
- Holistic education allows students to improve academic performance, enhance their mental and emotional well-being, and strengthen problem-solving capabilities.
- Advocacy towards equitable and holistic education should be aimed at reducing the impact of social and economic inequities on a child's right to education.
- Sport can be used to enable the development of life skills, soft skills and values, which enhance the social, emotional, physical and academic development of students.

De-brief with participants:

- How were you able to solve problems as partners? How did you communicate with each other to be successful?
- Were you listening carefully to your partners' instructions?
- If yes, then how did it help you with your performance in the activity?
- If not, then what impact did it have on your performance?
- Are these skills and learnings an important part of education and school? Why or why not?
- Are any of you currently involved in employment to support your family? What can we do to help those who are not able to access or continue schooling?

Acknowledgment: This activity was developed by Talent 4 Development, Kenya.

Variations for Quality Education Activities

This section provides some variations to adapt the activities provided within the theme of Quality Education to diverse contexts and situations. The facilitators should keep the following factors in mind to implement these variations meaningfully:

- The age and physical ability of the participants must be kept in mind in order to ensure their effective and active participation in the activities.
 - For instance, in Activity 3, the obstacle courses should not add any additional challenges for participants from older age groups or with disabilities.
 - Similarly, in other activities, the facilitator must keep in mind the height at which the equipment is placed or the levelling of the playground in order to ensure inclusive participation of all participants regardless of their age or physical ability.
 - Thus, the facilitator may be required to redesign or modify the activities to suit the needs of participants belonging to older age groups and with disabilities.
- In case the required equipment is not sufficient in relation to the number of participants, the equipment can be shared among the participants or slight modifications can be made to the activities. For instance, if all participants do not have a TT racket and ball each, they can pass them on to other participants after their turn. Additionally, suitable alternatives can be utilised if any of the required equipment is unavailable. For instance, in Activity 3, the facilitator can use any harmless object as an obstacle - they need not necessarily be chairs or cones.
- It is important to consider the socio-cultural context in which the activity is being conducted and adapt accordingly. For instance, in certain activities, participants are supposed to work in pairs and it may not be acceptable in some cultural and social contexts to involve mixed-gender pairs. Hence, it is important to create a comfortable environment before the activity starts, to bring the participants at ease. If the facilitator thinks the environment is not favourable for pairs to play together, then it is recommended to make the participants play individually.

Understanding Gender Equality

Gender equality focuses on ending all forms of discrimination against women and girls, and other marginalised gender groups identifying with gender identities beyond the binary. It advances reforms that provide women, girls and other marginalised gender groups¹⁸ with equal rights to economic resources, access to ownership and other forms of property. It also advocates for the elimination of all forms of violence including harmful practices like child, early and forced marriage, female genital mutilation and sexual harassment and assault. Moreover, gender equality guarantees full and effective participation and equal opportunities in leadership at all levels of decision-making in political, economic and public life.

Though significant progress has been made in the last few decades, gender inequality is a global and pervasive phenomenon that continues to disproportionately affect women, girls and other marginalised gender groups. Economic, social, political and cultural inequalities continue to exist between various genders, which perpetuates violence and discrimination. Gender-based violence is a phenomenon that, in its many forms and manifestations, affects the lives of all genders; it has deep-rooted impacts on the socio-economic and political processes that affect the realisation of achieving true democracy for citizens of a nation.

Sport for Development (S4D) can be utilised as a unique and effective tool towards ending discrimination against women, girls and other marginalised gender groups in different spheres. However, one must recognise that gender discrimination and disparity exist within the sporting sector worldwide. S4D programmes need to be intentionally designed to be effective in breaking barriers as well as raising awareness regarding gender-based discrimination and violence.

Many innovative S4D programmes are working with a variety of stakeholders in using sport as a tool to educate and empower youth of all genders to break cultural norms that perpetuate gender disparity. These programmes assume even greater importance in the post-COVID-19 world, where an increase in instances of gender-based violence and inequalities have been reported. Moreover, the S4D sector has witnessed that participation and engagement in sport of girls, young women and other marginalised gender groups has not only made better life opportunities accessible to them, but also helped reduce and delay child, early and forced marriages, ensuring that they complete their education, and in many cases, gain meaningful employment.

¹⁸ This includes gender diverse individuals including those that identify as trans and non-binary.

Gender Equality is recognised throughout the targets and indicators of almost all UN Sustainable Development Goals (SDGs); however, **Goal 5** of the **UN SDGs** is dedicated to this social development theme.



Within the SDG framework, sport and physical activity can specifically work towards achieving several targets.

Target 5.1: *End all forms of discrimination against all women and girls everywhere.*

Target 5.2: *Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.*

Target 5.3: *Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.*

Target 5.5: *Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life.*

This handbook aims to use table tennis to promote gender equality by contributing to the following objectives:

- Engaging different genders together in table tennis activities to promote mutual respect, camaraderie and appreciation
- Sensitising individuals on the concept of gender and the harmful impacts of gender-based stereotypes
- Promoting empowerment of women, girls and other marginalised gender groups through training methodologies that provide equal opportunities for participation, decision making and leadership



Be perio
positive

Don't stigmatise,
it's not a disease
but normal

ACTIVITY 1: RESPECT RELAY

Learning Objective(s)

This activity engages participants of different genders together to promote mutual respect, camaraderie and appreciation of each other.

Space: An indoor hall or an outdoor playground of size 15 x 15 metres

Time: 60 minutes

Equipment: TT rackets (1 for each participant), table tennis balls (1 for each participant), 2 regular tables, 2 boxes/bowls, 2 pens/ markers, 2 flipcharts/boards, sticky notes.

Participants: 4-20 participants (depending on the quantity of equipment available)

Preparation and Setup

- The facilitator divides the participants into two mixed-gender teams.
- The facilitator ensures that each team is queued up in a line behind two parallelly placed cones. (**Illustration 1**)
- The facilitator places one box/bowl each for both teams on tables on the other side of the playground or hall (approximately 15 metres from the cones behind which the teams are lined up).
- Each box must contain an equal number of sticky notes, along with a pen/ marker.
- The facilitator should keep some tape and two flipcharts/boards next to each team's starting point at the cones.

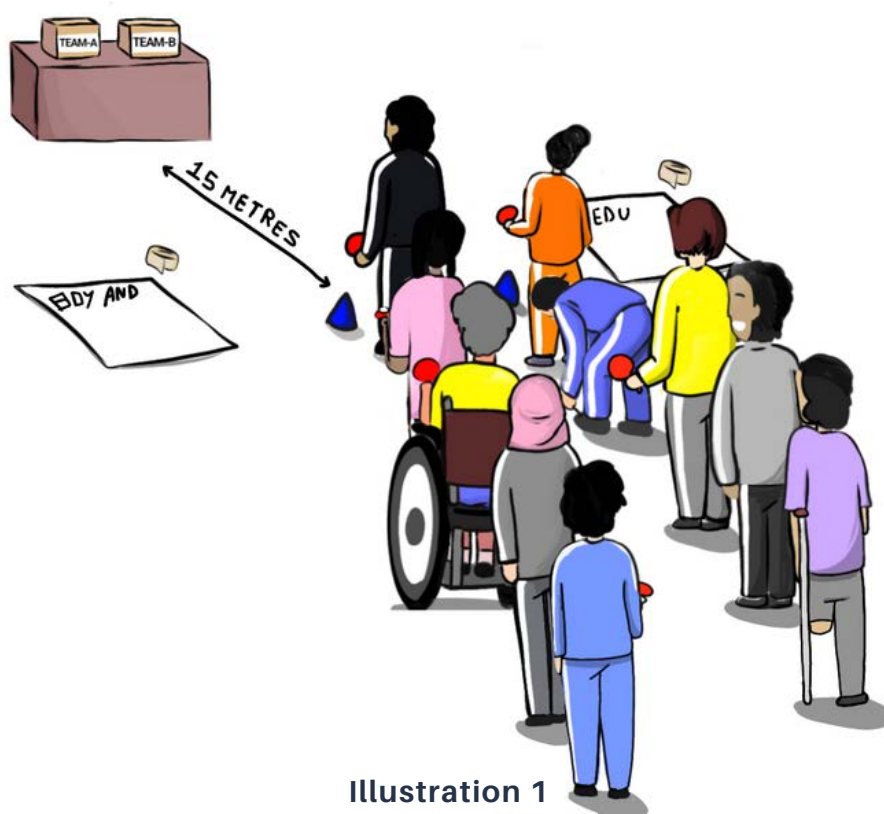


Illustration 1

Activity Steps

- When the facilitator says **“Go”**, one by one, participants from each team run from their starting points to the boxes/bowls at the other end of the playground/indoor hall, while bouncing a TT ball on their racket.
- If the participants lose control of the ball, they pick up the ball and continue.
- When the participants reach the box/bowl, they must pick up one sticky note from it, write down one word on it and bring it back to the starting point, while bouncing a TT ball on their racket.
- Once the participant comes back to the starting point, they paste the word they have written on their sticky note on their team’s flipchart/board. In the meantime, another participant from their team continues the relay.
- The objective of the activity is for participants from each team to work together to line up their words on the flipcharts/boards to make sentences that appreciate all genders and promote respect among genders. For example, “Boys and girls are equally good at sport”. (**Illustration 2**)
- The facilitator should keep the activity running until each team has at least developed 2-3 sentences each on their flipcharts/boards.

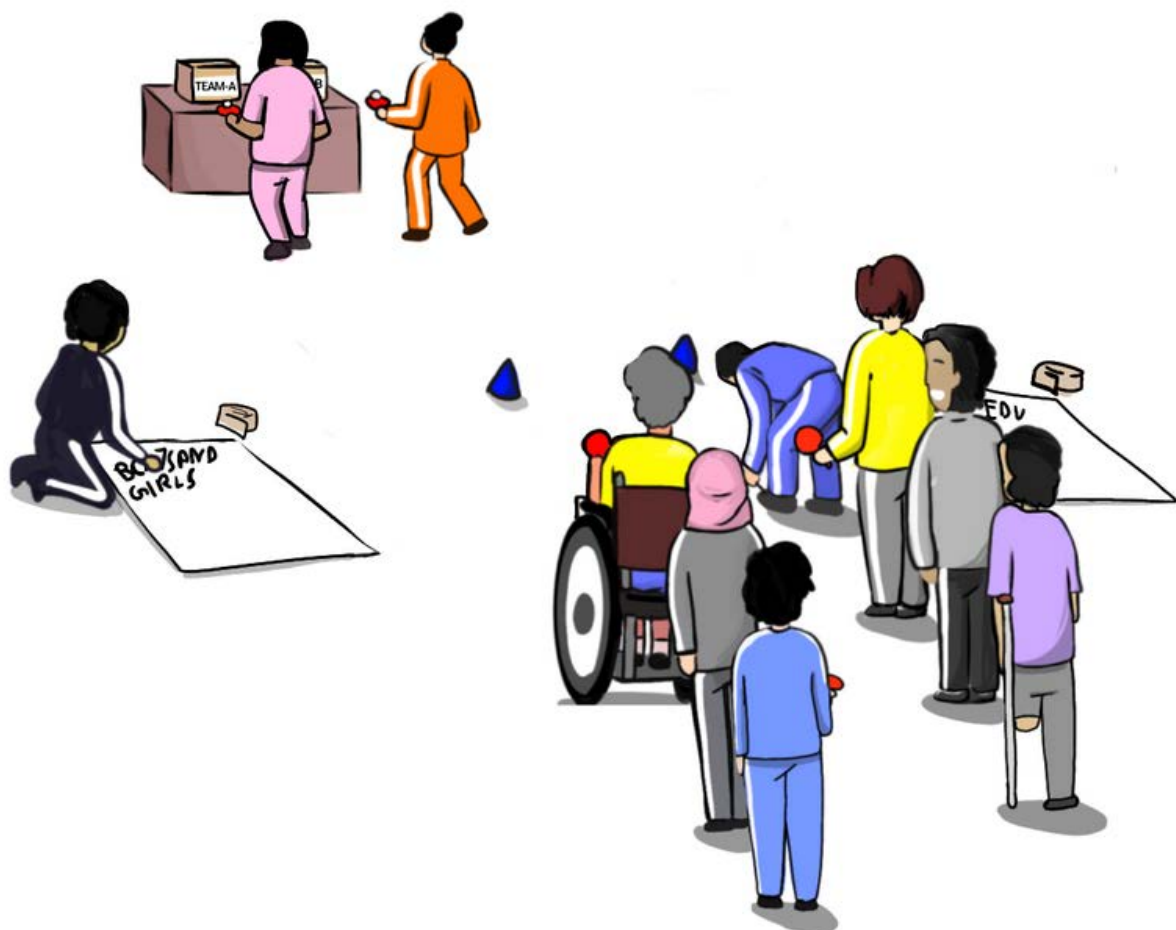


Illustration 2

Progressions/ Regressions

- To make the activity less challenging, participants can balance the ball on their rackets instead of bouncing it, while competing in the relay.
- To make the activity more challenging:
 - The participants could alternate the sides of their racket while bouncing the ball during the relay (**Illustration 3**)
 - Instead of running during the relay, the participants could perform some other type of action such as hopping, while still bouncing the ball on their racket.
- Before starting the activity or after one round of the activity, the facilitator can provide teams with 5 minutes to discuss what sentences they want to make.

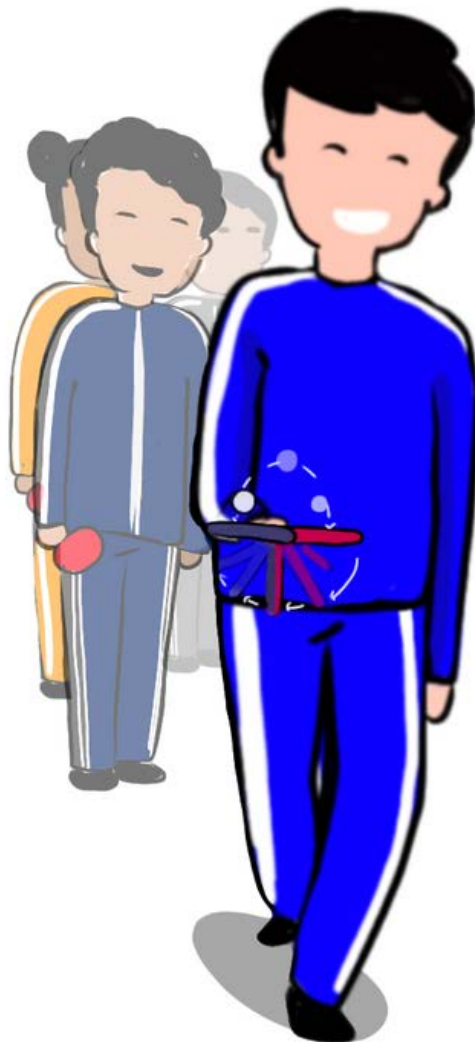


Illustration 3



Notes for the facilitator:

- *It is important to consider the social and cultural context in which the session is being conducted. Depending on the audience and the location in which the activity is to be delivered, the facilitator should consider the language in which this activity is conducted, especially the written part of the activity, so that all participants are comfortable contributing during the activity.*
- *It is important to consider any disabilities amongst the participants and make changes to the setup or delivery of the session accordingly. For example, the facilitator must ensure that participants are easily able to access the table/ board/ flipchart during the session; for a participant with a physical disability, the facilitator will need to consider the height at which these objects are kept, along with the levelling of the playground/floor.*
- *The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):

- Gender equality focuses on ending all forms of discrimination against women, girls and other marginalised gender groups, including those who identify as trans and non-binary .
- Despite significant progress, inequality between genders continues to persist in economic, social, political and cultural spheres, disproportionately affecting women, girls and other marginalised gender groups.
- Inclusion and interaction of all genders in different spheres of life, including sport, along with effective communication and developing mutual respect is an important step towards gender equality.

De-brief with participants:

- Today's session had both boys and girls. Can boys and girls play and learn together?
- What sentences did each team create? What is the significance of each of these statements?
- Why is it important to have mutual respect between different genders (between girls and boys)?
- What did you learn about gender equality through this activity? What can we do to make sure that we promote more girls and other marginalised gender groups in sports?
- How can you integrate these learnings about gender equality in your everyday lives?

Acknowledgment: *This activity was developed by ASA Foundation, Indonesia.*



"At the training of trainers for the table tennis programme, I was able to gain in-depth knowledge and insight on table tennis and gender equality, in order for us to create equal opportunities for all students regardless of their gender, and to further ensure that students do not learn or internalise gender-based norms and bias. Moreover, the training also helped us establish cohesiveness, become more creative, gain confidence, and learn how to communicate effectively. When I go back, I would want to use these skills and experiences at school to build students' interest, knowledge and learning skills, with a special focus on gender equality."

-Kasyful Asrar,
a participant at the training of trainers organized by ASA Foundation, Indonesia



"Through the Community Table Tennis programme, I have been able to learn a lot about gender. I have learnt the difference between sex and gender, how boys should not differentiate between boys and girls because a girl can do what a boy can. I have also learnt about the changes in boys and girls in adolescence along with the myths and facts about menstruation. In addition to this, I have become increasingly comfortable in my interaction with boys and playing with them is great fun as I get to learn a lot from them."

-Sandhya Rani Raut,
a participant of the Community Table Tennis programme led Pro Sport Development, India

ACTIVITY 2: INSPIRATIONAL ROLE MODELS

Learning Objective(s)

This activity motivates participants to respect the physical and mental integrity of anyone, regardless of gender or sexual orientation, by learning about women role models noted in history.

Space: An indoor hall of 15 x 15 metres.

Time: 45 minutes

Equipment: TT rackets (one for each participant), TT balls (one for each participant), 1 TT table, sticky notes or pieces of paper, masking tape, pens/ markers and glasses/mugs.

Participants: 1-10 participants per TT table.

Preparation and Setup

- The facilitator uses masking tape to create 5-10 squares or circles at random locations on both sides of the TT table.
- The facilitator uses sticky notes or tape and pieces of paper to write the names of 5-10 famous and notable female figures throughout history, and places these within the squares or circles (one name for each).
- It is important that facilitators do their research on the list of female figures that they want to include in their activity. They should use contextualised and local examples, wherever possible.
- Examples of some famous global female figures include: Mary Wollstonecraft, Frieda Kahlo, Malala Yousafzai, Serena Williams and Kalpana Chawla.
- The facilitator asks the participants to line up in two lines on one side of the table, behind a designated line. (**Illustration 1**)

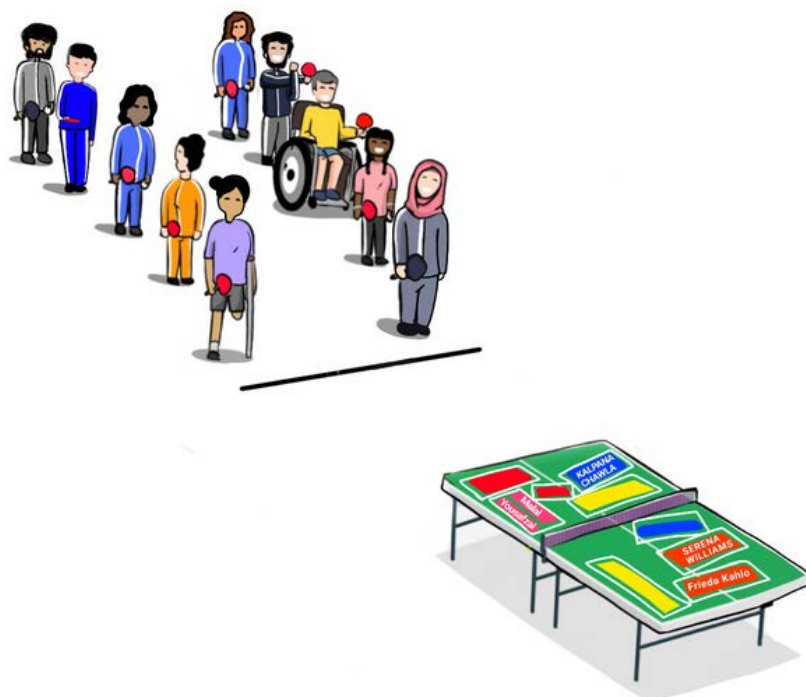


Illustration 1

Activity Steps

- One by one, participants in both lines must attempt to hit a ball with their TT rackets onto the first square/circle with the name of a famous female figure (to be decided by the facilitator).
- If they miss the target, they go to the end of their lines and allow the next participant to attempt hitting the same figure.
- If they succeed, they try to share three achievements of that individual with the rest of the group (the group can help state these achievements). (**Illustration 2**)
- The participants then proceed to hit the ball on the next square/circle.
- This continues till the group is able to hit all the targets.

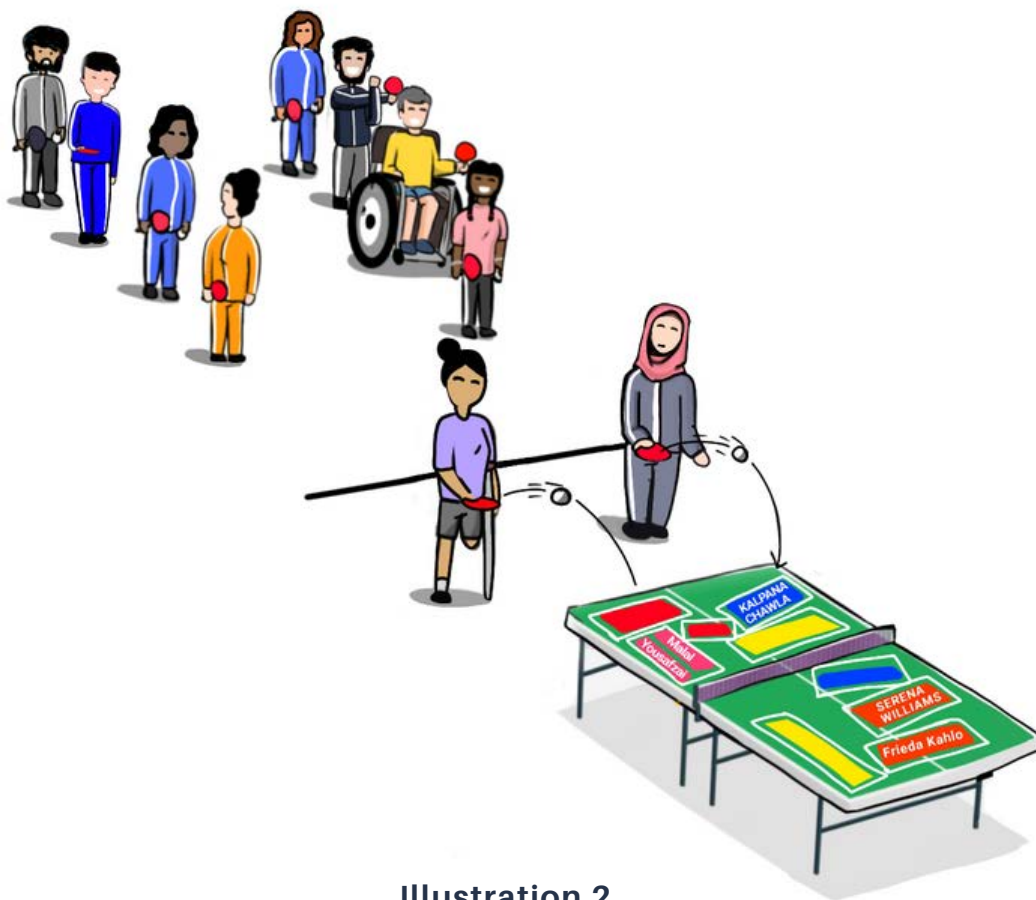


Illustration 2

Progressions/ Regressions

- The facilitator can deliver more rounds of this activity with different female figures.
- To make the activity easier, the participants can throw the TT ball into the squares/circles from the other end using their hands, rather than hitting these with their rackets.
- To make this activity more challenging, instead of creating shapes on the table, one could place glasses/mugs (with the names of public figures written/taped on them) and ask participants to hit the ball into these glasses.



