



SPORT BUILDS GENERATIONS

A PRACTICAL GUIDE TO SPORTS AND LIFE SKILLS



PUBLISHED BY

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, 2019

ADDRESSES OF THE COMPANY

Dag-Hammarskjöld-Weg 1-5
65760 Eschborn
Telephone: +49 (0) 6196 79-0
Info@giz.de
www.giz.de
Germany

WRITTEN BY

Natascha Muth, Nicolas Wirsich

CONTRIBUTIONS

Maryana Al-Haddad
Mohammed Al-Khasawneh
Jamal Al-Lahham
Zina Al Sadi
Tereza Al Odat
Mareike Broermann
Ulrich Klar
Johanna Lechner
Noah Lichtenthaler
Naomi Putz
Henning Schick
Yasmeen Shabsough
Laura Stolz
Dr. Ahamad Qasim Mohammad
Nihad Ibrahim Teib
Dilshad Aldoski
Jihan Sinjari
Samyan Barwari
Mareike Broermann

DESIGN, ILLUSTRATION AND GRAPHICS

Dot Media
Nizhyar Abubakir Saleem

EDITED BY

Gibran

PRINT

XXX

INFORMATION SOURCES

Based on Sport Builds Generations published in 2016

This manual is a living document. Please send your feedback and recommendations to
ahmed.mzore@giz.de

The GIZ is responsible for the content of this publication.

By order of the Federal Ministry for Economic Cooperation and Development (BMZ) of Germany

CODE OF CONDUCT

I hereby pledge to commit to my certification as a S4D Coach by following the S4D Code of Conduct. I understand and respect the responsibility that comes along with my position as role model for players and students. On and off the sports ground, I commit to aspire to the highest possible standards of conduct, including:

- I recognize the well-being, safety and protection of every player above all other considerations, including the development of performance, as my primary goal.
- I respect the fundamental rights, dignity and worth of every player independent of age, gender, physical abilities, national origin or socio-economic background in all my actions.
- I represent and promote the core principles of fair play, discipline, empathy, confidence, respect and tolerance and will not ignore nor tolerate discriminatory, aggressive, racist or other misbehavior and language.
- I adhere applicable legal guidelines in all my actions and intentions will not exert undue influence to obtain personal benefit or reward.
- I ensure that all my sport related activities are appropriate to age, gender, maturity, experience, mental and physical ability of every individual I am working with.
- I recognize the limitations of my particular competencies and expertise as a coach and will call in specialists in reasonable cases (e.g. police, psycho-social therapists, medical care, parents, 3rd party coaches or other official bodies) in order to ensure the best interests of the child.
- I support the enforcement of the rules of the game as well as legal frameworks and will not tolerate the use of performance-enhancing drugs' or techniques.
- I strive towards an appropriate working relationship with each player based on mutual trust and respect.
- I encourage and guide players to assume responsibility for their behavior and performance.
- I communicate my expectations transparently to every player (and, where appropriate, parent) and as well as what they are entitled to expect from me.

I understand and I will act according to this Code of Conduct.

Signature

Town / City

Date





Project Description

UNCERTAIN FUTURE FOR CHILDREN AND YOUTH

In its adoption of the 2030 Agenda in 2015, the United Nations General Assembly formulated 17 Sustainable Development Goals (SDG), including goals for urgent social and economic development issues such as health, education, gender equality, and social justice.

With the rapid population growth in Jordan and Iraq by the emerge of the so-called Islamic State and the civil war in Syria, the implementation of these goals has become more difficult. Both in Jordan and Iraq, those seeking refuge live mostly outside the refugee camps in host communities. The population, especially in the Kurdistan Region of Iraq has significantly increased since 2014. Under these circumstances, local governments and schools in camps and host communities face enormous challenges to ensure basic services for all parts of the population.

Most affected by those challenges are children and youth; high youth unemployment, difficult access to qualitative education, health services, sports programs, and leisure time activities contradict the ambitious goals and have led to growing social tensions. However, sport in particular has proven to be a key driver for tackling social and economic challenges. Sport enables children and youth to get to know each other, build a sense of mutual understanding, and foster new friendships regardless of age, gender, physical abilities, national origin, or socioeconomic background. Moreover, sport has the potential to prevent and counteract destructive conflicts among local citizens, refugees, and internally displaced people through shared experiences of joy and success. In the light of the SDG, sport empowers young people to realize their potential and ultimately contributes to the success of the 2030 Agenda.

EXCHANGE, EDUCATION AND CONFLICT TRANSFORMATION THROUGH “SPORT FOR DEVELOPMENT”

Sport for Development (S4D) is an educational approach to practicing sport that improves the lives of children and young people in Jordan and Iraq. The GIZ S4D program aims to utilize S4D in host communities and camps to promote psychosocial support, social cohesion, nonviolent conflict resolution, and gender equality. The program is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ) of Germany.

Project activities are developed and implemented in close collaboration with the Ministry of Education (MoE) of Jordan, the Jordan Olympic Committee (JOC), the University of Dohuk, Iraq and the German Olympic Sports Confederation (DOSB), the German Football Federation (DFB).

PARTNERING WITH SCHOOLS, COMMUNITIES AND CAMPS

The GIZ S4D program provides female and male teachers, coaches, social workers, and multipliers with practice-oriented qualifications in utilizing the S4D approach in schools (formal settings), community/youth centers and child friendly spaces inside and outside of camps (informal settings). Certified S4D coaches incorporate basic principles for peaceful coexistence like empathy, fairness, tolerance, respect, self-confidence, and discipline into their daily sport sessions. The scientifically acknowledged S4D methodology recognizes all facilitators of sport activities as central role models for children, youth, and the community. They carefully support the holistic development of both sportive and social skills of children and adolescents. Though they are open to all parts of society, the S4D sessions particularly support those who are especially vulnerable and encourage girls and young women to get actively involved. This manual serves as a programmatic framework and practical guide for all field-level S4D coaches to promote positive, sustained, and holistic development among young people.

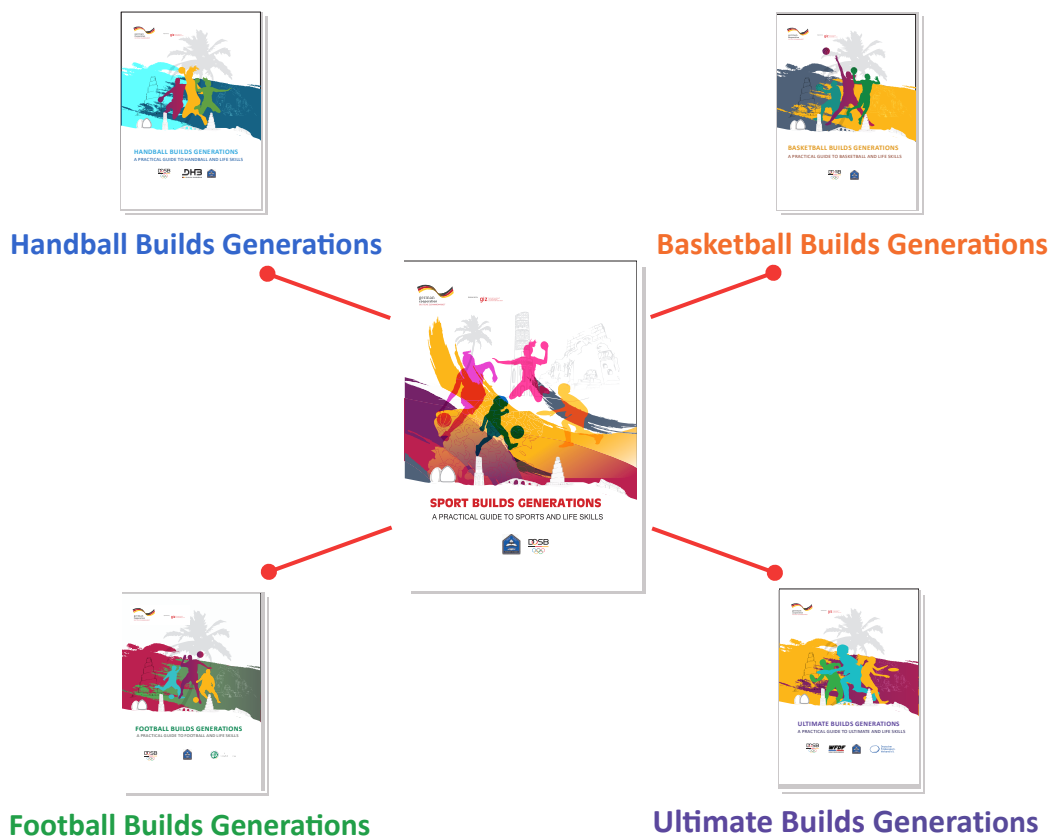


COLLECTION OF S4D MANUALS

The S4D methodology is designed to be applicable with many different sports. Therefore, it is essential to provide those implementing the methodology with the know-how found in the Sport Builds Generations manual. The Sport Builds Generations manual provides a solid foundation and should be used with complimentary, sport-specific manuals.

The Sport Builds Generations manual is the foundation for the GIZ S4D program and explains the methodology of the holistic development of a player, the role and responsibilities of a coach, and the contribution of sport to address global social challenges.

The sport-specific Basketball, Handball, Ultimate Frisbee and Football manuals are supplements to Sport Builds Generations, focusing on technical sport-specific topics and offering examples for training sessions. These manuals were written in cooperation with experts from the respective sports. Regardless of which sport is being used to implement the GIZ S4D methodology, the Sport Builds Generations manual should always be used together with the relevant sport-specific manual.



Chapter I

The Role of the Coach in the
Development of a Player

Chapter II

Practical Guide for the Coach

Chapter III

Age-Specific Training
and Games

Chapter IV

Sport's Role in Facing
Global Social Challenges

Chapter V

Tasks Around the Training

Chapter VI

Training Sheets



Contents

FOREWORD	5
PROJECT DESCRIPTION	6
COLLECTION OF S4D MANUALS	8
INTRODUCTION TO THE “SPORT BUILDS GENERATIONS” MANUAL	13

CHAPTER I : THE ROLE OF THE COACH IN THE DEVELOPMENT OF A PLAYER

1.1 Introduction.....	17
1.2 Coach as a Role Model	18
1.2.1 Different Roles and Responsibilities of the Coach	18
1.2.2 Necessary Skills of a Coach	20
1.3 Age-Specific Development Phases	24
1.3.1 Dimensions of Development	24
1.3.2 Development Phases.....	26
1.4 Age-Appropriate Teaching Goals	28
1.4.1 Interaction of Sportive and Social Skills	28
1.4.2 Long Term Development.....	29
1.4.3 Teaching Goals for Different Age-Groups	30
1.5 Methodology	32

CHAPTER II : PRACTICAL GUIDE FOR THE COACH

2.1 Introduction.....	37
2.2 Goal-Oriented Training Structure.....	38
2.3 Organizing a Training Session	40
2.3.1 Plan the Session	41
2.3.2 Conduct the Session	46
2.3.3 Evaluate the Session.....	48

2.4	Tips for Facilitating S4D Training.....	50
2.4.1	Implementing a Good Sensitization	50
2.4.2	Implementing a Good Reflection	52
2.4.3	Organize Space Efficiently.....	54
2.4.4	Divide Groups	56
2.4.5	Use Rituals	58
2.4.6	Learning by Doing	59
2.4.7	Freeze Method	59
2.5	Creating a Safe Environment	60
2.6	Ensuring a Social and Motivational Environment.....	63
2.7	Engaging Children and Youth Through Sport.....	64
2.8	Dealing with Conflict Situations.....	66

CHAPTER III : AGE-SPECIFIC TRAINING AND GAMES

3.1	Introduction.....	71
3.2	Handball: Children Under 9 Years	74
3.2.1	Regular Training Session - Checklist	79
3.2.2	Sport Class Training Session - Checklist	83
3.2.3	The Game of Handball.....	86
3.3	Football: Children from 9 to 12 years.....	88
3.3.1	Regular Training Session - Checklist	92
3.3.2	Sport Class Training Session - Checklist	96
3.3.3	The Game of Football	100
3.4	Basketball: Youths from 13 to 16 years old	102
3.4.1	Regular Training Session - Checklist	106
3.4.2	Sport Class Training Session - Checklist	110
3.4.3	The Game of Basketball.....	113
3.5	Ultimate: Youth 16 years and older	116
3.5.1	Regular Training Session - Checklist	120
3.5.2	Sport Class Training Session - Checklist	124
3.5.3	The Game of Ultimate	127
3.6	Fun Games for Every Occasion.....	130

CHAPTER IV : SPORT'S ROLE IN FACING GLOBAL SOCIAL CHALLENGES

4.1 Sustainable Development Goals (SDGs).....	139
4.2 Environmental Awareness.....	142
4.3 Gender Equality	146
4.4 Disability Inclusion	150
4.5 Violence Prevention	156
4.6 Trauma Sensitive Practice in Sports	164
4.7 Vandalism Prevention	168
4.8 Nutrition, Hygiene and Health.....	170

CHAPTER V : TASKS AROUND THE TRAINING

5.1 Introduction.....	179
5.2 First Aid Guide	180
5.3 Implementing a Good Stretching Routine	183
5.4 Equipment	188
5.5 Organizing Sport Festivals and Tournaments.....	189
5.5.1 Sport Festival Structures.....	190
5.5.2 Tournament Structures.....	191

CHAPTER VI: TRAINING SHEETS

6.1 Structure of a Regular Training Session	197
6.2 Planning/Monitoring Sheet	198
6.3 Legends for Drawing Drills	200



Hello there!
My name is Karam,
I will accompany you through this manual. Whenever you find me, I might have a helpful tip that could make the difference between a good and a fantastic coach. Let's work together to make a change in sport!



INTRODUCTION TO THE “SPORT BUILDS GENERATIONS” MANUAL

The Sport Builds Generations manual serves all field-level S4D coaches and teachers as a practical guide for the daily work with children and youth. It is designed to be used in combination with complementary, sport specific manuals. The content is divided into six chapters:

Chapter 1

“The Role of the Coach in the Development of a Player” introduces the 4 central components of S4D: The Coach as a role model and reference person for children, who considers Age-specific Development Phases when deciding on Age-appropriate Sportive and Social Teaching Goals, which are applied using fun and participatory Methodologies.

Chapter 2

“Practical Guide for the Coach” explains the unique Goal-oriented Structure of a Training Session and provides know-how and practical tips on how to organize and facilitate S4D sport sessions. Based on this, it introduces pedagogical principles to ensure a safe, motivational, participative and conflict sensitive S4D program.

Chapter 3

“Age-Specific Training and Games” highlights the age-specific differences when applying the S4D approach by showcasing Regular Training Sessions (Informal Education in community centers) and Sport Class Training Sessions (Formal Education in schools) of 4 sport different disciplines.

Chapter 4

“Sport’s Role in Facing Global Social Challenges” deepens the understanding on how S4D contributes to achieve the Sustainable Development Goals (SDGs) by addressing urgent social challenges.

Chapter 5

“Tasks Around the Training” provides additional practical guidance on First Aid and the organization of tournaments and sport festivals.

Chapter 6

“Training Sheets” provides templates to plan/monitor both regular and school sport class training sessions that coaches and teachers can use to draw and design their own sessions.

The development of this manual is the result of GIZ’s extensive experience in applying S4D programs in countries around the world. The Sport Builds Generations manual was developed in close cooperation with local coaches, teachers and experts from the field of Sport for Development. It is benefited from the input, feedback and critical reflections the University of Dohuk, College of Physical Education.

Eventually, we would like to point out that this second publication is a continuously evolving manual. Experiences and findings of its implementation will be considered and entail further revisions.

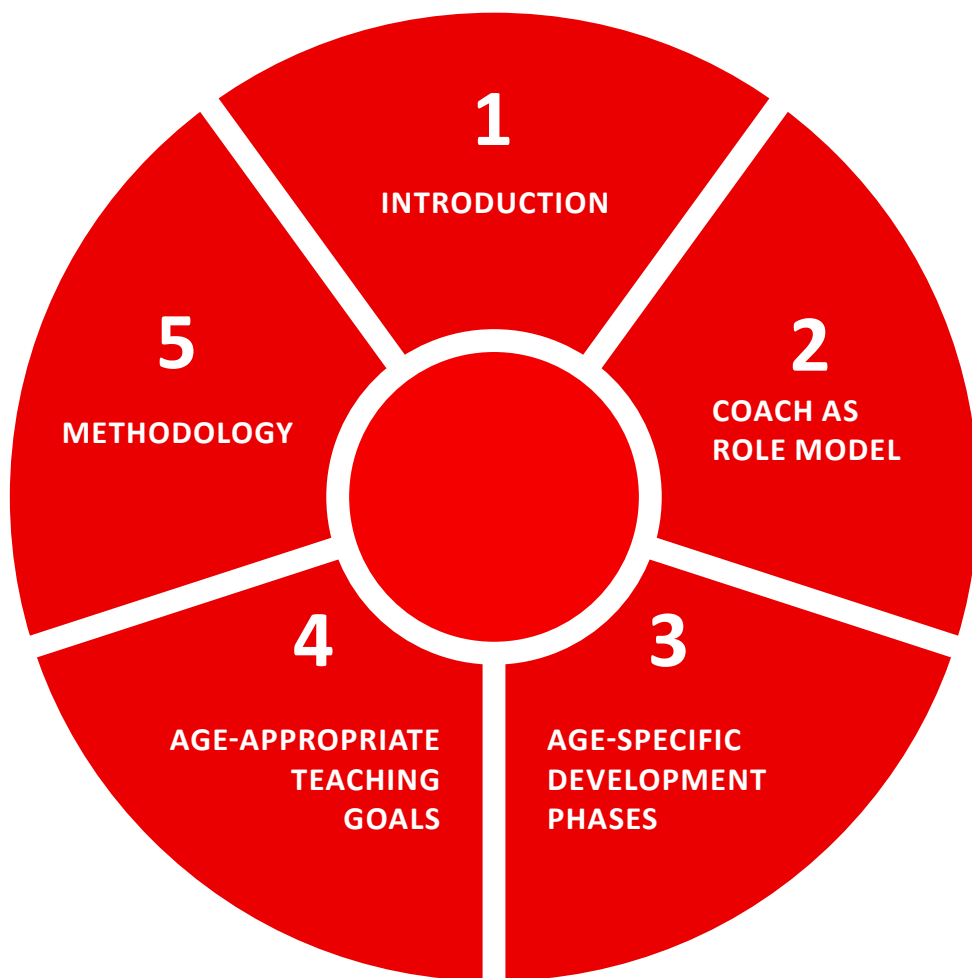
S4D is a unique way to practice sport that shapes young people's lives across the world. It understands the passion for sport as a key driver to establish principles like fair play, discipline, empathy, confidence, respect and tolerance.



CHAPTER I

THE ROLE OF THE COACH IN THE DEVELOPMENT OF A PLAYER





1.1 INTRODUCTION

This chapter introduces the four parts of the S4D approach that can be taken as guiding principles for coaches when preparing and conducting an S4D sport program (shown in the graphic below).



The first part of the S4D concept describes the central position of the coach as a role model when working with young people. Being aware of this role, he/she must encourage a behavior children and youth should imitate both on and off the sports ground. Second, the coach must understand the age-specific development phases of children and youth, which describe the characteristics of an age group in terms of their social, mental (cognitive/emotional), and physical development. A holistic stimulation and guidance must be provided by the coach through the combination of age-appropriate social and sportive teaching goals. It is only with the balanced development of all aspects of personal learning and growth that positive long-term development can be achieved. To apply these goals on the field, the coach needs to decide on fun and participatory methodologies. The following subsections will explain the procedure in detail.

1.2 COACH AS A ROLE MODEL

Players face a wide range of internal and external challenges while growing up, but they all have one thing in common: they love playing sports. The coach can take advantage of this excitement by providing high-quality training that improves sportive and social skills at the same time. With the important role of a S4D coach for the development of his/her players, he/she will have certain obligation and thus must have certain abilities to deal with those obligations.

As an important part in the education and development of children and youth, coaches should be aware of their responsibility to their community, as well. They are therefore not only a role model for their players, but for the whole community. Coaches must keep in mind that they influence the development of both and act accordingly to promote peaceful coexistence.



By orienting yourself by the code of conduct at the beginning of this manual, you can develop behaviors that will support your players on their way to becoming positive examples within their communities.

Coaches have to live in line with the values they convey to be authentic role models and should be willing to constantly evolve to meet the different needs of their players.

This chapter describes the tasks and responsibilities arising from being a role model and an important part in the social and sportive development of children and youth.



1.2.1 Different roles and responsibilities of the coach

Coaches working with children and youth must always be aware that the care and support of young players transcends victories and championship titles. Coaches accompany young people in their search for identity as well as their sportive and personal development.

Young people can easily be influenced, which creates a responsibility that coaches must always be aware of. Their behavior on and off the sports ground will be observed by children and adolescents and influence their own behavior, which is why coaches must keep in mind to act in a way they wish the players will behave. Coaches' behavior can make a significant difference in the children's future, both in terms of their athletic and personal careers.



Be aware of your actions and how they impact children and youth.
Lead by example and demonstrate consistency between the values
you teach and your actions.



Being a role model means to always lead by example, which ranges from a healthy lifestyle to nonviolent conflict intervention. If the coach is a positive role model, children and adolescents will look up to him/her, and he/she will play an important role for them in their whole life.

A coach is not a static role; instead, coaches must adapt to the needs, expectations, and abilities of the children and create a dynamic learning environment in which the development and strengths of each child are challenged and promoted by the joy of playing, as well as an atmosphere of understanding and a high willingness to learn and grow together. A coach is a consultant who supports the players in different situations, a mediator who solves conflicts without violence and strengthens the team through communication, a motivator who never lets the team forget the fun of the game—win or lose—and a mentor whom the team trusts and who knows, appreciates, and encourages the personalities of the players.



1.2.2 Necessary skills of a coach

A coach must incorporate different skills that reach beyond purely methodical-technical and sportive skills. The personal, social, communicational, and organizational skills of the coach are also essential for the development and motivation of the children and youth.

Social Skills

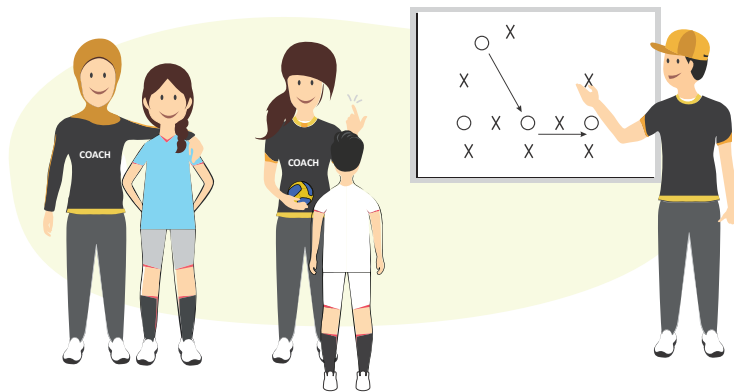
The coach as advisor beyond training and matches

Organizational Skills

The coach as an organizer of training and matches

Methodological Skills

The coach as an assistant in the learning process



Personal Skills

The coach as a positive role model

Technical Skills

The coach as a tactical-technical expert

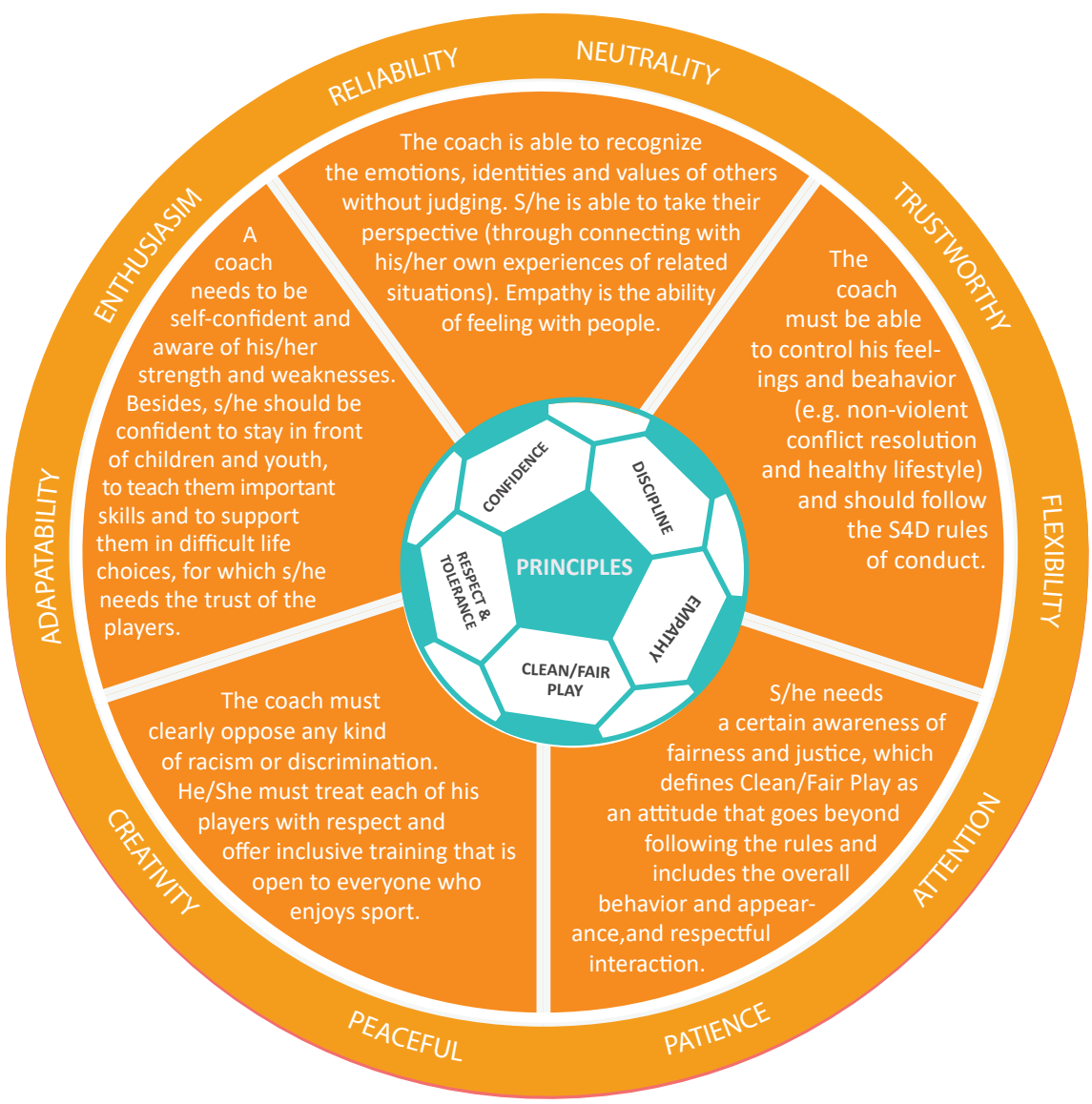
Communication Skills

The coach as a motivator and active listener

Personal Skills

The S4D approach follows the principle of protecting the child from any kind of harm. Therefore, instead of using physical punishment or verbal abuse to discipline a child, coaches need to adopt nonviolent forms of behavior management. They are the promoters of fair play, respect, and the fun of the game.

It is easier for children and youth to learn through role models. He/she has to lead by example to teach players how to interact with each other, how to control anger, and how to communicate with each other. For this reason, it is important that a coach understands and internalizes the five basic principles of our S4D approach.

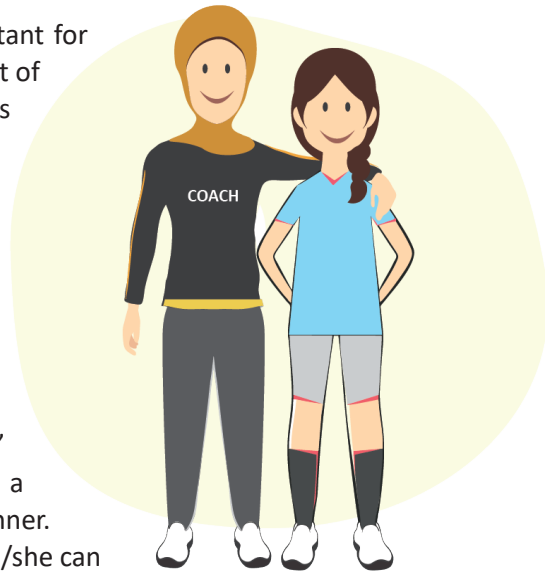


Social Skills

Social skills will help a coach relate to, have compassion for, and connect with the children he/she is working with. He/she should know their background, school and family situations to understand their personal situation and react accordingly.

A good relationship among all parties is important for a successful training and long-term development of the players. Coaches should build relationships based on trust and mutual understanding. It is therefore an absolute necessity for them to be empathetic and put themselves in other people's shoes, proving their emotional flexibility. This facilitates communication on both sides, improves the flow of information, and strengthens the whole team.

Through a deeper understanding of the players' feelings and thoughts, the coach can train in a much more goal- and target-group-oriented manner. By knowing his/her team and being part of it, he/she can better communicate social interactions to them such as solving conflicts peacefully through communication and cooperation.



Communicational skills

Communication is the key to creating a motivational and social environment where children can grow to meet their potential. Through positive expression and encouragement, coaches will increase kids' willingness to learn and foster their ambitions to improve. Instead of admonishing children by pointing out what they still need to learn, coaches need to encourage them by emphasizing what they already do well and how their abilities have developed.



To maximize a child's effort, always encourage him/her and teach him/her to appreciate others' work so that children with different abilities or learning capacities will not feel inferior to their peers.



Coaches must not only pay attention to how they talk to their players, but also to what the players tell them. Therefore, they must listen actively to understand the deeper meaning of what the children are telling them. They should register movements, body language, tone of voice, and facial expressions to give speakers their full attention. Active listening makes a speaker feel that he/she is taken seriously, is respected, and is being treated as a valued individual.

Coaches need to be aware that both nonverbal and verbal communication are essential for the development of the kids and the establishment of a team spirit. The children's facial expressions, gestures, and posture say a lot about their feelings, and a coach has to adapt his/her own behavior to them. At the same time, he/she has to be aware of his/her nonverbal communication and can use this to support and motivate the children and youth.

Organizational skills

A coach needs to be organized to keep an overview of his/her training conditions to provide efficiency and increase productivity. He/she should ensure that everything is well prepared and on time. The coach can creatively adapt his/her training to the surroundings and is flexible enough to find alternative implementation methods (See Section 2.3 "Organizing a Training Session" for practical tips).

He/she should also be able to organize and conduct larger events such as tournaments, matches, and team events.

Methodological skills

The coach achieves his/her teaching goals through a wide variety of fun-oriented, participative, and learner-centered methods that he/she can adapt to the children's different development phases (See Section 1.5 "Methodology").

Technical skills

Children and youth go to sport training sessions to improve their skills and expect that the coach will help them enhance their sport-specific skills. For this reason, every coach needs to have a certain knowledge of the sport he/she is teaching. The rules of the game and the different tactical strategies are also important skills for helping along the sportive and physical development of a child.



1.3 AGE-SPECIFIC DEVELOPMENT PHASES

Analyzing the characteristics of the players is the first step when planning a S4D program for children and youth. The following sections describe the Dimensions of Development and age-specific differences between the Phases of Development.

1.3.1 Dimensions of Development

When growing up, children need well-guided support to establish fulfilling relationships, cope with life's challenges, successfully complete their education, and take care of themselves and their families. Sport can be used as a catalyst for the holistic development of children and adolescents. Beside the positive effects on the physical abilities of young people, it also positively influences the social and mental dimensions of development.



Social

Children and youth need to learn to cooperate with others and to build relations based on trust and mutual understanding. To develop social skills, they have to live and grow up in a social environment that is safe and inclusive for everyone. Through their relationships with their family, peers, friends, and classmates, they learn values and gain knowledge about how to live together in peace. Furthermore, they build their own identities and develop an idea of their social roles in society.

The S4D approach helps to strengthen social relations and improve social skills by fostering in children the ability to make friends and learn trust, empathy, respect, and tolerance for others by abandoning stereotypes and prejudices and improving their ability to cooperate, manage conflicts, and respect rules.

Mental

Cognitive:

The cognitive dimension of human development is an essential part of growing up to be independent and make carefully considered life choices. Therefore, various intellectual areas need to be trained, which includes increasing the attention span, improving the memory, and developing a better understanding of complex interrelations and better problem-solving skills.

The S4D approach enhances the development of intellectual capacity to focus, to observe, to reflect, to anticipate, to think logically, to put strategies in place, to make decisions, and to solve problems.

Emotional:

Children and youth need to feel appreciated and supported in their actions. They need affection and attention at home, in school, and also in the training sessions. They have to learn how to manage their feelings by communicating with each other. Especially if children and youth are coping with strong feelings like anger, frustration, or fear, the support of the coach and their social environment is crucial.

The S4D approach improves the awareness and management of emotions by teaching children and youth the ability to cope with negative feelings and to manage aggression. Furthermore, sports help to develop self-awareness and self-confidence.

Physical and Sportive

Practicing sport is an essential part of healthy development. Thus, it is important that education about living a healthy life starts early and that children and youth get used to being physically active. Physical exercise, good nutrition, and avoiding smoking and alcohol are important factors in lowering the risk of obesity and health problems.

The S4D approach stimulates movement skills and helps children and youth develop physical abilities like flexibility, strength, endurance, speed, coordination, orientation, reaction, rhythm, balance, and body awareness.

The use of sport activities is well suited to the needs of young people in all age groups.

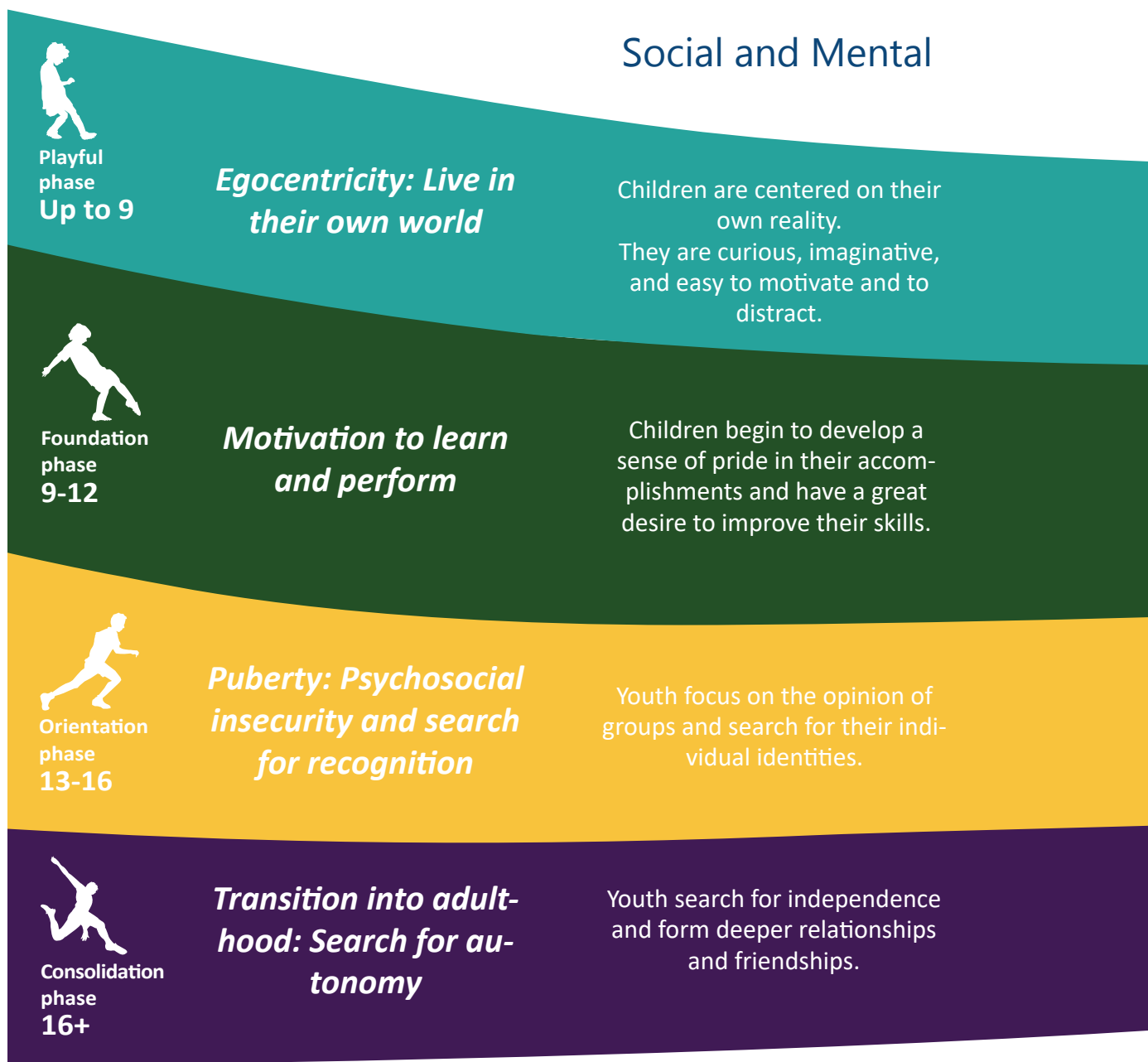
Not only will they enjoy such activities, but sports also address all three dimensions of their development. For more detailed information on how a S4D training program contributes to age-specific development, (See the Age-Group-Specific Introductions in Sections 3.2, 3.3, 3.4, 3.5) of this manual.

When working with children, try to understand their behavior, feelings, thoughts and physical abilities. This will help you to teach in a way that suits them best.



1.3.2 Development Phases

On the way to becoming an adult, a young person experiences different stages of development. These *Phases of Development* describe how children and youth of the same age group typically behave, feel, think, and grow, while keeping in mind that not all children develop at the same pace. Each phase builds on preceding phases and paves the way for the following periods of development. The S4D model describes four phases: The Playful Phase, the Foundation Phase, the Orientation Phase, and the Consolidation Phase. The below illustration describes the main characteristics of both the social/mental and physical/sportive states of development of each age group.



1 DEVELOPMENT PHASES

Physical and Sportive

Few motor, physical and technical abilities

Children have a strong urge to move and play but few sportive abilities.

