

YDF Manual for Violence Prevention

Guidelines for teaching Football and Life Skills

Youth Development through Football



Under the patronage of
UNESCO

United Nations
Educational, Scientific and
Cultural Organization

youth
development
football



giz

Implemented
by GIZ



On behalf of the
German Government



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European Union



In partnership
with SRSA



Youth Development through Football (YDF) is a project dedicated to educate disadvantaged youths in ten African countries.

It is implemented by the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ) in partnership with the Department of Sport and Recreation South Africa (SRSA).

The project is part of the South African - German development cooperation. It is funded by the German Government and co-funded by the European Union.



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The 'Youth Development through Football' (YDF) project has its roots in the 2006 FIFA World Cup™. It was launched in 2007 and will run until 2012. The project is part of the 'South African - German Development Co-operation'. It is funded by the 'German Federal Ministry for Economic Co-operation and Development' (BMZ), co-funded by the 'European Union' (EU) and implemented by the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ). The project partner is 'Sport and Recreation South Africa' (SRSA). YDF is a football project aimed at the youth. At the same time, it far surpasses that description. The aim of the project is to support socially disadvantaged boys and girls in such a way that they are able to take their own lives 'in hand' and shape them positively. Their passion for football facilitates access to these youths. The YDF project will be established in all South African provinces and in nine other African countries.

YDF Manual for Violence Prevention Guidelines for teaching Football and Life Skills

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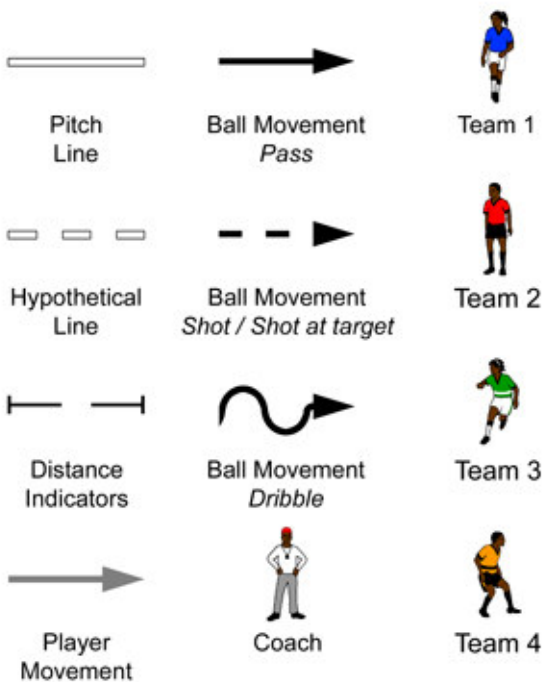
Hi there!

I'm **Edwin**, the Life Skills Meerkat. I'll give you helpful hints concerning Life and Social Skills in Football. So whenever you see me, be sure to take note of what I have to say, as it might just make the difference between a good coach and an excellent coach!

Together we will **Educate and win!**



UNDERSTANDING THE DIAGRAMS



Introduction

The YDF Manual for Violence Prevention that is now available is consistent in its expansion of the 'Youth Development through Football' concept. If the foundation module - the YDF Manual for Coaches - still constitutes the first introduction to the complex topic of violence prevention, then this manual builds on the different forms of reaction that are possible and elaborates in detail on tips for taking action.

The general basic training that the coaches undergo forms a foundation (a foundation that is useful but not absolutely necessary) that enables them to work with the manual under discussion here. The YDF Manual for Violence Prevention can therefore also be used as a direct point of entry into methodology. Here too we use the popularity, attractiveness and power of the sport of football to teach social skills to the young girls and boys and influence them positively.

Taking our lead from Nelson Mandela who said

'The challenge is to move from rhetoric to action',

we also pay particular attention here, as we did in the first coach-training module, to the practical applicability for coaches and carers with varying degrees of knowledge.

In the process, we consider the full range of approaches that football offers:

- from taking the **individual situation** of each player into account
- and making use of the connective power of **group experiences and identities within the team,**
- through to using different **forms of enactment** which are geared towards staging local circumstances in the communities.

Football can provide support and concepts for taking action at all these levels, thereby responding to the readiness of children and youths to resort to violence, and adequately taking into account the precarious psychological situation of children and youths who have become victims of excessive violence.

What appears at first glance to be an extremely difficult notion is presented here in a manner that is both understandable and extremely vivid. Even coaches and carers with limited experience will find practical information and action-taking tips that can be implemented and used immediately.

We hope that this manual will serve as an advisor; one that will assist in meeting the challenges that arise in reality, and one that will provide answers that can be applied in daily practice.

Violence manifests itself in a multitude of ways in society; blatantly and very directly, but frequently also less obviously, the consequences of which are no less dire. A coach is only able to meet the resulting demands to a limited extent. Certainly, he should learn when his immediate intervention is required; he must also accept, however, that there are boundaries that limit his capabilities and he should acknowledge that in some situations, it is advisable either to use the help of specialists or refer the young person in question to specialists who are able to provide assistance.

The first step involves learning how to recognise and analyse different forms of violence. We test adequate, effective intervention and reaction possibilities and provide training on techniques of conflict resolution.

How children and youths react to forms of violence and how they are to be supported by the coaches in handling and resolving them, is the topic of the following chapter. Recognising children in their role as victims and also as perpetrators of violence, removing them from the context of that violence, and not only supporting them, but also showing them other alternatives to using violence, is the ambitious goal of this unit.

Children learn from other children. In order to reduce the readiness of children and youths to resort to violence and offer them more appropriate conflict-solution models, the participants learn about the potential inherent in peer education and the power of using learning processes relating to group dynamics.

In the final chapter we draw the bow a little further: here we introduce methods of enacting and staging football to impart the positive energy of joint football experiences to those children and youths in the community who cannot participate regularly in the coaching units.

Each participant will leave the seminar with a very personal plan which he himself has drafted, which is relevant to him, and which contains concrete goals for which he can strive. In this plan and based on his own individual situation, a participant will formulate measures that he wishes to implement that will enable him to support and offer help to the children and youths entrusted to him on the journey towards a peaceful society.

OVERVIEW OF LESSONS

Basic Training Level

Name of Lesson	Learning Aim	Time
<p>Lesson 1 (Introduction)</p> <p>What is violence and how does it affect players and teams?</p> <p>1.1 What are cases of violence in football?</p> <p>1.2 What are cases of violence in communities?</p>	<p>The instructor assesses the knowledge and needs of participants in regard to football and violence prevention.</p> <p>Participants shall understand that</p> <ul style="list-style-type: none"> ☞ violence has many different faces. ☞ violence occurs on different societal levels and involves different parties. <p>Participants shall understand that violence they experience on the football field reflects the violence they experience in their homes, schools and communities.</p> <p>Participants shall understand that football can both cause and prevent violence.</p> <p>Participants are sensitised to their role as coaches in violence prevention and are encouraged to take responsibility.</p> <p>Coaches have a responsibility for the behaviour of their players, but no direct influence on the behaviour of the opposing teams, referees, parents or the community at large.</p>	<p>1 hr</p>
<p>Lesson 2</p> <p>Understanding Causes of Violence</p> <p>Conflict analysis: parties, issues and contexts of violence</p> <p>Stages of conflict</p>	<p>Participants shall understand</p> <ul style="list-style-type: none"> ☞ that there is more to violence than the eye meets. ☞ that mostly violence occurs if people do not find ways to solve conflicts in a constructive manner. ☞ that physical violence does not simply happen but that there are different stages to a conflict before violence breaks out. <p>Participants shall be able to apply conflict analysis tools.</p>	<p>3 hrs 15 min</p>

Day 1

Day 1



Basic Training Level

Name of Lesson	Learning Aim	Time
<p><u>Lesson 3</u></p> <p>Intervening in Conflict Situations</p> <p>Mediation tools Making conflict transformation sustainable / Addressing deeper causes of conflict and violence</p>	<p>Participants shall understand their role in conflict situations.</p> <p>Participants shall be able to apply mediation tools.</p> <p>Participants shall be enabled to intervene efficiently in conflict situations.</p>	<p>4 hrs 40 min</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Day 2</p>
<p><u>Lesson 4</u></p> <p>Understanding Victims and Perpetrators - Who is who?</p> <p>Victims as perpetrators, perpetrators as victims.</p>	<p>Participants shall be sensitised to the problem that it is often difficult to distinguish victims and perpetrators.</p>	<p>30 min</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Day 3</p>
<p><u>Lesson 5</u></p> <p>Understanding Victims of Violence</p> <p>Economic, social and psychological consequences of violence.</p> <p><i>What is trauma?</i></p> <p><i>What are symptoms of trauma?</i></p> <p><i>What are ways of coping?</i></p>	<p>Participants shall understand the psychological and social consequences of severe violence (trauma).</p> <p>Participants shall be able to recognize symptoms of trauma in their players.</p> <p>Participants shall be aware of different ways of coping.</p>	<p>3 hr 50 min</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Day 3</p>

OVERVIEW OF LESSONS

Basic Training Level

Name of Lesson	Learning Aim	Time
<p><u>Lesson 6</u></p> <p>Understanding Young people at Risk of being violent</p> <p>Attitudes of coaches towards aggressive children Risk factors for violence The cycle of victimisation and violence perpetration</p>	<p>Participants shall critically reflect their attitudes and behaviour towards aggressive children</p> <p>Participants shall understand the risk factors for youth to become violent</p> <p>Participants shall understand the importance of victim and perpetrator support for violence prevention</p>	<p>3 hrs 30 min</p>
<p><u>Lesson 7</u></p> <p>Victim and Perpetrator Support - Strengthening Coping Mechanisms and Protective Factors Preventing Youth to Use Violence</p> <p>7.0 The role of coaches in victim and perpetrator support</p> <p>7.1 Strengthening Players Abilities to express and deal with emotions</p> <p>7.2 Developing Individual Agency</p> <p>7.3 Developing Social Skills</p> <p>7.4 (Re-)Building Trust</p> <p>7.5 Supporting victims by referring them to a professional helper</p>	<p>Participants shall learn how to strengthen the different coping mechanisms through football.</p> <p>Participants shall learn how to use football to protect youth to use violence</p> <p>Participants shall understand the importants of referral to support traumatized youth and children.</p> <p>Participants shall critically reflect the role (and limitioations) of coaches and football in regard to victim and perpetrator support.</p>	<p>6 hrs</p>

Day 3

Day 4



Basic Training Level

Name of Lesson	Learning Aim	Time
<p>Lesson 8</p> <p>Football Variations: Intervention and Prevention Tools</p> <p>8.1 The Coach Code of Conduct</p> <p>8.2 Football Variations to use in your own team</p> <ul style="list-style-type: none"> ⊗ Players' Code of conduct ⊗ Criteria for player selection ⊗ Creating multicultural teams ⊗ Limiting the size of your team ⊗ Knowledge of rules of the league <p>8.3 Football Variations on League Level</p> <ul style="list-style-type: none"> ⊗ League's code of conduct ⊗ Player identification ⊗ Rituals of fair play ⊗ Prizes / rewards for fair play / peace prize ⊗ Coordination and mediation body for the league <p>8.4 Football Variations on Community Level</p> <ul style="list-style-type: none"> ⊗ Tournaments with focus on violence prevention / fair play / international friendship / peace ⊗ Building community partnerships 	<p>Participants shall critically reflect their role as role models and how their own behaviour can contribute to violence / non-violence</p> <p>Participants shall understand and be able to apply tools that help to eliminate some of the risk factors in which football may contribute to violence (or in other words prevent / avoid issues that players are fighting about)</p> <p>Participants shall be able to apply tools that help to strengthen the protective factors of football in regard to violence prevention.</p> <p>(Participants shall make a plan, which of the tools they will apply in their work in the coming months.)</p>	<p>6 hrs</p> <p>Time can be reduced if sub-groups work on different tools, or if the instructor makes a selection of most relevant tools for target groups</p>
<p>Lesson 9</p> <p>Conclusion, Reflection, Planning</p> <p>Reflection of role of coaches in different aspects of violence prevention</p> <p>Planning for the future</p>	<p>Participants shall reflect what they have learned in the course.</p> <p>Participants shall critically reflect the role of football and coaches in violence prevention.</p> <p>Participants shall plan and make a commitment to what they will implement in their work as football coaches in the next 8 weeks.</p>	

Day 4 and Day 5

LESSONS 1

Defining Violence

What is Violence and how does it affect players and teams?

What is Violence?

We have all experienced violence in some form or another. Violence is **words and actions** that hurt people **physically, psychologically and emotionally**. Violence is the abusive or unjust exercise of power, intimidation, harassment, or the threatened or actual use of force which results in or could result in hurt, fear, injury, suffering, or death.



Much violence is **intentionally**, it is committed to achieve a certain goal, e.g. profit, pleasure, political gain, revenge, recognition, respect, honour, destruction, exploitation, fear, oppression etc.. At times violence is **unintentional**, this is when accidents happen, but also when people are not aware of their own behaviour and how it may hurt another person. Often violence and abuse take on subtle and non-physical forms. Gossiping or verbal abuse, for instance, does not involve physical violence but often leaves the victim feeling violated and emotionally scarred. The same is true for neglect that is when a child does not receive any attention or care by its parents, teachers or coach.



Violence can be distinguished in **direct, structural and cultural** violence. In this short course we mainly deal with forms of **direct violence**. Under **structural violence** we understand conditions that include uneven life chances, inequitable distribution of resources and unequal decision-making power. Structural violence includes human sufferings, such as poverty, hunger, repression and social alienation. **Cultural violence** legitimizes the other two forms of violence as good, right or necessary. Examples for cultural violence can be the concept of "Apartheid" as well as cultural or religious beliefs that justify the discrimination of women or certain ethnic or social groups.

Forms of Violence in Football and in Communities

In football, in particular on the playing field you will encounter

• forms of **physical violence** such as

- ▲ foul play between players of the own and / or opposing teams including scratching, shaking, choking, pinching, punching, slapping, biting and pushing
- ▲ drug abuse by players
- ▲ fan rioting

▲

▲

▲



Defining Violence

What is Violence and how does it affect players and teams?

- ⊗ forms of psychological and emotional violence between players of own or opposing teams, coaches and players, between coaches of opposing teams as well as between players / coaches and referees. This psychological and emotional violence includes
 - △ humiliation by harsh criticism or name-calling,
 - △ embarrassment,
 - △ intimidation by verbal threats,
 - △ pushing or the kicking of objects,
 - △ sidelining or lack of attention.

△ _____

△ _____

△ _____



In their homes, schools, neighbourhoods or communities players may experience more serious forms of physical, psychological and emotional violence such as

- ⊗ long term neglect by parents,
- ⊗ corporal punishment,
- ⊗ continuous fighting between parents and other family members, child abuse,
- ⊗ wife battery,
- ⊗ sexual assault and rape
- ⊗ other assaults and murder
- ⊗ drug abuse,
- ⊗ robberies,
- ⊗ gang violence,
- ⊗ xenophobic or racially motivated attacks on people and / or their property,
- ⊗ violent public protests

⊗ _____

⊗ _____

⊗ _____

LESSONS 1

Defining Violence

What is Violence and how does it affect players and teams?



Violence in the community may impact on your players:

- ☞ players may not feel safe to walk to and from football field
- ☞ drug abuse has negative impact on fitness of players and therefore performance of team
- ☞ players may not be able to form a relationship with other players or may not be able to perform at their best
- ☞ public violence and protests may cause public facilities such as football fields being closed
- ☞ gangs may claim territory and deny access to football field
- ☞ players, their peers or others may bring weapons or drugs into your teams

☞

☞

☞



Defining Violence

What is Violence and how does it affect players and teams?

Social Spheres and Levels of Violence

Violence involves different parties and occurs at different social levels. In the context of football there are three relevant levels of violence.

- **Interpersonal violence** takes place between two or more individuals.

Examples for interpersonal violence are verbal or physical fights between players, foul play, sexual assault, child abuse, wife battery, other domestic assaults and rape.



- **Intra-group violence** occurs between members of the same group, e.g. the football team or political parties.

Examples for intra-group violence could be faction fights, fights for power and control within a group.



- **Inter-group violence** occurs between social groups, such as football teams and their fans, organizations, ethnic groups, etc..

Examples for inter-group violence are football fan violence, gang violence, xenophobia, and political violence (e.g. violence between supporters of different political parties, groupings within parties or between civil society groups and the state). Intergroup violence can take the form of injury to persons like assault, public unrest, the damaging of property and even murder.



- **Self directed violence** occurs at the individual level, which means within a person or against the own person. Self-directed violence often occurs when the person is in a state of confusion, distress, depression and dissatisfaction.

Examples are: drug abuse, infliction of pain or suicide.



The above classifications are important to the extent that they could be helpful in understanding the social sphere and the social origin of violence and its actors. However, reality seldom portrays such simple classification. As usual, the reality is much more complex, so too violence could have different dimensions.

LESSONS 1

Defining Violence

What is Violence and how does it affect players and teams?

The Role of Coaches in Violence Prevention

- ☛ The coach is responsible for the behaviour of the players under his supervision.



- ☛ The coach is responsible for his own actions and has to make sure that he / she does not contribute to the use of violence: The coach is a role model and authority, the players watch him how he / she handles conflict situations and will imitate his / her behaviour.



- ☛ Coaches can broaden this violence free sphere and create a violence free league together with other coaches. Over time players will adapt non-violent behaviour and use it off the playing field, in their families, schools and neighbourhoods. This will be one important contribution towards preventing violence on a community level.



- ☛ Coaches can mainly 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. sexist or racist attitudes).



Defining Violence

What is Violence and how does it affect players and teams?

- ⊕ The coach has **no direct influence** on the opposing team, the referee or the parents / supporters of the opposing team.



- ⊕ The coach has **no direct influence** on violence that is experienced by players in their families, schools and communities.



- ⊕ However, he / she has the opportunity / responsibility to create a violence free sphere in the lives of his / her players: the football team. To ensure that the coach should

ban all weapons, alcohol and other drugs from the playing field.



- △ ensure the safety of players when coming to practice sessions or games (e.g. encourage walking home in pairs or groups; do not delay practice sessions so that players can get home before dark; be aware of gang territories when choosing a place for practice sessions and games; be sensitive of gang territories when selecting players for your team.

- △ teach players non-violent behaviour.



- △ facilitate help for players who may have become a victim of violence.

Ⓛ Information regarding the topics "The Coach as a Role Model" (Supplement 1) and "Philosophy of Training with Children and Youths" (Supplement 2), have been added in the "Work Sheets - Supplements" section of this manual.

Understanding Causes of Violence, Understanding Conflicts

Conflict Analysis Tools

Causes of violence are complex. Much violence occurs because of a lack of ability to deal with conflict constructively. In other words at the bottom of much violence lies a conflict of interests and needs between the conflicting parties. Your ability to create a deeper understanding of each case of violence and why it happened is therefore important for you to successfully intervene. Moreover, violence usually does not happen out of the blue. Instead in many cases violence is the last stage of a conflict that has been simmering for a while without anyone intervening.

Effective intervention in conflict situations as well as teaching young people to deal with conflict constructively is an important part of violence prevention.

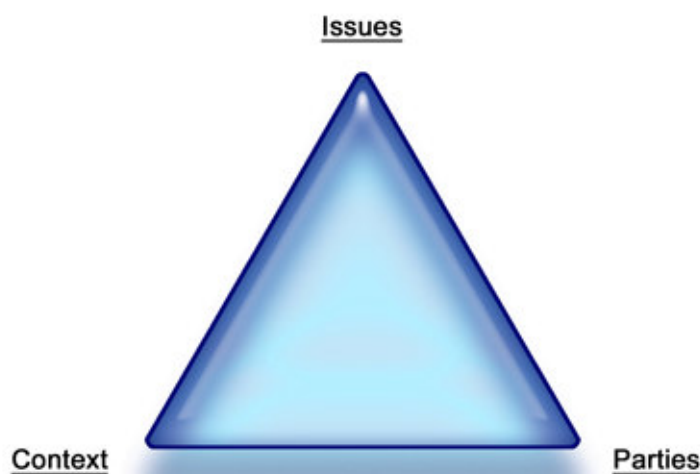
The two tools introduced in this lesson (Conflict Analysis Triangle and the Conflict Stages) shall help you to do so successfully.

Conflict Analysis Triangle

Conflict is an everyday occurrence in human and social interaction. It is neither negative nor positive. Its consequence (positive or negative) depends in the way individuals and groups see and handle their differences.

Our behaviour in a conflict situation is informed by our understanding of the conflict. This means that we all do some kind of conflict analysis. However, such analysis is often not comprehensive and is used to justify why we behaved in the way we behaved in a particular conflict situation.

The **conflict triangle** helps you as coach to get a more comprehensive understanding of a conflict and a case of violence, it will help you to understand the two sides of the conflict, in particular their needs and interests. This will allow you to develop strategies of how to intervene.



The Conflict Triangle

The conflict triangle is a helpful tool to analyze conflict issues, context and parties.



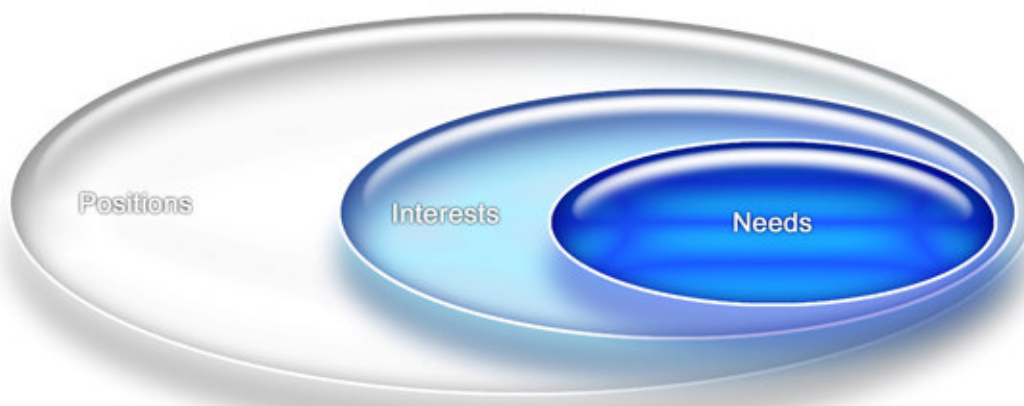
Understanding Causes of Violence, Understanding Conflicts

Identifying Conflict Issues

Issues are the things the conflicting parties are disagreeing or fighting on. Conflict issues could be material or ideal. Issues concerning ideals are things that have to do with perceptions (e.g. values, belief, ideology, religion, etc.), whereas material issues have to do with resources and power (e.g. access to sport fields, referees decisions, access to opportunities, money, property, political and social positions, etc.). In most cases there is a mixture of both material and ideal issues. Often, what starts as a material issue becomes a conflict over ideals or values one: If the conflict continues without being settled the conflict could assume subjective dimension as the two individuals develop perceptions and emotions (e.g., anger, frustration, etc.) of each other and consequently their relationship sours and they develop a strong feeling about "us and them".

Example for a conflict between two groups: A female and a male football team have a conflict over the use of a sports field. The issue is a resource and with that an objective issue. However, it turns out that the male team members have a negative attitude towards the female team and believe that they are just fooling around and do not have a right to use the field because they are girls. And girls have no place in sport according to them. In that sense the real issue is rather ideal, it is the sexist attitude of the boys.

Applying the metaphor "The Onion" it is also possible to go deeper in understanding issues:



- ☉ **Positions** are what the conflict parties say what they want.
 - ▲ Example: you must leave the sports field because we want to use it now
- ☉ **Interests** are what parties to a conflict really want to get or achieve so that they satisfy their needs.
 - ▲ Example: we want more practice time.
- ☉ **Needs** are things that are hard to compromise about, such as identity, etc.
 - ▲ Example: a need for recognition and a chance to improve their game so they do not have to loose again.

LESSON 2

Understanding Causes of Violence, Understanding Conflicts

Gaining an insight on these layers helps to understand the issues involved in the conflict and so too the behavior of the conflicting parties. Understanding the underlying interests and needs of the conflict parties may also help to find alternative solutions to a conflict.

Example: In the case of the girls and boys team fighting about the use of the sports field, it became clear that the boys could not use the practice time from before because half of the team had school commitments at the time. So they needed another time slot. The girls eventually agreed to swap their time slot with the boys.



Identifying Conflict Parties

In analyzing conflict it is also important to identify who has a stake on those issues that are fought over or disagreed about. Parties are individuals or groups that claim to have stakes in those issues. There are **principal parties**, parties that overtly demonstrate their claims and so are directly involved in the conflict. **Secondary parties** are parties that do not demonstrate their claim openly, but still have a stake and involve themselves in the conflict indirectly. Often, these secondary parties act as “instigators” - they stir up or provoke other people to be violent. In order to gain a clear picture on the conflict one has to identify the principal and secondary parties.

Example: In the example above the principal parties are the boys and the girls team. Secondary parties may be their coaches: they may have told their players that they must practice on the field. Possibly the coach of the boys team has even encouraged his players to chase the girls team away because he feels it is more important for his team to practice as they have an important game coming up.



Considering the Context

Issues emerge and parties interact with each other in a socio-cultural, economic and political environment or a context of a conflict. Conflicts could take place in a context with more or less social problems, such as drug abuse, teenage pregnancy, broken families, etc. Conflicts happen also in a community with depressed economic activities and high unemployment rate among young people, but also in highly polarized political situation. Understanding context is significant because it will assist to better imagine the factors to that could exacerbate an ongoing conflict. It also helps to identify strategies of how to best intervene in or prevent a conflict in the future.

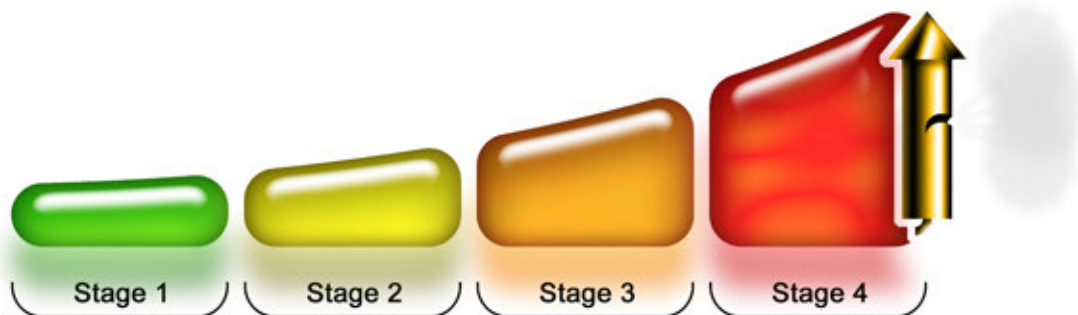
Example: The context of the conflict is that the sports field is in a public park which has been opened only recently. It is the only sport field in the entire neighborhood of Hillbrow and there are no other safe public places for young people. No one is managing the park or regulates who is allowed to use the sports field at what times. The field has become more and more popular and the number of groups who want to use it have increased.



Understanding Causes of Violence, Understanding Conflicts

Conflict Timeline

Physical violence does not just happen out of the blue. Usually there has been a conflict simmering since a while. A conflict goes through different stages with the conflicting parties assuming different modes of communication and behavior until the conflict takes the dimension of violence.



Based on the change of mode of communication between and behavior of the conflicting parties four stages of conflict can be distinguished:

1 Discussion

Minor disagreements or misunderstandings

The relationship is still in relatively good shape in terms of trust and commitment and perceptions and images are relatively accurate and positive. The parties believe that joint gain is possible. However, for whatever reasons, communication difficulties may occur as the interaction moves from discussion to a debate involving adversarial behavior.

Example:

Two players in your team have a discussion about the rules of the street soccer league. They disagree about what counts in the final score. Both players repeatedly insist on their position, and they try to convince each other with arguments and examples from previous games.



Understanding Causes of Violence, Understanding Conflicts

2 Polarization

Overt questioning and open challenging

Relationship issues become the focus of concern as trust and respect are threatened and distorted perceptions and simplified positions begin to emerge.

Example:

None of the players is willing to accept the argument of the other, and the voices are raised. The one player says: "that's stupid, it cannot be that way, you have no idea of the game". The other player blushes and shouts back: "no, its you who is stupid, you have no idea what you are talking about. You are useless!"



3 Segregation

Threats and ultimatums

Defensive competition and hostility become main themes. More importantly, the conflict is now seen as threatening basic needs such as those security and identity.

Example:

The first player now gets really agitated and shouts: "You never believe what I say, you always want to know better, even though you have no clue!" The other player throws back at him: "This is because I know better, and I will show you that I am better, and you are just a stupid ***** ... look at you, you *****!!!"



Understanding Causes of Violence, Understanding Conflicts

4 Destruction

Aggressive physical attacks and overt efforts to destroy the other part

The conflict has escalated to the point where the parties attempt to destroy each other through the use of various forms of violence, expressed as physical fight or war.

Example:

The first player now throws himself at the other player and punches him as hard as he can, and the other player fights back, eventually he picks up a cone from the playing field and throws it at the other player.



Useful questions to analyze Conflict and Violence (Use these questions for Sub-Group Work)

Analyze a story of violence by discussing the following questions:

☞ Using the conflict triangle:

- ▲ What were the issues the parties were fighting about?
- ▲ Which parties are involved in the violence - who are the primary and the secondary parties?
- ▲ What are the conflict parties positions, interests and needs?
- ▲ What is the context of the conflict and / or violence? What factors contributed to the violence / the conflict being solved with violence? Where there any factors that prevented the outbreak of violence?

☞ Using the conflict timeline:

- ▲ What stages of conflict can you identify in your story?
- ▲ What happened in the different stages? Can you discover different forms of violence in the different stages of the conflict?

Intervening in Conflict Situations

Mediation - Process and Techniques

Conflict is a normal and inevitable aspect of social life: Since we all have different interests, values and beliefs, these necessarily may conflict with each other at times. People deal differently with conflict. It is actually the way we deal with conflict that determines our progress as individuals as well as a society. This depends on how capable we are in **transforming conflict**. Conflict transformation is a strategy to address conflict constructively by dealing with social or political sources of a conflict. It seeks to shift the negative energy to positive social or political change. For this purpose different approaches in different circumstances could be employed.

Mediation is one of the widely used approaches of conflict transformation. It aims to assist two (or more) disputants in reaching an agreement. Important in this agreement is that the disputing parties themselves determine rather than accept an agreement imposed by a third party. The mediation process is facilitated by a 3rd party, the mediator. He / she uses appropriate techniques and/or skills to open and/or improve dialogue between disputants, aiming to help the parties reach a mutually acceptable solution to the disputed matter. In this way, the conflict interaction between the parties is transformed and, as a consequence, the way the parties look at themselves and at each other shifts. Such a process leads to two important effects, namely **empowerment and recognition**. Empowerment in this context means restoration of the parties' value and strength and their won capacity to make decisions and handle life problems. Recognition in this context means the evocation of individuals' acknowledgement, understanding, or empathy for the situation and the views of the other. The importance of these two effects of transformative mediation emanate from the very nature of conflict. Negative conflict interaction affects the experiences of the individuals and groups involved; and it generates a sense of weakness and incapacity within the parties, and at the same time it evokes a sense of self-centeredness. In such a circumstance, a transformative mediation process should focus not on what solution the parties should agree on, but on breaking the cycle of interactional degeneration. **Therefore, mediation should be understood as a process in which a mediator works with the conflicting parties to assist them to change the quality of interaction from negative and destructive to positive and constructive, as they discuss issues and possibilities for resolution.**



Intervening in Conflict Situations

The Role of the (Coach) Mediator

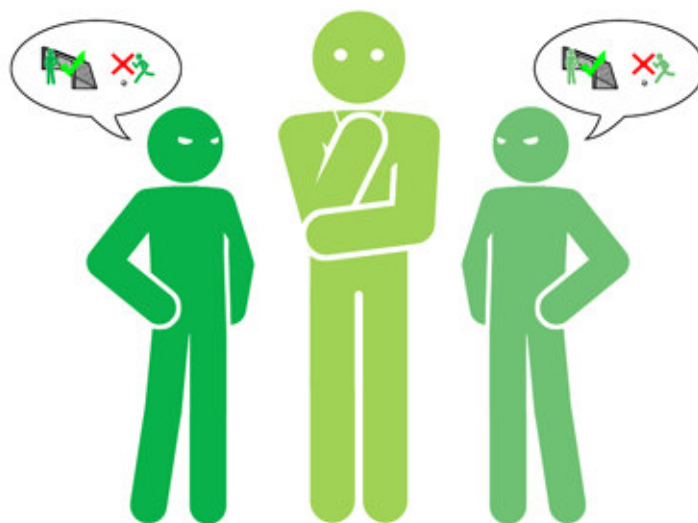
For the mediation process to be successful, the mediator should be impartial, and not take sides of any of the conflicting parties. It may be equally important that the mediator is known and trusted by the parties in dispute.

The mediator is not a judge, but rather a guide that enables the conflicting parties to see the conflict through the eyes of the other and to develop understanding and empathy for the needs of the opposing party. The mediator should not find or use power to impose a resolution to a conflict. As a coach or teacher you potentially do have the power to impose a resolution (e.g. sanction behaviour of the player, or setting a new rule etc), however the danger of this is that your conflict resolution is not sustainable, since you have only stopped the conflict but not transformed it.

Your role as a (coach) mediator is that the parties do find a resolution that is acceptable to both sides and that the parties do transform / restore their views of the other from negative to positive.

The mediator's main tools to allow for the mediation process to be successful are skills and techniques such as:

- listening skills, ability to recognize and acknowledge hurt, anger and frustration in other people
- ability to communicate needs and emotions
- ability to negotiate
- ability to encourage empathy in others, to encourage forgiveness and to make constructive moves



LESSON 3

Intervening in Conflict Situations

A mediation process can take different forms depending on the socio-cultural setting of a particular conflict. However, the following are the general stages (0-4) that seem to occur in mediation processes across cultures.

0 Preparation

Purpose: to be informed and conflict analysis

- ☞ Initiate contact, build trust with parties involved, and talk to each party separately to understand their side of the story
- ☞ Gather information about the conflict and decide upon the best approach for intervention
- ☞ Deal with the logistical arrangement (e.g. where and when to meet)

1 Introduction

Purpose: to provide safety

- ☞ Greet, seat and introduce participants - show respect and give both parties the feeling of being welcome
- ☞ State goals, emphasize that this is a voluntary process for parties to reach a mutual agreement, establish confidentiality
- ☞ Describe the mediator's role:
 - ▲ to help the parties talk, but NOT to judge or give answers
 - ▲ to help both parties to understand the other side of the conflict
 - ▲ to help parties find a resolution to the conflict
- ☞ Describe the process:
 - ▲ each side will speak in turn
 - ▲ the mediator will then summarize what each party has said, highlighting the issues brought forward by each party but also highlighting common interests
 - ▲ both parties will agree on basic issues and will work with these, one at a time, with their suggestions for resolution
- ☞ Gain commitment to the group rules (not interrupting, confidentiality, respect)



Intervening in Conflict Situations

2 Storytelling

Purpose: understanding

- ☞ Get party A's perspective of the conflict:
 - ▲ give him / her enough space and time to talk, use follow up questions so that the "real" issues are mentioned and that it becomes clear how party A feels about the issue and what his / her needs are
 - ▲ summarize party A's story, using phrases such as: "If I understand you correctly, then you are unhappy about party B because he / she has done..."; in your summary, identify hopes and concerns of party A
 - ▲ give party A the opportunity to correct your summary
- ☞ Get party B's perspective of the conflict:
 - ▲ give him / her enough space and time to talk, use follow up questions so that the "real" issues are mentioned and that it becomes clear how party B feels about the issue and what his / her needs are
 - ▲ summarize party B's story, using phrases such as: "If I understand you correctly, then you are unhappy about party A because he / she has done..."; in your summary, identify hopes and concerns of party B
 - ▲ give party B the opportunity to correct your summary
- ☞ Listen for issues and common ground

3 Problem Solving

Purpose: building ownership

- ☞ Ask follow up questions to clarify the issues; Identify common concerns and establish common ground
- ☞ Work on one issue at a time (usually start with the easiest one to solve to show progress)
- ☞ Maintain control by using a list of the issues and interviewing each party in turn
- ☞ Move away from parties' demands and focus on each party's underlying interests and needs
- ☞ Evaluate the options and plan implementation; At all times, look for opportunities to:
 - ▲ Point out areas of communality and positive intentions
 - ▲ Acknowledge hurt, anger and frustration
 - ▲ Suggest that parties speak directly to one another (coaching direct dialogue)
 - ▲ Affirm constructive moves and highlight progress made

LESSON 3

Intervening in Conflict Situations

4 Agreement

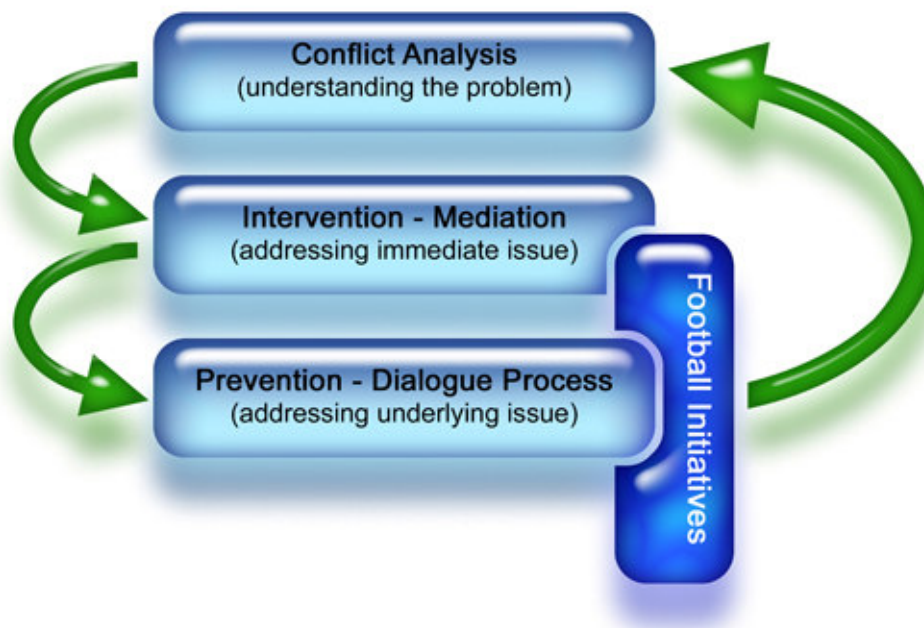
Purpose: seeking sustainability

- ☞ Summarize agreement reached
- ☞ Ensure that specifics are addressed - who, what, when, where, how, etc.
- ☞ Be realistic, clear and simple
- ☞ Maintain balance on the parties responsibilities
- ☞ Make sure the agreement is just and contributes to the dignity of each party
- ☞ Agree on how to handle any further problems that might arise
- ☞ Ask the parties to start their intent to support the agreement
- ☞ Write out the agreement and have the parties sign it (OPTIONAL)



Intervening in Conflict Situations

The Continuum Conflict Analysis-Mediation-Dialogue



Using the conflict triangle it is possible to gain a better understanding and insight about the problem, namely the conflict / violence, the involved parties and the context. This helps to design an appropriate approach (mediation) to address the immediate issues. Building on the progress achieved at this stage should be a foundation to initiate a sustained dialogue process aimed at addressing the underlying issues. This shall help to prevent the use of violence around the same issue in the future. Football can play an important role in this. See **Lesson 7** for more information on this.