Notes for the facilitator:

- *It is important to consider the social and cultural context in which the session is being conducted. Depending on the audience and the location in which the activity is to be delivered, the facilitator will have to come up with context-specific names of female figures that can be utilised within the activity.*
- *It is important to consider any disabilities amongst the participants and make changes to the setup or delivery of the session accordingly.*
- *The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):

- In order to recognise the contribution of women, girls and other marginalised gender groups in society, it is important to highlight the work of women leaders throughout history by recognising their role in advancing the movement for gender equality all over the world.
- Participants of all genders should be made aware of the achievements and contributions of various local, national and international women leaders, both historical and contemporary.

De-brief with participants:

- Did you learn something new today? Why or why not? What did you learn?
- Were you inspired by the achievements of the women you learnt about? Why?
- What were some of the challenges you think that these women faced during their lives? Please elaborate.
- Reflect on the concept of gender equality. What were some barriers that the women you learned about had to overcome to achieve their success? Do they see any of these barriers in your own lives (or in the lives of those around you)? (The facilitator should not push the participants to answer this question as participants may hesitate sharing personal information)

Acknowledgment: *This activity was developed by FUDELA, Ecuador.*

WORKING TOWARDS A GENDER EQUAL WORLD



Khadija is a 16-year-old girl studying in Grade 12 in Rajdhani Junior College, Bhubaneswar, Odisha in Eastern India. She lives with her parents and two elder siblings in a small community in the city of Bhubaneswar. Within her community, girls face multiple gender-based restrictions relating to their movement, clothes and behaviour.

Given her background, Khadija always felt it is very important to build awareness on gender and related issues among children studying in schools, as that is when they start internalising gender roles and stereotypes. Khadija has been involved as a peer leader in the Community Table Tennis programme led by Pro Sport Development (PSD) in Bhubaneswar.

Through the programme, she has been able to use table tennis as a tool to engage with children on gender equality. While delivering the gender-based sessions, Khadija always tries to bring in her personal experiences to make the participants' learning more relatable and effective. The programme made it easier for her to initiate a conversation on gender in the local context as gender is usually seen as a taboo topic and directly having a conversation can be challenging.

Khadija observed the impact of the mixed-gender approach in the programme as participants have become increasingly comfortable in their interactions with people of other gender, which has helped them break their preconceived notions of each other.

At the celebrations part of the World Table Tennis Day 2022 in Bhubaneswar, Khadija took the opportunity to utilize table tennis to talk about eradicating gender-based discrimination, to further work towards ending gender-based violence. This turned out to be a significant and effective way to raise awareness on these issues as the celebrations enhanced the energy of the participants, further increasing their willingness to learn.

Source: Pro Sport Development, India

ACTIVITY 3: AGREE/ DISAGREE

Learning Objective(s)

This activity promotes awareness and understanding on the concept of gender equality.

Space: An indoor hall or an outdoor playground of 20 x 10 metres.

Time: 60 minutes

Equipment: 6 cardboard boxes, 20 table tennis balls, TT rackets (one per participant), two cones, masking tape, pieces of paper and pens/ markers.

Participants: 10-20 participants (depending on the quantity of equipment available)

Preparation and Setup

- The facilitator divides the participants into two equal mixed-gender teams.
- The teams line up on one side of the hall/ playground behind a cone each.
- The facilitator provides each team with a box that contains 10 table tennis balls which are marked with a word or short statement related to gender equality and gender inequality (this can be written on pieces of paper and stuck onto the balls via masking tape). These boxes are kept next to where the teams are lined up.

(Illustration 1)

- Examples of the statements that the facilitator can include: 'Financial equality', 'Right to choose', 'Sexist joke', 'Unequal pay', 'Lack of girls' access to education', 'Equal opportunities'.

The facilitator also provides both teams with two empty boxes each, one labelled 'Gender equality' and the other 'Gender inequality'; the facilitator places these boxes at the other end of the hall/ground, 15 metres away. (Illustration 2)



Illustration 1

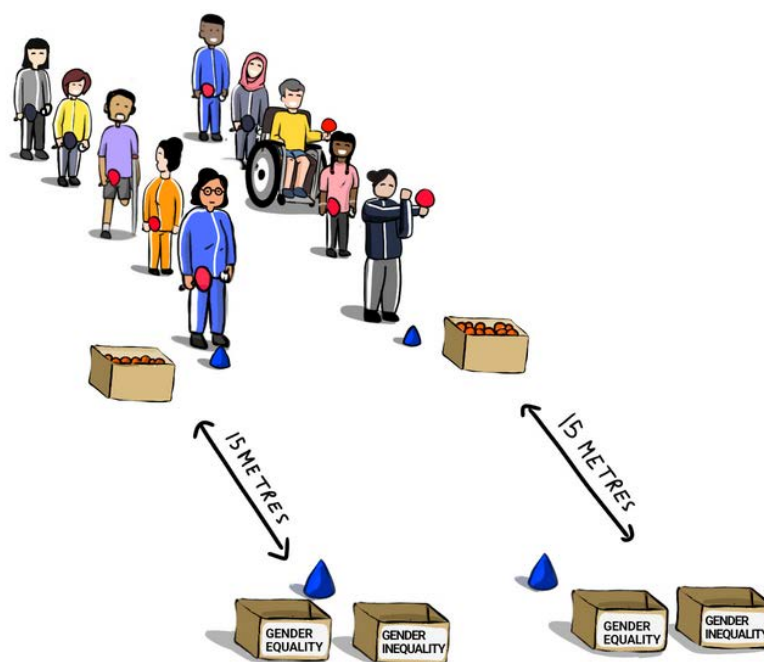


Illustration 2

Activity Steps

- In this activity, the two teams compete against each other in a relay race.
- When the facilitator says **"Go"**, one by one, each participant from both teams picks up a random ball from their box and reads the word/statement on it.
- Once the participants have read the word/statement, they must balance the ball on their table tennis racket and run towards the boxes on the other side of the playground/hall.
- Once they reach the boxes on the other side of the playground/hall, they decide which box the ball belongs to, 'Gender equality' or 'Gender inequality'.
- Based on their decision, the participant hits the ball into the appropriate box with the help of the racket and runs back to their team to join the back of the line.

(Illustration 3)

- This process is repeated till the participants of each team have moved all their marked balls to either of the two boxes on the other side.
- Depending on their answers, the team with the most statements placed in the correct box wins.

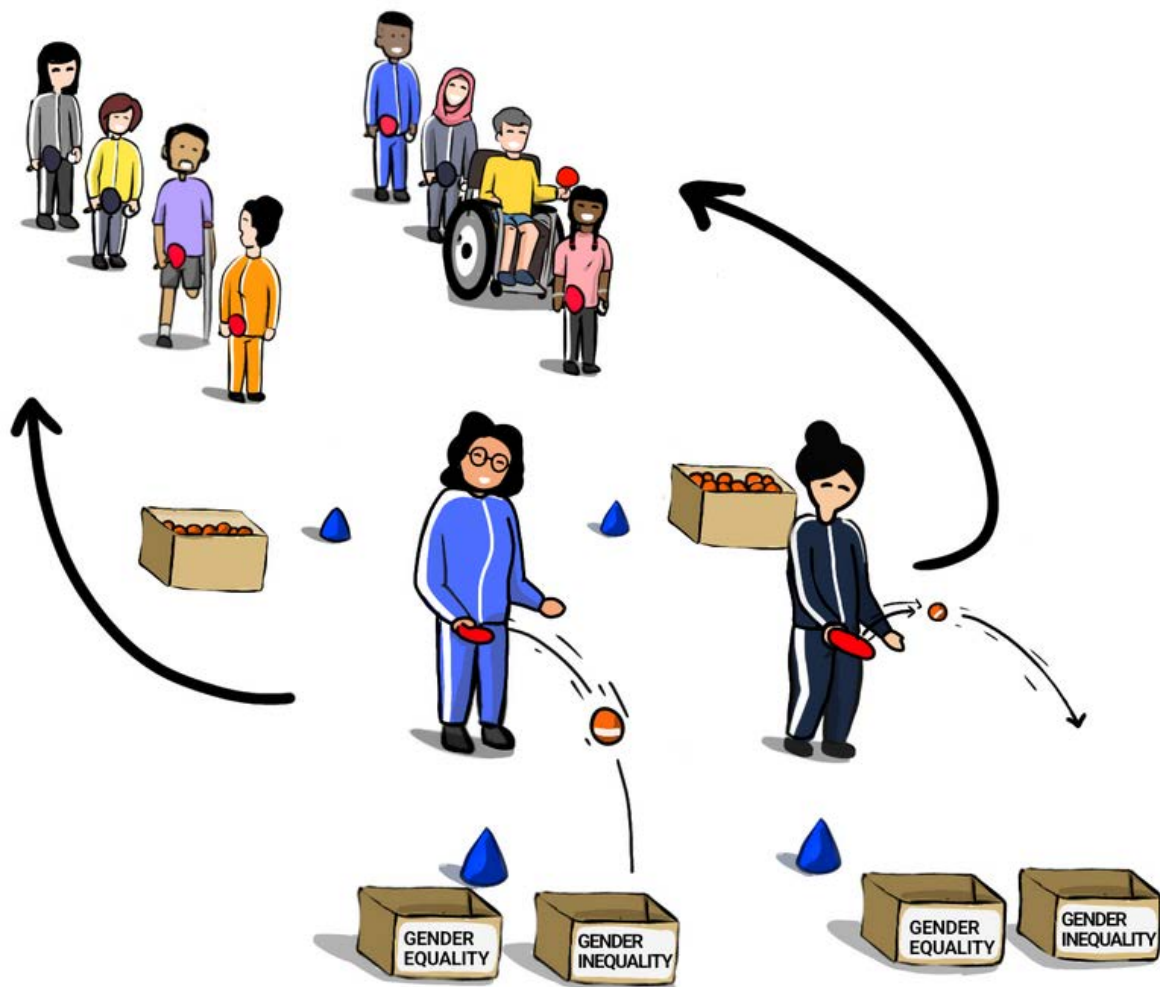


Illustration 3

Progressions/ Regressions

- To make this activity less challenging, participants of each team can:
 - Throw the balls into the boxes instead of hitting them in with their rackets.
 - Run only with a ball (and no racket).
- To make this activity more challenging, participants of each team can:
 - Balance the ball on their racket whilst moving in a zigzag pattern (**Illustration 4**) .
 - Bounce the ball on their racket instead of simply balancing it.

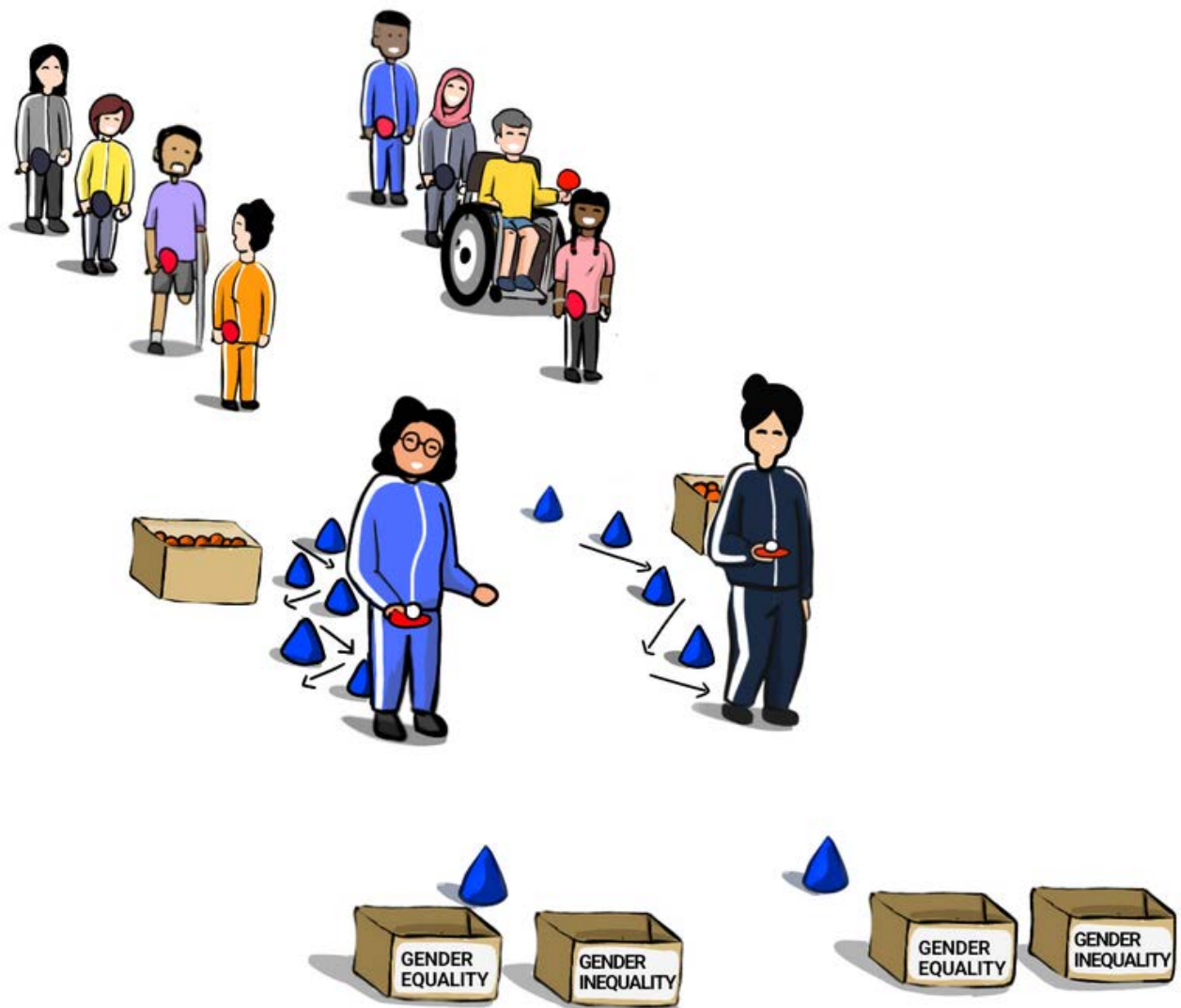


Illustration 4



Notes for the facilitator:

- *It is important to consider the social and cultural context in which the session is being conducted. Depending on the audience and the location in which the activity is to be delivered, the facilitator will have to come up with adequate words/statements that can be utilised within the activity.*
- *It is important to consider any disabilities amongst the participants and make changes to the setup or delivery of the session accordingly. For example, the facilitator must ensure that participants are easily able to access the table/ board/ flipchart during the session; for a participant with a physical disability, the facilitator will need to consider the height at which these objects are kept, along with the levelling of the playground/floor.*
- *The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):

- Gender equality focuses on ending all forms of discrimination against women, girls and other marginalised gender groups, including those who identify as trans and non-binary.
- Gender equality ensures that women, girls and other marginalised gender groups get equal rights to economic resources and access to ownership. It also guarantees their full and effective participation and equal opportunities at all levels of decision-making in political, economic and public life.
- Gender equality ensures eliminating all forms of violence against women, girls and other marginalised gender groups, including early, forced and child marriage, female genital mutilation and sexual harassment and assault.

De-brief with participants:

- Why did you put the statement in the 'Gender equality' or 'Gender inequality' box? Do you think your answer is correct? Why?
- Would you have changed your decision during the game? Why or why not?
- What are some gender inequalities that you have encountered in your own life and how can these be overcome? (The facilitator should not push the participants to answer this question as participants may hesitate sharing personal information)

The facilitator should encourage the participants to share their thoughts, and appreciate each response.

Acknowledgment: This activity was developed by Spin Club, Iran.

CREATING EQUAL OPPORTUNITIES



Houri Aghamiri, a former professional athlete and coach, has been working towards her lifelong goal of running a table tennis club for girls in Tehran, Iran. In her journey of chasing this dream, she stumbled upon many challenges, yet she never gave up and continued working with honesty and determination.

As a professional athlete, Houri realised that women and girls face significant marginalisation in the field of sports, as the better equipped clubs and bigger budgets are kept for the boys and men. Moreover, the best hours of the day for sports training are dedicated to boys and men; whatever is left after, if anything, is for the girls and women to use. With these privileges, boys and men naturally perform better in sports and are showered with community support and financial resources, whereas the girls' lack of results is attributed to their weakness and lack of talent.

With the presence of these glaring gaps around her, Houri observed that there is a stark difference between boys and girls in terms of the opportunities and avenues available for participation in sport. This further strengthened her resolve to prove women's potential and worth in the field of sports through equal opportunities.

The Spin Club, set up by Houri in 2019, was earlier used as a gymnasium for female students of Amir Kabir University in Tehran. However, due to its dilapidated state, few students wanted to step foot in it, let alone play sports there. Houri rented this hall and with the help of funds raised from a cargo terminal company, she was able to turn it into an all-girls table tennis club.

The onset of COVID-19 a month after the opening of the club could have ended Houri's dreams, but she was able to stand up to this challenge. As soon as the situation improved, Houri put all her efforts into reviving the club, which flourished as a space where girls could train comfortably.

Not too long after, two of her students, Baran and Hannaneh, were able to secure excellent positions in two international tournaments. Along with them, many other girls in Tehran started benefitting from the table tennis club. In addition to their exposure to sports, they learned to believe in themselves, trust others and formed meaningful relationships with others. For Houri, winning a medal is not the goal; her goal is to augment the impact of Spin Club through an inclusive and cohesive approach, with the creation of equal opportunities for girls and boys to participate in sports.

Source: Spin Club is an all-girls table tennis club in Tehran, Iran that aims to provide a safe and inclusive space for girls to work on their personal development, train in table tennis and work towards gender equality in their community.

ACTIVITY 4: GENDER TT RELAY

Learning Objective(s)

- To introduce the term 'gender' to a group unfamiliar with the concept

Space: An indoor hall or an outdoor playground of 15 x 15 metres.

Time: 60 minutes

Equipment: 1 blackboard/flipchart, 6-7 chucks/markers, 2 cones and 1 TT racket and 1 TT ball per participant.

Participants: 10-30 participants, with minimum age of 12 years.

Preparation and Setup

- The facilitator makes two columns on the flipchart/blackboard and labels them as 'MAN/ BOY' and 'WOMAN/ GIRL'.
- The facilitator places two cones adjacently at a distance of about 10 metres from the blackboard/flipchart. (**Illustration 2**)
- The facilitator divides the participants equally into two mixed-gender teams and makes the teams stand behind each cone.
- The facilitator makes sure all the participants are holding a TT racket and a ball. (**Illustration 1**)



Illustration 1

Activity Steps

- Before beginning the game, the facilitator announces that the first team will be called 'MAN/ BOY' and the second team will be called 'WOMAN/ GIRL'.
- When the facilitator says 'Go', one after another - in quick succession, like in a relay - each team member comes up to the board and writes one word that they can think of in relation to the name of their respective groups ('MAN/ BOY' and 'WOMAN/ GIRL'). That word could be a trait, role, characteristic or an adjective that describes the word/gender (MAN-BOY/ WOMAN-GIRL).
- While the participants run towards the board, they have to balance the TT ball on their rackets.
- If the ball falls in between, then the participants pick up the ball and continue walking towards the board.
- After each participant is done writing on the board, they join their respective teams at the back of the line.
- The team that is able to list down the highest number of words within 5 minutes wins.
- A word already written on the board is not to be repeated by the next participant.
- Once the game is complete, the facilitator must ensure that the participants sit in their respective teams and analyse their answers.

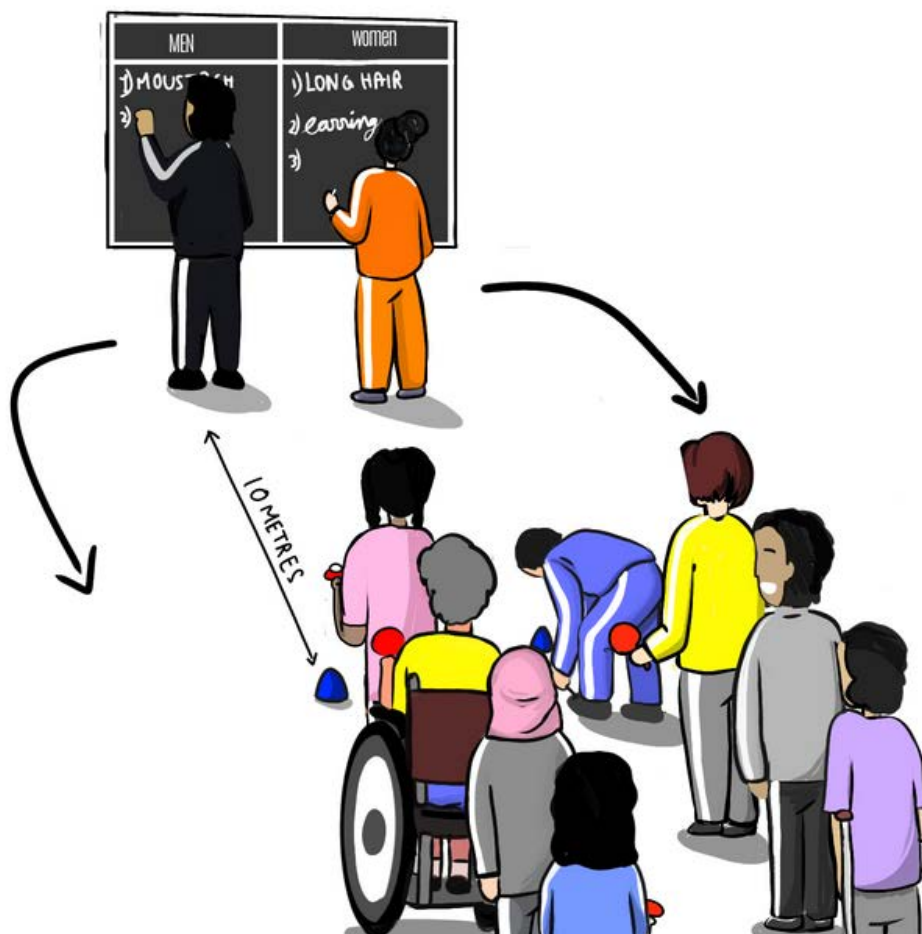


Illustration 2

Progressions/ Regressions

- Instead of balancing the ball on their TT rackets, ask the participants to move towards the board while bouncing the ball on their rackets (**Illustration 3**).
- Instead of traits and characteristics, ask the participants to think of a profession in relation to the name of their respective teams ('MAN/ BOY' and 'WOMAN/ GIRL').