Fast progress in developing complex movements

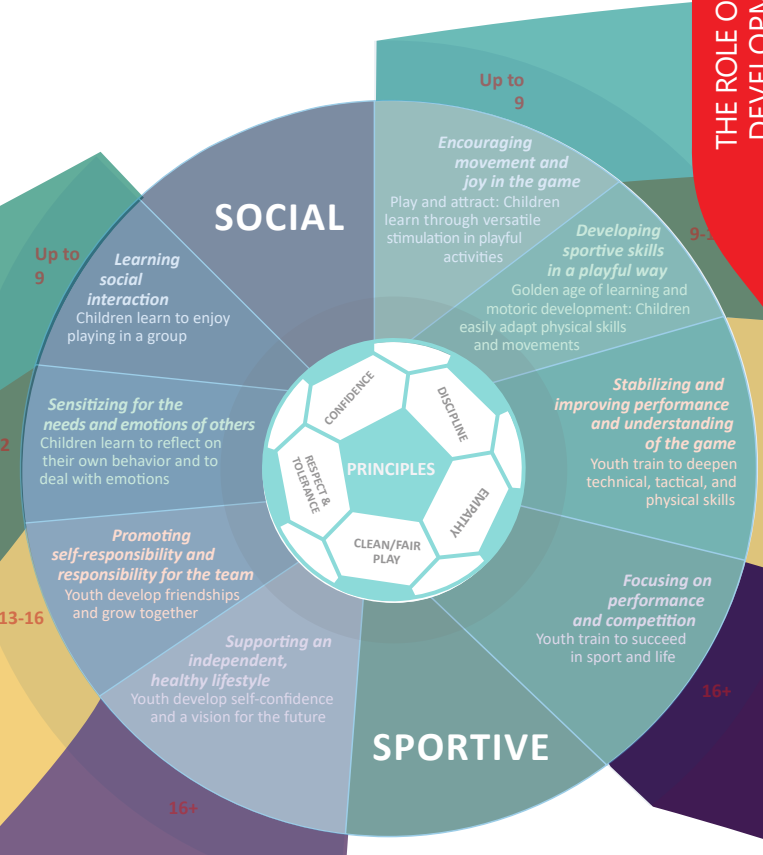
Children have increased physical capacity to improve motor and sport-specific skills.

Significant differences in physical development

Youth experience fast physical growth, and gender-specific differences become clear for the first time.

Physical consolidation and strategic behavior

Greater tactical and strategic ability.

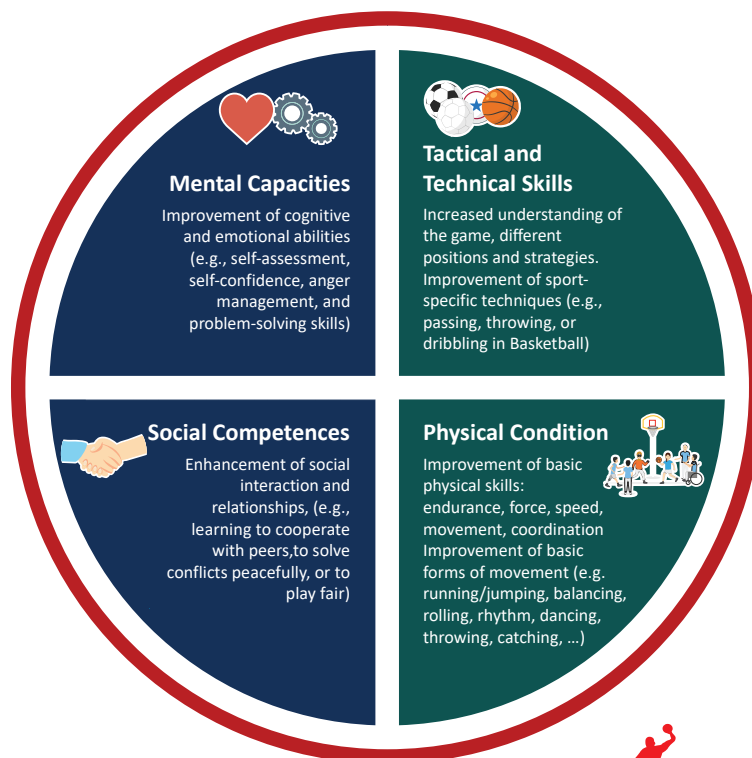


1.4 AGE-APPROPRIATE TEACHING GOALS

Setting the right learning goals, based on the understanding of the age-specific characteristics, is the second step when planning a S4D training. The following sections describe why social and sportive goals should go hand in hand and describes the teaching goals according to the four age groups. It then explores why a long-term planning and overall goals are necessary to achieve a lasting impact.

1.4.1 Interaction of Sportive and Social Skills

To foster children and youth in their development as persons and players, a holistic training program should focus on both sportive and social skills. Young people love to play, move and compete. When on the sports ground, they are motivated by the passion for sport. Sportive success, however, asks for more than a strict training on the pitch. Positive attitudes, values and comportsment will be the key for success both on and off the sports ground. As described in [Section 1.3.1 "Dimensions of Development"](#), a holistic learning approach should reflect the social and mental as well as the physical and sportive needs of the children. Hence, the S4D training program aims at two components: sportive skills, which entail the physical condition and technical and tactical skills of the players, and social skills, including mental capacities and social competencies. When planning a sport session or long-term training program, a coach should maintain the balance between all four areas.



1.4.2 Long Term Development

A Long-term Development of a player can only be achieved by defining clear overall goals. Rather than taking the alleged shortcuts towards sportive and personal progress, a coach should bear in mind what children and youth should learn in the long run. They should be supported to become self-confident, empathic, tolerant, respectful, disciplined with a sense for fair play. To provide the players with the necessary guidance, a coach should uphold a positive and kind relationship.

The overall sportive and social goals should be determined for every season or school year and serve as an orientation for every training session throughout the year. Looking at the long-term goals, each weekly session should work towards achieving these goals. Therefore, the contents of the training sessions need to be decided well in advance of the implementation phase.

In every training session, try to to meet the children’s developmental needs. This will ultimately lead toward the holistic and long-term development of your players.



A series of sessions must provide continuity, with sessions that build up on each other in a logical order. Every sessions sportive and social goals fit well into the preceding and following session. A rich and lasting training plan features versatile stimulation, includes both repetition and innovation of learning inputs and motivates children and youth to learn through fun and challenging games. With the long-term goals in mind, a coach can still react flexibly to unexpected situations and adapt his/her training while retaining a useful structure.

Keep in mind that the plan may need to be revised based on the needs and progress of your players. Training goals and activities may change depending on their interests, living situations, and general physical shape.

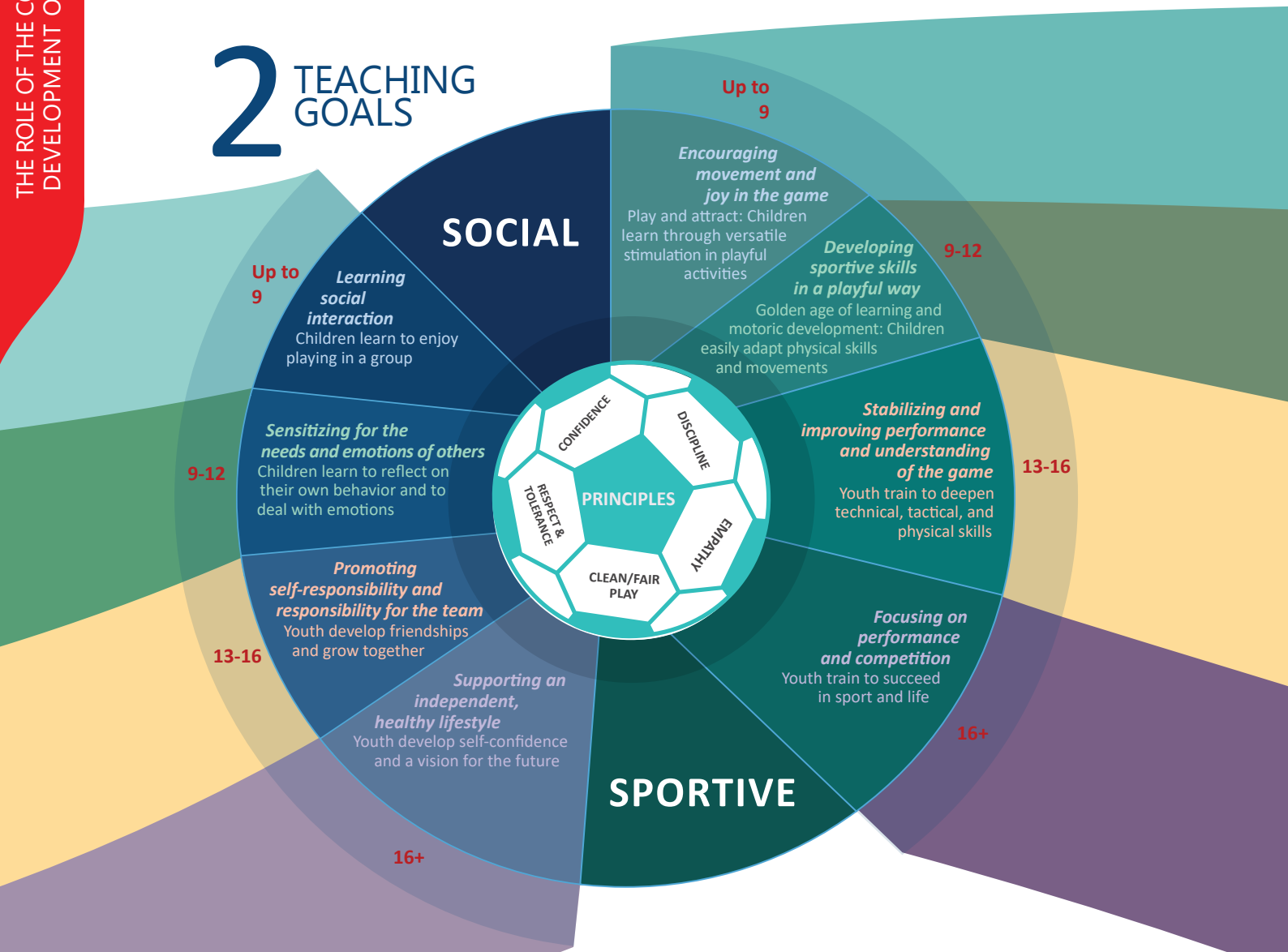


The contents and goals given in this manual should be seen as a recommendation, and every coach should choose their own based on the characteristics of his/her players. However, the process of identifying these long-term goals should be a mutual agreement among the players and the coach. Through a discussion, they can define central values and what these values mean for their everyday behavior on and off the sports ground. If the children and youth participate in the decision-making process, their willingness to hold on to the self-determined goals will be stronger (See Section 2.7 “Engaging Children and Youth through Sport”).



1.4.3 Teaching Goals for Different Age-Groups

2 TEACHING GOALS



A young person experiences different stages of development on his/her way to adulthood. At each stage of life, children and adolescents deal with personal challenges that serve as turning point in their development. Occurring questions focus either on developing personal qualities, such as individual identities, or failing to develop those qualities.

Those who are supported and encouraged by parents, teachers, or peers to deal with these questions will emerge from each stage with psychological strength that will serve them well for the rest of their lives. It is one of the main responsibilities of a coach to support his/her players dealing with obstacles in their psychological and physical development and to accompany them on their way to adulthood.

Be patient and encourage the kids to reach their full potential! Their development is a long journey, and it can be demotivating for everyone to set unrealistic expectations.



1.5 METHODOLOGY

A suitable methodology is crucial to achieve the set goals with a group of players. Identifying and applying appropriate methods can be challenging and requires preparation and experience. Despite this, every facilitator has a different character. Hence, every coach needs to identify his/her own system of proven techniques, strategies, and methods that work best for him/her.



Once you have tested and proven functional exercises, games and methods, you can always fall back on this established skill set!



These methods should meet the following criteria:

- Fit into the S4D structure of a training session
- Be participatory and learner-centered
- Be fun, versatile in order to keep the players interested
- Be adapted to the age and the specific learning capacities of the children

The S4D activities are conceived to promote feelings of success and joy and to ensure a high degree of participation. To promote the development of a positive attitude toward practicing and learning, enjoyment is emphasized rather than competition, rivalry, and victory. The age-specific characteristics and abilities of the players determine the difficulty level and duration of the games.

Analysis of Age-Specific Methods

3 METHODS

Methods

Guidelines

1-2 sessions per week

60 mins

Playful phase
Up to 9

Versatile and diverse movements in playful activities

These include simple, playful games that are easy to implement and understand and focus on basic movements.

Coach as a role model, supervisor and animator

You should promote the fun of the game and participate actively in the exercises.



2 sessions per week

70 mins

Founda-
tion phase
9-12

Sport-specific technical drills

These include progressive exercises focusing on group dynamics, motor skills, and sport-specific techniques.

Coach as a teacher and role model

You should offer your players guidance and foster active participation to encourage responsibility, team spirit, and empathy.



2-3 sessions per week

80 mins

Orienta-
tion phase
13-16

Promoting personal independence, initiative, self-confidence and participation on and off the sports ground

Complexity of the games should gradually increase, and responsibilities on planning, organizing, and implementing the training sessions should be handed over to the players.

Coach as an expert and role model

You should create opportunities for active participation, open discussions, and taking over responsibilities.



3 sessions per week

90 mins

Consolidation
phase
16+

Strengthening the individual profiles of the players through individualized training

This covers the highly complex nature of the games that strengthen both the tactical and strategic understanding of the sport.

Coach as mentor and companion

You should conduct one-on-one, open, and friendly conversations with your players.



CHAPTER II

PRACTICAL GUIDE FOR THE COACH





2.1 INTRODUCTION

Chapter 2 of this manual provides practical guidance for you as a S4D coach, teacher, or social worker applying the GIZ S4D approach in a school, sport club, or youth center. First, it introduces the S4D training structure as the framework for incorporating social skills into a training session while looking at their application both in school and in regular training after the school. Based on this, the chapter describes essential steps when organizing a training program for children and youth, including the planning, conducting, and evaluation of a training.

This is followed by practical tips on the facilitation of a training session, such as how to implement a Sensitization and a Reflection, how to organize the available space efficiently, how to divide groups in an entertaining and fair way, how to use rituals to encourage team spirit, and how to give instructions and advice in a child-friendly way.

The last section focuses on good practices and tips to set up a safe environment, ensuring a social and motivational space, engaging children and youth through sport, and resolving conflict.



2.2 GOAL-ORIENTED TRAINING STRUCTURE

The S4D training structure is a framework to incorporate social skills into a training session. This subchapter shows the structure of the two types of training sessions (TS):

1. The regular TS (70–100 minutes), mostly used in nonformal education contexts, and
2. The sport class TS (45 minutes), designed for physical education classes in schools.

Regular Training Session

INITIAL PHASE	SENSITIZATION	<p>Purpose: Introduction of the training session's social goals</p>	<p>Type of games: Fun and interactive games, which don't have to be sport-specific, in which the key to success is using that practice's social skill.</p> <p>Example: Cooperation and teamwork games in which social skills count (e.g., fair play points).</p>
	WARM-UP	<p>Purpose: Introduction of the training session's sportive goals</p>	<p>Type of games: Basic movement games (increasing agility, endurance, coordination, force, speed, and movement).</p> <p>Example: Improvement of basic forms of movement: running/jumping, balancing, rolling/turning, rhythm/dancing, throwing/catching, sliding/gliding.</p>
MAIN PHASE	MAIN PART	<p>Purpose: Training of social and sportive goals at a more complex level</p>	<p>Type of games: The main part is made up of two exercises, is target oriented, and incorporates both the social and sportive skills that were introduced in the initial phase, but at a more complex level. A proper training session should build on the exercise that came before it and progress from small to large groups and unopposed exercises to exercises with opposition.</p> <p>Example: Adding elements of competition and a tactical component to the exercises to prepare the players for a game environment and encourage them to use the social skill.</p>
FINAL PHASE	CONCLUSION	<p>Purpose: Creation of a game environment</p>	<p>Type of games: A game with restrictions to allow the social and sportive skills to be further fostered.</p> <p>Example: Changing the field size, number of touches allowed, or multiple goals.</p>
	REFLECTION	<p>Purpose: Examination of learned social and sportive goals</p>	<p>Type of games: A tool that encourages players to look back at the training session, examining what they learned and the importance of the selected social skill. The coach can use several methods to emphasize the importance of this social skill. It is especially important for the coach to create an environment in which the players feel comfortable taking part in the <i>Reflection</i>.</p>



Both types of training sessions are characterized by three phases: initial, main, and final. The regular TS activities usually provide longer durations than the sport class TS. The available time frame determines if the three phases are divided into five parts (regular TS) or four parts (sport class TS).

The S4D structure incorporates social skills by introducing them through the *Sensitization*, the first part of the TS, and reviewing them during the *Reflection* at the end of each TS (See Section 2.4 “Tips for Facilitating S4D Training”).

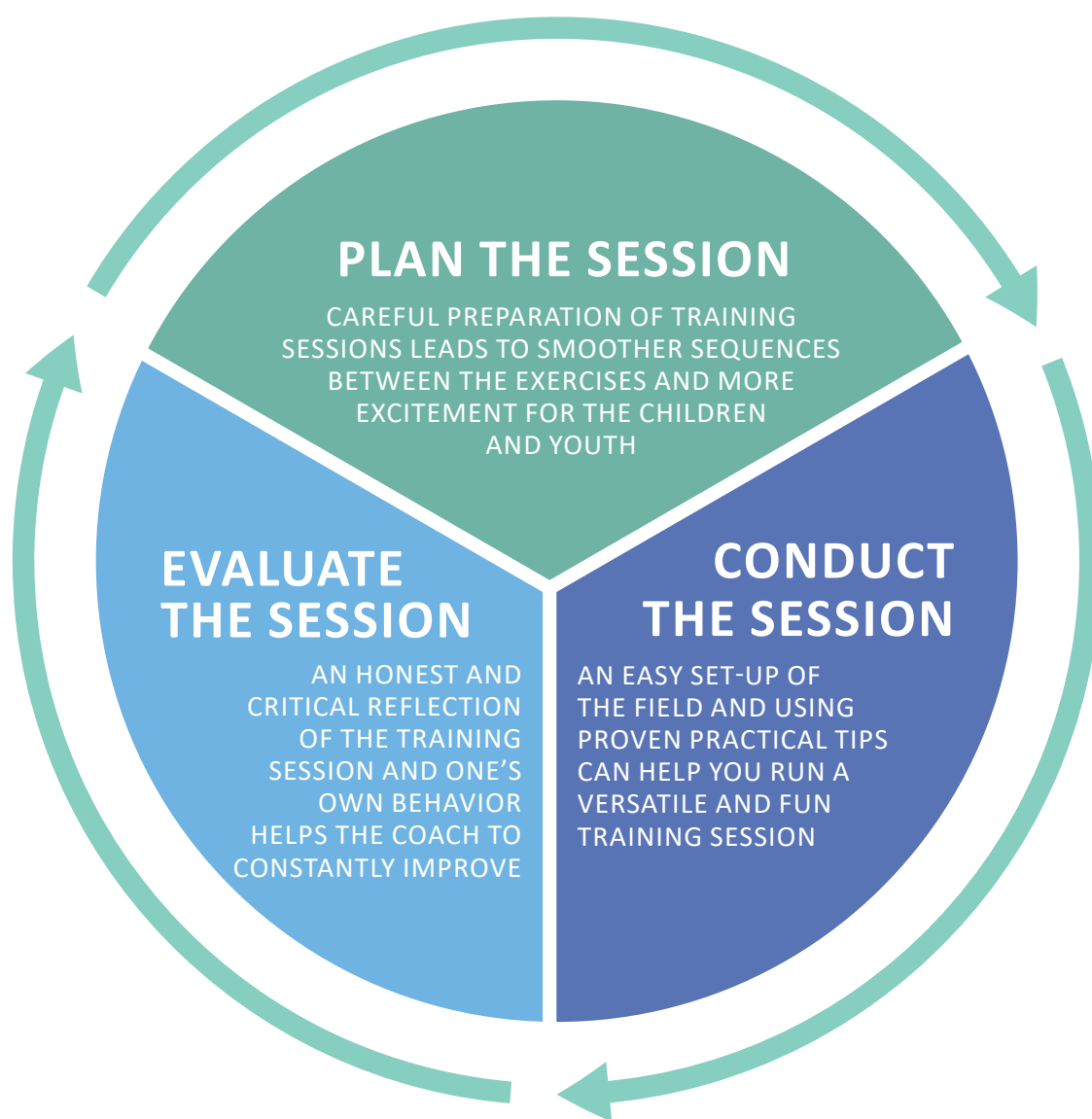
Sport Class Training Session

INITIAL PHASE	WARM UP AND SENSITIZATION	<p>Purpose: Introduction of the training session’s social and sportive goals</p>	<p>Type of games: The Sensitization exercise should be sport-specific and needs to warm up the body with movements related to the sportive goal. The exercise should be designed in such a way that the key to being successful is determined by how a player or team uses that practice’s social skill.</p> <p>Example: Cooperation and teamwork games in which social skills count (e.g., fair play points).</p>
	MAIN PART	<p>Purpose: Training of social and sportive goals at a more complex level</p>	<p>Type of games: Development of techniques through different variations.</p> <p>The teacher should break down the steps of a sportive skill and enable the development of technique. With easy-to-explain variations, teachers can build up the difficulty level. Adding point systems and incentives can be used to create a competitive environment; these can serve as building blocks toward the final phase.</p>
FINAL PHASE	CONCLUSION	<p>Purpose: Creation of a game environment</p>	<p>Type of games: The teacher should design a game with restrictions to allow the social and sportive skills to be further fostered. This can be done by changing the field size, number of touches allowed, or multiple goals.</p>
	REFLECTION	<p>Purpose: Examination of learned social and sportive goals</p>	<p>Type of games: The teacher can use several methods to emphasize the importance of the social skill. It is especially important for the teacher to create an environment in which the players feel comfortable taking part in the Reflection.</p>

2.3 ORGANIZING A TRAINING SESSION

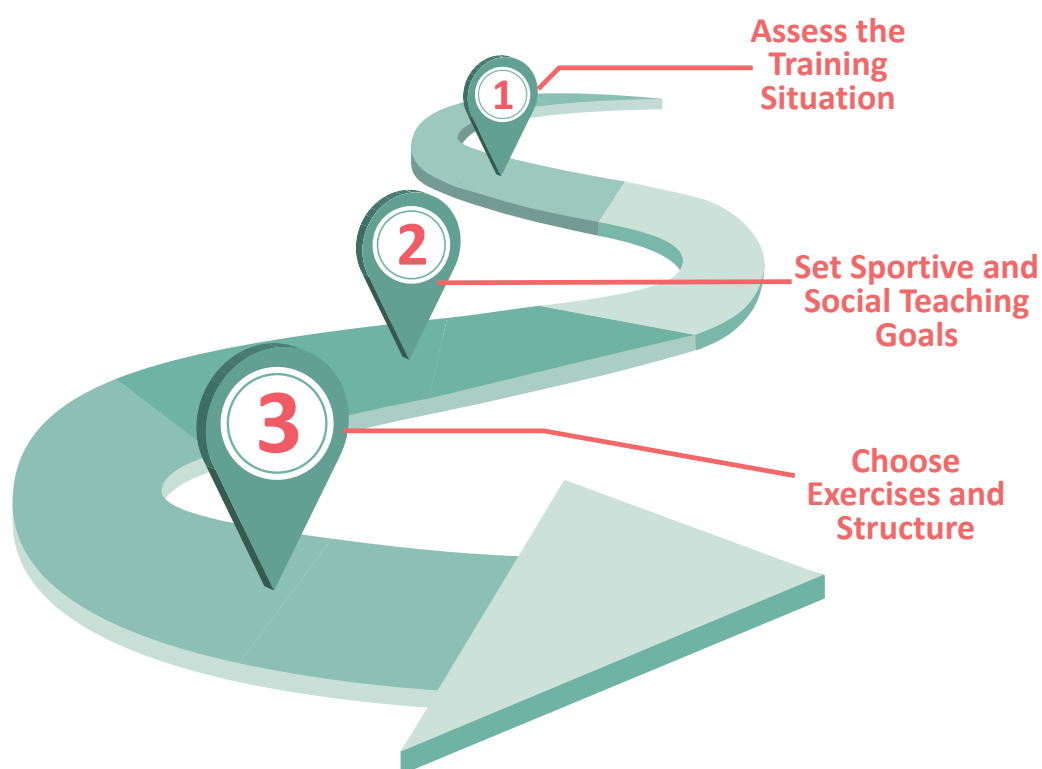
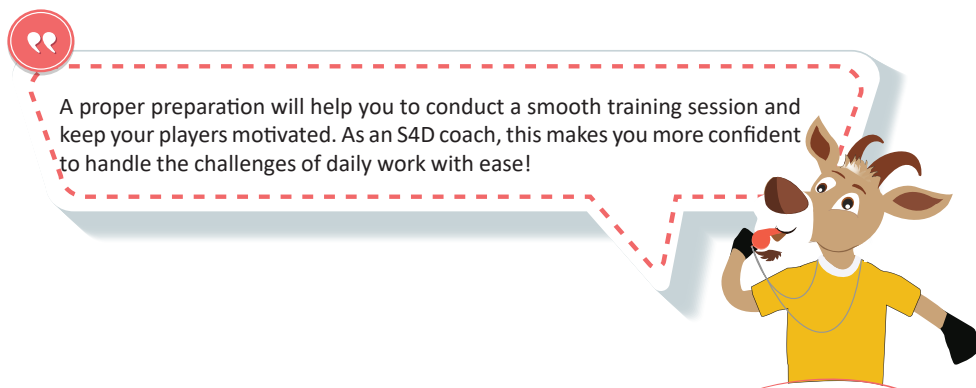
Organizing sport activities can be a challenging task even for experienced coaches. The TS should offer versatile opportunities to move and have fun; it should be effective in teaching both social and sportive skills and, at the same time, should offer everyone the same possibility to participate.

Thus, as a coach, you need to come up with a good action plan to prevent unintended or even harmful situations and offer every player the opportunity to reach their full potential. This subchapter is a step-by-step guide for the organization of an S4D training session.



2.3.1 Plan the session

The below-illustrated “S4D Planning Steps” serve as an orientation for coaches when planning an S4D sport session. The steps are not separated; rather they should be considered related to each other.





Assess the Training Situation

The first step is to assess the prerequisite conditions to adapt the activities to the social, mental, and physical characteristics and needs of the players. This assessment should be done comprehensively at the beginning of a school year, season, or project cycle, as well as for each training session individually. To capture the complete image of the situation, a coach can find answers to the below questions through direct exchange with the players, parents, siblings, and other people from the players' direct environment. Just as important as the information on the players are the frame conditions around the training: the available space, equipment, and time of each session decide what is and is not possible during the session.

Keep in mind to stay in close contact with your players and react to their personal situations. For example, if you see a child in your class sad and frustrated over a long period of time, try to support that child without drawing the attention of the other players to the child's situation. You can emphasize how important it is for team members to be there for each other when life gets tough. Also check on the child before or after the session.



Example

Physical conditions:

- You share the gym with one other coach and arranged to divide the field vertically, so that every coach has a goal or basket to practice on
- You collect all the waste from the ground and your equipment is complete
- Regular Training Session: 100 minutes

Team:

- Fifteen girls; 13–16 years old
- Big differences in their body length and sport specific abilities
- Mental state of the players is very diverse, some of the girls are already well advanced in their development and behave as young women, others have still a very childish behavior
- Very strong social separation into small groups consisting of four or five girls each



Ask yourself when planning a TS:

1. Do you know your team?

Identify the characteristics and needs of the training group:

- How many children will participate?
- What are the characteristics of the players (e.g. age, gender, education, religion, ethnicity, language, sportive skill level)?
- What are the social, cultural and family situation(s) of the players?
- Do some children need special attention due to impairments/disabilities?
- Do some children tend to show especially noticeable behavior (e.g., they are aggressive, shy, lack interest, etc.), or are they particularly vulnerable? How and why?
- Could current or recent events affect the players (e.g., exams, good or poor results at a tournament, last week's practice)?
- Who do players depend on for support?
- Is there an additional coach/caregiver or older child available to assist during the session?

2. How are the frame conditions?

Available Space

- How much space is available?
- Is there another team training at the same time? (If necessary, make arrangements with other coaches)
- Is the ground in a good condition (wet? fragments of glass? other hazards for health)

Available Equipment

- How many goals, bibs, cones, balls, etc. are available?
- Is it possible to replace missing equipment with improvised pieces?

Available Time

- How long is the session?



Set Sportive and Social Teaching Goals

In the second step, define the purpose of each session by setting a sportive goal (e.g., learning to pass a ball) and a social goal (e.g., learning how to deal with emotions). Each training session should build on the preceding session and be aligned with a long-term plan. Planning a series of sessions needs to be done well in advance of the actual implementation. A series of sessions incorporates continuity so that players make progress in developing their social and sportive skills. Key elements are revisited to reinforce what players have already learned. This kind of repetition gives participants a chance to improve and to notice progress and thereby develop confidence. At the same time, make sure that new elements are also added at regular intervals to prevent boredom or oversimplified patterns of activity. A long-term plan for a series of sessions must therefore feature both repetition and innovation. Bear in mind that the plan may need to be revised based on the needs of the players. Goals and activities may change depending on their interests and how quickly they learn. The following questions will help you to identify age-appropriate *sportive and social teaching goals*.



Example

Long-Term Goals

- Social and Mental: Promoting self-responsibility and responsibility for the team.
- Physical and Sportive: Stabilizing and improving performance and understanding of the game.

Group Specific Goals

- TS social teaching goals: Strengthening team spirit and interaction between the small groups through promoting *confidence*.
- TS sportive teaching goals: Techniques in game situations.
- Focus of the last session: non-verbal communication and dribbling.

Contribution to Long-Term Goals

- Stronger confidence in oneself and in the team supports the feeling of being responsible for one's abilities and the personal achievements within the team.
- Interaction within the group as a whole is important to win because the performance of an individual is as important as the performance of the group in the game.
- Real-life situation: Have you ever paddled a canoe when only one side is paddling?





Ask yourself when planning a TS:

- Which are the long-term teaching goals for this development phase?
- What are important social and sportive skills to acquire for this particular group of players?
- Which goals and contents were topic of the last session?
- What can players learn from the activities and which questions should be asked?
- Can this session build on the previous session and deepen the skills?
- How does this session contribute to the long-term goals of the players?
- What would be a good example from real life situation that the players could relate to, to underline the importance of this social goal?

3

Choose Exercises and Structure

After deciding on the teaching goals, the third step is to choose those activities that are useful to deliver both the sportive and the social contents. These activities should fit into the S4D structure of a training session, be adapted to the age and the specific learning capacities of the children and be fun and versatile to keep the players motivated (See Section 1.5, “Methodology”).

Use the samples in our chapter “Training Sheets” to have a standardized structure!



Ask yourself when planning a TS:

- What exercises are suitable to reach the teaching goals?
- Are the exercises fun oriented and versatile?
- Are the games appropriate to the age and skill level of every player?
- How can the rules be adapted to increase or decrease the difficulty?
- Which game is best suited for which part of the training?
- How can the use of the available space be maximized and waiting times minimized? (See “How to Get Everyone Involved” in the appropriate sport-specific manual.)



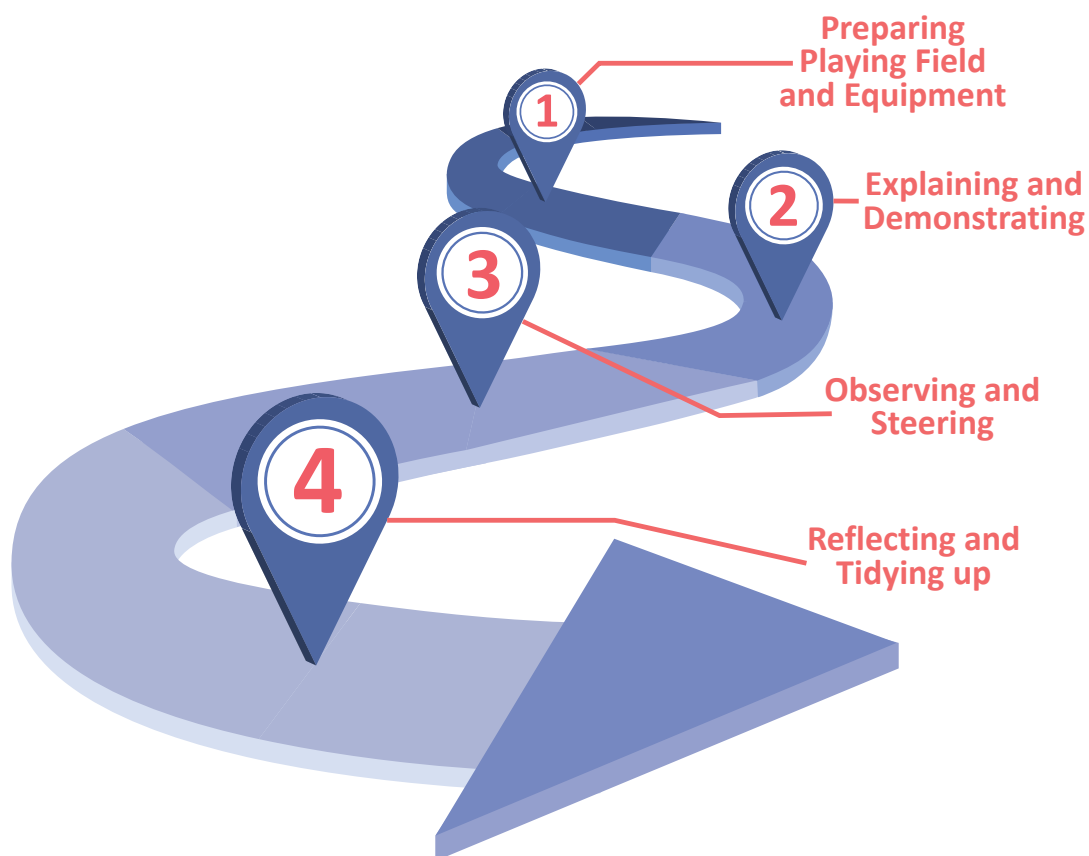
Example

For a structure and exercises for a possible TS under these conditions, (See Section 3.2.1 “Regular Training Session”).

2.3.2 Conduct the session



Coaches often face organizational challenges that could affect the structure, organization, and implementation during a training session (e.g., large groups, restricted space, lack of sport-specific materials, etc.). To keep the young people motivated and concentrated, the coach must be able to adapt to different situations.



1 Preparing Playing Field and Equipment

- Check that the playing field is safe and that all dangerous objects are removed.
- Arrive on time to check playing field and prepare equipment (at least 15 minutes before the start of the training).
- Unlock the changing rooms and check their cleanliness.
- Depending on the age group, help children prepare for training (e.g., tie their shoes).
- Gather materials and verify their condition.
- Check and update the session plan.
- Encourage players to help you set up the drills.
- Make sure to have a telephone available for emergency calls.
- Greet players and fill out attendance list if required.





Explaining and Demonstrating

- Start training with all players at the same time (See Section 2.4.5 “Use Rituals”).
- Introduce the training plan of the day, including the social and sportive goals (See Section 2.4.1 “Implementing a Good Sensitization”).
- Keep instructions short, simple, and age-appropriate and create free spaces for your players to try out and be creative (See Section 2.4.6 “Learning by Doing”).
- Be aware of your way of communicating and body language toward the group.
- Demonstrate the exercise yourself or with the support of your players.
- Use games to divide players into fair groups (See Section 2.4.4 “Divide Groups”).



Be flexible and change the games if you have the feeling that your players are too exhausted or unfocused for the planned games. You should always have a back-up plan!



Observing and Steering

- Protect your players from any possible kind of harm (See Section 2.5 “Creating a Safe Environment”).
- Motivate the players by positive encouragement; point out individual progress to individuals or to the whole group.
- Communicate technical corrections in a positive and constructive way (See Section 2.6 “Ensuring a Social and Motivational Environment”).
- Participate in games and foster active participation of all players in games, discussions, reflection, and organization of the training (See Section 2.7 “Engaging Children and Youth Through Sport”).
- Be flexible with your training plan and adapt if necessary.
- End the training session when the players are still excited.



Reflecting and Tidying up

- Ask players to reflect on that day’s session in the *Reflection* (See Section 2.4.2 “Implementing a Good Reflection”).
- Encourage the players to collect the equipment together.
- Leave the playing field in good condition.
- Inform the children and parents about the time and location of the next training session or event.
- Speak with children and parents individually, if necessary, to solve problems and offer support.
- Reflect if your session worked out as planned and what you might want to change in future.

2.3.3 Evaluate the session

The evaluation after a session is as important as the preparation before. Even experienced coaches and teachers should assess whether the activities and methods employed were suitable for achieving the set goals. This can be done together with the players (e.g., during the *Reflection*), with an external “observer” (e.g., a GIZ instructor), or alone. The listed evaluation questions will be helpful to gain new insights about what went well or what could be improved in the next session.

Information

A second “observer” has the opportunity to look at the training session from an outside perspective. Together, you can discuss challenges and problems and think about possible solutions and strategies. This is why GIZ instructors will pass by your TS from time to time to give feedback and practical tips. Know that a field visit is not an exam. The instructor’s role is that of a mentor who supports you in your work.

Questions to Ask the Children

- What did you like or dislike today?
- What should we definitely repeat?
- Was one of the exercises too difficult or too easy today?
- What would you like to focus on in the next training session?
- Which of the things you learned today can you use well in your everyday life?

Questions to Ask Yourself

- Was every child engaged and able to perform the drills?
- Could I have adapted the drills to make them easier or more difficult?
- Were the methods suitable to deliver the intended social and sportive goals?
- Was the sports ground clean and safe for the players?
- Did the organization run as planned?
- Did I act as a role model?
- Would I like to see the children and youth copy my behavior on the sports ground?

Questions about the Children

- Were some children demotivated and unfocused?
- Did some of the children show nuisance behavior (e.g., they were aggressive, easy to trigger, anxious, or showed a lack of interest), and should I take further action?
- Does a child seem isolated or bullied?
- How is the general group spirit (conflicts, cooperation, etc.)?
- Was one of my children physically or mentally injured, and should I react further?



2.4 TIPS FOR FACILITATING S4D TRAINING

Facilitating S4D training sessions demands a range of different routines and experiences. One of those routines is the S4D training structure itself — tested and established to get the most out of the available time and space. The fixed repetition of a *Sensitization* at the beginning and a *Reflection* at the end of each training session is a routine that gives a sense of structure and control to participants and helps them understand the social learning outcome of training program.

Despite the fixed parts of each training session, there are other helpful tips and tricks to rely on when facilitating a training, such as how to organize the available space efficiently, how to divide groups in an entertaining and fair way, how to use rituals to encourage team spirit, and how to give instructions and advice in a child-friendly way.



2.4.1 Implementing a Good Sensitization

Sensitization, an essential part of the initial phase, is the first part of every training session.

The goal of *Sensitization* is to introduce the training session's social skill and reinforce its importance throughout the exercise so it becomes ingrained in the players' minds. The exercise does not have to be sport-specific, but it is important for it to be a fun and interactive game in which the key to success is using that practice's social skill.

Sensitization aims to achieve two goals at the same time. On the one hand, it introduces the social skill of the day, and on the other hand, it creates a concentrated and motivated training atmosphere. Children and youth come from different situations before the training, some directly from school and others from home, some still excited from a fight or from an exam. Through the *Sensitization* game, they all meet in the present for the training.

Information

While the initial phase of a regular TS is divided into a Sensitization and a Warm Up, the school class TS begins with an exercise that serves the purpose of both sensitizing and warming up at the same time.