Ensuring sustainable solutions in conflict mediation process

When looking for sustainable solutions it is crucial to initiate a dialogue process that is aimed at making the agreement reached through the mediation process sustainable and also to address the underlying issues that contributed or have the potential to contribute to the conflict or violence.

In so doing attempt to answer the following questions:

- ⦿ What are the underlying issues of the conflict?
- ⦿ How best could the agreement reached through mediation be made sustainable?
- ⦿ What process should be introduced?
- ⦿ Who should lead that process?
- ⦿ Who should be included in the process?
- ⦿ How can football activities support the process? What football activities would you choose?
- ⦿ Who should play a role in the football activities?
- ⦿ If you organize a football event: What message should the football event carry and convey to the players and spectators?

Once you have found answers to these questions, start implementing it step by step.

LESSON 4

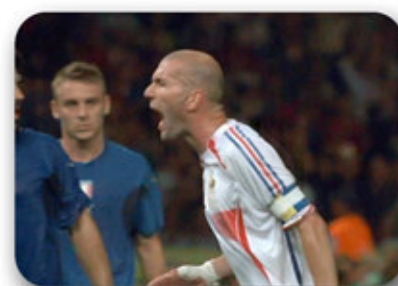
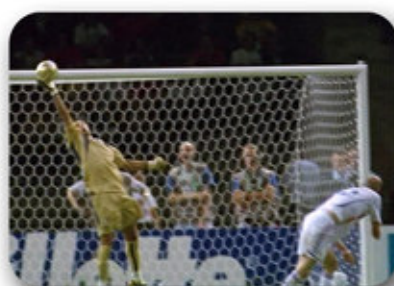
Victims and Perpetrators - Who is who?

Case Example

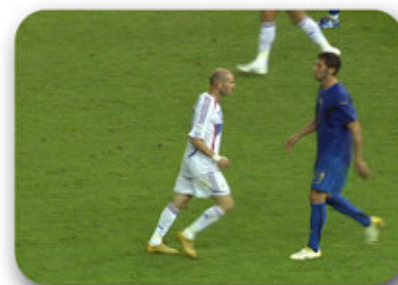
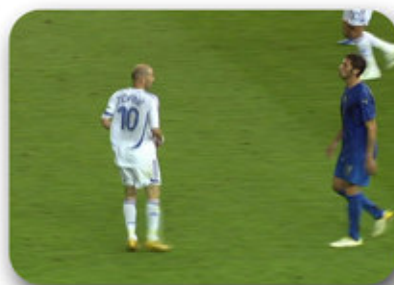
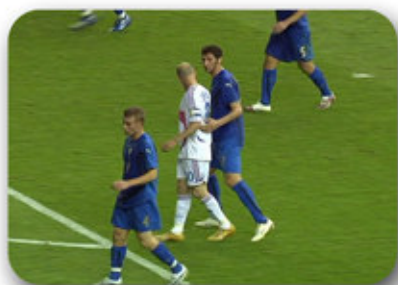
2006 World Cup Final - Olympiastadion in Berlin, Germany - 9 July 2006

The score is 1:1 and the full 90 minutes have been played - the game goes into extra time. The tension is high on both sides as this is not just any football match and there is a lot at stake.

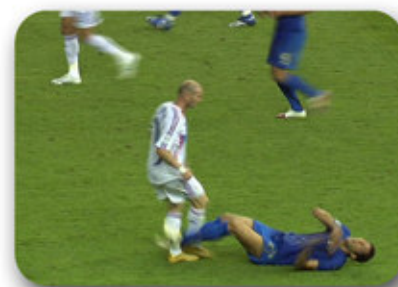
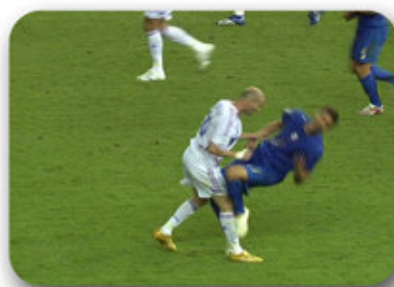
Also, this is Zinedine Zidane's final performance in international football - he plans to retire after this match.



During the last few minutes of extra time, Zidane is about to score the winning goal for France. The opposing goalkeeper manages to intercept the goal and prevents Zidane from scoring the goal. Zidane's frustration is building.



Immediately after the missed goal opportunity, Materazzi approaches Zidane. Some words are exchanged - is he provoking an already frustrated Zidane? Whatever is being said doesn't sit well with Zidane and he turns to confront Materazzi.



Zidane head-butts Materazzi squarely on the chest. Materazzi falls to the ground, apparently in excruciating pain.

Victims and Perpetrators - Who is who?



Materazzi seems to be injured and the referee calls for medical assistance, but he recovers shortly after. A still clearly upset Zidane receives a red card...



... and gets sent from the field for his actions - ending his World Cup hopes and dreams. An inglorious end to an incomparable career.

Italy goes on to win the match in a penalty shoot-out (5-3) and so the tournament, becoming the World Champions.

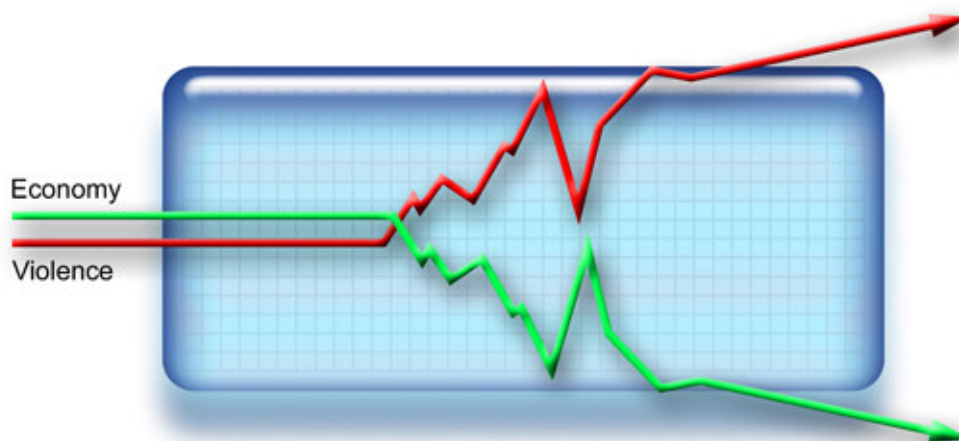
- ❖ As seen in **Lesson 1** often verbal violence turns into physical violence over time: if a player is called names or provoked by an opposing player this may result in him / her using physical violence to retaliate.
- ❖ In many cases we need to be aware that the victim is the actual "instigator" of violence. In other cases the "instigator" of violence is not immediately visible; he / she may encourage the use of violence. We also call these instigators "secondary parties" of a conflict. See **Lesson 2** - Conflict analysis.
- ❖ There is no easy or clear solution to the problem, therefore participants shall be aware of the thin line between victims and perpetrators in a football environment.
- ❖ As shown in **Lesson 3**, it is important to intervene in conflicts early enough, so that a victim of verbal violence does not become a perpetrator.

Understanding Victims of Violence

The Economic Consequences of Violence

The consequences on economic development concern on the one hand the economic productivity of individuals: their ability to perform, to learn and to deliver work is hampered, in severe cases, in particular when victims of violence do not receive appropriate psychological support, the economic productivity, including the ability to engage in learning processes and to stick to commitments can be limited on a long term basis.

On the other hand, much time, energy and resources are spent to curb violence and to care for its victims. The private security industries have been one of the largest growing industries, which arguably have its own benefit of creating jobs. At the same time many resources - be it state or private resources – could be spent on more productive projects. Violence is also discouraging economic investments, be it international economic investments generally in the country, or local investments in specific communities.



The Social Consequences of Violence

Violence disrupts the social fabric of a society on all its levels. Research has shown that victims of violence struggle to form social relationships resulting in social disengagement and isolation. Family violence often leads to long term broken relationships within families thereby taken away the family as the primary support structure of many children and youths. Violence in schools, in particular when teachers are involved, is furthermore disrupting another important support structure for children and youths.

Violence, in particular intergroup violence furthermore, leads to broken relationships on the community level, which often leads to the denial of access to community resources by those population groups that do not affiliate with those in power. Broken relationships on the community level also in many cases make community development work extremely difficult and much care needs to be given by development agents such as the state and civil society organizations, when intervening in these communities so to not fuel existing conflicts.

More generally, given the high incidences of crime and violence in South Africa, it is possible to speak of a culture of fear. Fear of crime and violence becomes a day to day topic and is a major decision maker on many levels - be it decisions whether or not to go out at night, to join an event, how to build and fence my house and even how to design cities (e.g. gated communities are dominating urban planning housing strategies for the more wealthy while City Improvement Districts are increasingly established in public spaces). The negotiation and building of social relationships, especially between racial groups, has become increasingly difficult in South Africa because of fear of crime and violence.



Understanding Victims of Violence

The Psychological Consequences of Violence on Individuals

One of the main psychological effects of the experience of violence is "trauma", visible in Post Traumatic Stress Disorder Symptoms (PTSD). Beliefs, expectations and assumptions about the world play a pivotal role in determining the effects of victimisation. The experience of trauma shatters three basic, healthy assumptions about the self and the world. These are: the belief in personal invulnerability ("it won't happen to me"); the view of the self as positive; the belief that the world is a meaningful and orderly place, and that events happen for a reason. Violence, or trauma that is inflicted by a fellow human being, shatters a fourth belief: the trust that other human beings are fundamentally benign. These four assumptions allow people to function effectively in the world and to relate to others. After an experience of violence, the individual is left feeling vulnerable, helpless, and out of control in a world that is no longer predictable. Unresolved trauma can lead to both increased vulnerability of the victim to further victimisation and to the victim turning him or herself into a perpetrator of violence.

Psychological support in terms of individual and group counselling and other processes to deal with the traumatic experience are therefore an important means to prevent violence in a society like the South African, where the majority of its people have experienced violence in its different forms and at different stages in their lives.



In a society that is challenged by high violence rates, multi-stakeholders approaches to address violence are crucial to not only address violence but also to allow any other form of social and economic development. You and your football programme can play an important role.

Understanding Victims of Violence

Given the extent of violence in many communities it is very likely that some of your players have experienced severe physical violence. The experience of severe violence may have strong psychological impact on both the victim and the perpetrator such as trauma or traumatic responses. Research indicates that unresolved trauma can lead to both increased vulnerability of the victim to further victimisation and to the victim turning him or herself into a perpetrator of violence. Psychological support such as counselling and other processes to deal with the traumatic experience are therefore an important means to prevent violence in a society like the South African, where the majority of its people have experienced violence in its different forms and at different stages in their lives.

In this lesson we will learn more about traumatic responses of children and youth and how coaches can recognize a traumatized child.

What is Trauma?

The word "trauma" comes from the Greek word which means "wound to the soul".

We define trauma in the following way:

- ☞ Many bad and unpleasant things can happen to people during their life time.
- ☞ Not all bad things are traumatic and not all stressful things are bad.
- ☞ In order to understand and deal with trauma appropriately, one needs to clearly define it.
- ☞ There are certain reactions that victims of trauma are expected to display and in order to best help it is important to distinguish trauma from other difficult life events.

Trauma occurs when a person experiences or witnesses an event that involves:

- ☞ Actual or threatened death or serious injury;
- ☞ A response of intense fear, helplessness, or horror;
- ☞ A belief or knowledge that he / she or others present, may be injured or killed;
- ☞ Great danger and powerlessness.



Understanding Victims of Violence

Examples of Trauma:

- ☛ Violent crimes (rape, assault, attempted murder, murder, etc)
- ☛ Child abuse
- ☛ Physical or Sexual Assault
- ☛ War
- ☛ Political violence
- ☛ Torture
- ☛ Natural disasters (floods, earthquakes, fires)



It is important to distinguish between trauma and other stressful or difficult events. This does not mean that these other events are not just as painful or difficult. A great deal of research has found that reactions to trauma are similar and so clear treatments have been developed for trauma. These may not be the best approach to other events such as helping someone deal with the death of a loved one or divorce.

Be aware: A traumatised person needs professional help. Healing of trauma is a very long process, and you as coach will not have the skills nor the time to help the traumatized person sufficiently. Your task is to refer a victim of trauma to an institution that can provide professional help. See Lesson 7.5 on this.

Understanding Victims of Violence

Sub-Group Work 2 - Identifying Symptoms of Trauma in Youth and Children

Please think of the children that you work with in your football teams. Now that you know what trauma is can you think of children that have been traumatized? How do those children express traumatic experiences?

Task:

- ☞ Please discuss in your group what symptoms of trauma you have seen in the children you work with.
- ☞ Make a list of all symptoms.
- ☞ Pick out 1 or 2 examples where you share the story of a child / youth:
 - ▲ How old was the child / youth?
 - ▲ What did he / she do?
 - ▲ Which symptoms did he / she display?
 - ▲ What do you know about the reasons for it?
- ➔ Select a presenter to present the list of symptoms and the detailed story / ies in the plenum.



Understanding Victims of Violence

Symptoms of Trauma in Children - 6 to 12 years old

Children in this age range may show:

- ☞ extreme withdrawal (not talking or playing with others)
- ☞ disruptive behaviour
- ☞ inability to pay attention
- ☞ regressive behaviours (or anything they did at a younger age that they start to do again, such as wetting the bed)
- ☞ nightmares
- ☞ sleep problems
- ☞ irrational fears
- ☞ irritability
- ☞ outbursts of anger and fighting
- ☞ complain of stomach-aches or other bodily symptoms that have no medical basis
- ☞ refusal to attend school
- ☞ academic and social school performance often suffers
- ☞ depression
- ☞ anxiety
- ☞ feelings of guilt
- ☞ emotional numbing or "flatness"



Symptoms of Trauma in Youths / Teenagers - 13 to 20 years old

Youths / Teenagers may show responses similar to those of adults, including:

- ☞ nightmares
- ☞ intrusive memories of the event
- ☞ flashbacks (remembering the incident in such a powerful way that it feels as though the incident is happening again)
- ☞ avoidance of any reminders of the traumatic event
- ☞ emotional numbing
- ☞ depression
- ☞ substance abuse
- ☞ problems with peers
- ☞ anti-social behaviour

Also common are:

- ☞ withdrawal and isolation
- ☞ physical complaints
- ☞ suicidal thoughts
- ☞ school avoidance
- ☞ concentration problems
- ☞ academic decline
- ☞ sleep disturbances
- ☞ confusion
- ☞ feeling extreme guilt over his or her failure to prevent injury or loss of life
- ☞ having revenge fantasies that interfere with recovery from the trauma



Understanding Victims of Violence

Coping with Trauma

Coping behaviour is what a person does to deal with difficult situations. It can be positive or negative.

– Negative ways of coping

The ways that children cope negatively with trauma (maladaptive responses in the long-term):

- ☞ Dissociation (The child may appear unaware of what is going on around them, "lost in thought", lost in their own world or day dreaming. Dissociation allows the mind to distance itself from experiences that are too much for the mind to manage at that time.
- ☞ Fantasies (including fantasies of revenge or making things the way they were before).
- ☞ Social isolation.
- ☞ Other ways...

+ Positive ways of coping

- ☞ Getting support; asking for help and telling someone they trust and being listened to.
- ☞ Expression: Talking, drawing, acting out feelings through imaginary or fantasy play with toys.
- ☞ Identifying their feelings and naming their feelings in words.
- ☞ Supportive practices and rituals in a community.
- ☞ Reasoning through things e.g. realising that there is nothing the child could have done to prevent the bad situation or problem solving (Problem solving involves the following steps: Thinking about alternatives, assessing the problem, assessing resources to solve the problem - who could help me, have I ever had similar problems, what have adults taught me about this, using physical resources - choosing a course of action). This may be more appropriate for older children.
- ☞ Using their body to reduce tension, for example: Relaxation exercises.
- ☞ Creating a supportive environment with the other children: Looking at how children can help each other.

The child's ability to cope will be increased depending on how the significant people in his / her environment and the community respond to the child. See **Lesson 7** for more information on how coaches can strengthen the coping mechanisms of their players.

* Some other things to think about in coping

- ☞ Different people have different ways of coping.
- ☞ There are similarities in the ways people cope so we can learn from the things that other people have tried.
- ☞ The same coping strategies may be experienced as both helpful and as making coping more difficult. This may even be the case for the same person- sometimes something will work at another time it will not.

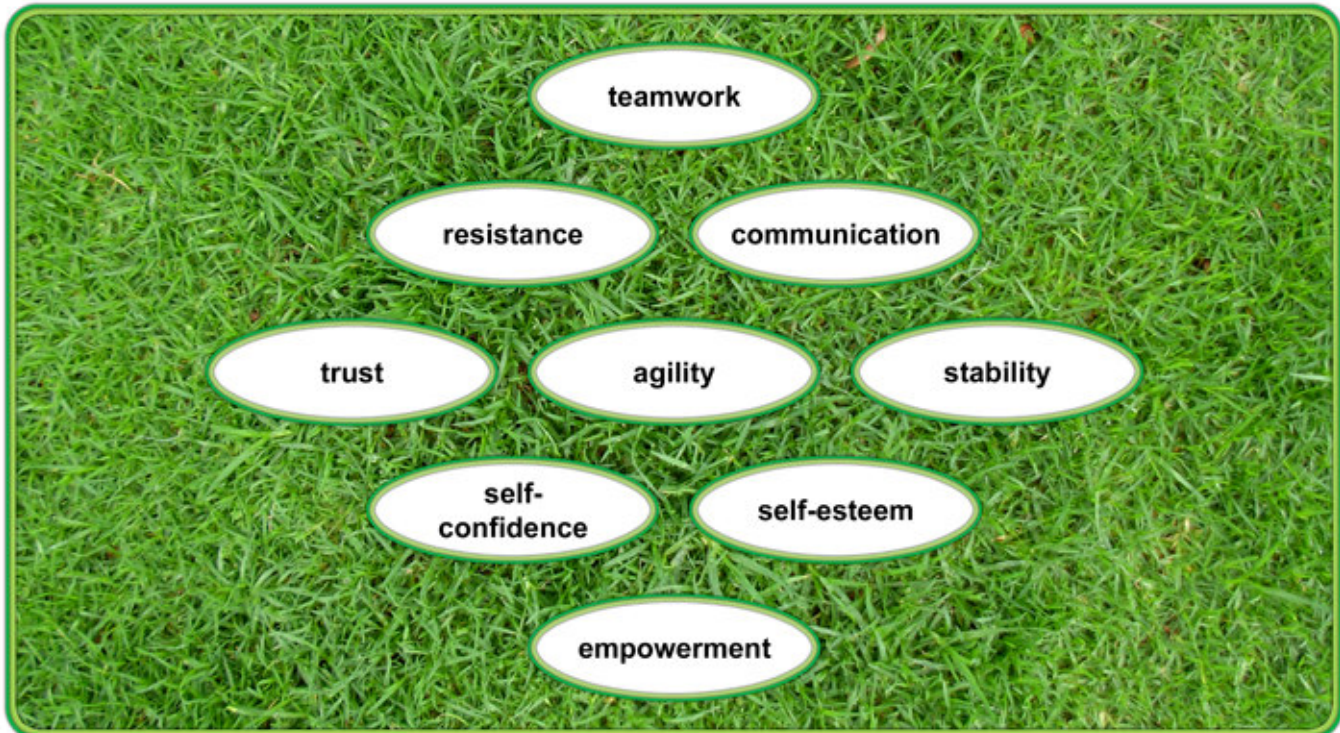


Understanding Victims of Violence

Football Exercises

Using Football Exercises regarding the Topic

The Life Skills listed below represent those that should be focused on to support the victims in this situation. Some of them are incorporated in the Football Exercises on the following pages.



Note that the exercises are divided into two sections. Six exercises for children aged 6-12 and six exercises for youths / teenagers aged 13-20.

Types of Equipment useful for these Exercises



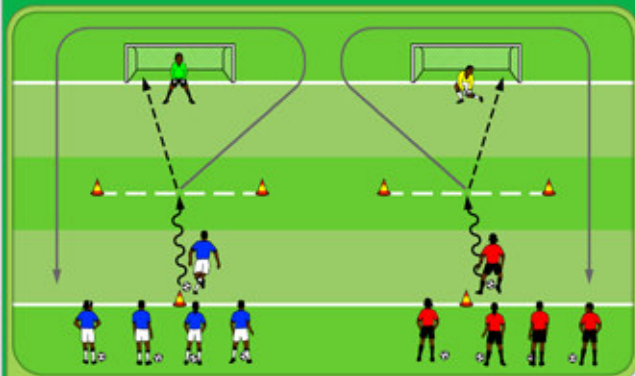
Information regarding the topics 'Coaching Basics' (Supplement 3), 'Preparation of Training' (Supplement 4) and 'All Sides of Training' (Supplement 5), have been added in the 'Work Sheets - Supplements' section of this manual.

LESSON 5

Understanding Victims of Violence

Football Exercises for ages 6-12

SELF-CONFIDENCE



Two Goals next to each other with Goalkeepers

Organisation

- ☞ Put up two goals next to each other, 15 meters apart, with goalkeepers
- ☞ Divide players, all with a ball, into two teams and position them in front of a goal
- ☞ Mark a line 15 meters in front of the goals

Procedure

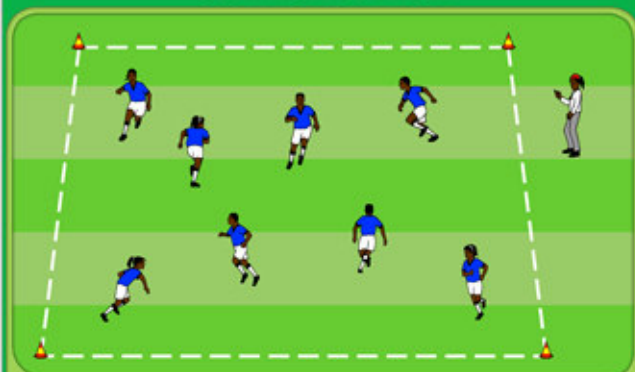
- ☞ **Exercise 1:** dribble straight towards the line and shoot at the goal
- ☞ **Exercise 2:** dribble with a dummy move and shoot at the goal
- ☞ **Exercise 3:** pass the ball a few meters to the front, follow and shoot at the goal
- ☞ **Exercise 4:** dribble diagonally towards the line and shoot at the goal

Pointers

- ☞ **Equipment:** If possible, every player should have a ball. Should there not be enough balls for all the players, arrange for a back pass exercise to the teammate positioned behind the player, by requiring an exercise on coordination on the way back.
- ☞ **Motivation:** organise a competition between the two teams.

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN

COMMUNICATION



Looking for Similarities

All children run around in a small playing area in total disarray, while trying not to crash. When the coach gives the signal, all the children find a partner with whom they then have to find three common interests, e.g. "We love eating Pizza", "We are both wearing a white t-shirt", "We both love running". Then all the children form a circle and communicate their common interests to the others. In the next round groups of three have to be formed. After that, groups of four, five or more children have to be formed.

Variations

- ☞ The coach only advises the players by shouting how many members the group must have.
- ☞ With increased playing time, the possibilities to find common interests are limited: e.g. the outer appearance, sport and favourite food may no longer be taken into consideration.



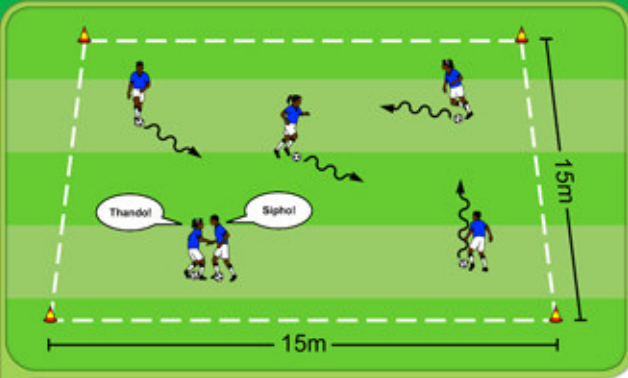
This exercise is very good for building relationships through the use of **Communication!**

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN

Understanding Victims of Violence

Football Exercises for ages 6-12

SELF-CONFIDENCE



Greeting Game

- ☞ The players dribble about on the pitch.
- ☞ Whenever they meet up with a dribbling fellow player, they both stop, greet each other by shaking hands and saying their name.

Variations

- ☞ Every time one meets a fellow player on the pitch, one has to:
 - ▲ hook arms and turn around twice
 - ▲ jump up and high-five with the partner
 - ▲ jump up and connect shoulder to shoulder or chest to chest
- ☞ Vary the dribbling as follows:
 - ▲ right / left foot
 - ▲ dribble backwards, sideways
 - ▲ only inner side, only outer side
 - ▲ only with the sole
 - ▲ swing the ball to and fro between your feet (forwards, sideways, backwards)
 - ▲ go faster, go slower

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN

TEAMWORK



2-on-2 at Small Goals

- ☞ Small pitches of 12m x 8m with small goals on the outer lines.
- ☞ Two teams of two players each per pitch kick goals
- ☞ Game duration: 2 minutes - thereafter break time!
- ☞ Add some time if there are no replacement balls.



Learn to accept and **respect** the other player(s) as team mates.

Variations

- ☞ After the end of the game, one pair of players moves to the right and one pair of players moves to the left: a new match-up. Four games per pair, who will win the games?
- ☞ One player per team in the goal and the other player on the pitch for 1-on-1. Swap after one minute.

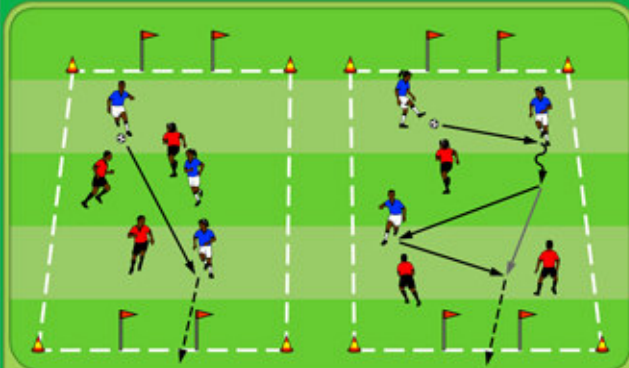
Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN

LESSON 5

Understanding Victims of Violence

Football Exercises for ages 6-12

SELF-CONFIDENCE



Simplified Game

- ☞ Mark off a few small pitches
- ☞ Divide children into small teams (3-on-3 or 4-on-4), without goalkeepers.
- ☞ Set up big cone goals and pole goals.
- ☞ Unhampered play at two goals.



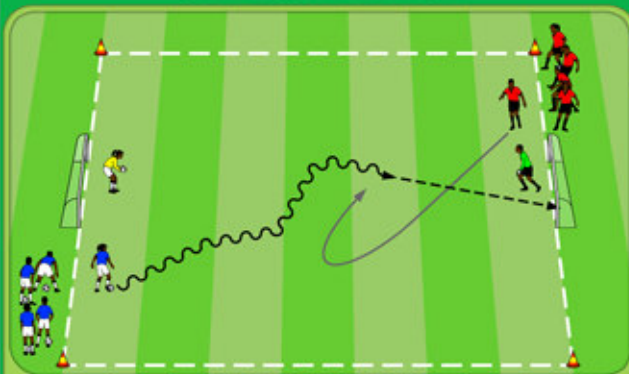
Many experiences of success increase a child's self-confidence!

Pointers

- ☞ *Motto:* Rather two pitches with 4-on-4, than one pitch with 8-on-8! *Because:* small teams and small pitches allow for a more intensive playing experience and many ball contacts.
- ☞ One should play with a light ball.
- ☞ Handle the out-of-play rule generously.

Include in training session: WARM UP **MAIN PART** CONCLUSION COOLING DOWN

SELF-CONFIDENCE



1-on-1 against 2 Goals

- ☞ Mark a pitch of 15m x 25m.
- ☞ Place a goal with goalkeeper on each baseline.
- ☞ Divide the players into two teams and place them diagonally opposite each other next to the goals.
- ☞ Only the players of one team have balls.
- ☞ The first player of the ball owners dribbles onto the pitch.
- ☞ At the same time a player of the opposing team runs onto the pitch for a 1-on-1 against two goals with

goalkeepers.

- ☞ As soon as a goal has been scored or the ball is out-of-play, the next two players start their 1-on-1.
- ☞ Exchange the attackers and defenders after ten rounds.
- ☞ Which team scored more goals?

Variations

- ☞ The ball owner passes the ball to the opposite player before the 1-on-1 situation.
- ☞ The ball owner throws the ball to the opposite player.

Pointers

- ☞ If the 1-on-1 takes longer than 30 seconds, abort.
- ☞ Urge the players to play the 1-on-1 fairly.
- ☞ The goalkeepers play as additional passers in the rear area.
- ☞ If the game does not get going properly in exercise 3, then roll the ball.

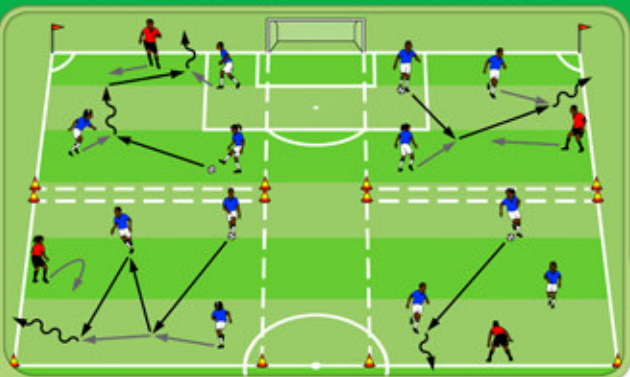
Include in training session: WARM UP **MAIN PART** CONCLUSION COOLING DOWN



Understanding Victims of Violence

Football Exercises for ages 13-20

SELF-CONFIDENCE / TEAMWORK



3-on-1 over Goal Lines

- ☞ Mark off four pitches of 20 x 20 metres each.
- ☞ Three strikers play against one defender between two lines and have to dribble over the opponents' outer line by playing together and doing safe passes.
- ☞ After successfully dribbling over the outer line, the attacking team keeps the ball and attacks towards another outer line.
- ☞ After the defender wins the ball, he changes places with the striker who lost the ball to him.



This exercise will help youths learn to cope when the odds are against them.

Variations

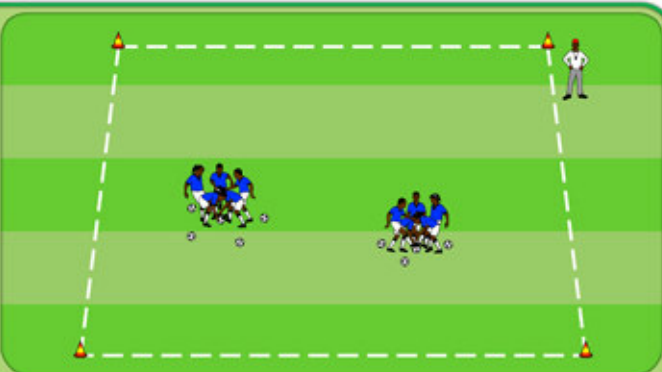
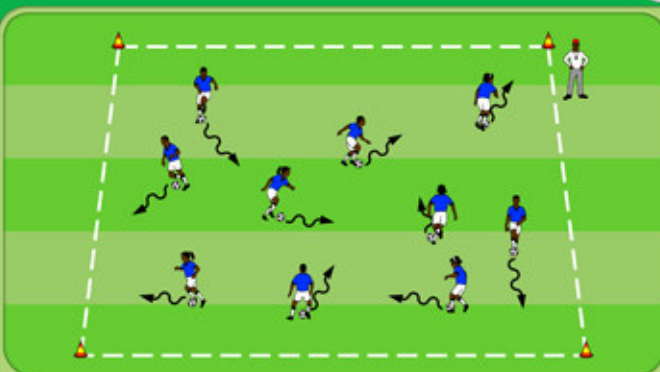
- ☞ Limit the number of permitted ball contacts!
- ☞ The defender changes places with a striker after a certain number of attacks.

Pointers

- ☞ Possibly play with offside, depending on ability.
- ☞ Note break times (gymnastics!).
- ☞ Win space through passes and dribbling!
- ☞ The players may not have set positions. Pay attention to changes of position!
- ☞ Play the game with a "broad" layout.

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN

TEAMWORK / STABILITY



5 players, 4 feet, 3 hands

Dribbling in a certain section of the pitch. The coach calls out:

- ☞ Number of players that have to come together
- ☞ Number of hands that have to touch the ground/the ball
- ☞ Number of feet that have to touch the ground/the ball.

The group that has succeeded first is the winner. The group that finishes last has to do press-ups, knee-bends, etc. The next round will start with a new task, e.g. dribbling with the soles of the feet.

Talk with your players about this game:

- ☞ Teamwork is necessary if you want to be successful as a team. Everybody participates, thereby adding to the success of the team.

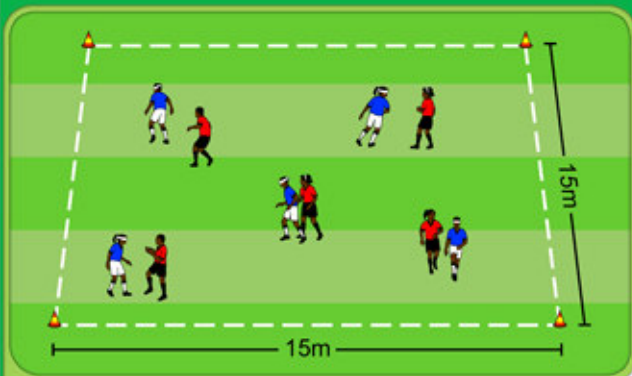
Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN

LESSON 5

Understanding Victims of Violence

Football Exercises for ages 13-20

SELF-CONFIDENCE



Confidence Game: "Guide the Blind"

- ☞ Pair up two players. Cover the eyes of one player per pair. He is now "blind".
- ☞ The second player must now guide the "blind" player around the pitch and take care that nothing happens to him (make him aware of uneven patches on the ground, of other players coming towards you, etc.)
- ☞ After 1-2 minutes, they swap positions.

Variations

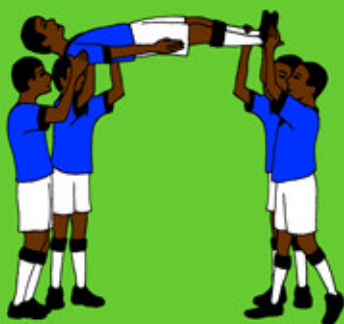
- ☞ Guide the partner through your voice only without touching him.
- ☞ Take the partner by the hand and guide him without saying anything.
- ☞ Guide him through agreed upon touches only without saying anything.
- ☞ Let the "blind" player dribble a ball.

Safety First

Arrange a **warning signal** in case the situation gets tight, e.g. two players could collide.

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN

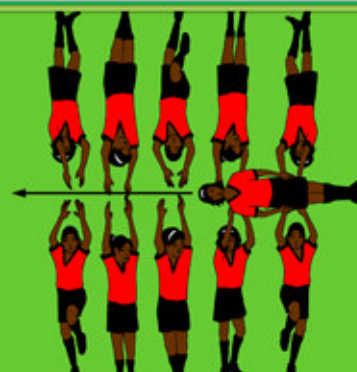
TRUST



Trust in your Teammates

"Carrying the Frozen Person"

- ☞ Five players together.
- ☞ Four players carry the fifth player around the field.
- ☞ The "frozen person" has to stiffen his / her whole body.
- ☞ Two players will carry the person at the shoulders and two players will carry the person at the legs.
- ☞ Change after 30 seconds or 1 minute.



Variations

- ☞ The whole team lies in two rows on the ground.
- ☞ Heads of the players show to the centre.
- ☞ Lift one player (frozen person) from one end to the other.

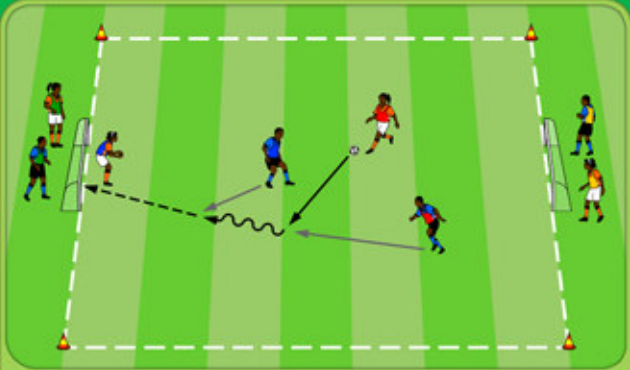
Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN



Understanding Victims of Violence

Football Exercises for ages 13-20

SELF-CONFIDENCE / TEAMWORK



When scoring as a team, the players understand what it means to have positively effected another person - in this case the teammates.