Illustration 3

Notes for the facilitator:

- It is important to consider the social and cultural context in which the session is being conducted. Depending on the audience and the location in which the activity is to be delivered, it is possible that participants may already have a good understanding of gender equality, or that for their community gender is a taboo topic. In such a scenario, it is key that the facilitator is cognizant of the cultural context and prepared to adapt this session accordingly. For example, if the session is being delivered in a context where gender is considered a taboo topic, the facilitator may need to deliver the session separately to girls and boys.
- It is important to consider any disabilities amongst the participants and make changes to the setup or delivery of the session accordingly. For example, the facilitator must ensure that participants are easily able to access the blackboard/ flipchart during the session; for a participant with a physical disability, the facilitator will need to consider the height at which these objects are kept, along with the levelling of the playground/floor.
- The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.
- The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.

Review and Evaluation

Key Messages (for the facilitator)¹⁹:

- People are born a certain sex but learn to be boys/ men and girls/ women due to the socialisation process.
- The meaning of the word 'gender' refers to the definition of men and women in their socio-cultural context.
- Physical and biological characteristics (such as reproductive organs) that an individual is born with, defines their sex. However, the norms, behaviours and traits related to the personality of a person has nothing to do with the sex of that person.
- Comparison between sex and gender:

Sex	Gender
Sex is biological and physiological	Gender is socio-cultural and created by society
Sex refers to differences in reproductive organs and differences in procreative functions	Gender refers to social attributes, behaviour patterns and socially constructed roles and responsibilities
Sex is usually assigned at birth but can be changed.	Gender is variable, it can change from time to time, culture to culture, even family to family

- Challenges that the facilitator might face while conducting the session:
 - Participants might not express the biological difference between men and women.
 - Participants might not even be able to express the roles of men and women; rather, they will be more inclined to express just the attributes like girls are beautiful, charming, emotional, etc. while boys are handsome, naughty, etc.

¹⁹ <https://www.coe.int/en/web/gender-matters/sex-and-gender>

De-brief with participants:

- Once the activity is complete, and the participants are sitting in their teams, the facilitator interchanges the labels 'men/boys' and 'women/girls' on the flipchart/blackboard and asks the following questions to the participants:
 - Can the words mentioned under 'women/girls' be attributed to 'men/boys' and vice versa? Why or why not? *(The ones not applicable are to be erased by the participants or to be changed to some other word)*
 - What would happen if the labels of these lists were interchanged? *(Each of the words should be read and discussed in detail along with its meaning)*
 - Do any of the words still fit under the new label or would it have to be removed?
- What are the roles that a father and mother play in the family? Can it be interchanged or do they have to remain fixed? Why or why not?
- What do you understand by the term gender?
- The facilitator follows this with a small discussion on comparison between sex and gender.

Acknowledgment: This activity was developed by Pro Sport Development, India as part of the Community Table Tennis Programme

Variations for Gender Equality Activities

This section provides some variations to adapt the activities provided within the theme of Gender Equality to diverse contexts and situations. The facilitators should keep the following factors in mind to implement these variations meaningfully:

- The age and physical ability of the participants must be kept in mind in order to ensure their effective and active participation in the activities. The facilitator must keep in mind the levelling of the playground as well as the placement of equipment to ensure an inclusive and safe environment for all participants regardless of their age or physical ability. The facilitator may be required to modify or redesign the setup or the activity to suit the needs of participants from older age groups or with disabilities.
- Depending on the socio-cultural context in which the activity is being conducted, the facilitator may need to be aware of how they conduct the de-brief discussions with participants, as gender can be a highly stigmatised notion in many societies. It's key that the facilitator is aware of the cultural context and adapts the activities accordingly. For instance, in Activity 3, the discussions can be triggering for some participants as they can get reminded of the inequalities they have suffered personally. In such situations, the facilitator must be empathetic and sensitive, in order to ensure a safe space for the participants.
- The socio-cultural environment must be considered in order to take into account the non-binary view of gender. The non-binary view of gender includes multiple gender identities apart from the conventional categories of men and women. It is recommended that the facilitators use this diverse concept of gender to conduct the activities part of this section, as this offers a more inclusive approach to gender. However, many societies do not accept this view and it is considered a taboo topic; the facilitator themselves may be building their understanding of gender beyond the binary. In this case, the facilitators can deliver the activities using the binary concept of gender, and then progress to the non-binary approach once participants are more comfortable. If the facilitators have the knowledge and are comfortable with discussing gender beyond the binary, then they can redesign/modify the activities accordingly.
- In case the required equipment is not sufficient in relation to the number of participants, the equipment can be shared among the participants or slight modifications can be made to the activities. For instance, if all participants do not have a TT racket and ball each, they can pass them on to other participants after their turn. Additionally, suitable alternatives like homemade TT rackets, paper mache balls or reusable water bottles, can be utilised if any of the required equipment is unavailable.

SOCIAL INCLUSION

Understanding Social Inclusion

The promotion of universal social, economic and political inclusion is vital to ensure equal opportunities and to end discrimination. In a diverse and increasingly divided world, the ideals of inclusion, equality and prosperity must be applicable to everyone, regardless of gender, race, ethnicity, religion and socio-economic status, in order for every individual to be self-sufficient and for societies to flourish.

Though sport alone cannot create inclusive societies, it can contribute to building relationships and understanding across social, economic, physical and cultural divides. Participation in sport offers opportunities for the inter-mingling of diverse groups of people including those who have been historically disadvantaged such as girls and women, indigenous communities, people with physical and learning disabilities as well as senior citizens. Sport activities provide individuals with an opportunity to connect with and learn from different groups, and also create new shared identities. This can further lead to empowering cross-cultural relationships and networks that can contribute towards social harmony, which eventually results in active citizenship outside of the sporting environment.

Social Inclusion is recognised within **Goal 10** of the **UN Sustainable Development Goals (SDGs)**.



REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES

Within the SDG framework, sport and physical activity can specifically work towards achieving the following targets:

Target 10.2: *By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.*

This handbook aims to use table tennis to promote social inclusion by contributing to the following objectives:

- Providing a safe space for individuals with varying abilities and from diverse backgrounds to access play opportunities together
- Building trust among participants through interaction and shared learning
- Creating a space for questioning of discriminatory notions or biases while developing new shared identities through the pursuit of common goals
- Promoting the values of tolerance, cooperation and mutual respect



ACTIVITY 1: TAPPING CHAIN

Learning Objective(s)

This activity promotes tolerance, cooperation and mutual respect among participants.

Space: An indoor hall of 15 x 15 metres.

Time: 45 minutes

Equipment: 1 TT Table, TT Rackets (one per participant), at least two TT Balls (one TT ball per team)

Participants: 10-20 participants

Preparation and Setup

- The facilitator divides the participants into two equal teams.
- Each team lines up in a row on opposite sides (length) of the TT table (with net removed), with each participant standing next to the other. (**Illustration 1**)
- The facilitator ensures all the participants start with a TT racket and each team has one ball.
- The right-most participant on each team starts with a TT ball.



Illustration 1

Activity Steps

- When the facilitator says “Go”, the first participants on both teams tap the ball with their rackets in the direction of their teammate standing to their left, who then with one or more touches of their racket, taps it to the next teammate. (**Illustration 2**)
- The aim is to tap the ball all the way to the last participant and then back to the first participant, without losing control of the ball at any time. If the ball goes out of control or falls down, the team must start again.
- The team that is able to complete this first wins a point.
- After the first round, the facilitator gives the teams two minutes to discuss a suitable strategy.
- The activity is continued for two more rounds, and the team with the highest points is the winner.

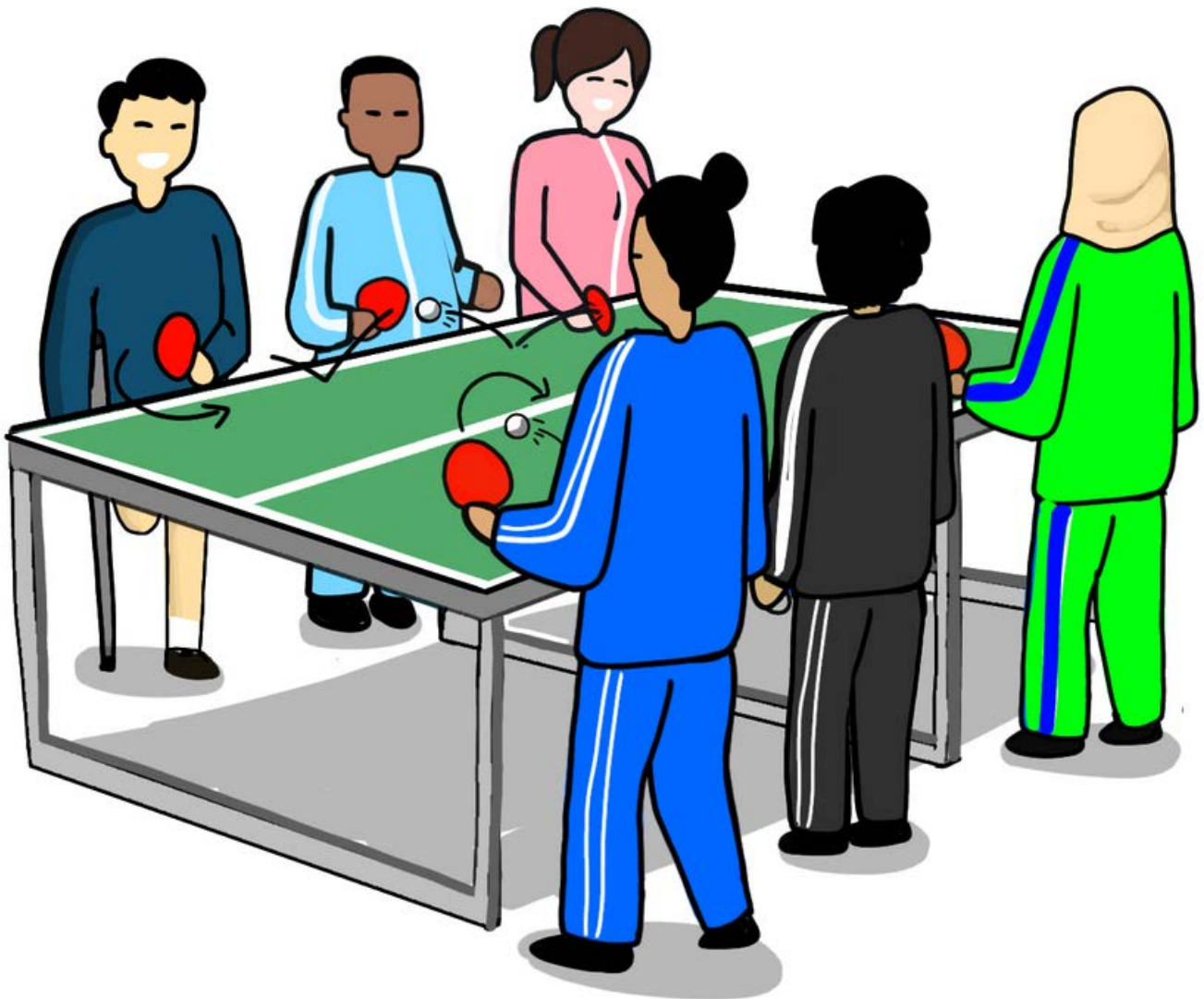


Illustration 2

Progressions/ Regressions

- To make the activity less challenging, participants could use their hands to hit the ball instead of a racket, or could simply throw the TT ball to each other.
- To make the activity more challenging, the participants could start by tapping the ball on the table and the participant standing adjacent to them could pick the ball up from there and pass it to their teammate on the left in a similar fashion.



Notes for the facilitator:

- *It is important to consider any disabilities amongst the participants, and re-design or modify this activity so that they can effectively participate in the same without facing any challenges.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator)²⁰

- Tolerance and respect towards different beliefs, views and values held by various racial, social and ethnic groups is important for social cohesion.
- Tolerance and understanding ensure that perceived differences do not lead to any discrimination or exclusion.
- Sport can be an effective tool to promote cooperation and tolerance amongst individuals, in order to promote camaraderie and mutual respect.

De-brief with participants:

- Why did your team win or lose? Please explain.
- What strategy did your team adopt? How did that help you improve?
- What do you understand by the words tolerance and cooperation?
- Were you tolerant of your team members during the activity? Is it required for success in sports?
- What is the relevance of tolerance in your schools and communities? Please provide some examples.

Acknowledgment: This activity was developed by FUDELA, Ecuador.

²⁰ https://www.g20-insights.org/policy_briefs/understanding-and-fostering-social-cohesion/

FOSTERING THE SPIRIT OF INCLUSION

Ayesiza Violet is an 11-year old girl studying in Grade 6 at Busiisi primary school, one of the thirteen project schools in Hoima Network of Child Rights Clubs (HONCRIC) in Hoima, Uganda. Ayesiza lives with her uncle's family in a rental house in the outskirts of Hoima city, as both her biological parents live in a village quite far away.

Ayesiza had always been interested in playing table tennis but could never get a proper chance to play as she was constantly being bullied and mocked for her size and height. These experiences led her to lose interest in school as she had no friends, making her feel lonely and discouraged. As a result, she lost all her confidence and almost opted to leave school.



"Other children, especially those in Grade 7, were bullying me, calling me names and mocking me for being small and short. I felt out of place and wanted to leave school!"

- **Ayesiza Violet**

Despite all the challenges, Ayesiza never gave up on her interest and willingness to learn table tennis. The table tennis coach, as part of the table tennis programme led by HONCRIC in her school, introduced her to the game and encouraged her to be consistent at it. As she got regular at practice, she ended up befriending one of the players from a higher grade in school. This friend helped her learn the game better, enabling her to play table tennis with other peers. Initially, she received dislike and prejudice from other children but as she started regularly participating, she gained the confidence to talk to other children and be friends with them.

Table Tennis has given Ayesiza a reason to feel motivated and excited to attend school every day. More importantly, she does not feel nervous and lonely anymore as she has many friends to spend time with.

"I now feel free and encouraged to play with anybody at my school and other children from other schools. I want to practise hard and beat those girls and boys from other schools to win a trophy for my school."

- **Ayesiza Violet**

As Ayesiza has started finding school interesting again, she hopes to work hard and focus better in school, to further achieve her dream of becoming a doctor.

Source: Hoima Network of Child Rights Clubs (HONCRIC) is a local community-based organisation that coordinates all activities of Child Rights Clubs in Hoima. It works with primary schools and communities to enhance the participation of children, especially those with disabilities.

ACTIVITY 2: LEARNING IN PAIRS

Learning Objective(s)

This activity provides a safe space for participants from diverse backgrounds to interact and learn from each other.

Space: An indoor hall or an outdoor playground of 15 x 15 metres.

Time: 45 minutes

Equipment: TT rackets (one for each participant) and TT balls (at least one for each pair).

Participants: 10-30 participants

Preparation and Setup

- The facilitator marks a safe space with two demarcated lines that are 10 metres apart (**Illustration 1**).
- The facilitator divides participants into pairs, and ensures that pairs include people who don't know each other well. For example, if several new students are joining a school, the pairs can be made of new and existing students.
- Each pair lines up with one pair behind the other, behind one of the lines.
- The facilitator ensures that each participant has a TT racket, and each pair has one TT ball. (**Illustration 1**)

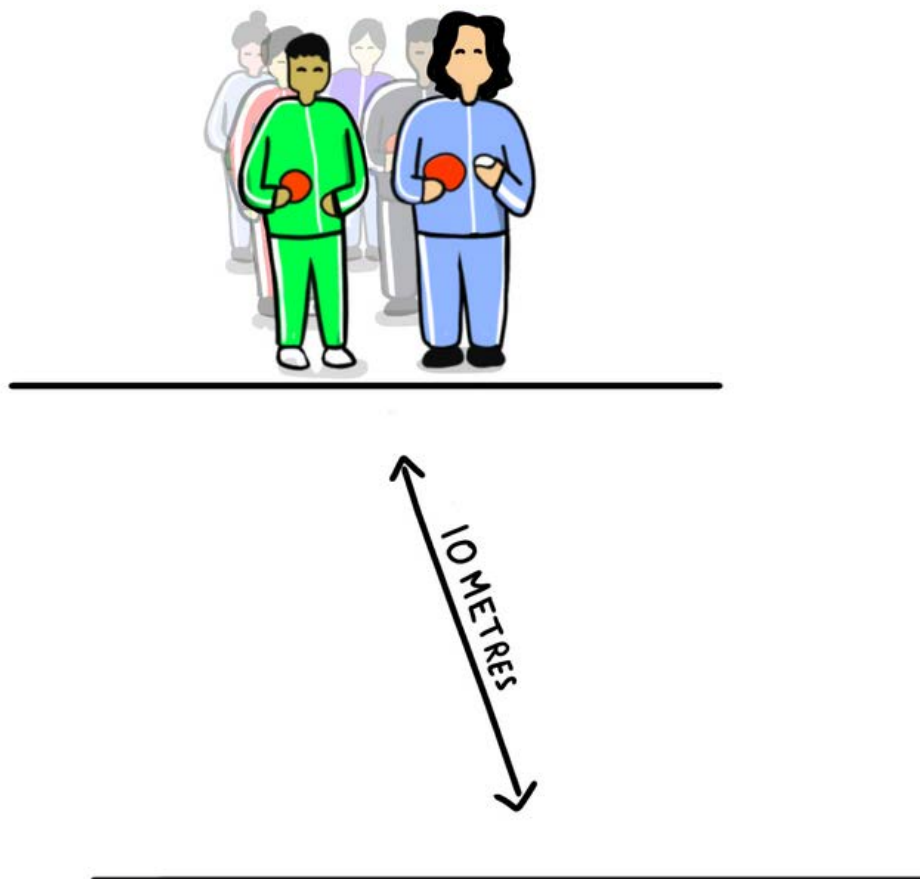


Illustration 1

Activity Steps

- When the facilitator says **"Go"**, the first participant from each pair must begin to bounce the ball on their racket and move towards the demarcated line on the other side of the playground/ indoor hall.
- They must reach the demarcated line, turn around and come back towards their partners while continuing to bounce the ball (**Illustration 2**).
- During this time, their partners who are waiting should count the number of bounces their partner is able to perform. If the ball falls down, the participant can pick up the ball and continue, however, the count starts again from zero.
- When the participant reaches back to their original spot and approaches their partners, they should 'hit' the ball towards their partners, allowing them to receive the ball on their rackets and thereafter continue to bounce the ball as they attempt the activity.
- Once the activity is done by both partners in the pair, they should both share something about themselves with each other. For example, they could share where they are from, what their parents do or how they come to school.
- The activity continues until all the participants have completed at least three rounds.
- The facilitator should change pairs after each round.

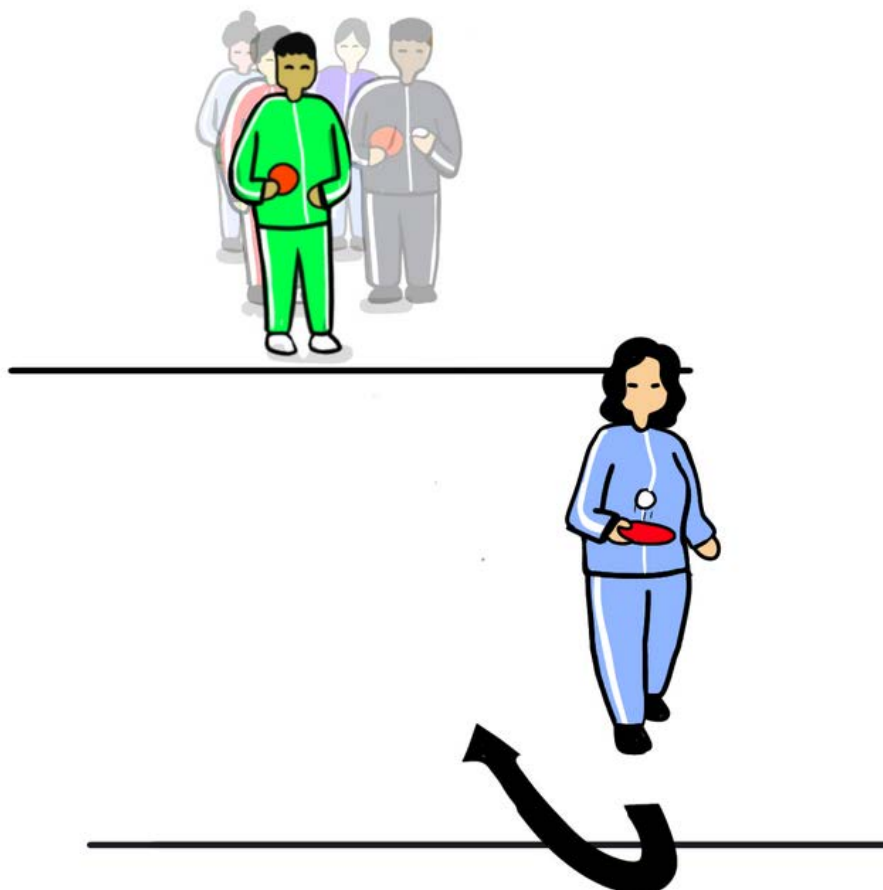


Illustration 2

Progressions/ Regressions

- To make the activity more challenging:
 - Some obstacles, such as empty boxes, chairs and plastic bottles, can be placed between the lines, forcing participants to dodge the same.
 - Participants can be asked to use their left hand to bounce the ball when they move towards the line, and switch to their right hand while coming back towards their partners.



Notes for the facilitator:

- *It is important to consider any disabilities amongst the participants, and re-design or modify this activity so that they can effectively participate in the same without facing any challenges (eg. the levelling of the playground/floor).*
- *The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):

- Making spaces safe is important for people from diverse backgrounds to feel comfortable in interacting with each other and expressing themselves freely.
- Safe spaces can be promoted by encouraging dialogue, building trust and focusing on freedom and individuality among the participants.
- Incorporating inclusive games or activities that offer equal participation and opportunities in training routines prevents ultra-competitiveness and toxic meritocracy.

De-brief with participants:

- What worked well during the activity? What could you improve upon?
- What were you able to learn from your partner? Did they help you improve?
- Have you made any new friends through the sessions? What are the qualities that you look for in your new friends?
- Can a boy become friends with a girl? Can you make friends with those who do not look like you or have the same abilities as you?
- Do you think these activities help you to interact with people you did not know? Why or why not?
- Can you take any lessons from the activity into your everyday life? Please explain.