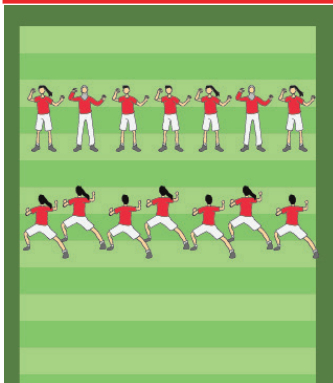
Characteristics of a Sensitization:

- 10–15 minutes
- Low level of physical intensity
- No previous knowledge or special skills required
- Introduction of social skill
- Key to achieving a common goal is cooperation among players



Example

BEAR, COWBOY, NINJA



Organization and Procedure:

- Players are divided into two teams and stand on two lines facing each other.
- This activity is similar to rock, paper, scissors but played with the full body and in teams that must agree what position the team is going to assume next.
- On “go,” teams must be either a bear (raise your hands in front of your body like paws and growl), a cowboy (make a quick draw from your invisible holster and say, “Bang bang!”), or a ninja (assume a ninja pose and make ninja sound).

- Teams decide upon their strategy. Cowboy beats bear, bear beats ninja, and ninja beats cowboy.

Variations:

- Play the game individually first (in pairs). The winners of each pair then face each other.

COACHING POINTS



We feel stronger as part of the team.



Appearing confident will impress your team and gain you the respect of the defense.

SENSITIZATION

2.4.2 Implementing a Good Reflection

The *Reflection* at the end of each training session is a vital part of using sports in the personal development of children and youth. The *Reflection* gives coaches and players the opportunity to look back at the training session in terms of the session's positive and negative emotions and what was learned. Possible learning outcomes should be linked to everyday life situations and topics such as gender equality, health, and the environment.

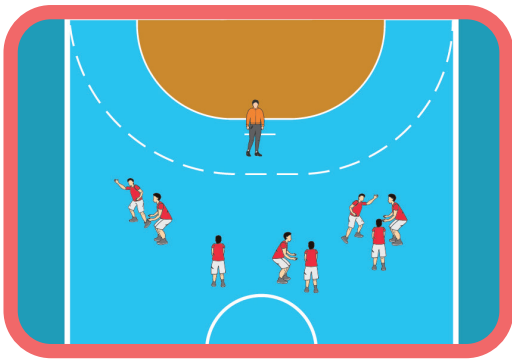
A *Reflection* should last five to ten minutes maximum and should ideally be done in the same spot where the team started its training and performed its pre-practice ritual. Having a closing ritual at the end of each training session, after the *Reflection*, ties up the practice nicely and builds team chemistry and players' sense of belonging.

There are many effective ways to hold a *Reflection*; choose any of the methods listed below or use your own variations and methods. It is important to add context so that the TS's social skill is clear to the players before *Reflection*. Note that it is important to be neutral during *Reflection* and open to diverse opinions and comments players may have. Please note that the following are general methods only; you should also come up with questions, key words, statements, and concepts to work with prior to the training and add new questions based on observations during the training session that are related to the social skill. Also encourage your players to go back to their families and communities to observe and practice these social skills.



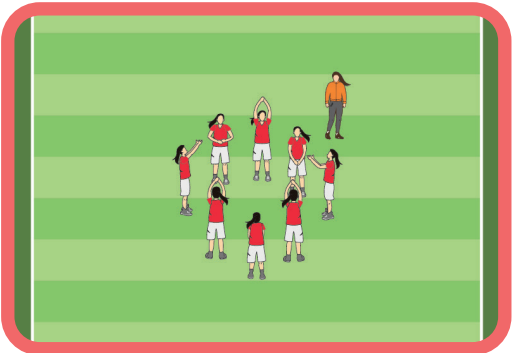
Method A

Gather the players together. Place two cones ten meters from each other and explain that the cones represent the two different goals of the session: the sportive goal and the social one. Ask the players to stand in the spot between the two cones that represents which goal they made the most progress toward in the practice. A player can stand in the middle of the cones to signify that he/she made equal progress toward both goals. Have a few players explain their reasoning for where they decided to stand and try to establish the link between sportive success and social learning. A coach can then repeat the same exercise to see if the discussion changed players' opinions.



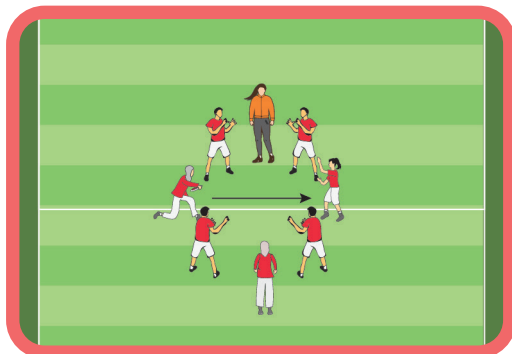
Method B

Have all the players stand together in front of the coach. Emphasize the training session's social skill and ask players to go acting out positive examples of the social skill. After a minute or two, gather the players together and review some of the positive examples that were acted out.



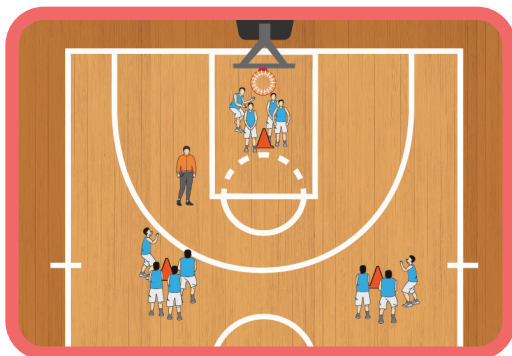
Method C

Gather the players in a circle and mention a phase or keyword related to the training session. Ask the players to clap high (evident) or low (unnoticeable), to indicate how much this keyword was evident/unnoticeable during the training session. Expand and add context to each phase or keyword as needed, and involve players in the discussion.



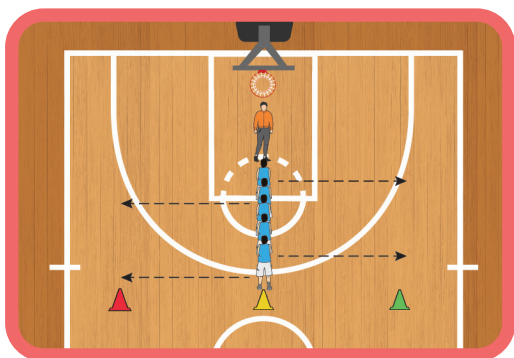
Method D

Gather the players in a circle and ask each player to think of one keyword that summarizes the targeted social skill. Allow some time for players to think of their keyword. Use a ball to pass around; when a player has the ball, it is his/her turn to say his/her keyword, and then pass the ball on to someone else. When everyone has presented their keyword, the coach gives his/her keyword and reflects by noting which keywords were repeated and adding context or explanation to others.



Method E

Place three cones in a triangle, with each cone representing an environment: sports, school, and home. Gather all the players and ask them to stand next to the environments where they think the relevant social skill is most important. Let one or two players from each cone group explain why they think their environment is most important for the targeted social skill. After the discussion, repeat the exercise to see if the discussion changed any players' thinking.

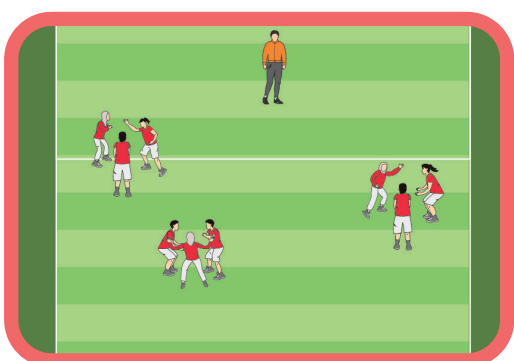


Method F

Gather all players together, standing in front of the coach. Put three cones in a line:

- Red cone (to the left) – Disagree
- Yellow cone (in the middle) - Neutral
- Green cone (to the right) – Agree

Read out statements related to that practice's social skill. After each question, all players are to stand next to the cone that represents their opinion. Encourage one or two players to share their reasoning. Move on to the next question, and repeat.

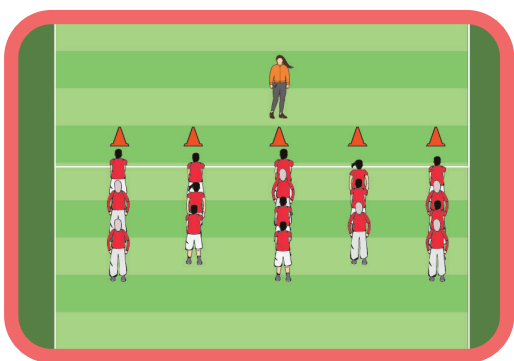


Method G

Gather the players and ask them to think of one behavior of each related social skill, that they would

- Start doing – a behavior the player will start adopting in his/her life;
- Stop doing – a behavior the players will refrain from doing;
- Continue doing – a behavior the players already do and will continue to do.

Divide the players into groups of three or four and ask each group to come up with one behavior they all agree upon. Have each group present their answer, and then ask all players to put their selected behavior into practice in their daily life.



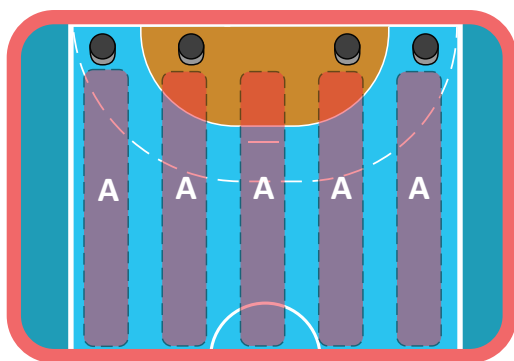
Method H

Place one cone representing every drill/exercise performed during the training session. Let players stand behind the drill/exercise (cone) that was most beneficial to them during the training session.

Have a few players explain their reasoning. A coach can repeat the same exercise to see if the discussion changed the opinion of players.

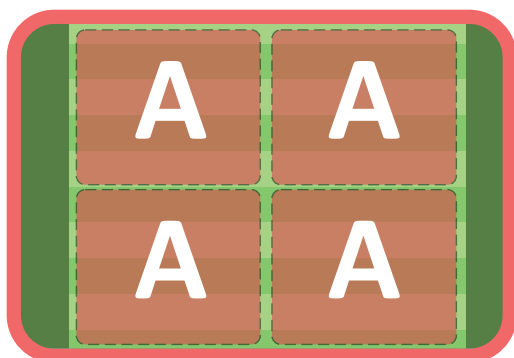
2.4.3 Organize Space Efficiently

To have an effective training session, you need to ensure that you maximize the space you have and also look for other alternatives to give you the best practice area possible. A crucial part of a successful training session is having all players as active as possible to avoid long lines and players standing around. Below are several options that a coach can use to maximize the training according to the players and space he/she has.



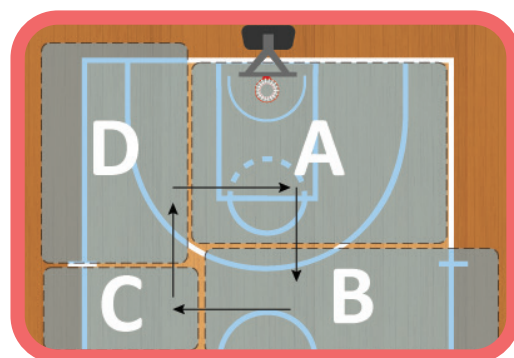
Option 1

Create multiple lines. Although this does result in smaller playing areas, it effectively keeps players more active and involved. As shown you can replace goals with other objects that can act as goals.



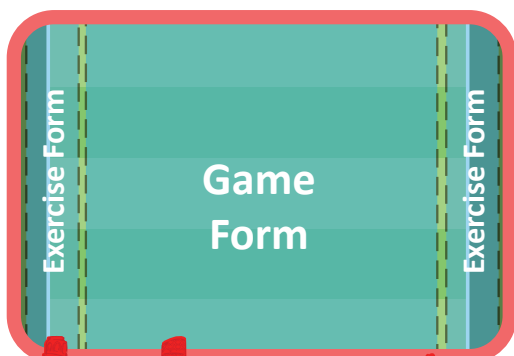
Option 2

Create multiple fields when implementing your main part and conclusion and be creative in using all the space available.



Option 3

Creating multiple lines and fields will be difficult due to the lack of equipment and space. In this case you can create a station practice, where certain stations don't require much space and equipment. Between 5-4 stations players will rotate every 5-10 minutes until all players have completed all of the stations.



Option 4

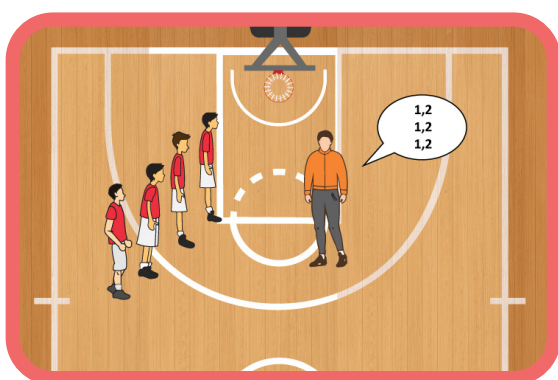
Often when in a game form where many players on the sideline watching a coach can set up a training exercise on the sides to keep those players waiting still active until it is their turn.

2.4.4 Divide Groups

In almost every training session, players need to be divided into groups. Just as a coach needs to plan the training session exercises, there is also a need to plan how to best divide players into groups. The most common method is simply counting players: 1, 2, 3, 1, 2, 3, etc. This works, but it is better to have other methods to have groups of equal strength and make even the division into groups a fun and interesting exercise. Certain methods, which will take more time, can be used as a moment to foster the TS's social and personal skills.

When dividing players into groups, check if the number of players will fit evenly into the number of groups needed and decide where each group will go once divided.

Below are several methods for dividing players into groups:

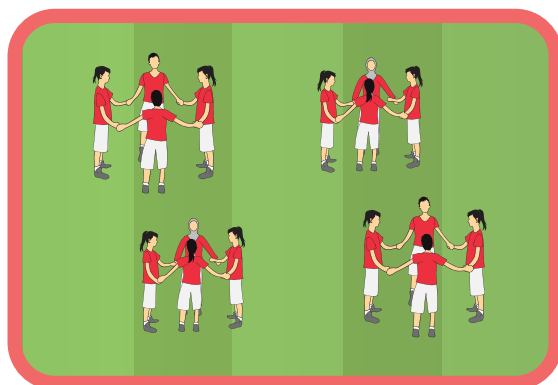


Line up

The coach calls, "Everyone please line up according date of birth." After all players are in a line in the correct order, the coach can count off by threes (1, 2, 3, 1, 2, 3) or by twos (1, 2, 1, 2), depending on the number of groups he/she wants to create.

Tips and variations:

- Players can also line up according to number of siblings, first names in alphabetical order, and shoe sizes.
- To increase difficulty, have all players be silent while performing the exercise.
- Instead of counting by twos (1, 2, 1, 2), use names of colors (e.g., blue, green, blue, green).

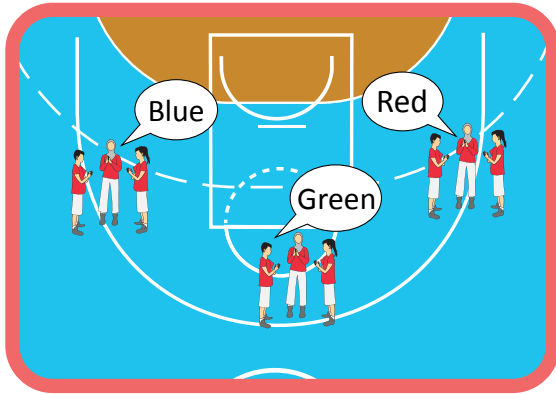


Clumps

First, the players run around until the coach calls out a number (e.g., "Four!" if you want to create four groups, "Five!" for five groups, etc.). The players then have to organize into groups of that number. When the players are in groups of the right number, each group assigns each member of the group a number, from one on. The coach then instructs players of each number to form a new group together (all ones together, all twos together, etc.).

Tips and variations:

You can do several rounds of calling out several different numbers before going onto the next step of forming the final groups. This will get the players moving and warmed up.

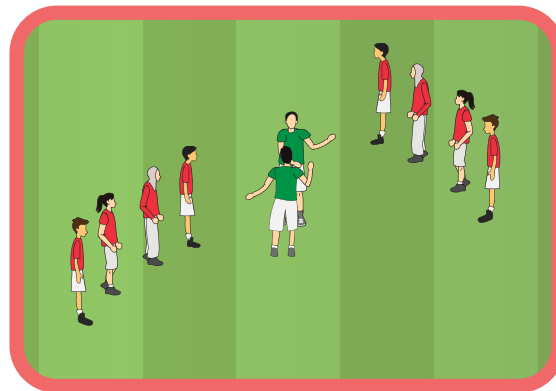


You can replace birthdays with favorite colors, favorite foods, etc. Make sure to have set categories.

Odd/Even

Players must note whether their birthdays are on odd or even days and then find partners who fall into the same category. This can also be done for groups of three or four; simply tell players to find two (or more) others to create groups of three or more.

Tips and variations:



Power of the player

When dividing a group into two teams for a game or competition, the coach can let the players pick, but with a twist. For example: If you have ten players (eight normal players and two captains), have Captain A pick four players, telling him/her to make it as fair as possible. Once these players are picked, Captain B has the option to take the remaining four players or to take the four players picked by Captain A.

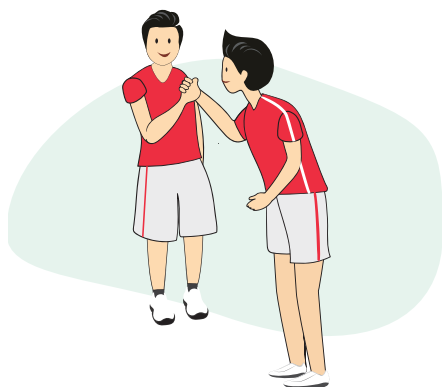
Tips and variations:

This is a more difficult way to divide a group and should only be done with older age groups.

2.4.5 Use Rituals

Rituals create a structured routine in a training session, at the beginning to welcome players and prepare them for the TS, throughout the training session to create team spirit, and also at the end to bring the proper close to a training session. It is important to keep rituals short and ensure that they include the whole team.

Examples



Beginning

Players develop a secret handshake and perform it.



Throughout

Players high-five all of their teammates on their way to the back of the line.



End

Players gather in a circle and put their hands on top of each other. One player counts to three and then all the players raise their hand upward and shout their team name, a motivational phrase, or the day's social goal.

Rituals feel good, bring people together, and promote a sense of belonging to a team. Rituals are interactive and both require and foster various social skills. Therefore, rituals can lead to learning by doing and also give the coach material to use during reflection time. One example: “Does our ritual give you confidence before practice?”

2.4.6 Learning by Doing

Learning by doing means learning directly from one’s own actions as opposed to listening to someone explain that action. This process promotes critical thinking, a core skill needed to develop further social and personal skills. Long explanations by a coach often lead to disinterested players. Although the coach does not have a direct role in this self-learning process, the targeted social skill of a training session is best understood and learned when the social skill is a key ingredient for success of the drill or exercise.

2.4.7 FREEZE Method

When observing a training session, a coach can say “**FREEZE**” All players must stop where they are and listen to the coach give his/her coaching point. It is important that these moments be relevant to most or all players and have a strong link to the targeted social skill. A coaching point can highlight something in need of improvement or can congratulate a player on performing well due to his/her use of a social skill. Although the freeze approach is a very effective method, it is important not to use it too often and to keep the coaching point short to avoid interrupting the learning-by-doing process.



2.5 CREATING A SAFE ENVIRONMENT

When implementing S4D training sessions, it is essential to create a safe space, meaning that every child feels welcome and secure when participating in the activities. The sports ground or school yard turns into a safe space when it is both **objectively safe** (a secure physical space that allows people to be protected from danger), and **subjectively safe** (creating a sense of safety and trust and promoting positive bonds and solidarity).

As a coach, you can promote objective safety by making sure that the environment is free from physical harm and that the activities are safe for all participants, taking injuries, health issues, weather conditions, infrastructure, and time of the day into account. That includes:

- Removing all dangerous objects, as well as trash, from the court before the beginning of the training session
- Ensuring that every player has a safe way to and from practice
- Ensuring the safety and security of the children by reducing external risk factors (e.g., finishing training before nightfall, ensuring that children and youth walk in groups, and seeking a training space in a lower-risk area, such as away from urban areas)
- Making sure that all players have access to drinking water and a first aid kit





Example

For example, during the hot season, activities with a low level of intensity are recommended, and the hot midday sun should always be avoided during sport sessions. During the cold season, children might be at risk of catching a chill if they sit down for a long time. In this case, adapting the daily program by introducing a (short) sport session to allow the children to warm up can be a solution.

In order to protect children and youth, coaches should be able to recognize the six common forms of abuse (physical abuse, emotional abuse, sexual abuse, neglect or abandonment, discrimination, and bullying) and should be trained in child and youth protection to know how to respond to such situations of (suspected) abuse. In addition to physical harm, you should also be aware of protecting your players from psychological and social harm (e.g., violence, racism, sexism, curious bystanders).

Information

To create a safe environment, a coach should recognize and protect children and youth from the following types of abuse:

Physical abuse: When a child is physically injured by an adult, or when an adult gives a child alcohol or drugs.

Emotional abuse: Persistent criticism, humiliation, or putting unreasonable expectations on a young person.

Sexual abuse: An adult or peer using a young person to meet his/her own sexual needs.

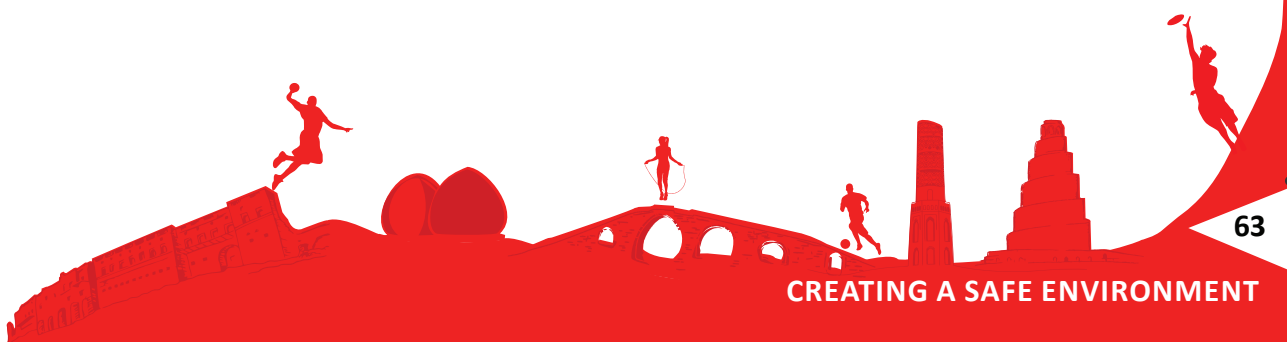
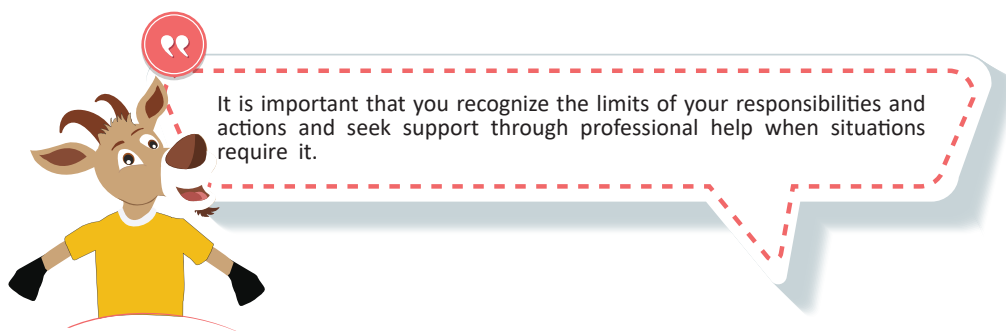
Sexual discrimination: Discrimination against a child because of his/ her sex.

Neglect: A child's basic physical needs are consistently not met or he/she is regularly left unsupervised.

Bullying: Persistent or repeated hostile and intimidating behavior toward a child or young person.

To ensure this subjective safety, you should be aware of the following key points:

- Sport activities must be open and accessible to everyone, regardless of age, gender, physical abilities, national origin, or socioeconomic background.
- Be aware of the context at hand and avoid any situation that could possibly lead to conflict through sensitive and adequate planning (e.g., have mixed teams with regard to ethnic/religious affiliation).
- Develop a trust-based relationship with participants, where everyone has the possibility to share his/her feelings and thoughts with the group.
- Involve all members of the group equally and empower them to develop their skills and self-confidence.
- Make sure all participants are comfortable with the type of activities being planned and the manner in which they are to be carried out.
- Do not allow players to abuse or discriminate against their teammates, opponents, bystanders, or referees.
- Respect the individual differences of the team members.
- Take all possible precautions to avoid causing more harm than good and demonstrate behavior that takes into account the vulnerabilities of those who have been or are currently exposed to violent or harmful experiences (See Section 4.6 “Trauma Sensitive Practice in Sports”).



2.6 ENSURING A SOCIAL AND MOTIVATIONAL ENVIRONMENT

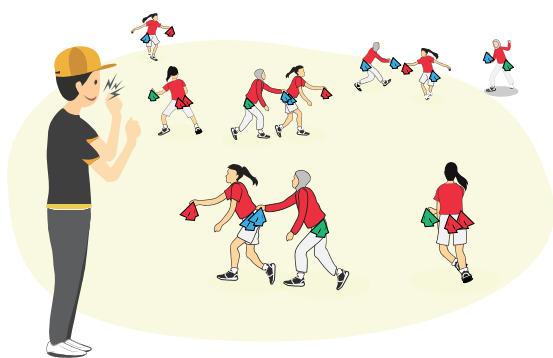
A positive environment is necessary for every player to feel safe and able to realize personal and sportive achievements. But the competitive and performance-focused nature of sports can sometimes undermine a favorable atmosphere on the sports ground. Even though competition as such is not a negative thing, the sport session needs to be well guided by the coach. A trusting atmosphere and the joy of playing together can be achieved by encouraging the participants to support and cheer for each other rather than considering other teammates as opponents only. In addition to the competitive elements of sport, training sessions for all ages should involve cooperative games in which the players must work together to achieve a common goal. This creates a common feeling of success for the group and teaches children to treat each other with respect.

Information

In practice maintaining a social and motivational climate can be challenging. Keep in mind to apply clear rules and methods to have an impact on the atmosphere:

- A motivating goal should be set for each activity.
- Players must cooperate to achieve the goals.
- Everyone is accepted and valued for his/her abilities.
- Harsh words, bullying, and other forms of discrimination are not accepted.
- Everyone participates actively.
- Everyone experiences success.
- Nobody is excluded or eliminated from the game.
- Everyone is responsible for him-/herself and for the group.

To maintain a social and motivational climate, the language and signals given on the sports ground are extremely important. As an observer of the game, you should stay calm even in heated situations and try to find constructive solutions together with the players rather than punishing misbehavior on the spot. A positive way of communicating with each other and the right balance of competition and cooperation can have big impact on the atmosphere of a school yard or sports ground. This makes the children feel safer, helps them build trusting relationships, and eventually enables them to be more open for exchanging and reflecting their own behavior.



The coach is a motivator! By building trusting relationships and involving cooperative elements in your training session, you can have great positive impact on the children. When intervening, keep in mind to stay dominant without raising your voice.



2.7 ENGAGING CHILDREN AND YOUTH THROUGH SPORT

Sport activities offer various options for young people to engage actively and develop a sense of independence and ownership. To make use of this potential, children and youth need to be recognized as active contributors to their own learning rather than passive recipients. The concept of **learning by doing** means learning directly from one's own actions as opposed to listening to someone explain that action.

Players can assume responsibility, for example, by taking over central roles and responsibilities on the field; as referee, warm-up coach, timekeeper, or "captain of the day," children learn to make decisions and take in new perspectives. As a coach, you can also initiate a group discussion about the ways of working (WoW) on the field.



Information

WoW (Ways of Working)

Ask the players about the WoW parameters they would like to use during the training session, the school year or the whole season. This is an effective method to empower the kids and take more responsibility and the WoW should be agreed upon during the earlier stages of a season. One example: "When one player is talking, everyone should be quiet and listen!"

The *Reflection* after each training session provides another opportunity to listen to the players' opinions, concerns, and wishes about different aspects of the training. Even though players and coaches will need to get used to this form of open discussion in the beginning, many examples from S4D coaches around the world have shown that the Reflection on social learning outcomes can lead to a sense of mutual understanding among players and a general feeling of ownership and commitment. At the same time, it is important to follow a **no-force policy** while supporting the players to be active parts of the training or discussion. No player will ever be forced to take over a given task or answer a question and can always pass it on to the next player if he/she does not want to contribute.



Engaging your players in the training is just another step toward the long-term development of your players. However, active engagement of players certainly does not mean a lack of responsibility on your part. You rather give your players the opportunity to acquire skills in critical thinking, analyzing, investigating, creating, and applying knowledge to achieve their optimum potential. The experience of speaking freely, making their own decisions, and having their voices heard will enforce the young people's desire to become active, independent, and self-confident citizens with a positive attitude toward the community.



You can engage your players by:

- Asking for their wishes, suggestions and ideas to improve your training session
- Transferring tasks and responsibilities (e.g., organization of training parts such as warm-up games or the assignment of a role like team captain)
- Involving them in the decision-making process
- Asking the players about the **WoW** guidelines they would like to enforce during training



2.8 DEALING WITH CONFLICT SITUATIONS

Conflicts occur naturally in daily life; everyone pursues different interests and has different values and beliefs, which can lead to conflict in interaction with others. Conflicts are an important part of human coexistence—and sport is no exception. Therefore, as a coach, you should be prepared to resolve a conflict peacefully before it escalates.

The most important part of ensuring sustainable and peaceful conflict resolution is that the people involved in conflict find a resolution that is acceptable to and acted on by all sides. To reach this agreement, they need the coach as an impartial and trustworthy facilitator for the dialogue. The coach is not responsible for solving the conflict or judging. Instead he/she should establish a safe and understanding environment that allows the players in conflict to understand each other's points of view and transform their attitudes toward each other into a positive perception.

In order to achieve this, you should be guided by the following steps for peaceful conflict resolution related to the mediation approach:

- Gather all the information about the conflict by talking to all the players involved in the dispute to understand their sides of the story, their concerns, and their hopes.
- Set up basic rules for the dialogue (e.g., Don't interrupt someone while he/she is speaking, maintain confidentiality and respect, etc.).
- Focus on the interests and underlying needs of each player involved.
- Identify common concerns and establish common ground.
- Ensure that the agreement is fair and avoids future conflicts. All details (who, what, when, where, why, how, etc.) should be addressed, and responsibilities should be balanced.



The main tools to solve a conflict peacefully are as follows:

- (Active) listening skills, the ability to recognize and acknowledge hurt, anger, and frustration in other people
- The ability to communicate needs and emotions
- The ability to negotiate
- The ability to encourage empathy in others, encourage forgiveness, and propose constructive behavior and actions
- Strengthening your players' ability to express emotions



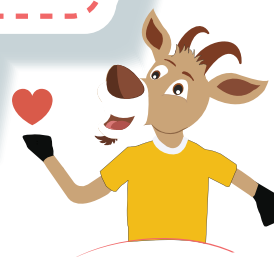


The aim of this process is to ensure sustainable conflict resolution, which also addresses the underlying issues that (may) have led to the conflict. The agreement needs to be fair and should avoid resurgence of the conflict; therefore the coach has to ask him-/herself the following questions to analyze the conflict:

- What issues were the parties fighting about?
- Which actors are involved in the conflict?
- What are their interests and needs?
- What is the context of the conflict?
- What could have been the underlying problems of the conflict?
- Which event could have triggered the conflict?
- How can the agreement be maintained sustainably?
- Who should be included in solving the conflict?
- How can sport activities support this process?



Children and youth profit from this approach by getting empowered to solve their conflict independently and learning empathy and recognition for the feelings and opinions of others.





CHAPTER III

AGE-SPECIFIC TRAINING AND GAMES





3.1 INTRODUCTION

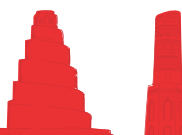
Training sessions (TS), in all sports require a certain amount of preparation and should be planned in advance. Long-term planning is required to achieve the best possible progress.

This chapter shows the structure of the two types of training session; regular TS, which can range from 80–110 minutes, and sport class TS that are designed for physical education classes. These training sessions can be utilized for any sport and are presented in this chapter for handball, football, basketball, and ultimate frisbee. The training sessions presented serve as examples for coaches but are also meant to encourage them to develop their own variations, exercises, and full training sessions.

It is important to note that all practices can be expanded or shortened according to each coach's environment and that the training sessions presented by age group build on each other. Therefore, a coach can take a training session for under-9s and, with a few modifications and variations, make it age-appropriate for an older age group with a beginner's handball ability level.

All training sessions follow the same structure, and, along with their variations, they can be understood on a technical level through the following illustrations, organization, and procedures. Training sessions should include social goals, and coaches should act as role models by implementing the social coaching points for each drill to successfully introduce each session's social skills.

All training sessions in this chapter are designed for fifteen to twenty players; the space and equipment required are presented on the checklists accordingly. Coaches must take their players, space, and equipment into consideration during the preparation stage to successfully implement the selected training session.



HANDBALL

children Under 9 years





Playful phase up to age **9**

3.2 HANDBALL: CHILDREN UNDER 9

Egocentricity: Live in their own world

- Highly competitive
- Spontaneous and sincere
- Easy to motivate and distract

- Derive pleasure and enjoyment from play and movement
- Recognize and show awareness of interpersonal violence

- Basic trust in authority figures
- Focused on coach and imitation of others
- Limited concentration and attention span
- High expectations, curious and imaginative

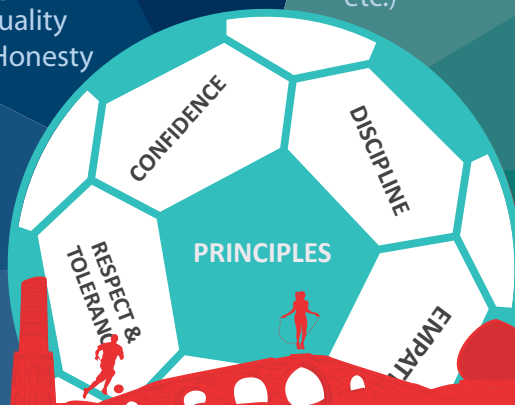
60 mins
1-2 sessions per week

Encouraging movement and joy in the game

- Improvement of motor skills with focus on coordination
- Master basic rules
- Development of basic skills (dribbling, throwing, passing etc.)

Encouraging social interaction

- Ability to show emotions
- Equality between boys and girls
- Enjoyment of being and playing in a group
 - Punctuality
 - Honesty



Few motor, physical and technical abilities

- Low levels of physical capacity and endurance
- Deficits in coordination and balance
- No difference between physical abilities of boys and girls
- Focused on themselves while playing without tactical vision
- Limited field of vision

Endurance

Strength

Speed

Agility

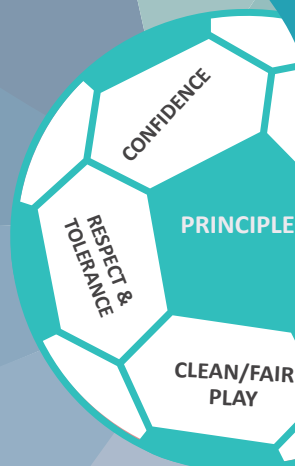
Coordination



Versatile and diverse movements in playful activities

- Exercises with a lot of movement and focus on enjoyment
- "Small feet - small sports ground" small groups or pairs

- Playful exercises that encourage creativity
- Playful exercises that encourage creativity
- Simple objectives and exercises
- Boys and girls playing together



3.2.1 THE GAME OF HANDBALL

Handball is a dynamic, fast-moving team sport. It incorporates running, jumping, dribbling, passing and shooting, team tactics, and creativity.

As the name says, in handball, players use their hands to manage the ball. Two teams play against each other trying to score goals. The aim of handball is to score more goals than the opponent team during playing time. The beautiful thing about handball is that everyone defends and attacks, and therefore everyone is likely to score, as well.

Handball as a team sport emphasizes players' ability to play in a group, to communicate, and to respect their teammates and the opponent. Handball improves cognitive and motor skills such as endurance, speed, strength, coordination, and flexibility. It is one of the fastest games in the world, averaging fifty goals per game.

There are several variations of handball: mini handball, beach handball, field handball, street handball, wheelchair handball, and, lately, ultimate speed handball. Due to all its variations, handball is non-exclusive and can be played by anyone anywhere in the world, no matter what kind of personal or environmental conditions or infrastructure players' faces.

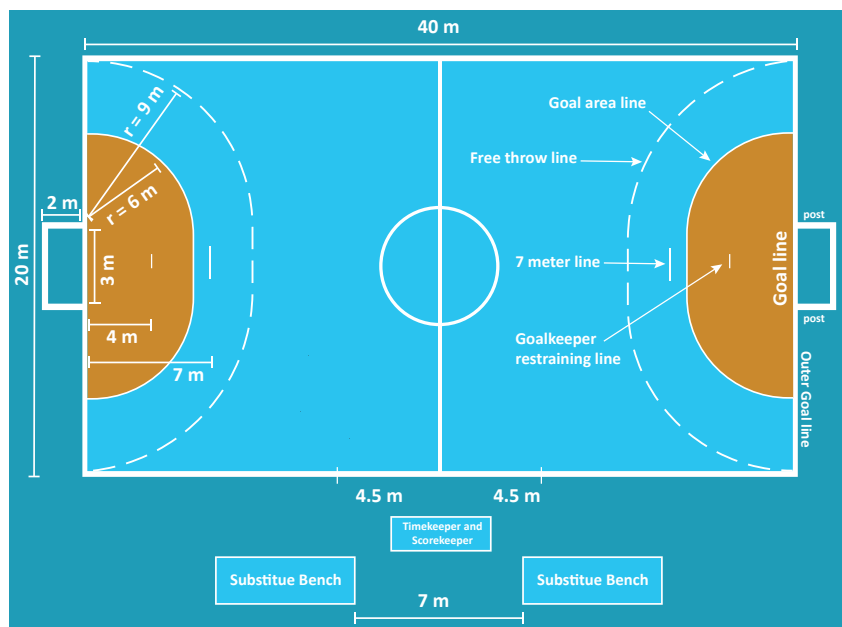
Depending on players' age and gender and the variation of the game, the rules change slightly.

In the following manual, we have listed the key facts for an Olympic handball game in terms of field size, players, ball size, and basic rules.

PLAYERS: Each team consists of six field players and a goalkeeper.

TIME: A game consists of two halves of thirty minutes with a ten-minute break between them.