2-on-1 + 1

- ⊗ The teams have to be recognisable through their colour.
- ⊗ Four teams belong to one pitch.
- ⊗ Team red tries to shoot a successful goal at team blue's goal. If team red succeeds in shooting a goal, team blue has to shoot a successful goal at team yellow's goal, who then steps onto the pitch. In the meantime, team red takes a break behind the goal. Should team blue shoot a goal, i.e. lose the ball, team

yellow will shoot a ball at team green's goal.

Variations

- ⊗ 2-on-2 without a goalkeeper
- ⊗ 3-on-3 with a goalkeeper
- ⊗ Limit ball contacts
- ⊗ Limited time until successful goal

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

SELF-CONFIDENCE



Encourage the players to persevere - even if the odds are against them.

6-on-8 plus Goalkeeper

- ⊗ One goal on the baseline and one goal on the halfway line.
- ⊗ 6-on-8 against two goals with goalkeepers. The team with the numerical disadvantage kicks off. The 'red' team is instructed to immediately change over after winning the ball and to shoot a goal as soon as possible.
- ⊗ If the ball scores a goal or is out, the blue team takes the kick-off.

- ⊗ Exchange the tasks after five to ten minutes.

Variations and Pointers

- ⊗ Same procedure with limited contact for the team with the numerical advantage.
- ⊗ Assign the teams to specific positions.
- ⊗ If need be interrupt the game and demonstrate the change over after winning the ball.
- ⊗ Conclude by playing a 7-on-7 plus goalkeepers.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

Young People at Risk of Being Violent (Perpetrators)

Risk Factors for the Use of Violence²

Risk factors for violence are factors that may make a contribution to a person to use violence in a specific situation. When thinking about risk factors for young people using violence it is helpful to distinguish biosocial, psychological and social risk factors. In each case we also need to distinguish between the root causes and the situational factors, which trigger violence in a specific situation.

1 - Biosocial Factors

We call these bioSOCIAL factors rather than biological factors because biological factors interact with social environments, they do not have an effect on their own. For example, the most proof for a link between biological factors and the potential for adult violence has been found in the combination of birth complications (biological) and negative home environments (social). Biological theories about violence are unpopular in that they imply that certain human beings are born "bad". They have also been used to justify discrimination against certain groups (e.g. Apartheid).

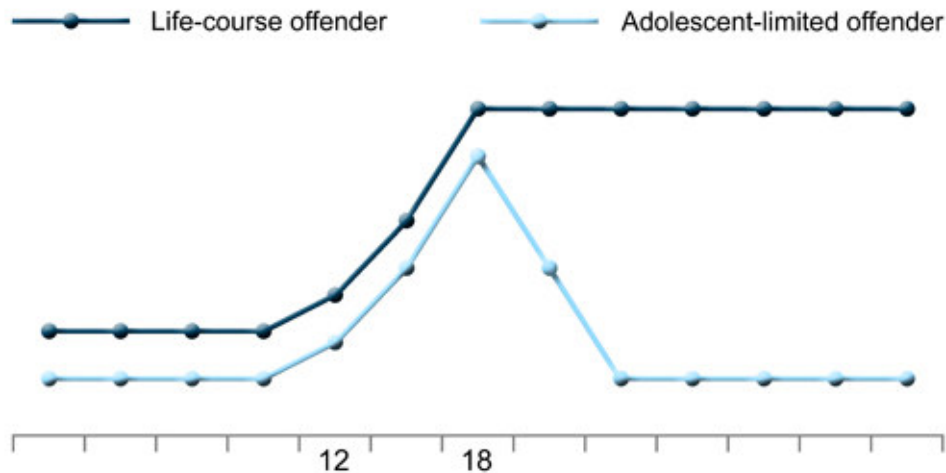
The following factors have been linked to violent behaviour:

- ⊕ **Abnormal brain structure**
(e.g. This can occur through birth difficulties. Damage to specific areas of the brain is linked to violent behaviour.)
- ⊕ **Poor diet in children**
(especially protein deficiency)
- ⊕ **Nicotine**
During pregnancy, it has been linked to nerve and brain problems.
- ⊕ **Environmental toxins**
- ⊕ **Hormonal factors**
- ⊕ **Low resting heart rate**
This is your heart rate when you are not active. This means it may take more intense experiences for a person to feel excited or scared (for their heart to beat fast) so they may seek out extreme thrilling experiences including violence. More research is needed on this.
- ⊕ **Genetics**
Genes don't directly cause violent behaviour but there may be genes which increase the probability of criminal behaviour. The social and physical environment influences that genetic potential.
- ⊕ **Gender**
More males are violent. (There are a number of reasons for this)
- ⊕ **Age**
As age increases, the number of male offenders per thousand males increases steeply at puberty up to a peak at about 18 years and then declines. This is called the male-age crime curve.

² The list of factors is based on research on the use of violence in South Africa. The factors may have to be adjusted in other social, cultural or political contexts.



Young People at Risk of Being Violent (Perpetrators)



This has been explained by dividing male offenders into two categories with different causes of violence-

- **“Life-course offenders”** are seen to have biological risk factors which are later made worse by problem social interactions and eventually they are trapped in an offenders life style.

In most adolescents, frustration means they find exciting lifestyles in their environment and break away from parental control to participate in this way of life- this can involve drinking and criminal activity.

- **“Adolescent limited offenders”** model the behaviour of “Life-course offenders”, explaining the peak of criminal activity around age 17. But they are able to stop offending when they realise they will get more benefit from getting a job, or continuing education.

There are other factors for example hormones that contribute to the peak of crime at age 17 / 18.

2 - Psychological Factors

• Verbal Intelligence

A **lower verbal communication ability** is a risk factor for violence because the person cannot put their feelings into words and instead acts on their feelings impulsively.

• Impulsive behaviour

Impulsive behaviour in childhood that continues on into adulthood is a risk factor in violence.

• Psychological experience of ‘injury / abuse / neglect / trauma’

Perpetrators of violence or crime are often both a victim and a perpetrator in one person. The “cycle-of-violence hypothesis” suggests that children who were abused or who witnessed abuse will become abusers (but also they will become victims again). This idea of a “cycle” must be approached with caution because **most victims DO NOT become perpetrators**.

• Aggression and the Violation of others’ rights in childhood

Children below age 13 who show aggression and violate the rights of others are at risk for developing both substance abuse and later violence.

Young People at Risk of Being Violent (Perpetrators)

3 - Social Factors

☉ Alcohol

Alcohol has been closely linked to violent deaths. High rates of alcohol are found in both victims and perpetrators suggesting that alcohol creates risk for both becoming violent and being a victim of violence.

People who are traumatised often use alcohol as a way of feeling better (more relaxed or numbing their emotional pain).

☉ Education

Good **quality** education is one of the main ways that children are protected from criminality.

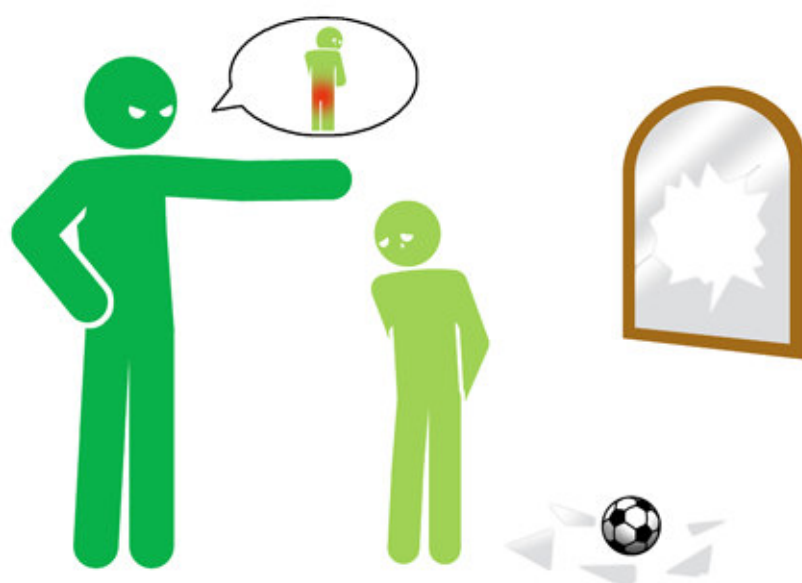
☉ Family Environment

Youth involved in crime speak about broken homes as one of the main things that most influenced them to participate in crime. Tension, conflict, abandonment or eviction, rejection and feeling unloved characterised their family life.

▲ *Family management practices:*

Unemployment, poverty, illness and parental conflict prevent effective family management. Family management is more than discipline methods. It also includes:

- How much **supervision** is given
- *How clearly caregivers communicate their expectations to children*
- *How much praise and reinforcement is given for positive behaviour*
- *Specific styles of disciplining children*
Passive or neglectful discipline OR Highly authoritarian discipline (the use of physical punishment, criticism of the child, threats of maternal deprivation)



Young People at Risk of Being Violent (Perpetrators)

- ▲ **Violence in the family**
Children learn by observing others that violence is an acceptable way to deal with problems and an effective way to maintain power and control over others.
- ▲ **Single parent families**
Being in a single parent family is not necessarily a risk for violence. It depends on quality of parenting or family dynamics, and the consistency of supervision, and the communication and monitoring of norms, values and expectations. Conflict between parents is a higher risk factor than a single parent home with a loving mother.
- ▲ **Loss of a Caregiver / Poor Attachments**
The loss of a caregiver is not necessarily a risk for violence. Losing a caregiver can mean there are problems with bonding and the quality of family management for the child which is linked to later violence.
- ⊕ **Peer influences**
Having friends who are participating in criminal behaviour or violence makes it more likely for adolescents to behave in this way.

 - ▲ **Gangs**
Gangs provide for the psychological needs of identity and belonging for children who may not be having these needs met in their family or school. Gangs may also meet their financial needs.
- ⊕ **Social Learning**
Children learn from their family, peers and the community to be violent. However, learning is unique for each person and we cannot say this is the only factor leading to violence.
- ⊕ **Lack of social skills** such as tolerance, conflict handling skills
- ⊕ **Lack of understanding of or different interpretation of democracy** and ability to participate in decision making; frustration about lack of service delivery and about the lack of perspective in life allowing youth to escape the cycle of poverty and violence.



Young People at Risk of Being Violent (Perpetrators)

Self justice and retaliation

Lack of faith in criminal justice system and the perception that there will be no serious consequences for criminal activity

Cultural and social beliefs

Specific cultural or social beliefs condone or promote violence as a legitimate way to get what you want: e.g. myths around the cure of HIV/AIDS; witchcraft; patriarchal society where women and children are devalued and vulnerable;

Public Violence

There is a link between Public and Private Violence, e.g. one study shows that in countries that condone violence (e.g. they have the death penalty, corporal punishment), have a legal system which allows certain types of violence (for example, guns are permitted) and have media violence, women are 8 times more likely to be raped.

Inequality and poverty

It is not poverty but rather **high levels of inequality** in a country that are associated with high levels of violence. (I.e. a big gap between the rich and the poor). Children and adult's psychological needs for control, a sense of achievement in their life, hope and self-esteem, and social needs for acceptance and status can be met through violence when there are no other ways to meet these needs; Lack of perspective in life and resulting greater preparedness for risky behaviour.



Community

Weak social structures; over-crowding and high population concentrations, population transience; lack of services, activities and places of social inclusion for youth in communities; social norms which encourage the use of violence to cope with difficulties (such as in the case of xenophobia, gender based violence as well as political violence); rivalry between social and political groups; social norms that discourage talking about violence; exposure to community violence has been associated with a decrease in school performance, substance abuse, emotional disturbances and behavioural problems among young people

Apartheid history

Apartheid and our colonial history is linked to current violence in many ways:

- ▲ A **"culture of violence"** developed in South Africa due to the violent nature of the apartheid state and the violent responses to the state.
- ▲ **Trust and social connection** were broken down in families, communities and between race groups and sub-groups. Trust is essential for children to form attachments to other people and for healthy development.
- ▲ The strengths of cultures were broken down, like a culture of **respect** for elders and thinking of the wellbeing of others. This can explain some of the difficulties now with **social order and control**.



Young People at Risk of Being Violent (Perpetrators)

Protective Factors for the use of violence

Protective factors that may prevent youth from using violence include:

- ☞ Access to good education
- ☞ Strong family structures
- ☞ Positive peer influence
- ☞ After school programmes involving youth in meaningful activities
- ☞ Good supervision of children and youth
- ☞ A vision in life
- ☞ Good health and an interest in good health
- ☞ Good social skills
- ☞ Good communication skills
- ☞ Ability to express and handle emotions
- ☞ Having access to psychological support

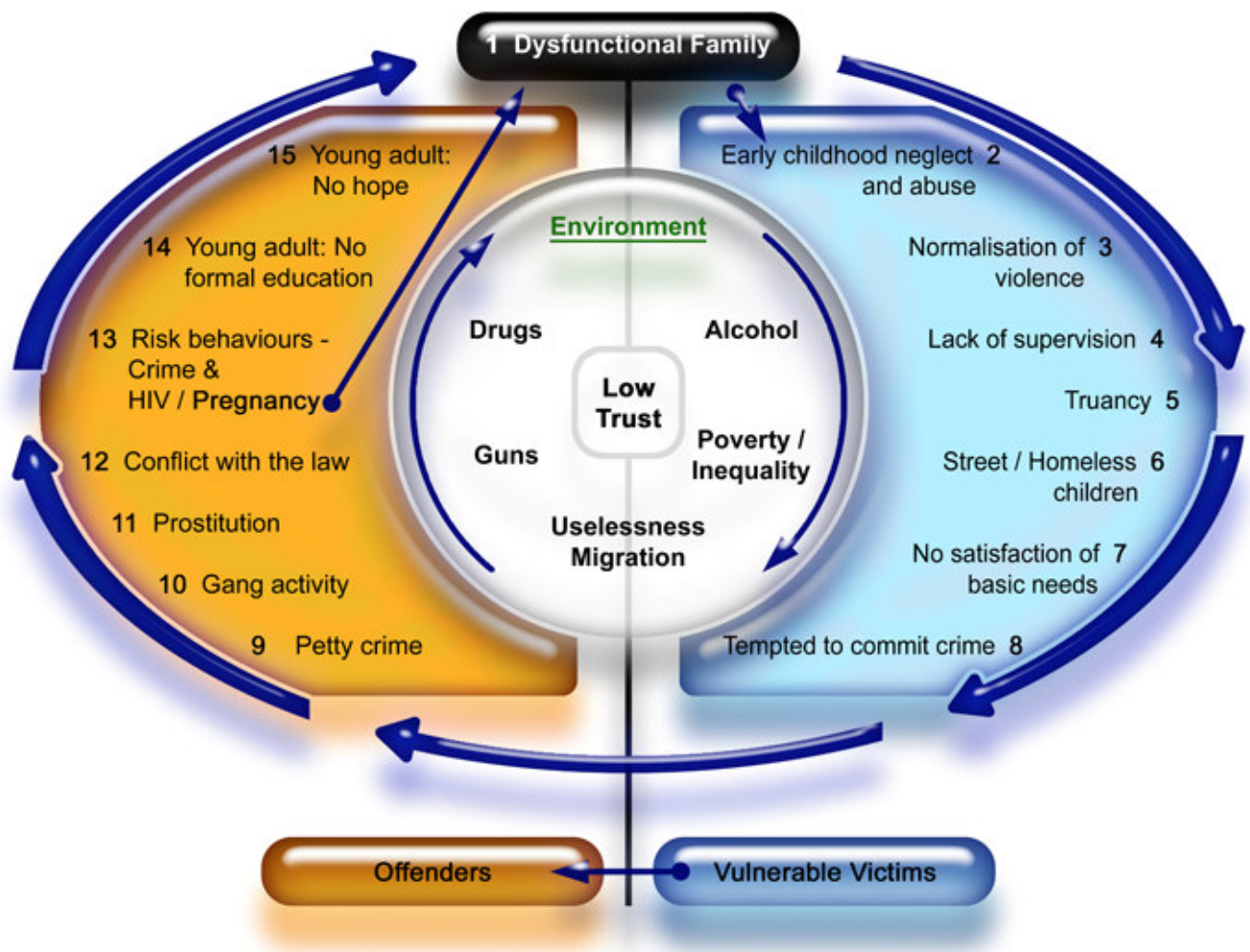
LESSON 6

Young People at Risk of Being Violent (Perpetrators)

The Cycle of Victimization and Violence Perpetration

Perpetration and victimisation are very much interlinked. The CSIR (The Council for Scientific and Industrial Research) offers this explanation of how a person victimised in childhood crosses the line to become a perpetrator of violence.

The Cycle of Crime and Violence:



Holtman, B. (nd.) Breaking the Cycle of Crime and Violence. In S. Pennington (Ed.), Action for a SafeSouth Africa, pp. 30-37. Sandton: South Africa - The Good News.



Young People at Risk of Being Violent (Perpetrators)

The child starts out as a vulnerable victim:

- 1 - The child is born into a family with problems.
- 2 - They experience neglect and or abuse.
- 3 - They encounter violence as a normal part of life (social learning).
- 4 - There is little supervision of them during and after school (poor education experiences, poor family management practices).
- 5 - They begin to stay away from school.
- 6 - They may even run away from home and become a street child.
- 7 - Their basic needs are not met (poverty) and they see how others are living well.
- 8 - They are tempted to commit crime. At this point they cross the line between being a victim and an **offender**.
- 9 - They commit a petty crime like stealing food or money.

Notice that this is all happening in an environment in which "low trust" is at the centre of the child's experiences.

- ▲ *They feel useless.*
 - ▲ *They are moving around a lot (migration) and have little stability.*
 - ▲ *There are guns, alcohol and drugs in an environment of poverty and / or inequality and materialism, which puts them at greater risk of violent perpetration and being victimised.*
- 10 - They may be drawn into a gang (their needs for belonging, identity are met here. They also are able to meet their basic needs through criminal activity).
 - 11 - They may engage in prostitution to get money. They may experience further victimisation through these activities.
 - 12 - At this point, they may come into contact and conflict with the legal system, the police, the courts, and the criminal justice system. They may be in and out of jail. They may be further victimised here.
 - 13 - They engage in high risk behaviours such as violent crime and unprotected sex (alcohol is a situational risk factor in this behaviour). They may become HIV positive or become pregnant*.
 - 14 - They have not engaged in formal education and are now young adults without an education that may help them to find formal employment.
 - 15 - They have no hope for the future

** Pregnancy at this stage means that they are teenage parents who again have a high chance of the poor family management practices (neglect and abuse in a violence environment, not supervising their children) that increase the risk for violence and crime in their own child. Their emotional state (being hopeless, even depressed) means that they may not bond well with their children or provide a positive emotional experience of trust for the child. A new family with problems is started and the cycle continues.*

LESSON 6

Young People at Risk of Being Violent (Perpetrators)

NOT all victims become perpetrators, but most perpetrators have been victimized or neglected

Draw a big circle on the flip chart. Write "100 victims" inside the circle.
Then explain that perhaps 6 of those victims may become perpetrators. Draw a small circle inside the big circle and write "6 offenders" inside it.
Most of the victims would not become violent.

Draw another big circle on the flip chart. Write "100 violent offenders" inside the circle.
Then explain that MOST of those perpetrators would have been victimized.
Draw a medium circle inside the big circle and write "90 offenders" inside it.
Most of the perpetrators would have experienced victimisation.



Young People at Risk of Being Violent (Perpetrators)

Football Exercises

Using Football Exercises regarding the Topic

The Life Skills / listed below represent those that should be focused on to support the victims in this situation. Some of them are incorporated in the Football Exercises on the following pages.



Note that the exercises are divided into two sections. Six exercises for children aged 6-12 and six exercises for youths / teenagers aged 13-20.

If you would like to familiarize / re-familiarize yourself with the topics 'Coaching Basics' and 'All Sides of Training', a supplement has been added in the 'Work Sheets - Supplements' section of this manual.

Types of Equipment useful for these Exercises



LESSON 6

Young People at Risk of Being Violent (Perpetrators)

Football Exercises for ages 6-12

ACHIEVE GOAL / SUCCESS



Making the 'Perpetrator' your Assistant Coach

- ☞ Meet with your assistant before the training session.
- ☞ Let him / her help you come up with certain events for this training session.
- ☞ Discuss possible scenarios for your new assistant to grow.
- ☞ Take the opportunity to coach not just in football but also in the players life skills.

It is vital to praise your new assistant on a job-well-done. Also make sure to give him / her a fair amount of **responsibility**, this builds **self-confidence**.



Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

RESPONSIBILITY / HEALTH



Cleaning up the Pitch

- ☞ The players clean up the pitch during warm up
- ☞ They walk in two rows, one after the other, over the pitch.
- ☞ If somebody from the first row finds rubbish, he / she gives it to the person behind him / her.
- ☞ This person has to run to the goal, where a rubbish bin has been placed and has to put the rubbish in it.
- ☞ After that he / she runs in front of the person who gave him / her the rubbish and they continue.
- ☞ Play ±5-10 minutes or until the pitch is (nearly) clean.

On a clean pitch (street, city, country, world) you can play (live) more successfully!



Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN



Strengthening Players' Ability to Express and Deal with Emotions

Strengthening your players' ability to express emotions

While coaching players through the season you most likely encounter a roller coaster of emotions experienced by your players. You will encounter joy and (over-) excitement as much as disappointment, frustration and anger. These emotions are normal for anyone with a passion for the game and will to win, but need to be taken seriously. Emotions such as anger and frustration are often much stronger in a child that has been traumatized (see symptoms of trauma). It is crucial that players learn to recognise feelings within themselves that could lead to violence, and it is important that they learn to express these emotions verbally. If not expressed and dealt with constructively these emotions can lead to violent behaviour towards the self (e.g. drug abuse, or even suicide) or towards others (e.g. revenge acts).

Below you find an example how to encourage players to deal with these emotions such as frustration and disappointment in a constructive manner. Having learned this in the context of football, may allow players to apply this in other spheres of life.

Steps in managing emotions:

- ☞ Acknowledge the emotion the child is expressing, for example: "I can see you are very ..."
- ☞ Externalise the problem: Ask the child what caused this: "What is making you ...?"
- ☞ Ask the child about how they have coped with this emotion before: "When you have felt this way before what helped you calm down or feel better?"
- ☞ If there are kids watching you may want to ask them what are some of the things they have done that helped them when they were feeling this way. Involve the other children. Fostering connections with kids in front of other kids is important. Just identify the issue and pull the other children in to help each other, foster team work and connection between them.
- ☞ Try to get the child to try one of these strategies

The five steps above can be done with other emotions too such as anger, disappointment, frustration, jealousy. You will get to know what each child needs to do to manage their emotions. You can remind children what helped on previous occasions.



Strengthening Players' Ability to Express and Deal with Emotions

Helping players to deal with emotions through football exercises

As much as it is important to help players to express their emotions, it is also important to help players to tackle the causes for the emotional outbursts. Football exercises can help you to do so. Below you find some examples:

- ❖ Frustration or disappointment about a lost game or bad performance by an individual player: run exercises that are fun and give player(s) a sense of success. This will help to (re-)build confidence. Then identify weak spots of the team / player and design exercises that help the team / player to improve his / her play
- ❖ Fear or anxiety: Often fear and anxiety make a person passive. If a player is scared of a specific exercise (e.g. being the goal keeper or heading a ball) introduce the task step by step, turning it into a fun exercise and giving positive feedback on each step achieved)

See the **Case Study Boxes** in the **Appendix** of this manual for an example of how to encourage players to deal with emotions such as frustration and disappointment in a constructive manner. Having learned this in the context of football, may allow players to apply this in other spheres of life.



Notes

LESSON 7.1

Strengthening Players' Ability to Express and Deal with Emotions

Football Exercises

Using Football Exercises regarding the Topic

The emotions listed below represent those that will be focused on in this lesson. They are incorporated in the Football Exercises on the following pages.



Types of Equipment useful for these Exercises

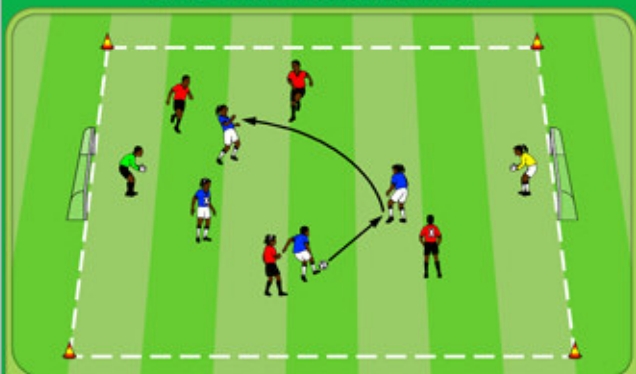


Information regarding the topics 'Coaching Basics' (Supplement 3), 'Preparation of Training' (Supplement 4) and 'All Sides of Training' (Supplement 5), have been added in the 'Work Sheets - Supplements' section of this manual.

Strengthening Players' Ability to Express and Deal with Emotions

Football Exercises

ANGER / FRUSTRATION



Outsider Game

- Two teams play against each other.
- Both teams have an outsider who will not be included in the course of the game. Their teammates do not pass the ball to them.
- After 5 minutes, the outsider tells the other players what kind of feeling not getting the ball and being an outsider is.



The coach has to take care that the chosen outsiders are players who are highly self-confident.

Also, after the exercises, discuss the emotions triggered during the activities. This will help make the learning experience more conscious for the players.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

HAPPINESS / PRIDE



5-on-5 + 1

- Mark a pitch of 15m x 25m with two goals with goalkeepers.
- Divide the players into two teams.
- The teams play 5-on-5 against the goals with goalkeepers.
- The playing time is three times ten minutes.
- One player (+1) will always be on the side with ball possession. Thus always being on the attacking side.



Teamspirit and self-determination are encouraged in a game such as this one.

Pointers

- Let the players play without rules and regulations.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

LESSON 7.1

Strengthening Players' Ability to Express and Deal with Emotions

Football Exercises

FEAR / ANXIETY



Penalty Shooting with Penalty for missed Shots

- ☞ Place a goal on the goal line.
- ☞ Mark a line 11 metres in front of the goal.
- ☞ The players line up behind the marked line and take a shot at goal, one after the other.
- ☞ When a goal shot is missed, the whole team has to run a lap around the pitch. This process must be repeated after every miss.

Variations

- ☞ Let the players come up with different but realistic penalties.

Include in training session: WARM UP **MAIN PART** CONCLUSION COOLING DOWN

EXCITEMENT



Penalty Shooting with Reward for Success

- ☞ Place a goal on the goal line.
- ☞ Mark a line 11 metres in front of the goal.
- ☞ The players line up behind the marked line and take a shot at goal, one after the other.
- ☞ This time, the success of a goal must be celebrated! The player who shot a goal runs down 'Victory Lane' and collects high-fives and praise from his team mates.

Variations

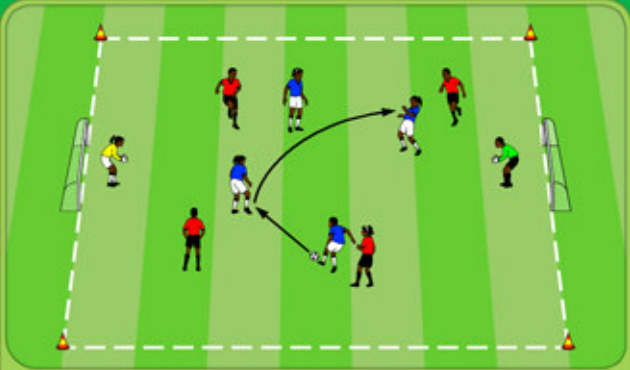
- ☞ Let the players come up with different but realistic rewards.

Include in training session: WARM UP **MAIN PART** CONCLUSION COOLING DOWN

Strengthening Players' Ability to Express and Deal with Emotions

Football Exercises

DISAPPOINTMENT



Standard Game with Surprise Spectator

- Two teams play against each other.
- Both teams have an equal chance at victory at first, however, the coach will remove a player from a team during the match.
- The chosen player will now observe as a spectator only and will no longer participate in the game.



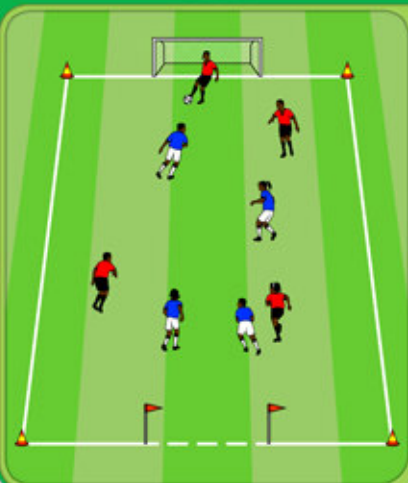
The coach has to take care that the chosen player is highly self-confident.

Include in training session: WARM UP MAIN PART **CONCLUSION** COOLING DOWN

The encouragement of Hope lets the players experience the feeling that there is a positive end to many situations - no matter how difficult, or bad, they may seem.



HOPE



One large goal and one small goal

Organisation / Procedure

- Set up a large goal and a small dribble goal on the baselines opposite each other.
- One player of the team that is defending the standard goal acts as a 'flying' goalkeeper.

Pointers

- **Motivation:** After half-time of a match, change sides (everyone wants a chance to see his ball at the back of the net!).
- **Emphasis:** Play at one standard goal and two pass goals.
- **Quick orientation:** After scoring a goal, the team keeps the ball and attacks the other goal (sudden switch of sides!).

Include in training session: WARM UP **MAIN PART** **CONCLUSION** COOLING DOWN

Developing Individual Agency

Individual Agency

What is AGENCY?

Agency refers to people's sense of being able to effect change in the world, to take action in order to fulfill their wishes and put their ideas into practice. It has to do with the person's ability to influence the world around them (this includes relationships, families, community...). It can also be seen as a person's belief that they can be effective in what they do.

Individual agency is crucial for a person to be encouraged to take action to change his/her life when necessary, and not to wait for others to change their lives for them.

Why do many young people lack agency?

Many young people in South Africa have lost hope and perspective that their lives will ever change and improve. They feel unable to take their lives in their own hands as there are too many obstacles to successfully change their lives, e.g. lack of financial resources to get good and tertiary education, lack of access to opportunities, general high unemployment rates etc. . Many youth feel that their life is not in their own hands, hence they become passive, lose agency and any motivation to take action and try change their life.

The loss of agency is enhanced by the experience of trauma: In trauma agency is undermined as helplessness is a major feeling people experience during a traumatic event and afterwards. Part of recovery from trauma is rebuilding that sense of agency again.

Why is it important to develop individual agency?

Many children, who have lost their agency, have learned that the only way to be effective in the world is to exert their power over others through violence. Aggressive, hyperactive and impulsive children get into a vicious circle where they are unable to achieve at school and are often in trouble. This impacts their self-esteem and sense of agency. Providing these children with opportunities to feel in control and to feel agency when they are non-violent will help to develop their sense of their own capabilities, and resources will help to restore their sense of own agency as well as self-esteem. Developing "individual agency in children" is therefore an important contribution to violence prevention.

Indian philosopher Mahatma Gandhi, internationally esteemed for his doctrine on non-violent protest, has said:

"We must become the change we want to see"

Gandhi reminds us that it is our responsibility to start change our own attitudes, and our own behaviour so we can achieve this world to change for better. We cannot only expect others to change their attitudes and behaviour, nor can we expect others to change our lives for us.

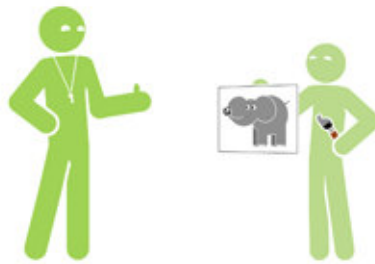


Developing Individual Agency

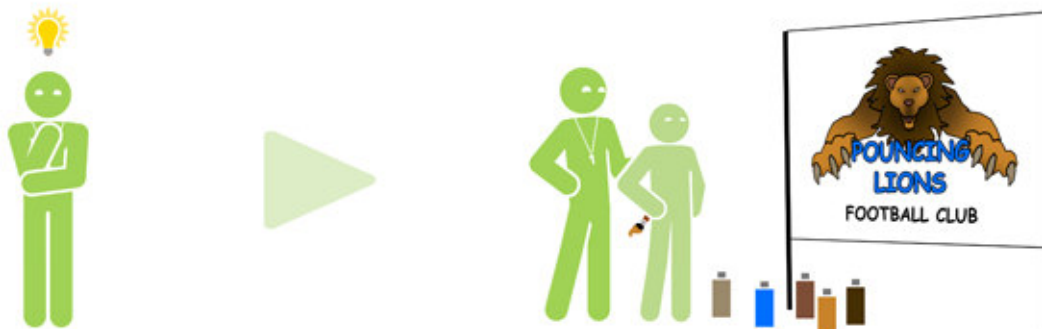
Facilitating agency in children.

You can reinforce a sense of agency by:

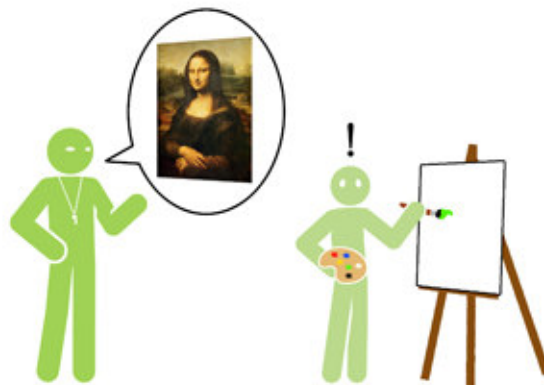
- ☞ Providing positive reinforcement (Praising things that are completed, or done well).



- ☞ Identifying resources they can use or build on (Their own resources such as talents and skills and resources in their lives).



- ☞ Creating enough of a challenge which means pushing people to go beyond their present limitations with respect to skill, knowledge and experience but that is still within their ability (Don't set the child up to fail by giving them a task that is too difficult)



Notes

LESSON 7.2

Developing Individual Agency

Football Exercises

Using Football Exercises regarding the Topic

The Life Skill listed below will be focused on in this lesson.
It is incorporated in the Football Exercises on the following page.



Types of Equipment useful for these Exercises



Information regarding the topics 'Coaching Basics' (Supplement 3), 'Preparation of Training' (Supplement 4) and 'All Sides of Training' (Supplement 5), have been added in the 'Work Sheets - Supplements' section of this manual.



Developing Individual Agency

Football Exercises

INDIVIDUAL AGENCY



Making the 'Perpetrator' your Assistant Coach

- ☞ Meet with your assistant before the training session.
- ☞ Let him / her help you come up with certain events for this training session.
- ☞ Discuss possible scenarios for your new assistant to grow.
- ☞ Take the opportunity to coach not just in football but also in the players life skills.



It is vital to praise your new assistant on a job-well-done. Also make sure to give him / her a fair amount of **responsibility**, this builds **self-confidence**.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

INDIVIDUAL AGENCY



Kids doing it for themselves

- ☞ The coach decides on one player who has to lead the selected session. The player can make use of his / her own ideas.
- ☞ The coach only assists the player if he / she feels it is necessary. (He / she can possibly give the player a few tips.)
- ☞ Let the player name the exercises he comes up with in this session. He / she could also name the team for the day.

It is vital to praise the children / youths on a job-well-done. This builds **self-confidence**.



Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

Developing Social Skills

Social Skills and Violence

Building social skills is generally important in the development of children. However, in the case of children that have experienced violence this is particularly vital. Trauma and neglect can make children feel intense feelings of shame and being different from others which makes them socially withdrawn and isolated. Children growing up in adverse conditions may have missed opportunities to build social skills.

Especially where children have learned to mistrust others and to be suspicious of everyone, they may not have mastered building healthy relationships. At the same time **good social skills are one important protective factor** for youth and children to become a victim or a perpetrator of violence. Programmes that rehabilitate young offenders have definite social skills components. Social skills are for example crucial in non-violent conflict resolution that was discussed in **Lesson 3**. Assisting youth and children in developing good social skills may prevent the use of violence in solving conflicts and acts as a "buffer" against traumatising, as well as helping children to regain social connection and social skills is very important.

Social skills include: *Social skills that act as protective factors for youth and children to become a victim or perpetrator of violence include:*

- ☞ Turn taking in interaction
- ☞ Communicating their own needs clearly
- ☞ Negotiating
- ☞ Listening
- ☞ Being aware of other people's needs in the situation
- ☞ Accepting and giving praise
- ☞ Assertiveness:
 - ▲ People may behave in an aggressive, assertive or passive way.
 - ▲ Being aggressive or passive is not helpful
 - ▲ Being assertive is a way to protect yourself and to respect the rights of others.
 - ▲ Assertiveness links to the other social skills of sharing and being aware of the needs of others.
 - ▲ To teach children assertiveness, the following exercise works well. Tell the children to pretend they are on a bus to Durban for a holiday. There are only enough seats on the bus for half of the children. (lay out the chairs like a bus with half the number of chairs). They must get on the bus. The children will get aggressive, assertive or passive. The assertive children are usually the most successful in getting a seat. Explain how this worked to the children.

☞

☞

☞

(Note that different skills may be relevant to different ages.)



Developing Social Skills

Developing social skills could be done in the following ways:

- ☞ Giving praise should not just be done by the coach / youth worker, but by the children to each other. The children may need encouragement to do this.
- ☞ Children could be encouraged to take on different roles that they are not used to as a way of understanding others and expanding their skills.
 - ▲ For example, if there is a shy child, allow them to be the whistle blower, or let them be in middle and pass ball around. If there is a child who always dominates, put them in non-leadership role where they can learn to follow someone else; if there is a child that challenges the referees decisions, put him / her into the role of the referee.