Acknowledgment: This activity was developed by HONECRIC, Uganda



"We have a three-year project, it is an opportunity that means I get to create something from scratch. I get to combine my learning from the past 20 years and build something that reflects my values. Living in a town, made up of a hundred thousand people and, you know I am a migrant and through table tennis, I am getting to know all the areas and all the schools because I go around them all doing clinics and setting up competitions. It feels nice to know people, feel like you are slowly integrating and contributing and it's that realisation that everything's connected to each other here and that I want to bring my piece of the puzzle to it [...] I am trying to build a club that is not only completely accessible to all ages, all backgrounds but one that the current generation can relate to and one that embraces diversity all the way through to the coaching and decision-making level of the club. We aim to offer an open club, and we go out and do lots of outreach work, obviously. We do our best to reach out and identify minority, migrant or refugee groups and build a safe space for everyone in the club."

- Mark Smith,
Project Leader, Ping Pong Alkmaar, Serving for Inclusion

ACTIVITY 3: ZIP ZAP ZOP

Learning Objective(s)

This activity builds trust among participants through interaction and shared learning.

Space: An indoor hall or an outdoor playground of 15 x 15 metres.

Time: 45 minutes

Equipment: TT rackets (one per participant), several cones and 2-3 TT balls.

Participants: 10-30 participants

Preparation and Setup

- The facilitator creates a circle using cones.
- All participants stand together in this circle. If there are more than 10-15 participants, then two circles can be formed.
- The facilitator ensures that all participants are holding a TT racket, and one of them has a ball. (**Illustration 1**)

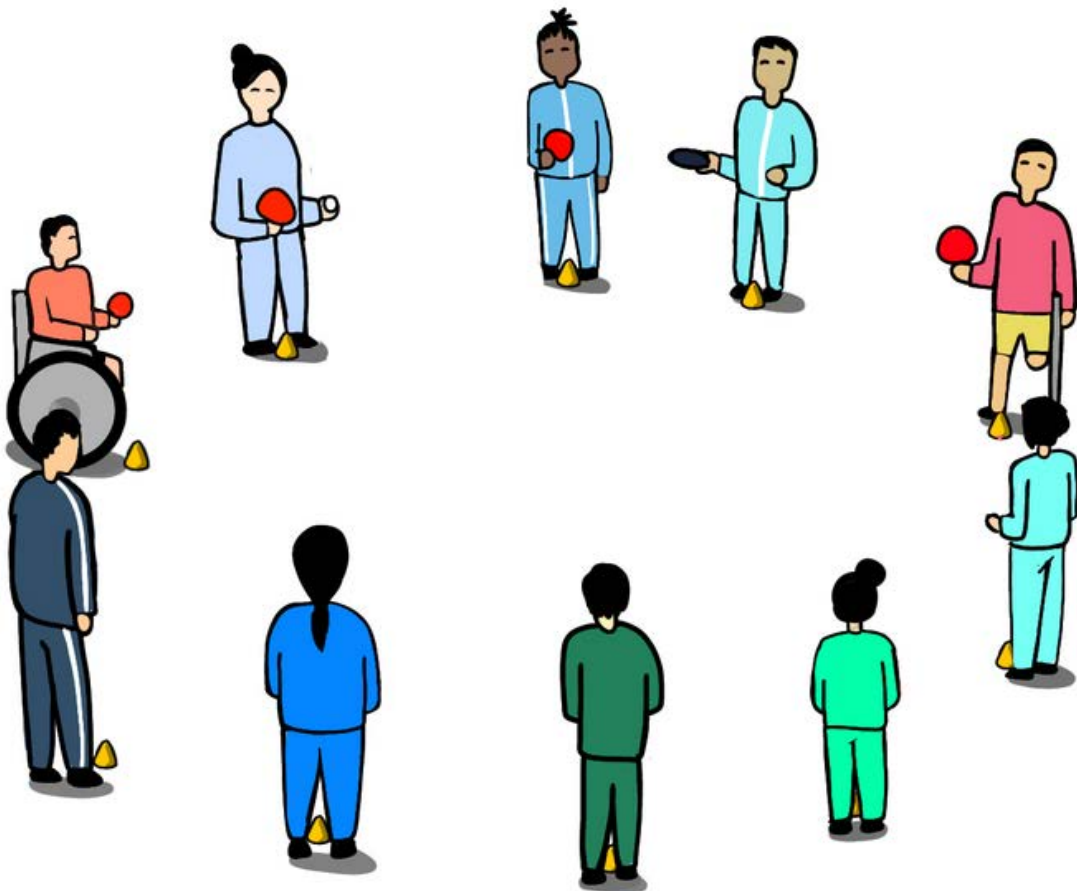


Illustration 1

Activity Steps

- When the facilitator says **"Go"**, the first participant with the ball must say 'Zip' and hit the ball with their racket towards someone else in the circle (the ball shouldn't be hit very hard).
- The second participant can receive the ball by catching it with their hands, before saying 'Zap' and hitting the ball towards someone else in the circle.
- The third participant receives the ball by catching it with their hands, before saying 'Zop' and hitting the ball towards another participant in the circle.
- This pattern continues, with each participant saying 'Zip', 'Zap' and 'Zop' in that order. Participants can also hit the ball back towards the person they received it from. (**Illustration 2**)
- If a participant hesitates or says the wrong word, they receive one strike, and the pattern starts again from them.
- Participants can also receive a strike if they fail to catch the ball.
- If a participant receives three strikes, they lose and are out of the game.
- The participants must play the game as fast as possible, and the game ends when there are only two players remaining.

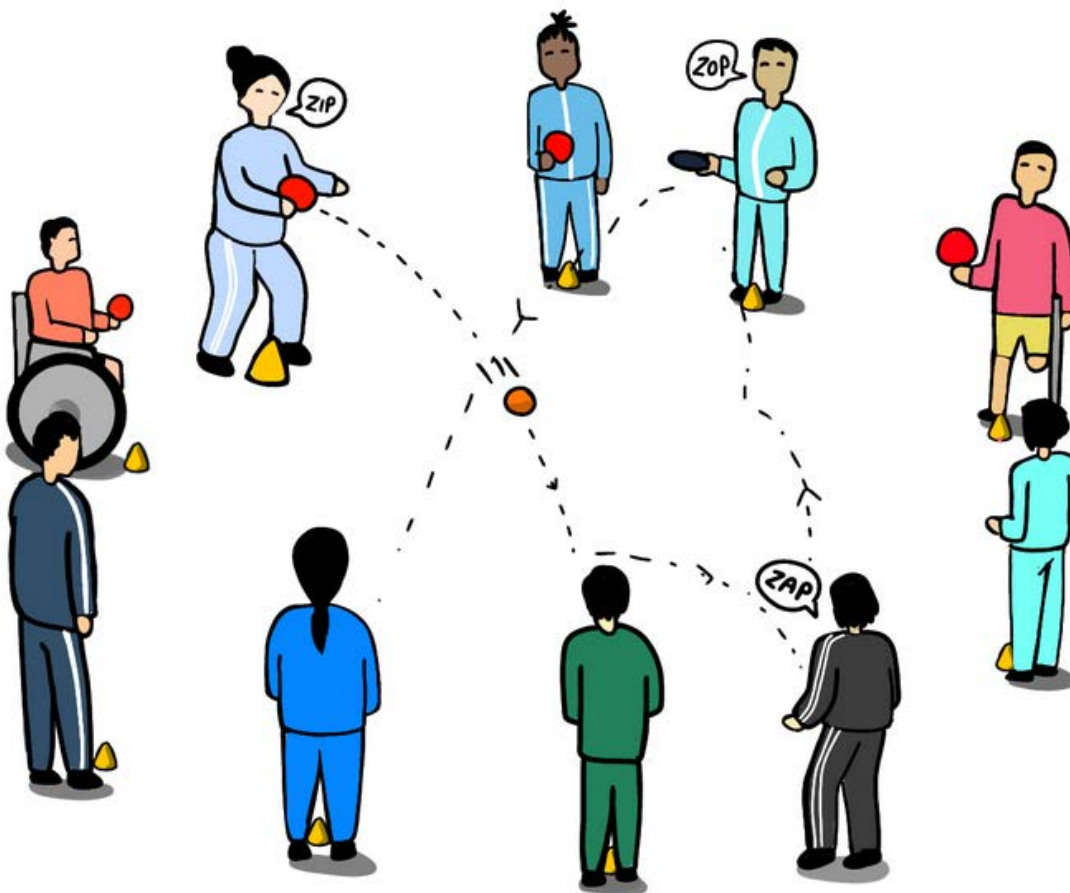


Illustration 2

Progressions/ Regressions

- To make this activity less challenging, participants can simply catch and throw the TT ball to each other.
- To make this activity more challenging:
 - Participants can use only their rackets to receive and hit the ball towards other participants, instead of using their hands to catch it.
 - The facilitator can increase the speed and pace of the activity and/or add another ball.



Notes for the facilitator:

- *It is important to consider any disabilities amongst the participants, and re-design or modify this activity so that they can effectively participate in the same without facing any challenges (eg. the levelling of the playground/floor).*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):

- Trust can be built through effective and honest communication, shared learning, encouragement and provision of equal opportunities.
- Building trust allows people to develop positive relationships, further encouraging cohesiveness among individuals from different social, cultural and economic backgrounds.
- Sport can effectively build trust among a group as it offers opportunities for individuals to interact with each other, learn together, cooperate with each other as well as encourage each other.

De-brief with participants:

- What strategy did you come-up with during the activity? How did that help you work as a group?
- Did this activity help you build trust among each other? If yes, then how and why?
- Did anyone ask you for support during today's session? Who asked and why?
- How do you feel when you help someone? How do you feel when you fight with someone? What is the difference in feelings?
- Why do you think building trust is important in life? How does it help you?
- How would you modify the activity? Do you have any ideas to improve it?

Acknowledgment: This activity was developed by Tanjun Associate, India.

ACTIVITY 4: FILL-IN THE HOOP

Learning Objective(s)

This activity creates a safe space for questioning of discriminatory notions or biases.

Space: An indoor hall or an outdoor playground of 15 x 15 metres.

Time: 45 minutes

Equipment: TT rackets (one per participant), 25 TT balls (or more depending on the number of participants), 5 hula-hoops and several cones.

Participants: 12-40 participants

Preparation and Setup

- The facilitator divides the participants equally into 4 teams, and ensures that each team has a mix of backgrounds (depending on the context in which this activity is held).
- The facilitator creates a large square using cones, places a hula-hoop in the centre and then fills it with all the TT balls (as many as possible).
- The facilitator places 4 hula-hoops in the four corners of the square.
- The facilitator ensures that all four teams line up adjacent to each hula-hoop placed in the corners. (**Illustration 1**)
- The facilitator ensures all participants have a TT racket.

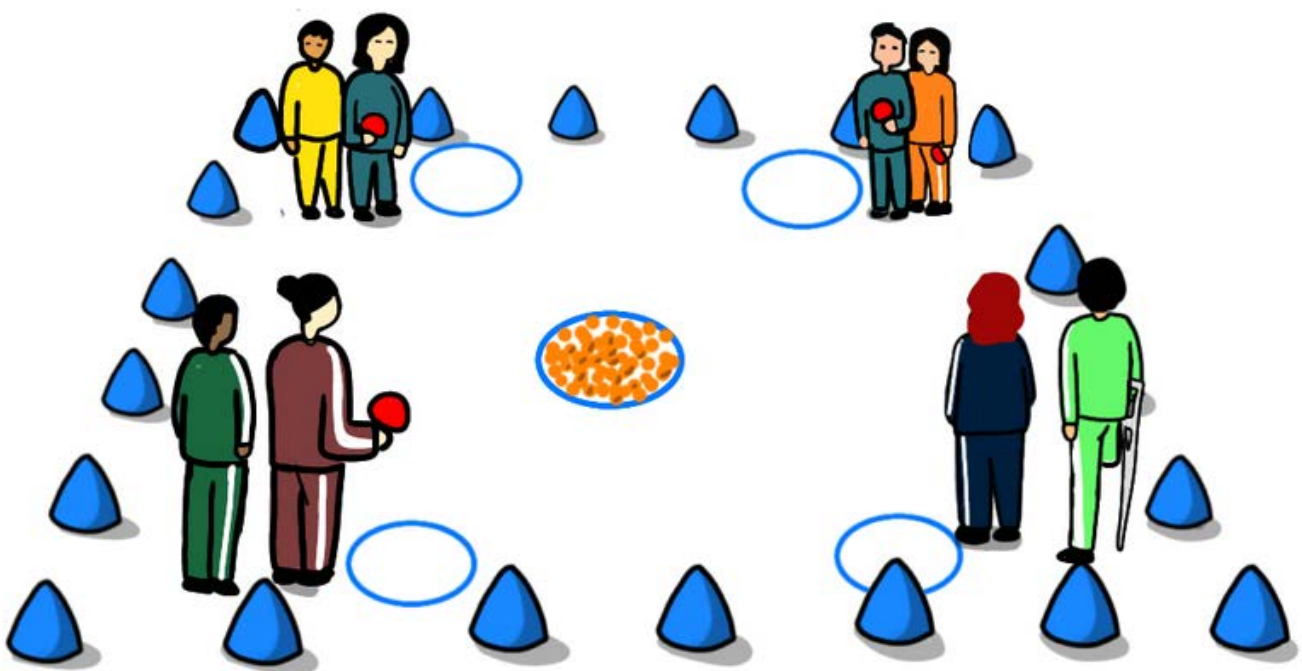


Illustration 1

Activity Steps

- When the facilitator says “Go”, the first participant of each team runs towards the hula-hoop placed in the centre.
- The participants pick up one ball each and start bouncing it on their rackets while going back to their team.
- These participants then join the back of their respective teams and put the ball inside the hula-hoop placed next to their team. (**Illustration 2**)
- The second participants of all the teams repeat the same once the first participants return to their team.
- If anyone drops the ball, they can pick it up and continue playing. The process continues till all TT balls in the centre hoop are finished.
- The team with the highest number of TT balls in their team's hoop wins.



Illustration 2

Progressions/ Regressions

- Instead of one participant from a team running towards the hoop in the centre, two participants from each team can run in pairs. While they run, they have to use one hand to hold each other's hands. Once they reach the centre, both have to pick up a ball and start bouncing on their respective rackets and bring it back while going back to their team.
- Allow participants to “steal” balls from other teams' hoops in addition to bringing balls from the loop.



Notes for the facilitator:

- *It is important to consider any disabilities amongst the participants, and re-design or modify this activity so that they can effectively participate in the same without facing any challenges (eg. the levelling of the playground/floor).*
- *It is important to consider the socio-cultural context in which the activity is being conducted as discriminatory practices and biases could be a sensitive topic for discussion, hence the facilitator may have to lead this section according to the local context and comfort of the participants.*
- *The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):²¹

- Discrimination is the unjust treatment of an individual or a group on the basis of their race, gender, sexuality, religion, economic stature and caste.
- Discrimination is perpetuated by unjust norms and biases – treating those we fear or misunderstand differently.
- As these discriminatory norms are deeply ingrained in the societal and cultural structures, it is very important to challenge and question them.
- Discriminatory and stereotypical notions are often dispelled when people work together, towards a common goal.

De-brief with participants:

- Why did your team win or lose? Was each team member's contribution important? Why or why not?
 - When working as part of a team, is every member important to its success? Why or why not? Give examples.
 - What do you understand by discrimination? Can each of you list the discriminatory practices that you have encountered?
 - Have you or anyone you know witnessed these practices? Would you want to elaborate a bit on this?
 - How can we work together to challenge the discrimination that we see around us?
- (The facilitator must not push the participants to answer this question as they may not be comfortable sharing sensitive information.)

Acknowledgment: This activity was developed by Pro Sport Development, India as part of their Community Table Tennis Program.

²¹ <https://www.coe.int/en/web/compass/discrimination-and-intolerance>

Variations for Social Inclusion Activities

This section provides some variations to adapt the activities provided within the theme of Social Inclusion to diverse contexts and situations. The facilitators should keep the following factors in mind to implement these variations meaningfully:

- The age and physical ability of the participants must be kept in mind in order to ensure the effective and active participation of all participants in the activities. The facilitator must keep in mind the levelling of the playground as well as the placement of equipment to ensure an inclusive and safe environment for all participants regardless of their age or physical ability. The facilitator may be required to modify or redesign the setup or the activity to suit the needs of participants from older age groups or with disabilities.
- In case the required equipment is not sufficient in relation to the number of participants, the equipment can be shared among the participants or slight modifications can be made to the activities. For instance, if all participants do not have a TT racket and ball each, they can pass them on to other participants after their turn. Additionally, suitable alternatives like homemade TT rackets, paper mache balls or reusable water bottles, can be utilised if any of the required equipment is unavailable.
- It is important to consider the socio-cultural context in which the activity is being conducted and adapt accordingly. For instance, in certain activities, participants are supposed to work in pairs and that may not be acceptable in some cultural and social contexts, hence it is important to create a comfortable environment before the activity starts, to bring the participants at ease. If the facilitator thinks the environment is not favourable for pairs to play together then it is recommended to make the participants play individually.



GRASSROOTS SPORTS DIPLOMACY (PING PONG DIPLOMACY)

Understanding Grassroot Sports Diplomacy

Ping Pong Diplomacy is one of the flagship programmes of the ITTF Foundation to promote peace among individuals, groups, regions or nations. The notion of “**Ping Pong Diplomacy**” started in 1971 when table tennis played a prominent role in reopening the relationship between China and the USA. As part of their efforts to re-imagine such international developments in grassroot community settings, the ITTF Foundation promotes the use of table tennis as a peace-bringing sport with a conflict resolution potential among the target communities.

Sports programmes have great potential to foster peace and ensure justice globally. Sport for Development (S4D) methodologies can help to rebuild post-conflict societies, assist in the integration of refugees within their new communities and uplift affected communities and individuals by promoting respect, protection and implementation of human rights. Some of the ways in which S4D enables that is by:

- Providing a medium to advocate important human rights messages, such as the value of inclusion, respect, diversity and non-discrimination.
- Addressing conflict-related trauma and promoting healing by providing safe spaces for activities that enable victims of conflict to regain a sense of security and normalcy.
- Promoting fairplay and participatory decision-making, wherein participants not only learn to respect the rules of the game but also respect teammates and opponents from other communities.
- Offering a platform for high profile sports athletes and teams to promote peace, inclusion and social cohesion among the masses through events and social media activities.

Grassroots sports diplomacy (or Ping Pong diplomacy in the context of table-tennis) is recognised within **Goal 16** of the **UN Sustainable Development Goals (SDGs)**.



PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS

Within the SDG framework, sport and physical activity can specifically work towards achieving the following targets.

Target 16.1: *Significantly reduce all forms of violence and related death rates everywhere.*

Target 16.2: *End abuse, exploitation, trafficking and all forms of violence against and torture of children.*

Target 16.3: *Promote the rule of law at the national and international levels and ensure equal access to justice for all.*

Target 16.7: *Ensure responsive, inclusive, participatory and representative decision-making at all levels.*

This handbook aims to use table tennis to promote grassroots sports diplomacy by contributing to the following objectives:

- Providing a safe space for individuals to participate in table tennis in a way that promotes collaboration over competition
- Promoting meaningful dialogue with and respect for all co-participants
- Promoting empathy towards individuals from diverse backgrounds
- Creating events and programmes that bridge traditional social divisions while promoting acceptance and cooperation among groups or communities



ACTIVITY 1: PASS AND MOVE

Learning Objective(s)

This activity aims to bridge traditional social divisions while promoting acceptance and cooperation among participants.

Space: An indoor hall or an outdoor playground of 15 x 15 metres.

Time: 45 minutes

Equipment: TT racket (one for every participant), TT ball (one for every participant) and several cones of two different colours – red, green and blue.

Participants: 8-20 participants (preferably a mix from different socio-economic groups)

Preparation and Setup

- The facilitator divides the participants into two equal teams.
- The facilitator places two red cones adjacent to each other (at least 3 metres apart) and another two red cones opposite to them on the other side of the hall/playground, around 10 metres away.
- The facilitator then prepares two obstacle courses using blue and green cones, between the two sets of red cones. (**Illustration 1**)
- The facilitator uses cones of different colours for each obstacle course.
- The obstacle courses can be linear or in any other shape.
- Participants in each team stand in pairs in a line behind one set of red cones adjacent to each other.
- Within each pair, participants stand at a distance of 1 metre from each other.
- Participants start with their rackets and balls in hand.

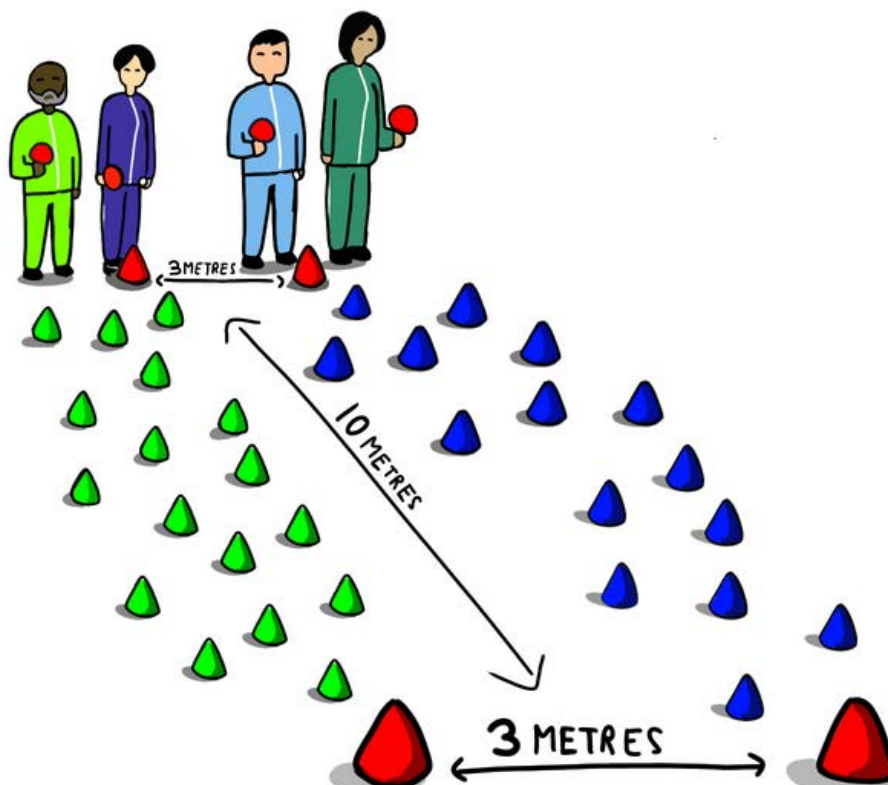


Illustration 1

Activity Steps

- When the facilitator says **"Go"**, the first pairs from both teams start walking the designated obstacle course, without touching any cones or going off track.
- While the participants walk the obstacle courses, they pass the TT ball to each other using their respective rackets. (**Illustration 2**)
- If the ball falls over, then the pair picks up the ball and continues walking the course.
- The participants walk back to their team and join the back of the line, going through the obstacle course on their way back as well, and the next pair continues the activity.
- The team that finishes walking their obstacle course first wins.