The Playing Court:



Pedagogical Tips for the Coach

At this age, the training should focus on improving basic movements (running/jumping, balancing, rolling/turning, rhythm/dancing, throwing/catching) and the children's coordination.

Due to the lack of motor, physical, and technical abilities, the training should consist of simple, playful games that are easy to implement and understand.

Versatile movement tasks and ball games will teach children the basic techniques, which can be improved through short matches and small games that quickly lead to experiences of success and motivate the children to continue their training.
















Children in this age focus on the coach and can be easily influenced by his behavior.

There are a few guidelines that can help you to perform your responsibility as a role model, supervisor and animator.

- Promote the fun of the game.
- Observe and respect children's emotions.
- Participate actively in the exercises.
- Use very practical and fun instructions for example storytelling.
- Offer opportunities to explore different types of movements.
- Use positive reinforcement to promote teamwork.
- Be patient and don't interrupt their game if it is not necessary.
- Avoid irony, the kids are still too young to understand it.
- Encourage trying things out, free play, and personal initiative.
- Praise the kids for their achievements.









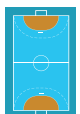





HANDBALL: EXPLANATION OF SIGNS, SYMBOLS AND GRAPHICS











			
Ball movement	Player movement	Screening	
			
Dribbling	Pressing with the ball	Feinting	
			
Ball	Cone	Coach	
			
Player 1	Player 2	Player 3	Goalkeeper








3.2.2 REGULAR TRAINING SESSION - CHECKLIST

Training Duration: 70 Min.

GOALS	 Social	Ability to show emotion
	 Sportive	Individual offence – Shooting

INITIAL PHASE	Sensitization	 Stopwatch	 1 Ball	 3 Mats	 Up to 10 Bibs	 Full court
	10 min.					
INITIAL PHASE	Warm Up	 Stopwatch	 1 Ball	 8 Cones	 Up to 10 Bibs	 Half-court
	10 min.					

MAIN PHASE	Main Part A	 Stopwatch	 15 - 20 Balls	 5 Cones	 Half-court	
	15 min.					
MAIN PHASE	Main Part B	 Stopwatch	 10 Balls	 2 Cones	 2 Bibs	 1 Goal
	10 min.					 Half-court

FINAL PHASE	Conclusion	 Stopwatch	 2 Balls	 8 Cones	 8 Bibs	 Half-court
	15 min.					
FINAL PHASE	Reflection	 Stopwatch				 Half-court
	10 min.					





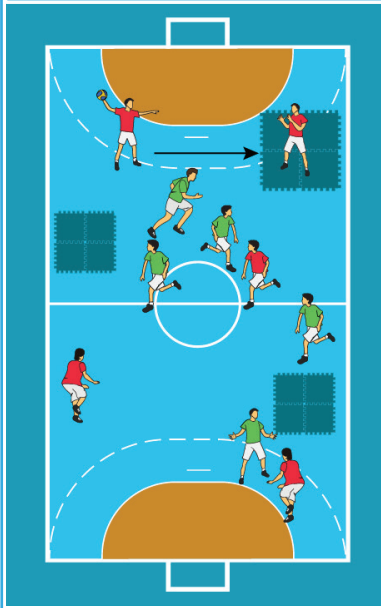
I CAN BE A ROLE MODEL

By celebrating good performance and giving high-fives if players do well.



INITIAL PHASE

BALL ON MATS – SHOW EMOTIONS



Organization and Procedure:

- Divide the group into two teams of five to six players.
- Have three to four mats in the playing area.
- The aim is to put the ball down on one of the mats.
- If someone succeeds, the player who put the ball down shows excitement about the score with his/her own victory pose, and everyone imitates his/her pose or cheering.
- Now the other team gets the ball to restart the game.

Variations:

- Every mat (goal) has a different task: Mat 1 = cheering, Mat 2 = dance move, Mat 3 = silent pose.
- Use different items to throw instead of a ball, such as bibs, a frisbee, a tennis ball, or a football.

COACHING POINTS



Be confident and show emotions.



Move in free space and be ready to play.

SENSITIZATION

CONE BALL



Organization and Procedure:

- Divide the group into two teams of five to six players.
- Create a playing area (10m x 20m) with four cones on each end.
- The aim is to knock down another team's cone by passing the ball to each other.
- The team that knocks down all the other team's cones first wins.
- Handball rules apply.

Variations:

- Option: Do not allow dribbling.
- Create a forbidden area between the cones and the spot the players must throw from.
- Passing is only allowed to players in front of you (no backward passing).

COACHING POINTS



Focus on your goals; get right to the point.



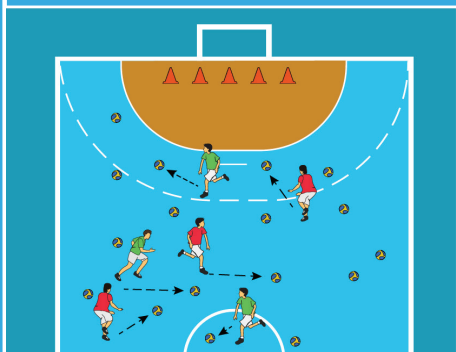
Be goal-oriented and shoot accurately.

WARM-UP



MAIN PHASE

PICK A BALL AND SHOOT



Organization and Procedure:

- All balls are on the floor.
- All players run crisscross in the playing area and perform different movements according to the coach's instructions.
- On the signal (whistle) of the coach, everyone grabs a ball and runs toward the cones to hit one of them.
- Afterward, all players start to run again, and the coach sets up the cones and balls again in the playing area.

Variations:

- Vary the distance to the cones according to the skill level of the player (no distance at all, or four to six meters).
- Every player needs to dribble to reach the throwing line.
- Every player has a ball and dribbles crisscross (players who do not have a ball try to gain possession of the ball).
- If you have fewer balls than players, players who do not get a ball sprint to the sidelines and back.

COACHING POINTS



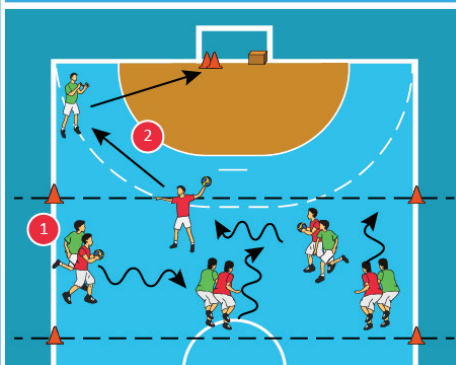
Find enjoyment in moving and whatever you do.



Respond and act quickly; practice shooting and versatile movements.

MAIN PART A

REACT AND SHOOT IN PAIRS



Organization and Procedure:

- Every two players pair up and each pair gets a ball.
- Mark an area on the court with an appropriate distance from the goal area.
- Players move inside this area randomly and in sequence with each other.
- The coach can decide the movement of the players (passing, defense movement, side steps with passes, rolling the ball to each other, dribbling), and change it in every time.
- When the coach whistles, the player in possession of the

ball bounces once and passes the ball to the other player, who runs toward the goal and shoots.

- The players try to hit one of the targets in the goal.
- Create different targets in the goal for the players to hit (mark the corners of the goal with bibs or place boxes on the bottom corners of the goal).

Variations:

- Play in groups of three players who must pass at least twice before reaching the goal.
- Create obstacles (cones or one to two defensive players) in the path of the players moving toward the goal. Play on two goals with goalkeepers.
- Each pair gets a number; when the coach calls a number, the pair with this number must perform (this way, only one player shoots).

COACHING POINTS



Practice reaction and action (to succeed, play together and bring your teammate into action).

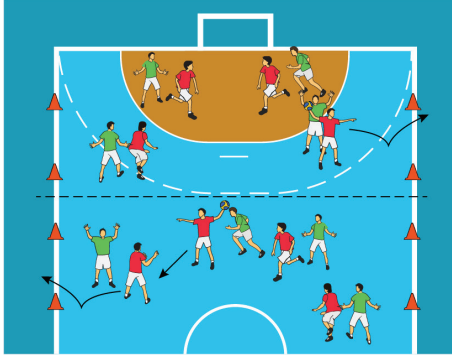


Transition from one situation in playing to another.

MAIN PART B

FINAL PHASE

BOUNCING HANDBALL



Organization and Procedure:

- Players are divided into four teams of four players each.
- Mark two playing fields (10x20 meters).
- Players need to run away from the defenders to be able to catch a safe ball.
- There are no goalkeepers in this game.
- To score, players must bounce the ball between the two cones.

Variations:

- Any goal is your goal.
- Play with no dribbling.
- Specify which type of pass is allowed.
- The last player is allowed to use his/her legs to defend the goal.
- Include a shooting area or line to score.

COACHING POINTS



Find your way.



Play with defense and aim towards the goal.

CONCLUSION

REFLECTION



Organization and Procedure:



- Have all the players stand together by the midline or baseline, facing you.
- Emphasize the ability to show emotion and ask players to act out positive examples of it.
- After a minute or two, gather the players together and review some of the positive examples that were acted out and how they relate to their daily lives.



Examples:





- Positive: Acting happy, cheering, jumping, laughing
- Negative: Looking sad or rejected, crying, shouting







3.2.3 SPORT CLASS TRAINING SESSION– CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Enjoyment of being and playing in a group
	 Sportive	Playing together

INITIAL PHASE	Sensitization and Warm up		
	10 min.	Stopwatch	Half court

MAIN PHASE				
	15 min.	Stopwatch	1 Soft Ball	Half court

FINAL PHASE	Conclusion				
	15 min.	Stopwatch	1-2 Balls	5-10 Bibs	Half court
FINAL PHASE	Reflection				
	5 min.	Stopwatch	Half court		





I CAN BE A ROLE MODEL

By joining the players in the game and having fun.



INITIAL PHASE

HOLDING HANDS



Organization and Procedure:

- Specify a playing area; it can be the six-meter area, the nine-meter area, or half of the court (depending on the size of the group).
- It starts with one player as the "hunter."
- When a player gets touched by the hunter he/she also becomes a hunter and joins the hunting team.
- The hunting team forms a chain by holding hands.
- The game ends when all the players become hunters.

Variations:

- Resize the playing area.
- The chain splits into two once four players are holding hands.
- Start with two or more players as hunters.

COACHING POINTS



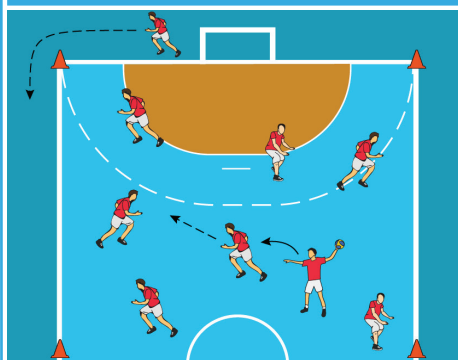
Focus on unity; together we are stronger.



Develop agility, coordination, and speed.

MAIN PHASE

ACTION BALL



Organization and Procedure:

- Select a playing area (half court for ten to twenty players).
- Players are all inside the selected area.
- The aim is to hit or touch a player with the ball.
- If the player catches the ball, he/she stays in the game.
- Everyone plays against each other.
- If a player is touched with the ball, he/she is out of the game and needs to run once around the court before reentering.

Variations:

- Add handball rules such as allowing only three steps and holding the ball for no more than three seconds.
- Change the penalty task for the player who gets touched (e.g., burpees, push-ups, frog jumps).
- Play in pairs so that every pair plays against the other pairs.
- The player can reenter the game only if the player who touched him/her with the ball gets out of the game.

COACHING POINTS



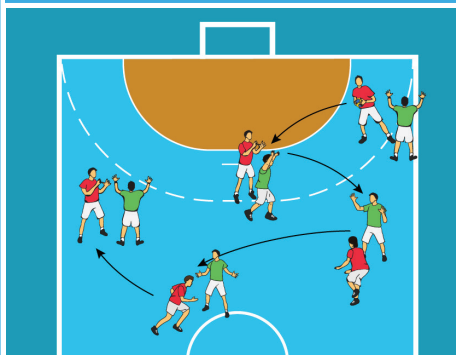
Enjoy playing and have a second chance to play.



Run and avoid the ball.

FINAL PHASE

FIVE PASSES TO SCORE



Organization and Procedure:

- Divide the group into teams of five to six players.
- Two teams play against each other.
- You may need to create two playing areas (review Chapter 3 for instructions).
- A point is scored when a team makes five consecutive successful passes.
- Count your passes aloud as a team to create team unity and transparency regarding the score.

- Once a team completes five successful passes, both teams form a circle and express happiness (e.g., applause, cheering, dancing).
- Now the other team receives the ball to restart the game.

Variations:

- Include handball rules: three steps, three seconds, no pushing or taking the ball out of someone else's hands.
- Change the type of pass used: You can only pass with your weak hand, only use bounce passes, etc.
- It is not allowed to return the ball to the player someone received it from.
- Increase or decrease the playing area's size.
- Use other items as a ball: frisbee, soccer ball, tennis ball, etc.

COACHING POINTS



Using teamwork helps in achieving goals.



Move to an empty space to receive a ball safely and always pass to an open player.

CONCLUSION

REFLECTION



Organization and Procedure:

- Have all the players stand together by the midline or baseline, facing you.
- Emphasize the social skill of the training session and ask players to act out positive examples of it.
- After a minute or two, gather the players together and review some of the positive examples that were acted out and how they relate to their daily lives.

Examples:

- Positive: Make a happy face, clap your hands, laugh loudly.
- Negative: Sit with your head down, walk with your shoulders hunched, move slowly.



FOOTBALL

children from 9 to 12 years





Foundation Phase
(golden age of learning)
ages
9-12

3.3 FOOTBALL: CHILDREN FROM 9 TO 12

Motivation to learn and perform

- Development of self-confidence/self-esteem
- Development of ability to communicate and of self-awareness
- Dealing with frustration
- Increased sensitivity to differences between boys and girls
- Experimenting through free play
- Curiosity and desire to learn
- Development of capacity for reflection
- Pre-puberty: mental and emotional instability
- Compare themselves and compete with peers
- Capable of generating own enthusiasm
- Awareness (recognition) of rules
- Awareness of violence in their social environment
- Risk of victim becoming aggressive

Sensitizing for the needs and emotions of others

- Conflict management
- Awareness of gender equality
- Show appreciation for others
- Proactivity / creativity
- Communication • Self-assessment
- Generosity • Resilience
- Empowerment • Leadership

Developing sportive skills in a playful way

- Get to know and experience different positions
- Attack vs. defense concepts
- Consolidation of basic skills (dribbling, throwing, passing etc.)

70 mins
2 sessions per week



Fast progress in developing complex movements

- Wider visual field
- Play with others/higher tactical level
- Emergence of different skills
- Equality between boys and girls when playing
- Significant difference in size and weight
- Recognition of physiological capacity
- Increasing motor skills

Endurance ●

Strength

Speed ●

Agility ●●

Coordination ●●

Sport-specific technical drills

- Boys and girls play together
- (Individual) concentration exercises and group dynamics focused on play and enjoyment; include tournaments and rivalry
- Delegation of responsibilities and roles (referee, assistant coach, etc.) to enhance the development of self-responsibility and empathy

- Switch of tasks and roles (referee, assistant, coach) for perspective change and support of empathy
- Group work to establish norms and rules of behavior; application of rituals
- Assignment of 'tasks' to children (e.g. identify places of risk on their way home; observe situations of exclusion in social environment)



3.3.1 THE GAME OF FOOTBALL

OVERVIEW

The game is played by two opposing teams with eleven members each, including the goalkeeper. It is played on a rectangular field with the main goal of driving the ball into the opponents' goal to score. The ball is primarily played using the feet, and only the goalkeeper is allowed to touch the ball with his/her hands. The main reason this sport has gained in popularity is because it is one of the most accessible and adaptable options for athletes.

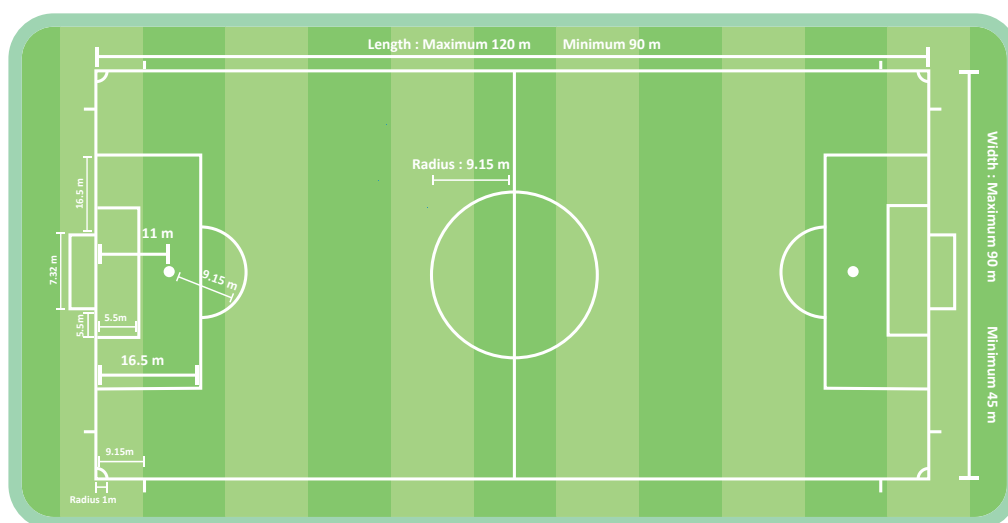


PLAYERS

Each team consists of eleven members, excluding substitutes. Members are broadly categorized into four groups, namely the forwards whose role is to score goals, defenders and goalkeeper whose role is to prevent conceding goals, and midfielders, whose main task is to create a scoring opportunities for the forwards.

OFFICIALS

A football game is officiated by a referee, who has full authority to enforce the rules. The referee is assisted by two linesmen and a fourth official who also assists the referee and may replace another official should the need arise.



Pedagogical Tips for the Coach

This age is characterized as the “golden age of learning” and should focus on learning sport-specific techniques (dribbling, passing, shooting). Now the training should also include more specific technical training based on different methods that gradually expand, improve, and consolidate the players’ previously acquired football-specific skills. Furthermore, playing football in small teams helps to keep up players’ motivation and joy in the game while simultaneously teaching them technical skills.

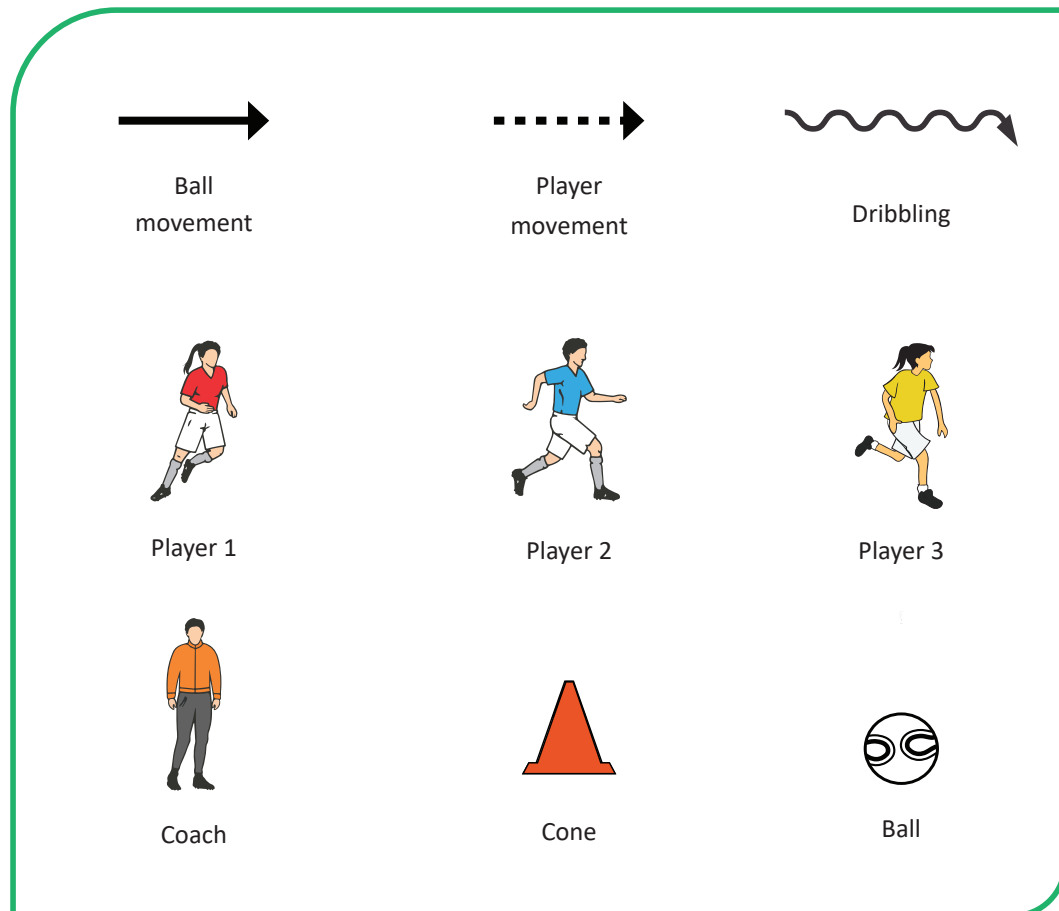


This age is characterized as the “golden age of learning and motor development” because the children have a great drive to learn and perform, which is based on their joy in movement, play, and performance. S4D’s basic training in sports evolves into a systematically structured sport-specific training in this phase.

You can support the kids in their motivation to learn and perform, following these guidelines:



- Act as a teacher to foster respect for rules, responsibility, identity and team spirit and solidarity within the group.
- Hand over responsibilities and roles (like referee, assistant coach etc.) to enhance the development of self-responsibility and empathy.
- Encourage the children to express their emotions to teach them how to handle their feelings in winning and losing.
- Include mutual support and help in your training.
- Recognize and promote children’s individual personalities.
- Establish a code of conduct together with the children.
- Create free and safe spaces for the children to grow and thrive.











FOOTBALL: EXPLANATION OF SIGNS, SYMBOLS AND GRAPHICS

























3.3.2 REGULAR TRAINING SESSION– CHECKLIST

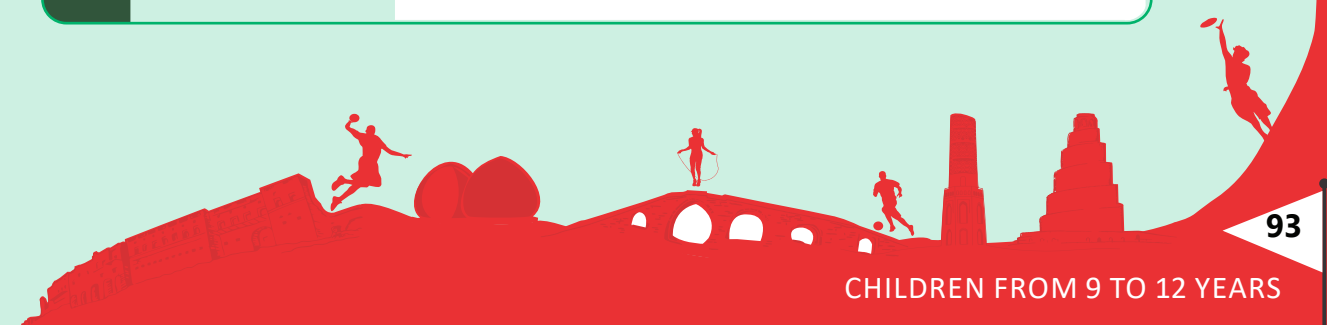
Training Duration: 80 Min.

GOALS	 Social	Teamwork
	 Sportive	Passing and receiving

INITIAL PHASE	Sensitization  10 min.	 Stopwatch	 5-15 Bibs	 12 Cones	 Field
	Warm up  10 min.	 Stopwatch	 6-20 Balls	 10 Bibs	 4-8 Cones

MAIN PHASE	Main part A  15 min.	 Stopwatch	 10-20 Balls	 15 Bibs	 8-12 Cones	 Field
	Main part B  15 min.	 Stopwatch	 10-20 Balls	 10-20 Bibs	 6-12 Cones	 2 Goals

FINAL PHASE	Conclusion  20 min.	 Stopwatch	 10-20 Balls	 15 Bibs	 8-12 Cones	 2 Goals	 Field
	Reflection  10 min.	 Stopwatch	 Field				





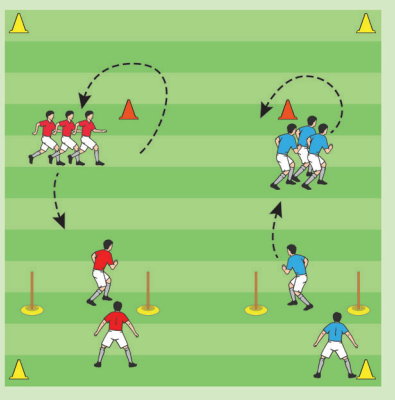
I CAN BE A ROLE MODEL

By helping others improve and encourage them to do their best. I show players that we win and we lose together as one group.



INITIAL PHASE

SWITCH SIDES



Organization and Procedure:

- Use the cones to clearly indicate the starting points. Across from each starting point, there should be one cone five to eight meters away.
- Divide the players into equal groups of three to five players and give numbers to each player from each group. Each group operates at one station.
- On the coach's signal, Player 1 from the first group races against the second group's Player 1 by running around the cone and back.
- When the player reaches his/her base, he/she continues the same action, this time holding hands with Player 2 and returning to the base with him/her.

- This sequence continues until the last player from the group joins the group run. After the full group returns, the following rounds will be with one fewer player each time (Player 1, then Player 2 will stop running, etc.), until finally the last player from both groups returns alone.

Variations:

- Perform the exercise using one ball per group.

COACHING POINTS

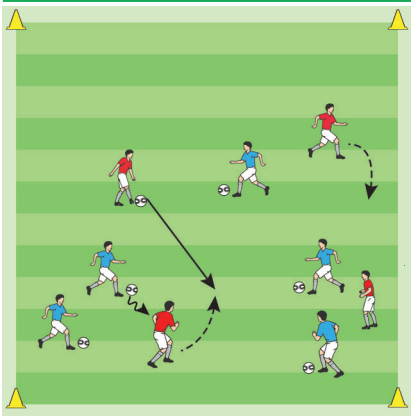


Encourage your teammates to do their best. The most important thing is to finish the race together.

Manage your energy reserves well.

SENSITIZATION

PASSING TIME



Organization and Procedure:

- Set up a 12x12-meter playing area and divide the players into two equal groups of four or five players.
- The first group is the dribbling group; each player dribbles with the ball in the playing area. His/her goal is to feint and put pressure on the players from the other group by dribbling toward them.
- The second group is the passing group. Players share one ball among them, and their goal is to keep the ball moving by passing, turning, and receiving.

Variations:

- Pass using two or three touches on the ball.
- Ask dribblers to put pressure on the passing player.

COACHING POINTS



Move around to create open space and offer teammates better passing options.

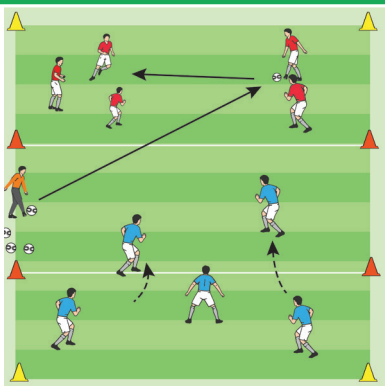


Check your surroundings before receiving the ball, and direct it to an open space away from the opponent.

WARM-UP

MAIN PHASE

COMBINATION PASSING



Organization and Procedure:

- Use markers or cones to divide the field into three zones: two 15x20-meter zones on the sides, separated by a 10x20-meter central zone.
- Each group is allocated one of the two side zones.
- The action always starts with the coach, who should have several balls nearby. He/she serves the ball to one of the groups, which must count the number of successful passes completed among them. Once the ball has been served, two players from the opposite team can enter the other zone to try to touch the ball or to direct it out-of-bounds.
- Once the ball has been successfully defended (by touch or out of play), the coach instantly delivers a new ball to the other field. The players who were defending must return to support their team and keep the ball away from the other team's two defenders.
- The winning team is the one that collects the most points (when every three consecutive passes count as one point) or the first team to reach an accumulated total of forty passes.

Variations:

- Change the field dimensions or the number of players per group to facilitate or make the exercise more difficult.
- Add goals on either side of the field. After a certain number of passes, allow the team to shoot to score a point.

COACHING POINTS



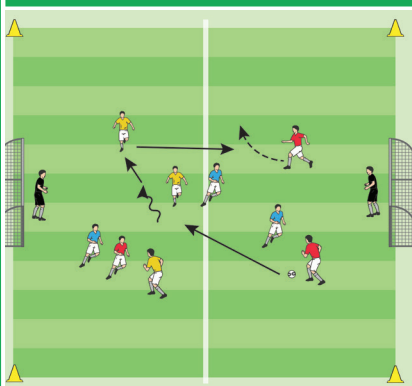
This is a physically demanding exercise, so the defenders must communicate and rotate their duties every other round.



The timing of the pass is very important to maintain continuity and keep possession of the ball. Be sure to look up to find the best place to pass to.

MAIN PART A

6-ON-3 ON TWO GOALS



Organization and Procedure:

- Place two goals on either side of the 30x20-meter playing area.
- Divide the players into three teams and place a goalkeeper in each goal.
- In every situation during the game, there is one defending team against two attacking teams that can combine forces.
- The defending team is always the one that loses possession of the ball.
- The attacking team must perform a set number of consecutive passes before scoring in either one of the goals. When a goal is scored, the team that was defending loses a point. The winner is the team with the most points by the end of the game.

Variations:

- The goalkeepers are allowed to assist the defenders. This creates a 6-on-5 situation for the attackers.

COACHING POINTS

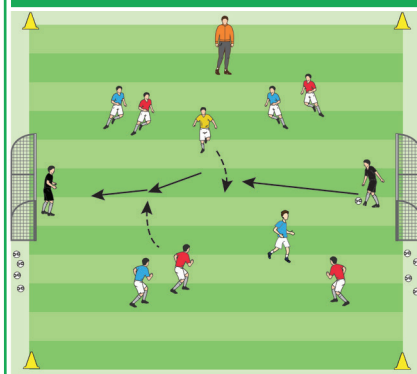


Move the ball around the field effectively by connecting well with all your teammates.

MAIN PART B

FINAL PHASE

6-ON-5 MATCH



Organization and Procedure:

- In a normal playing area, put the balls behind the goal nets and form two teams of five players each (including the goalkeeper). Include one neutral player, as well (if unavailable, the coach can perform this role).
- The two teams play a normal match for a set amount of time.
- If more than two teams are available, follow a rotation system every three to five minutes.
- The only condition in this game is that there is a neutral player who can move freely in the playing area. He/she plays with the team who passes the ball to him/her. The neutral player can score for the team in possession.

Variations:

- Include an additional neutral player who is not allowed to score goals. Rotate the neutral players after every match.
- If the players successfully complete three consecutive passes before shooting, a goal counts as double.
- The coach serves the balls using a variety of serves: fast balls, curling balls, high balls, etc.

COACHING POINTS



A numerical advantage is ineffective if there is minimal movement from the teammates. Show up for the ball and offer support when a teammate is in trouble.

There is always an extra player when you have the ball. Scan the field to locate him/her before you receive the ball.

REFLECTION



Organization and Procedure:



- Gather the players in a circle and ask each one to think of one key word that summarizes the topic of teamwork.
- Allow some time for players to think of their key words, then pass a ball around; when a player has the ball, he/she must give his/her key word and then pass the ball to someone else.
- When all players have presented their key words, the coach gives his/her key word and reflects by noting which key words were repeated and adding context or explanation to others.







Examples:





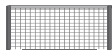


- Keywords: Appreciation, communication, support, responsibility, tolerance











3.3.3 SPORT CLASS TRAINING SESSION– CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Proactivity and creativity
	 Sportive	Dribbling and changing direction

INITIAL PHASE	Sensitization and Warm up					
	 10 min.	 Stopwatch	 10-20 Balls	 10 Bibs	 4-8 Markers	 Field

MAIN PHASE					
	 15 min.	 Stopwatch	 10-20 Balls	 2 Cones	 2 Mini goals
			 8-12 markers	 Field	

FINAL PHASE	Conclusion					
	 15 min.	 Stopwatch	 4-10 Balls	 8 Bibs	 8 Cones	 8-12 Markers
	Reflection					
	 5 min.	 Stopwatch		 3 Cones	 Field	



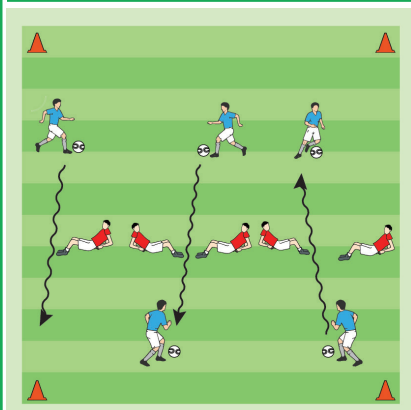
I CAN BE A ROLE MODEL

By offering new and updated training content to keep the players curious and eager to learn



INITIAL PHASE

CRAB WALK



Organization and Procedure:

- Select five players to start as the “crabs.” Their duty is to prevent the other players from crossing with the ball to the other side.
- The crabs can only move by crawling in a backward stance or a forward stance. They are not allowed to stand up and run, but they can move around freely.
- When the crab touches the ball, he/she exchanges roles with the person he/she took the ball from.

Variations:

- Fix the same group of crabs on the middle line for a 40-second period so that the dribblers must lift the ball over the crabs to the other side of the field.
- Competition: Count the number of times each crab catches the ball.

COACHING POINTS



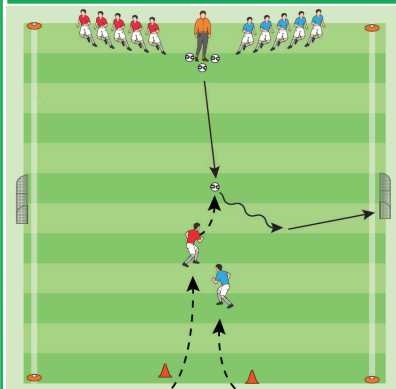
When dribbling, gradually increase the speed of play after every successful attempt and try out new feint moves.



Lift the ball over the crab by striking it from its lowest point upward and forward.

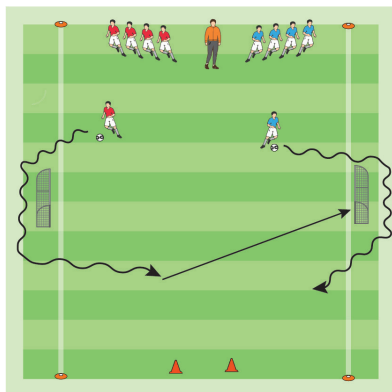
MAIN PHASE

1-ON-1 QUICK DUELS



Organization and Procedure:

- In a 20-meter-wide area, place two mini goals on both sides of the field and, using cones, clearly delineate a “no shooting zone” five meters away from each mini goal. Place two cones on the opposite side of the field.
- The players are divided into two teams, each team starting on one side of the coach, who is the play starter.
- The coach gives a signal for one player from each team to run across the field and around the cone in front of his/her team line. When the first player reaches the cone, the coach passes the ball into the field and the players must compete to score in one of the mini goals without entering the “no shooting zone.”
- The points are added up, and the team that scored more goals wins.



Variations:

- If a player successfully scores a goal, he/she remains and competes with a new player from the other team.
- Gradually increase the competition to 2-on-2 or other variations. You could also increase the number of mini goals on both sides if you increase the number of players per round.
- Players start with balls at their feet. On the coach’s signal, they

must each dribble around their respective goals; the player who scores first is the winner (see Graphic 2).

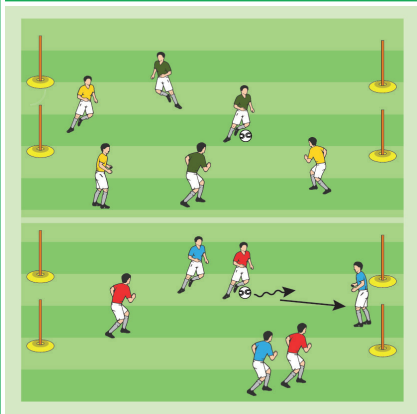
COACHING POINTS



Consider the number of touches you need on the ball depending on the distance you want to travel with it.

FINAL PHASE

3-ON-3 LAST MAN GOALKEEPER



Organization and Procedure:

- Divide the field into multiple mini fields for a 3-on-3 mini tournament. Ideally, each field should be about 18x12 meters. Set up four-meter-wide goals on both sides of each field.
- Teams play a free and open match between these goals, and after six minutes, they rotate and play against new teams.
- The only condition is that the defender nearest to his/her goal is the one who acts as the goalkeeper. He/she can catch the ball with his/her hand in that scenario.
- If there are a wall or benches available, allow the players to play off them to keep the ball continually in play. If the ball

goes out of play, players can restart by dribbling in.

Variations:

- Form unequal teams (e.g., 3-on-2), but make the goal smaller for the team with fewer players.
- Set up fields with two mini goals on each line.

COACHING POINTS



Play with confidence, have fun, and try to take the initiative when possible.



For a three-player team, ideally there should be one teammate in front of the ball possessor and one player behind him/her

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players together. Place two cones ten meters apart and explain that the cones represent the two different goals of the session: the social goal (creativity/proactivity) and the sportive goal (dribbling and changing direction).
- Ask the players to stand in the spot between the two cones that represents which goal they benefited most from in the practice. A player can stand in the middle of the cones to indicate that he/she learned equally from both goals.
- Have a few players explain their reasoning for where they

decided to stand and try to establish the link between athletic success and social learning. At the end, you can repeat the same exercise or try it with variations to see if the discussion has changed players' opinions.

Variations

- Sportive goal: "It is important to look up to see where I should dribble toward." "I can use different surfaces of the foot to make sudden turns and protect the ball." "It is easier to get past defenders when I play with both feet."
- Social goal: "I should try new moves that are difficult for the defender to anticipate." "Being creative makes me a unique player and person." "I can achieve my goals by taking the initiative on my own."