- ☞ Allow them to be in roles they are not used to but be careful not to push children too far beyond what they are capable of (remember from the previous section that they need to experience a sense of agency. If they fail completely, it will reinforce feelings of shame and helplessness.)



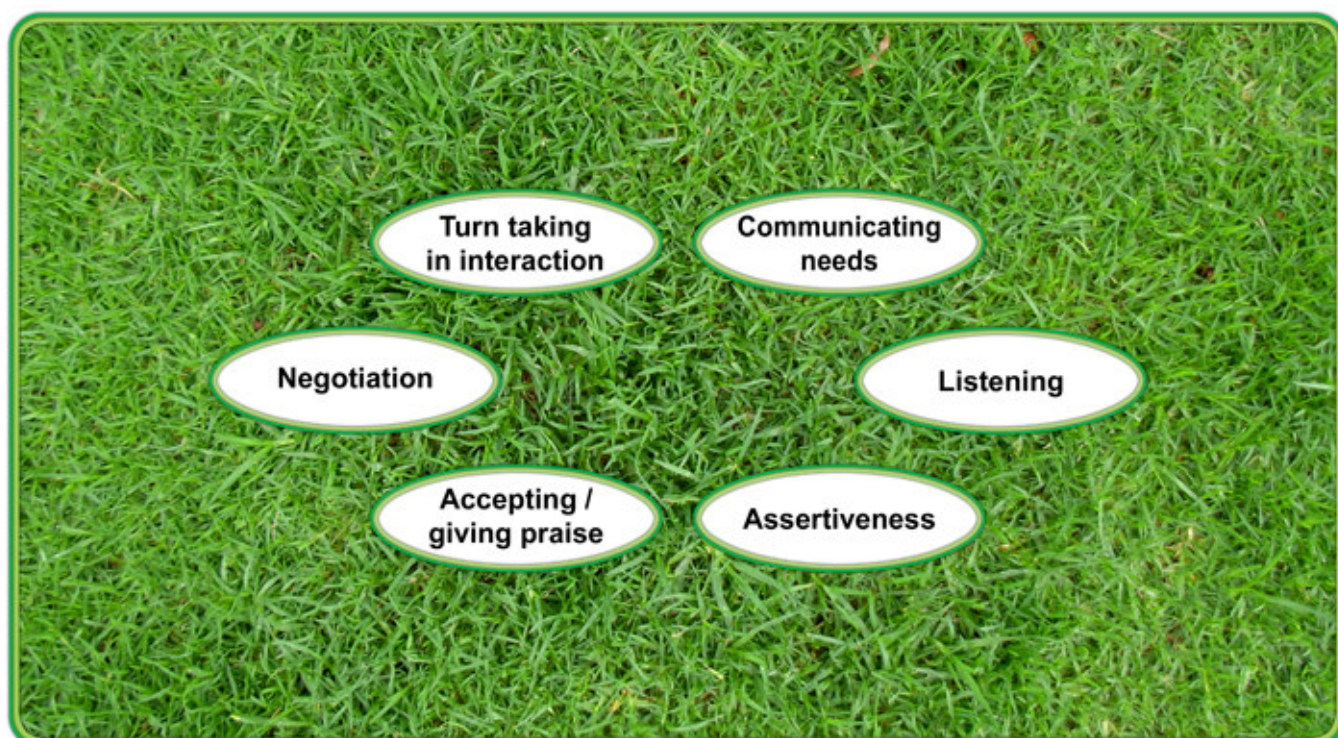
Notes

LESSON 7.3

Developing Social Skills Football Exercises

Using Football Exercises regarding the Topic

The Social Skills listed below will be focused on in this lesson.
They are incorporated in the Football Exercises on the following pages.



Types of Equipment useful for these Exercises



Information regarding the topics 'Coaching Basics' (Supplement 3), 'Preparation of Training' (Supplement 4) and 'All Sides of Training' (Supplement 5), have been added in the 'Work Sheets - Supplements' section of this manual.



Developing Social Skills

Football Exercises

TURN TAKING IN INTERACTION



Do not forget to praise the children / youths on a job-well-done. This builds **self-confidence**.

Role-playing

- ⊕ Mark a pitch of 15m x 25m with two goals with goalkeepers.
- ⊕ Divide the players into two teams.
- ⊕ The teams play 4-on-4 against the goals with goalkeepers.
- ⊕ The remaining children will fulfil the roles of the referee, linesman and coaches.
- ⊕ Swap the roles, incl. goalkeepers, after a certain amount of time.

Pointers

If there are many children, also fill these roles:

- ⊕ Timekeeper
- ⊕ Goal referee (he / she must decide if the ball was in the goal or not)
- ⊕ Ball fetchers

Include in training session: WARM UP MAIN PART **CONCLUSION** COOLING DOWN

COMMUNICATING NEEDS



The Teams Code of Conduct

- ⊕ The team gathers and respectfully creates a code of conduct that represents the players wishes and needs.
- ⊕ It is important that all the players voice their needs and that every player is satisfied with the code of conduct.



This exercise is very good for building relationships through the use of **Communication**!

Include in training session: WARM UP MAIN PART **CONCLUSION** COOLING DOWN

LESSON 7.3

Developing Social Skills

Football Exercises

NEGOTIATION



Code of Conduct before a Match

- ☞ The team gathers with the opposing team before the match and they respectfully agree on a code of conduct to be used during this match.
- ☞ It is important that all the players voice their needs and that every player is satisfied with the code of conduct.



This exercise is very good for building relationships through the use of **Communication!**

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

LISTENING



"True or False?"

- ☞ Players dribble around in the mixed zone, each with their own ball. The coach, from outside the playing area, gives advice on how they should dribble.
- ☞ The coach then shouts out a statement. As quickly as possible, the players have to dribble with their ball to the "correct-answer-field". After every player has reached a field, the coach gives the right answer and a short explanation. The players, who got the answer wrong, have to do an additional

The players should make their own decisions and stick with them.



exercise as a penalty (push ups, knee-bends, etc.).

- ☞ The last player to have reached a field, even if it was the correct field, also has to do the additional exercise.

Variations

- ☞ At the beginning of the game, every player has 3 points. For every wrong answer, or being last on the answer-field, he loses a point. Players with 0 points will be dropped from the game. All players who still have all 3 points at the end of the game are the winners.

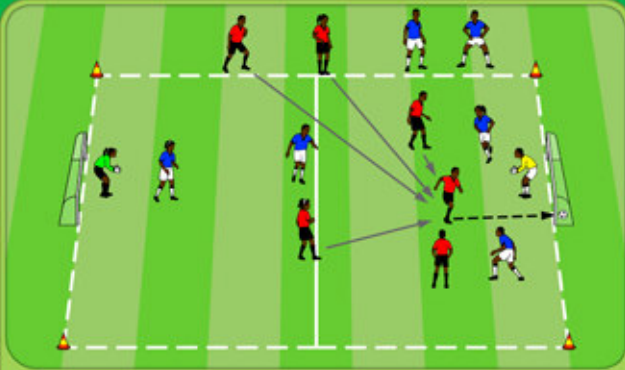
Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN



Developing Social Skills

Football Exercises

ACCEPTING / GIVING PRAISE



"Well done!"

- Two teams play against each other.
- When a goal is scored or saved, **all players and team-members** must go to the scoring / defending player and congratulate him / her.



Giving praise raises the level of **respect** people have for you. Having a positive reputation helps in many aspects of life.

Include in training session: WARM UP MAIN PART **CONCLUSION** COOLING DOWN

ASSERTIVENESS



Purposefully misleading fellow players can cause **injury** as well as emotional damage (**mistrust**)!

To develop Trust

- A player leads another player, whose eyes are blindfolded, within a marked-off area.
- The area is littered with random objects.
- The pair makes their way around the pitch touching and / or collecting the objects.

Safety First

Arrange a **warning signal** in case the situation gets tight, e.g. two players could collide.

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN

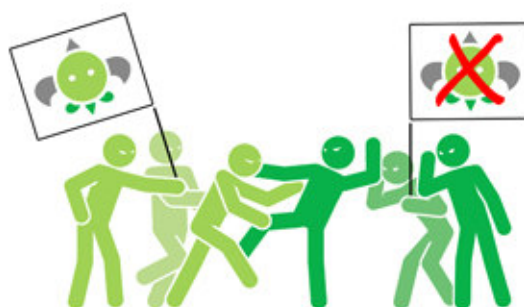
(Re-) Building Trust in Players

Violence and Trust

- ☞ **Trauma** has a significant negative impact on trust specifically. A person's ability to trust which they learn as a tiny baby is often shattered during trauma.
 - ▲ Trauma survivors may no longer trust that the world is generally a safe place.
 - ▲ Trust in fellow human beings is undermined (leading to isolation).
 - ▲ Trust in oneself and in ones abilities can be lost leading to a lack of trust in oneself and a sense of helplessness (agency is lost).
- ☞ In addition, living in circumstances where children have been repeatedly **betrayed** or **forgotten** by authority figures (neglect) means they have difficulty trusting.



- ☞ When there has been **political violence** in a country, deep rifts and mistrust are created between different groups of people according to their political convictions.



- ☞ In a way, lack of trust is a way to try and **keep oneself safe**, but it can also have a negative effect on family and social relationships, the cohesiveness and support structures within communities and people's mental well-being. Remember that at the centre of the CSIR model on the cycle of crime and violence that we discussed is "low trust".
- ☞ A **balance** has to be found between trust and healthy or appropriate mistrust.

(Re-) Building Trust in Players

Facilitating trust through football

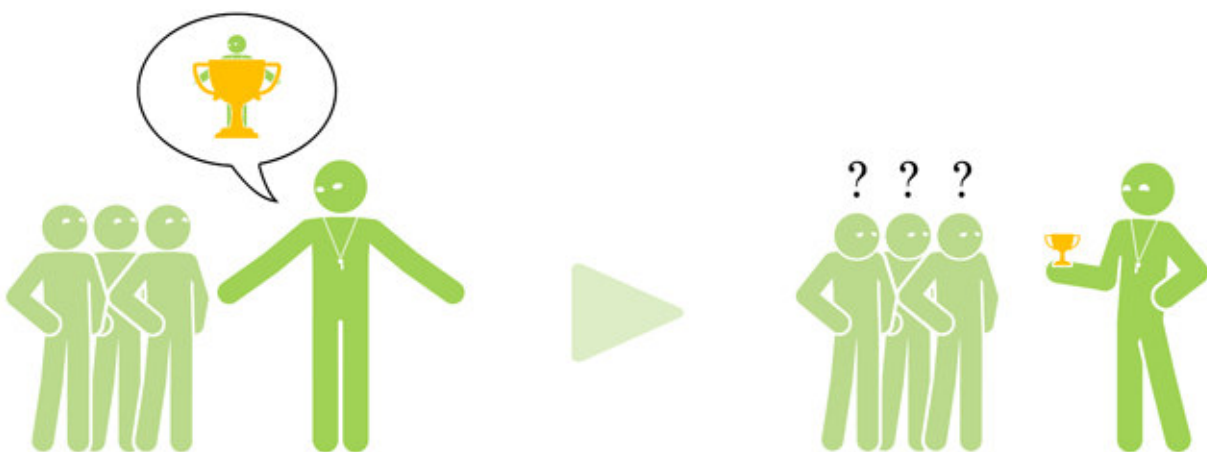
For children, experiencing being trusted and trusting on the field can help them enormously. Coaches can try and build trust in their work with young people but must keep in mind: Trust takes a long time to be established especially with people who have been hurt (e.g. through trauma).

What makes trust possible (what are the building blocks of trust)?

- ☞ It will take time.
- ☞ You need repeated opportunities to show you are trustworthy.
- ☞ You should be consistent and predictable.

What would make you as a coach trustworthy to the children?

- ☞ Small things like the coach being at every session and always being on time allow the children to see that some things and some people can be trusted.
- ☞ Do not over promise and under deliver.
- ☞ Make sure that children do not have unrealistic expectations of you.
- ☞ Doing what you say you are going to do builds trust.
- ☞ Never break a promise of confidentiality, that is never share confidential information with anyone else.



Notes

LESSON 7.4

(Re-) Building Trust in Players
Football Exercises

Using Football Exercises regarding the Topic

The Life Skill listed below will be focused on in this lesson.
It is incorporated in the Football Exercises on the following page.



Types of Equipment useful for these Exercises



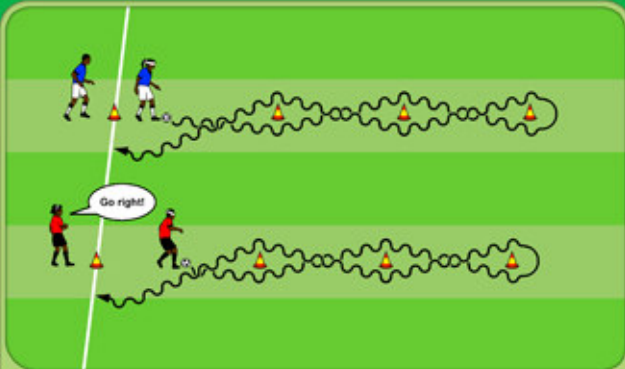
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(Re-) Building Trust in Players

Football Exercises

TRUST



This exercise builds **trust** between the players.

However, ensure that the guiding player will not abuse this game and will not endanger the blind player!



Blind Football

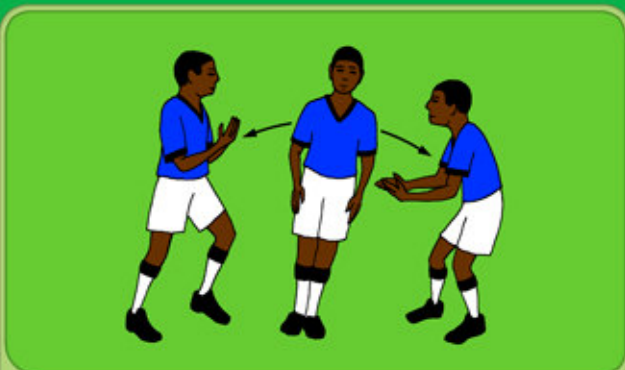
- Two players with one ball work together.
- Player 1 will bind his eyes with a scarf.
- Player 1 has the ball at his feet.
- With bound eyes and the help of player 2, he shall dribble a certain distance.
- The players change the roles after every lap.

Variations

- Leading by using the voice
- Leading by touching
- Blind dribble contest. (see diagram)
- Player 1 kicks off the ball with bound eyes.
- With the help of player 2, he has to get his ball back as soon as possible.

Include in training session: **WARM UP** MAIN PART CONCLUSION **COOLING DOWN**

TRUST



Strengthens the whole body of the middle player and strengthens muscles in arms and shoulders of the two other players.



Trust in your Teammates

"Swinging the Frozen Person"

- Three players together.
- The player in the middle is the "frozen person". He / she has to stiffen his / her body. (Tightens all their muscles.) Then he / she begins to swing back and forth.
- The other two players stop him / her swinging by catching his / her fall at his / her shoulders.

- If the player in the middle trusts his / her teammates enough, they can close their eyes.
- Change the middle player after 10 swings.

Include in training session: **WARM UP** MAIN PART CONCLUSION **COOLING DOWN**

Supporting Victims by Referral to a Professional Helper

The role of coaches in dealing with traumatized children

If an immediate problem is identified, for example a child tells the coach that they have recently been abused, the coach is not expected to give counseling to the child. The role of coaches is primarily to identify the child in distress, to be aware of their symptoms and to provide supportive environment in the following ways:

☛ Identify the child and acknowledge their emotions (distress)

Look out for "Red flags" that show you that "this child is not ok". Notice that feeling you have when you see a child behaving differently, or something they say or the way they say something catches your attention. Trust your instinct if you feel there is something serious wrong.

☛ Be aware of their symptoms

Based on what you have learned in the training, you will be able to understand some of the behaviors that the child will show rather than scolding them, you can understand them.

Be aware: To be able to support victims of violence it is crucial that the coach has their trust.

Important in building trust with players is that the coach is reliable, keeps promises, has an open ear, is consistent in his / her actions and never shares any private information with anyone else. Especially victims of violence have great problems to build trust, and the coach may need a lot of patience to do so. Gaining a player's trust may take a whole season and a lot of work from the coach's side.

Trust cannot be forced, it is earned.



Supporting Victims by Referral to a Professional Helper

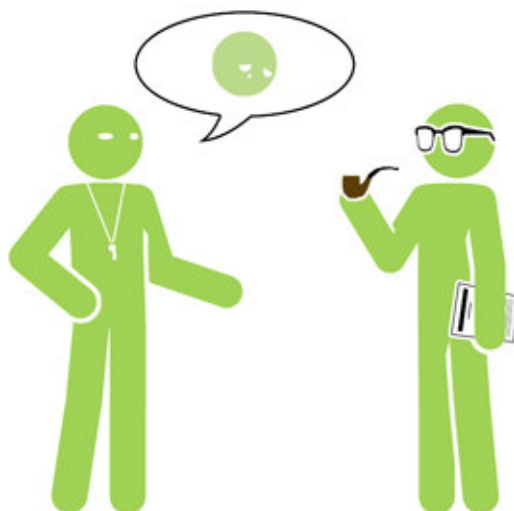
• Provide a supportive environment (including referral)

- ▲ Approach your player and ask whether he / she is ok. If he / she says that everything is fine, let him / her know that you are there to support your players and that he / she can always come and talk to you if they are experiencing problems or violence; if you are worried about the immediate physical safety of your player, call the police, social services or a local organization that works in the area of domestic violence or sexual assault. If he / she shares what has happened be patient and listen to your player; assure the player that the abuse is not his / her fault and that no one has the right to hurt him / her.
- ▲ If your player breaks the code of conduct of your team or is disruptive, aggressive etc. and you assume that this is so because of his / her violent experience, talk to the player and tell him that you understand that he is experiencing problems at home, school etc.; ensure him / her that you and the team want her / him to be part of the team and that would like to support him / her wherever possible; explain that you have to sanction is the penalties to be fair to all players; you may exempt him from the penalties if he / she allows you to explain his / her situation to other players; if you do so, do not go into detail about the traumatic experience that your player had, rather say that your player is going through a difficult time, and that s/he needs the support of the team to go through this period.
- ▲ Apply some of the strategies discussed in **Lesson 7.1 - 7.4**. For example, give emotional support by naming the child's feelings, get other children involved, encourage social skill development, and build their sense of agency and trust slowly.

• Refer to a professional

Be aware of the limitations of your skills and your limited capacity to fix the child's problem, even though you may really want to help.

Social workers and registered counselors train for 4 years at university, psychologists for 6 years. They still find working with traumatized children very difficult and the emotional cost of doing this work is great for them. They often burn out after a few years. You cannot expect that you will be able to fully assist a traumatized child. When you realize that a child is traumatized try to make the child / youth aware that they can access professional help so their lives can change. Offer to help by referring your player to a professional helper and facilitate that the child can see and be assessed by an appropriate helper (referral).



LESSON 7.5

Supporting Victims by Referral to a Professional Helper

Building Partnerships for Referral

Community based violence prevention interventions require community-wide support in order to succeed. Partnerships, coalitions and collaborations are some of the key strategies for promoting health and delivering social services. Partnerships allow maximum use of resources as they eliminate duplication, integrate and coordinate services and allow members to specialize in their functions.

As a coach or coordinator of a football initiative that seeks to help prevent violence in your community you will benefit from partnerships with

- ☛ organisations offering specialised services for victims of child or drug abuse
- ☛ local clinics
- ☛ the police and other community safety structures (such as Neighbourhood Watches, Community Policing Forums, Street Patrols)
- ☛ schools or teachers in schools
- ☛ youth serving organizations

When building partnerships for referral you can follow below steps:

- ☛ **Identify helping organizations and make a referral contact list**
It is important that you identify in your community what organisations exist that you could refer children to. Ask other people for different organizations and their experience of those. You could get your players involved in this. Create a contact list of these organizations. The contact list should contain contact details for each organization, services they offer, opening times, and a contact person.

Example Contact List:

Service	Name of Organisation	Address	Contact Information	Contact Person
Addiction Rehabilitation	SANCA	4th floor, Byte Towers, 42 Long Street, Mayfair	Tel: 012 406 2929 e-mail: sancajhb@gmail.com	Jo Andrea (case manager)

🔗 **Work Sheet 4**, in the **Work Sheets** section, is a "Contact List" template for practical use.



Supporting Victims by Referral to a Professional Helper

Identify the right program and person in the organization

It is important that you identify the right program and person that you can work with, and spend some time with / him to understand the work of the referral organization and that they know about who you are and the work that you are doing. Best option is to introduce yourself and your work personally. This may save you much time at a later stage, when you want to make a referral.

NB: Relationship building takes time and it happens between people. Therefore it might be helpful to identify a person in the organisation that supports your own work, e.g. a social worker that plays football him or herself, or is otherwise a sport enthusiast. This will save you much time explaining the benefits of your work. It is also important to foster relationships over time: Do not just contact referral organizations and your contact person in cases of emergencies, but invite your contact person to any interesting event such as soccer tournaments. You should also attend events of the organization to show your commitment to collaboration and to keep in touch with developments at the organization.

Find out what the referral procedure is and follow it

It is important that you are know the referral procedure of the organization you want to work with. Most organizations have a specific procedure for referrals and for accepting new clients. Many organizations expect a letter. Some can only receive people in the mornings. Some require you to call for an appointment. Some will request certain information about the child (e.g. home address, age, ID number etc). Try and make their job easier by providing them with information about the child that will be useful to them.

Tips for developing Partnerships

Where it is clear that you can offer the organization something and they can offer you something, a partnership will be easier to form than when you are requesting something of them only.

When developing the partnership with an organisation

- Emphasize the common goals that you have in violence prevention, or caring for children or whatever it may be.
- Developing a respectful and co-operative relationship with a specific person at the referral agency is important because people who know you are more likely to meet your need or request.
- Try and work with them as an ally or a partner even when you are annoyed or angry with them for not providing the best service.
- Many organizations exist under difficult circumstances and their services cannot meet the demands made on them. By showing empathy for their difficult working situation, you are more likely to get them to assist you.
- Be open to other ideas: be prepared for potential partners to bring other ideas to the process.



Supporting Victims by Referral to a Professional Helper

Making a Referral

To allow that your player gets professional support, you should refer her / him to an organization that can provide the specialized services. You can refer by doing the following steps:

1

Discuss the need for help with the child and get the child's permission to refer them (it depends on the age of the child): agree with the child what information you will share with the other helper.

2

If a child is at risk of serious harm or death OR someone else is at risk of serious harm or death, tell the child that you will have to tell someone in order to get help, even if the child asks you to keep a secret or does not want to be referred. You should report the matter to an appropriate person such as a social worker.

3

Write a letter or call the person you want to refer to making sure they are able to assist at that time

4

Support the child to get to the helper (going with them if you can or giving them directions, reminding them about the appointment). If the child does not want to go alone you may suggest to the child that you could ask another player to accompany them. This should be someone that they are close to or is respected. The child must agree with your choice.

5

Follow up afterwards by asking the child if they are being helped.

6

Follow up afterwards by calling the organization to see what service they are providing to the child. If this is inadequate, you should try and refer somewhere else. If the child is on a waiting list, you can support the child while they wait or look for alternatives.



Supporting Victims by Referral to a Professional Helper

Principles of good referral:

- ⊗ Knowing about the services available in your area.
- ⊗ Knowing the nature and limitations of the services provided.
- ⊗ Updating and adding to your list of contacts constantly
- ⊗ Knowing who is the decision maker or gate keeper at the organisation
- ⊗ Developing a respectful and co-operative relationship with a specific person at the referral agency (making sure they know who you are)
- ⊗ Checking that the service is still available before you refer
- ⊗ Providing useful information to the organization you refer to and following the referral procedure of the organization
- ⊗ Following up after making a referral.



LESSON 8.1

A Coach's Code of Conduct

The Role of Football Coaches in Violence Prevention

Your role as a football coach is to mobilize the potential of football for violence prevention. As a football coach you have an outstanding opportunity to have a positive impact on the lives of your players. You are a teacher, a mentor, an enabler - you are someone who helps others live up to their unique potential and realize their dreams. Most of all you are a role model and your players will look to you for instruction, guidance and leadership and will copy your attitudes and behaviour.

Your role in violence prevention is to lead by example by following and enforcing the rules consistently, by teaching your players how to deal with conflict amongst players and teams constructively, and by teaching them how to deal with emotions such as frustration, disappointment and anger.

Playing football provides plenty of opportunities to practice your and your players' commitment to non-violence. Again and again you will show your players that in all situations there is an alternative to violent behaviour. While you may not be able to change much about the violence that your players experience at home, in their school or in their neighbourhood, you are able to create one violent free sphere in their lives - your football team. With the help of other coaches you can broaden this sphere and create a violence free league. Over time players will adapt non-violent behaviour and use it off the playing field, in their families, schools and neighbourhoods. This will be one important contribution towards preventing violence on a community level.



A Coach's Code of Conduct

A Code of Conduct as a Tool for Violence Prevention

Codes of conduct have the purpose to set standards and values for the behaviour of people in a certain context and / or to anticipate or prevent certain specific types of behaviour. A code of conduct also has the purpose of guiding people in what is acceptable and unacceptable behaviour.

For a code of conduct that is used as a tool for violence prevention in football to be most effective, it is important that:

- ☞ It is developed in a participatory manner and agreed upon by all participating coaches / community workers or players (see section on Methodology)
- ☞ It is accepted and owned by all participating coaches / community workers or players
- ☞ It is rather brief than lengthy and detailed (since no one will realistically remember more than 10 points)
- ☞ It is tangible, concrete and clear in its description of expected behaviour
- ☞ It is monitored and enforced at all times by everyone involved (not only the / one coach!)

Developing a Code of Conduct - Methodology

For the code of conduct for coaches and players to be effective it needs to be understood as a **methodology** and a **process**, rather than a **product**. It should be developed in a group exercise with all coaches of a league, coaches / educators working with kids in community football programmes or all players of a team.

When you develop a code of conduct with other coaches of the league or coaches and educators working with kids in community football programmes elect one person who can facilitate this process. When you develop a code of conduct with players, the coach should facilitate the process.

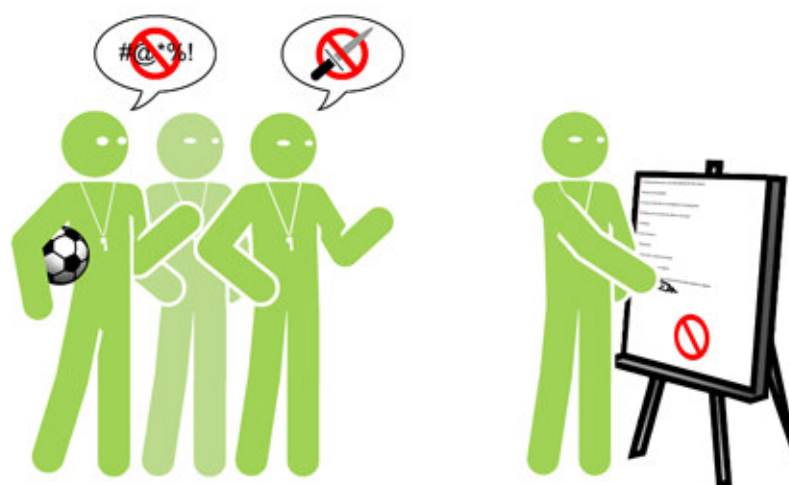
Developing a code of conduct should include the following main steps:

- ☞ **Step 1** - Complain about Reality
- ☞ **Step 2** - Dream about Utopia
- ☞ **Step 3** - Planning for Implementation

A Coach's Code of Conduct

STEP 1 Complain about Reality

As part of this step you brainstorm unacceptable behaviour that coaches and players have observed and found disturbing and needs to be banned from players, coaches, the team or league. As a facilitator you should collect all complaints / unacceptable behaviour on a flipchart.

**Purpose**

The purpose of this first step is to assess the views of everyone involved: it shall help to create an understanding what all involved parties define and have observed as unacceptable behaviour amongst coaches and players. This phase is a brainstorming session, which means this session is not so much about analysing problems, but to create an overview of perceived problems. This step may also serve the purpose to give players, coaches and other educators the opportunity to voice their frustrations. (E.g. about violent behaviour of players or other coaches in the past season).

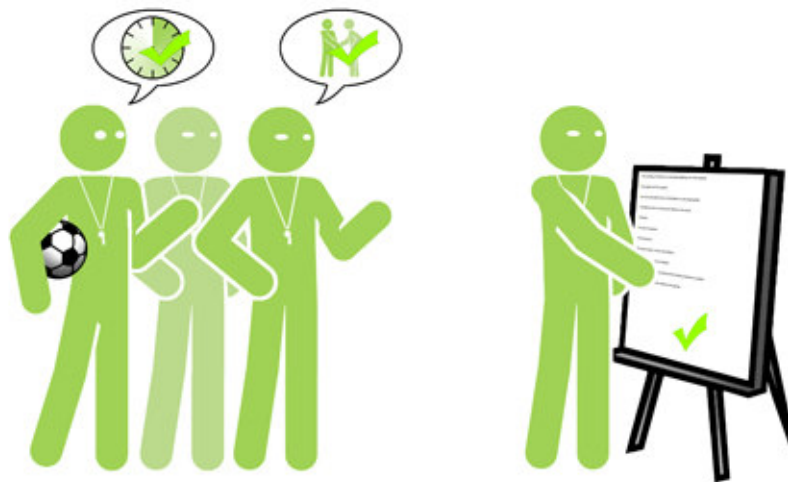
As part of this step ensure the following

- ☛ As coaches come up with examples of unacceptable behaviour make sure that everyone understands why this type of behaviour is unacceptable and how it may contribute to violence
- ☛ Make sure that everyone has a say in this process, and that everyone understands why certain types of behaviour are unacceptable out of the game.

A Coach's Code of Conduct

STEP 2 Dream about Utopia

As part of this second step everyone is encouraged to look at the list of unacceptable behaviour and to come up with creative ideas of the perfectly acceptable behaviour of players / coaches and other educators. As a facilitator you should collect all ideas / dreams on a flipchart.

**Purpose**

The purpose of this step is to brainstorm ideas and to create a deeper understanding amongst involved parties about the way they envision coaches / educators or players to behave.

As part of this step ensure the following

- Ensure that everyone understands the purpose of this step as a brainstorming and dreaming session
- Encourage that wishes are phrased as "It would be great if" so it is clear that we are talking about Utopia at this stage
- Discourage comments like "*this is impossible, unrealistic etc ...*"

A Coach's Code of Conduct

STEP 3 Planning for Implementation

As part of this 3rd step the actual code of conduct is created. It combines the type of behaviour that players and coaches have defined as unacceptable in **Step 1** with the behaviour defined as desirable in **Step 2**. As part of this step you need to evaluate which behaviour can be influenced and you may need to identify certain types of behaviour that coaches or players cannot influence. It may be helpful to cluster and prioritize some of the behaviours so you can get to a manageable size.

**Purpose**

The purpose of this third step is to evaluate what type of behaviour can be influenced by coaches and players and to create a common understanding for the type of behaviour that all involved parties are willing to accept as a code of conduct.

As part of this step ensure the following

- ☞ Encourage everyone to realistic about what can be implemented
- ☞ When developing the code of conduct encourage a language that expresses the responsibility of the individual for his/her own behaviour, e.g. *"I will be on time for practice session"*, *"I will respect the property of other players"*; *"I will NOT shout at other players nor the coach"*...
- ☞ Make sure that everyone agrees with the code of conduct and accepts it as guidance for his/her own behaviour
- ☞ Agree on how to monitor and enforce the code of conduct
- ☞ Optional: ask all involved parties to sign a pledge where they will commit to the code of conduct

A Coach's Code of Conduct

A Code of Conduct for Coaches - 10 Golden Rules For Violence Prevention

Because your players look to you for guidance and leadership it is crucial that your behaviour, and your way of interacting with others shows a clear commitment to non-violence. At times, our actions may unconsciously contribute to violence in a team, e.g. by creating jealousy amongst players, by too harsh criticism, or by not being clear and consistent about rules and procedures. Below code of conduct shall give you guidance of how your own behaviour or actions can help to prevent violence in your team.

1 Understand the Rules of the Game at all times

Many conflicts and violent situations on the playing field happen because either players or coaches are not aware of the rules of the game and feel unfairly treated by the referee. Therefore it is crucial that you fully understand the rules of the game. Rules may change – always keep up to date with the latest changes of rules or special policies of your league. Also make sure that your players fully understand the rules of the game.

2 Show Respect

Gossiping about someone, calling someone names, or pushing someone around, in many cases can be linked to a lack of respect for another person's view or right to win. It is your role to teach your players respectful behaviour. Treat players, their parents and the officials with respect. That means never embarrass anyone in front of others, never yell or belittle anyone. Humour is good but be aware that making jokes about someone can also be very disrespectful. Give respect, to gain respect.

3 Have a positive rapport with the officials

Much violence occurs out of disrespect for the rule of law and for those who uphold it such as parents, teachers and the elderly. On the playing field it is the referee who upholds and enforces the rules of the game. When dealing with officials such as referees, always find the right tone. Never bully or intimidate or argue with them. If you do not agree with a decision, seek clarification in a calm manner, and respect the decision. Remember, you set the tone for how your players interact with the officials on the playing field and how they may deal with other authoritative structures off the playing field.

LESSON 8.1

A Coach's Code of Conduct

4 Mind your Words

Bad language can hurt more than a fist. Often bad language is used to express disrespect towards another person or group of people, and is often the first step towards or even the cause for a physical fight. Both coaches and players should avoid;

- ❖ Singling out a person's gender, race, ethnicity, sexual orientation, age or disability when it is irrelevant to the discussion
- ❖ Using gender as an insult, e.g. "you kick like a girl"
- ❖ Using derogatory language towards women (e.g. calling women or girls names that relate to their sexual organs or activity). Equally wrong are such expressions directed towards boys and men who don't act 'macho' or 'manly' enough.

5 Be Everyone's Coach

Jealousy and favouritism is the trigger for many violent conflicts amongst players. You can help to avoid this by being everyone's coach, by treating all players the same, even if your own, or your friend's child is in the team. Give all players the same chances, and enforce the code of conduct with all players in the same way - even if your best player is concerned.

6 Teach and Enforce Good Sportsmanship

Of course winning games is the ultimate goal of your team. Losing a game might happen more often than you wish, and can create much disappointment and frustration amongst your players. Spend time at practice and especially before games explaining to your team how to behave after a win or a loss. Good sportsmanship means no trash talking, taunting or bragging. Teach your players to show respect for the referee's decisions; teach them to not shout at him/her but to follow the official route if they disagree with a decision. Enforce good sportsmanship if one of your players misbehaves.

7 Promote Fun

Football is a competitive game and young players may become very serious about winning. In fierce competition your players may lose sight of the fact that after all it is a game they play and not a war. This may result in aggression and foul play as winning becomes the overall important matter. Don't get too serious about winning yourself, and take away the drama for winning amongst players. Above all make sure that players have fun and remind them that having fun is one very important part of the game.



A Coach's Code of Conduct

8 Be patient, consistent and consequent

Your players may grow up in an environment where verbal, emotional or physical violence is part of the daily routine. Non-violent behaviour is a skill to learn. Young players are there to learn from and with you. One part of learning is to make mistakes: players will miss shots, they will also make fouls, and they will fight with each other or other team players again and again. You are there to help them to learn from these mistakes. This takes time and patience. Your players will learn fastest if you are consistent and consequent in your actions and if you deal with unacceptable behaviour always immediately and in the same way.

9 Show zero respect for non-acceptable behaviour

It is important that you show zero respect for non-acceptable behaviour - even if it helps your team to win. Always refer and enforce the code of conduct that your players have agreed upon.

10 Be sensitive of signs of victims of violence amongst your players

At times anti-social and disruptive behaviour of players, drug abuse or anger outbursts can be signs that a youth has had a traumatic experience in the past. While it is still important that you do not tolerate his / her unacceptable behaviour you should be sensitive to signs of victimisation, so you are able to help the player to deal with the trauma.

LESSON 8.2

Football Variations to use in your own team

Lesson 8.2.1 - Players' Code of Conduct

FOCUS & CONTENT

Create a common understanding for the rules and values of the team.

LESSON & INSTRUCTION

- ☞ Agree on a code of conduct with your players by following the 3 steps explained in Lesson 8.1 - "Developing a Code of Conduct - Methodology", pages 84 - 87.
- ☞ Agree on penalties for players that break the code of conduct;
 - ▲ Ask your players to suggest penalties for each of the black listed un-acceptable behaviour: e.g. if a player is not on time for a practice session 3 times, he / she will not be able to play the next match; if a player hits someone on or off the playing field, he / she has to sit out for the next two matches.
 - ▲ Make sure that players come up with realistic penalties that are appropriate for each offence.
 - ▲ Agree with players that all players shall monitor and enforce the code of conduct.
 - ▲ It is crucial that the code of conduct is enforced at all times, with no exemption, even if this means that your best player has to sit out at the next match.
- ☞ Emphasize that the code of conduct for your players shall help to clarify for everyone what to do / not to do. This shall help that all players are treated fairly and can have lots of fun. Explain that the responsibility is on them to ensure that everyone acts according to the code of conduct.
- ☞ You can also introduce a prize or another incentive for the player that has best respected the team's code of conduct - if you do so, you need to keep a journal, where you record all cases of player breaking with the code of conduct - the journal could be kept by the respective players involved in monitoring the code of conduct.
 - ▲ Other suggestions...



Football Variations to use in your own team

Lesson 8.2.1 - Players' Code of Conduct

TIME

- ⌚ With a new group - At the beginning of a season, after the first few practice sessions; Calculate at least 1-2 hours to do this.
- ⌚ You can add to or review the code of conduct or to the blacklisted unacceptable behaviour during the season if necessary.
- ⌚ At the end of the season you should review your code of conduct and evaluate together with the team how the team managed to respect the code of conduct.