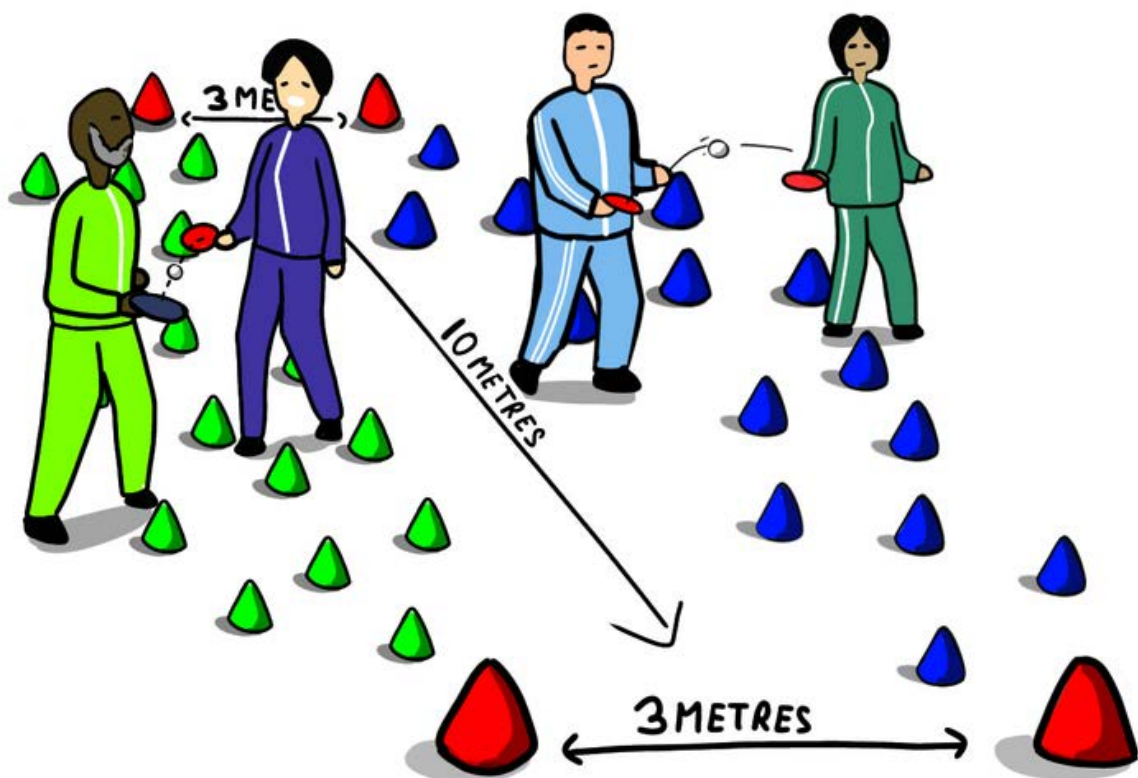


Illustration 2

Progressions/ Regressions

- To make the activity less challenging, instead of passing the ball to each other, participants can balance the ball on their rackets while walking along the obstacle course.
- To make the activity more challenging, the participants can bounce the ball twice on their rackets and then pass it to their partners.



Notes for the facilitator:

- *You might be required to re-design or modify this activity depending upon the age and physical abilities of the participants.*
- *It is important to consider the social and cultural context in which the activity is being conducted. If the participants are not comfortable playing in pairs, then the first round could have them play the activity individually to get them comfortable and then progress to playing in pairs in the second round.*
- *The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.*
- *Another thing to keep in mind is the availability of the required equipment, for example, if cones are not available then plastic bottles (and other equipment that will not cause injury) can be used to set-up the obstacle course*

Review and Evaluation

Key Messages (for the facilitator):

- Social divisions often exist on the basis of religion, language, caste, gender, and race. If these social divisions are negatively perceived then this can lead to inequality, violence and conflicts.
- Cooperation for mutual goals and shared interests can allow us to work together and accept the difference amongst each other. Cooperation also allows us to form relationships and know each other better, which contributes to bridging social divisions.
- Sport can be an effective tool to promote cooperation and acceptance, as it brings people from different backgrounds together, providing opportunities to understand social differences.
- Ping Pong Diplomacy is a concept that gained relevance in 1971 as table tennis was utilised as a peace-bringing sport, to reopen the relationship between the USA and China. This notion recognised the importance of table tennis' potential to foster peace and resolve un-ending conflicts.

De-brief with participants:

- Were you able to cooperate with your partners and within your teams during the activity? Why or why not?
- How did this activity help you get to know each other? How and why do people cooperate in life? How does it help them?
- Why do conflicts arise? What is the difference between competing interests and shared interests?
- Do you think cooperation and acceptance help in bridging gaps between people? If yes, then state examples from your life.

Acknowledgment: *This activity was developed by FUDELA, Ecuador and they use this activity to address prejudice and hate against something/someone perceived as foreign.*



North and South Korea refused to play against each other at the World Team Table Tennis Championships in Halmstad, Sweden in 2018. The ITTF and the ITTF Foundation supported the initiative of a Unified Team playing together. A follow-up permitted both teams to play together in several tournaments of the Seamaster 2018 ITTF World Tour, leading to the incredible result of winning silver at the ITTF World Tour Grand Finals.

"This is a big historical decision for both our countries. This is table tennis history so we are very happy. I would like to thank the ITTF for their strong support. This is an important statement to promote peace between our countries through table tennis."

- RYU Seungmin (IOC member)

"I'm very emotional. The agreement to unify underlines the power of table tennis."

- AN Jaehyun,

a Korean Coach, after a match where North and South Korea played together at the Seamaster 2018 ITTF World Tour through ITTF Foundation's initiative - Unified Korea Table Tennis Programme"

ACTIVITY 2: AROUND THE WORLD

Learning Objective(s)

This activity promotes understanding of social division and empathy towards individuals from diverse backgrounds.

Space: An indoor hall of 15 x 15 metres.

Time: 45 minutes

Equipment: TT racket (one for every participant), 3-5 TT balls and 1 TT table (or more depending on the number of participants).

Participants: 10-20 participants

Preparation and Setup

- The facilitator divides the participants into two equal teams - 'haves' and 'have-nots'.
- The facilitator then mixes both the teams and asks them to stand around the TT table (**Illustration 1**).
- The facilitator ensures all participants have a TT racket each.



Illustration 1

Activity Steps

- With participants standing around the table, the facilitator gives a TT ball to a participant from team 'haves', standing at one end of the table.
- The facilitator asks this participant to serve the ball to the participant on the opposite end, who can be from either of the teams.
- The participant on the opposite end returns the ball, for the next participant standing on the opposite side, to hit.
- After hitting the ball, participants from team 'haves' walk around the table while participants from team 'have-nots' hop on one leg to move around the table, to keep the rally alive. (**Illustration 2**)
- Participants can only hit the ball from one of the two ends of the table.
- The participant who lets the ball fall or ends the rally is eliminated, with the activity starting again without them.
- The last participant's team is the winning team.
- In the next round, the facilitators asks team 'haves' to hop on one leg and team 'have-nots' to walk around the table.

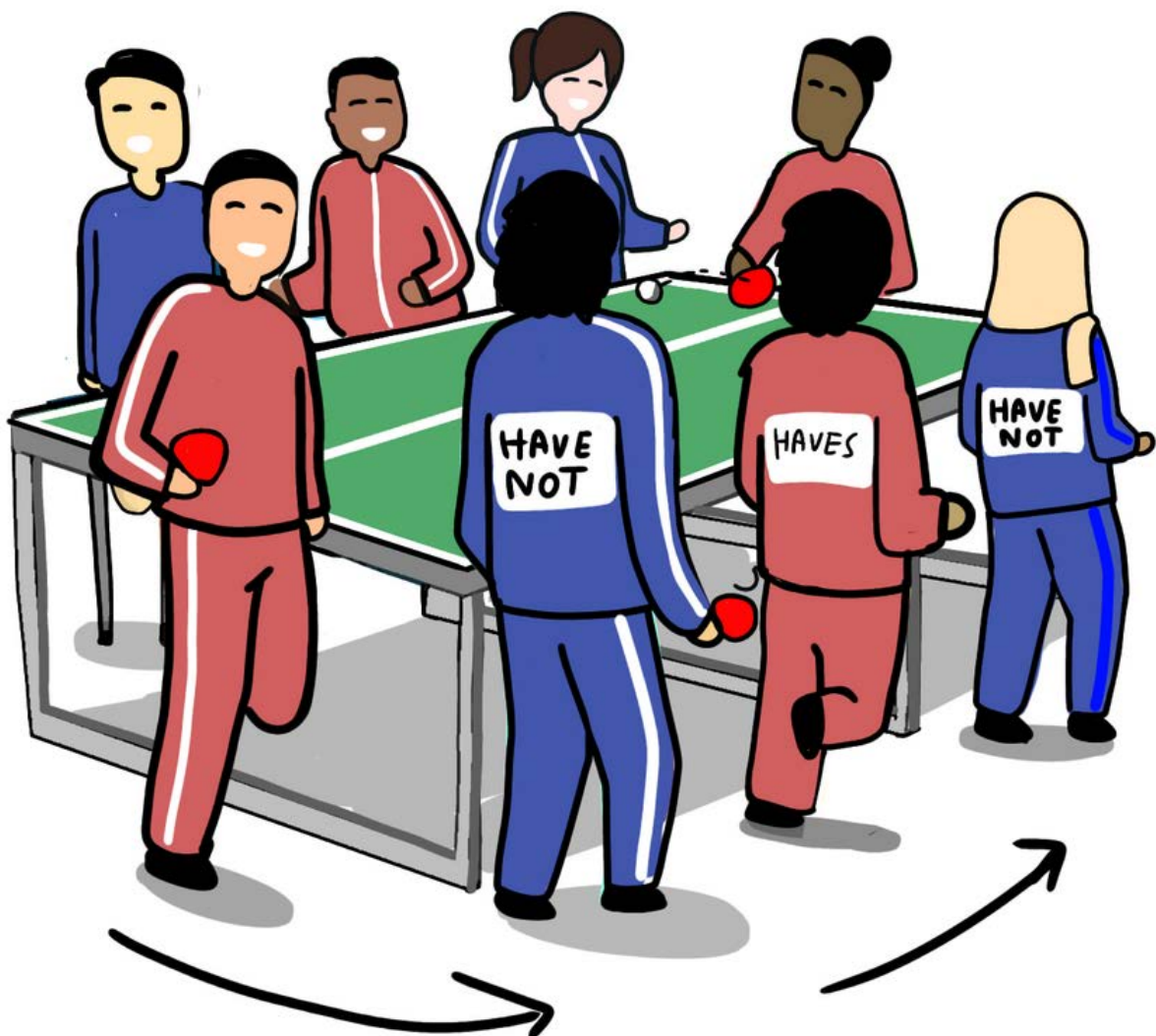


Illustration 2

Progressions/ Regressions

- In the subsequent rounds of the activity, the facilitator can give some time to each team to discuss a strategy.
- To make this activity more challenging, participants can bounce the ball on their respective rackets first and then hit the ball on the table.



Notes for the facilitator:

- *It is important to keep in mind the age and physical ability of the participants while conducting the activity. For example, the pace of walking around the table can be slowed down, to suit the needs of people with disabilities.*
- *This activity can be conducted with more or a smaller number of participants depending on the number of participants available. The facilitator should also make sure the progressions and regressions are added as per the skill and ability of participants.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):²²

- Socio-economic exclusion is the exclusion of people on the basis of their social and economic background, which can lead to limited access to education and healthcare, lack of economic opportunities, exposure to crime and even homelessness.
- There are many dimensions to social exclusion such as caste, class, religion, gender identity and expression, race, region, nationality, disabilities etc. These could affect someone in isolation or as a combination of multiple factors.
- Empathy is a key interpersonal skill which enables an individual to understand and be sensitive to what another person is feeling or experiencing.
- Promoting empathy towards diverse individuals comes from an understanding of social backgrounds and how perspectives, feelings, abilities and situations are shaped by them.

De-brief with participants:

- Do you think this activity was fair? Why or why not?
- In the first few rounds, why do you think your team won or lost?
- Did team haves understand the challenges faced by team have nots in the first round? Why or why not? When did they finally understand?
- Which groups do you think belong to the haves and the have nots category in your society? Please explain.
- How can haves and have nots work towards a common goal of benefiting society as a whole?

Acknowledgment: This activity was developed by Table Tennis Academy of Mongolia, Mongolia and they use this activity to address the issue of socio-economic exclusion.

²² <https://www.oecd.org/innovation/research/2380806.pdf>

ACTIVITY 3: WE SHALL OVERCOME!

Learning Objective(s)

This activity promotes collaboration over competition among participants.

Space: An indoor hall of 15 x 15 metres.

Time: 45 minutes

Equipment: TT racket (one for every participant), 1 TT ball and 1 blindfold.

Participants: 8-24 participants (preferably a mix from different socio-economic groups)

Preparation and Setup

- The facilitator picks two volunteers from the group of participants and labels them as **A** and **B**.
- The facilitator numbers the remaining participants from 1-6 (or more depending on the number of participants).
- The facilitator then divides the participants into two equal groups – odd numbers in one group and even numbers in another.
- All the numbered participants hold a TT racket.
- Participants in both groups kneel facing each other in two parallel lines at a distance of 1.5 metres. (**Illustration 1**)
- Participants in both groups maintain a 1 metre distance from each other.
- Participant 1 holds the TT ball that is to be used throughout the game. (**Illustration 1**)
- Now, volunteer **A** stands at one end, between participants 5 and 6 and volunteer **B** stands on the other end, between participants 1 and 2.
- Volunteer **B**, after seeing the space, is blindfolded and the facilitator makes sure volunteer **B** cannot see anything but can hear.

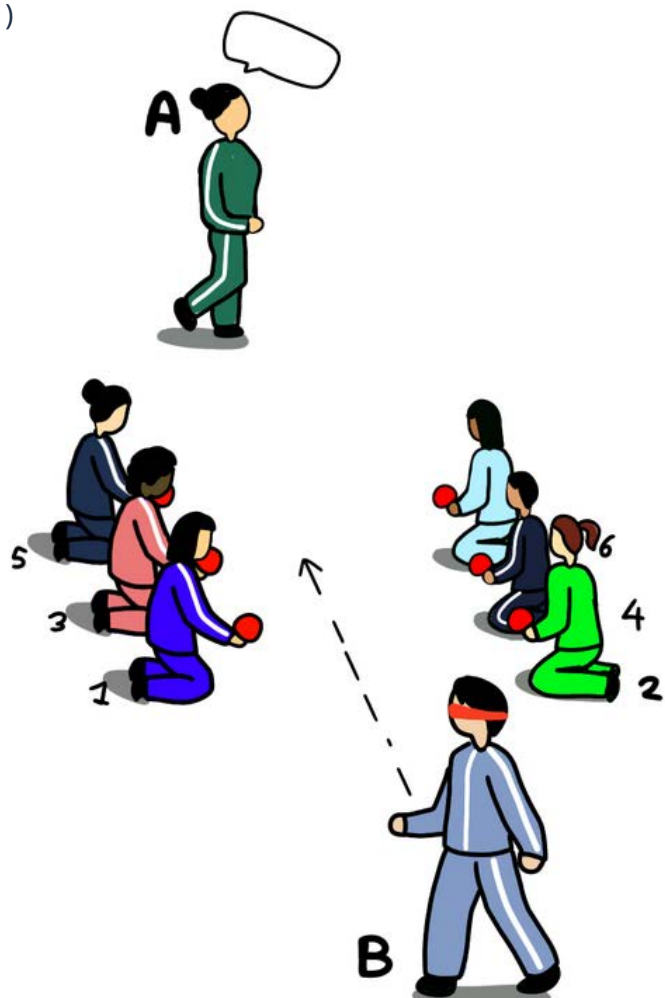


Illustration 1

Activity Steps

- The activity starts when volunteer **A** says “Go” and asks volunteer **B** to start walking towards them, through the space between the two parallel teams.
- Volunteer **A** guides volunteer **B** by giving instructions, such as “move left, move right”. *(The facilitator should ask volunteer **A** to keep the pace of the game on the slower side so that everyone has time to do what they need to)*
- As volunteer **B** is walking, participant 1 hits the ball with the racket to pass it through volunteer **B**'s legs during their walking stride. The ball should pass and go to participant 2, who catches it, and then hits it with their racket through volunteer **B**'s legs to participant 3. (**Illustration 2**)
- This passing of the ball continues down the line while volunteer **B** is walking.
- The facilitator makes sure volunteer **B** concentrates only on volunteer **A**'s voice and that volunteer **A** gives out the right instructions.
- The activity ends when volunteer **B** walks over to volunteer **A**, and all participants numbered from 1-6 get the ball between volunteer **B**'s legs to the next teammate.
- There is no winner or loser in this activity, if volunteer **B** gets to the end, it means they all worked well as a team and succeeded.

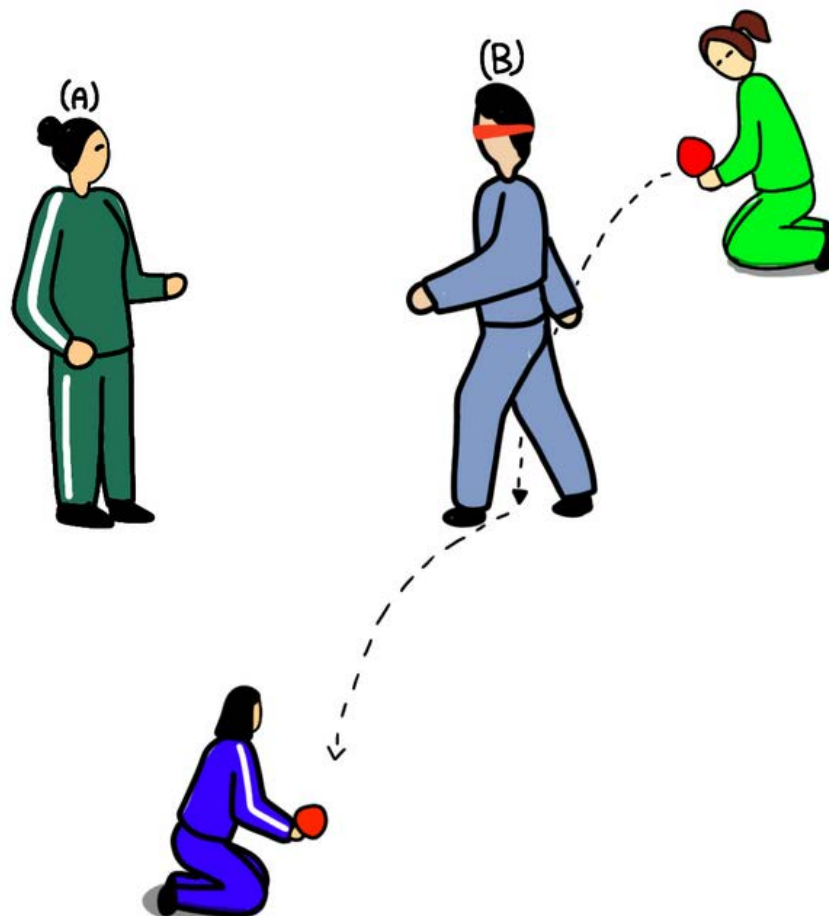


Illustration 2

Progressions/ Regressions

- To make this activity more challenging, participants 1-6 can bounce the ball on their racket once before passing it to each other.
- To make this activity less challenging, participants 1-6 can throw the ball between the volunteer's legs, instead of striking it with their rackets.



Notes for the facilitator:

- *It is important to keep in mind the age and physical ability of the participants while conducting the activity. The facilitator may be required to redesign or modify the activity to suit the needs of participants with disability. For example, in this activity, the facilitator can think of suitable alternatives if some participants cannot kneel down.*
- *If the total number of participants is an odd number, then the last participant of the second group can play the dual role of volunteer A and give instructions to volunteer B.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator)²³

- Collaboration allows diverse individuals to come together to achieve a common goal.
- A collaborative environment allows everyone to contribute through their unique ideas and opinions, along with enabling a space for individuals to learn from each other.
- Sport can provide opportunities to collaborate among people or teams from diverse backgrounds, fostering the values of teamwork and acceptance.

De-brief with participants:

- Were you able to coordinate and cooperate well with each other? Why or why not?
- How did each of you contribute to the group's effort in completing the task?
- What challenges did you face during the activity and how did you work together to overcome them?
- What was the difference between playing together rather than playing against each other? How did this feel different?
- How do you think collaboration helps in real life? State examples from your personal life.

Acknowledgment: This activity was developed by Mediterra Institute, Greece and they use this to address discrimination based on religion and race.

BRIDGING GAPS THROUGH TABLE TENNIS

In Thessaloniki, Greece, there is a great rivalry between two football teams - Aris and Paok. The rivalry reached another extreme when recently a fan died in a fight between fans of the two rival teams.

Kevin and Thanos are two ping pong players, in the table tennis programme led by Mediterra Institute in Greece, who also happen to staunchly support these two football teams. Given their impressionable age, they have been influenced by this culture of rivalry around them. They were initially hesitant to even play together and in fact, several differences arose when they tried playing together.



On being asked about the incident due to fan violence and why they let these differences come between them, their answers seemed to be influenced by others who advocate this rivalry. In order to ease the tension between Kevin and Thanos, the team at Mediterra Institute thought of an interesting solution. The team interacted with both the boys separately and asked them about the benefits of playing table tennis and how they felt about the sport. Along with that, they gave them each a t-shirt to wear, asked them not to see what was written on the t-shirt and pose for a picture together.

After the team showed them their picture, their faces lit up seeing themselves wearing t-shirts with text split on both the t-shirts to form one sentence, which was - **You will never be alone.** On that note, the team told them that their answers were also quite similar, helping them realise the shared experiences they have had in the table tennis programme. Both of them mentioned how playing table tennis has helped them feel liberated and interact with new peers. At the end of the exercise, both the boys could be seen bonding with each other and valuing the commonality that unites them.

Source: Mediterra Institute is an urban non-profit organisation in Thessaloniki, Greece, that works towards increasing respect for the environment and ensuring a better future for children.

ACTIVITY 4: KEEP THE BALL UP!

Learning Objective(s)

This activity promotes meaningful dialogue with and respect for all co-participants.

Space: An indoor hall or an outdoor playground of 15 x 15 metres.

Time: 45 minutes

Equipment: Table tennis rackets (one for every participant), 3-4 balls and 3-4 balloons.

Participants: 16-20 participants

Preparation and Setup

- The facilitator divides the participants into two equal teams.
- The teams then form separate circles.
- The facilitator numbers the participants in both the circles.
- The facilitator ensures each participant is holding a TT racket. (**Illustration 1**)
- The facilitator gives one TT ball to each team.
- The facilitator ensures that the TT ball is with participant 1 of each team.