BASKETBALL

youth from 13 to 16 years





Orientation phase
ages
13-16

Puberty: Psychosocial insecurity and search for recognition

- Enjoy the attention of others
- Strong friendship bonds
- Search for identity
- Crushes
- Can easily be influenced by others/focused on opinion of group
- Awareness of violence in their social environment
- Breaking norms and rules: risk of committing criminal and violent offences
- Interest in illegal substances
- Isolation and conflictive behavior
- Increased communication skills
- Strong sense of rivalry



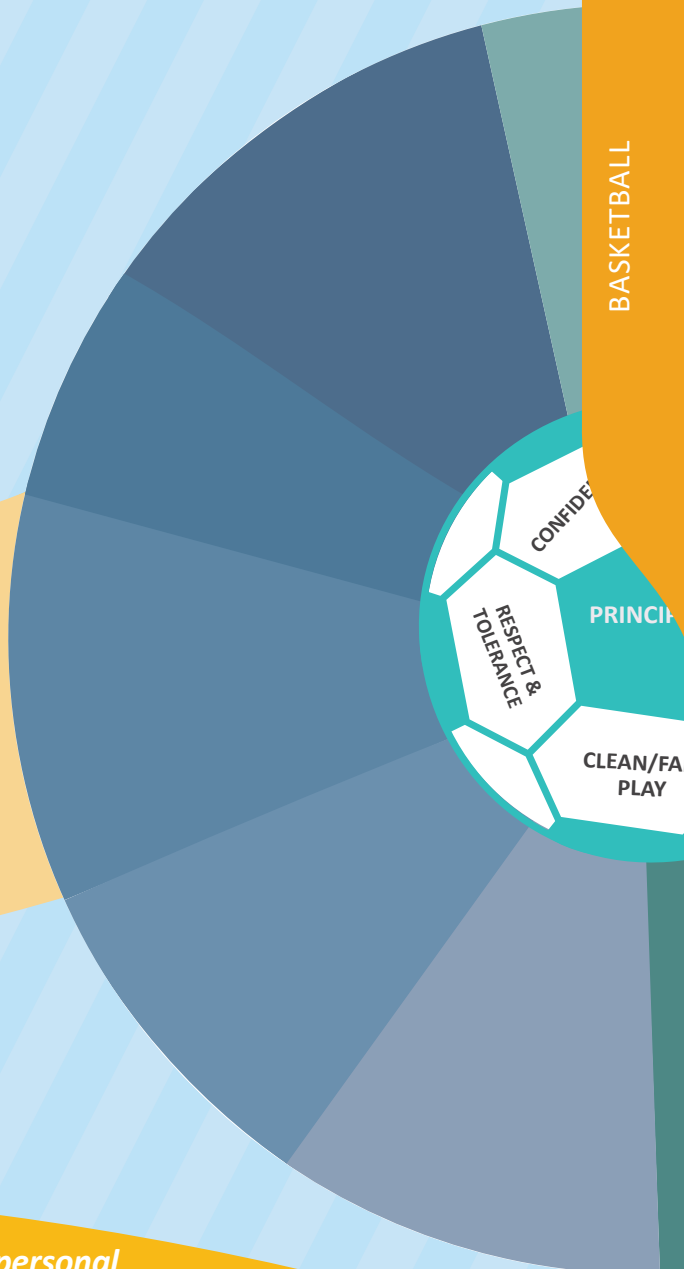
Promoting self-responsibility and responsibility of the team

- Knowledge about rights and duties
- Knowledge of processes involved in group dynamics
- Accountability • Communication
- Life plan / personal care
- Self-assessment
- Conflict management
- Proactivity / creativity
- Active Listening
- Leadership

Stabilizing and improving performance and understanding of the game

- Application of tactical strategy
- Different technics of basic skills (e.g laces and chip pass)
- Fundamental sport skills under pressure
 - Introduction of positions
 - Reading the game

80 mins
2-3 sessions per week



Significant differences in physical development

- Significant difference in size and weight
- More obvious physical differences between boys and girls
- Problems with coordination and motor skills
- Emergence of particular skills
- Increased development of motor skills
- High levels of tactical and strategic understanding

Endurance



Strength



Speed



Agility



Coordination



Promoting personal independence, initiative, self-confidence and participation on and off the sports ground

- Identifying community needs and organizing community-based activities
- Gradually increased complexity of games and group training

- More responsibility for the players: work out own training blocks independently; agreement on rules and norms and decisions on sanctions for breaking the rules; organizing events/tournaments

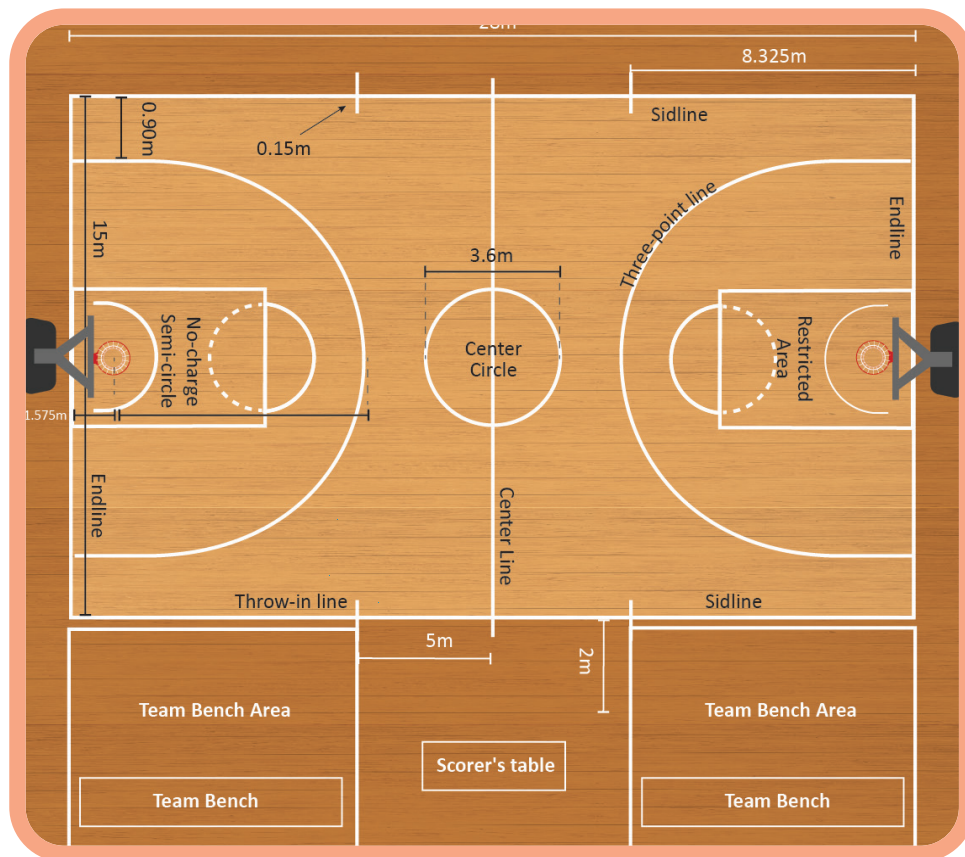


3.4.1 THE GAME OF BASKETBALL

The game of basketball is played by two teams of five players each whose aim is to score by shooting the ball through their opponents' basket while preventing the other team from doing the same by defending their own. The officials and table officials (referees) control the game, and the team that has scored the greater number of points at the end of playing time is the winner.

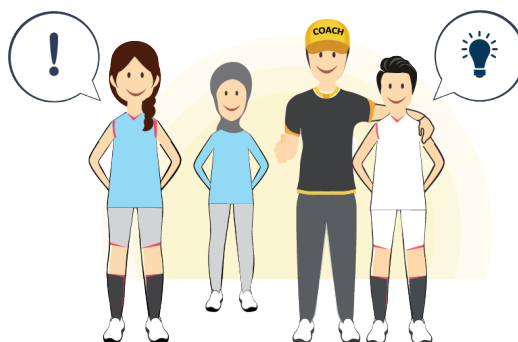


Each team can have up to twelve members who are allowed to play—five players on the court and seven substitutes—but teams can consist of many more players. The game consists of four quarters of ten minutes each. During the game, the ball is handled with the hand(s) alone and may be passed, thrown, bounced, rolled, or dribbled according to the rules explained in the following sections. The official dimensions of a full-sized basketball court are shown in the below diagram, and the full official FIBA rules from 2017 can be found online. FIBA brings together 213 national basketball federations from around the world; the whole basketball community worldwide consists of more than 450 million players and fans.



Pedagogical Tips for the Coach

The physical and mental differences in development are significant during this age. This one of the reasons to support the players individually in their development of technical, tactical and motor skills. Since it is a very emotional phase of life and the feelings are heightened and often difficult to control, the coach should choose exercises that focus on communication and team spirit to prepare the young people for difficult game situations.



Through their strengthened mental characteristics such as better observation, spatial orientation and logical thinking is it possible to include more comprehensive tactical and strategical theory and exercises that will be helpful for real game situations.

This age stage is characterized through the search for independence, recognition and identity. It's a very agitated phase so the coach needs a lot of understanding for his players.

The young players are looking for guidance, which can a coach offer on one hand as a sports expert, whose expertise is appreciated by his/her players, on the other hand as a supporter and friend in difficult life situations.

You can support your players in their search for recognition and identity, by applying the following guidelines:

- Encourage communication skills, leadership, empathy, respect, tolerance.
- Listen actively, show empathy and support them in difficult life decisions.
- Explain the “Why” to justify the structure of the training.
- Create opportunities for active participation.
- Provide the space for open communication and discussion to learn about the motives, fears and goals of your players.
- Promote and live a healthy lifestyle to be authentic in the values you want to convey.

BASKETBALL: EXPLANATION OF SIGNS, SYMBOLS AND GRAPHICS

Ball movement

Player movement

Dribbling

Screening

Hand off

Cone

Ball

Coach






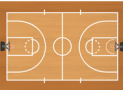


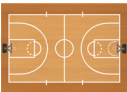





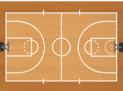




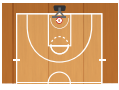










Player 1

Player 2

Player 3

3.4.2 REGULAR TRAINING SESSION - CHECKLIST

Training Duration: 90 Min.

GOALS						
GOALS	 Social	Confidence				
	 Sportive	Techniques in game situations				
INITIAL PHASE	Sensitization  10 min.	 1-4 Balls	 1-2 Baskets	 Full court	 stopwatch	
	Warm up  15 min.	 Full court	 2-4 Balls		 stopwatch	
MAIN PHASE	Main part A  15 min.	 0-10 Balls	 1-2 Baskets	 Full court	 stopwatch	
	Main part B  15 min.	 5-10 Balls	 2 Baskets	 Full court	 stopwatch	
FINAL PHASE	Conclusion  25 min.	 1-2 Balls	 1-2 Baskets	 Half court	 4 Cones	 stopwatch
	Reflection  10 min.		 Half court		 stopwatch	





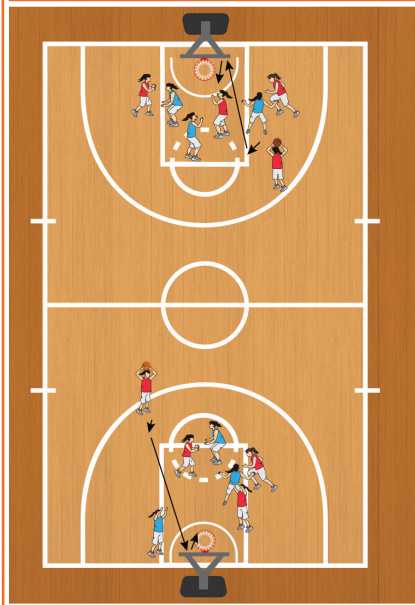
I CAN BE A ROLE MODEL

By standing and talking in confidence, having confident attitude and standards. I create a good environment for my players to develop their belief in themselves "You can do it", providing them with evidence that they are developing to boost their self-confidence.



INITIAL PHASE

SMASH THE BACKBOARD



Organization and Procedure:

- Form two teams, using all baskets with only one ball for each.
- Score a point by bouncing the ball on the floor against one backboard and letting it fall back onto the floor without touching anything else. Play up to five points
- A player is only allowed to pivot when receiving the ball (no dribbling or running).
- A team needs to pass, communicate, move, and box out properly.

Variations:

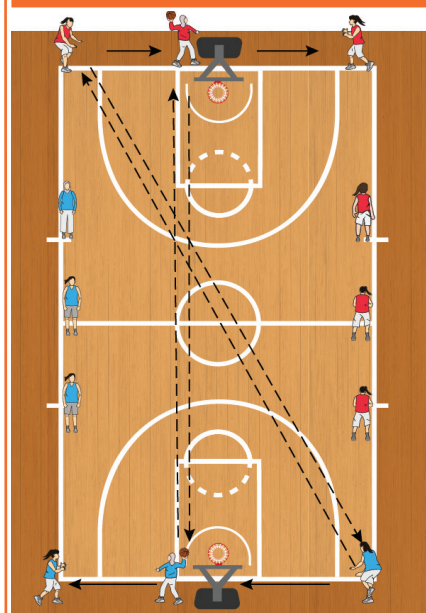
- Use a wall or something similar instead of a backboard.
- Form three teams or use more balls.

COACHING POINTS

- Build confidence in each other.
- Box out and pass.

SENSETIZATION

PASS CATCHES PASS



Organization and Procedure:

- Each player has to find a spot on the court borderlines, pass the ball clockwise, and then run to a diagonal spot to receive the pass.
- Two players in opposite corners next to each basket of the court have a ball.
- Both balls (teams) try to catch the other one, which is possible if a team gets slower and/or has to stop.
- The winner is the team whose ball stays alive and gets the other ball.

Variations:

- Put two people on each spot.
- Find more spots.
- Use something other than a ball.

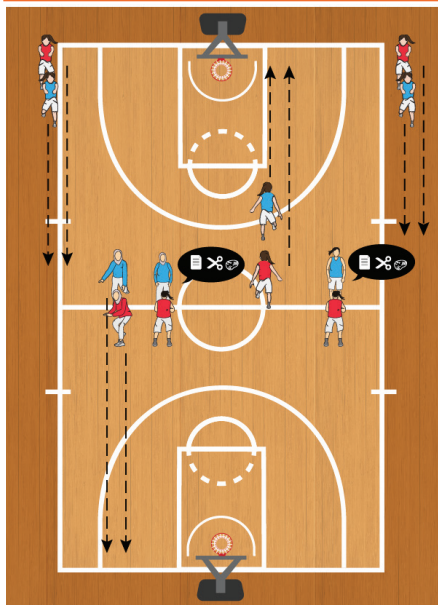
COACHING POINTS

- Believe in yourself and your team.
- Pass with proper timing while finding your teammate.

WARM-UP

MAIN PHASE

MIDLINE CATCHING

**Organization and Procedure:**

- Form teams of two. Each team stands at the midline facing the other, with or without a ball.
- One has to catch the other based on winning small games.
- A player can no longer be caught once he/she has arrived at the baseline.
- Step 1: They play paper-scissors-rock, and the winner plays the role of catcher.
- Step 2: The coach calls out a math problem. If the solution is even, the catcher is right of the midline. If it is uneven, the catcher is to the left.
- Step 3: The coach calls out a city (making the catcher on the right side) or a state (making the catcher to the left).

Variations:

- Let each player put a cone on his/her head that is not allowed to fall down while running.

- Only one side has balls, which are passed after each round.

COACHING POINTS

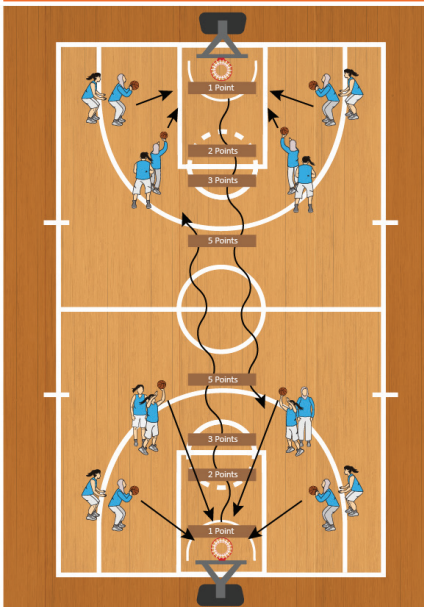
Improve each other through tips when being caught.



Dribble without looking at the ball.

MAIN PART A

CONFIDENCE SHOTS

**Organization and Procedure:**

- Form teams of two with one ball, starting from a mid distance shot position.
- The first player of each team takes a shot from position. A basket is worth two points.
- On each basket, there are marked spots with different points (5, 3, 2, 1).
- The shooter gets the rebound, dribbles to the other basket, and decides from where to shoot with confidence and earn points accordingly.
- The shooter is the rebounder and runs back to the other basket; the other player does the same.
- Teams may score up to fifty points (group points).

Variations:

- Form teams of three.

COACHING POINTS

Develop confidence in yourself.



Shoot with confidence under pressure.

MAIN PART B

FINAL PHASE

3-ON-3 COMPETITIONS



Organization and Procedure:

- Form teams of three on each basket. Two teams play 3-on-3, and the other teams wait by the baseline. If a team scores, offense becomes defense, defense goes back in line, and a waiting team gets in by dribbling the ball up to the midline and attacking.
- The game is played up to ten baskets, or the winner is the highest scorer in a certain amount of time.
- The coach needs to encourage players to use their techniques to develop self-confidence.

- Play by the official 3-on-3 rules.

Variations:

- Make it 4-on-4 or 5-on-5, although 3-on-3 gives the players more opportunities to try and succeed in techniques.
- Give the players a certain pattern to start offense.

COACHING POINTS



Develop confidence in trying new things.



Compete on defense.

CONCLUSION

REFLECTION



Organization and Procedure:



- Have all the players stand together by the midline or baseline, facing you.
- Emphasize confidence and ask players to act out positive examples of confidence.
- After a minute or two, gather the players together and review some of the positive examples that were acted out and how they relate to their daily lives.



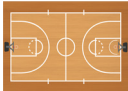



Examples:




- Positive: Walking with shoulders back and head up










3.4.3 SPORT CLASS TRAINING SESSION – CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Commitment and perseverance
	 Sportive	Rebound

INITIAL PHASE	Sensitization and Warm up	 5-20 Balls	 1-2 Baskets	 Full court
	 10 min.	 12 Cones	 stopwatch	

MAIN PHASE		 2-4 Balls	 1-2 Baskets	 Half court	 stopwatch
	 15 min.				

FINAL PHASE	Conclusion	 1 Ball	 1 Basket	 Half court	 stopwatch
	 15 min.				
	Reflection	 3 Cones	 Half court	 stopwatch	
	 5 min.				





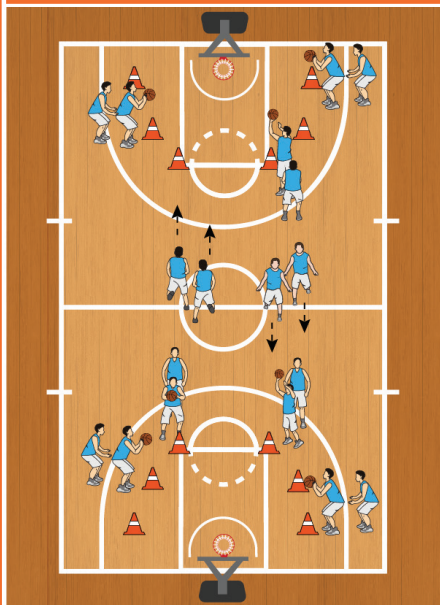
I CAN BE A ROLE MODEL

When I am always there before practice to show commitment to the session and when I end it on time. I can make sure that all students finish their drills and not give up, emphasizing perseverance.



INITIAL PHASE

SHOOTING PERSEVERANCE



Organization and Procedure:

- Form teams of two, each with one ball.
- Choose six shooting positions and mark them on both baskets with cones.
- Each team has to score three baskets in a row from each of the six positions, alternating which players are shooting.
- If a player misses, the team has to change baskets and start over again from one of the other positions.

Variations:

- Each team must score three times in a row from all twelve positions.
- When changing baskets, players have to do a task at the midline.
- Include shots made after one dribble.
- Form teams of three or four.

COACHING POINTS



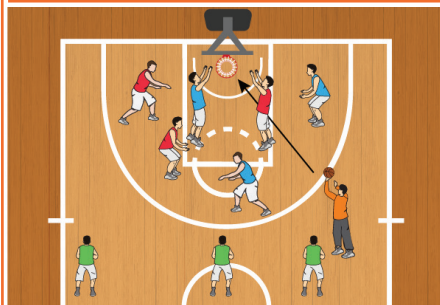
Get through the ups and downs together.



Shoot under pressure.

MAIN PHASE

COMMIT TO REBOUND



Organization and Procedure:

- This is a rebound game within the three-point line.
- No fouls are called, and a player can always score even if the shot before the rebound came from an opponent.
- The game starts with the coach shooting, and there is a competition for the rebound. It ends with one of the teams making a basket.
- Step 1: Players play 1-on-1, both staying in the defensive position underneath the basket until the coach shoots the ball. When one team scores, the opponent does push-ups.

- Step 2: Players play 2-on-2, one player of each team staying at each elbow until the coach shoots the ball. When one team scores, it moves behind the three-point line, leaving the losing team to play against the next team.
- Step 3: Players play 3-on-3. All players move around at the three-point line until the coach shoots. A basket made is worth one point; the game is played up to five points.

Variations:

- Use all baskets with three teams of four or five, using the 3-on-3 rules

COACHING POINTS



Never give up.



Get the rebound, and score under pressure.

FINAL PHASE

REBOUND COMPETITION



Organization and Procedure:

- Form two or three teams of five players and play 5-on-5 on one basket.
- If a team scores in defense, it can stay in defense, and the other team has to rotate.
- If a team scores in offense, it is allowed to defend during the next possession, and the defensive team has to rotate.
- Always start with the five offensive players in the five spots (both 45° spots, both short corners, and in front of

the basket, all at the three-point line) and the defense in place.

Variations:

- Use both baskets with three teams of four or five.

COACHING POINTS

 The player has to commit to the team goal.

 Get the rebound in defense.

CONCLUSION

REFLECTION



Organization and Procedure:

- Place three cones in a triangle, with each cone representing an environment: sports, school, and home.
- Gather all the players and ask them to stand next to the cone environment where they think this social skill is most important. Let one or two players from each group explain why they think their environment is most important for the targeted social skill.
- After the discussion, repeat the exercise to see if the discussion changed any players' thinking.

Examples:

- Sports: To succeed in sports, the individual and team need to be committed to practice and make sure not to give up if they miss a shot or a game.
- School: The individual needs to be committed in class, turn in homework on time, study hard, and work to score higher.
- Home: Commitment might include teaching a younger brother or sister to ride a bike and keeping at it until he/she can.



ULTIMATE

Youth Above 16 years





Consolidation phase
ages
+16

3.5 ULTIMATE FRISBEE: YOUTH 16 YEARS AND OLDER

Transition into adulthood: Search for autonomy

- Recognition of complex and abstract relationships
- Professionally competitive and ambitious to achieve their goals
- Deviant behavior: risk of becoming involved in criminal structures, sexual crimes and vandalism

- Ability to lead
- Greater capacity for reflection
- Better communication skills
- Confrontational behavior
- Search for independence
- Self-organization
- Professional vision with link to higher education or by entering working life

- Entering phase of other-centrism: put their own actions in relation to others and understand the people around them
- Development of skills for independent conflict resolution



Focusing on performance and competition

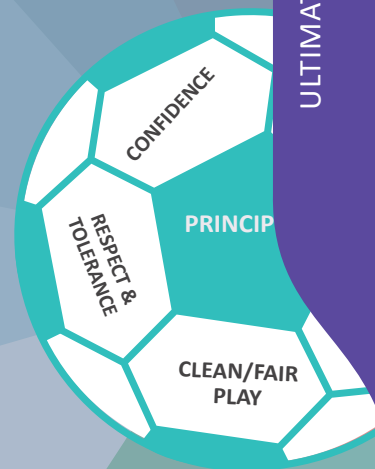
- Wide-ranging application
- Master fundamental skills under pressure
- Technical refinement to positions specific skills
 - Tactical and formation changes mid game

Supporting an independent, healthy lifestyle

- Communication
- Professional vision
- Proactivity and innovation
- Promotion of gender equality
- Commitment of perseverance
- Self-assessment / reflection
- Responsibility and reliability
- Ability to lead and make decisions
- Solidarity

90 mins
3 sessions per week





Physical consolidation and strategic behavior

- Physical differentiation between the sexes and within the game
- Playing to meet specific objectives and in professional competition
- Greater physical capacity and stamina
- Greater tactical and strategic ability
- High level of technical knowledge
- Precision in movement

Endurance



Strength



Speed



Agility



Coordination



Strengthening the individual profiles of the players through individualized training

- Match-related exercises in tactical blocks (intersperse attack and defense)
- Complex match situations and objectives
- Exercises under time pressure and in stressful situations

- More extensive comparison and rivalry with other clubs, vision extended beyond local area
- Specialized individual and group training
- Identifying community needs and organizing community-based activities



3.5.1 THE GAME OF ULTIMATE

Ultimate (also commonly known as Ultimate Frisbee) is a fast-paced, non-contact, self-refereed team sport played with a flying disc. Two teams play each other on a field with two end zones. The goal is to score by catching a flying disc passed by a team member in the opposing end zone.

Ultimate is unique due to its focus on self-officiating even at the highest levels of competition. This concept is called “Spirit of the Game” (SOTG) and embodies values of sportsmanship, placing the responsibility for fair play on the players.

Ultimate is played in more than 80 countries by an estimated 7 million people. It is open to all genders, social backgrounds, and age groups. Across the globe, players range from elementary school age to over 60 years old, thus making Ultimate a lifelong sport.

Ultimate is a mixed sport, and at the competition level different age categories compete in mixed, men’s, and women’s divisions. This is possible mainly due to the fact that Ultimate is a non-contact sport, reducing the risk of injury, and the most common strategy is man-to-man defense, where players can pair up according to gender.

The sport does not yet have a balanced participation among men and women. Although coaching girls and boys separately during practice can help build confidence in the initial stages, many tournaments focus on the mixed division, and teams should be prepared to play coed accordingly.



Ultimate is uniquely accommodating and can welcome anyone interested in playing the sport, independent of their physical characteristics. The non-contact rule and man-to-man strategies mean that players can participate, contribute successfully, and have fun irrespective of their height, speed, stamina, and age because they can be paired with similar players on the opposing team.



Flying discs were first used in the early 1950s by Yale University students who had adapted tin cans from the Connecticut Frisbie Pie Company, a local pie producer, into flying objects. The term “frisbee” is often used to describe flying discs; however, the term is a registered trademark of the Wham-O toy company, which started producing the first discs in 1951. In 1967 Jared Kass started playing team frisbee with students at Amherst College (Mass.) and later taught students at Mt Hermon Summer School. Among the students was Joel Silver, who brought the game back to New Jersey, where him and his friends are credited with playing the first official game of Ultimate, naming the sport and writing and official rulebook. The school graduates formed teams at their universities, and in 1972 the first intercollegiate game took place. Ultimate also began to spread to Europe and Asia in the seventies.

The World Flying Disc Federation (WFDF), the international governing body for all flying disc sports, was founded in 1985 and represents 82 member associations in over 80 countries. The first World Ultimate Championships were held in Gothenburg, Sweden, in 1983.

WFDF was granted full International Olympic Committee (IOC) recognition on August 2, 2015. This makes it possible for the organization to receive IOC funding and apply to be added to the Olympic program.

WFDF is a member of the following organizations:

- Global Association of international Sports Federations (GAISF) (formerly SportAccord)
- International World Games Association (IWGA)
- Association of IOC Recognised International Sport Federations (ARISF)
- International Masters Games Association (IMGA)

WFDF is a registered not-for-profit 501(c)(3) corporation in the state of Colorado, USA. WFDF is also recognized by the International Paralympic Committee (IPC) and the International University Sports Federation (FISU) and partners with the International School Sport Federation (ISF).



Pedagogical Tips for the Coach

Above the age of 16, the mental, social, and physical development of young people should be so advanced that it is now possible for their coaches to specialize in tactics and individual support in training. That involves deepening the understanding and application of tactical and strategic behavior like position-specific techniques.



Improved mental qualities such as observation, spatial orientation, and logical thinking allow for more challenging content in preparation for professional competition.

To fulfill players' wish for more autonomy and independence, the coach should delegate tasks and parts of the training parts to players and should focus on communication; decision-making; and collaborative, strategic problem-solving in games and exercises.

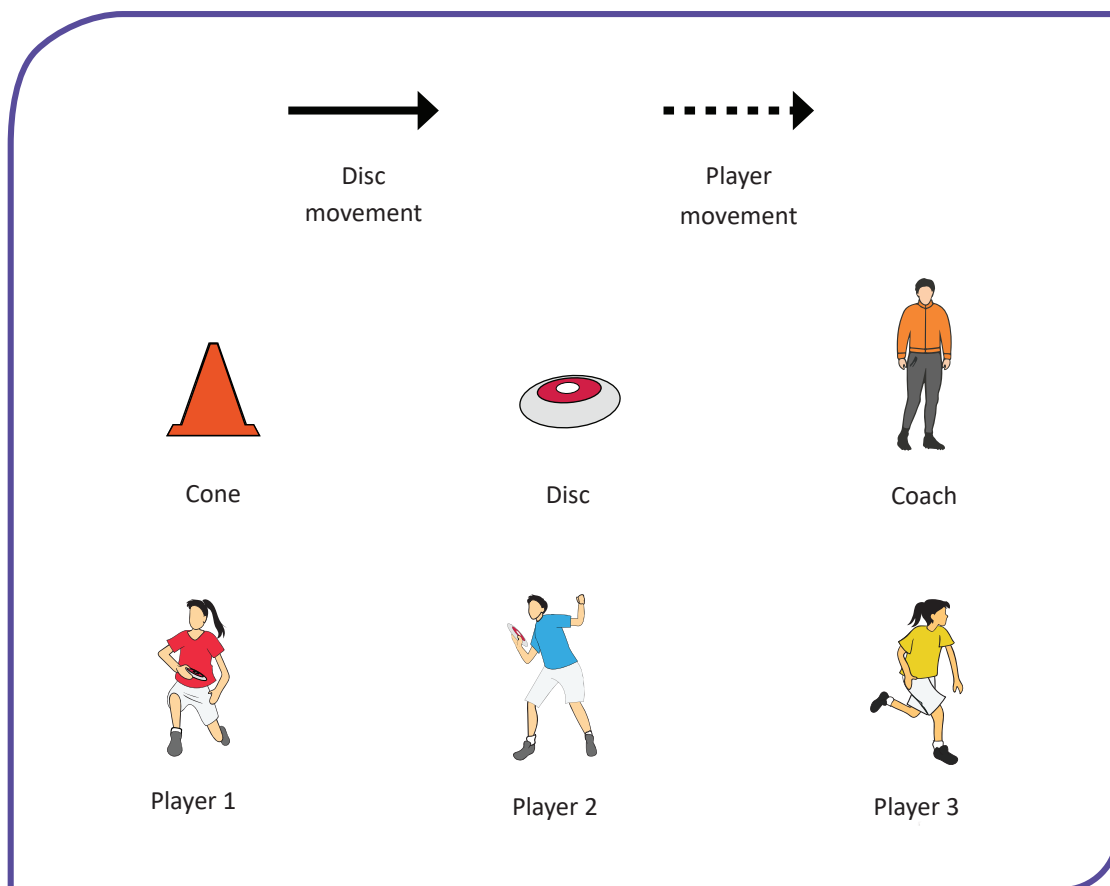
This age stage is characterized by high technical and physical demands, complex situations and goals, and professional competition.

The coach is a mentor and companion, supporting the players on their way into adulthood.

You can support your players in many ways:

- Have open, friendly conversations with your players.
- Conduct one-on-one conversations to learn about your players' visions, personal goals and problems.
- Include them in the planning of training sessions and tournaments.
- Be aware to be questioned or daunted as a role model and show that living is a continuous learning and developing process.


ULTIMATE: EXPLANATION OF SIGNS, SYMBOLS AND GRAPHICS























3.5.2 REGULAR TRAINING SESSION– CHECKLIST

Training Duration: 100 Min.

GOALS	 Social	Self-assessment
	 Sportive	Dump and swing

INITIAL PHASE	Sensitization  10 min.	 Stopwatch	 Box field 18 X 18 m	
	Warm up  15 min.	 Stopwatch	 10 Discs	 30 Cones

MAIN PHASE	Main part A  20 min.	 Stopwatch	 3 Discs	 18 Cones	 10 Bibs	 Full field
	Main part B  20 min.	 Stopwatch	 2 Discs	 10 Cones	 Full field	

FINAL PHASE	Conclusion  25 min.	 Stopwatch	 2 Discs	 16 Cones	 10 Bibs	 Full field
	Reflection  10 min.	 Stopwatch	 Box field 18 X 18 m			



I CAN BE A ROLE MODEL

By highlighting the small things that players have improved in and assessing their progress rather than the number of their scores.



INITIAL PHASE

THUMB-WRESTLING ENTOURAGE



Organization and Procedure:

- Players pair up, extend their right hands, and curl their fingers inside their partners' palms with their opposing thumbs side-by-side.
- Players aim to pin their partners' thumbs under their own.
- If one player loses an individual match-up, he/she becomes the "entourage" of the person who beat him/her and cheers for him/her in every new match-up.

- If the person a player is cheering for loses, that player becomes part of the winner's entourage.
- Eventually it comes down to two people who have not lost, both with huge entourages. The winner takes all because he/she will have the entire entourage.

Variations:

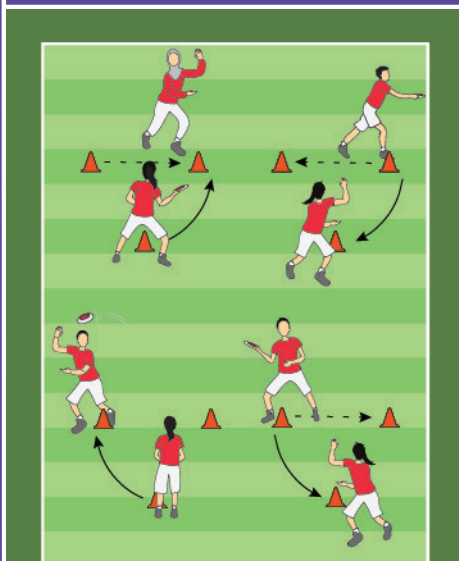
- Wrestling in a trio: Try it with three or four people. Continue to apply the "monkey grip" posture, but players curl their fingers into one clump of palms. Opportunities to form alliance and excitement.
- Large-group contest: Form a circle of thumb-wrestling players in which players cross their arms in front of themselves to grab their neighbors' hands. Once both thumbs of an individual have been pinned, he/she is eliminated, and the circle reforms. Continue until the Thumb-Wrestling Champion of the World is crowned.

COACHING POINTS

- Even if you lose the match-up, you can be part of the winning team.

SENSITIZATION

WINDSHIELD WIPER



Organization and Procedure:

- Set cones in a triangle, six meters long on each side.
- The thrower starts on one cone, the receiver on the second cone.
- The thrower passes the disc, and the cutter runs to the third cone.
- The runner catches the disc near the third cone, throws it back, and runs back to the second cone, to which the thrower is already throwing a disc.

Variations:

- Add a defender.
- Throw only inside-out throws.

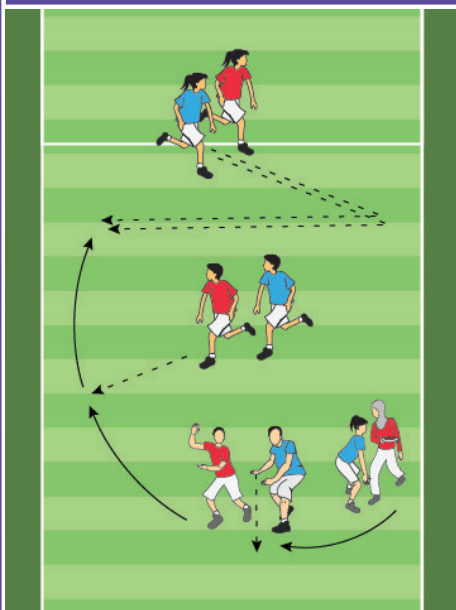
COACHING POINTS

- Establish eye contact with the thrower.
- The thrower should encourage the runner to keep going when he/she gets tired.
- Run right after the throw.

WARM-UP

MAIN PHASE

DUMP AND SWING



Organization and Procedure:

- Set up a handler on the sideline with a dump and two more players in a vertical stack, each player with a defender.
- The marker forces the thrower to the sideline. The second cutter from the stack cuts toward the handler.
- The handler fakes a throw to the second cutter but decides it is too risky. He/she then turns to the dump. The dump is immobile until then and only becomes active when the thrower looks at him/her.
- Then the dump cuts straight to the back to receive a disc the thrower passes into the space behind him/her. The dump then turns around and looks for the first cutter from the stack, who cuts diagonally toward the far side of the field.
- The cutter receives the disc and looks for the second cutter from the stack, who cuts back from the open side of the field to the break side.

Variations:

- If the dump does not get free, he/she should cut to the sideline in front of the thrower and then back.
- Set up a horizontal stack and practice the dump and swing with three handlers. Focus on timing the cut from the wings correctly.

COACHING POINTS



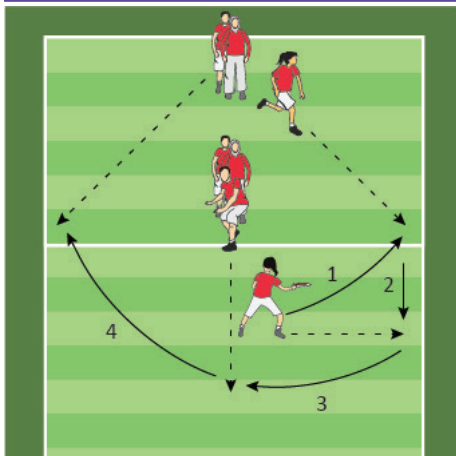
You need to stay patient and look for support when you are under pressure.



The disc can go back and forth many times. Keeping possession is crucial before scoring.

MAIN PART A

END ZONE DRILL



Organization and Procedure:

- Players form two stacks in the center of the end zone, one stack near the front and one near the back. A cone is placed three meters outside the middle of the end zone.
- The first player from the front stack starts at the cone three meters out with the disc. The first player from the back stack cuts to the front side corner of the end zone. The thrower tosses a long disc to the cutter.
- The cutter pretends not to have caught it in the end zone, but in the field. Therefore, the thrower goes to help him/her.
- The first cutter now throws a short pass to the initial thrower, who receives it and turns to look for the dump.
- The next person from the front stack cuts back to the cone three meters outside the end zone, receives the disc, and turns to throw the disc for a score on the other corner of the field.
- From the stack at the back of the end zone, a cutter reaches the corner and catches the disc. However, he/she pretends not to score, and so the thrower goes to help him/her. Repeat this process until each player has gone through all positions eight times.

Variations:

- Count your successful completions.
- Add defensive players to all positions.

COACHING POINTS



A score is not the only win. Every player on the team contributes to a score. Assists are also measured at official competitions.

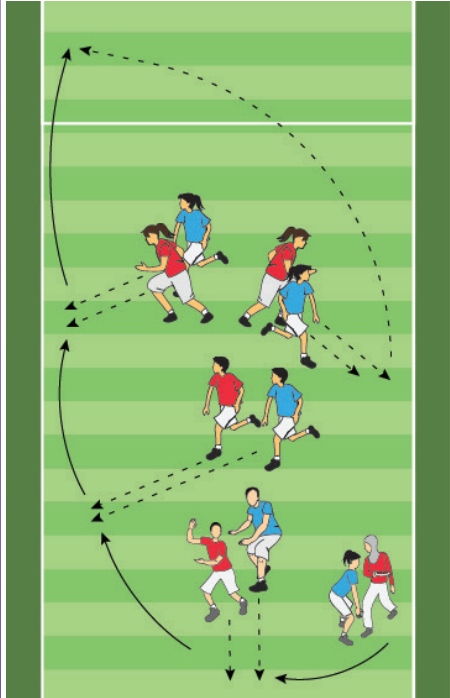


Dump, swing, score!