TOOLS & EQUIPMENT

- ⌚ You should write the code of conduct on a board; copy it to a piece of paper, laminate it and have it with you at all times.
- ⌚ If you have a notice board in your school or club, pin it to the board so it is visible for all.
- ⌚ Make copies for all your players.
- ⌚ Ask all players to sign the pledge.
- ⌚ If you have players in the team that have a talent for music and rhyme, suggest that they create a team song / rap based on the pledge.

NOTES FOR THE COACH

As many players you have in your team, as many different ideas you may find about acceptable and unacceptable behaviour. What may seem normal or acceptable to one, may be unacceptable, intimidating or even painful to you or other players.

The list should include all unacceptable behaviour that is likely to cause conflict and violence amongst your players and in your league. See **page 94** for an example.

Agreeing on a code of conduct will help you to create a common understanding amongst players for acceptable and unacceptable behaviour, and what your expectations are. See **page 93** for an example.

Agreeing with team players on the consequences for unacceptable behaviour will also help you to be seen as fair, when you have to deal with unacceptable behaviour.

Rotating the responsible person to monitor whether all players are respecting the code of conduct helps to create ownership for the commitment to non-violence.

Football Variations to use in your own team

Lesson 8.2.1 - Players' Code of Conduct

Example for a Code of Conduct for your team

Code of Conduct



- ✓ I will not insult or threaten or physically fight with anyone on and off the playing field
- ✓ I will calm myself and others down when we are upset about a foul or a referees decision
- ✓ I will not gossip and not allow foul speech
- ✓ I will respect the decisions of the coach and the referee
- ✓ I will keep our team a drug and weapon free zone
- ✓ I will show respect towards our opponents
- ✓ I will welcome our opponents before the game by shaking hands, and will encourage my team mates to do so as well
- ✓ I will apologize following a foul
- ✓ I will show respect for girls and women
- ✓ I will show respect for people from other cultural and social backgrounds or for people with another sexual orientation
- ✓ I will respect the property of others
- ✓ I will pitch for practice sessions and matches on time
- ✓ I will notify my coach if I cannot make it for a practice session or match

Football Variations to use in your own team

Lesson 8.2.1 - Players' Code of Conduct

Examples for a list of Un-acceptable behaviour blacklisted by your team

- ⊗ Insulting, threatening or physically fighting with other players
- ⊗ Gossip and foul speech
- ⊗ Fouls and other forms of intimidation on the playing field
- ⊗ Fighting with or insulting the referee or the coach
- ⊗ Stealing
- ⊗ Use of weapons
- ⊗ Drug abuse
- ⊗ Abuse of girls, women and children
- ⊗ Malicious destruction of material
- ⊗ Not informing the coach about absence from practice sessions or games
- ⊗ Being late for practice sessions and games



LESSON 8.2

Football Variations to use in your own team

Lesson 8.2.2 - Agreeing on Criteria for Player Selection

FOCUS & CONTENT

Create a common understanding for player selection for matches.

LESSON & INSTRUCTION

You have 2 options:

- ☞ You set the rules for player selection. If this is the case communicate at the beginning of the season what your criteria for player selection are.
- ☞ You develop the rules for player selection together with your players. Use the following steps:
 - ▲ explain to players that there are different possible criteria for player selection: e.g. rotate all players so that everyone plays the same number of times; best skills; best commitment to the game; attendance of practice sessions; best commitment to non-violence
 - ▲ explain that their choice for player selection criteria should be in line with their motivation to be in the team (e.g. having fun, getting fit, be part of a winning team)
 - ▲ ask all players about their motivation to be in the team: if everyone is part of the team to have fun, you should agree on a rotation of players at matches; if everyone wants to win, than the team needs to decide on best skills for player selection. Make your player aware that this may mean that some players will not play a lot throughout the season.
 - ▲ Other suggestions...



Football Variations to use in your own team

Lesson 8.2.2 - Agreeing on Criteria for Player Selection

TIME

- ☞ At the beginning of the season, before the first match.

TOOLS & EQUIPMENT

- ☞ A board to write down the criteria for player selection and motivation of players.
- ☞ You should copy the criteria to your notebook.

NOTES FOR THE COACH

Your players are young and passionate, they all want to play, and they all want to win for their team. It is likely that players become jealous of each other if the one is allowed to play more often than others. To avoid conflicts and jealousy amongst players it is important that you are clear and consistent about player selection.

If you have great diversity in your team both in regards to their motivation to be in the team, and in regard to skills levels, it is important that you negotiate the selection criteria carefully to accommodate all team members.



LESSON 8.2

Football Variations to use in your own team

Lesson 8.2.3 - Creating Multicultural Teams

FOCUS & CONTENT

Create multicultural teams.

LESSON & INSTRUCTION

- ☞ When you start a team, approach representative structures of the different cultural groups in your community and invite them to recommend players
- ☞ You may need to confirm with the community structures whether there are any cultural norms that would not allow their youths to participate in football activities, or would require special conditions for the way you conduct the activities e.g. Muslim communities may have an issue with girls playing sports
- ☞ In your selection of players you should ensure that each cultural group is represented equally
- ☞ In one of your first practice sessions, ask each player to bring an object that represents his or her culture;
 - ▲ at the following practice session ask all players to talk about the object they have brought and how it represents their culture
 - ▲ emphasize that each culture has its own values and ways of doing things - but that there are also a lot of similarities, common interests, passions and needs between the groups as well as lots of differences within any one cultural group
 - ▲ let your players identify the differences and similarities in each culture, allow them to discover the beauty of diversity
 - ▲ emphasize that it is important to not judge a person simply by his/her belonging to a specific cultural or racial group: encourage players to always make an effort to get to know a person and to understand his / her way of thinking and acting

TIME

- ☞ For the third step calculate 1 hour if you have a team of 25 players.
- ☞ Alternatively,
 - ▲ you can also ask 4 -5 players at the time to talk about their culture and have a shorter slot for this exercise at 4-6 following practice session
 - ▲ you can also do this exercise at a later stage, when you realize that players may have a lack of understanding for each others cultures



Football Variations to use in your own team

Lesson 8.2.3 - Creating Multicultural Teams

TOOLS & EQUIPMENT

- Objects that represent players' cultures.



NOTES FOR THE COACH

Multicultural teams can help to prevent xenophobic violence in a community. They provide a useful platform for youths from different social and cultural backgrounds to get to know each other. Multicultural teams are useful / possible in communities, which have residents from different cultural / ethnic / racial backgrounds and which have not (yet) experienced violent conflicts between the different groups.

LESSON 8.2

Football Variations to use in your own team Lesson 8.2.4 - Limiting the Size of Tour Team

FOCUS & CONTENT

Limit the size of your team - less is more!

LESSON & INSTRUCTION

- ☞ Your team should ideally not be bigger than 20 players*.
- ☞ Ask players to sign up for the team at the beginning of each season
- ☞ Create a waiting list for players to join your team if somebody else drops out.
- ☞ Motivate peers to be trained as a coach and to start another team if your waiting list gets too long
- ☞ Other ideas:

*Depends on the situation.



Football Variations to use in your own team

Lesson 8.2.4 - Limiting the Size of Tour Team

TIME

- ☞ At the beginning of the season; let players sign up on waiting list throughout the year

TOOLS & EQUIPMENT

- ☞ A list for players to sign up to the team for the season - **Work Sheet 5**.

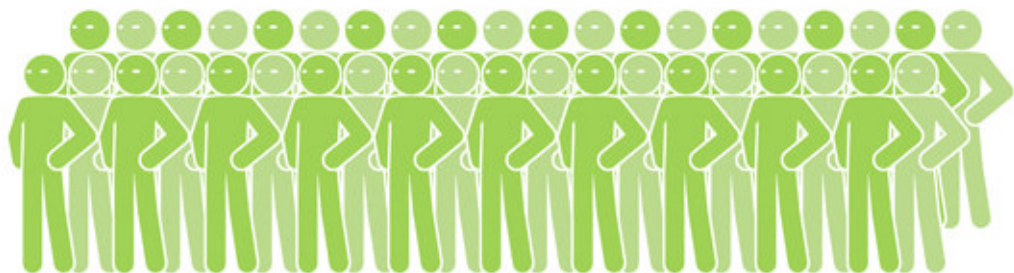


- ☞ A waiting list where interested youth leave their name and contact details - **Work Sheet 6**.



NOTES FOR THE COACH

Working with children and youth, especially around issues of violence is time intensive. Your impact may be bigger if you work with fewer children, as you then have the chance to attend to players individually.



LESSON 8.2

Football Variations to use in your own team

Lesson 8.2.5 - Create Ownership for the Rules of the League

FOCUS & CONTENT

Create ownership for the values and rules of the league.

LESSON & INSTRUCTION

- ☞ Ask your players which rules they are aware of.
- ☞ Add on and explain rules they did not remember or which are new.
- ☞ Emphasize that rules of the league shall ensure fair play and that it is important that every player remembers and respects the rules.
- ☞ Invite a guest referee to help explain or emphasize the rules. Especially helpful will be to see the rules from his / her point of view.



TIME

- ☞ Before the first match; check on possible changes of rules on a regular basis.

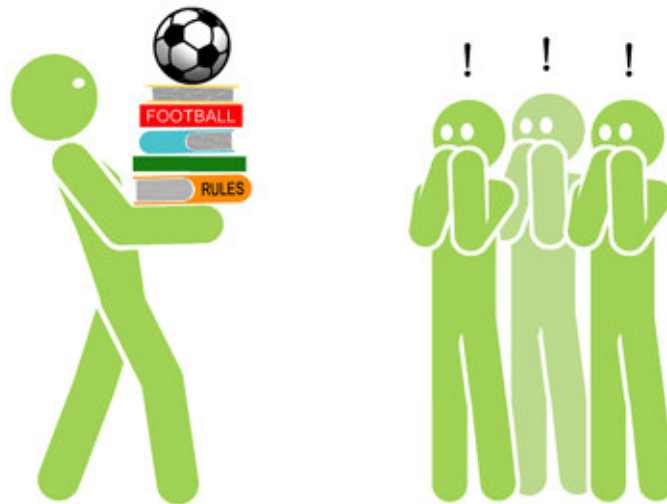


Football Variations to use in your own team

Lesson 8.2.5 - Create Ownership for the Rules of the League

TOOLS & EQUIPMENT

- A board to write down the rules - You can also make a copy of the rules of the league and hand them out to all players.



NOTES FOR THE COACH

Many conflicts and violent situations on the playing field happen because either players or coaches are not aware of the rules of the game and feel unfairly treated by the referee. Rules may change - always keep up to date with the latest changes of rules or special policies of your league. Always make sure that you and your players fully understand the rules of the game.

LESSON 8.3

Football Variations on League Level

Lesson 8.3.1 - Agreeing on a Code of Conduct for the League

FOCUS & CONTENT

Agree on a code of conduct for the league - a commitment to non-violence by all coaches in the league.

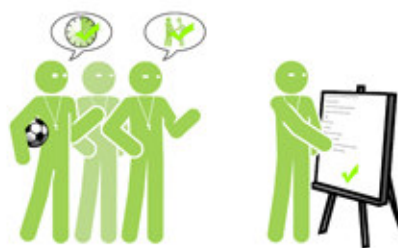
LESSON & INSTRUCTION

- Agree with all coaches of the league on a code of conduct by following the 3 steps explained in Lesson 8.1 - "Developing a Code of Conduct - Methodology", pages 84 - 87.



Complain about Reality

Dream about Utopia



Plan for Implementation

Football Variations on League Level

Lesson 8.3.1 - Agreeing on a Code of Conduct for the League

TIME

- ⌚ At the beginning of each season.
- ⌚ At the end of each season you should evaluate together with other coach leagues how teams and coaches respected the code of conduct .

TOOLS & EQUIPMENT

- ⌚ Sample pledge.

NOTES FOR THE COACH

It will be much easier for your team to adhere to non-violence if players and coaches of other teams do so as well.

LESSON 8.3**Football Variations on League Level****Lesson 8.3.2 - Allow for Clear Player Identification****FOCUS & CONTENT**

Allow for clear player identification.

LESSON & INSTRUCTION

- Ensure that all players in the league have ID cards that state their name, age, gender and team they are playing for; each card should have an ID picture to make clear identification of players possible.
- Before each match players need to identify themselves - either the referee needs to check the player list and ID cards or if you are playing without a referee coaches or team captains of both teams need to check the player list.
- Agree on the procedure for player identification at a league coordination meeting.
- Other ideas:



Football Variations on League Level

Lesson 8.3.2 - Allow for Clear Player Identification

TIME

- ☞ All players to register at the beginning of the season.
- ☞ Player ID cards need to be checked before each match.

TOOLS & EQUIPMENT

- ☞ Player ID cards.



NOTES FOR THE COACH

Much conflict arises in leagues because some teams include older players in their teams and therefore have an unfair advantage.

LESSON 8.3

Football Variations on League Level

Lesson 8.3.3 - Rituals of Fair Play

FOCUS & CONTENT

Introduce rituals of fair play before and after games.

LESSON & INSTRUCTION

Introduce the following rituals:

- Your players start and end league matches with greeting the opposing team in a respectful and friendly manner, e.g. a bow and a handshake;
- A commitment to fair play is read out together by the two opposing teams.
- Players apologize and shake hands following a foul.
- After the match players should thank the opposing team for the opportunity.
- After the match you take a picture of both teams together.
- Other ritual suggestions:



Football Variations on League Level

Lesson 8.3.3 - Rituals of Fair Play

TIME

- ⌚ Rituals before the game - 10 min
- ⌚ Rituals after the game - 10 min

TOOLS & EQUIPMENT

- ⌚ Camera.



NOTES FOR THE COACH

Rituals are important ways of making symbolic statements to your commitment to non-violence. You can agree on such rituals at a league coordination meeting.

LESSON 8.3

Football Variations on League Level Lesson 8.3.4 - Prizes / Rewards for Fair Play / Peace Prize

FOCUS & CONTENT

Honour non-violent behaviour through a peace prize in your league.

LESSON & INSTRUCTION

- ☞ Introduce a peace prize that is won by the team that has collected most fair play points:
- ☞ You have to decide at a league or tournament coordination meeting how teams can earn Fair Play Points: this will depend on the kind of violence you want to raise awareness for. Examples for Fair Play Points could be least offences / numbers of yellow and red cards collected by the teams; the number of foreign nationalities represented in the team; or the team that had most new sign ups throughout the year ...; the team with the friendliest fans; the team that has best contributed to a social cause in the community ...
- ☞ Make sure that you are clear how you monitor fair play points: e.g. referees document offences in each game and forward the information to the league coordinating body, so they can collect the information throughout the season; teams can vote at the end of the league; player identification lists are checked...

☞ Other ideas:



Football Variations on League Level

Lesson 8.3.4 - Prizes / Rewards for Fair Play / Peace Prize

TIME

- ⌚ At the end of the season at the prize giving ceremony.
- ⌚ At the end of a tournament.

TOOLS & EQUIPMENT

- ⌚ A peace trophy or other peace prize.



NOTES FOR THE COACH

- ⌚ Football is a competitive game - the winner is the team who scored most goals - never mind how unfair they played. The peace prize can offer a different view on what makes a winner.
- ⌚ You can also decide on a fair play prize for your own team - that is a reward for a player that has best demonstrated fair play throughout the season.
- ⌚ Be realistic about how to monitor fair play points and be aware that if there is no fairness in the reward of the fair play award, the well meant idea can backfire and lead to jealousy and bad feelings amongst teams and players.

LESSON 8.3

Football Variations on League Level

Lesson 8.3.5 - Coordination and Mediation Body for the League

FOCUS & CONTENT

Honour non-violent behaviour through a peace price in your league.

LESSON & INSTRUCTION

- ☞ The coordinating body for the league should consist of all coaches and referees of the league so the interests of all members of the league are represented.
- ☞ It should meet on a regular basis (every 2 months) - set dates for all meetings at the beginning of the season, so everyone can diarize the meetings and it is less work to coordinate meetings.
- ☞ At the meetings of the coordination body you can...
 - ▲ agree on rules / changes to the rules of the league
 - ▲ agree on a code conduct for the league and on a commitment to non-violence
 - ▲ raise concerns or discuss any problems / violence that may have occurred at any games
- ☞ The coordinating body can also have the function if a mediating body in case of conflicts between coaches or referees that cannot be solved by involved parties alone.
- ☞ Other points:



Football Variations on League Level

Lesson 8.3.5 - Coordination and Mediation Body for the League

TIME

- Regular meetings throughout the season.

NOTES FOR THE COACH

The coordination and mediation body will help you in situations that you cannot influence alone, e.g. if you think that your teams has been treated unfairly, or there is a lot of violent behaviour on and off the playing field by opposing team members.

LESSON 8.4

Football Variations on Community Level

Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play

FOCUS & CONTENT

Organize tournaments promoting non-violence and peace.

LESSON & INSTRUCTION

☞ Follow the tips on how to organize small tournaments on pages 115 - 122.



☞ In addition:

- ▲ Choose a date for the tournament that is a date that remembers or is dedicated to events promoting non-violence (e.g. in South Africa "16 days of activism against Violence against children and women"), etc
- ▲ Ensure rituals promoting fair play (see Lesson 8.3.3): invite a prominent person to read out the message of non-violence
- ▲ Display banners with messages promoting peace and non-violence or printed T-shirts for players and / or referees.
- ▲ Organize a competition that runs parallel to the football tournament.
- ▲ Invite community structures that are working on violence prevention (e.g. relevant NGOs and CBOs, police, Community Police Forum, parents, school teachers ...).



Football Variations on Community Level

Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play

TIME

- ☞ Once a year.

TOOLS & EQUIPMENT

- ☞ See pages 115 - 122.
- ☞ Banners with messages of non-violence.



NOTES FOR THE COACH

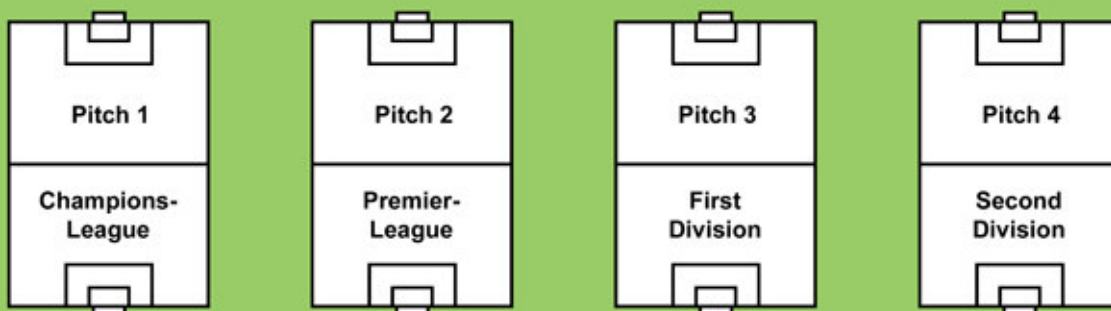
- ☞ Depending on the prevailing form of violence in your community you can choose the topic of such tournaments such as child abuse, drug abuse.
- ☞ A football tournament can help to increase awareness on the topic. When you invite other community structures working in this field of work, a tournament can also help you to build relationships with these structures; this is useful for times when you need to refer players to an NGO that specializes e.g. in child or drug abuse, or when you need other support of these structures (see lesson Victim Support and on Building community Partnerships).

LESSON 8.4

Football Variations on Community Level

Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play

CHAMPIONS-LEAGUE-TOURNAMENT



Tournament Explanation

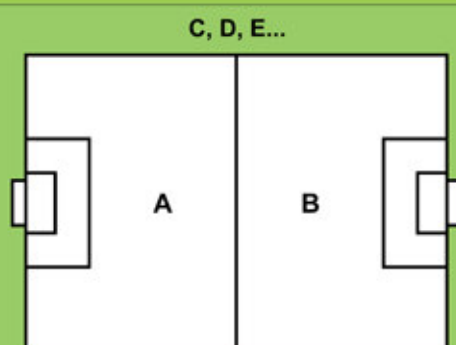
You need the appropriate number of fields for the amount of teams that are going to play.

Place the teams onto the fields randomly.

Play several rounds. Take care that the team that is placed on the lowest field gets a chance to rise up to the highest (top) field. (With four fields, you should play five rounds at least.) One round should take 2 - 10 minutes, depending on the number of players. The winning team will rise to the next higher field. The losing team will fall down to the next lower field. The winning team in the Champions-League will stay. The losing team on the lowest field will stay.

Winner of this tournament is the team that has **won the last round** in the Champions-League!

TOURNAMENT FLASH



Tournament Explanation

Two teams (**A + B**) play against each other on one field. The other teams (**C, D, E**, etc.) sit at the side of the field. Playing time is approx. 2 minutes.

As soon as a goal is shot, the game is over - also if the 2 minutes were not used! The winning team will stay on the field and the losing team has to go off the field. The next team (**C**) goes onto the field and plays against the winner. The winners always stay on the field, the losers have to go off and get back into the waiting line.

If there is no goal shot within the 2 minutes, both teams have to go off the field and two new teams go onto the field.

Variations

- ☞ If you see that one team is too strong for the others, you can decide that after three (or four) wins, the winning team also has to pause and another waiting team goes onto the field.
- ☞ Play as many rounds as you consider necessary, depending on the motivation within the teams.
- ☞ Winner of the tournament is the team with the most victories.



Football Variations on Community Level

Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play

The basics of "4-on-4"

OBJECTIVES

- ☞ The coaches will be equipped to handle larger groups quickly and efficiently by organising smaller teams to play football.
- ☞ **Learn to play through play!**

CONTENTS

- ☞ Small football tournaments
- ☞ Small football games at goals guarantee an exciting, enjoyable and educational training - they are always a focal point with children!
- ☞ Reduce the demands to be child friendly:
 - ▲ small teams with a maximum of 5-on-5,
 - ▲ small pitches / fields (clearly marked)
 - ▲ simple playing rules (very informal!)
- ☞ Mark off small pitches next to each other so that all players can play in small teams at the same time!
- ☞ Compensate performance differences by building different sized teams!
- ☞ Preferably, use bibs to tell the teams apart!
- ☞ Use all available goals and additional poles!
- ☞ The coach starts the tournament (marking pitches, erecting equipment, dividing players into teams, tournament plan) and then withdraws from the football games! He only intervenes if there are bigger problems! Otherwise, he should only assist with the exchanging of teammates!
- ☞ Football Tournament with additional offers ("Festival of Games")
- ☞ Organise a football tournament with small teams, at the same time the teams that are not playing football play other games and forms of exercise.
- ☞ Examples for these additional games:
 - ▲ Small ball games
 - ▲ Leisure time games (badminton, Frisbee, etc.)
 - ▲ Bicycle course
 - ▲ Running- and catching-games
 - ▲ Equipment course (benches, mats, tyres, etc.)
 - ▲ Exercises in coordination (tin stilts, stilts, etc.)

Mix teams,
boys and girls,
after every round.

Everybody should
play together at
some stage!



The game-idea behind "4-on-4"

The idea for the game "4-on-4" was developed in the Netherlands in the mid-80s. The Football Association of the Netherlands (KNVB), whose youth work surely serves as a model for Europe, questioned the traditional training of children aged 12 years and younger. Too often, their training was a copy of the training of adults, where stereotype exercises were added one to the other. The very important idea of playing was not taken into consideration and therefore the children had no fun and enjoyment whilst playing football.

That is why they changed to the informal play world of the children and remembered the street football of the past decades. They tried to integrate the basic features of fun, creativity and motivation into the training of 6-12 year olds. They developed the game "4-on-4" to ensure that the children had a satisfying game experience and that they were therefore motivated to carry on playing football.

LESSON 8.4

Football Variations on Community Level

Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play

With the traditional "11-on-11" the individual player plays a too small and unimportant role within the team, where only a few players are in the foreground. That is why one found it necessary to decrease the size of the teams. The smallest playing unit that contains all the elements of playing football - e.g. shooting goals and defending goals, creative moves (dribbling), and focussed team play - is a group of four active players. The size of the pitch is reduced so that the children are not overstrained by having to run too long distances and shoot too far passes. The game-idea "4-on-4" was born.

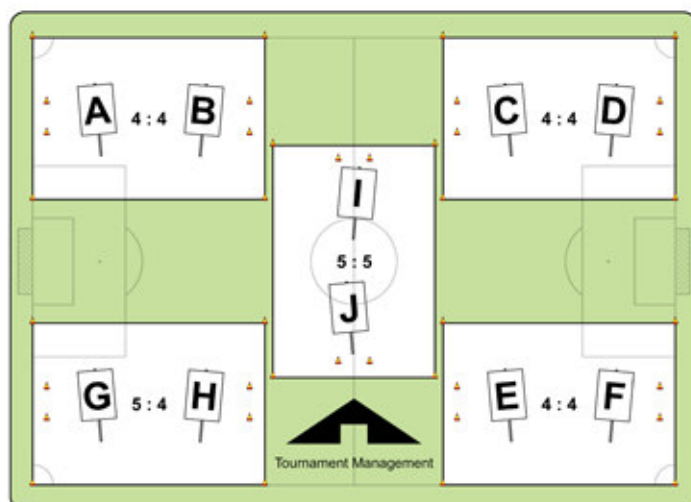
In the meantime, this idea has been established so well at the schools in the Netherlands that they have "4-on-4" projects in gym classes that combine the advantages of this play form with the school-educational targets. With the youngest club teams, one concentrates on playing "4-on-4" without a point or table system. The Team players are also regularly exchanged to balance stronger / weaker teams.

Advantages of "4-on-4"

- ☞ It is easier for this age group to have a complete overview of the playing conditions (smaller team, smaller pitch).
- ☞ Smallest possible playing form, containing all the tactical and technical elements of the "big" football game.
- ☞ All the players are constantly involved in all situations of the offensive and defensive game.
- ☞ No frustration, no idling.
- ☞ High learning results.
- ☞ A special requirement in small teams is mutual assistance.
- ☞ No stress and performance pressure.
- ☞ Minimal space and equipment requirements.
- ☞ Can be varied in competition and training.
- ☞ No referee is necessary due to hardly any foul play.

New match for the youth's football without stress and performance pressure

"4-on-4" is not a new party game, but a competition that reminds one of street football. One has to kick in confined spaces. Two cones are sufficient as goals, as one has to kick low shots. There are no goalkeepers, defenders, midfield players or strikers - all players are equally busy with attack and defence. The most important is: there is no referee, as the players have to observe the rules of the game themselves.



◀ This is what the subdivision of a playing field looks like that has been prepared for a maximum of 50 players in a "4-on-4" tournament: 5 pitches 20m x 40m (not to scale) marked alphabetically for the teams and with distinguishing bibs (e.g. "A"). As per this example, the field was subdivided for 43 players.



Football Variations on Community Level

Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play

"4-on-4" as the ideal playing form for competitions and training in children's football

Whoever watches youth training on the football pitches will notice that almost everywhere the trainers and coaches show a lot of goodwill and drive. One starts to wonder though at the form of training, which just seems to be a copy of the adult training.

The smallest unit (team) that practically includes all the necessary elements of a football game is a group of four players. The ideal form of competition with children, even the youngest, that comes close to the "proper" football game is therefore the "4-on-4" game idea, because as a form of competition as well as a form of training it is equally effective and varied and perfectly complements each other.

The most important focal points and advantages of "4-on-4" can be summarised as follows:

- ☞ Advancement of the universal technical and tactical training of the individual youth in a group that is easy to oversee and on a small pitch.
- ☞ Goals, shooting goals and defending goals, are the focus of the game.
- ☞ Dribbling and purposeful team support are prerequisites and are required and promoted.
- ☞ All can play at the same time - no frustration, no idling.
- ☞ The simple rules of the game do not require a referee, only fair play from the children and youths. Their sportsmanship, individual game interpretation and creativity are in the foreground.
- ☞ Due to minimal space and equipment requirements and simple organisation with hardly any staff, the "4-on-4" competitions can be played virtually anywhere anytime.
- ☞ This play idea enables many competitive variants during training and allows the coach unlimited training possibilities.
- ☞ "4-on-4" as a institute overlapping competition or as a form of training promotes the fun of the game and the camaraderie between the youths, their coaches and the institutes.

The Organisation

A "4-on-4" tournament can be played with 7 to 10 players on a 20m x 40m pitch. It is advantageous, as one can use it for institute overlapping competitions as well as training competitions or for institute internal tournaments with only a few players. Due to its special purpose of randomly changing teams, the number of players really only depends on the number of pitches available.

It would save time, if before every round of the tournament the scheduled team line-up or new line-up would be pre-determined for the pitch/team allocation on a list of participants (see adjacent table for 7 to 10 players).

The names of the players can be entered as soon as they are made available, which can also be shortly before the beginning of the tournament. With this entry, one will automatically see what pairings will be playing in the following rounds. If necessary, new players can be added during the tournament. However, their chances of winning the tournament are poor.

As soon as the line-up has been decided on, the organiser either informs the players on which pitch and in which team they will be playing or he puts the list of participants up on the board and the players can inform themselves. (Players, who do not know the rules of the tournament yet, have to be informed accordingly).

LESSON 8.4

Football Variations on Community Level

Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play

Then all the players go to their allotted pitches and the selected teams put on their bibs. When all teams are ready, the whistle for kick-off for the first round follows. Immediately after every game, the bibs have to be returned to the same spot where they were before the game. Then all the players return to the match official and inform him of their score.

The organiser enters the scores and the earned points of the team onto the match schedule. In the meantime the players inform themselves from the list of participants on which pitch they will be playing the next round and go there. This all takes place during an interval of approx. 5 minutes. The whistle for kick-off of the next round will be as soon as all teams are ready.

- ▶ Example of a tournament match schedule for the capture of the results of up to 50 participants and five rounds with a total playing time of 50-60 minutes (playing time per round 10-12 minutes) and a tournament duration of approx. 90-100 minutes, including evaluation. **(Work Sheets - 15)**

Points per Team all their Players

- Winner = 10 Points
- Draw = 5 Points
- Loser = 0 Points
- Goal Points = 1 Point for every goal scored

Example...

1 st Round	Result	Points
A against B	2 : 1	A : 10 B : 0
C against D	1 : 1	C : 5 D : 5
E against F	3 : 2	E : 10 F : 0

1 st Round	Result	Points
A against B	_____ : _____	A : _____ B : _____
C against D	_____ : _____	C : _____ D : _____
E against F	_____ : _____	E : _____ F : _____
G against H	_____ : _____	G : _____ H : _____
I against J	_____ : _____	I : _____ J : _____

2 nd Round	Result	Points
A against B	_____ : _____	A : _____ B : _____
C against D	_____ : _____	C : _____ D : _____
E against F	_____ : _____	E : _____ F : _____
G against H	_____ : _____	G : _____ H : _____
I against J	_____ : _____	I : _____ J : _____

3 rd Round	Result	Points
A against B	_____ : _____	A : _____ B : _____
C against D	_____ : _____	C : _____ D : _____
E against F	_____ : _____	E : _____ F : _____
G against H	_____ : _____	G : _____ H : _____
I against J	_____ : _____	I : _____ J : _____

4 th Round	Result	Points
A against B	_____ : _____	A : _____ B : _____
C against D	_____ : _____	C : _____ D : _____
E against F	_____ : _____	E : _____ F : _____
G against H	_____ : _____	G : _____ H : _____
I against J	_____ : _____	I : _____ J : _____

5 th Round	Result	Points
A against B	_____ : _____	A : _____ B : _____
C against D	_____ : _____	C : _____ D : _____
E against F	_____ : _____	E : _____ F : _____
G against H	_____ : _____	G : _____ H : _____
I against J	_____ : _____	I : _____ J : _____

No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		
01		A		A		A		A		A			
02		A		B		A		B		A			
03		A		A		B		B		A			
04		A		B		B		A		B			
05		B		A		A		B		A			
06		B		B		A		B		A			
07		B		A		B		A		B			
08		B		B		B		A		B			
09		B		A		A		A		A			
10		A		B		B		B		B			

- ▲ List of participants with predetermined pitch distribution for seven to ten tournament participants (e.g. version for training purposes). Even when some teams are at an advantage due to a greater number of players (3-on-4, 3-on-5, as well as 4-on-4, 5-on-5), the teams will play according to above schedule. At the start of the tournament the names of the participants need to be entered on the list. The last two columns are to determine the winner of the tournament. **(Work Sheets - Pages 16A and 16B)**



Football Variations on Community Level

Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play

Rules of the Game and Pointers

- ☞ Pitch approx. 40m x 20m, mark boundaries with e.g. cones.
- ☞ Goals approx. 4m broad, mark with cones or poles.
- ☞ Suggested duration of tournament: five to six rounds of 10 to 12 minutes, no half time. 3-5 minutes interval between the individual rounds. Total tournament duration approx. 90 to 100 minutes.
- ☞ With the provided forms, one person can prepare, wind up and, shortly after the last round, fully evaluate the tournament. The last part will especially please the participants.
- ☞ All players of a winning team receive 10 points plus one point for every scored goal. With a draw every player receives 5 points plus the goal points. The players of a losing team receive only the goal points. Winner of the tournament is the player with the most points (on the participant list add the points of every player horizontally). Therefore, there will not be a winning team, but an individual winner. The individual evaluation of a player and the changing of the teammates ensure that hardly a player needs to leave the tournament without having an experience of success through having won a match.
- ☞ The basic formation is 4-on-4. But one can also play 5-on-5 or with a numerical advantage or disadvantage, i.e. 3-on-4 or 3-on-5, so that all the present participants are always playing. A football field is enough for 50 participants. If there are more than 50 participants and a second football field is necessary, it would be advisable if the fields have an organiser each.
- ☞ The team- and results-list should be enlarged to A3 so that they are clearly and easily readable.
- ☞ For a better overview, enter the names for the pitch distribution with a different-coloured pen for every round, or cross out the finished rounds.
- ☞ The pitch indicators (e.g. "A") must be on size A4 or A3 sheets, backed by a carton of the same size, and put into a plastic sleeve so that one can also use them in rainy weather. These pitch indicators must be fastened on poles or on large cones.
- ☞ After every round, all the bibs have to be returned to their pitch indicator. The ball stays on the pitch.
- ☞ While the ranking is worked out at the end of the tournament, play an additional game (it will not be part of the tournament).
- ☞ After the final whistle, the participants bring back all the field equipment.
- ☞ There is quite a controversy about prize giving. At the end of the tournament it is suggested that all the participants are complimented on their game and the participants with the most points are especially complimented. One could possibly hand out small prizes.
- ☞ These games are played without referees, (normally) without goalkeepers and without an offside ruling.
- ☞ All games start and stop at the same time.
- ☞ Goals can be shot from anywhere, but not directly after a throw-in.
- ☞ Goal height: cone- or pole-height, depending on the markers used.

LESSON 8.4

Football Variations on Community Level

Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play

- ☞ After an intentional handplay in front of the own goal, the other team can shoot a penalty from the halfway line (no goalkeeper!).
- ☞ Instead of a throw-in, the ball (stationary) may be brought back into the game with the foot.
- ☞ After a goal the ball, lying stationary next to the goal, as also with the goal kick, is kicked back into the game from the goal line.
- ☞ A corner kick is played from the corner arc.
- ☞ Internal tournaments of the institution are suitable for the varying of the rules of the game, e.g. with or without goalkeeper, with broad, narrow, high or low goals, with or without tactical requirements, depending on objectives. This is not only valid for children.



These are possible rules.
Let the children **participate** - they can also **create** and agree on their own rules before the beginning of a round.

Expansion-Possibilities

- ☞ Tournament formation with fixed "4-on-4" teams from the same institution (World Championship with country names: e.g. Germany, Brazil, Italy, Holland).
- ☞ Tournament formation with invited "4-on-4" teams from other institutions. One can also play with a substitute player each.
- ☞ If there are enough large goals, e.g. 5-metre-goals, on all the pitches, the fifth player can be the goalkeeper. It would be even better, if one player may handle the ball and at the same time be a player on the pitch.
- ☞ After the individual tournament (e.g. after four played rounds), the last round is played as a team tournament, i.e. the four players with the most points build a team. They play in the finale against the players with the next most points. The following teams are also put together according to the total points of the individuals.
- ☞ If some players from the 1st Team are prepared to act as role models, then one adult can be placed at every letter. The juniors will then be allocated to them.



Football Variations on Community Level

Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play

Equipment Requirements



Balls
(quantity depends on the number of players)



Cones for marking of the goals and the sidelines



Bibs in 2 different colours
(quantity depends on the number of players)



Prepared tournament match schedule
(see below)



Letters for pitch markings
(see below)



Coloured Pens



Tape



Whistle



Watch / Stopwatch



Small prizes
(optional)

Work Sheets 12, 13, 14, 15, 16 and 18
to be copied



"Division of Teams"
12



"Pitch Allocation"
13



"Pitch Allocation" - Detailed
14



"Evaluation"
15



"Playing Schedule"
16



"Letter Sheets"
18

LESSON 8.4

Football Variations on Community Level

Lesson 8.4.1.2 - Tournaments with Focus on International Friendship

FOCUS & CONTENT

Organize tournaments promoting intercultural friendship.

LESSON & INSTRUCTION

- Follow the tips on how to organize a 'Street Football Tournament' on pages 125 - 126.



- If you have access to existing football teams with players from different cultural backgrounds invite these teams to the tournament; if there are no existing football teams, but lots of different cultural groups (e.g. immigrants, refugees), approach the representatives of these groups (e.g. a pastor, a sheik, a teacher, community leader etc) and request them to nominate teams; explain the purpose and the proceedings of the tournament.
- Choose a date for the tournament that is on a public holiday that celebrates or remembers important historical events that are related to freedom, reconciliation, cultural heritage, intercultural/international friendship, non-violence etc.
- Ensure rituals promoting fair play: invite a prominent person to read out the message of fair play and non-violence.
- Display banners with messages promoting peace, non-violence and cultural friendship.
- Organize a competition that runs parallel to the football tournament.
- Invite parents, teachers, police officials, religious leaders, representatives of other cultural groups as well as other dignitaries to the tournament to support the teams as well as your message of intercultural friendship and non-violence.
- After the tournament celebrate together: when organizing the celebration ensure that you have food typical for all participating cultures; encourage music bands or dance groups from different cultural backgrounds to perform at the event.