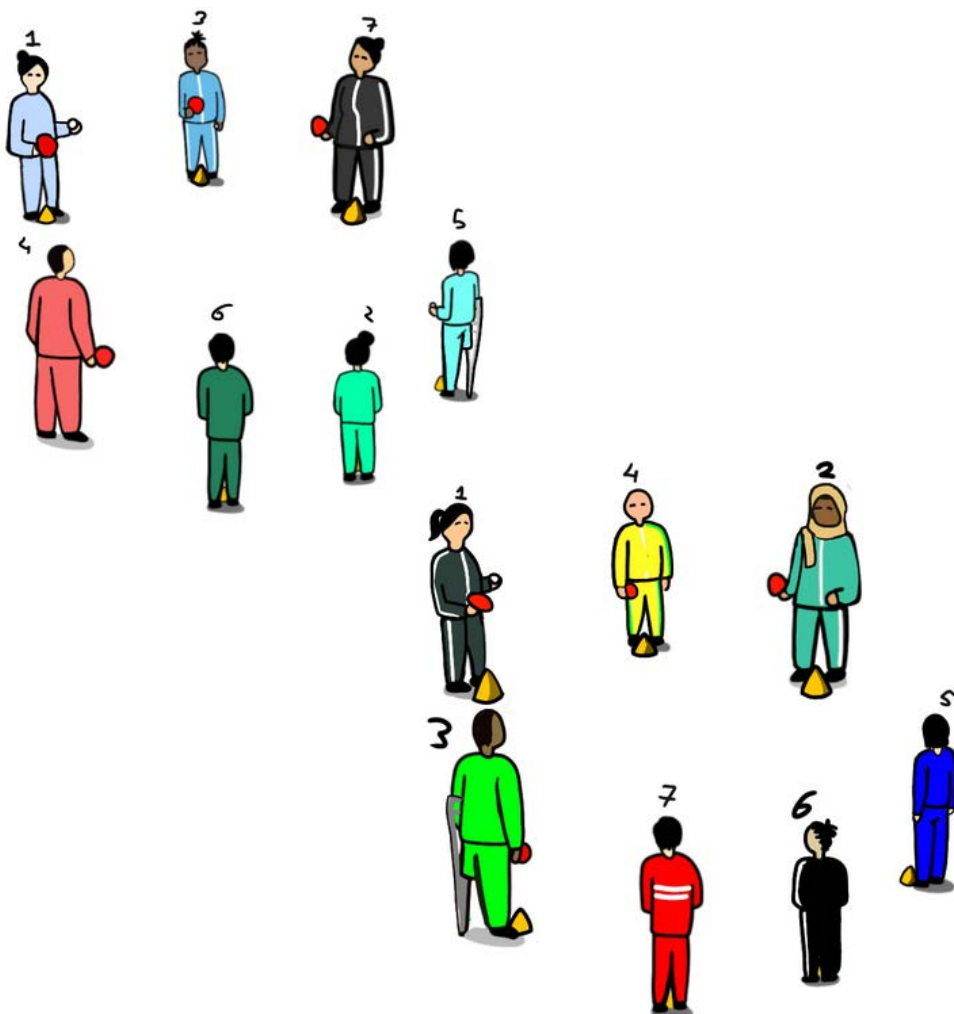


Illustration 1

Activity Steps

- When the facilitator says **"Go"**, participant 1 of each team bounces the ball five times on their respective rackets, and then passes it on to participant 2 in their team. (**Illustration 2**)
- This is done until the ball reaches the last participant in the team and the circle is completed.
- The last participants (in both teams) must also bounce the ball five times to complete the task.
- If the ball falls during the activity, the participants can pick it up and continue playing.
- The team that completes the task first wins.
- The facilitator gives the teams some time to discuss a strategy before conducting successive rounds of the activity.

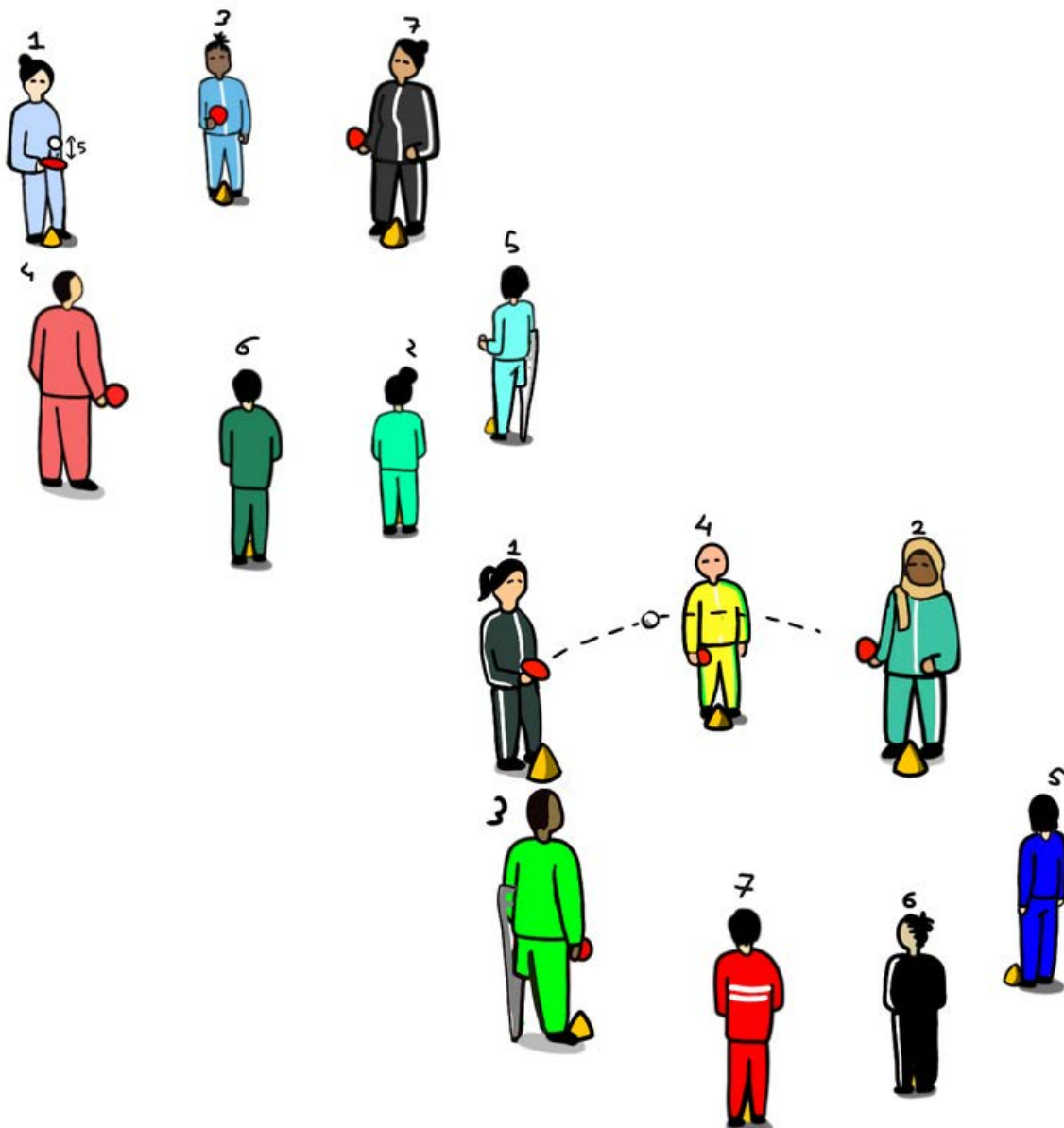


Illustration 2

Progressions/ Regressions

- To make the activity less challenging:
 - Instead of bouncing the ball, the participants can balance the ball for five seconds and then pass it forward.
 - Instead of bouncing a ball, the participants can bounce a balloon on their racket and then pass it forward.
 - Instead of using a ball, the participants can play with an 'imaginary ball', where each participant makes the sound of the ball hitting the bat while performing the activity.
- To make the activity more challenging, the participants can bounce the ball alternatively, using both sides of the racket.
- Each team can also designate a leader/ captain who stands in the middle of the circle. In order to move the ball from participant to participant based on their number, they must always return the ball to the captain, who then sends it to the next numbered participant.



Notes for the facilitator:

- *It is important to consider any disabilities among the participants and ensure that they can effectively participate in the activity without facing any additional challenges. The facilitator might be required to re-design or modify this activity if not suited to people with disability.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):

- Dialogue is crucial to resolve a problem, helping individuals and groups make decisions and assess their viewpoints through perspectives other than their own.
- Engaging in a meaningful dialogue allows individuals and groups to respect each other's viewpoints and opinions.
- Sport is a simulated activity that happens in the external reality. It is not real, yet it involves all basic human emotions. It can, therefore, provide a safe space to initiate dialogues, especially among individuals from diverse backgrounds.

De-brief with participants:

- Why do you think your team won or lost? What could you have done better?
- Did your performance improve after you were given time to discuss a strategy? Why or why not?
- Was the strategy-building discussion inclusive of everyone's views? Why or why not?
- What do you think is the importance of dialogue and discussion in your life? Explain with examples from your own lives.
- What is the similarity and differences between communication in social media and real life? Please explain.
- How can we use social media to organise community events and competitions? Provide examples.

Acknowledgment: *This activity was developed by FUDELA, Ecuador.*

Variations for Grassroots Sports Diplomacy Activities

This section provides some variations to adapt the activities provided within the theme of *Grassroots Sports Diplomacy* to diverse contexts and situations. The facilitators should keep the following factors in mind to implement these variations meaningfully:

- The age and physical ability of the participants must be kept in mind in order to ensure the effective and active participation of all participants in the activities. The facilitator must keep in mind the levelling of the playground as well as the placement of equipment to ensure an inclusive and safe environment for all participants regardless of their age or physical ability. The facilitator may be required to modify or redesign the setup or the activity to suit the needs of participants from older age groups or with disabilities.
- In case the required equipment is not sufficient in relation to the number of participants, the equipment can be shared among the participants or slight modifications can be made to the activities. For instance, if all participants do not have a TT racket and ball each, they can pass them on to other participants after their turn. Additionally, suitable alternatives like homemade TT rackets, paper mache balls or reusable water bottles, can be utilised if any of the required equipment is unavailable.
- Depending on the socio-cultural context in which the activity is being conducted, the facilitator may need to be mindful of their delivery, as these activities require the facilitator to promote teamwork, dialogue and collaboration among two or more conflicting groups. For instance, in Activity 4, during the strategy-building discussion, there is a high likelihood for participants to disagree with each other and in this case, the clash between their identities may aggravate the situation. In such cases, the facilitator should deal with this situation in a completely unbiased and neutral manner, further ensuring a fair and balanced learning environment.
- As an add-on to the activities in this section, the facilitator can encourage participants to plan and organise a sports event or tournament for different members of the community. The participants can work together to come up with the rules and competition structure for the event, along with conducting it. Such a practical exercise will encourage the participants to learn diplomacy through actual practice of skills related to it.



ANNEXURE: UNDERSTANDING TABLE TENNIS

Basic Terms and Rules

In order for practitioners to be able to deliver the activities and exercises within the TT4D handbook effectively, knowledge of the basic terms and rules of table tennis is necessary.

Basic Terms

- A *rally* is when the ball is in play.
- The *server* is the player who starts each rally.
- The *receiver* is the opponent receiving the serve.
- A *point* is a rally which is scored.
- A *let* is when no points are awarded in a rally.
- A *long ball* is when the ball is played deep into the opponent's court and the ball can bounce only once.
- A *short ball* is when the ball is played close to the net on the opponent's court and the ball can bounce more than once on the table.
- *Cross shots* are when the ball is played across the width of the table. (**Illustration 1**)
- *Down the line* is when the ball is played parallel to the side lines. (**Illustration 2**)

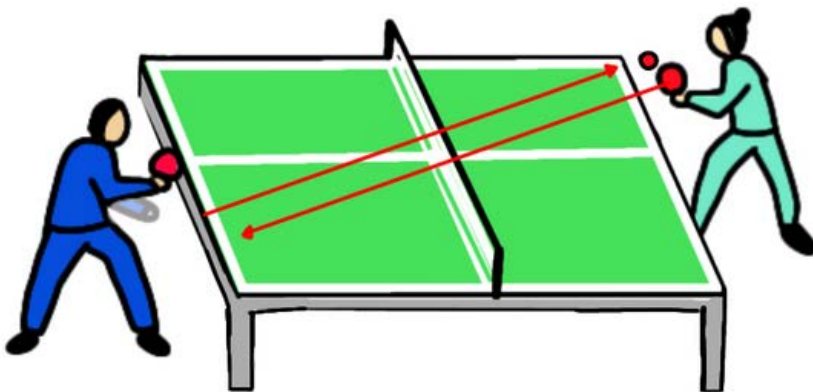


Illustration 1

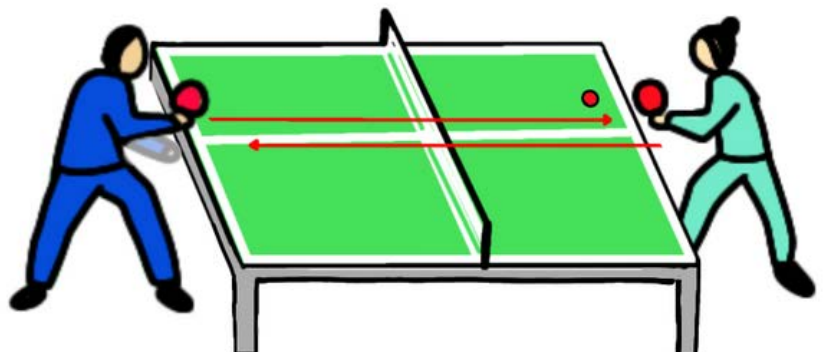


Illustration 2

Service

- The ball must be held in the palm of an open hand, and must be struck only on the way down and outside the playing surface. (**Illustration 3**)
- The ball must first bounce on the server's court and then on the opponent's court.
- If after bouncing on the server's side, the ball touches the net and also bounces on the opponent's side, then a let is called, no points are awarded and the serve needs to be taken again.
- The server is changed after every 2 points in the game, in both Singles and Doubles matches. However, when scores are level in a game at 10-10, the server is changed after every 1 point of the game.
- In a Singles match, the ball can be served on any part of the table.
- In a Doubles match, the server must serve diagonally from the right side.

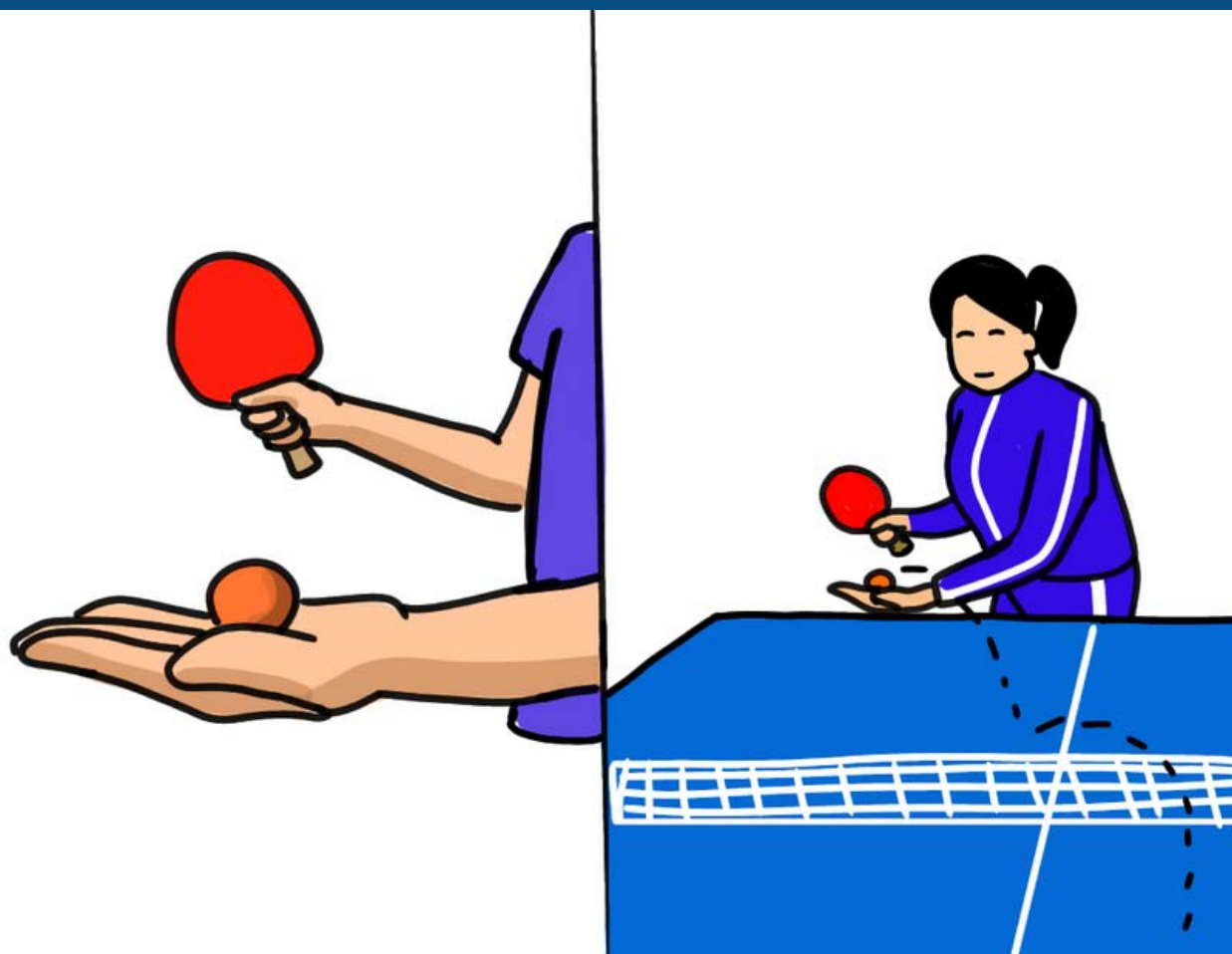


Illustration 3

²³ Official handbook of ITTF rules and regulations can be found here: <https://www.ittf.com/handbook/>

Doubles Specific Rules

- Players in doubles must strike the ball alternately, except when the match is played by players with specific disabilities.
- Service is always made diagonally: the ball must first bounce on the server's right half of the court and then onto the receiver's right half of the court.
- In a game, once the server completes 2 serves, the receiver becomes the next server, and the partner of the previous server becomes the new receiver.

Scoring

- The winner of a game is the first to 11 points.
- A match consists of an odd number of games, for example, 1, 3, 5, 7 games.
- If the score is 10-10, the game continues until one of the players or pairs has gained a lead of 2 points.
- The point goes to the player or team who successfully ends a rally, regardless of who has served.
- A player or pair scores if the opponent:
 - Fails to bounce the ball on their side when serving.
 - Fails to bounce the ball on the player's side, when serving or during a rally.
 - Touches the net or its supports while the ball is in play.
 - Moves the table while playing the ball.
 - Touches the table with their free hand while the ball is in play.
 - Volleys the ball before the ball has bounced.
 - Strikes the ball into the net.
 - Hits the ball off the table without touching the table.
- In doubles, the opponents strike the ball in the sequence established by the server and the first receiver.

Basic Techniques

Depending on the participants that the practitioners are engaging with, one may want to teach some basic table tennis techniques, for the participants to be able to take part in the TT4D activities and exercises more comfortably.

Grip

A common grip to hold the racket is the *handshake grip* (Illustration 4):

- The index finger should be placed on the backhand rubber of the racket.
- The thumb must be placed on the opposite side of the racket; just under the rubber or partially on the rubber.
- The other three fingers should be loosely wrapped around the handle.
- The edge of the racket should rest between the thumb and the index finger.

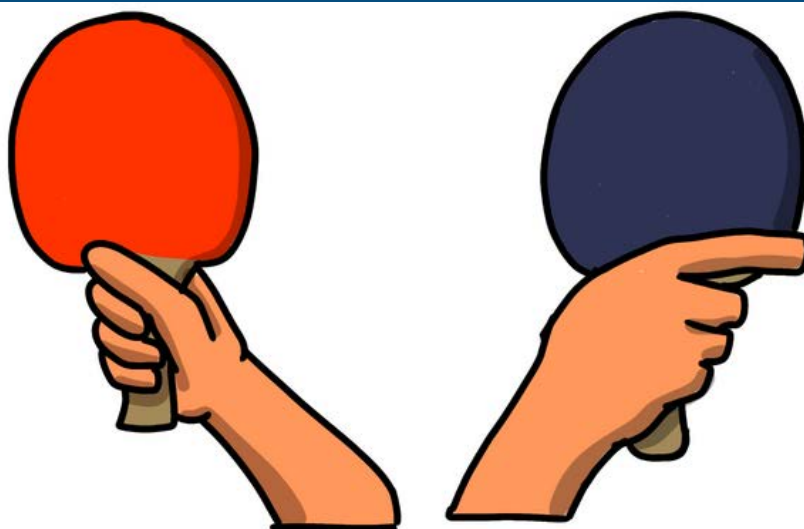


Illustration 4

Ready Position (Illustration 5)

- Knees bent and leaning slightly forward.
- Feet must be shoulder-width apart.
- Racket in front of the body and at table height.

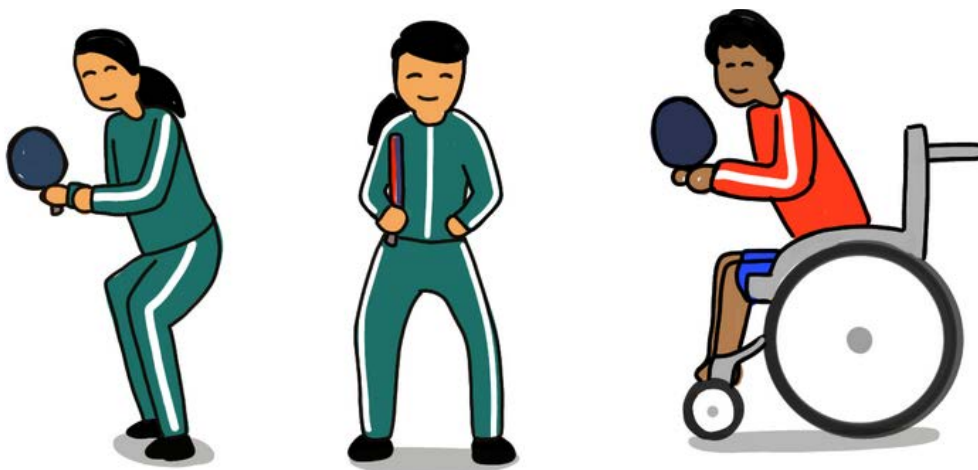


Illustration 5

Forehand Drive (Illustration 6)

- Be in ready position.
- Racket beside body at hip height.
- Contact the ball with racket moving through the ball and finishing in front.