MAIN PART B

FINAL PHASE

BEACH ULTIMATE ON TURF



Organization and Procedure:

- Set up a full-field 5-on-5 game. Teams come up with team names and set themselves goals for what they want to achieve in this game.
- Play a beach-size field game of Ultimate. Instruct players to look for the dump after the stall count reaches four. When players come to the end zone, ensure everyone positions themselves in the end-zone drill way, to work patiently toward a score.

Variations:

- The thrower calls an isolation strategy before the end zone, meaning that all players freeze at the middle and end of the end zone, and only one player who was called moves to get the disc and score.
- Play a horizontal stack with focus on the dump and swing.

CONCLUSION

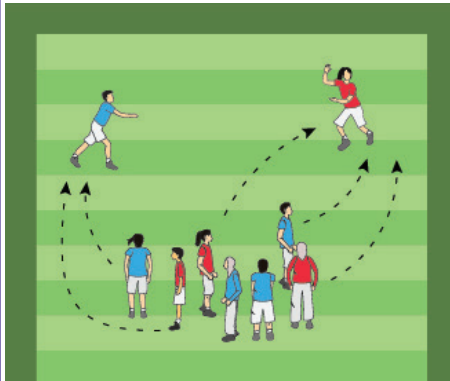
COACHING POINTS

- ✋

Cheer loudly for your teammates and congratulate them for their patience, defense, nice assists, or scores.
- 🌀

Remind players of the strategy applied when you arrive at the end zone.

REFLECTION



Organization and Procedure:

- Players stand in a spirit circle.
- Ask five players what skill they practiced successfully in that day's practice. Tell each player who mentions a new skill to imitate the position required for that skill. Other players who also performed the skill successfully go to stand with the players who took that position.
- Ask players what skills they would like to improve on. Tell them that identifying a skill gap is not a weakness but a great opportunity to work and focus on this skill. Ask players who are experienced in certain areas to pair up with others who need more work and to help them in the next practice. Players with gaps set themselves goals on how much they want to practice the skill and by when they want to see improvement to track progress.



Examples:




- If players are unsure about which skills they have mastered, the following can be mentioned: catching when tired, throwing precisely when tired, being a reliable dump/swing, dumping and swinging the disc effectively.
- Gaps that can be identified include the following: Establishing better communication between the thrower and receiver, improving throws/catches, improving dump cuts/long end zone cuts, better timing of the cuts and throws.


















3.5.3 SPORT CLASS TRAINING SESSION– CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Positive attitude in a noncontact team sport
	 Sportive	Backhand and catching

INITIAL PHASE	Sensitization and Warm up		
	 10 min.	Stopwatch	Box field 18 X 18 m

MAIN PHASE	Main part A				
	 15 min.	Stopwatch	20 Discs	8 Cones	Box field 18 X 18 m

FINAL PHASE	Conclusion					
	 15 min.	Stopwatch	2 Discs	16 Cones	8 Bibs	Full field
	Reflection					
	 5 min.	Stopwatch	3 Cones	Box field 18 X 18 m		



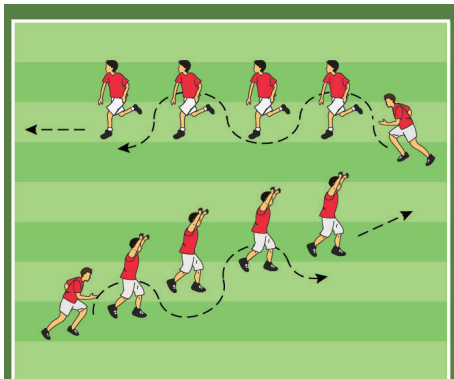
I CAN BE A ROLE MODEL

By making everyone feel welcome through smiling, giving high fives, and encouraging others to do so, as well.



INITIAL PHASE

SHADOW RUN



Organization and Procedure:

- Divide the group into teams of five.
- The players run behind each other, keeping a distance of one meter between each two players.
- The first player demonstrates a movement that everyone behind him/her copies.
- On the coach's signal (whistle blow) or at the decision of the last player in the chain, he/she runs as quickly as possible in a zigzag pattern through the chain and to the front of the line to guide the group, demonstrating a new movement.

- The leading player should be creative and versatile in his/her movements.

Variations:

- Play only in pairs: one player is the leader and the other copies his/her movements (follower); all pairs run crisscross.

COACHING POINTS



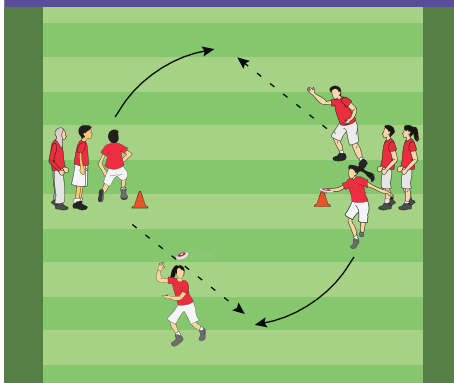
Be creative and confident in showing versatile new movements.



Emphasize creativity, running crisscross as well as changing speed and direction.

MAIN PHASE

RUN-ON DRILL



mirroring the cut on the other side.

Organization and Procedure:

- Set two stacks eight meters apart, facing each other. Five players join each stack, and each player has a disc.
- The first player in one stack holds a disc. The player from the opposite stack runs slightly diagonally to the left, facing the thrower where an additional cone has been set. The runner indicates that he/she is ready to catch by running with his/her arms stretched forward.
- The thrower throws a backhand toward the runner. The runner catches the disc without stopping and joins the thrower's stack. The thrower becomes the next runner,

Variations:

- Change the distance between the cones.
- Add a cone to the right of each stack. Players must first cut back to the cone before turning sharply and running toward the thrower.

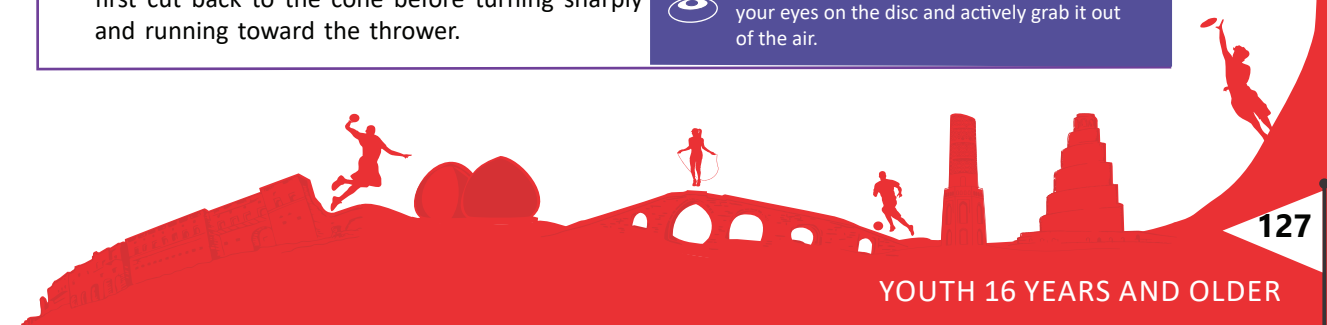
COACHING POINTS



Help each other by reminding the person in front that he/she must throw and then run.

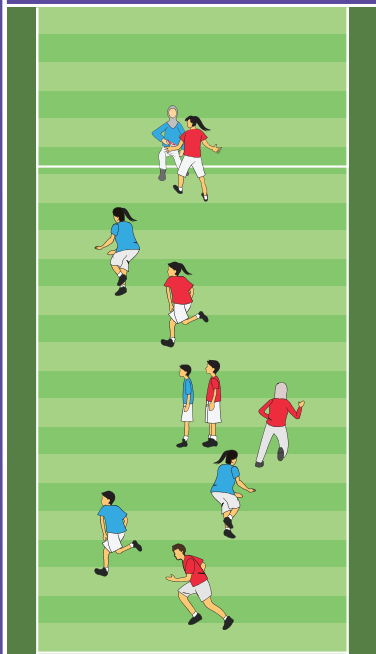


You do not need to be scared of the disc. Keep your eyes on the disc and actively grab it out of the air.



FINAL PHASE

4-ON-4



Organization and Procedure:

- Set up a small ultimate game field for 4-on-4. Set up additional fields parallel if needed.
- Explain the basic rules of Ultimate: 1) No contact, 2) No running with the disc, 3) Out-of-bounds, 4) Ten seconds to throw the disc, 5) Turnover goes to the opposing team, and 6) Score by catching the disc in the opposite end zone. No pull or further rules are needed.
- Players choose a team name and cheer.

Variations:

- All players have to touch the disc before a team scores.
- If the players drop the disc a lot, play a game with no turnovers, allowing the team to pick up the disc if they drop it and giving the other team the disc only after a score.

COACHING POINTS



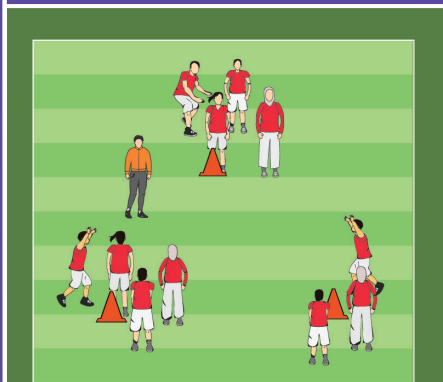
Work together as a team to provide options to the thrower.



Remember that Ultimate is a non-contact sport.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather all players and have them stand in front of the coach.
- Put three cones in a line (cones can also be replaced by discs, on the inside of which emoticons are drawn that correspond to the following feelings):
 - Left cone – Disagree
 - Middle cone – Neutral
 - Right cone – Agree
- Read out statements related to the social skill. After each question, players must stand next to the cone that

represents their opinion. Encourage one or two players to share their reasoning. Move on the next question and repeat.

Examples:

- Do you like team sports?
- Do you like noncontact team sports?



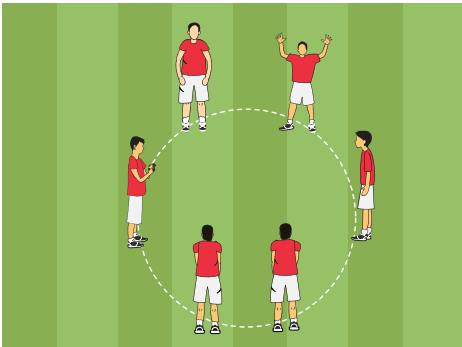
AFC GRASSROOTS FOOTBALL

3.6 FUN GAMES FOR EVERY OCCASION

Fun Games for Every Occasion provide children with a fun and versatile learning experience through playful and sportive activities. All exercises are easy to conduct and adaptable according to the size of the playing area, equipment available, and the age and number of children. The exercises are divided into the four areas “Jump and Run”, “Throw and Catch”, “Move and Balance” and “Cooperation”; They focus on the training of general Physical Conditions (Coordination, endurance, strength, speed, movement) and improvement of basic forms of movement (e.g. Running/jumping, balancing, rolling, rhythm, dancing, throwing, catching). Additionally, they are suitable to foster the social, cognitive and emotional development of playing children. The games can be implemented by coaches, teachers or any other facilitator to create a healthy and active environment.

MOVE AND BALANCE

CHAIN REACTION



All Ages

Procedure and Rules of the Game

- All players form a circle, facing each other.
- The first player starts to perform a certain move, e.g. a jump in the air.
- The next player in the circle repeats the previous move and adds his/her own move.
- This is repeated by all following players until one player makes a mistake; this player can then start with a new move and the game starts again.

The goal is to create a longest possible sequence of movements together as a group, so that a small dance is created.

Variations:

- Add a special sound to every move.
- Imitate an animal.

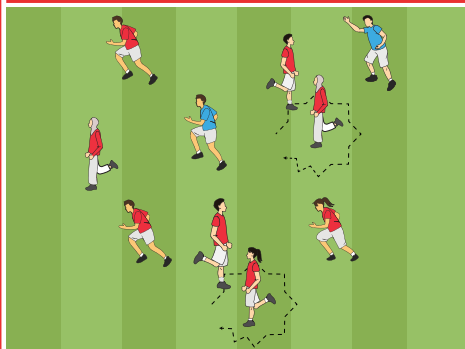
GOALS

- Knowledge of processes involved in group dynamics
- Creativity and adaptation of movements

COACHING POINTS

- Cheer and motivate each other.
- Watch closely and try to memorize.

FLAMINGOS CATCHING



All Ages

Procedure and Rules of the Game

- The aim of this tagging game is to practice and improve balance.
- Appoint a small number of chasers according to the size of the group.
- All the other children are “flamingos” and run around the field; whoever is tagged remains standing on one leg.
- Standing flamingos are set free when other flamingos successfully hop in a full circle around them on one leg.
- Can the chasers catch all the flamingos?

Variations:

- Children are allowed to stop balancing after they count to ten if they are not freed.
- Other more difficult or easy balance moves can be done, e.g. crouching on the ground or doing a balancing stick.

GOALS



- Honesty

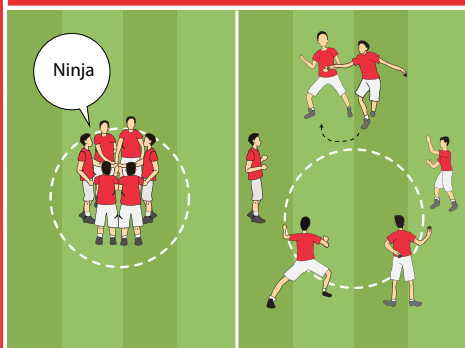


- Balance and speed

COACHING POINTS

- Only a whole circuit will set a flamingo free.
- Focus on one fixed spot with your eyes to keep the balance.

NINJA



All Ages

Procedure and Rules of the Game

- Form a circle; every player puts one hand in the middle so that the hands touch each other
- The aim of the game is to “tee off” the hands of the other players, by tapping their hands.
- In the beginning everybody screams, “1, 2, 3 NINJA!” and jumps like a Ninja out of the circle and freezes.
- The first player jumps to the person on his/her right and tries to “tee off” his/her hand with one of his/her hands.
- The attacked player is allowed to make one move to avoid the attack.
- If the attacker touches one hand, the attacked “loses” that hand and has to hide it behind his/her back; he/she is no longer allowed to use it.
- After the attack, both players have to freeze again. Now the attacked player is the attacker and tries to “tee off” the hand of the person on his/her right.
- After all players have “lost” both hands, everybody jumps back in the circle screaming “Ninja!”
- The game can then start all over again, or the players can give final handshakes, showing their respect for their teammates.

GOALS



- Respect and Tolerance



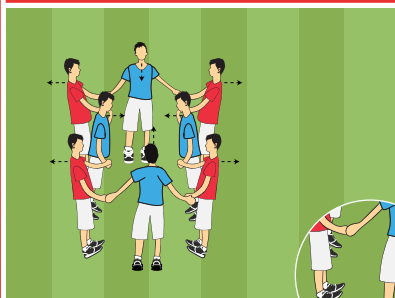
- Quick reactions and body awareness

COACHING POINTS

- Be careful and respectful in your moves, so that no one gets hurt.
- React fast, and don't forget that you have to stay in your position after your move.

COOPERATION

DANCE AROUND THE FIRE



Procedure and Rules of the Game

- Form a circle with an even number of players and count them into groups (1, 2, 1, 2, etc.).
- The players with the even number lean outward with their whole body, and the odd players lean inward at the same time.
- The goal for the group is to remain in balance.
- After some practice, the side can be changed.

Variations:

- The players turn facing outside.

GOALS



- Show appreciation for others



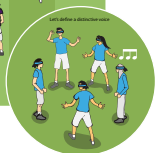
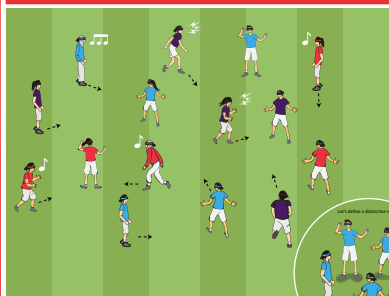
- Body balance and concentration

COACHING POINTS

- Trust your teammates not to drop you, and don't drop them yourself.

- Keep tension in your whole body.

SECRET CALLS



All Ages

Procedure and Rules of the Game

- All players are split into groups of five people.
- Each group agrees on a special signal using only noise.
- All players are blindfolded and mixed up with the rest of the groups.
- The members of the group must now try to find each other.
- Touching, speaking, and using noises other than the

signal are not allowed.

- Players can only stretch their hands out to avoid injuries.
- The game finishes when all members of a group find each other.

Variations:

- The players are only allowed to make their signal either once every ten steps or five times in / the whole game (etc.).

GOALS



- Communication



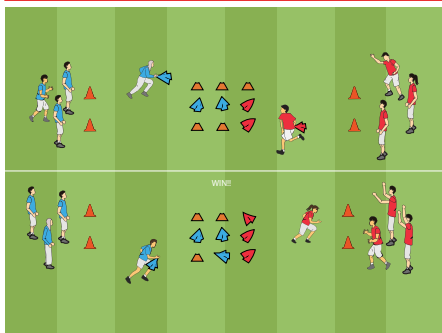
- Body control

COACHING POINTS

- Try to remember the voices of your teammates.
- Try to listen and sense other players' noises.

JUMP AND RUN

TIC-TAC-TOE



All Ages

Procedure and Rules of the Game

- Create a 3x3 grid on the floor with nine cones for two teams.
- Form two teams of two to five players; each team is approximately fifteen meters away from the grid.
- The first player from each team runs while carrying his/her team's marker (bib) and drops the marker on one of the cones.
- The player then runs back to his/her team, and it is the next player's turn.
- The team that first succeeds in marking three cones in a row wins.
- If both teams fail to form a row after placing their three marks, the next player from each team should move one of his/her team's bibs to another empty cone until there is a winner.

Variations:

- Dribble a basketball or handball while running.
- Make a 4x4 grid with sixteen cones.

GOALS



- Ability to lead and make decisions



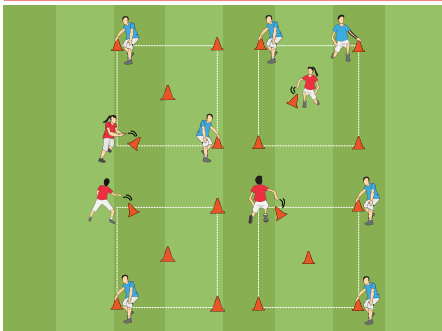
- Speed and strategic thinking

COACHING POINTS

- Analyse the situation before making a decision.

- Be quick but concentrated.

CONES KNOCK-OVER



All Ages

Procedure and Rules of the Game

- Divide the players into groups of three; each group has two guardians and one rowdy.
- Build a 2x2-meter zone with five cones for each group of players.
- The goal for the rowdy is to knock over the cones of his/her group as fast as possible.
- The two guardians set the cones back up as quickly as possible.
- The guardians start inside the zone, and the rowdy starts outside the zone.
- The rowdy wins when all the cones are knocked over at the same time.

Variations:

- Use two rowdies and three guardians.

GOALS



- Proactivity and creativity



- Quick reactions

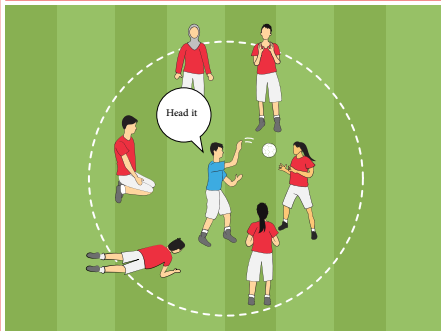
COACHING POINTS

- Play smart and quick.

- Use your body smartly to prevent others from reaching the cones.

KICK AND THROW

HEAD IT OR CATCH IT



Above 9

Procedure and Rules of the Game

- Players stand in a circle
- One person is standing in the middle of the circle
- This person throws the ball to someone standing in the circle, calling "Head it!" or "Catch it!" when the ball is in the air.
- The aim for the receiver is to do whatever instruction

he/she is given.

- If the receiver makes a mistake (drops the ball), he/she gets a forfeit. First, he/she has to drop to one knee; after another mistake, to both knees, then to his/her bottom; and then to his/her stomach. When he/ she performs the task correctly, the player gets to move back up, one stage at a time.

Variations:

- When someone completes the task correctly, he/she changes places with the one standing in the middle.
- If participants know each other's names, the person in the middle can say the name of someone standing in the circle and then throws the ball into the air. The person in the circle then has to move into the center of the circle and catch the ball before it bounces.

GOALS



- Responsibility and reliability

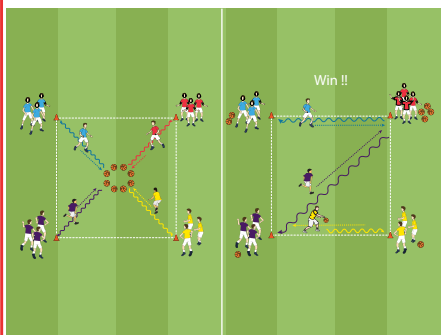


- Quick reactions
- Feeling for the ball

COACHING POINTS

- Try to make it easy for your teammates and cheer for them.
- Stay focused and react quickly.

PICK THE FRUITS



All Ages

Procedure and Rules of the Game

- Mark a square field and divide the group into four teams; assign each team to a corner ("house").
- Put eight balls (or other materials) in the middle of the field.
- On "go," the first player from each team runs to the middle and picks up a ball, bringing it back to his/her

house.

- The next player follows him/her until all balls are collected from the middle. When no balls are left in the middle, they can be stolen from the other teams' houses.

Variations:

- The team that collects three or four balls in its house first wins.
- Let the players dribble the balls by foot or hand while running with them.

GOALS



- Enjoyment of being and playing in a group

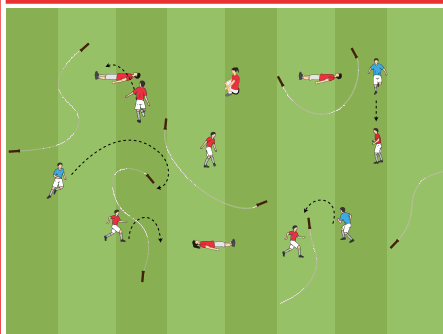


- Quick movement with balls and fast running

COACHING POINTS

- Play smart as a team and divide tasks.
- Always keep the ball close to your body.

STONES IN THE DESERT



All Ages

Procedure and Rules of the Game

- Different “snakes” (e.g., ropes) are spread around the field.
- Two to three chasers try to tag the other players who are running around freely.
- All the players who get tagged turn into “stones”; they crouch or lie down on the ground.
- The players can be set free from their position if

another player jumps over them.

- The snakes serve as obstacles for the chasers and escape routes for the free running players.
- The players are not afraid of snakes and can jump over them, but the chasers are afraid and have to run farther to get around them.
- Can the chasers tag all the players and turn them into stones?

Variations:

- To set a player free, two or three different players have to jump over the players who have been turned into stone.

GOALS



- Solidarity



- Running fast and jumping over obstacles

COACHING POINTS

- You rely on your teammates to be set free, so you should set them free, as well.
- Jump high and still be aware of your surroundings.



CHAPTER IV

SPORTS ROLE IN FACING GLOBAL SOCIAL CHALLENGES





4.1 SUSTAINABLE DEVELOPMENT GOALS (SDGs)



At a historic UN summit in 2015, member nations crafted the 2030 Agenda for Sustainable Development, agreeing on seventeen sustainable development goals (SDGs). After the agenda officially came into force on January 1, 2016, countries committed to share efforts to end all forms of poverty, fight inequalities, and tackle climate change. Building upon the millennium development goals (MDGs), the SDGs recognize that ending poverty must go hand in hand with strategies that build economic growth and address a range of social needs like education, health, social protection, and job opportunities, while also tackling climate change and protecting the environment.

According to the UN, sustainable development has been defined as development that meets the needs of the present without comprising the ability of future generations to meet their own needs. The SDGs are the foundation for countries' own sustainable development policies, plans, and programs. Furthermore, they should serve as a compass for aligning countries' plans with their global commitments.

The Role Of Sport

Sport has proven to be a cost-effective and flexible tool in promoting peace and development objectives. This contribution has been increasingly acknowledged by the international community and in various resolutions of the UN General Assembly. The role of sport for social progress is explicitly mentioned in the declaration of the 2030 Agenda for Sustainable Development:

“Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace, in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health education and social inclusion objectives.”

Based on this milestone recognition, sport will continue to serve as an important and powerful tool to encounter the challenges entailed in the seventeen SDGs. While some SDGs are impacted directly, the impact on others is rather indirect. Some of the most widely recognized goals directly influenced by sport are examined in more detail in the following chapter.





How Sport for Development Is Implementing the Development Goals



3 GOOD HEALTH AND WELL-BEING

SDG 3 – Health is simultaneously an objective, a prerequisite, and a result of sustainable development. Sport can be used to respond to public health challenges and as a means of preventing, raising awareness of, and combating disease and health hazards. Sport encourages people to eat healthy, exercise more, and reduce smoking and drinking, and thus helps prevent noncommunicable diseases.

In addition, sport can help increase the mental health and psychosocial well-being of humans, especially in times of stress and crisis.



4 QUALITY EDUCATION

SDG 4 – Goal 4 intends to guarantee free, equitable, and quality education for all boys and girls. Sport has the potential to promote personal development and strengthen competences that are relevant for improving people's prospects. S4D makes use of this potential by giving young people access to sport; it also complements and improves the quality of formal education.

Learning through sport via a participative, inclusive, and action-oriented pedagogy improves the concentration and cognitive skills of children and youth and contributes to better learning outcomes. It teaches values and skills such as communication, collaboration, and leadership that are relevant for the future work life.





SDG 5 – According to the German development cooperation, gender equality is one of the keys to unlocking the development of democratic societies based on human rights, social justice, and sustainability.

This is also a key component of other development goals in areas such as health (SDG 3) and education (SDG 4). Sport provides a platform to question traditional gender roles and to change these in the long term, especially when the symbolism of public spaces can be harnessed to this end. Group dynamics can be used to address respectful behavior toward the opposite sex and to practice this through games and sporting activities. The empowerment of girls and women is an important prerequisite for achieving gender equality. Sport can play a major role in strengthening the self-worth and self-confidence of girls and women. Acting as coaches, referees, players, sports teachers, and employees in sports clubs or at schools also strengthens their leadership and management capacities.



SDG 16 – According to the WHO, high levels of violence have a significant negative impact in the economic, social, and political spheres. Sport can play a supporting role in this context. It can help prevent violence, reduce tension, and mitigate conflict by providing a neutral and peaceful space in which to engage with others. Sport also helps victims of violence to work through traumatic situations and rebuild their self-confidence. Well-trained coaches who focus on conveying social values and life skills can teach children and young people important skills such as self-control, fairness, tolerance, and nonviolent communication.

Moreover, sport helps people build strong relationships, both as individuals and as groups. In particular, in fragmented societies and post-conflict situations, sport can help reduce prejudice against other social groups, foster social cohesion, and prevent conflict and violent confrontations.

Our Responsibility

We equip children and youth with the skills they need to successfully progress toward the SDGs.

A major challenge is to move from rhetoric to action and from individual to collective progress. S4D offers an alternative way to raise awareness and contribute to the solution of various social challenges. To draw the line between theory and practice, the following sections examine the main challenges of our region. They give useful tips for all S4D coaches to contribute to the development of their players and to the achievement of the SDGs.



Water Scarcity and Water Pollution

One of the biggest challenges in the Middle East is the increasing water scarcity, which means that the demand for water from all sectors (agriculture, industries, and cities) is higher than the available resources.

Accompanying the increasing shortage of water is the issue of water quality. Water pollution is caused by industrial effluents, domestic and commercial sewage, and litter, as well as by bad waste management.

The changing climate, as well as the increasing use and waste of water, will have a significant impact on water availability and quality.

Human health depends on sufficient and clean water, but water scarcity forces people to rely on unsafe sources of water, which increases the risk of communicable diseases such as cholera or typhus. Today, every fifteen seconds a child dies from water-related diseases; this comes to 3.5 million people (84 percent of them children) each year.

To slow down these developments, we must learn to treat water responsibly. There is a lot we can do to save water; for example, we can reduce our water consumption, reuse water, and repair water leaks. We can also reduce water pollution and hence improve the protection of the environment as well as human health.



Waste Management

The Middle East is one of the most waste-generating regions worldwide with per capita waste production in several countries averaging more than 2 kg per day.

Waste can harm humans, animals, and plants if they encounter these toxins buried in the ground, in stream runoffs, in the groundwater that supplies drinking water, or in floodwaters.

Some waste will eventually rot, but not all, and in the rotting process it may smell or generate methane gas, which contributes to global warming. The leachate produced as waste decomposes may also cause pollution. Another cause of pollution is incinerating waste, because plastics tend

to produce toxic substances, such as dioxins, when they are burned. Gases from incineration may also cause air pollution and contribute to acid rain, while the ash from incinerators may contain heavy metals and other toxins.

Information

Waste prevention is about the way in which the products and services we all rely on are designed, made, bought and sold, used, consumed, and disposed of. For example, making products that are more durable, repairable, reusable, and recyclable would help cut down on the amount of waste being created.

For a healthier environment and for our health, we need to reduce this pollution through waste management, and we must also concentrate on waste prevention strategies.



Responsibility of the Coach

The role of the coach is to contribute to a healthy environment through educational training.

The sports ground can be used as a common ground to inform and sensitize young people on the importance of protecting the environment. Climate change will affect their future as it has no other generation before; to be part of a change toward healthier attitudes and behaviors is therefore not a nice-to-have but a must-have.

Coaches need to be aware of their responsibility to be role models and to demonstrate behavior that is in line with protecting the environment.



Protecting the environment in everyday life does not require much. The earlier children learn to take responsibility for it, the bigger their impact will be on the environment

- Saving water in daily life: Turn off the tap while washing your face and use reusable aluminum water bottles instead of buying small plastic bottles.
- Try repurposing and creating something new out of your waste products (e.g., old car tires as obstacles etc.).
- Keep the playing ground and the surrounding environment clean; start and end every training session by cleaning up with your players.
- Motivate the players and parents to carpool to games or tournaments to reduce pollution.



4.3 GENDER EQUALITY



Background



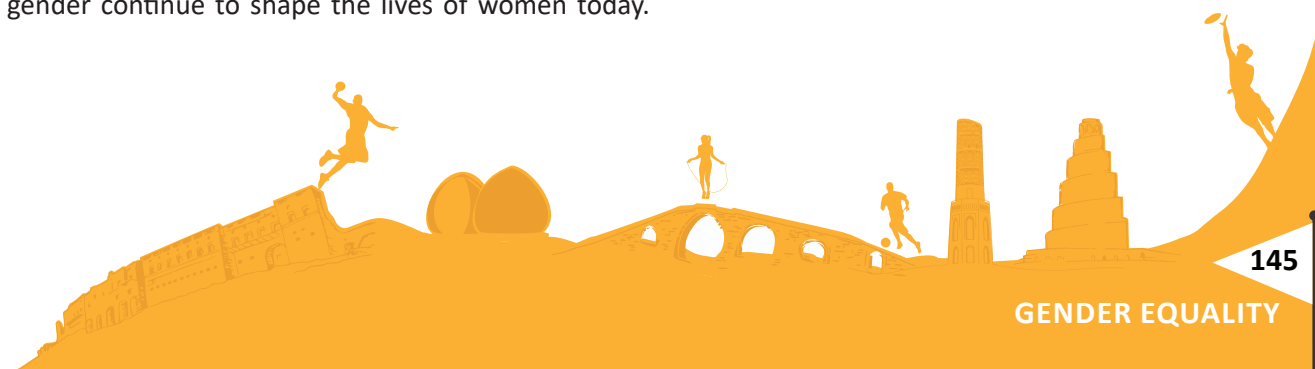
Equality between women and men (gender equality) is a key component of other development goals and is key for the development of a society.

Girls and women in all areas of sport (like in most areas of society) are underrepresented and often disadvantaged. This is due to the fact that sport is historically and traditionally associated with masculinity and with a number of other factors that reveal gender inequality.

The participation of girls and women in sport often depends on both socioeconomic and cultural factors. The lack of time and the persistence of traditional gender roles can make it difficult for girls and women to take part in physical activity outside their homes.

Despite progress being made toward achieving equal rights, women and girls continue to experience inequality, discrimination, and harassment, and they face significant barriers to achieving their full potential. The daily experience of gender inequality ranges from underrepresentation of women in positions of power to direct discrimination and breaches of their human rights.

Social expectations and assumptions about abilities, roles, and opportunities on the basis of gender continue to shape the lives of women today.



Information

Definition

Gender equality refers to equal rights, responsibilities, and opportunities for women and men and girls and boys. Equality **does not mean that women and men will become the same** but that women's and men's rights, responsibilities, and opportunities will **not depend on whether they were born male or female**. Gender equality implies that the **interests, needs, and priorities of both women and men** must be taken into consideration, recognizing the diversity of different groups of women and men. **Gender equality is not a women's issue** but should concern and fully engage men as well as women. Equality between women and men is seen both as a **human rights issue** and as a precondition for, and indicator of, **sustainable people-centred development**.

UN Women

Gender Stereotypes and Gender Roles

Gender inequality is often a result of the persistence of traditional gender roles, which have been shaped over time by ideas about how men and women should live and work together. In many societies, women have traditionally been responsible for raising the children and running the household, and men have been responsible for providing income for the family.

Gender roles also include other expectations of a person, such as the way he or she dresses, thinks and acts, or walks and speaks.

But this has changed. More and more women follow a professional career path and participate in traditionally masculine roles. Some people are worried about such changes in society and may consider women's new role as disobedience or revolt rather than a chance for a more diverse world. The image of girls playing football mirrors such processes in the larger society. Therefore, sport provides a great opportunity to empower young women to improve gender equality at the individual, community, and cultural levels.



Gender-Specific Behavior and Gender-Specific Physical Characteristics

The term sex describes the biological and physiological characteristics that define men and women. Gender describes the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. For example, in many countries, women earn significantly less money than men for similar work, and in most parts of the world women do more housework than men. The distinction between sex and gender allows us to understand the need to be critical of what we think is typical and “natural” female or male behavior. **Gender-typical behavior is a result of the way we have been educated and socialized, rather than a result of our biology.**

Children up to 12 years old have no significant physical differences that affect their ability to play sports. Afterward, greater physical differences will be expected. As a coach, you should use coaching techniques that help young people dealing with such differences so that boys and girls learn to respect each other's strengths and weaknesses without reinforcing stereotypes.



Gender Equality and Sports

Sport improves the self-confidence and self-esteem of girls and young women by encouraging them to assume responsibility in teams and demonstrate their strengths. Many people still perceive sports like football as sports that can only be played by boys, but girls and young women benefit from their participation as much as boys do.

Sport programs provide great opportunities to empower girls and young women by doing the following:

- Offering the opportunity to develop personal and social skills.
- Changing perceptions that sports are for men.
- Challenging fixed gender norms.
- Inspiring girls and young women to be successful in other spheres of life they thought were reserved for men.

When playing together, male and female players have the opportunity to learn about each other and their differences and commonalities, and they are given the opportunity to develop healthy, respectful relationships with each other. Team sport promotes social skills like fairness, tolerance, and mutual understanding through communication, and it helps players overcome cultural gender boundaries.

Sport provides a safe and protected environment in which sensitive issues can be discussed freely and without prejudice—with both girls and boys.



Responsibility of the Coach

Coaches can make a meaningful contribution to bridge existing gender gaps and to resolve false beliefs around gender and sports!

It is the coach's responsibility to reflect on his or her own understanding of gender and stereotypes and help the players understand them as well. Coaches have the responsibility to be critical about their own understanding of what is typical and "natural" in girls' and boys' behavior. This will help give young players opportunities to change and try new forms of behavior beyond the boundaries of traditional gender roles that may restrict their lifestyle and mentality.



To support gender equality in sports, you should address barriers to girls' participation, for example by ensuring a safe way home from training and changing practice times to avoid ending at night.

Furthermore, female and male teams should have equal access to sports grounds and equal practice time, as well as the same resources (e.g., balls, cones, etc.). In mixed teams, female and male players should get an equal amount of practice and playing time and should be equally involved in special tasks and leadership roles.



4.4 DISABILITY INCLUSION



Background

4 QUALITY EDUCATION



The inclusion of children and youth with disabilities into all levels of education, including sport activities in schools, clubs, or other educational institutions

is one of the keys toward equal access to education for all. Young people with disabilities should, like any other people, be encouraged to participate fully in sport. Those with disabilities make up around 15% of the world population, and the number is rising fast (from 10% in the 1970s).



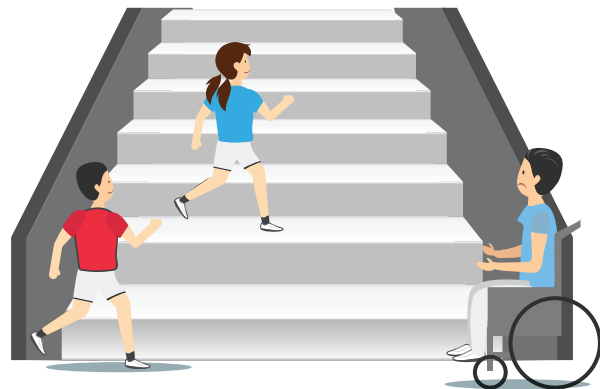
Health conditions, natural disasters, conflicts, (road traffic) accidents, and lifestyle factors such as diet and substance abuse all contribute to the prevalence of disabilities. The concept of disabilities is wide ranging, covering people with visual, auditory, physical, intellectual, and emotional disabilities.

Young people living with these disabilities live in our communities and are often excluded from sport and recreational activities simply because we do not take steps to remove the barriers to their participation.

Barriers

There are a lot of unfounded stereotypes, incorrect assumptions, negative perceptions, and prejudices directed toward people with disabilities. These create social stigma, a general disapproval of people with disabilities on the grounds that they are different from other members of our communities.

Social stigma involving people with disabilities results in discriminatory practices and policies. These become barriers that stop people with disabilities from achieving their full potential. Social stigma not only denies people with disabilities opportunities they deserve and access to their rights, but also causes people with disabilities to question their own value in society.



Information

There are five types of disabilities you should know about, as follows:

- Physical disabilities involve restricted mobility (e.g., limited ability to walk) or restricted disability (e.g., limited ability to bend or feed oneself).
- Auditory disabilities involve having partial or no hearing (e.g., people who are deaf or deaf-mute).
- Visual disabilities involve complete blindness or limited or residual sight. They may involve a loss of visual clarity/acuity or a decrease in the size of the visual field.
- Intellectual and learning disabilities, along with cognitive impairment, can vary widely, from severe intellectual disabilities to the inability to remember or the absence/impairment of specific cognitive functions (e.g., a speaking impairment).
- Emotional disabilities may be hidden or apparent (e.g., depression). They may appear as indifference or other types of mood swings.