Football Variations on Community Level

Lesson 8.4.1.2 - Tournaments with Focus on International Friendship

TIME

- Once a year.

TOOLS & EQUIPMENT

- See pages 125 - 126.
- Invitation letters to participating teams.
- Banners displaying non-violence and international friendship.
- Prizes for winners in different categories.

NOTES FOR THE COACH

- This is a good option if it is not possible to have intercultural teams (e.g. players live too far apart, or there has been violent conflict and there are high boundaries between different cultural groups).
- The intercultural friendship tournament can be a way of bringing youth of different backgrounds together, establishing social contact between the young people, and creating mutual respect.
- You do not need to include all these rituals at once, but start with those that are easy to implement in your community. You can include more rituals at the following tournament.
- It is useful to have at least one coordinator for the event, however, each team can be invited to do some of the work: e.g. to bring food, to encourage a music band or dance group to perform.

LESSON 8.4

Football Variations on Community Level

Lesson 8.4.1.2 - Tournaments with Focus on International Friendship

Street Football Tournament

Before every game the teams come together and jointly agree on the rules (e.g. giving the opponent a high-five on every scored goal, etc.). That indicates that no referee is needed. After each game, the teams meet and jointly decide on the allocation of "Fairness Points".

By doing so, a Street Football Tournament also supports:

- ☞ Communication
- ☞ Trust
- ☞ Shared decision taking
- ☞ Tolerance
- ☞ Creativity
- ☞ Respect
- ☞ Affirm rules, accept them and abide them.

Rules

- ☞ Fair play is a priority - no fouls or insults (always apply respect, friendship and peace principles).
- ☞ Assist a fellow player up from the ground after an unintentional tackle - shake hands and play on (friendship).
- ☞ Number of players per team = 8 i.e., 3 reserves (5 a-side-playing).
- ☞ Mixed gender: e.g., 4 boys and 4 girls.
- ☞ No referee - team captains and players must discuss and reach consensus on all matters - mediator can assist.
- ☞ The game is divided in three halves: Pre-match / Match / Post match.
- ☞ **Pre-match:** A mediator assists the discussions on Fair play and rules between the captains and team members before the game starts e.g., throwing in the ball from line-outs or kicking it in; does a girl's goal count two? no goalkeepers? no striking / shooting from your own half? Etc. The mediator explains how the fair point system will operate (the teams to allocate / not allocate a Fair Play point to the other team during the Post match discussion - to be motivated).
- ☞ **Match:** Playing time - to be determined prior to the game (depends on number of fields, number of players and time available e.g., 6min a side; 10min a side; 15min a side, etc. The mediator observes the match and assists if foul play occurs.
- ☞ Replacement of players - as often as possible.
- ☞ **Post-match:** Two teams with the mediator, discuss the match and negotiates the Fair Play Point to determine the winner



Football Variations on Community Level

Lesson 8.4.1.2 - Tournaments with Focus on International Friendship

Equipment Requirements



Balls
(quantity depends on the number of players)



Cones for marking of the goals and the sidelines



Bibs in 2 different colours
(quantity depends on the number of players)



Letters for area markings *(optional)*
(see below)



Coloured Pens



Tape



Whistle



Watch / Stopwatch



Small prizes
(optional)

Work Sheets - 17 and 18 to be copied



"Street Football Tournament"
17



"Letter Sheets"
18

LESSON 8.4

Football Variations on Community Level

Lesson 8.4.2 - Building Community Partnerships

Advantages of Community Partnerships

- ☞ Football can only play a small role in violence prevention; multi-stakeholder approaches are needed to successfully prevent violence on community level so root causes for violence can be successfully addressed.
- ☞ Partnerships pool resources, share risks and increase efficiency.
- ☞ In partnerships the expertise of different individuals, professions and groups can be pooled allowing a more complete understanding of issues, needs and resources, improving the capacity to plan and evaluate and allowing for development of more comprehensive strategies.
- ☞ Allow maximum use of resources.
- ☞ They provide access to and permit development of more talents, resources and approaches.
- ☞ Partnerships bring together larger and more diverse constituencies than single organizations.
- ☞ By including diverse perspectives partnerships can develop a more comprehensive vision, increase accountability and achieve a wider base of support for efforts.
- ☞ By coordinating service providers, partnerships can develop comprehensive plans, eliminate duplication, allow members to specialize in their functions, link and integrate partners' activities.
- ☞ Partnerships build communities.



Difficulties Associated with Community Partnerships

- ☞ Partnerships take a long time to establish.
- ☞ In the early stages of partnership considerable energy is needed to build the partnership itself.
- ☞ Later on energy is also needed to maintain partnership.
- ☞ Skilled staffing and support are needed to manage a successful partnership.
- ☞ It is quite challenging and takes time to establish true community consensus on community issues / problems.



Football Variations on Community Level

Lesson 8.4.2 - Building Community Partnerships

Sustaining Successful Partnerships

- ☞ Since partnerships involve members from different disciplines, races, genders and cultures, the greatest challenge is to create equality and satisfactory working relationships.
- ☞ Partners need to develop mutual respect, understanding and trust in order for the association to develop.
- ☞ Allowing time at the start of partnerships for members to learn about each other is crucial.
- ☞ Cultivating patience and a willingness to learn and compromise are also important.
- ☞ Creating relationships of equality between community members and professionals is a major challenge.
- ☞ For partnerships to succeed professionals should identify with the ordinary community member.

Actions to Consider

- ☞ How should one go about finding suitable community partners? Be realistic about how many partners you can help and what services you can offer them. Honesty, frequent communication and dependability will enhance community relationships.
- ☞ Most communities have many needs, so the potential for partners is abundant. But, we need to remain realistic about how many services we can offer. Most of us would like to help everyone; however we need to remain practical.
- ☞ The best way to begin and continue a partnership is to be honest and follow through on commitments. If you are not positive that they can deliver a service, than do not promise it.

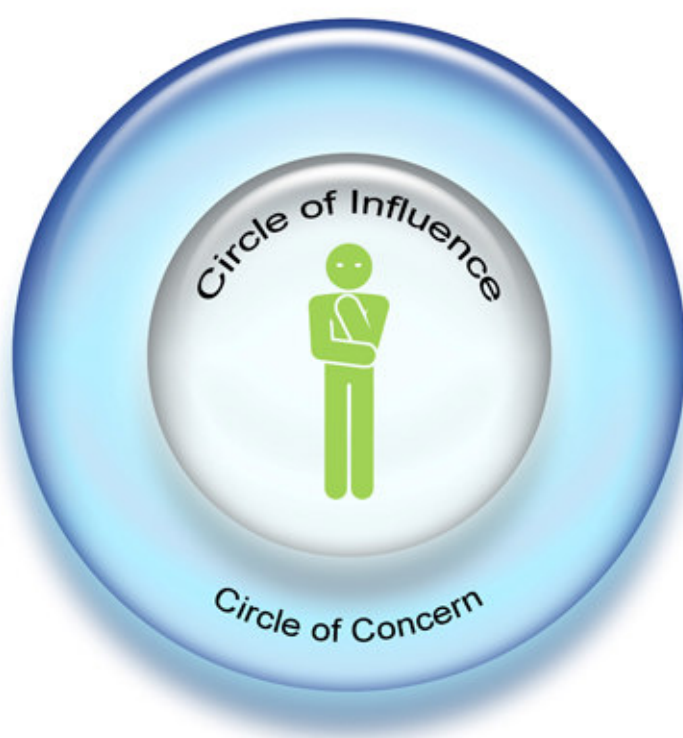
Conclusion, Reflection, Planning

The Circle of Concern versus the Circle of Influence

It is useful for coaches to think about which problems lie in their circle of influence (i.e. we can do something about them). And which problems fall in our circle of concern (i.e. we know about them and are concerned about them but we cannot make an impact on them- they are out of our reach).

What you need to do is create partnerships with others whose area of influence are within your area of interest but outside of your area of influence.

➔ You can draw the following diagram on the flip chart to assist the participants:



Conclusion, Reflection, Planning

Defining the Role of Coaches or Youth workers with Children

Focus on what you can do:

Participants may raise questions about what to do if parents are not interested or if the children return to a harsh home environment.

Tell participants:

"If you cannot influence what is happening in the child's home, you may have to accept that."

Ask the participants,

"Which of the following 2 scenarios is better: Problems at home and football where there is a positive influence.

OR

Problems at home and nothing else?"

Responding to Verbal and Physical Violence during Games and Practice Sessions - Example 1

Two or more players in your team are fighting with each other on the playing field during practice time. They shout at each other and eventually they also become physical and hit each other.

LESSON & INSTRUCTION

- ☞ Call the players over to you, and ask them to stop their fight, let them continue the practice and ask them to come to you after practice.
- ☞ If the players start fighting again, ask them to sit on the side till the practice is over.
- ☞ After practice sit with both players and ask them to explain why they were fighting.
- ☞ Remind them of their pledge and commitment to non-violence and let them identify the codes of conduct that they broke with; enforce the penalty that the team had agreed upon.
- ☞ Emphasize that violence - be it verbal or physical never helps to solve a conflict.
- ☞ Get an agreement from them to deal with the conflict differently next time.



TIME

- ☞ The first two steps immediately - Since you do not want to interrupt the practice for other players you will only sit together with the players after the practice .

TOOLS & EQUIPMENT

- ☞ Code of conduct / list of un-acceptable behaviour.

NOTES FOR THE COACH

Fighting amongst players for example over a foul or a shot on the goal often has a deeper cause. The purpose of talking to the fighting parties after the practice or the game is to get to these deeper causes and to prevent that in the next practice session the same players start fighting again. To allow the deeper causes to surface and to find a solution you should make sure you follow the rules of a mediation process - See Lesson 3.

Responding to Verbal and Physical Violence during Games and Practice Sessions - Example 2

Your team is playing a match in your league. The emotions are high, there already have been a lot of fouls and shouting on the field. Suddenly a fight breaks out between one of your players and a player of the opposing team.

LESSON & INSTRUCTION



- ☞ Gather your whole team at the next opportunity.
- ☞ Remove the offending player and eventually substitute or leave the team less one player (coach's choice).
- ☞ Talk to the player(s) involved in the fight, and ask what happened.
- ☞ Let them and the whole team know that a healthy competitive spirit does not include breaking the rules.
- ☞ Explain that violence has no place in sports and that resorting to violence does not mean that you are a stronger player; also explain that the violence (foul play) of the opposing team does not justify them using violence too.
- ☞ Remind them about their pledge to avoid violence and to respect everyone.

TIME

- ☞ At half time or after the game.
- ☞ Allocate at least 10 min for the discussion with your team.

TOOLS & EQUIPMENT

- ☞ Code of conduct / pledge

NOTES FOR THE COACH

If you observe that the same team again and again uses foul play to intimidate your team you may want to speak to the coach and remind him of the pledge of the league to commit to non-violence; you may also raise the matter at a coordinating meeting of all league coaches.

NOTE - the action to take depends also on the setting of the match - are teams playing with or without referee.

CASE STUDY BOX

Responding to Verbal and Physical Violence during Games and Practice Sessions - Example 3

You hear that your players have been in a fight with players from another team. They were fighting about access to the playing field. Some of your players got badly hurt.

LESSON & INSTRUCTION

- ☞ At the next training session gather your players.
- ☞ Ask them to explain to you what happened (how did the fight start, who was the other team, what was the issue).
- ☞ In your discussion listen for the deeper issues that may underlie the conflict around access to the playing field.
- ☞ Explain to your players that violence is always ugly, and that violence is a bad way to solve a conflict (remind them of their pledge); involve all players and ask everybody to suggest non-violent ways of solving the problem / conflict: e.g. in the described case: come back for practice at a later time when the field is empty (the other team will get tired at some stage!); ask the coach or the field manager to negotiate / mediate; create a timetable for practice times of different teams.
- ☞ It may be useful to meet the coach or players of the other team to solve the conflict. If so, follow the steps outlined in **pages 18 - 19**, discuss possible solutions to the conflict: e.g. create a time table for the use of the playing field and allocate practice times to each team.



TIME

- ☞ Next time you see the players as a team, latest before the next practice session - allocate at least 30 min.

TOOLS & EQUIPMENT

- ☞ Pledge.
- ☞ Piece of paper to make a time table for the use of the playing field.

NOTES FOR THE COACH

Seemingly straight forward conflicts or fights often have a deeper cause. In this case, if it was a girls team they were fighting with it is possible that your players have a lack of respect for girls and their right to play football; if they were fighting with a team with players from other cultural backgrounds it may be that your players have racist or xenophobic attitudes which you need to address. If it was your team that has been attacked by players of another team, you may want to talk to the coach or players of the other team to apologize and to find a long term solution to the problem.

Responding to Verbal and Physical Violence during Games and Practice Sessions - Example 4

Your players are in the final phase of a tight game. The referee has given already several yellow cards. Now the referee takes a decision against your team, which seems to be unfair. Your team is extremely upset; they run up to the referee and insult him.

LESSON & INSTRUCTION



- ☞ Stay calm yourself, even if you are also upset about the referee's decision.
- ☞ Call your players and ask them to stop insulting the referee at once.
- ☞ Ask the team captain to approach the referee in a calm manner to request an explanation of the decision; your team captain may offer his view in a calm and respectful way.
- ☞ After the game gather your players and give them space to share their frustration.
- ☞ Explain to your players that even if they do not agree with the decision of the referee they have no right to become violent; remind them of their pledge and explain that violence will even make the situation worse as the referee will get irritated with your team; enforce the penalty players have agreed upon for such behaviour.
- ☞ Encourage your players to understand that the referee is fulfilling his duty by enforcing the rules of the game. (see Lesson 8.2.5)
- ☞ If your players are often unhappy with the referee's decisions, give them the duty of being the referee for a game at practice session. This way they may experience how hard it is not only to judge situations and to make decisions, but also how annoying it is to deal with the complaints of players.
- ☞ Explain that they have to use the official way to complain about the decision next time
- ☞ If you have a strong feeling that the referee is acting unfairly or may not have the skills to do his job, you should talk about the incident at the league coordination meeting

TIME

- ☞ Steps 1 - 3 immediately when the insulting occur.
- ☞ Steps 4 - 5 after the game .

TOOLS & EQUIPMENT

- ☞ Pledge.

NOTES FOR THE COACH

In such situations you can teach your players to respect the rule of law, and to use non-violent ways of protest and complaint. You can also show them that non-violence pays in the long run (e.g. referee does not lose respect for your team and punishes the team even more). You can also use this situation to teach players about anger management. It is important that you act as a good role model, and that you illustrate to players that there are indeed non-violent ways of solving problems. (e.g. using the league's coordination body to lodge a complaint or to make changes to certain league rules)

CASE STUDY BOX

Responding to Verbal and Physical Violence during Games and Practice Sessions - Example 5

One of your players is frustrated and angry; he / she shouts at you and insults you.

LESSON & INSTRUCTION

- ☞ Stay calm, do not shout back.
- ☞ Allow the player to let off steam.
- ☞ Ask the player to see you after practice. However, if the player is too aggressive, take him / her out immediately.
- ☞ Sit down with the player **alone** and try to find a solution to the problem. Ask him / her what made him / her so angry. Find out whether the player may have been frustrated by some of your decisions in the past, and whether he collected a lot of frustration over time.
- ☞ Remind him / her of the pledge and that he / she has broken the code of conduct; emphasize that shouting at people is disrespectful behaviour and no means to deal with a problem.
- ☞ Enforce the penalty that the team has agreed upon.
- ☞ Encourage the player to speak to at an early stage if s/he is disappointed, angry or frustrated about any of your actions; Remind him/her that is easier to talk about things early when one is not hurt yet.



TIME

- ☞ Step 1 and 2 immediately when the incident occurs.
- ☞ Step 4 - 6 after practice: allow 15-30 min for the talk.

TOOLS & EQUIPMENT

- ☞ Pledge.

NOTES FOR THE COACH

In such situations it is important that you reflect on your actions: is there anything that may have been seen or experienced as unfair or offensive and may have contributed to the anger of the player? If so, it is important that you let the player know that you may have made a mistake. Strong leaders are able to reflect their own mistakes. It is also possible that your player is a victim of abuse. Many traumatized children are aggressive and "displace" their anger. Observe the player and find out whether this could be the case. If it is see below in of how to deal with such a situation.

Responding to Verbal and Physical Violence during Games and Practice Sessions - Example 6

One of your players starts fighting with a player from another team. There have been a few fouls on both sides, and now they shout at each other and call each others names. Your team captain and other players run up to the two fighting players and stop them from fighting. The game continues.

Or, one of your players makes a defensive mistake and the other side scores. Some players in your team make some bad remarks about the player who made the mistake, but the captain or another player goes up to him and says: "Good try, you'll stop the next one"

LESSON & INSTRUCTION

- Deal with the player who was fighting in the same way as stated in Example 2.
- At half time or after the game praise the captain and the players who displayed the positive action; tell them that you are proud of their leadership and team spirit



TIME

- At half time or after the game.

NOTES FOR THE COACH

It is important to praise positive behaviour. Do this as much as you can, in particular if you can see that players are trying hard to improve their behaviour; your praise will be a big encouragement.

CASE STUDY BOX

Responding to Sexual Violence

Example 1

In a girls team: one of your players has a boyish look, she has very short hair, and very flat breasts. She is one of your best players. During a match, players of the opposing team call her names, intimidate her, question her gender and provoke her to give proof that she is a girl.

LESSON & INSTRUCTION

Ideally the referee intervenes in such a situation and penalize the offending players; If not:

- ☞ If the rules of your league allow, call a break and speak to the referee and the coach of the opposing team; request that the players stop the intimidating action; refer them to the players ID card that proves that the girl is a girl.
- ☞ Call a break and speak to your player that has been offended; tell her that she is stronger than the provocation, she does not have to fight back, and she does not have to be intimidated; she is who she is and she is perfect as she is. Remind other players to show loyalty to their team mate, but that they should not respond with violence in doing so.
- ☞ After the game gather your players and...
 - ▲ remind other players that the behaviour of opposing team members was disrespectful and intimidating; highlight what the offended player says how she feels about it; remind players to never offend someone because of his / her looks.
 - ▲ discuss with players what makes a girl a girl; remind players of the danger of stereotypes.
- ☞ Report the incident at the next league coordination meeting and include in the league's code of conduct.



TIME

- ☞ Step 1 and 2 when the inappropriate behaviour happens.
- ☞ Step 3 and 4 after the game.

TOOLS & EQUIPMENT

- ☞ Material to work on stereotypes.

NOTES FOR THE COACH

Humiliation is a form of violence. Stereotypes about women and men lies at the heart of this case. Stereotypes about gender roles are the cause of much sexual violence. You can use this incidence to talk about the damaging power of stereotypes as well as cultural and social beliefs that support violence against girls and women.

Responding to Sexual Violence

Example 2

You are in a practice session with your players and a group of girls are passing by. Some of the girls are wearing revealing clothing. The players start calling out to them, making lewd comments and sexual gestures.

LESSON & INSTRUCTION



- Call all your players over and tell them...
 - ▲ that taunting people is disrespectful and is a form of violence that may hurt people.
 - ▲ that no matter what a girl is wearing she does not deserve sexual violence.
 - ▲ that most people do not welcome that type of attention and that no one is impressed by that behaviour.
 - ▲ that their behaviour is not gentlemanly.
 - ▲ enforce the penalty that they have agreed upon.
- Have a discussion with players about what makes a man a man.
- Emphasize that strong men do not need to insult women to get their attention.

TIME

- Step in as soon as the inappropriate behaviour starts.

NOTES FOR THE COACH

It is important to make players aware that even language can be abusive and can cause damage. With their abusive language they commit sexual violence.

CASE STUDY BOX

Responding to Sexual Violence

Example 3

You find out that one of your players had a fight with his girl friend and he has hit her badly. You have seen her with bruises on different body parts. Other players have heard about it too.

LESSON & INSTRUCTION

- ☞ Talk to the player alone and confront him with the allegations; ask him what made him hit his girl friend; emphasize that jealousy or a disagreement about a matter is never an excuse for violence; discuss the importance of respect and non-violence in relationships and tell him that real men do not hurt women.
- ☞ Ask him to think about how he can prevent to become violent next time he is jealous, angry or has a dis-agreement with his girl friend and ask him to tell you at the next practice session what his strategy will be.



TIME

- ☞ Step 1 - 6 at the next practice session following the incident.
- ☞ Follow up with the perpetrator at following practice session and after a few weeks again.

TOOLS & EQUIPMENT

- ☞ A story written by a girl that talks about how it feels to be abused by a boyfriend.

NOTES FOR THE COACH

You need to make sure that the allegations are correct and that you are not acting on gossip or rumours. Therefore it is important that you speak to the player directly.

Responding to Sexual Violence

Example 4

A prominent athlete is charged with raping (or abusing) a woman.
It's in the news and people are talking about it.

LESSON & INSTRUCTION



- Talk about the allegations, ask your players what they think about the allegations - whether it is right or wrong to charge the prominent person - does he have a right to abuse a woman, because he is famous, or because the women may have worn revealing clothes?
- In your discussion make sure that the following messages are emphasized:
 - ▲ Violence against women and girls is wrong: no means no: never force yourself on a woman or a girl when she says that she does not want to be sexually involved with you; never assume that a girl wants to have sex with you, she might be too shy to say so. Be sensitive and ask her directly and respect her answer.
 - ▲ Athletic talent or prominence does not give you the right to assault or disrespect someone; no matter how famous or talented you are, you are still responsible for your actions.
 - ▲ Point out prominent players that have taken a public stand against violence and how they serve as role models.
 - ▲ Encourage players that they too can be positive examples for their peers if they have healthy, non-violent relationships and if they do not tolerate violent behaviour of their friends / peers.
 - ▲ Discuss how the controversy around the prominent player will affect the perpetrator's team and his country - make them aware that this may happen to their team if one of them becomes a perpetrator .

TIME

- At the next practice session - before you start practice .

TOOLS & EQUIPMENT

- Bring a newspaper article about the case.

NOTES FOR THE COACH

Whenever a prominent person that your players may look up to is charged with rape or abuse, you should use this as an opportunity to discuss rape and abuse with your players.

NOTE - if there are repeated cases of sexual violence in your team or in your league, it might be useful to organize a special tournament that communicates a message to stop violence against children and women.

CASE STUDY BOX

Responding to Xenophobic Violence

Example

You overhear a couple of your players insulting another player of a different ethnic background. The player who is the target of their comments is humiliated and either withdraws or reacts aggressively.

LESSON & INSTRUCTION

- ☞ Call over the players who were making the racist remarks.
- ☞ Tell them that...
 - ▲ disrespecting a team mate is not allowed and is destructive to the team spirit.
 - ▲ insulting or taunting someone because of his ethnic background is wrong and will not be tolerated by the coach personally.
- ☞ Ensure that the offending players apologize for their behaviour.
- ☞ Talk to your team about tolerance and respect...
 - ▲ ask them how they would feel if someone was making jokes about them, or calling them names, because they are black, coloured, Zulu or Sotho etc.
 - ▲ ask whether they have experienced this before and ask them how they felt in that situation
 - ▲ emphasize that racism is wrong because it degrades an individual and reinforces negative attitudes about an entire group of people
 - ▲ remind them that racism is what their parents may have fought against during the Apartheid struggle



TIME

- ☞ Step in as soon as the inappropriate behaviour starts and stop what your players may see as innocent fun.

NOTES FOR THE COACH

Humiliation is a form of emotional violence. The experience of continued humiliation can also cause the humiliated person to resort to violence - either directed towards him / herself (e.g. drug abuse or suicide) or against others (aggression, desire to retaliate).

The same action can be taken if players insult someone because of his / her gender, physical appearance, sexual orientation or religion.

Responding to Fan Violence

Example

There has been an important match between two prominent teams. After the game it comes to violent clashes between the fans of the two teams: fans of the winning team are roaming through the streets of the city and taunting the losing team. Fans of the losing team attack a group of fans of the winning team and soon the violence spills over. The incident had been all over the news.

LESSON & INSTRUCTION

Gather your team and ask them about their views about the incident; ask them what they think what has caused the violence; in your discussion emphasize that...

- ☞ the overexcitement and taunting of the fans of the winning team may have provoked the violence.
- ☞ we are all fans (of teams) and it is fine to be passionate about your loyalties, but there is never an excuse for violence.
- ☞ discuss with your team how they can react when they are provoked to be violent.



TIME

- ☞ At the next practice session following the incident.

TOOLS & EQUIPMENT

- ☞ A news article with the report on the violence.

NOTES FOR THE COACH

Use such event to discuss fan violence and how to react to provocation. You can transfer this to other life situations, e.g. fights in schools, fights between gangs etc.

CASE STUDY BOX

Responding to Gang Violence and Drug Abuse

Example 1

You know that gangs are a problem in your community. You notice that gang members are hanging around the practice field to recruit your players. One or more players of your team have already been recruited by one of the local gangs.

LESSON & INSTRUCTION

- ☞ Inform yourself about gang activities in your community.
- ☞ Look out for signs of gang involvement of your players.
- ☞ Talk to your players openly in a team meeting:
 - ▲ discuss with them what attracts them to gangs, and what may be dangerous about gangs.
 - ▲ ask your players whether they know anyone in a gang.
 - ▲ discuss what gangs do and highlight that gang members are often involved in vandalism, theft, the sale of drugs, assault, rape and even murder (as a rite de passage) - these are all criminal activities and becoming a gang member may be your players' ticket to prison.
 - ▲ find out whether your players seem to rather admire gang members (e.g. because of their status in the community or access to money) or whether they are scared, but feel much pressure to join a gang.
- ☞ Ask players to make suggestions of how they can deal with the pressure to join a gang, and how can they support one another on and off the playing field.



TIME

- ☞ Be on a constant look out for signs of gang membership.
- ☞ Talk to your players when you deem it necessary.

TOOLS & EQUIPMENT

- ☞ A story of a gang members life.

NOTES FOR THE COACH

Youth join gangs for a variety of reasons: boredom, unemployment, academic failure, low self-esteem, the need to belong or an admiration for seemingly strong, tough, popular and wealthy gang members.

Gangs also forcefully recruit members and there can be a lot of peer pressure on your players to join a gang.

Your football team can take some of the pressure by offering support and by providing a sense of belonging and confidence that gang membership offers.



Responding to Gang Violence and Drug Abuse

Example 2

A drug dealer or a group of drug dealers are approaching your players; they hang around the playing ground and seem to offer drugs to your players

LESSON & INSTRUCTION



- ☞ Call your team and tell them that you are aware of a drug dealer trying to sell drugs to them.
- ☞ Talk to the whole team about drugs; ask them...
 - ▲ what experience they have with drugs.
 - ▲ why do youth take drugs.
 - ▲ what makes them feel good about.
 - ▲ why is doing drugs dangerous.
 - ▲ what can youth do to abstain from drugs.
 - ▲ discuss with them how they can support their team mate to abstain from drugs in the future.
 - ▲ discuss how they can support one another in avoiding the drug dealer, e.g. walking each other home after practice.
- ☞ Reinforce the code of conduct to abstain from drugs with all players.
- ☞ If your practice field is on the premises of a school speak to the principal and the schools security guards.

TIME

- ☞ First step as soon as you become aware of the drug dealer approaching your players.
- ☞ Take at least 30 min at the next practice session.

NOTES FOR THE COACH

To prevent the drug dealers to approach your players is out of your control. It would be dangerous for you to directly confront a drug dealer. If necessary, should seek support from other community structures.

CASE STUDY BOX

Responding to Gang Violence and Drug Abuse

Example 3

A prominent football player has been charged with drunk driving. He smashed his car and was badly injured. The story is in all papers, radio and TV news and everyone is talking about it.

LESSON & INSTRUCTION

- ☛ Talk about the allegations.
- ☛ In your discussion make sure that the following messages are emphasized:
 - ▲ Abusing alcohol is wrong but it is even worse to drive when you are drunk; it is a criminal offence and may people loose their lives because of drunk drivers.
 - ▲ Athletic talent or prominence does not give you the right to break the law; no matter how famous or talented you are, you are still responsible for your actions.
 - ▲ Let the players experience the lack of control one has when drunk by doing this exercise. Tell the players to place their one hand on the ground run around it five timse without their hand leaving the floor. After five 'laps', the players can try and walk around a bit. They will quickly experience the lack of stability and control that comes with being intoxicated.
- ☛ Point out prominent players that have taken a public stand against drunk driving and how they serve as role models.
- ☛ Encourage players that they too can be positive examples for their peers if they do not drink and if they do not tolerate drunk driving.



TIME

- ☛ At the next practice after the news break.

TOOLS & EQUIPMENT

- ☛ News article.
- ☛ News articles of cases where people died because of a drunk driver.

NOTES FOR THE COACH

Even though the drunk driving of the prominent player may not be 100% relevant to your players since they do not drive yet, you can use the incident as an opportunity to talk to your players about the issue of drug abuse, and to understand their thinking, and feelings around the topic. It may also be a starting point to talk to your players' own problems with drugs.



Dealing with Overwhelming Emotions of Players

Example

Below you find an example how to encourage players to deal with these emotions such as frustration and disappointment in a constructive manner. Having learned this in the context of football, may allow players to apply this in other spheres of life.

A successful team loses an important game.

LESSON & INSTRUCTION



- ❖ Collect your player(s) after the game and give them space to express their disappointment. Do not brush their feelings away, nor do shout at them or make fun out of them because they are sad.
- ❖ Say something like "I can see you are very disappointed / frustrated / angry."
- ❖ Ask the player(s) what caused their disappointment / frustration / anger: "What is making you disappointed / frustrated / angry?"
- ❖ Ask the player (s) about how they have coped with this emotion before: "When you have felt this way before, what helped you calm down or feel better?"
- ❖ If there are other players watching you can ask them what are some of the things they have done that helped them when they were feeling this way. Involve the other players and encourage to help each other with suggestions of how they deal with these emotions. You can also say how you are dealing with disappointment yourself.
- ❖ Encourage the player or the team to try one of these strategies.
- ❖ Lastly you should also discuss what they can do to avoid the disappointment next time (what can they change in their behaviour to avoid the disappointment/frustration etc): this may be an analysis of the technical reasons for the loss (e.g. weak defence, lack of team play ...), and discuss what needs to be done to improve the play.
- ❖ In the next practice sessions focus on exercises that address the identified weaknesses.

TIME

- ❖ Immediately after the game or after practice when you notice the disappointment.
- ❖ Check on players emotions again at the next practice.

TOOLS & EQUIPMENT

- ❖ See Lesson 6, pages 35 - 43, for tips on anger management .

NOTES FOR THE COACH

Unless players learn to express negative feelings and channel them into positive behaviour, they stand a good chance of becoming either victims or perpetrators(or both) of the vicious spiral of violence.

You can use the same steps to deal with other negative emotions such as anger, frustration or jealousy. You will get to know what each player or your team needs to manage their emotions. You can remind players what helped on previous occasions.

It is useful to involve other players in the discussion as described in step 5. Fostering connections with kids in front of other kids is important; it fosters team work and connection between them.

WORK SHEETS

Conflict Parties

COACH /
COACHES



WORK SHEETS

Conflict Parties

PLAYERS



WORK SHEETS

Conflict Parties

OPPONENTS



WORK SHEETS

Conflict Parties

REFEREE



WORK SHEETS

Conflict Parties

PARENTS / SPECTATORS



Understanding Causes of Violence, Understanding Conflicts

Group Work - Conflict Triangle

Analyze a story of violence by discussing the following questions:

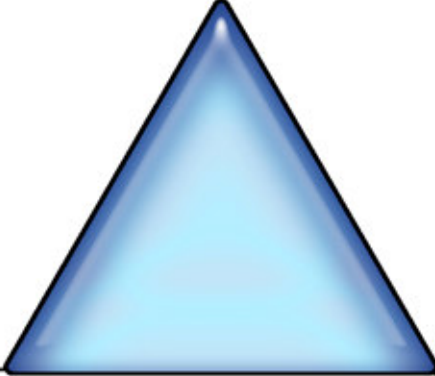
1 - Using the conflict triangle:

- ⊗ What were the issues the parties were fighting about?
- ⊗ Which parties are involved in the violence - who is the principal and the secondary parties?
- ⊗ What are the conflict parties' positions, interests and needs?
- ⊗ What is the context of the conflict and / or violence? What factors contributed to the violence / the conflict being solved with violence? Where there any factors that prevented the outbreak of violence?

Fill in your answers in the picture below:

Issues

Context



Parties

Primary Parties	Party 2	Secondary Parties (Instigator)
Party 1 Position: _____ _____ Interest: _____ _____ Need: _____ _____	Party 2 Position: _____ _____ Interest: _____ _____ Need: _____ _____	_____ _____ _____ _____ _____ _____

Understanding Causes of Violence, Understanding Conflicts

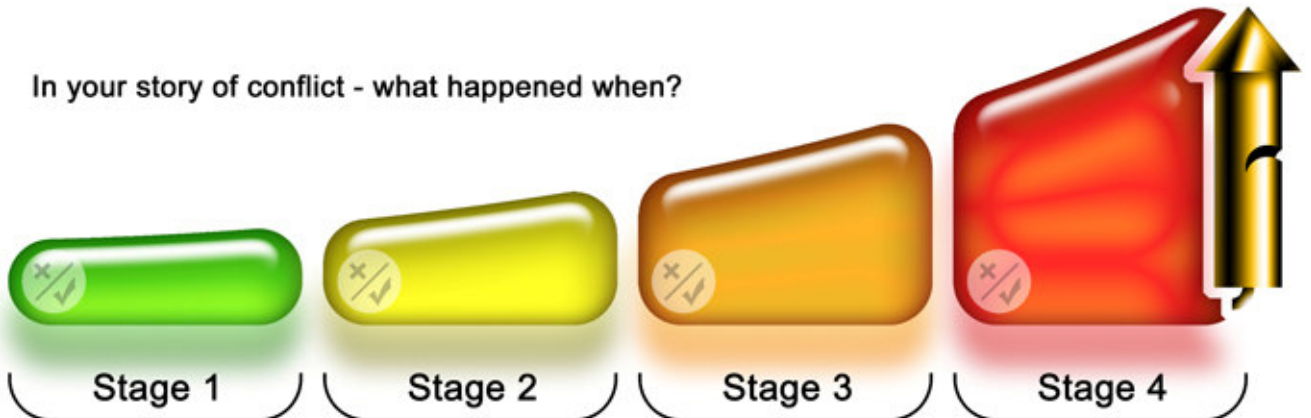
Group Work - Conflict Timeline

2 - Using the conflict timeline:

- What stages of conflict can you identify in your story?
- What happened in the different stages? Can you discover different forms of violence in the different stages of the conflict?

Fill in your answers in the picture below:

In your story of conflict - what happened when?



Stage 1	Stage 2	Stage 3	Stage 4
<u>Discussion</u>	<u>Polarization</u>	<u>Segregation</u>	<u>Destruction</u>
_____ _____	_____ _____	_____ _____	_____ _____



Cases for Mediation

Group Work

Case 1 for Mediation: Conflict between 2 players - on the field

During a training session two players start a fight about the right to play as a defender. The children become very aggressive in their argument, and start humiliating each other arguing that the other one is a useless defender and should not be in the position. A huge argument starts, several other players get involved, and the practice session is interrupted.

Conflict Issue Two players fight for the position as a defender in the team

Conflict Parties **Principal Parties** are the two players. **Secondary Party** to player 1 is his father. He will be at the next game on Sunday. This will be the first time his father has time to attend one of his matches

Parties Positions, Interests and Needs

Player 1 ☉ **Position:** He states that he regularly attends training.

☉ **Interests:** He wants to play at the next game, because his father will come to watch.

☉ **Needs:** He needs the recognition of his father.

Player 2 ☉ **Position:** He states he is a better defender, and he has proven himself as such, since he is in the team much longer than player 1.

☉ **Interests:** He wants to keep his position as a defender, since he has worked very hard on his skills to be able to play in this position.

☉ **Needs:** He needs the recognition of the team and the coach and a confirmation of his place in the team.

Conflict Context

Player 1 only recently joined the team. His father managed to make some time available to attend the match. It might be a while before he can attend another.

Player 2 has been playing in this team for several years. He was not a brilliant player at first, but then has worked very hard on his skills to become a defender. Since the beginning of this season he was the main defender of the team and played every game.

In the next game the team is playing a team against who they have won several times before. The coach seems to have various criteria for selecting players for games, depending on the importance of the game. Both players do not seem to be clear about criteria for player selection for games.

Cases for Mediation

Group Work

Case 2 for Mediation: Conflict between 2 players - off the field

During a training session 2 players are doing an exercise together. Suddenly, seemingly out of the blue, the two players start shouting at each other, and they seem to disagree about how to do the exercise. They start swearing at each other, and start to push each other around. Other players quickly gather around the fighting players and heat up the argument; they even encourage the players to use violence. The first thought of the coach is that they disagree about the way they should do the exercise. However, he also hears them swearing racist remarks at each other and it turns out that the 2 players had a fight at the school in the morning, where the one player blames the mother of the other player (who is from Zimbabwe) to have taken away the job of her own mother.

Conflict Issue Access to employment and resources / Xenophobic attitudes / fears

Conflict Parties **Principal Parties** are the two players, who are fighting on the field. **Secondary Party** to both players are other players that take sides and encourage the players to use violence.

Parties Positions, Interests and Needs

Player 1

- ☉ **Position:** She states that the mother of the other player has taken away the job of her own mother.

- ☉ **Interests:** She wants her mom to have a job.

- ☉ **Needs:** The family relies on the income of the mother. The mom has been the only bread winner in the family. If there is no income the player will not be able to attend school or buy the necessary equipment such as soccer boots to stay in the team.

Player 2

- ☉ **Position:** She states that the other player should stop making racist remarks; it is not her mom's fault that the mother of the other player has lost her job, but it is her own fault, because obviously she was useless at the job.