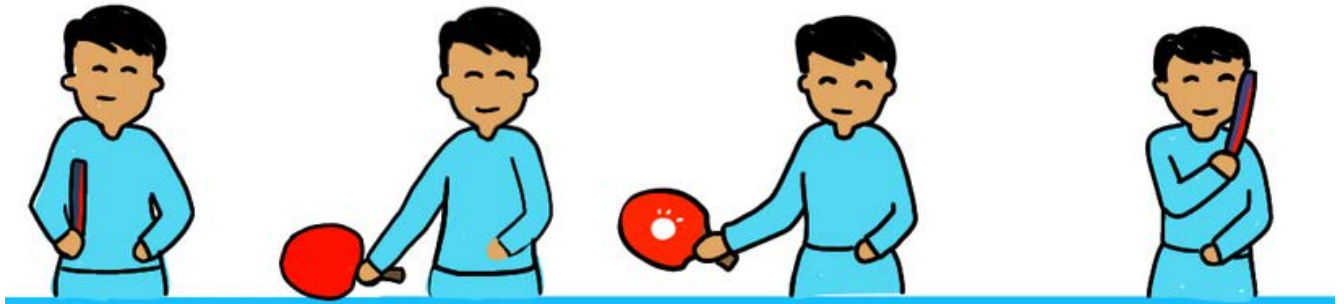


Illustration 6

Backhand Drive (Illustration 7)

- Be in ready position.
- Move racket in front of stomach.
- Contact the ball with racket moving through the ball and finishing in front.

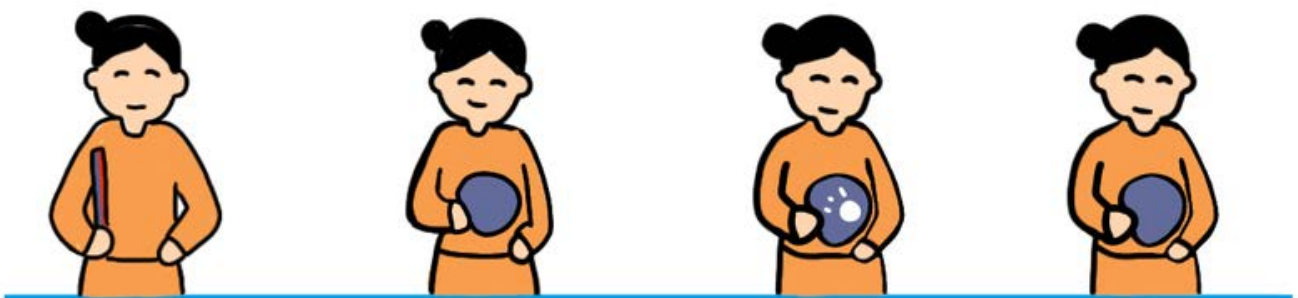


Illustration 7

Warm-up and Cool Down

Warm-up

The warm-up is an essential part of any sport or physical activity and is used to gradually prepare the body for specific actions one would undertake. All sessions must ideally begin with a warm-up.

Generic Warm-up Exercises

Set-up a starting line and lay cones at 5 metres and 10 metres. Create a finishing/turning line at 10 metres. All participants line up next to each other at the start line and complete each exercise, as outlined below (**Illustration 8**). Create two or three lines of participants if the group is large. This can be set-up in an indoor hall as well as an outdoor space. Ensure to utilise dynamic stretching routines during the warm-up and that the intensity moves from low to high.

- Start by jogging slowly for 30 metres
- High knees for 10 metres
- Hip flicks for 10 metres
- Run backwards for 10 metres
- Hamstring sweeps for 10 metres
- Quad pulls (knee to chest stretch) for 5 metres
- Ankle pulls for 5 metres
- Kicks for 10 metres
- Running/sprinting for 30 metres – start at 50% speed of full sprint, move to 75% speed of full sprint and end with 100% speed of full sprint.
- Arm swings while walking for 10 metres
- Arm rotations while walking for 10 metres

(Note: If working with younger children, you may want to play a fun game or activity to warm-up, instead of conducting a drill as above.)

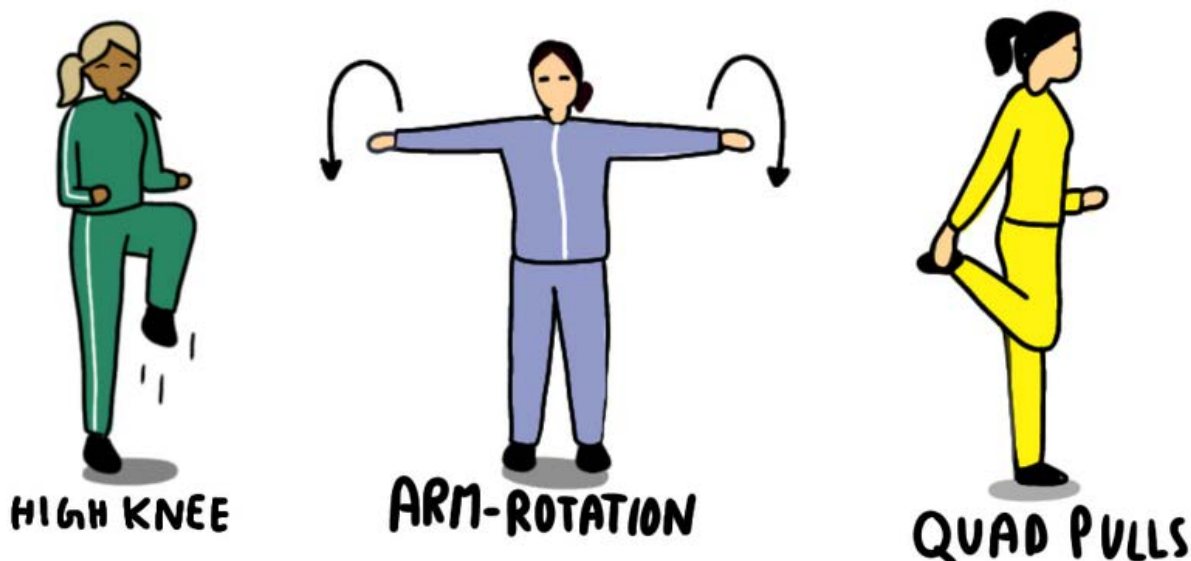


Illustration 8

Table Tennis Specific Warm-Up Exercises

In the same setup as the generic warm-up, use exercises that mimic the movements in table tennis (**Illustration 9**):

- Start with side shuffles for 20 metres for each side
- Hop on each leg for 10 metres
- Move in a zig-zag manner in different directions for 20 metres
- Sway from side-to-side in ready position on the spot for 20 seconds
- Shadow practice forehand and backhand movements on the spot for 20 seconds each

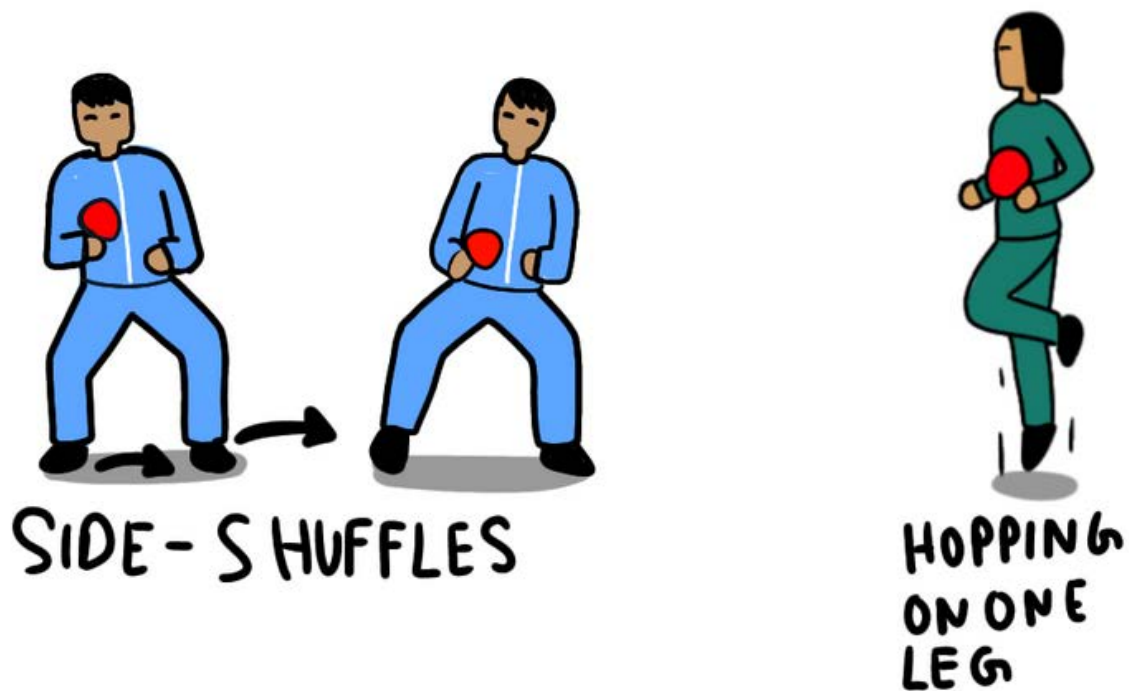


Illustration 9

Cool Down

A cool down is important at the end of the session as it ensures that the participants recover well from the physical exertion and avoid chances of future injury. The intensity of the cool down should ideally go from high to low.

Generic Cool Down Exercises

- Pick up one piece of equipment scattered around the playing area. Jog towards the equipment, and then walk back to the centre of the playing area.
- Jog very slowly or walk around the playing area.
- Perform a static stretch for the following muscles/ muscle groups and hold each stretch for a minimum of 20 seconds (**Illustration 10**):
 - Forearms
 - Biceps
 - Triceps
 - Chest
 - Quadriceps
 - Glutes
 - Hamstrings
 - Calves
- End the cooldown by lying down with closed eyes and consciously trying to relax each and every muscle.

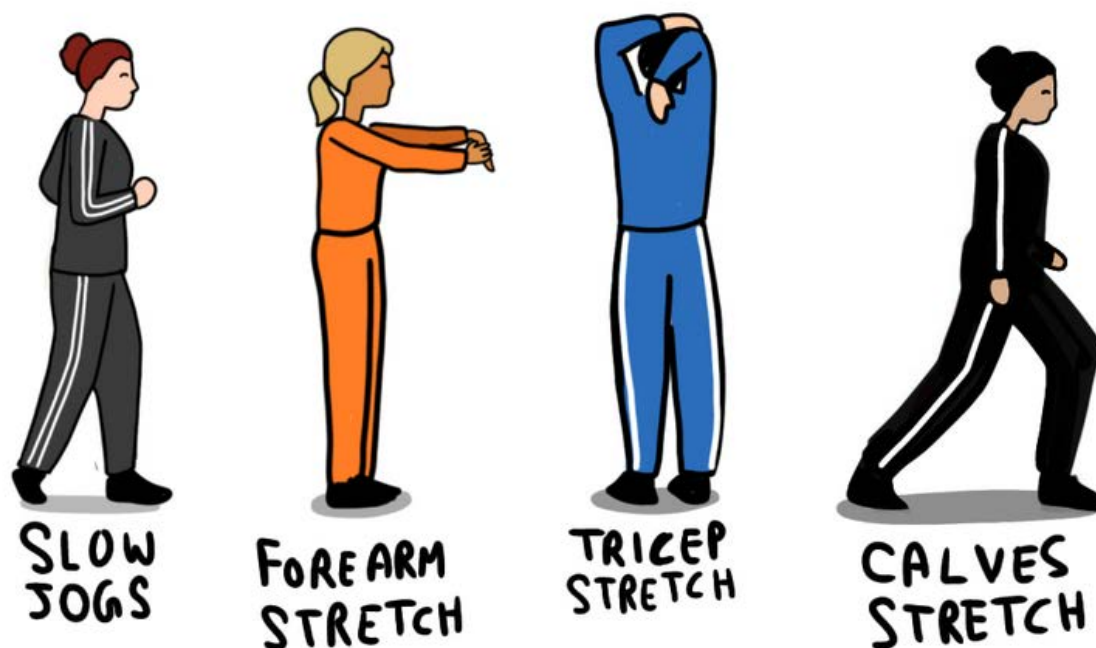


Illustration 10



ACTIVITY 1: GRIP AND READY!

Learning Outcome(s)

Participants learn how to grip the table tennis racket and be in ready position

Space: An indoor hall or an outdoor playground with dimensions of 10 x 10 metres.

Time: 30 minutes

Equipment: TT rackets (one for every participant), TT balls (one for every participant) and cones (one for every participant).

Participants: 1-30 participants (depending on the quantity of equipment available)

Preparation and Setup

- The facilitator creates a circle using cones equal to the number of participants.
- Each participant stands on one of the cones on the circle, with the TT racket in their hands. (**Illustration 1**)

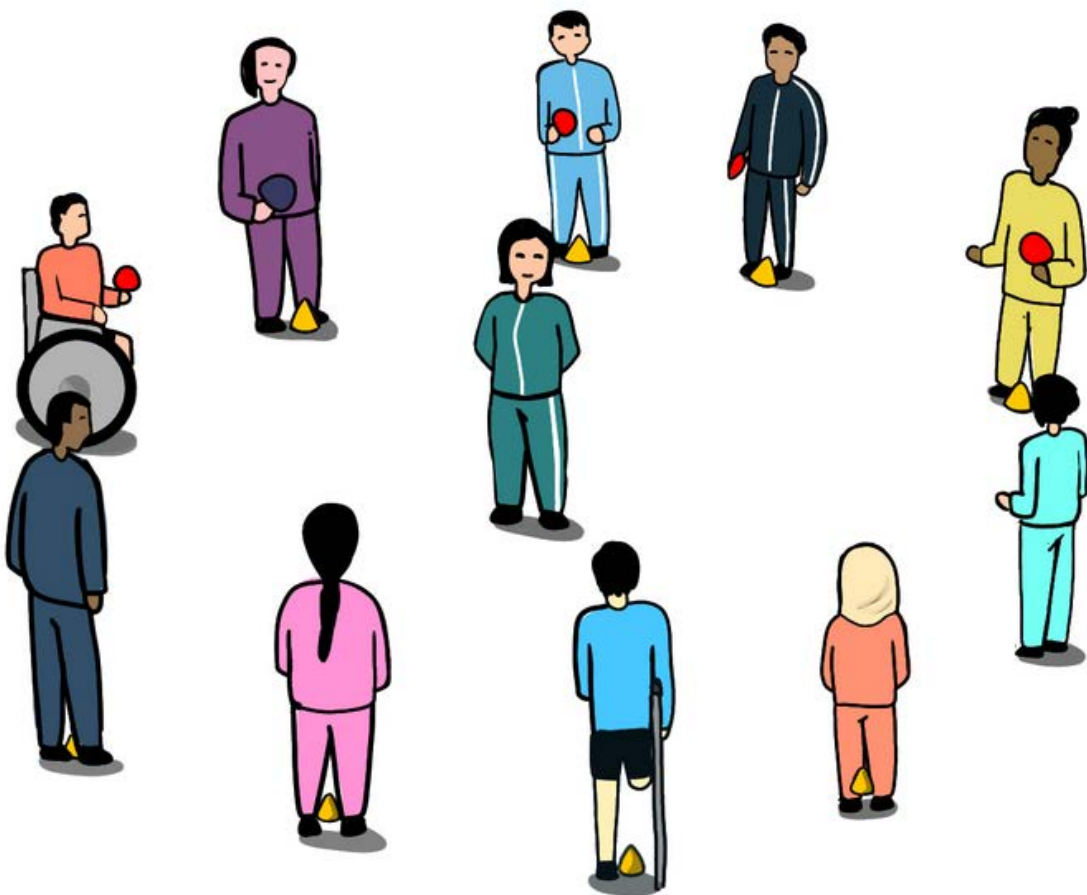


Illustration 1

Activity Steps

- The facilitator demonstrates the shakehand grip, and all the participants shadow the facilitator.
- The facilitator then demonstrates the ready position and bounces softly on the spot. The participants copy the facilitator and attempt the ready position.
- The facilitator then demonstrates the basics of a forehand. The participants copy the facilitator and attempt the shadow forehand.
- The facilitator then demonstrates the basics of a backhand. The participants copy the facilitator and attempt the shadow backhand. (**Illustration 2**)
- The facilitator continues the activity until the participants are comfortable with these techniques.

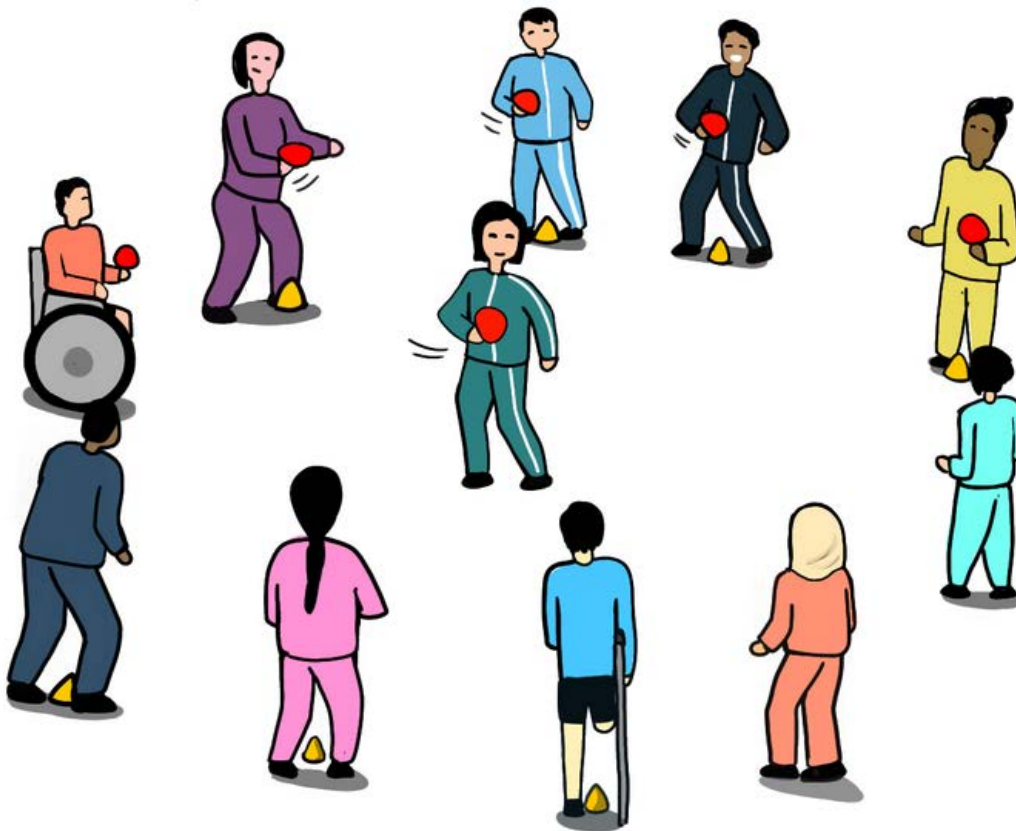


Illustration 2

Notes for the facilitator:

- It is important to consider the age and physical level of the participants when conducting this activity, as some participants may need more time to get comfortable with the grip and ready position than others.
- The facilitator may be required to change or modify the design of the activity to suit the needs of participants with disabilities.
- The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.

Review and Evaluation

Key Messages (for the facilitator):

- Shakehand grip
 - The index finger should be placed on the backhand rubber of the racket.
 - The thumb must be placed on the opposite side of the racket; just under the rubber or partially on the rubber.
 - The other three fingers should be loosely wrapped around the handle.
 - The edge of the racket should rest between the thumb and the index finger.
- Ready position
 - Knees bent and leaning slightly forward.
 - Feet must be shoulder-width apart.
 - Racket in front of the body and at table height.

De-brief with participants:

- What are the main aspects of the shakehand grip? Could you demonstrate this to other participants?
- What do you need to keep in mind when being in ready position?
- Were you able to grasp the two basic techniques? Why or why not?

Reference: *This activity was adapted from ITTF Level 1 coaching manual*

ACTIVITY 2: CONTROL THE BALL

Learning Outcome(s)

Participants improve their ball control using a table tennis racket.

Space: An indoor hall or an outdoor playground with dimensions of 10 x 10 metres.

Time: 30 minutes

Equipment: TT rackets (one for every participant), TT balls (one for every participant) and cones (one for every participant).

Participants: 1-30 participants (depending on the quantity of equipment available)

Preparation and Setup

- The facilitator creates a circle using cones equal to the number of participants.
- Each participant stands on one of the cones on the circle, with a TT racket and ball in their hands. (Illustration 1)

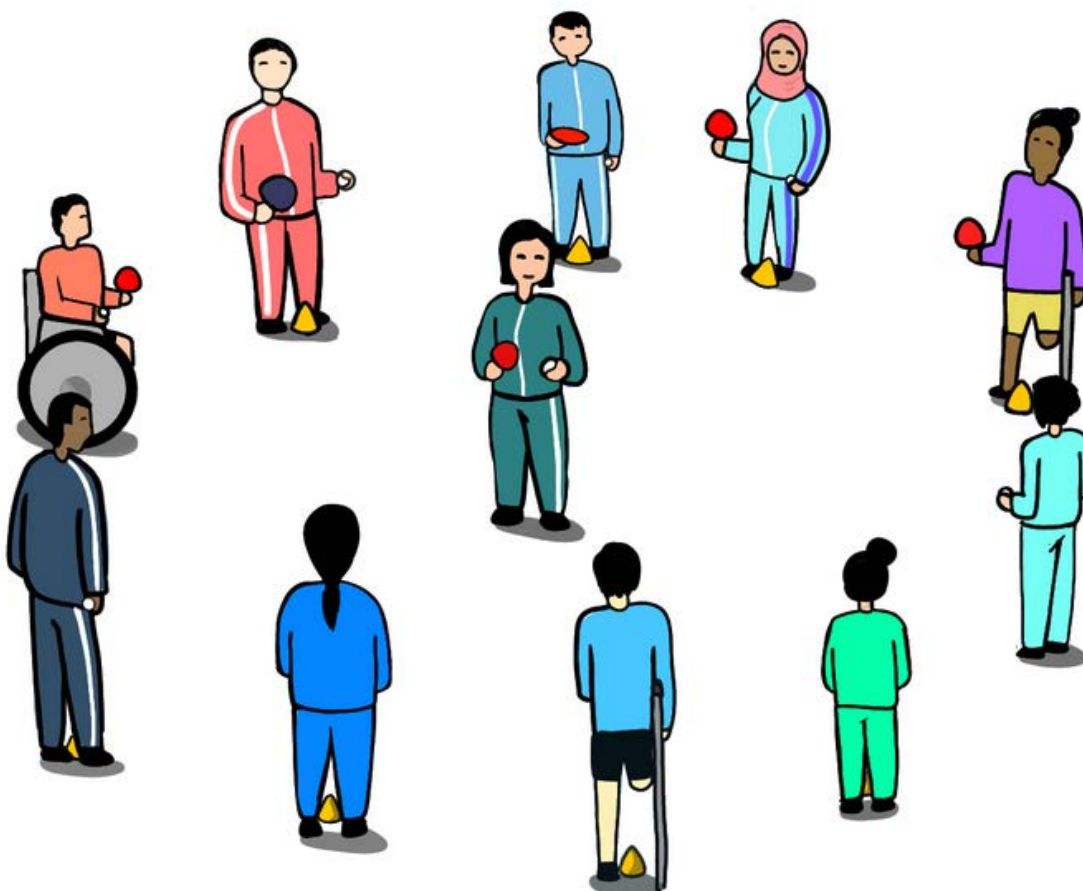


Illustration 1

Activity Steps

- The participants perform the following ball control activities (**Illustration 2**), progressively:
 - Balance the ball on their racket, while being stationary
 - Bounce the ball on their racket on the forehand side
 - Bounce the ball on their racket on the backhand side
 - Alternate bouncing the ball on each side of the racket
- The facilitator continues each of the above activities until the participants are comfortable with these techniques.