There are three different issues that usually create (conquerable!) barriers to participation in sports for young people with disabilities:

Environmental

- There are no ramps adjacent to stairs
- There are no toilets designed for people with disabilities.
- The playing surface is too soft/uneven for wheelchair users.
- Poor or strong lighting can affect visually impaired players.
- Public transport may not be accessible for people with disabilities.



Communication and Information

- Insensitive use of language may reinforce stereotypes and cause offense to people with disabilities
- People with visual impairments may be unable to see demonstrations
- People with learning difficulties may not understand what the coach is asking them to do.

Attitudinal

- This might include coaches' seeing a person with disabilities as being a health and safety risk, too difficult to accommodate in the session, or without sufficient ability to take part in activities
- Other players might not want to play with someone with disabilities because they think that person will hold them back, or they might fail to include players with disabilities in their game
- Parents, guardians, or assistants think it is dangerous for people with disabilities to play sports, fear that they may be ridiculed, or are embarrassed to be seen in public with a person with disabilities
- The person with disabilities fears being judged negatively by others, is embarrassed to play sports alongside people without disabilities, or is not used to interacting with other people.



Disability Inclusion through Sports

Exclusion prevents young people from realizing their full potential. Participation in sport can help to build confidence, competence, and character in young people with disabilities and to change the attitudes of other youth toward disabilities.

Sport brings people together and can be used to develop individuals and communities and to promote social change. Disability-inclusive sport sessions offer benefits to all participants. Participation in sports can improve the inclusion and well-being of persons with disabilities by helping them change what communities think and feel about them and by changing what persons with disabilities think and feel about themselves.



Place a ball in a space with a group of young people and, regardless of their ability, it will not be long before they start to play with it!



Changing what communities think and feel about persons with disabilities can reduce the stigma and discrimination that is often associated with disability. Young people with disabilities can develop new skills and experience success, which builds the self-confidence needed to take on other life challenges such as pursuing education or employment. Persons with disabilities are often excluded from education, employment, and community life from a young age; early participation in sports is an opportunity to change this.

Perceptions of the abilities of people with disabilities are profoundly challenged and reshaped by the joint sport experiences, as well; the tendency to see the disability instead of the person is greatly reduced.

Inclusive team sport promotes social skills like fairness, tolerance, mutual understanding through communication, awareness and acceptance of difference, empowerment of disabled persons, empathy, and respect.



Responsibility of the Coach

Coaches should learn to differentiate levels of ability and to adapt their sessions to make them inclusive for all participants.

When coaching a person with disabilities, it is necessary to understand how the individual's impairment(s) affect(s) the way they play, but it is not required that you develop an extensive knowledge of the disability.

Coaches use different techniques to communicate with their players. When working with people with disabilities, the coaches need to consider which technique is the most suitable for the respective situation.

By using different techniques, coaches can respond to the needs of their players, mostly by distinguishing between six different techniques: giving verbal instructions; giving written instructions; using questions to generate feedback; learning/providing a demonstration; physically guiding a player; and nonverbal communication such as body language, clapping, sign language, and more.

When working with players with different impairments, coaches should keep in mind that it is always beneficial to take time to establish the most appropriate means of communication together with the players. The players themselves will know the best way to communicate and will show the coach.

Coaches should create a positive and valuing environment if children with disabilities are part of their team. S/he should encourage fellow players to actively include all team members focusing on the abilities rather than pointing out impairments





There are a few recommendations you should keep in mind that will help you communicate with players with different impairments:

Visually impaired players:

Ask your players what they can see and make sure your verbal instructions are clear, concise, and accurate. Using key words and avoiding long, complicated sentences will help them.

Hearing-impaired players:

Give players the possibility to lip-read, ensuring that they can see your face when you are speaking and that the coaching environment has no background noise to interfere with communication. Furthermore, provide written information if relevant and establish mutually identifiable signs or gestures.

Players with an intellectual disability:

Choose a more direct and simple coaching method and establish the extent to which instructions are understood. This means using simple, brief, clear, and concise language.



4.5 VIOLENCE PREVENTION



Background

5 GENDER EQUALITY



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Violence is a very broad concept and occurs in many different ways.

It is the second most common cause of death among young men; women and girls are especially affected by sexualized and gender-based violence. The experience of violence has a profound impact on the mental and physical health of a person, and high levels of violence also have a significant negative impact in the economic, social, and political spheres. Constant exposure to violence in both the public and private sphere has a normalizing effect, leading people to believe that violence is an acceptable way of dealing with conflict and frustration.

In the case that children have experienced violence, it is particularly vital to concentrate on social skills. Children growing up in adverse conditions may have missed opportunities to build constructive social skills that aim to avoid conflict. Especially if children have learned mistrust, building healthy and supportive relationships is difficult for them. This is one reason that internalizing social skills is an important protective factor for youth and children to keep them from becoming either victims or perpetrators of violence.

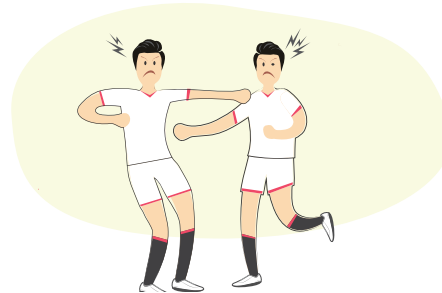
Violence is the abusive or unjust exercise of power, intimidation, harassment, or the threatened or actual use of force which potentially results in hurt, fear, injury, suffering, or death. Words and actions that hurt people physically, psychologically, and emotionally constitute violence. A lot of violence is intentional and committed to achieve certain objectives (e.g., profit, revenge, honor, destruction, exploitation, humiliation, disempowerment, etc.).

Violence can happen on four different levels in a social interaction:

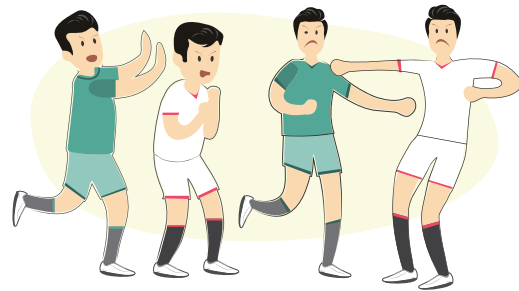
Interpersonal violence occurs between two or more individuals and can include verbal or physical fights (between players), (sexual) harassment, child abuse, domestic violence, and rape.



Intragroup violence occurs between members of the same group (e.g., a football team), which might include factional fighting, power struggles, and control within a group.



Intergroup violence occurs between social groups such as football teams and supporters, organizations, ethnic groups, and others (e.g., fan violence, gang violence, and political violence). Intergroup violence can lead to personal injury, harassment, property damage, and even murder.



Self-inflicted violence occurs at the individual level or against one's own person. It usually occurs when the person is suffering from severe psychological burdens such as anxiety or depression, with feelings of hopelessness, helplessness, and despair (e.g., self-harm and suicidal acts).

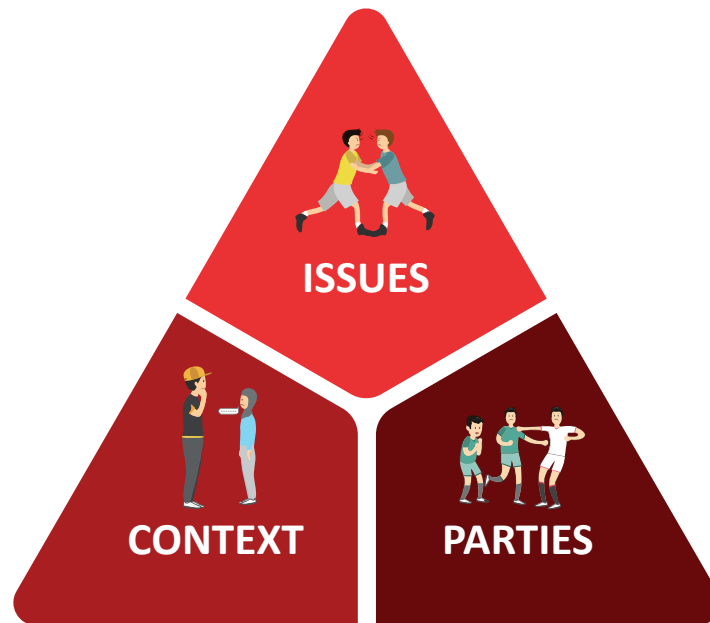


Causes of Violence

Causes of violence are complex; much violence occurs because of a lack of ability and skills to deal with conflicts constructively. In other words, at the root of violent behavior is a conflict of interests and needs between the parties in conflict. The ability to create a deeper understanding of each (potential) case of violence and the reasons behind it is therefore important for every coach to allow him/her to successfully intervene.



Triangle of Conflict







The conflict triangle combines the three aspects—**issues**, **parties**, and **context**—of a conflict and equips coaches with a more comprehensive understanding of conflict and, in the case of violence, an understanding of all sides. From here, intervention strategies can be developed.

- **Issues** are things that conflicting parties disagree on or fight about. These issues can be materialistic or idealistic. Issues that have to do with ideologies are related to perceptions (e.g., values, beliefs, ideology, religion, etc.), while materialistic issues are concerned with resources and power (e.g., access to playing grounds, refereeing decisions, property, etc.). In most cases, conflicts include a mix of both idealistic and materialistic issues.
- Identifying conflicting **parties** and the areas of disagreement is a pivotal precondition for intervening. There are two types of parties in a conflict: main parties, who openly demonstrate their claims and are therefore directly involved in the conflict, and secondary parties, who do not express their claims openly but who also have interests and are indirectly involved in the conflict. Often, these secondary parties act as instigators who create animosity or provoke others to become violent. To get a clear picture of the conflict, the main and secondary parties must be identified.
- Parties in a conflict interact with each other in a sociocultural, economic, and political environment, or **context**, which again shapes the attitudes, values, norms, beliefs, and concepts of the parties involved. Conflicts can occur in a context with a varying number of social problems, such as separated families. Conflicts also occur in communities facing economic crisis and with high youth unemployment rates, as well as in highly polarized political situations or states of war and displacement. Understanding the context is significant because it allows coaches to better imagine the factors that can aggravate an existing conflict. It also helps to identify strategies to intervene or prevent conflicts in the future.

Measuring Levels of Conflict

Physical violence does not just happen all of a sudden. Usually, a conflict has been growing for some time. It goes through different stages in which the parties to the conflict assume different modes of communication and behavior until the conflict takes the form of direct violence:

 DISCUSSION	 POLARIZATION	 SEGREGATION	 DESTRUCTION
<p>Minor disagreement or misunderstanding</p>	<p>Openly questioning and challenging</p>	<p>Threats and ultimatums</p>	<p>Aggressive physical attacks and efforts to destroy the other party</p>
<p>The relationship is still relatively good in terms of trust and commitment. The parties' perceptions and images of each other are still accurate and positive. The parties believe that joint profit is possible.</p>	<p>Interpersonal issues become a source of concern as trust and respect are threatened. Distorted perceptions and simplified positions begin to emerge.</p>	<p>Defensive attitudes and hostility become major issues. More importantly, the conflict is now threatening basic needs such as security and identity.</p>	<p>The conflict has escalated to the point where the parties attempt to destroy each other using various forms of violence, manifested in physical fights.</p>
<p>Example from sports:</p> <p>Two players discuss the rules of the street soccer league. They disagree about what counts as a goal or what constitutes a win. Both players repeatedly insist on their position and try to convince each other by providing arguments and providing examples of previous games.</p>	<p>Example from sports:</p> <p>None of the players is willing to accept the other's argument and they argue in raised voices and may even insult each other.</p>	<p>Example from sports:</p> <p>The players are insulting each other even more hurtfully; they are screaming and threatening to hit each other.</p>	<p>Example from sports:</p> <p>The first player throws him/herself on the other and hits him/her. The other player responds similarly, eventually taking a cone from the sports ground and throwing it at the other player.</p>

Violence Prevention Through Sport

Through sport, young people learn how to prevent violence, settle conflicts peacefully, and acquire the social skills they need to solve problems without resorting to violence.

Sport helps prevent violence, reduces tension, and mitigates conflicts by providing a neutral and peaceful space with a certain set of rules and values, such as fairness and cooperation. It also empowers children and youth and helps them (re)build their self-confidence. Young people learn to recognize positive values such as respect, tolerance, and nonviolent communication, and they develop a greater sense of self-worth and control.

For high-risk target groups such as children and young people facing violence and poverty, sport can help reduce aggression and provide appropriate and constructive leisure time opportunities. It enables young people who are otherwise difficult to reach to get in contact with additional social and youth welfare services.

Sport helps people build strong, positive relationships, reduces prejudices against other social groups, and can foster social cohesion.

Responsibility of the Coach

The role of a coach is to mobilize the potential of sport for violence prevention. His/her role is to lead by example by following and enforcing the rules consistently, teaching the players how to constructively deal with conflict among themselves and with other teams, and helping them deal with emotions such as frustration, disappointment, and anger. Coaches are role models and authorities; the players watch how they handle conflict situations and will imitate their behavior. They have to make sure not to contribute to the use of violence via their actions or words.

The coach should intervene in situations where direct violence is used. However, coaches also have an opportunity to influence cultural attitudes and beliefs that may legitimize the use of violence (e.g., racist attitudes) and should create a safe, secure, and peaceful environment (See Section 2.5, "Creating a Safe Environment").



Intervening in Conflict Situations

The role of a coach in terms of conflict intervention is to support the people involved in the conflict in finding a peaceful resolution that is acceptable for and acted on by all sides. Thus, the parties can restore their mutual perception and attitude and consequently the relationship. Therefore, coaches should be impartial and cannot take the side of any of the conflicting parties (See Section 2.8, "Dealing with Conflict").

The main social skills and actions to solve a conflict peacefully are as follows:

- Strengthening your players' ability to express emotions
- Ability to encourage empathy in others, encourage forgiveness, and propose constructive behavior and actions
- (Active) listening skills, ability to recognize and acknowledge hurt, anger, and frustration in other people
- Ability to communicate needs and emotions
- Ability to negotiate



Human behavior is the result of the following chain: situation, perception, interpretation, emotion, and action. Therefore, to change their behavior, it is crucial that players learn to recognize their own patterns of interpretation and feelings. Coaches need to encourage players to deal with emotions such as frustration and disappointment in a constructive manner and to reconsider and reflect on certain interpretations they have adopted over the years. Having learned this in the context of sports may allow players to apply this in other spheres of life, as well.

The role of the coach in this context is to do the following:

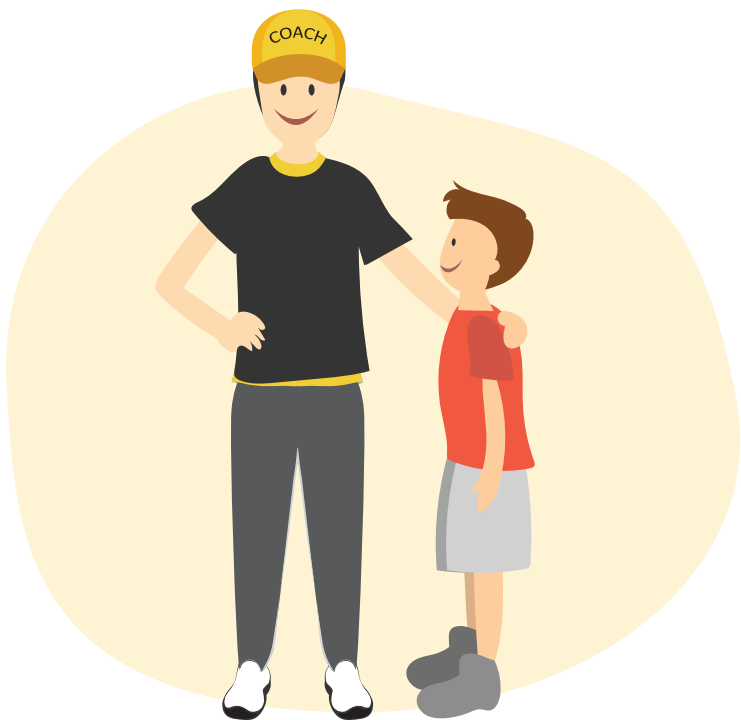
- Acknowledge the emotion the child is expressing.
- Externalize the problem by asking the child what caused it.
- Ask the child about how she/he has coped with this emotion before: "When you felt this way before, what helped you to calm down or feel better?"
- Encourage alternative interpretations of a situation, encourage the child to change perspective, and show empathy and mutual understanding.
- Foster connections with the children and encourage them to help each other. Foster team work and relationships among them.

Information

Useful questions to analyze conflict and violence:

- **Using the conflict triangle:** What issues were the parties fighting about? Which actors are involved in the conflict? Who are the primary and secondary parties? What are their interests and needs? What is the context of the conflict and/or violence? What factors contributed to the conflict's escalation to violence?
- **Using the conflict thermometer:** What stages of conflict can you identify in the story? What happened at each stage, and which form of violence occurred in each stage of the conflict?





It is crucial that players learn to recognize feelings within themselves that could lead to violence, and it is important that they learn to express these emotions verbally. Coaches need to encourage players to deal with emotions such as frustration and disappointment in a constructive manner. Fostering connections with children in front of other children is important. Just identify the issue and pull other children in to help each other, fostering teamwork and relations between them.



These symptoms can lead to social withdrawal and disrupt the cohesion within families and communities.

In such cases, sports can potentially be used as a way to improve a child's psychosocial well-being. Practices must be designed, accompanied, and managed in a trauma-informed manner and supervised by a coach who has been trained and is experienced in providing psychosocial support. If sports are supervised properly, they can empower children and give them a chance to experience the following: empathy, fairness, cooperation, self-control, a sense of belonging to a group, nonviolent and constructive communication, reflection on their emotions and behavior, coping with both success and frustration (See Section 2 "Practical Guide for the Coach"), and more.

S4D builds its system upon a certain assumption: a severe loss, threat, or injustice can lead to violence, which might again lead to conflict.

Hence, to break this cycle of violence and promote cohesion, S4D focuses on supporting young people who have gone through painful and potentially traumatizing experiences. With these experiences in mind, a coach can exercise influence by carefully avoiding causes of violence and empowering the players by offering a safe space through sports.

Responsibility and Limitations of the Coach



If coaches are sensitized with regard to trauma- and stress-related behavior in children, they might recognize that some of their players on the pitch tend to show the following symptoms:

- Difficulties in performance
- Difficulty concentrating when coaches are explaining exercises
- Isolation from the team, silence, or reduced participation in team discussions
- Increased violence, aggressive behavior, and confrontational attitudes
- Noticeable sadness
- Irritability and a quick temper
- Lack of awareness of what is happening around them

Trauma-informed approaches attempt to avoid any potential retraumatization (factors/activities and behavior that bring back memories of violence and loss from the past) and instead focus on rebuilding a sense of security and trust.



These approaches mean a coach should do the following:

- Take all precautions so as not to cause further harm or suffering
- Create a positive atmosphere with the greatest possible degree of certainty, predictability, and trust
- Respect the children’s potential for finding their own ways of dealing with their experiences
- Respect and acknowledge differences in needs according to gender and age

Finally, it is important that coaches always keep in mind that there are limitations to how much support they can offer to the players. If a child’s suffering reduces his/her well-being so much that everyday life can no longer be managed or the coach is affected, as well, the coach should be aware of his/her own limitations and responsibilities (i.e., take care of him-/herself) and offer referral options for specialized psychological/psychiatric care where needed.



4.7 VANDALISM PREVENTION



Background

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



A lot of vandalism occurs at schools and in other public spaces because people feel no sense of responsibility to preserve these places. Because vandalism is a big part of violence in this region, this short overview should be handled in connection with the violence prevention approach.

Definitions of vandalism vary by jurisdiction. In general, vandalism is willful or malicious damage to public or private property, such as equipment or buildings. Vandalism is often associated with other signs of social disorder, such as disturbing the peace and trespassing. Examples of vandalism include breaking windows in public spaces like bus stops, damaging vehicles, arson, graffiti, careless use and damage of public sanitary installations. We classify vandalism as tactical, acquisitive, vindictive, ideological, and malicious play.



Recognizing the motivation for damaging, defacing, or destroying property is tricky. The theoretical overview reveals that, in general, vandalism is inspired by negative feelings such as revenge, anger, boredom, and frustration. However, it is also motivated by playfulness, curiosity, and pleasure. Elements such as creativity, peer group pressure, and communication also play a part. Vandalism is mainly caused by teenagers' desire to express themselves and get attention. Defacement or destruction of property allow a person to vent anger, frustration, or anxiety without personal confrontation. Leisure time has increased in low-income areas over the last few years, and therefore vandalism may occur due to boredom or a lack of meaningful activities.

Vandalism and Sports

Sport and physical activity can give people a sense of belonging, loyalty, and support. Vandalism drops when children and young people are given the feeling that they own the sports ground and equipment and bear a certain responsibility for them.

Furthermore, boredom is the fuel driving the engine that propels vandalism. Sports programs that provide young people with safe alternatives to criminal mischief provide the dual benefit of preventing vandalism and making a positive impression on the lives of youth. Young people who are busy doing meaningful activities have no time to commit crimes.



By assigning responsibilities for special equipment and making your own training material with your players you can establish more appreciation for the material



Responsibility of the Coach

In many ways, vandalism is a form of violence, not against people but against objects, so any violence-prevention responsibility a coach assumes also helps guard against vandalism. This is especially true when a coach teaches players how to deal with emotions such as frustration, disappointment, revenge, and anger and how to control them (See Section 4.4, "Violence Prevention").

As role models, coaches have the responsibility to prevent vandalism by doing the following:

- Educating the players about the costs of vandalism.
- Cleaning up vandalism together (e.g., replacing signs, repairing playground equipment, painting over graffiti, and replacing equipment), because experience has revealed that when such acts are ignored or overlooked, additional destruction will take place.
- Reminding the players that vandalism is a crime.
- Teaching respect for property.
- Pursuing a zero-tolerance strategy to make vandalism as unattractive as possible.
- Using appealing design to raise the inhibition threshold of the perpetrator.
- Treating the training place and training materials with respect.



Well-nourished children are both mentally and physically more efficient and resilient in the face of disease. The best way to meet these needs for optimal development is, on the one hand, a varied diet and, on the other hand, preventing children from eating in an unhealthy manner.

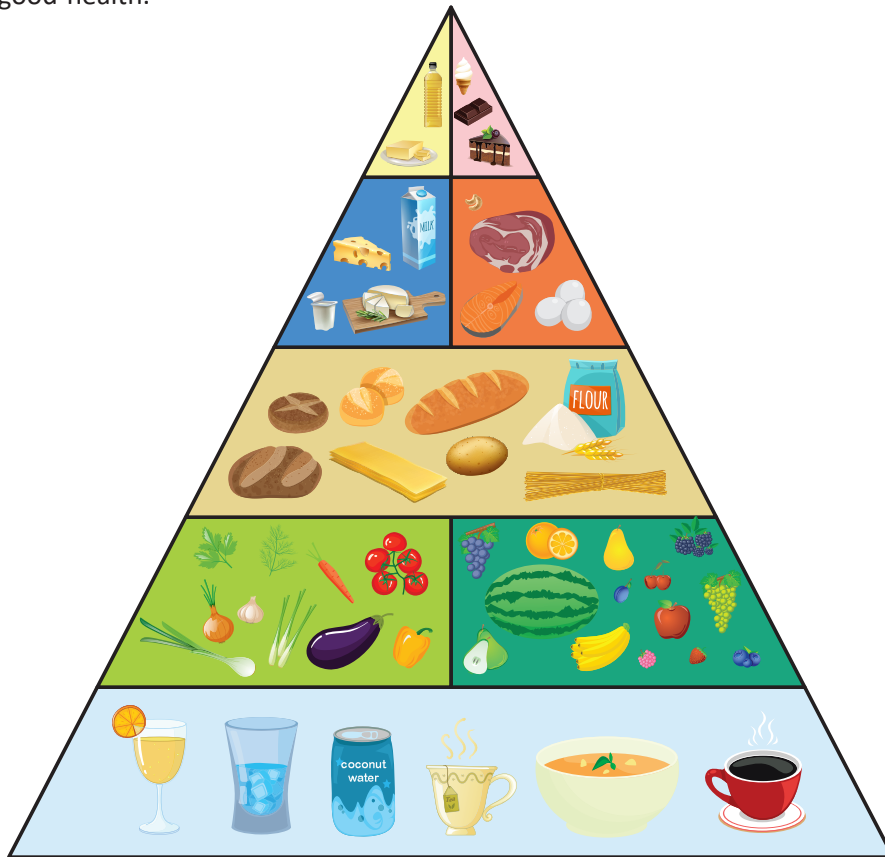


Eating is more than just consuming food. It must also taste good and should be enjoyed. You achieve little by forcing children and adolescents to eat something and forbidding other food. Small portions and time for eating and cooking together in a group helps.



Children and adolescents need a varied diet for growth, a condition that can be met easily by following a few recommendations. A one-sided diet can lead, in the long run, to deficiencies in specific nutrients.

The *food pyramid* is designed to make healthy eating easier. Healthy eating is about getting the correct amount of nutrients—protein, fat, carbohydrates, vitamins, and minerals—needed to maintain good health.



Foods that contain the same types of nutrients are grouped together on each of the shelves of the food pyramid. This gives us a choice of different foods from which to choose a healthy diet.

The system is easy to understand; the higher the level, the less food should be consumed from that category.

In a nutshell, healthy eating involves the following:

- Enough fluids, especially water
- Plenty of vegetables, salad, and fruit
- A serving of whole-wheat cereals and breads, potatoes, pasta, and rice at every meal (Go for whole-grain varieties wherever possible)
- Some milk, yogurt, and cheese
- Some meat, poultry, fish, eggs, beans, and nuts
- A very small amount of fats, spreads, and oils
- A very small amount or no foods and drinks high in fat, sugar, and salt



Physical activity increases the amount of fluid you need to consume to replace the water you lose from sweating. The amount of water you lose depends on how long you are active, how intense the activity is, and whether it is hot and humid. With the correct hydration, you can recover energy and minerals in addition to the lost water. Therefore, make sure to consume enough fluid **before, during, and after** exercise.

Children get dehydrated more easily than adults; that's why it is important to be sure your players drink enough water.



Health 4.8.2

For a healthy life, it is not only important to have a balanced and healthy diet and get sufficient physical exercise, but also to consider other health-related subjects. Counted among those are getting enough rest, medical check-ups when necessary, listening to your body, and quitting unhealthy habits like smoking and drinking alcohol.

- **Resting:** Rest offers the body the chance to recover both physically and mentally. It gives the body the opportunity to recharge and is necessary for children and young people to remain capable of learning, productive, and creative. For children and adolescents, eight to ten hours of sleep per day is recommended.
- **Medical checkups:** These play an important role in a child's development. They track his/her development, help detect any possible abnormalities or irregularities, and prevent any further harm.
- **Body awareness/consciousness:** Individual observation and understanding of body processes can provide information at an early stage. This includes being conscious of one's actions, not overworking the body, and recognizing the needs of the body in addition to its pain.
- **Quitting harmful substances:** Unhealthy habits like smoking and drinking alcohol harm the body in many ways and can reduce a person's lifespan by affecting the internal organs. Substance abuse affects the mental and physical state and can have perception-changing effects.
- **Limiting the time in front of screens:** Children and youth spend an increasing amount of time with playing video games on TV's or smartphones. Negative effects on the eyes, the risk of obesity due to decreasing physical activity, but also a harmful impact on the social behavior of children and youth due to the withdrawal of activities "in the real life" can derive from uncontrolled gaming.



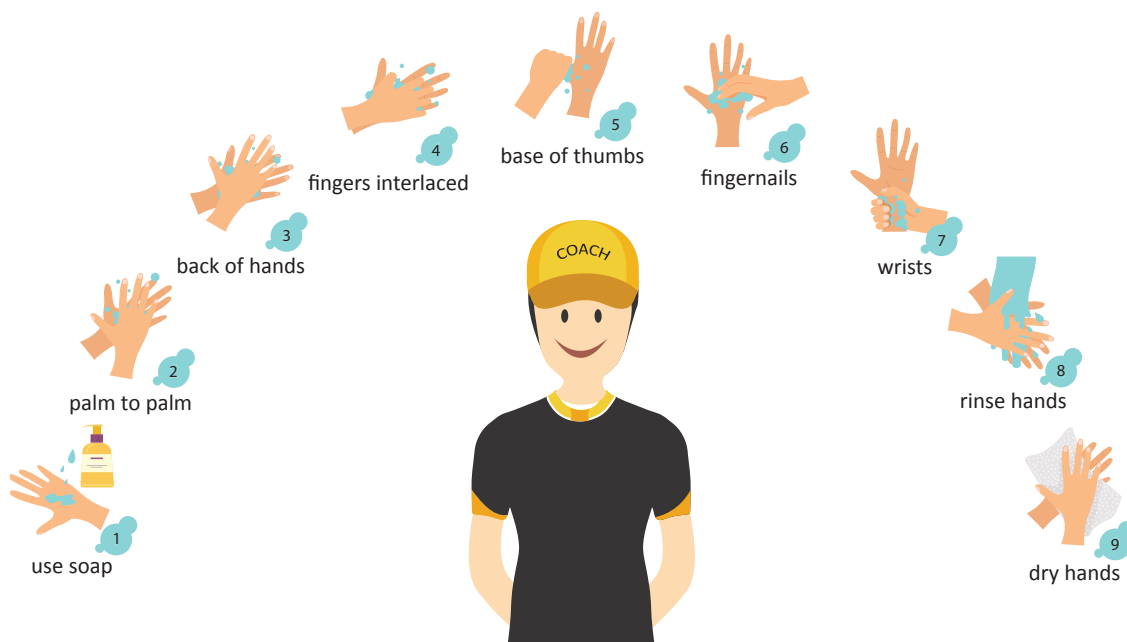
Hygiene 4.8.3

Hygiene refers to conditions and practices that help maintain health and prevent the spread of diseases. This includes various concepts of hygiene such as personal hygiene, which refers to maintaining the body's cleanliness, but also food and water hygiene, which are essential for the health of the whole society.

For children and adolescents, the basics of good personal hygiene are as follows:

- **Washing hands:** Handwashing, a form of hygiene, is the most effective way to prevent the spread of infectious diseases. Washing your hands the right way is therefore really important, so that no bacteria remain.

There are different steps that can be followed to ensure clean hands:



You should always wash your hands:

- After using the toilet
- Before making or eating food
- After handling dogs or other animals
- If you have been around someone who is coughing or has a cold



- **Regular baths or showers:** Before children enter puberty, it is enough to shower twice a week, as children have not yet fully developed sweat glands. Afterward, it is recommended that they shower after physical activity wash the whole body every day.
- **Brushing teeth:** Teeth should be brushed two to three times a day.

Another important part of hygiene in sports is the equipment, which should be kept clean. Any equipment provided as part of the activities should be regularly cleaned with the appropriate products, and any shared kit provided by the venue or organization should be washed thoroughly after each use.



CHAPTER V

TASKS AROUND THE TRAINING





5.1 INTRODUCTION

Besides the ongoing training sessions, there are several additional tasks that come along with the position of a coach.

He/she should know how to react in case of an accident, should find creative solutions for missing equipment, and should know how to implement a stretching session or organize tournaments and sport festivals. These are all tasks that come along with the responsibility of being an S4D coach.

In the following chapter there will be some recommendations and guidelines that support a coach in fulfilling these tasks. Please note that this chapter should be seen as a short introduction in all these sportive fields and does not replace an independent qualification. Additional trainings in these fields are recommended and important.



5.2 FIRST AID GUIDE

Movement, play, and sport promote health and increase the quality of life. Nevertheless, the knowledge of sport injuries and how to proceed with them is incredibly important for coaches. The aim of this section is to give a brief overview of the correct measures to prevent and deal with sport accidents. It cannot replace first aid training but serves as a reminder for the importance of further qualification in this field.



Make sure to take a first aid course and refresh it every two years.



A coach needs to know his/her players, their personal and physical strengths and weaknesses, and their current life situations. He/she should know the medical history of the players, their illnesses, and their physical problems and old injuries.

Preventing Accidents

When a person decides to be a coach, he/she accepts a primary responsibility for care and safety of the children. It is the coach's job to help them practice sport with all possible and necessary safety standards.



Ask your players and/or their parents about physical problems or illnesses and collect your players' emergency contacts.



For this prevention of accidents, a coach should take the following steps:

- Ensure an age-appropriate supervision and training.
- Include warm-up and stretching sessions in the training (especially after the age of 12 years).
- Explain the risks of exercising and emphasize the importance of a conscious approach to these risks, as well as the right technical implementation.
- Ensure that the children wear appropriate sports equipment (for example, sneakers to prevent foot injuries).
- Make sure that the equipment is set up and dismantled in the right way.
- Use child-friendly material, clear the sports ground of unneeded material, and check material before each training session.
- Organize exercises and forms of play in such a manner that the risk of accidents caused by collisions is avoided as much as possible (enough space, walking distances).
- Mediate rules, safety standards, and fair play.
- Consider the physical differences (size, strength, endurance) among the players by choosing the exercises and teams and enable level-adapted training intensity.
- Guarantee fair behavior and fair play in and around the game.
- Check for possible dangers on the playing field (glass, sharp rocks, garbage bags, wood, etc.).

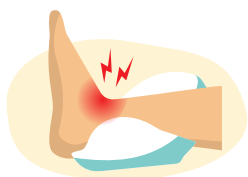
Accident Procedure

If accidents do occur after all, the most important thing is to keep calm and adhere to the following guidelines:

A lot of sport injuries affect the muscles, ligaments, and tendons.

The **initial treatment** of the injured person follows the **RICE** method, which helps reduce swelling, ease pain, and speed up healing.

R



Rest

As soon as you are hurt, stop your activity, interrupt the training/competition, and rest.

I



Ice

The injured body part should be cooled with cold packs (covered with a light, absorbent towel to help prevent frostbite!) or ice water.

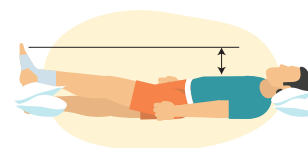
C



Compress

Wrap the affected area with an elastic medical bandage. You want it to be snug but not too tight; if it is too tight, it will interrupt blood flow.

E



Elevate

Raise the sore body part above the level of your **heart**. Doing so reduces pain, throbbing, and any internal bleeding that can lead to bruises.



Measures not accepted by the injured person should not be taken against their consent. This is often an unconscious protective reaction on the part of the injured but could also indicate more serious injuries such as bone fractures, in cases of which the injured usually do not allow compression or elevation.



Sport injuries that pose risk of complications (all kind of head injuries, bone fractures, etc.) require rapid medical assistance to guarantee healing without permanent restrictions. The therapy of these injuries is exclusively carried out by experienced doctors. Therefore, if a more serious sport injury is suspected, the ambulance must be informed immediately.

Measures taken by first aider in case of sports injuries with risk of complications:

- Stabilize the injured extremity by padding it with blankets, small devices, etc.
- Cover wounds with sterile bandages.
- Immediately alert the ambulance service.
- Do not readjust bone fractures or dislocated joints.
- Avoid any drinks, food, or medicine (in case of an operation).
- If possible, avoid moving the injured person from the scene of the accident.

Information

Emergency call procedure:
The Five “W Questions”

- **Who** is calling?
- **Where** did the accident happen?
- **What** happened?
- **What** types of injuries?
- **Wait** for questions!

The Role and Responsibilities of the Coach in Case of Emergencies

A coach should take the following steps:

- Always carry a first aid kit with a minimum of equipment with you.
- Call the emergency contact of the injured player.
- For older age groups: Ask the other players for support, for example to call for emergency services or give support in first aid.
- For younger age groups: Tell the parents even about small injuries, so they can look for any striking behavior or pain.
- Keep calm and offer the injured player privacy from the other players.
- Listen, be empathetic, and speak in a calm and confident voice with him/her.



Ask your players and/or their parents about physical problems or illnesses and collect your players' emergency contacts.



First Aid Kit (Minimum Requirements)

A basic first aid kit should contain the following:

- Plasters in a variety of different sizes and shapes
- Small, medium, and large sterile gauze dressings
- Triangular bandages
- Sterile wound compresses
- Bandages in different sizes
- Wound disinfectant
- Scissors
- Gloves
- Cool packs (Instant cold packs or cold packs for the refrigerator)
- Sticky tape (e.g., leucoplast, a sport tape that is self-adhesive on both sides)



5.3 IMPLEMENTING A GOOD STRETCHING SESSION

Stretching is a form of physical exercise in which a specific muscle or tendon (or muscle group) is deliberately flexed or stretched to improve the muscles' felt elasticity and achieve comfortable muscle tone. The result is a feeling of increased muscle control, flexibility, and range of motion, and improved blood circulation and body posture.

As we age, our muscles get shorter and less elastic, which is why many people recommend that muscles should be stretched to reduce the risk of ligament injury, though for children up to the age of twelve, stretching is not yet necessary.

There are two forms of stretching that can be used before, during, and after a sports training session: dynamic and static stretches. Most exercises can be performed both dynamically and statically. Dynamic stretching is recommended during warm-up and static stretching during cooldown.

Dynamic stretching takes place during movement of the muscle(s). The movement is repeated approximately ten times slowly and in a controlled manner.

Static stretching is a singular motion in which the muscle is held in the same position (stretching position) over a period of approximately fifteen to twenty seconds. Most of the static stretching exercises can also be performed as partner exercises.



You should keep following the recommendations for every stretching session and give the instructions to your players, as well:

- Quality before quantity! Only perform an exercise as long as the quality of movement is guaranteed
- Observe body tension, stability, and posture
- Include both sides of the body
- Breathe steadily and calmly
- Increase intensity slowly and respect the pain threshold
- Stretch slowly and in a controlled manner; avoid fast and sudden movements
- Concentrate on the muscles you use during training, as well as the thighs (front, back, and inside), chest, and neck



DYNAMIC STRETCHES (Examples)

Overhead Arm Circles

Areas of focus: shoulders, upper back

- Lift your arms overhead.
- Rotate your arms in big circles, clockwise and counter clockwise.
- Be sure to extend your arms as much as possible and to loosen your neck.



Torso Twist

Areas of focus: back, hips

- Stand on the floor with feet shoulder-width apart and your hands connected at chest level.
- Rotate your body gently and slowly from right to left.
- Keep your shoulders relaxed and your toes facing forward.



Standing Side Bends

Areas of focus: abs

- Stand up straight with your feet shoulder-width apart.
- Put your left hand behind your head and your right hand down at your right side. Bend your body to your right side and lower your right hand toward the floor.
- Pause for one second and return to the starting position. Switch sides and repeat the exercise.