- ☉ **Interests:** She wants her mom to have a job, and she wants that other people do not talk about her mom badly.

- ☉ **Needs:** She needs to belong and to be accepted as an equal team member even though she is not South African.

Conflict Context

Both players come from poor families.

The Zimbabwean player's family had moved to South Africa about a year ago. The Zimbabwean player had been playing first barefoot and with very old, broken boots. A few days before the conflict between the two players, her mother had received her first salary in the new job and bought her daughter a pair of football boots, which she showed around with a lot of pride at the next practice session.

The other player has also been wearing very old football boots. Since a long time, she has been begging her mom to buy her new shoes. With the mom losing her job, her hopes to get new football boots any time soon have been shattered.

The Zimbabwean mom has not taken away the job from the South African player. She found a similar job elsewhere. However, in the past weeks there were several attacks on parts of the Zimbabwean and Somali communities across the country. There has been a lot of talk amongst people in this community about the foreign people who take away the jobs of "deserving" South Africans.



Cases for Mediation

Group Work

Case 3 for Mediation: Conflict between players of 2 Teams - Fighting about the use of a sports field

A girls and a boys football team have a conflict over the use of a public sports field. The female team believes that they practice between 3 and 4 pm. They have done so for the past 6 months. When they arrive on this day at the sports field, the male team is already on the field, and refuses to leave the field. The girls start complaining, and shouting and the boys are shouting back, swearing at the girls, calling them names. When the girls decide to just go on the field anyway, the boys start pushing the girls. At least 2 girls have injuries. The captain of the girls' team goes to her coach and reports the case.

Conflict Issue Two teams fight over access to and use of the sports field

Conflict Parties **Principal Parties** are members of the male and female teams. **Secondary Party** to the male team is their coach. He had encouraged his boys' team to find additional practice time since they have an important game coming up. He had suggested to his boys to use the time between 3 and 4 pm on that day, because then it is "only" the girls' practice time.

Parties Positions, Interests and Needs

Girls Team • **Position:** They state that the boys have no right to use the field between 3 and 4 pm, because it has been the girls' practice time in the last few months.

• **Interests:** They only have one practice time slot per week, and they want to use it.

• **Needs:** They want to be taken seriously as a girls' football team and they want to be recognized as a team that has a right to access the sports field, so they can better their play.

Boys Team • **Position:** They want to use the sports field NOW. They have the right to do so, because they were first on the field.

• **Interests:** They want more practice time.

• **Needs:** They need to improve their play since they have lost the first 3 games in the season and have been very disappointed and frustrated.

Conflict Context

The girls' team had long struggled to get a slot to practice on the new sports field. They had observed that no one seems to use the field on Thursdays between 3 and 4 pm, and had agreed amongst themselves that they would use this time for their practice session. They have done so for the past 6 months with no interruptions. Members of the girls' team often have to listen to offensive remarks especially from school mates, and male football players that football is not a girls sport, and that they should rather go and play netball or even better help their mothers in the kitchen.

The boys' team has lost a few games in a row. They are preparing for another important game in 2 weeks time. The day before the incident the school moved some extra mural activity to a time, where the boys would normally have football practice. That meant that they would not be able to practice together before the important game since some of the players have to attend the extra mural activities of the school.

There is no "official" time plan for the use of the sports field. The management does not have a time plan, and no one is aware who is playing when. The sports field is the only field in the community that can be used by both the boys and the girls' team.

Contact List for Referrals

Service	Name of Organisation	Address	Contact Information	Contact Person



WORK SHEETS

Sign-up List

Player List for Team

No.	Surname	First Name	Date of Birth	ID Number	Player ID Number	Telephone No.	Physical Address

WORK SHEETS**Waiting List**

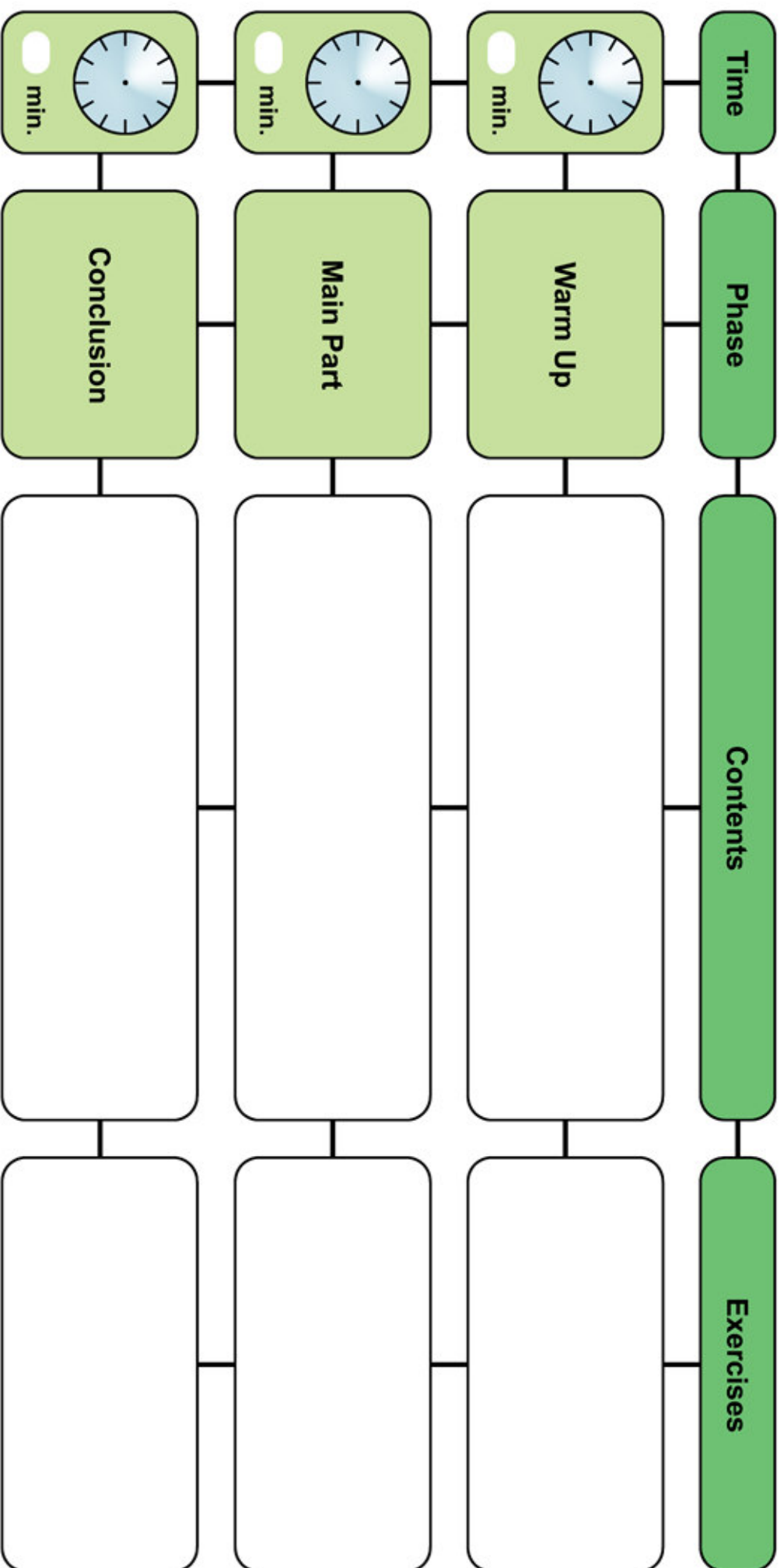
List of waiting Players for Team

No.	Surname	First Name	Date of Birth	ID Number	Player ID Number	Telephone No.	Physical Address



TRAINING SHEETS

Structure of a Training Session



Planning / Monitoring Sheet

Date: DD/MM/YYYY

Venue:

Organiser:

Number of Players:

Objectives / Focal Points:

1. WARM UP

Time:

Training Method 1

Procedure / Organisation:

Variation:

Training Method 2

Procedure / Organisation:

Variation:

Planning / Monitoring Sheet

2. MAIN PART

Time:

Training Method 1	
Procedure / Organisation:	
Variation:	

Training Method 2	
Procedure / Organisation:	
Variation:	

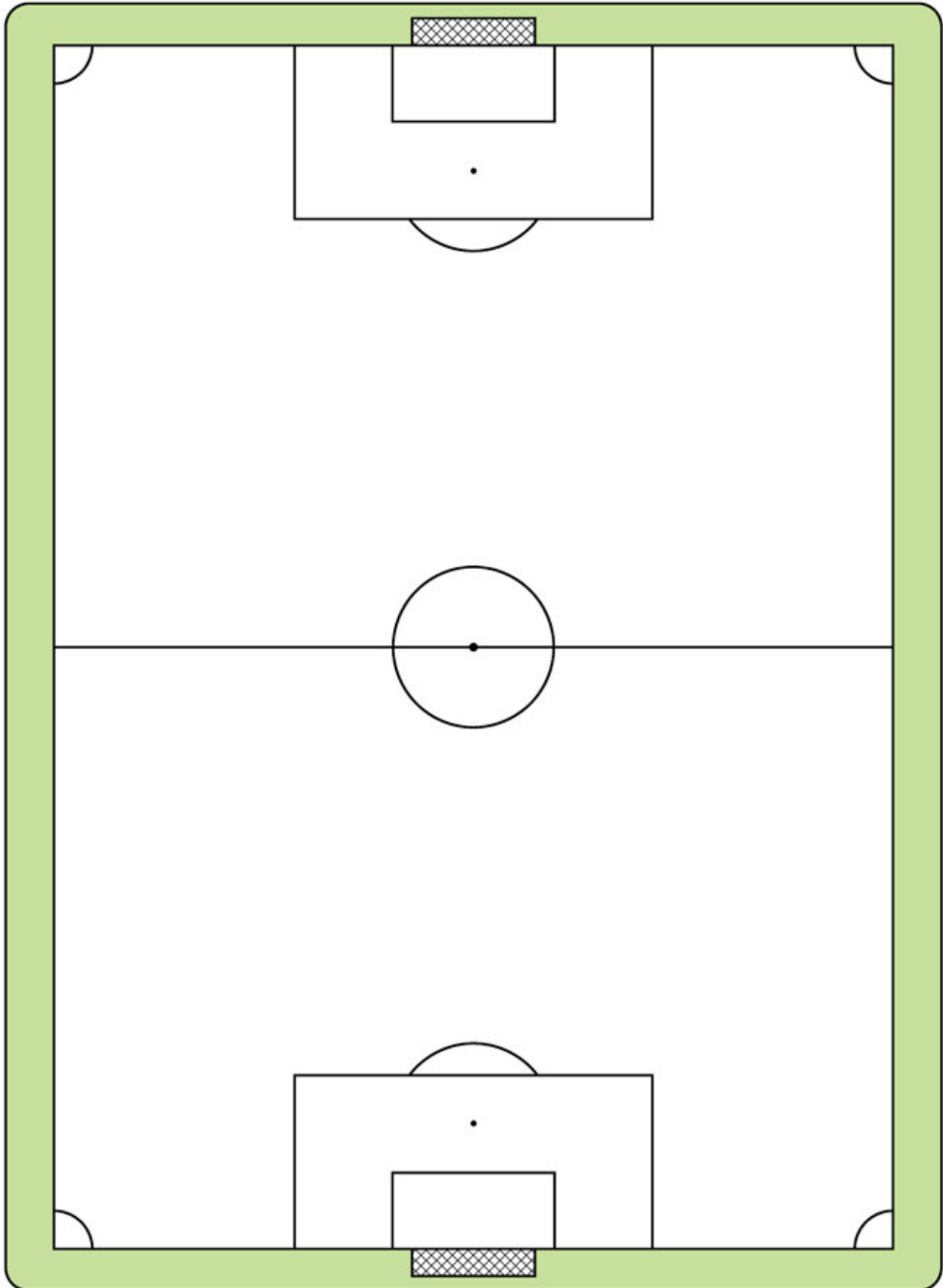
3. CONCLUSION

Time:

Training Method 1	
Procedure / Organisation:	
Variation:	

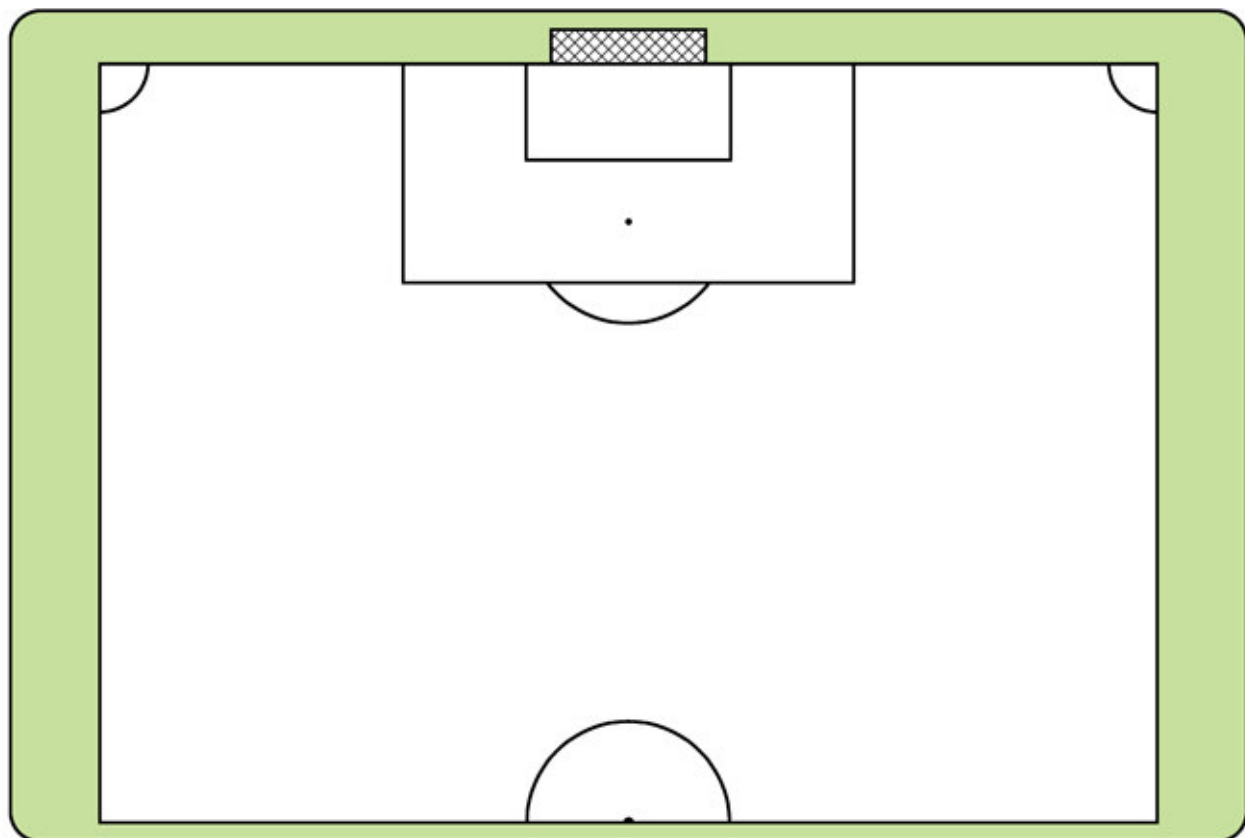
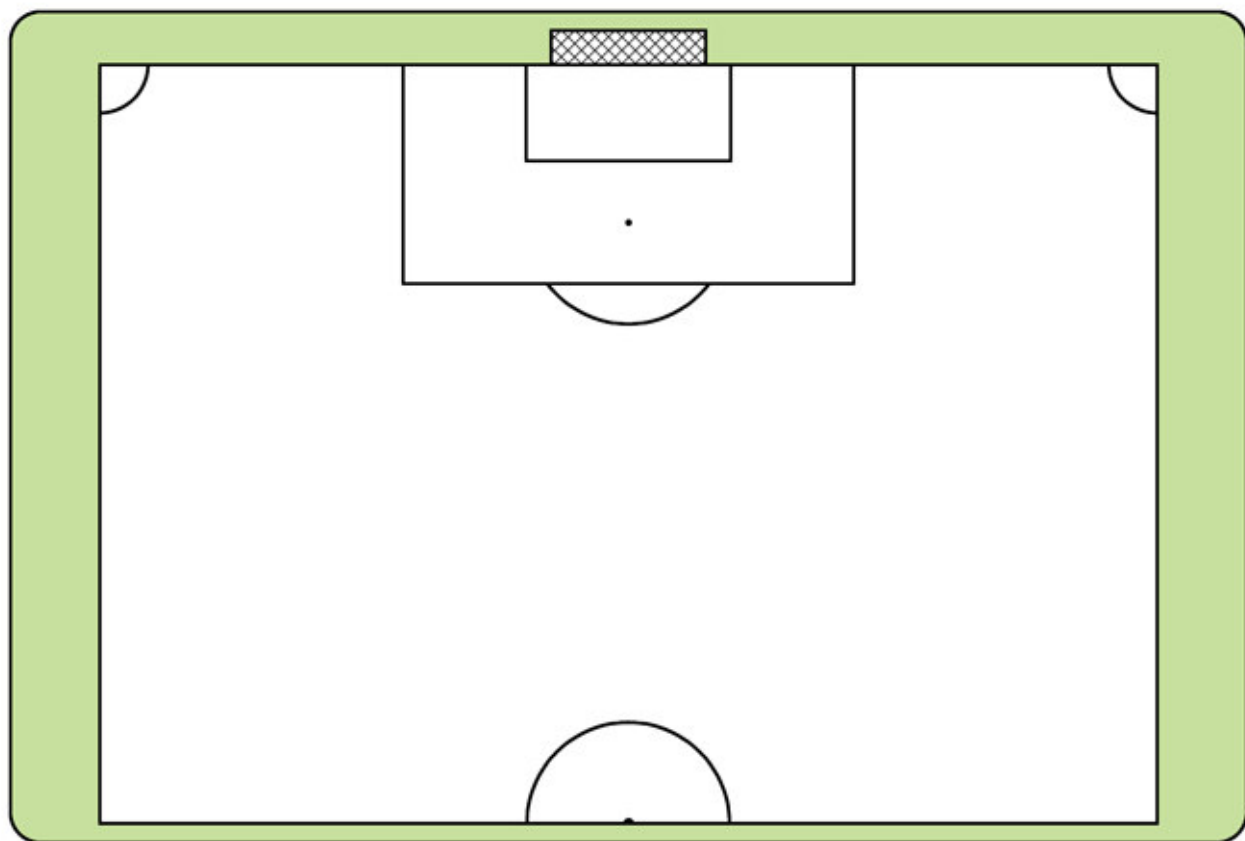


Pitch - Full
With lines and goals

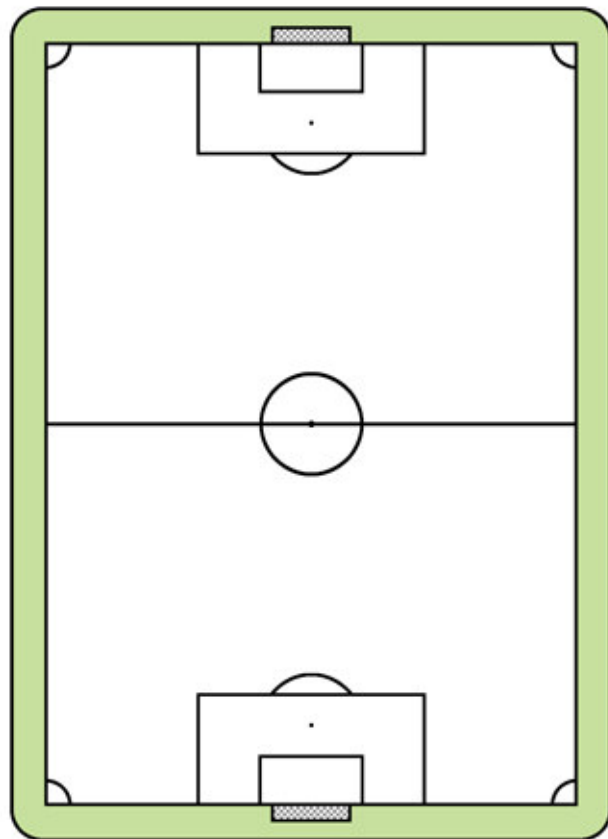
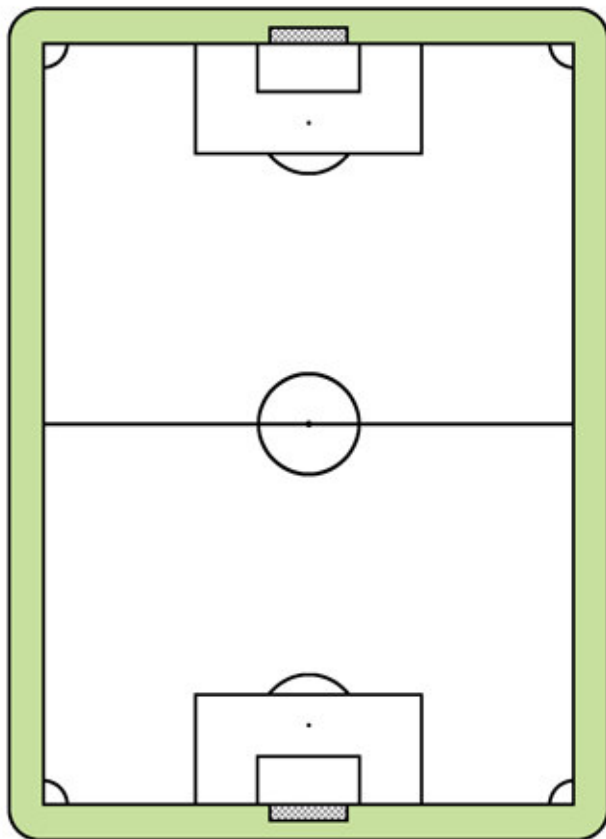
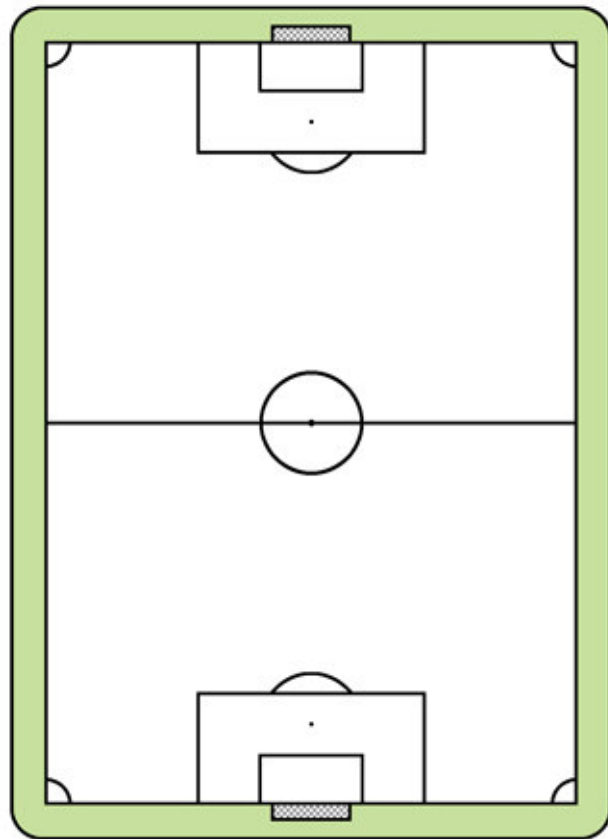
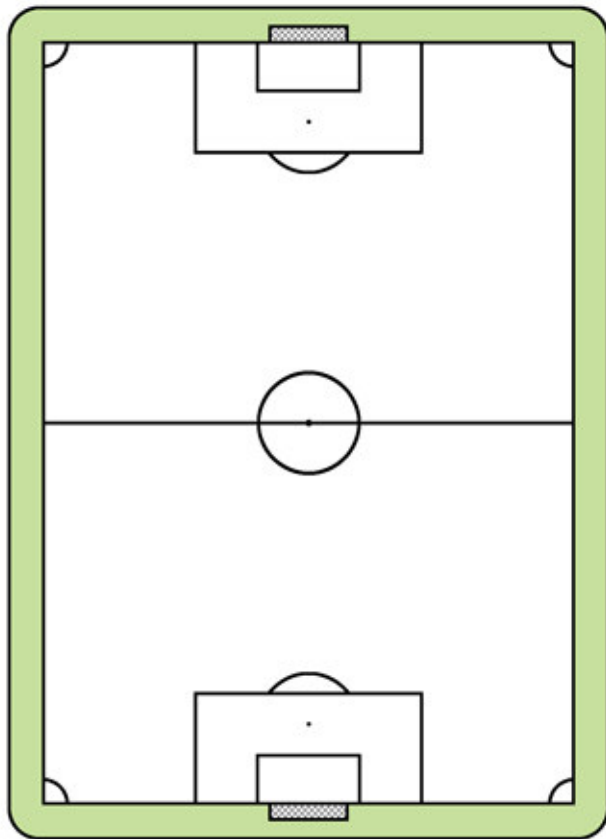


TRAINING SHEETS

Pitch - Half x 2
With lines and goals



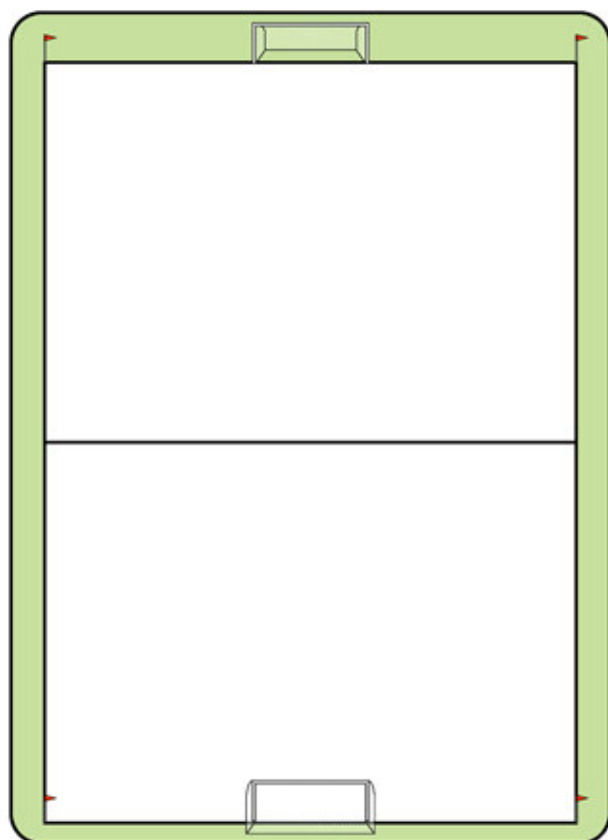
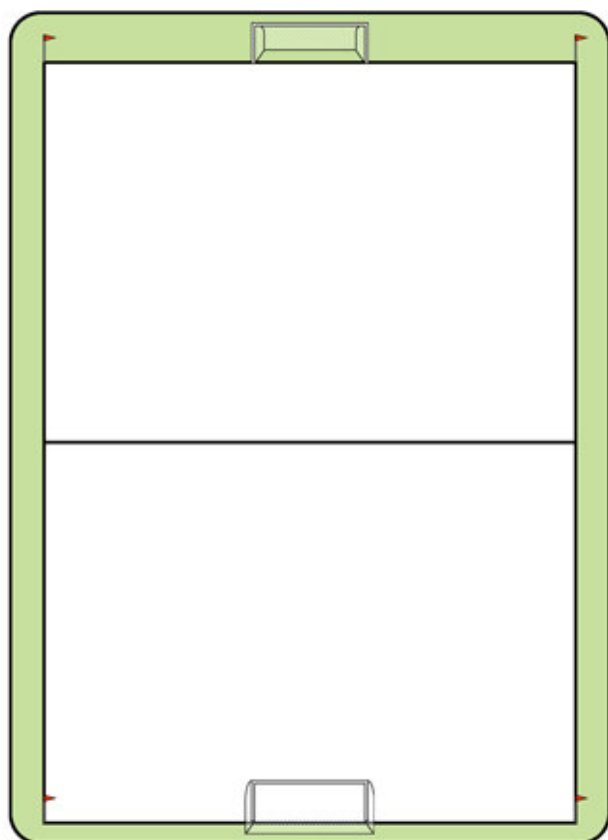
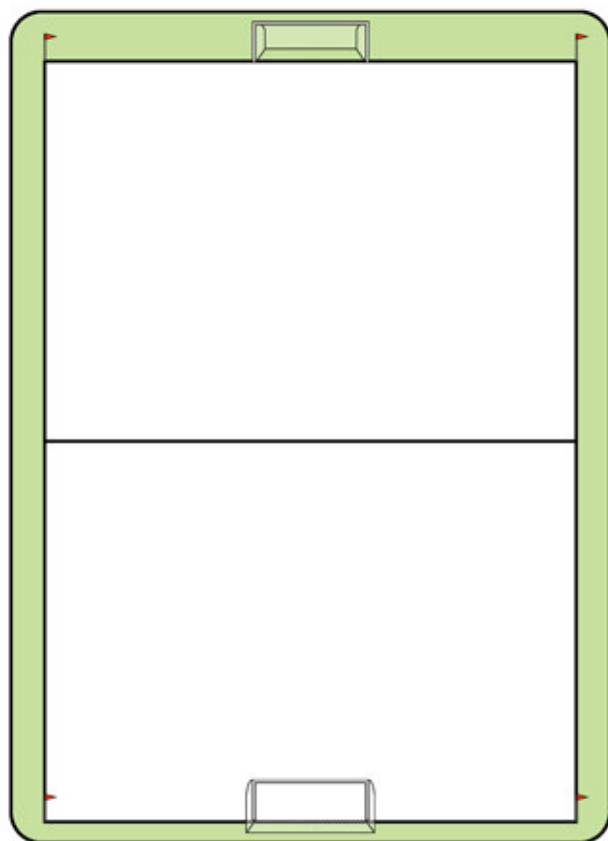
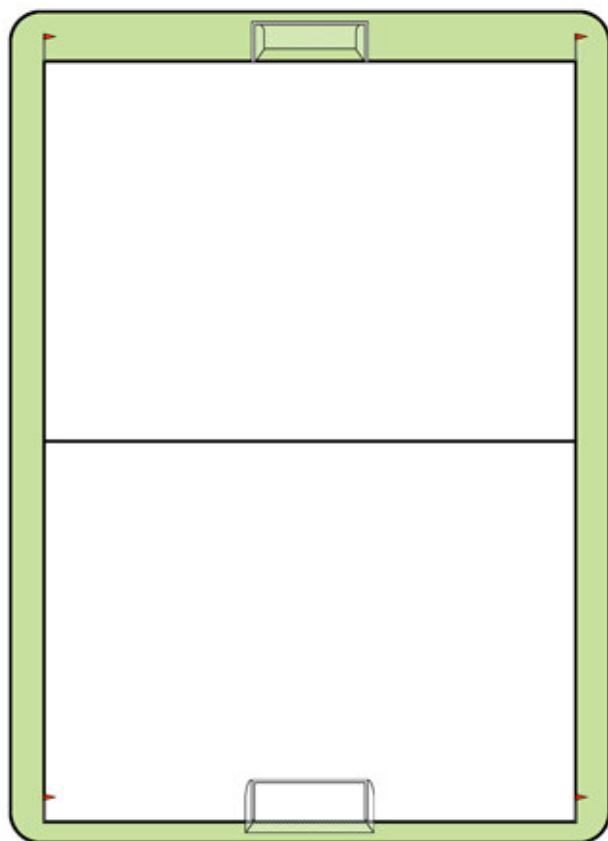
Pitch - Full x 4
With lines and goals



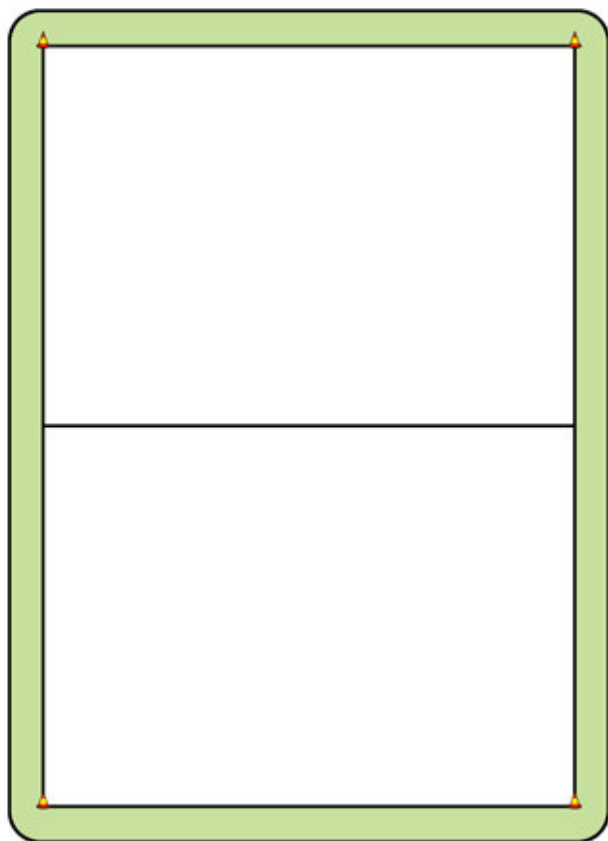
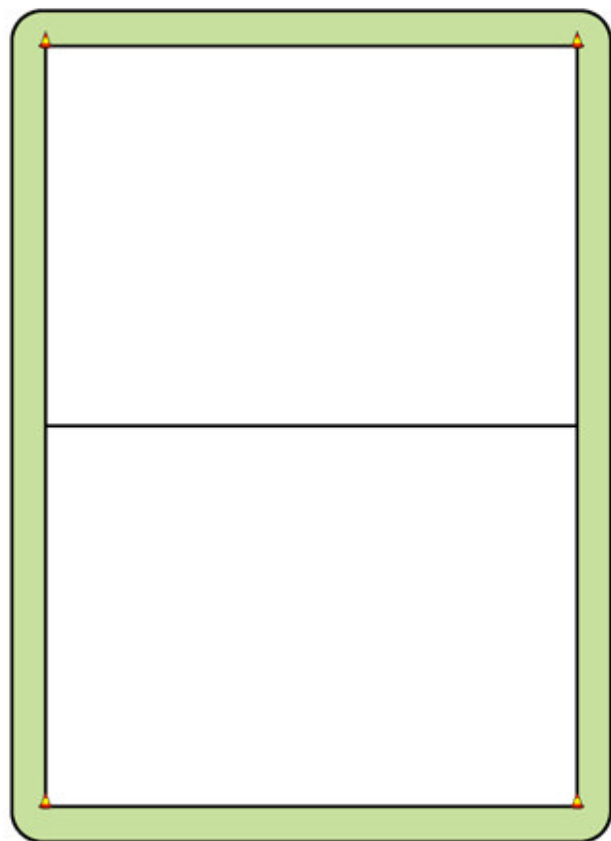
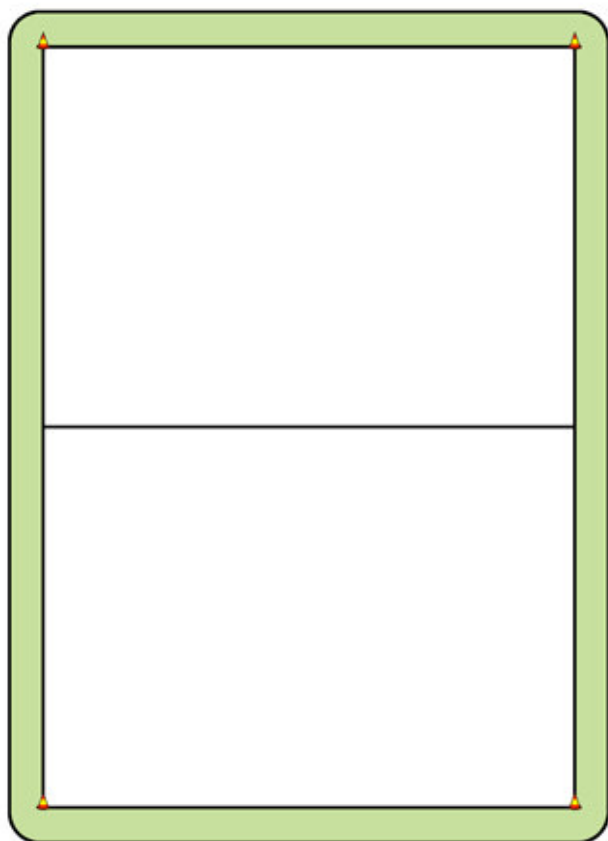
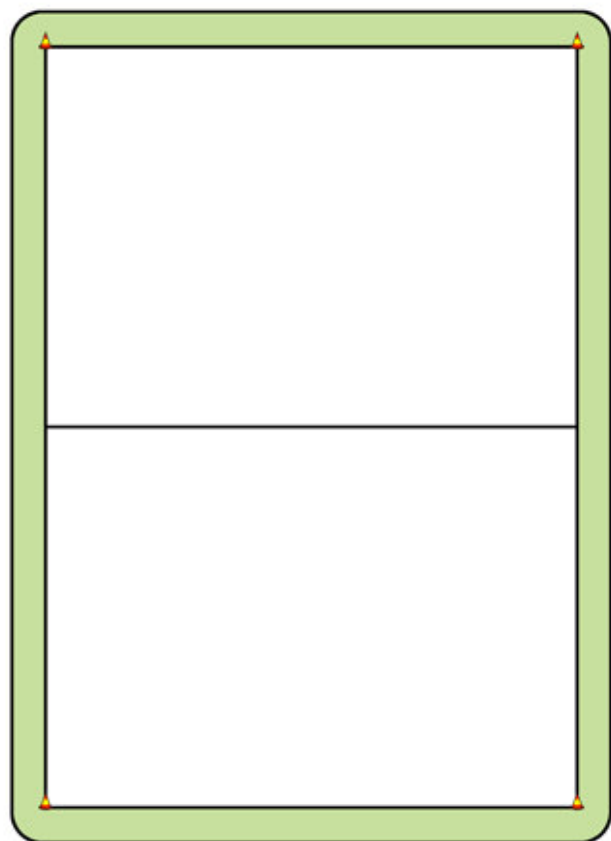
TRAINING SHEETS