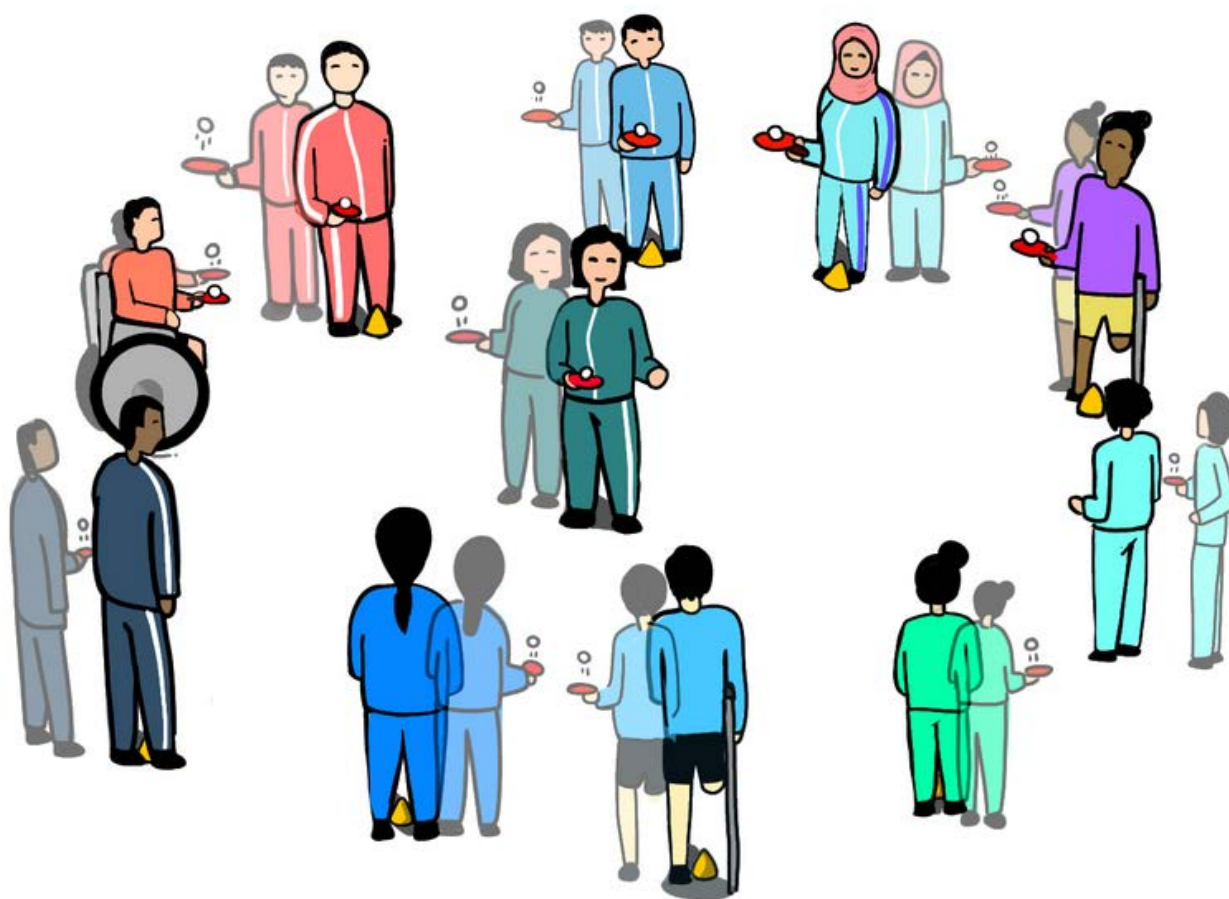


Illustration 2

Progressions/ Regressions

- The participants pair up and sit on the floor opposite their partners. In pairs, the participants:
 - Roll the ball to each other, initially using their hands but thereafter using their rackets (**Illustration 3**)
 - Throw the ball to each other by bouncing the ball once on the floor between them

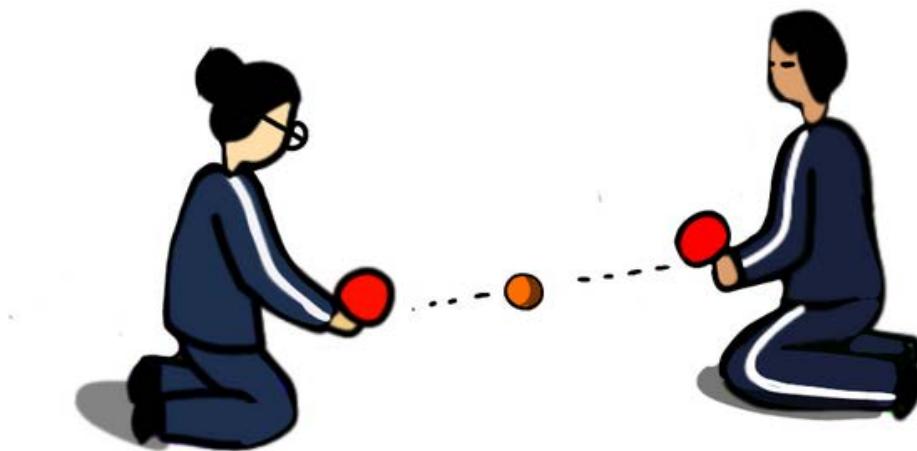


Illustration 3

Notes for the facilitator:

- *It is important to consider the age and physical level of the participants when conducting this activity, as some participants may need more time to get comfortable with the techniques.*
- *The facilitator may be required to change or modify the design of the activity to suit the needs of participants with disabilities.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):

- Control of the ball with the rackets will improve the participants hand-eye coordination, in order to be able to participate in other table tennis based activities more effectively.

De-brief with participants:

- Did your control of the ball with the racket improve during the activity? Why or why not?
- How can you further improve your hand-eye coordination, in order to have more ball control with your racket? Share some ideas or examples.

Reference: *This activity was adapted from ITTF Level 1 coaching manual*

ACTIVITY 3: STRIKE THE BALL

Learning Outcome(s)

Participants improve their ability to strike the ball using basic forehand and backhand drives.

Space: An indoor hall with dimensions of 15 x 15 metres.

Time: 45 minutes

Equipment: TT rackets (one for every participant), TT balls (one for every participant), 1 box/ bucket and 1 TT table (for upto 15 participants).

Participants: 1-30 participants (depending on the quantity of equipment available)

Preparation and Setup

- The participants stand in a line on one end of the TT table, while the facilitator stands on the other end of the table.
- Each participant has a TT racket.
- The facilitator also has a TT racket, and keeps all the balls in a box/ bucket next to them. (Illustration 1)

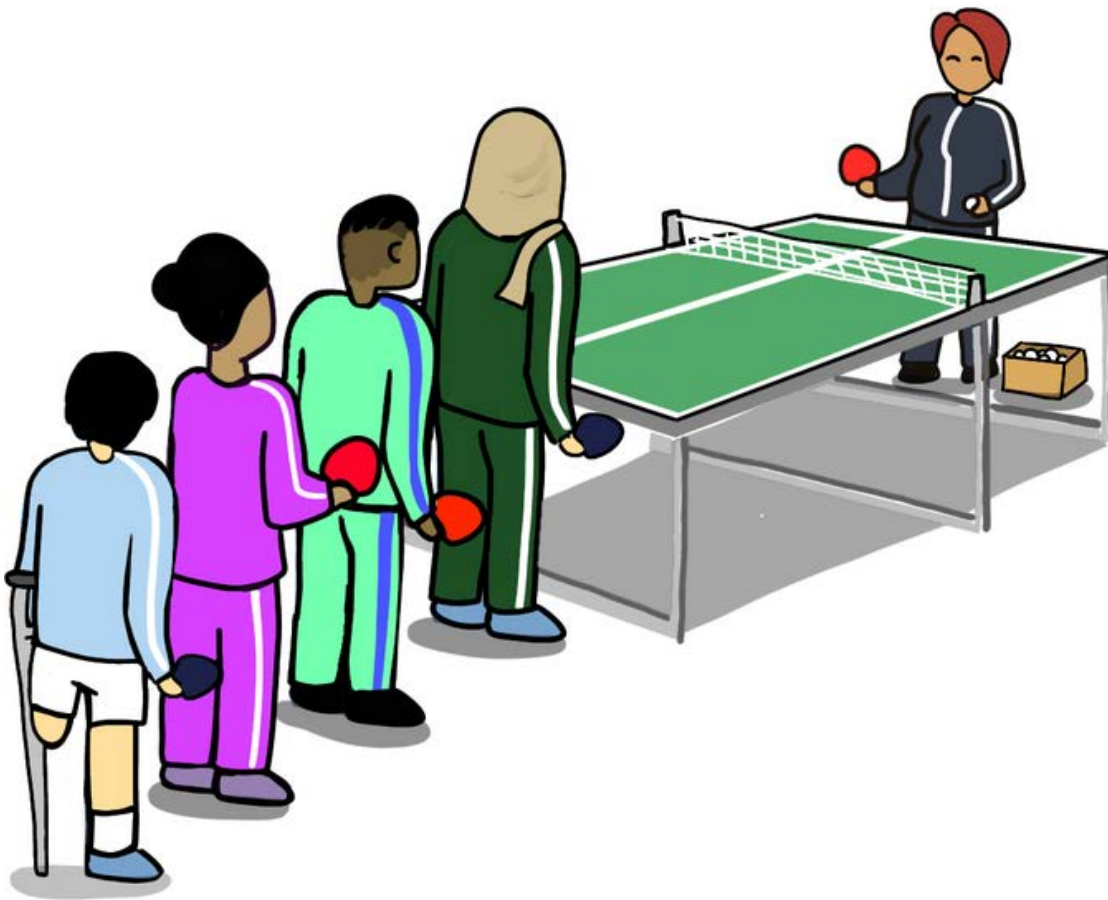


Illustration 1

Activity Steps

- The facilitator starts the activity by feeding the ball to the first participant in the line, who attempts to return the ball using a basic forehand technique.
- After hitting the ball, the participant joins the back of the line, and the next participant in the line continues with the activity. (**Illustration 2**)
- The facilitator continues the activity till all the balls are exhausted.
- The facilitator repeats the activity, however, this time around the participants attempt to return the ball using a basic backhand technique.

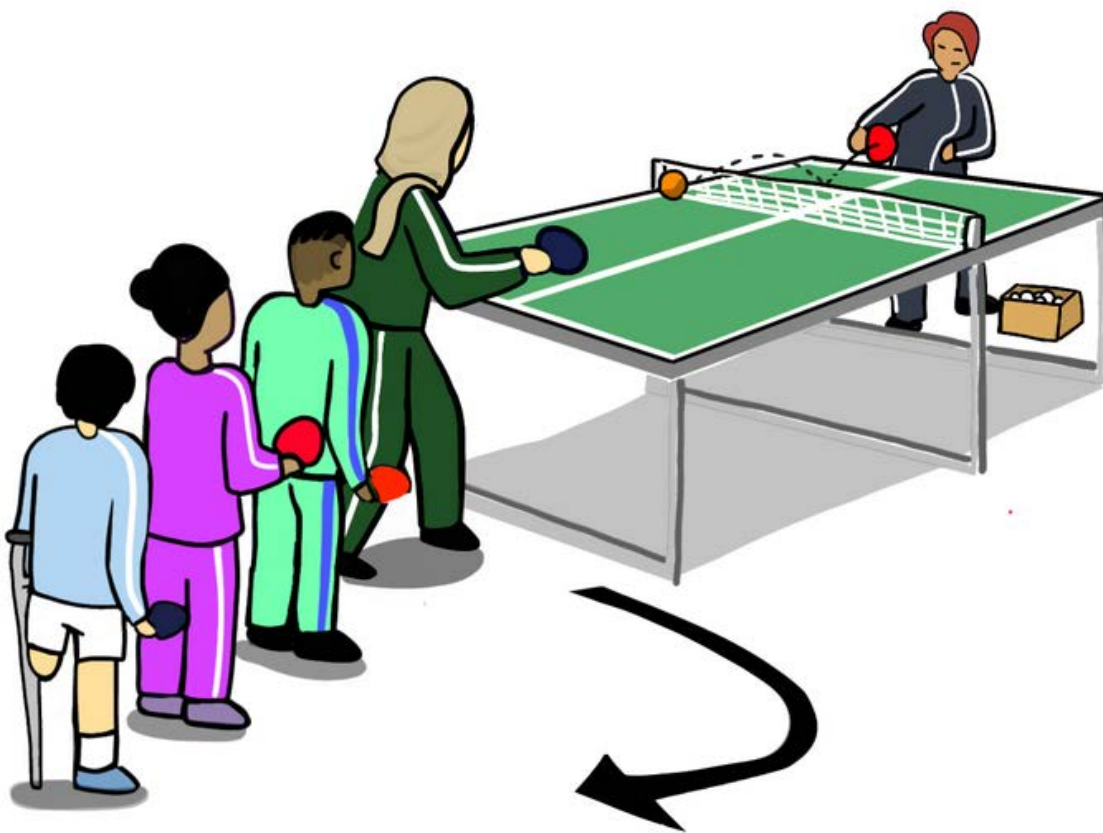


Illustration 2

Progressions/ Regressions

- Instead of getting just one opportunity to return the ball, each participant gets three opportunities, after which they join the back of the line.
- The facilitator continues a rally with each participant after feeding the ball; at the end of the rally, the participant joins the back of the line.



Notes for the facilitator:

- *It is important to consider the age and physical level of the participants when conducting this activity, as some participants may need more time to get comfortable with the techniques.*
- *The facilitator should ensure that the participants who are waiting for their turn are suitably engaged in some form of table tennis activity or an alternative task.*
- *The facilitator may be required to change or modify the design of the activity to suit the needs of participants with disabilities.*
- *The facilitator is encouraged to think out of the box to use existing or alternate equipment in case adequate table tennis equipment is not available.*

Review and Evaluation

Key Messages (for the facilitator):

- Forehand
 - Be in ready position, with racket beside body at hip height.
 - Contact ball with racket moving through the ball and finishing in front.
- Backhand
 - Be in ready position and move racket in front of stomach.
 - Contact ball with racket moving through the ball and finishing in front.

De-brief with participants:

- How well were you able to perform the forehand and backhand? What went well and what needs improvement?
- What are the main aspects of the forehand? Could you demonstrate this to the other participants?
- What are the main aspects of the backhand? Could you demonstrate this to the other participants?

Reference: *This activity was adapted from ITTF Level 1 coaching manual*

Variations for Basic Table Tennis Activities

This section provides some variations to adapt the activities provided within the theme of *Understanding Table Tennis* to diverse contexts and situations. The facilitators should keep the following factors in mind to implement these variations meaningfully:

- The age and physical ability of participants must be considered while conducting the activity as some participants may take more time than others to get comfortable with certain movements, techniques and exercises given in the activities. For example, the facilitator may be required to modify the rules of a doubles/singles match or change the warm-up and cool-down exercises to suit the needs of participants belonging to different age groups and with certain disabilities.
- In a situation where the required equipment is not available, the facilitator can utilise suitable alternatives that could help them conduct the activity. For instance, instead of a proper table tennis racket, a homemade racket made of cardboard can be substituted and similarly, cones can be replaced with small reusable water bottles.
- Depending on the socio-cultural context in which the activity is being conducted, the physical proximity with the participants must be considered while teaching the various techniques and movements involved in the activities.



FURTHER RESOURCES

Adapted Sport Manual

Peace and Sport

https://ittffoundation.org/get-inspired-tt-dream-building?file=files/cms/get-inspired/gi-tt-dreambuilding/adapted_sport_manual.pdf&cid=18653

Beyond the gender binary: A guide toward trans and non-binary inclusion in sport for development

Laureus Sport for Good Foundation

<https://www.sportanddev.org/en/document/manuals-and-tools/beyond-gender-binary-guide-toward-trans-and-non-binary-inclusion-sport>

Bounce it Back

Rowan Fajerman & Patrick Wuertz (ITTF Oceania)

<https://ittffoundation.org/get-inspired-tt-dream-building?file=files/cms/get-inspired/gi-tt-dreambuilding/bounce-it-back-table-tennis-school-manual.pdf&cid=18589>

Building Handcrafted Table Tennis Tables

ITTF Foundation

<https://ittffoundation.org/get-inspired-tt4all>

Framework Children Youth Competences Sport for Education SDG4

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (the German Agency for International Cooperation)

<https://www.sport-for-development.com/imglib/downloads/Kompetenzen%20&%20IIFs/Competences%20Coaches/giz-dshs2021-en-professional-competences-coaches-sdg4.pdf>

Framework Children Youth Competences Sport for Gender Equality SDG5

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (the German Agency for International Cooperation)

<https://www.sport-for-development.com/imglib/downloads/Kompetenzen%20&%20IIFs/Competences%20Coaches/giz-dshs2021-en-professional-competences-coaches-sdg5.pdf>

Framework Children Youth Competences Sport for Health SDG3

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (the German Agency for International Cooperation)

<https://www.sport-for-development.com/imglib/downloads/Kompetenzen%20&%20IIFs/giz-dshs2020-en-sdg3-competences-children-youth.pdf>

Framework Professional Competences S4D Coaches Sport for Education SDG4

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (the German Agency for International Cooperation)

<https://www.sport-for-development.com/imglib/downloads/Kompetenzen%20&%20IIFs/giz-dshs2020-en-sdg4-competences-children-youth.pdf>

Framework Professional Competences S4D Coaches Sport for Gender Equality SDG5

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (the German Agency for International Cooperation)

<https://www.sport-for-development.com/imglib/downloads/Kompetenzen%20&%20IFs/giz-dshs2020-en-sdg5-competences-children-youth.pdf>

Framework Professional Competences Sport for Health SDG3

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (the German Agency for International Cooperation)

<https://www.sport-for-development.com/imglib/downloads/Kompetenzen%20&%20IFs/Competences%20Coaches/giz-dshs2021-en-professional-competences-coaches-sdg3.pdf>

Framework Professional Competences S4D Coaches Sport for Social Cohesion SDG 10

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH (the German Agency for International Cooperation)

<https://www.sport-for-development.com/imglib/downloads/Kompetenzen%20&%20IFs/Competences%20Coaches/giz-dshs2022-en-professional-competences-coaches-sdg10-social-cohesion-and-inclusion.pdf>

Grassroots Ping Pong Diplomacy

ITTF Foundation

https://ittffoundation.org/get-inspired/get-inspired-ping-pong-diplomacy?file=files/cms/get-inspired/gi-ppd/ppdtoolkit2022_new.pdf&cid=26010

International Safeguards for Children in Sport

International Working Group, Safeguarding Children in Sport

<https://safeinsport.org/wp-content/uploads/2021/11/International-Safeguards-for-Children-in-Sport-English.pdf>

Playing for life-Table Tennis

Australian Sports Commission

https://ittffoundation.org/get-inspired-tt-dream-building?file=files/cms/get-inspired/gi-tt-dreambuilding/playing_for_life_table_tennis_manual_v2.0_-_26_2_14.pdf&cid=18590

Safeguarding athletes from harassment and abuse in sport: IOC Toolkit for IFs and NOCs

International Olympic Committee

https://ittffoundation.org/get-inspired-tt4all?file=files/cms/get-inspired/gi-tt4all/gender-equity/ioc_safeguarding_toolkit_eng.pdf&cid=25973

Smash down barriers: Table Tennis Disability programme

Table Tennis Australia

https://ittffoundation.org/get-inspired-tt-dream-building?file=files/cms/get-inspired/gi-tt-dreambuilding/smash-down-barriers_manual_hr.pdf&cid=18658

Sport for All Manual

ITTF Foundation

<https://ittffoundation.org/get-inspired-tt4all>

Sport for Generation Equality Framework

UN Women

<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/News%20and%20events/Stories/2020/Sport-GenerationEquality.pdf>

Tackling Homophobia in Sport

Pro Sport Development

<https://drive.google.com/file/d/1V82NXVhHkRqp42XQ7XeHcaDdisa7e5Dj/view>

The International Table Tennis Federation Handbook

International Table Tennis Federation

<https://www.ittf.com/handbook/>



About the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), works towards developing approaches using sport in German development cooperation, in order to significantly contribute to the UN Sustainable Development Goals (SDGs). Throughout the years, GIZ has developed and tested a number of sport for development strategies, approaches, and methods in various countries, together with local, national and international partners from politics, civil society, economy and science.

Learn more at www.sport-for-development.com/home | www.bmz.de/en | www.giz.de/en



About ITTF Foundation

The ITTF Foundation is a global sport for development organisation working at the grassroots, national and international level, using table tennis to empower communities in order to enhance health, inclusion, and socio-economic development of people around the world, in alignment with targeted UN SDGs, and development priorities across our member associations. We do this through capacity building, projects at the grassroots, and forming strategic partnerships to increase the use of Table Tennis for social development outcomes.

Learn more at www.ittffoundation.org/home



About Pro Sport Development (PSD)

PSD is a social enterprise based in India that uses sport as a tool for the holistic development of children and youth. PSD is one of ITTF Foundation's Dream Building Fund recipients, with experience of using table tennis for development at the community level.

Learn more at www.prosportdev.in

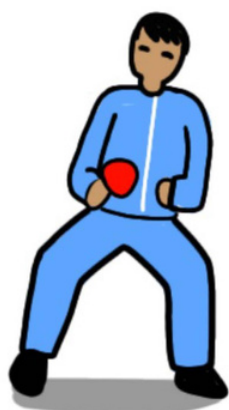
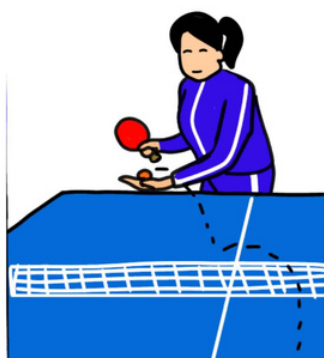


TABLE TENNIS FOR DEVELOPMENT

The Table Tennis for Development handbook is a joint collaboration between the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), the ITTF Foundation and Pro Sport Development, to enable the use of table tennis globally to achieve social development outcomes, aligning with the United Nations' Sustainable Development Goals (SDGs).