Leg Swings

Areas of focus: thighs, hips

- Stand up straight.
- Put your weight on your left leg.
- Now start swinging your right leg forward and backward.
- Try touching your toes when swinging your leg to the front.
- Keep your back straight at all times.
- Do ten repetitions with each leg.



Standing Side Crunch

Areas of focus: abs, hips

- Stand with your knees slightly bent and your hands behind your head.
- Shift your weight to your left leg, crunch to the right side and bring your right knee up toward your elbow.
- Lower your right leg and return to the starting position.
- Switch legs and repeat until the set is complete.



STATIC STRETCHES (Examples)

It is always important to ensure a firm position and a clean execution.

The player should slowly move from a normal standing position into the stretching position. As soon as the end posture has been reached, he/she should remain there for approximately ten seconds and then move back into the starting position. He/he should then briefly loosen up (e.g., by jumping slightly) and then repeat the stretch on the other side of the body.



Static stretches must be executed slowly and never abruptly!



Triceps Stretch

Areas of focus: arms, shoulders

- Put your left hand on your back.
- Use your right hand to grab your left elbow and gently push it down.
- Hold this position for a few seconds, then switch arms.



Standing Quadriceps Stretch

Areas of focus: quadriceps/hamstrings

- Stand with your feet together.
- Bend your left knee and grab your left foot at its ankle with your left hand.
- Pull your left foot toward your butt. Keep your knees together.
- If you need to, put one hand on a wall for balance.
- Squeeze your glutes to increase the stretch in the front of your legs.
- Hold for thirty seconds to two minutes.
- Repeat with the other leg.



Standing Hamstring Stretch

Areas of focus: neck, back, glutes, hamstrings, calves

- Stand tall with your feet hip-width apart, knees slightly bent, arms by your sides.
- Exhale as you bend forward, lowering your head toward the floor, while keeping your head, neck, and shoulders relaxed.
- Wrap your arms around backs of your legs and hold them anywhere from forty-five seconds to two minutes.
- Bend your knees and roll back up when you are done.



Hip and Thigh Stretch

Areas of focus: hamstring, hip flexors

- Stand tall with your feet approximately two shoulder widths apart.
- Turn your feet and face to the right.
- Bend the right leg so the right upper thigh is parallel to the ground and the lower leg is vertical.
- Gradually lower the body.
- Keep your back straight and use the arms to balance.
- You will feel the stretch along the front left thigh and along the hamstrings of the right leg.
- Repeat by turning and facing to the left.



Calf Stretch

Areas of focus: calf, thigh

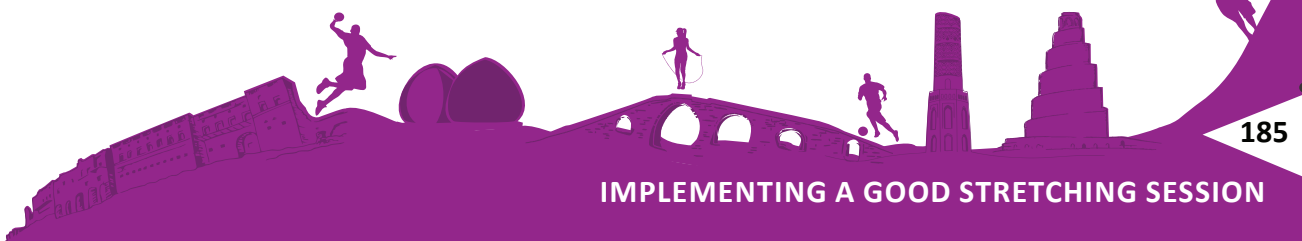
- Stand an arm's length away from a wall with feet shoulder-width apart.
- Place your right foot about two feet in front of your left.
- Keeping both heels flat on the ground, lean toward the wall by bending your right knee.
- Your left leg should stay straight.
- Push gently against the wall for a deeper stretch.
- Repeat with the left leg.



Adductor Stretch

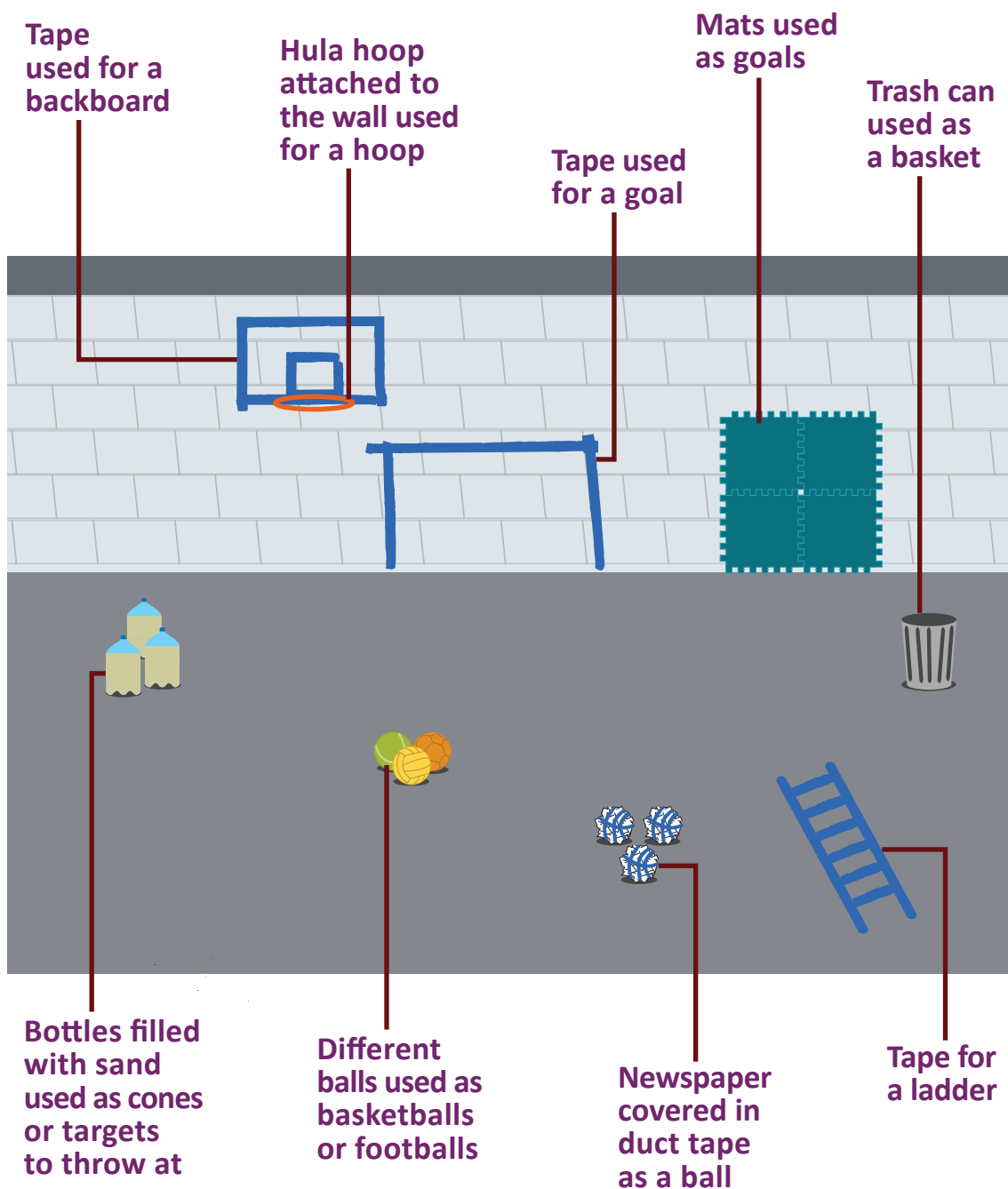
Areas of focus: inner upper thigh, glutes, hip flexors

- Stand tall with your feet approximately two shoulder widths apart.
- Bend the right leg and lower the body.
- Keep your back straight and use the arms to balance.
- Repeat with the left leg.



5.4 EQUIPMENT

The more players you have in your training sessions, the more equipment you will need. Having all the necessary equipment can sometimes be quite tough. A lot of material in your surroundings might not seem adequate but might also be just right for the training session. Therefore, be creative by looking around your environment to see what other materials can be used as equipment. This will also enhance the players' creativity and unconventional thinking.



5.5 ORGANIZING SPORT FESTIVALS AND TOURNAMENTS

S4D events are fun and create a strong spirit among the players, ensuring exchange, respect, and a spirit of fair play. A sport festival or tournament engages a higher number of children, getting them active and celebrating their common passion for sport. This subchapter elaborates basic steps when planning and conducting events and gives practical examples of how to structure a sport festival or tournament.

Plan

1. Decide the date and location for the event.
2. Set a topic and goal for the event. Is there an international day that could coincide (e.g., the International Day of Sport for Development and Peace?).
3. Select the type of event it will be (Sport festival? Tournament?).
4. Decide on the number of children in participating teams/number of participants according to available time/space.
5. Inform participating teams and participants at least three weeks in advance.
6. Select the structure of the event. A rotation system for a festival allows a versatile and easy set-up that keeps even large groups busy.
7. Engage volunteers to support the events as referees, logistical support, caretakers, assistant coaches, and more. Invite older youth to support the event as volunteers.
8. Schedule the time with enough breaks for water. The time of active practice should be appropriate for the age group.
9. Acquire financial and material support from private and business sponsors.
10. Inform local and national media of the event well in advance and invite them to attend.
11. Promote the tournament in the community using banners, flyers, and community meetings.
12. Calculate for sufficient medical support, drinking water, meals, and snacks for all participants, volunteers, and staff.

Conduct

1. Make sure all players and coaches are trained and sensitized to S4D principles and respect the rules of fair play and equality.
2. Establish a central event desk at the venue where coaches and team leaders can register and game results can be updated and displayed.
3. Create the right atmosphere by playing music and having a moderator announce results, motivate the participants, and comment on the games.
4. Complement the event with additional activities to increase interaction among the participating teams, such as team building games.

Evaluate

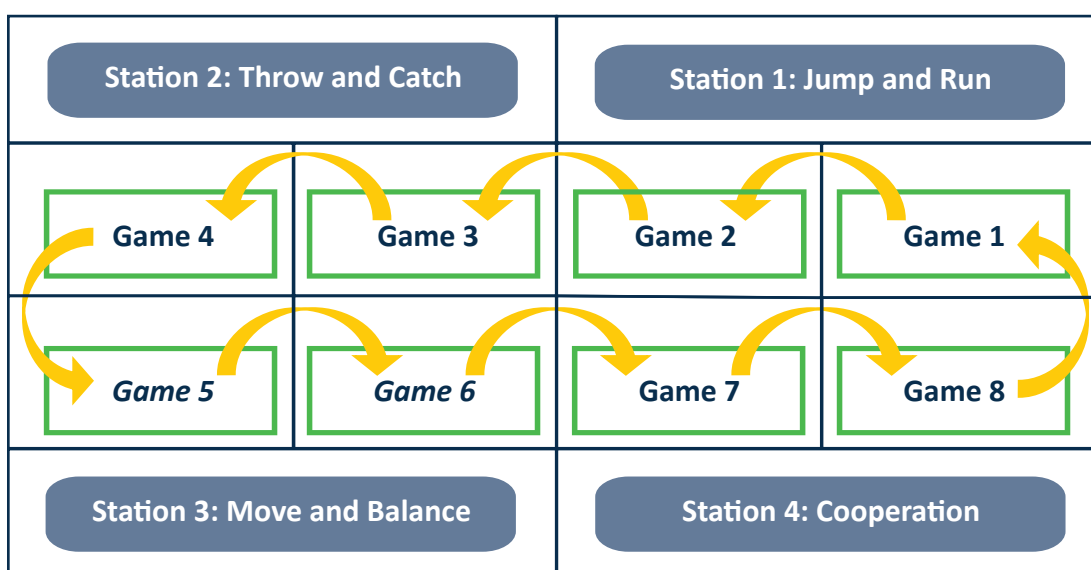
A comprehensive follow-up is as important as the preparation. Therefore, you can ask yourself and participants the same questions as during a training session (See Section 2.3, “Organizing a Training Session”).



5.5.1 SPORT FESTIVAL STRUCTURES

Sport festivals give participants the chance to celebrate sport and to raise attention to special occasions such as a club/school anniversary or one of the many UN International Days.

This is how a festival with 120 children can be organized in a rotation system on a regular football pitch. The participants are divided into eight groups of fifteen children. The four stations (two exercises at each station) could, for example, implement the topics of the (See Section 3.6, “Fun Games for Everyone”). This setup should be adapted to the size of the pitch, number of children, sportive topic of the day, etc.



Information

Selection of UN International Days

- 6th of April – “International Day of Sport for Development and Peace”
- 20th of June – “World Refugee Day”
- 12th of August – “International Youth Day”
- 21st of September – “International Day of Peace”
- 11th of October – “International Girls Day”
- 3rd of December – “International Day of Persons with Disabilities”

5.5.2 TOURNAMENT STRUCTURES

The two fundamental goals of match making are to determine the best competitor and to match up the players in a fair manner. There is more than one elimination system to determine the best team.

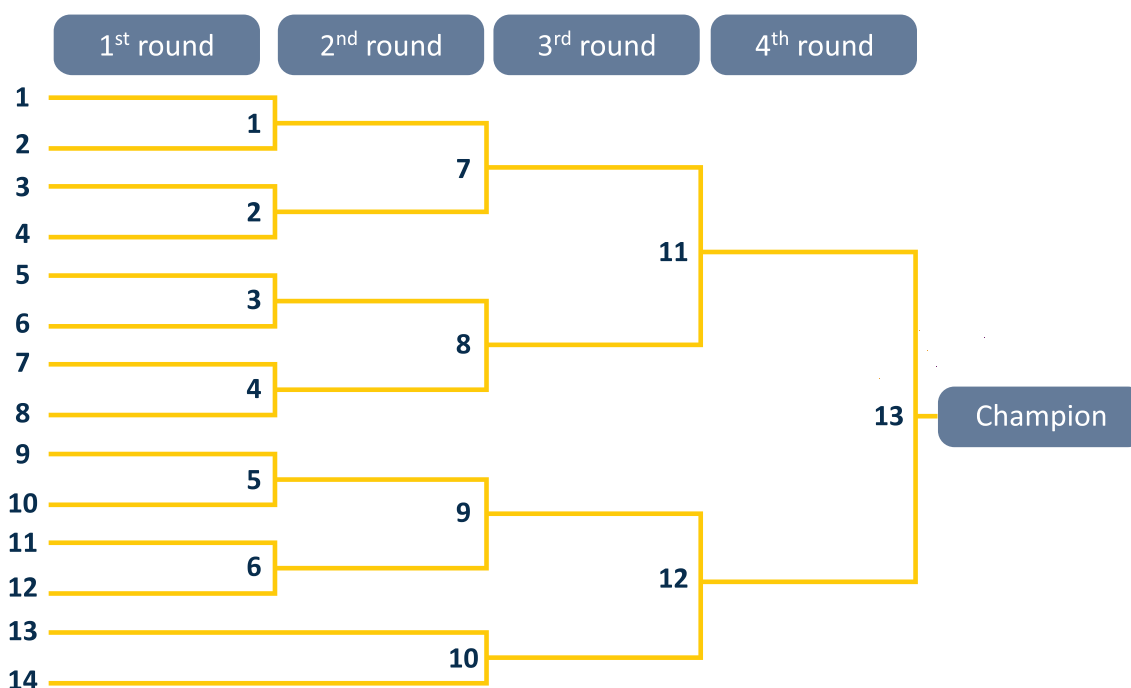
Direct Elimination

Direct elimination means that the loser of an encounter is immediately eliminated and does not have the opportunity to play again. Each round of matches eliminates exactly half of the contestants. Each winner will play another round, trying to beat the other winning team. This continues until the final match-up, whose winner becomes the tournament champion. Usually, only first and second places are decided. There would be two third places unless these teams competed in an additional match that would make them the only competitors to get a second chance. This system is used in diverse tournaments to determine the winner.

In this type of elimination, you must consider the following factors, in addition to the number of participants:

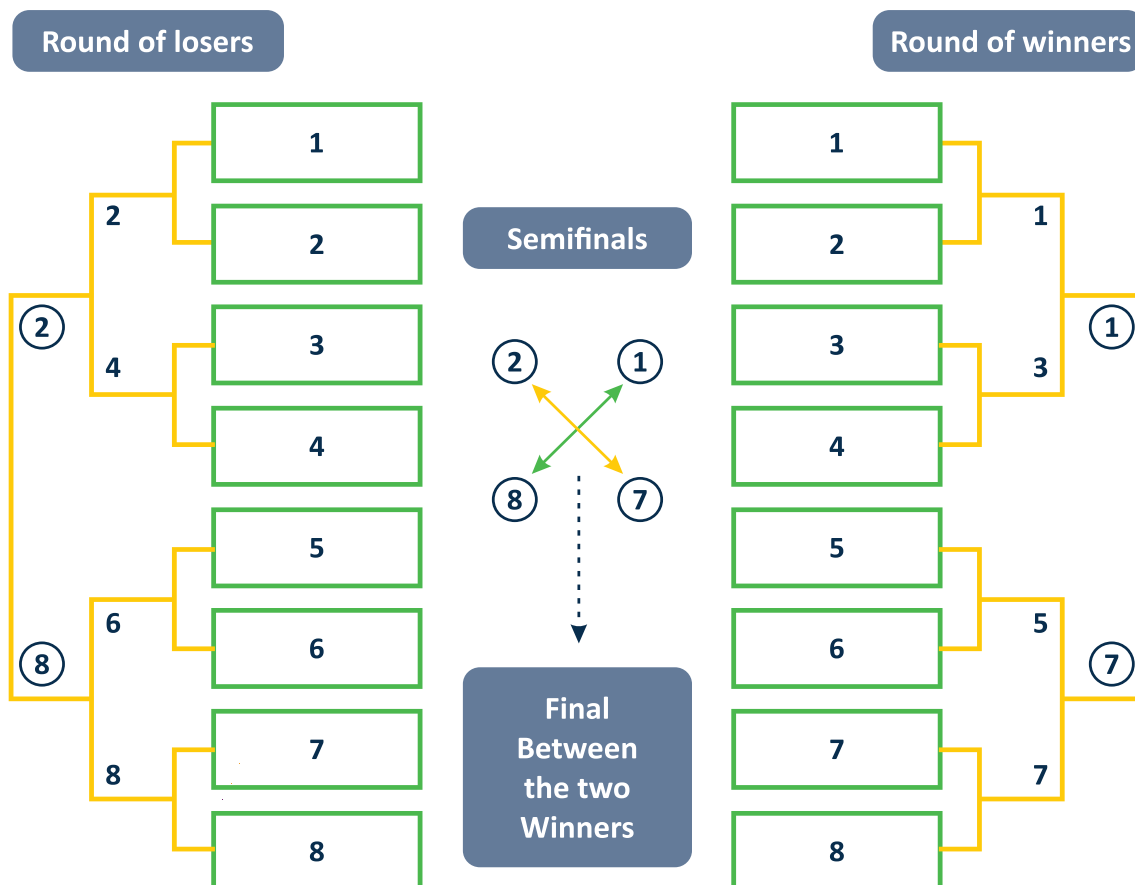
- Powers of two are always used to make the teams (4, 8, 16, 32, 64).
- If number of teams is odd, we can apply two scenarios:
 1. Exempt one team and distribute its players on other teams.
 2. One team will not play in the first round (by) and qualify directly to the second round.
- You must award (ideally by lot) a number to each participating team and then combine all the numbers with each other.

Example with 14 participant teams:



This system seeks to give greater opportunity to the teams who, having lost the first game, are not automatically excluded from the contest but have a second opportunity to take the top positions now playing against the other teams that lost in the first round. Another principle of this method is that the same teams can play against the same opponent more than once.

For each location of the participants in the graph, the same principles of simple elimination are used. The graph is derived from simple elimination. Teams who lose their first match join the left tier, here called the round of losers. Teams who win their first match progress to the right tier, here called the round of winners. Until the quarterfinals, the round of losers and the round of winners stay on separate sides. The winners of the quarterfinals of the left tier and the right tier meet in the semifinals, competing against each other. There will be two more games: the semifinals and the finals, determining the winner and second and third places.



Three-Halves Method

The methodology of the three halves is an alternative pedagogical tool that is used to incorporate key life lessons into sport sessions and matches. Fair play and mediation are integrating tools to facilitate coexistence and conflict resolution in vulnerable communities.

The game is divided in three periods: a pre-match discussion, the match, and post-match discussion (i.e., the three halves):

First half: Prior to the match, the two teams come together and agree on the rules they want to use. Special rules are selected to tackle relevant social issues, such as increasing female involvement in sports. The discussion is facilitated by a trained mediator (e.g., a young leader, coach, or teacher). The mediator keeps a record of the rules players have agreed on.

Second half: Matches usually feature smaller teams (e.g., between five and seven players on each team) and shorter playing times, and are played on smaller pitches. Teams can be mixed gender, and matches are played without referees. Players take responsibility for the match and comply with the rules they agreed upon. During the match, they agree among themselves on fouls, free kicks, and goals scored. The mediator monitors the match and intervenes only if the two teams cannot come to an agreement on their own.

Third half: After the match, the teams are brought together by the mediator to reflect on the match and how well they respected the rules. The teams have the opportunity to award their opponents fair play points based on their conduct. The mediator adds the fair play points to the match points resulting from goals scored to determine the final outcome.

During the three periods, a mediator participates in facilitating dialogue and interaction between teams, but without intervening or regulating the match. Thus, a three-halves match is won not only won by goals (points scored during the game) but also by the points achieved by respecting the rules the participants themselves agreed on before the game.

This system can be used for one-off matches and tournaments or to create a month- or year-long program. The pre- and post-match discussions should ideally be used to address topics beyond the playing field, from personal issues facing players to challenges in their communities.



CHAPTER VI



Training sheets










6.1 STRUCTURE OF A REGULAR TRAINING SESSION

Training Duration: Min.

GOALS	 Social
	 Sportive

INITIAL PHASE	Sensitization  min.
	Warm up  min.

MAIN PHASE	 min.
------------	---

FINAL PHASE	Conclusion  min.
	Reflection  min.



6.2 PLANNING/MONITORING SHEET

Date:	DD / MM / YYYY	Venue:
Organizer:	Number of players:	

INITIAL PHASE

Sensitization		<input type="text"/>	min.

Warm Up		<input type="text"/>	min.



MAIN PHASE

Main Part		[] min.









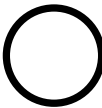


FINAL PHASE

Conclusion		[] min.

Reflection		[] min.

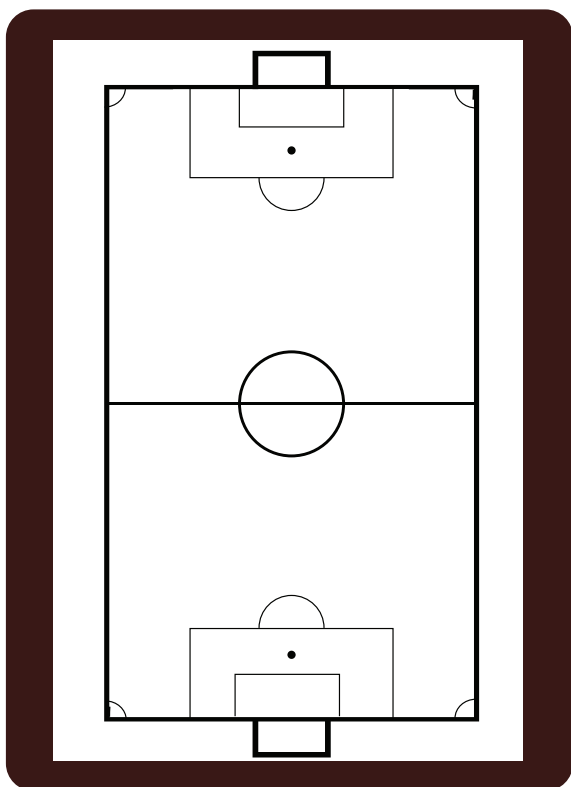


6.3 LEGENDS FOR DRAWING DRILLS

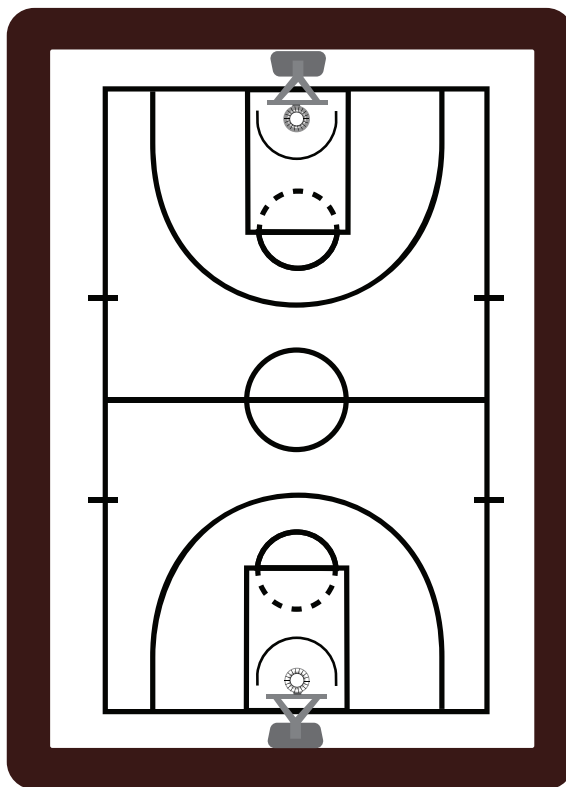
	Screening
	Pressing with the ball
	Feinting
	Player movement
	Disc / Ball movement
	Dribbling
	Disc / Ball
	Cone
	Player 1
	Player 2
	Player 3



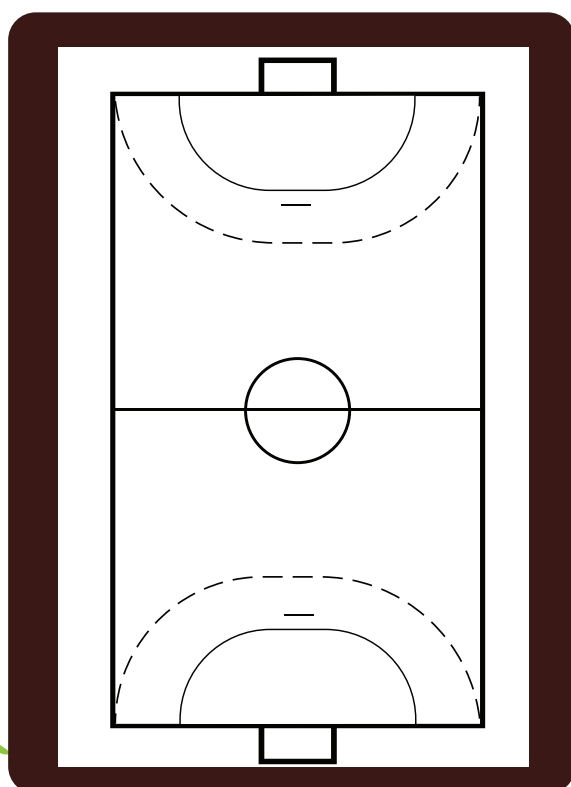
FOOTBALL FIELD - FULL



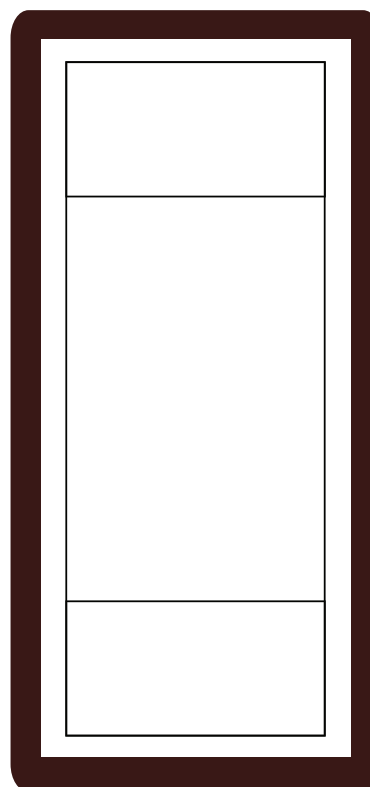
BASKETBALL COURT - FULL



HANDBALL COURT - FULL

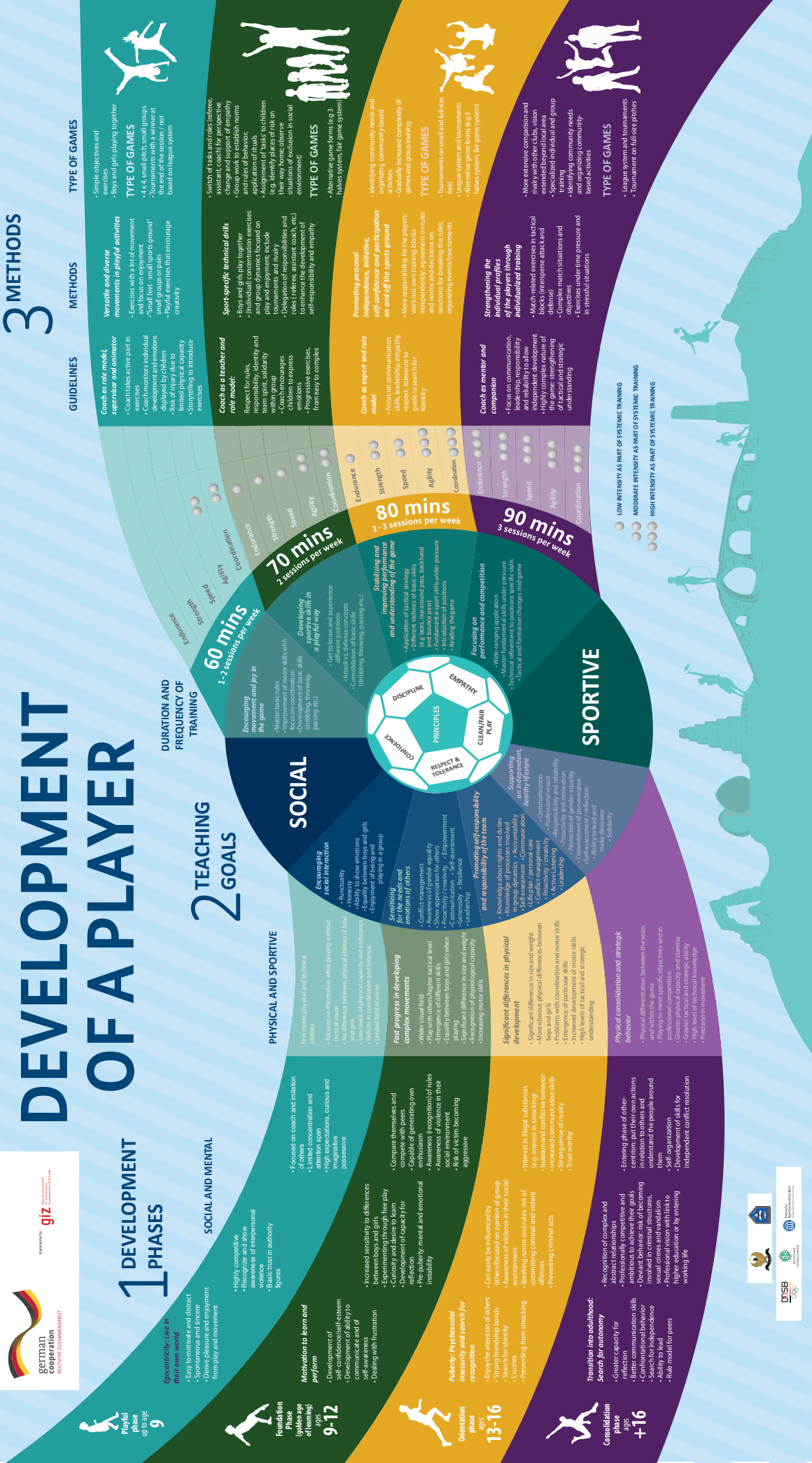


ULTIMATE FIELD - FULL



DEVELOPMENT OF A PLAYER

3 METHODS



9
Playful phase
up to age

1 DEVELOPMENT PHASES

SOCIAL AND MENTAL

- Easy to motivate and distract
- Spontaneous and sincere enjoyment from play and movement
- Highly competitive awareness of interpersonal figures
- Basic trust in authority
- Increased sensitivity to differences between boys and girls
- Empathy and awareness of others
- Development of ability to communicate and of self-awareness
- Dealing with frustration

Motivation to learn and perform

- Development of self-esteem
- Development of ability to communicate and of self-awareness
- Dealing with frustration

13-16
Orientation phase
ages

PHYSICAL AND SPORTIVE

- Focused on coach and imitation of others
- Limited concentration and high on expectations, curious and imaginative
- Competitive
- Compare themselves and compete with peers
- Capable of generating own enthusiasm
- Awareness of right and wrong in their social environment
- Risk of victim becoming aggressive
- Increased sensitivity to differences between boys and girls
- Empathy and awareness of others
- Development of ability to communicate and of self-awareness
- Dealing with frustration

Risk progress in developing complex movements

- Wider visual field
- Ability to differentiate tactical level
- Ability to differentiate tactical level
- Equality between boys and girls when playing
- Significant difference in size and weight
- Increasing motor skills

16-19
Consolidation phase
ages

SOCIAL AND MENTAL

- Highly competitive awareness of interpersonal figures
- Basic trust in authority
- Increased sensitivity to differences between boys and girls
- Empathy and awareness of others
- Development of ability to communicate and of self-awareness
- Dealing with frustration

Motivation to learn and perform

- Development of self-esteem
- Development of ability to communicate and of self-awareness
- Dealing with frustration

2 TEACHING GOALS

SOCIAL

- Encouraging movement and joy in the game
- Master basic rules
- Development of basic skills (balling, throwing, passing, etc.)
- Focus on coordination
- Ability to show and experience
- Ability to show emotions
- Ability to show emotions
- Ability to show emotions
- Ability to show emotions

PHYSICAL AND SPORTIVE

- Encouraging movement and joy in the game
- Master basic rules
- Development of basic skills (balling, throwing, passing, etc.)
- Focus on coordination
- Ability to show and experience
- Ability to show emotions
- Ability to show emotions
- Ability to show emotions
- Ability to show emotions

3 METHODS

GUIDELINES

METHODS

TYPE OF GAMES

- Single subjective and
- Boys and girls playing together
- Versatile and diverse movement means in playful activities
- Exercises with a lot of movement and focus on enjoyment
- Small groups or pairs
- Playful exercises that encourage creativity
- Switch of tasks and roles (referee, assistant coach for perspective players, etc.)
- Group work to establish norms and rules of behavior
- Application of tasks to children
- Assignment of tasks to children
- They may observe situations of exclusion in social environment
- Alternative game forms (e.g. 3 halves system, air game system)
- Identifying community needs and organizing community-based activities
- Gradually increased complexity of games and group training
- More responsibility for the players
- Work out own training blocks
- Independently agreed on rules and norms and decisions on sanctions for breaking the rules
- Organizing training tournaments
- Tournament on small and full-size halves system and tournaments
- Alternative game forms (e.g. 3 halves system, air game system)
- More extensive comparison and rivalry with other clubs, wider extended beyond local area
- Specialized individual and group
- Identifying community needs and organizing community-based activities
- League system and tournaments
- Tournament on full-size pitches

SPORTIVE

CLEAN/FAIR PLAY

EMPATHY

DISCIPLINE

- Knowledge about rights and duties
- Communication
- Self-assessment
- Accountability
- Proactivity / creativity
- Active listening
- Leadership
- Promoting self-responsibility and responsibility of the team
- Supporting healthy / athletic behavior
- Communication
- Professionalism
- Proactivity / creativity
- Responsibility and reliability
- Active listening
- Promotion of and recognition
- Commitment of perseverance
- Self-assessment / reflection
- Solidarity

TECHNIQUE

TECHNIQUE

TECHNIQUE

TECHNIQUE

- Knowledge about rights and duties
- Communication
- Self-assessment
- Accountability
- Proactivity / creativity
- Active listening
- Leadership
- Promoting self-responsibility and responsibility of the team
- Supporting healthy / athletic behavior
- Communication
- Professionalism
- Proactivity / creativity
- Responsibility and reliability
- Active listening
- Promotion of and recognition
- Commitment of perseverance
- Self-assessment / reflection
- Solidarity

TECHNIQUE

TECHNIQUE

TECHNIQUE

TECHNIQUE

- Knowledge about rights and duties
- Communication
- Self-assessment
- Accountability
- Proactivity / creativity
- Active listening
- Leadership
- Promoting self-responsibility and responsibility of the team
- Supporting healthy / athletic behavior
- Communication
- Professionalism
- Proactivity / creativity
- Responsibility and reliability
- Active listening
- Promotion of and recognition
- Commitment of perseverance
- Self-assessment / reflection
- Solidarity

TECHNIQUE

TECHNIQUE

TECHNIQUE

TECHNIQUE

- Knowledge about rights and duties
- Communication
- Self-assessment
- Accountability
- Proactivity / creativity
- Active listening
- Leadership
- Promoting self-responsibility and responsibility of the team
- Supporting healthy / athletic behavior
- Communication
- Professionalism
- Proactivity / creativity
- Responsibility and reliability
- Active listening
- Promotion of and recognition
- Commitment of perseverance
- Self-assessment / reflection
- Solidarity

TECHNIQUE

TECHNIQUE

TECHNIQUE

TECHNIQUE

- Knowledge about rights and duties
- Communication
- Self-assessment
- Accountability
- Proactivity / creativity
- Active listening
- Leadership
- Promoting self-responsibility and responsibility of the team
- Supporting healthy / athletic behavior
- Communication
- Professionalism
- Proactivity / creativity
- Responsibility and reliability
- Active listening
- Promotion of and recognition
- Commitment of perseverance
- Self-assessment / reflection
- Solidarity

TECHNIQUE

TECHNIQUE

TECHNIQUE

TECHNIQUE

- Knowledge about rights and duties
- Communication
- Self-assessment
- Accountability
- Proactivity / creativity
- Active listening
- Leadership
- Promoting self-responsibility and responsibility of the team
- Supporting healthy / athletic behavior
- Communication
- Professionalism
- Proactivity / creativity
- Responsibility and reliability
- Active listening
- Promotion of and recognition
- Commitment of perseverance
- Self-assessment / reflection
- Solidarity

TECHNIQUE

TECHNIQUE

TECHNIQUE

TECHNIQUE

- Knowledge about rights and duties
- Communication
- Self-assessment
- Accountability
- Proactivity / creativity
- Active listening
- Leadership
- Promoting self-responsibility and responsibility of the team
- Supporting healthy / athletic behavior
- Communication
- Professionalism
- Proactivity / creativity
- Responsibility and reliability
- Active listening
- Promotion of and recognition
- Commitment of perseverance
- Self-assessment / reflection
- Solidarity

LOW INTENSITY AS PART OF SYSTEMIC TRAINING
MODERATE INTENSITY AS PART OF SYSTEMIC TRAINING
HIGH INTENSITY AS PART OF SYSTEMIC TRAINING