Pitch - Full x 4

Without lines, with goals



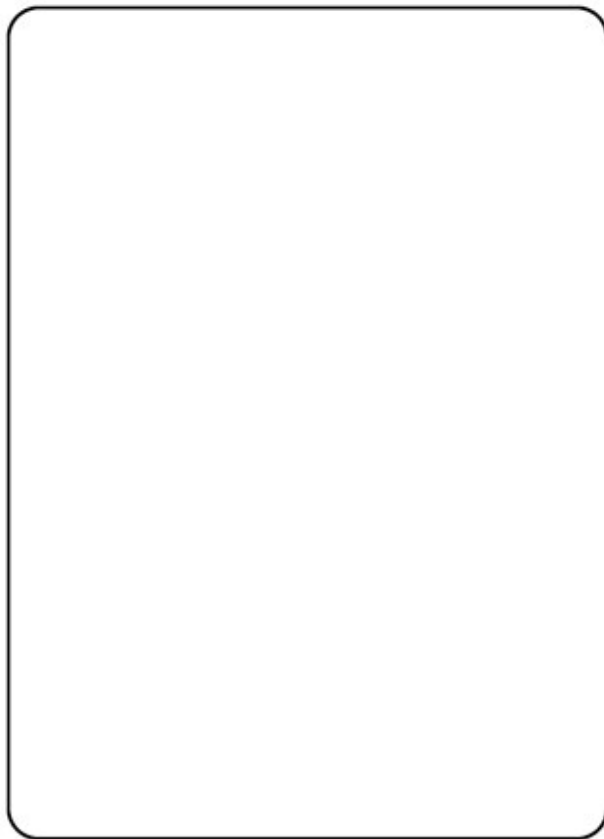
Pitch - Full x 4
Without lines and goals



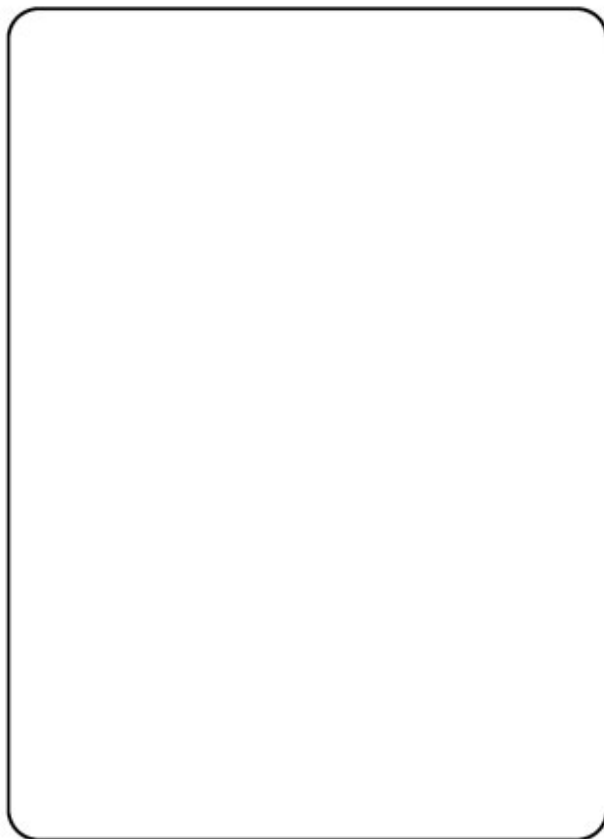
TRAINING SHEETS

Cells and Notes x 2

Without any markings



Notes:

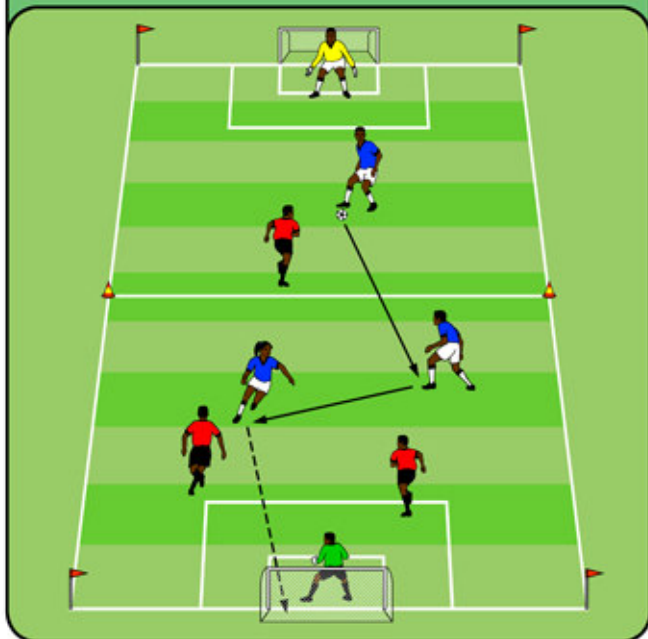


Notes:



Tips for small Football-Tournaments

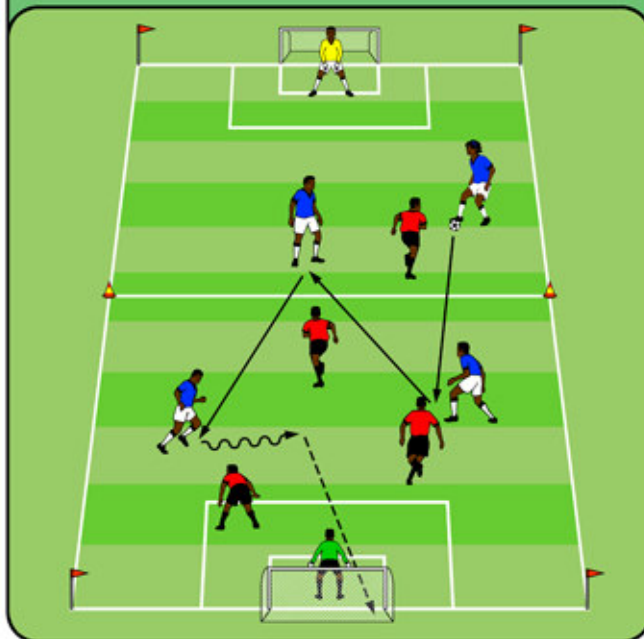
1 3-ON-3 TOURNAMENT 2 GOALS WITH GOALKEEPERS



Organisation and Game

- **Training Squad:**
18 field players
4 goalkeepers
- **Group 1:**
A against B
B against C
A against C
- **Group 2:**
D against E
E against F
D against F
- **Division:**
6 Teams with
3 players each
- **2 Pitches:**
25 x 15 m
- **Tournament schedule:**
Divide the 6 teams into 2 groups. One pairing per group plays on a pitch.
- **After this preliminary round - Games for place:**
Play for 5th place:
3rd Group 1 vs.
3rd Group 2
Play for 3rd place:
2nd Group 1 vs.
2nd Group 2
Final:
1st Group 1 vs.
1st Group 2

2 4-ON-4 TOURNAMENT 2 GOALS WITH GOALKEEPERS



Organisation and Game

- **Training Squad:**
16 field players
4 goalkeepers
- **Division:**
4 teams with
4 players each
- **2 Pitches:**
35 x 25 m
- **Tournament schedule:**
The 4 teams play a preliminary round - "team against team" - and then the finals.
- **Preliminary round:**
A against B Pitch 1
C against D Pitch 2
A against C Pitch 1
B against D Pitch 2
A against D Pitch 1
B against C Pitch 2
- **Finale Games:**
Play for 3rd place:
3rd of preliminary round
against 4th of
preliminary round.
Finale:
1st of preliminary round
against 2nd of
preliminary round.

Organisational Guidelines:

- Small teams with a maximum of 5 players each.
- Small pitches - clearly marked!
- If possible, hand out bibs!
- Use all the available goals and additional posts!
- Keep replacement balls available at the goals!

Division of Teams

Number of Players	Number of Pitches	Remarks (possible with substitute player)
20	2 pitches @ 5 : 5	(substitute player)
21	1 pitch 3 : 3 1 pitch 4 : 4 1 pitch 4 : 3	(substitute player)
22	2 pitches @ 4 : 4 1 pitch 3 : 3	
23	2 pitches @ 4 : 4 1 pitch 4 : 3	(substitute player)
24	3 pitches @ 4 : 4	
25	2 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
26	2 pitches @ 4 : 4 1 pitch 5 : 5	(substitute player)
27	1 pitch 4 : 4 1 pitch 5 : 5 1 pitch 5 : 4	(substitute player) (substitute player)
28	1 pitch 4 : 4 2 pitches @ 5 : 5	(substitute player)
29	1 pitch 4 : 5 2 pitches @ 5 : 5	(substitute player) (substitute player)
30	3 pitches @ 5 : 5	(substitute player)
31	3 pitches @ 4 : 4 1 pitch 4 : 3	(substitute player)
32	4 pitches @ 4 : 4	
33	3 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
34	3 pitches @ 4 : 4 1 pitch 5 : 5	(substitute player)
35	2 pitches @ 4 : 4 1 pitch 5 : 5 1 pitch 5 : 4	(substitute player) (substitute player)
36	2 pitches @ 4 : 4 2 pitches @ 5 : 5	(substitute player)
37	1 pitch 4 : 4 1 pitch 5 : 4 2 pitches @ 5 : 5	(substitute player) (substitute player)
38	4 pitches @ 4 : 4 1 pitch 3 : 3	



Division of Teams

Continued

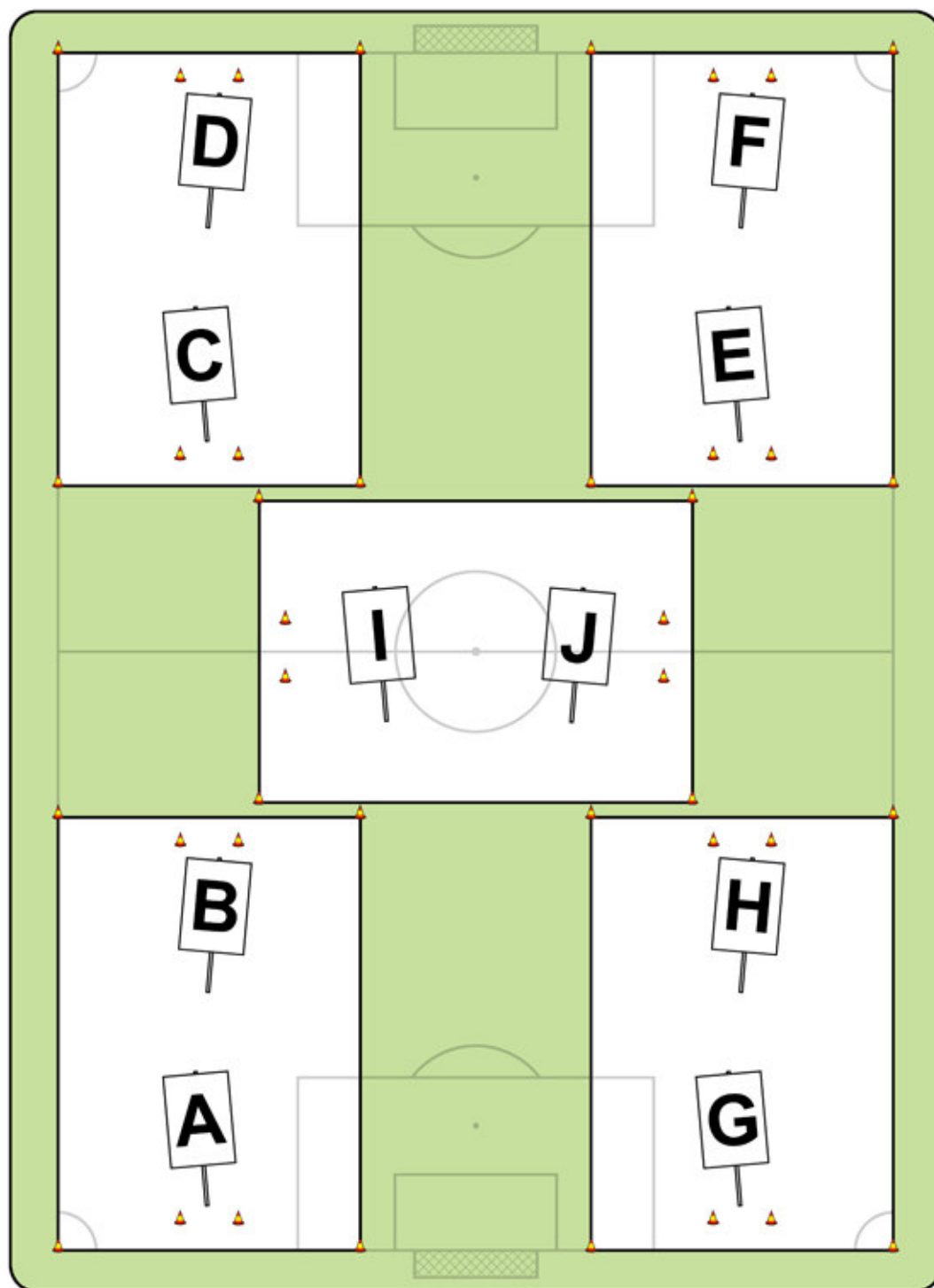
Number of Players	Number of Pitches	Remarks (possible with substitute player)
39	4 pitches @ 4 : 4 1 pitch 4 : 3	(substitute player)
40	5 pitches @ 4 : 4	
41	4 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
42	4 pitches @ 4 : 4 1 pitch 5 : 5	(substitute players)
43	3 pitches @ 4 : 4 1 pitch 5 : 5 1 pitch 5 : 4	(substitute players) (substitute player)
44	2 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
45	2 pitches @ 4 : 4 2 pitches @ 5 : 5 1 pitch 5 : 4	(substitute players) (substitute player)
46	2 pitches @ 4 : 4 3 pitches @ 5 : 5	(substitute players)
47	1 pitch 4 : 4 1 pitch 5 : 4 3 pitches @ 5 : 5	(substitute player) (substitute players)
48	4 pitches @ 5 : 5 1 pitch 4 : 4	(substitute players)
49	4 pitches @ 5 : 5 1 pitch 5 : 4	(substitute players) (substitute player)
50	5 pitches @ 5 : 5	(substitute players)

If there are more than 50 players, a second football field must be made available. Should there be 70 players, 40 players could play on the first field and 30 players could play on the second field. A possibility would also be to divide them into 35 players per field.

TOURNAMENT SHEETS

Playing Schedule

Pitch Allocation



Field divisions for the "4-on-4" play form.

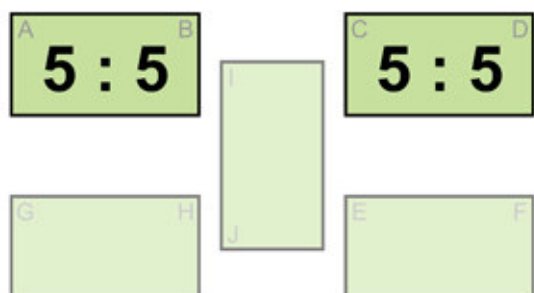
- Arrange four outer pitches of approx. 20m x 40m on the touch lines/goal lines.
- Mark off a further pitch in the centre of the field.
- Use cones to outline the various pitches.
- Place the team names (A, B, C, etc...) well visible **next** to the pitches.
- Place the necessary number of bibs next to the pitch indicators.



Playing Schedule

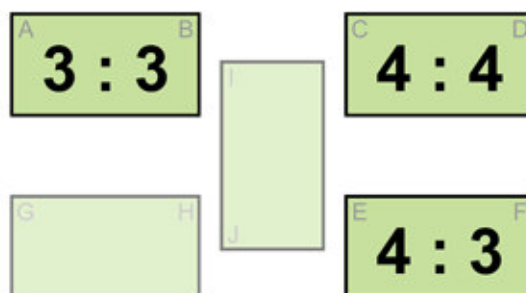
Pitch Allocation

Organisation for 20 Players



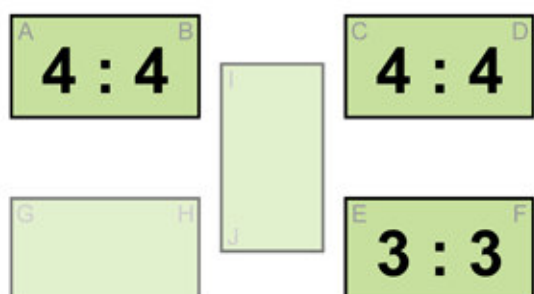
2 Pitches 5:5 = 5 x A: 5 x B
5 x C: 5 x D

Organisation for 21 Players



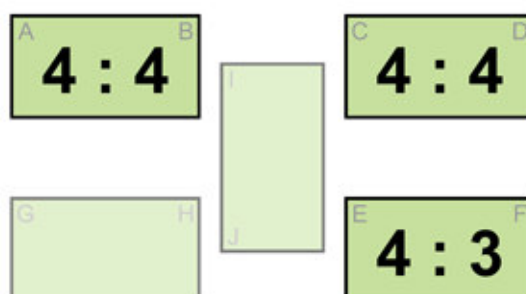
1 Pitch 3:3 = 3 x A: 3 x B
1 Pitch 4:4 = 4 x C: 4 x D
1 Pitch 4:3 = 4 x E: 3 x F

Organisation for 22 Players



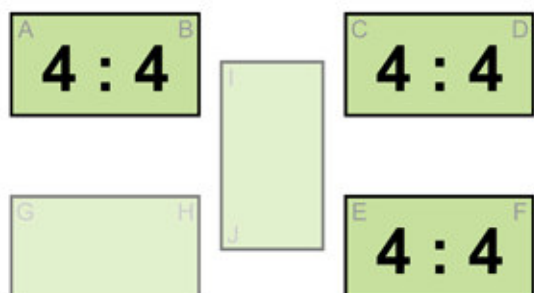
2 Pitches 4:4 = 4 x A: 4 x B
4 x C: 4 x D
1 Pitch 3:3 = 3 x E: 3 x F

Organisation for 23 Players



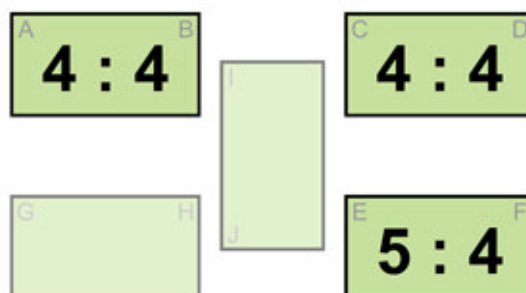
2 Pitches 4:4 = 4 x A: 4 x B
4 x C: 4 x D
1 Pitch 4:3 = 4 x E: 3 x F

Organisation for 24 Players



3 Pitches 4:4 = 4 x A: 4 x B
4 x C: 4 x D
4 x E: 4 x F

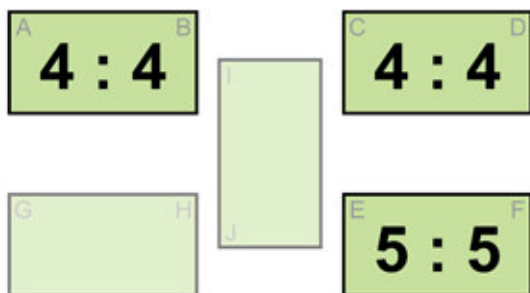
Organisation for 25 Players



2 Pitches 4:4 = 4 x A: 4 x B
4 x C: 4 x D
1 Pitch 5:4 = 5 x E: 4 x F

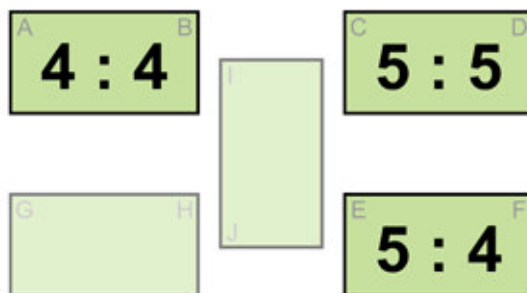
Playing Schedule Pitch Allocation

Organisation for 26 Players



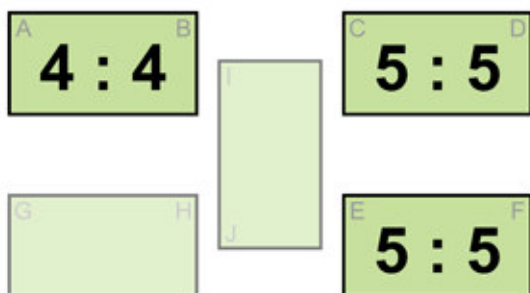
2 Pitches 4 : 4 = 4 x A : 4 x B
 4 x C : 4 x D
 1 Pitch 5 : 5 = 5 x E : 5 x F

Organisation for 27 Players



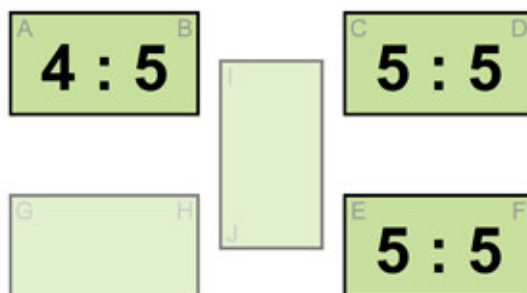
1 Pitch 4 : 4 = 4 x A : 4 x B
 1 Pitch 5 : 5 = 5 x C : 5 x D
 1 Pitch 5 : 4 = 5 x E : 4 x F

Organisation for 28 Players



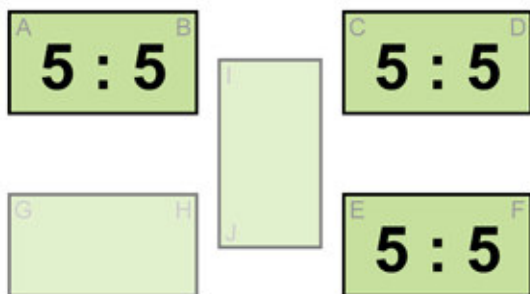
1 Pitch 4 : 4 = 4 x A : 4 x B
 2 Pitches 5 : 5 = 5 x C : 5 x D
 5 x E : 5 x F

Organisation for 29 Players



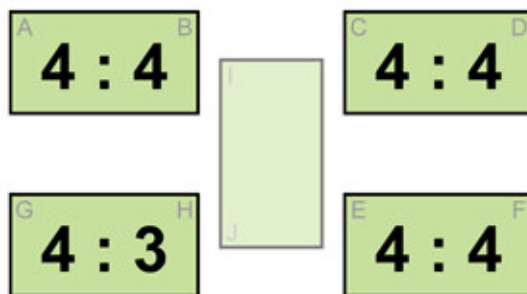
1 Pitch 4 : 5 = 4 x A : 5 x B
 2 Pitches 5 : 5 = 5 x C : 5 x D
 5 x E : 5 x F

Organisation for 30 Players



3 Pitches 5 : 5 = 5 x A : 5 x B
 5 x C : 5 x D
 5 x E : 5 x F

Organisation for 31 Players



3 Pitches 4 : 4 = 4 x A : 4 x B
 4 x C : 4 x D
 4 x E : 4 x F
 1 Pitch 4 : 3 = 4 x G : 3 x H



Playing Schedule

Pitch Allocation

Organisation for 32 Players



4 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F
4 x G : 4 x H

Organisation for 33 Players



3 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F
1 Pitch 5 : 4 = 5 x G : 4 x H

Organisation for 34 Players



3 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F
1 Pitch 5 : 5 = 5 x G : 5 x H

Organisation for 35 Players



2 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
1 Pitch 5 : 5 = 5 x E : 5 x F
1 Pitch 5 : 4 = 5 x G : 4 x H

Organisation for 36 Players



2 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
2 Pitches 5 : 5 = 5 x E : 5 x F
5 x G : 5 x H

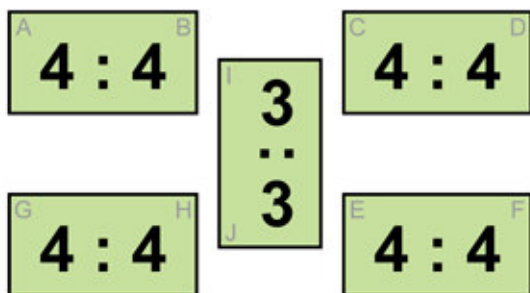
Organisation for 37 Players



1 Pitch 4 : 4 = 4 x A : 4 x B
1 Pitch 5 : 4 = 5 x C : 4 x D
2 Pitches 5 : 5 = 5 x E : 5 x F
5 x G : 5 x H

Playing Schedule Pitch Allocation

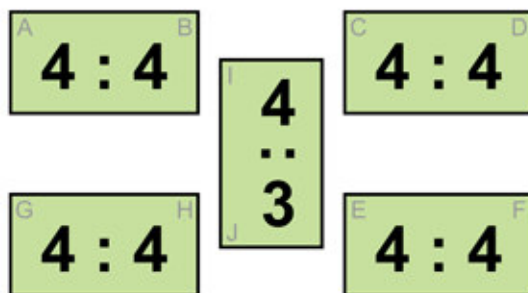
Organisation for 38 Players



4 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F
4 x G : 4 x H

1 Pitch 3 : 3 = 3 x I : 3 x J

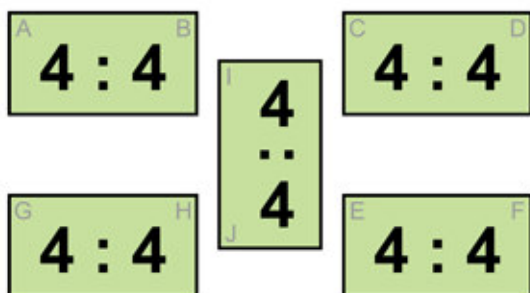
Organisation for 39 Players



4 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F
4 x G : 4 x H

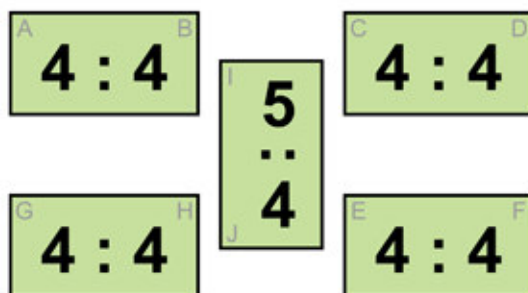
1 Pitch 4 : 3 = 4 x I : 3 x J

Organisation for 40 Players



5 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F
4 x G : 4 x H
4 x I : 4 x J

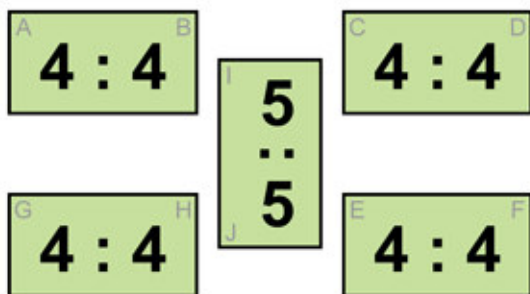
Organisation for 41 Players



4 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F
4 x G : 4 x H

1 Pitch 5 : 4 = 5 x I : 4 x J

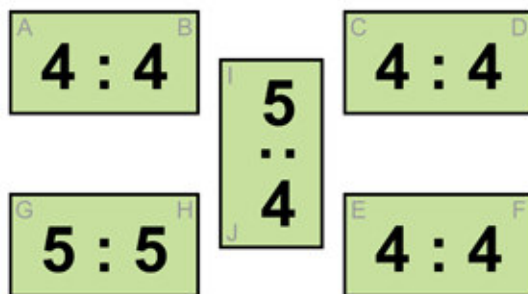
Organisation for 42 Players



4 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F
4 x G : 4 x H

1 Pitch 5 : 5 = 5 x I : 5 x J

Organisation for 43 Players



3 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F

1 Pitch 5 : 5 = 5 x G : 5 x H

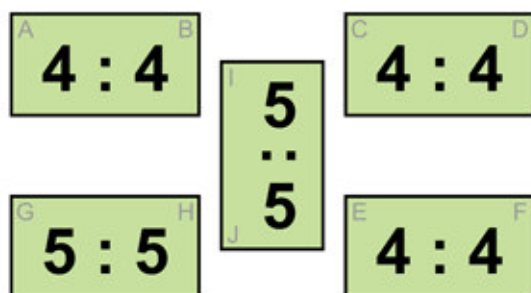
1 Pitch 5 : 4 = 5 x I : 4 x J



Playing Schedule

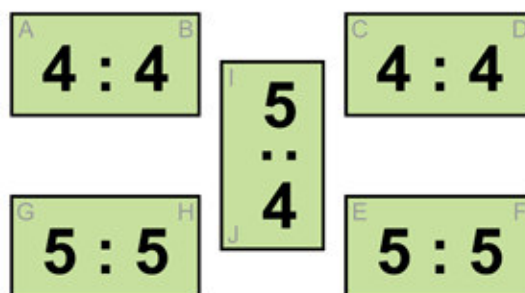
Pitch Allocation

Organisation for 44 Players



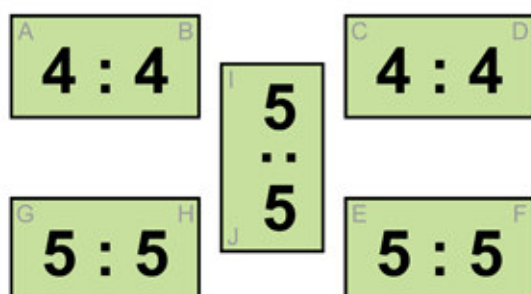
$$\begin{aligned}
 3 \text{ Pitches } \quad 4:4 &= 4 \times A:4 \times B \\
 & \quad \quad \quad 4 \times C:4 \times D \\
 & \quad \quad \quad 4 \times E:4 \times F \\
 2 \text{ Pitches } \quad 5:5 &= 5 \times G:5 \times H \\
 & \quad \quad \quad 5 \times I:5 \times J
 \end{aligned}$$

Organisation for 45 Players



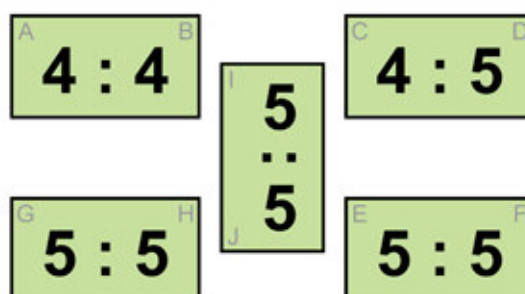
$$\begin{aligned}
 2 \text{ Pitches } \quad 4:4 &= 4 \times A:4 \times B \\
 & \quad \quad \quad 4 \times C:4 \times D \\
 2 \text{ Pitches } \quad 5:5 &= 5 \times E:5 \times F \\
 & \quad \quad \quad 5 \times G:5 \times H \\
 1 \text{ Pitch } \quad 5:4 &= 5 \times I:4 \times J
 \end{aligned}$$

Organisation for 46 Players



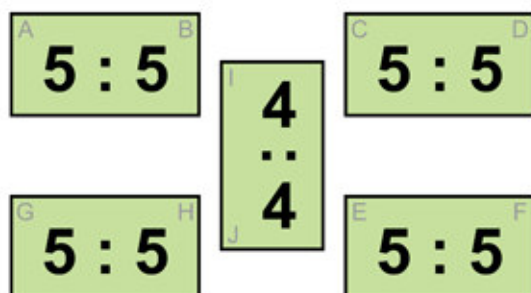
$$\begin{aligned}
 2 \text{ Pitches } \quad 4:4 &= 4 \times A:4 \times B \\
 & \quad \quad \quad 4 \times C:4 \times D \\
 3 \text{ Pitches } \quad 5:5 &= 5 \times E:5 \times F \\
 & \quad \quad \quad 5 \times G:5 \times H \\
 & \quad \quad \quad 5 \times I:5 \times J
 \end{aligned}$$

Organisation for 47 Players



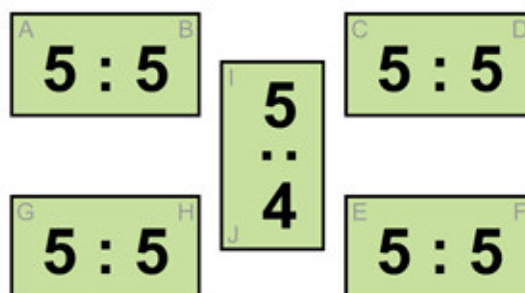
$$\begin{aligned}
 1 \text{ Pitch } \quad 4:4 &= 4 \times A:4 \times B \\
 1 \text{ Pitch } \quad 5:4 &= 5 \times C:4 \times D \\
 3 \text{ Pitches } \quad 5:5 &= 5 \times E:5 \times F \\
 & \quad \quad \quad 5 \times G:5 \times H \\
 & \quad \quad \quad 5 \times I:5 \times J
 \end{aligned}$$

Organisation for 48 Players



$$\begin{aligned}
 4 \text{ Pitches } \quad 5:5 &= 5 \times A:5 \times B \\
 & \quad \quad \quad 5 \times C:5 \times D \\
 & \quad \quad \quad 5 \times E:5 \times F \\
 & \quad \quad \quad 5 \times G:5 \times H \\
 1 \text{ Pitch } \quad 4:4 &= 4 \times I:4 \times J
 \end{aligned}$$

Organisation for 49 Players



$$\begin{aligned}
 4 \text{ Pitches } \quad 5:5 &= 5 \times A:5 \times B \\
 & \quad \quad \quad 5 \times C:5 \times D \\
 & \quad \quad \quad 5 \times E:5 \times F \\
 & \quad \quad \quad 5 \times G:5 \times H \\
 1 \text{ Pitch } \quad 5:4 &= 5 \times I:4 \times J
 \end{aligned}$$

Playing Schedule Pitch Allocation

Organisation for 50 Players	Organisation for <input type="text"/> Players
<p>5 Pitches 5 : 5 = 5 x A : 5 x B 5 x C : 5 x D 5 x E : 5 x F 5 x G : 5 x H 5 x I : 5 x J</p>	
Organisation for <input type="text"/> Players	Organisation for <input type="text"/> Players
Organisation for <input type="text"/> Players	Organisation for <input type="text"/> Players



Evaluation

Points per Team alt. their Players

Winner	=	10 Points
Draw	=	5 Points
Loser	=	0 Points
Goal Points	=	1 Point for every goal scored

Example...

1 ST Round		Result	Points
A against B		<u>3</u> : <u>2</u>	A : <u>13</u> B : <u>2</u>
C against D		<u>1</u> : <u>1</u>	C : <u>6</u> D : <u>6</u>
E against F		<u>4</u> : <u>2</u>	E : <u>14</u> F : <u>2</u>

1ST Round

A against B
C against D
E against F
G against H
I against J

Result

_____ : _____
_____ : _____
_____ : _____
_____ : _____
_____ : _____

Points

A : _____ B : _____
C : _____ D : _____
E : _____ F : _____
G : _____ H : _____
I : _____ J : _____

2ND Round

A against B
C against D
E against F
G against H
I against J

Result

_____ : _____
_____ : _____
_____ : _____
_____ : _____
_____ : _____

Points

A : _____ B : _____
C : _____ D : _____
E : _____ F : _____
G : _____ H : _____
I : _____ J : _____

3RD Round

A against B
C against D
E against F
G against H
I against J

Result

_____ : _____
_____ : _____
_____ : _____
_____ : _____
_____ : _____

Points

A : _____ B : _____
C : _____ D : _____
E : _____ F : _____
G : _____ H : _____
I : _____ J : _____

4TH Round

A against B
C against D
E against F
G against H
I against J

Result

_____ : _____
_____ : _____
_____ : _____
_____ : _____
_____ : _____

Points

A : _____ B : _____
C : _____ D : _____
E : _____ F : _____
G : _____ H : _____
I : _____ J : _____

5TH Round

A against B
C against D
E against F
G against H
I against J

Result

_____ : _____
_____ : _____
_____ : _____
_____ : _____
_____ : _____

Points

A : _____ B : _____
C : _____ D : _____
E : _____ F : _____
G : _____ H : _____
I : _____ J : _____

TOURNAMENT SHEETS

Playing Schedule for 40 Players
4-on-4

No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		
01		A		A		B		G		C			
02		A		B		C		F		E			
03		A		C		D		E		G			
04		A		D		E		D		I			
05		B		E		F		C		J			
06		B		F		G		J		A			
07		B		G		H		A		H			
08		B		H		I		J		F			
09		C		I		J		I		D			
10		C		J		A		H		B			
11		C		A		C		F		A			
12		C		B		D		G		B			
13		D		C		E		H		C			
14		D		D		F		E		D			
15		D		E		G		D		E			
16		D		F		H		C		F			
17		E		G		I		B		G			
18		E		H		J		A		H			
19		E		I		A		J		I			
20		E		J		B		I		J			



TOURNAMENT SHEETS

Playing Schedule for 40 Players
4-on-4

No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		
21		F		A		D		I		C			
22		F		B		E		H		F			
23		F		C		F		G		A			
24		F		D		G		F		I			
25		G		E		H		E					
26		G		F		I		D		J			
27		G		G		J		C		H			
28		G		H		A		B		B			
29		H		I		B		A		G			
30		H		J		C		J		D			
31		H		A		E		B		J			
32		H		B		F		I		D			
33		I		C		G		H		F			
34		I		D		H		G		H			
35		I		E		I		F		B			
36		I		F		J		E		I			
37		J		G		A		D		G			
38		J		H		B		C		E			
39		J		I		C		B		C			
40		J		J		D		A		A			



TOURNAMENT SHEETS

Playing Schedule
4-on-4

No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		



Street Football Tournament

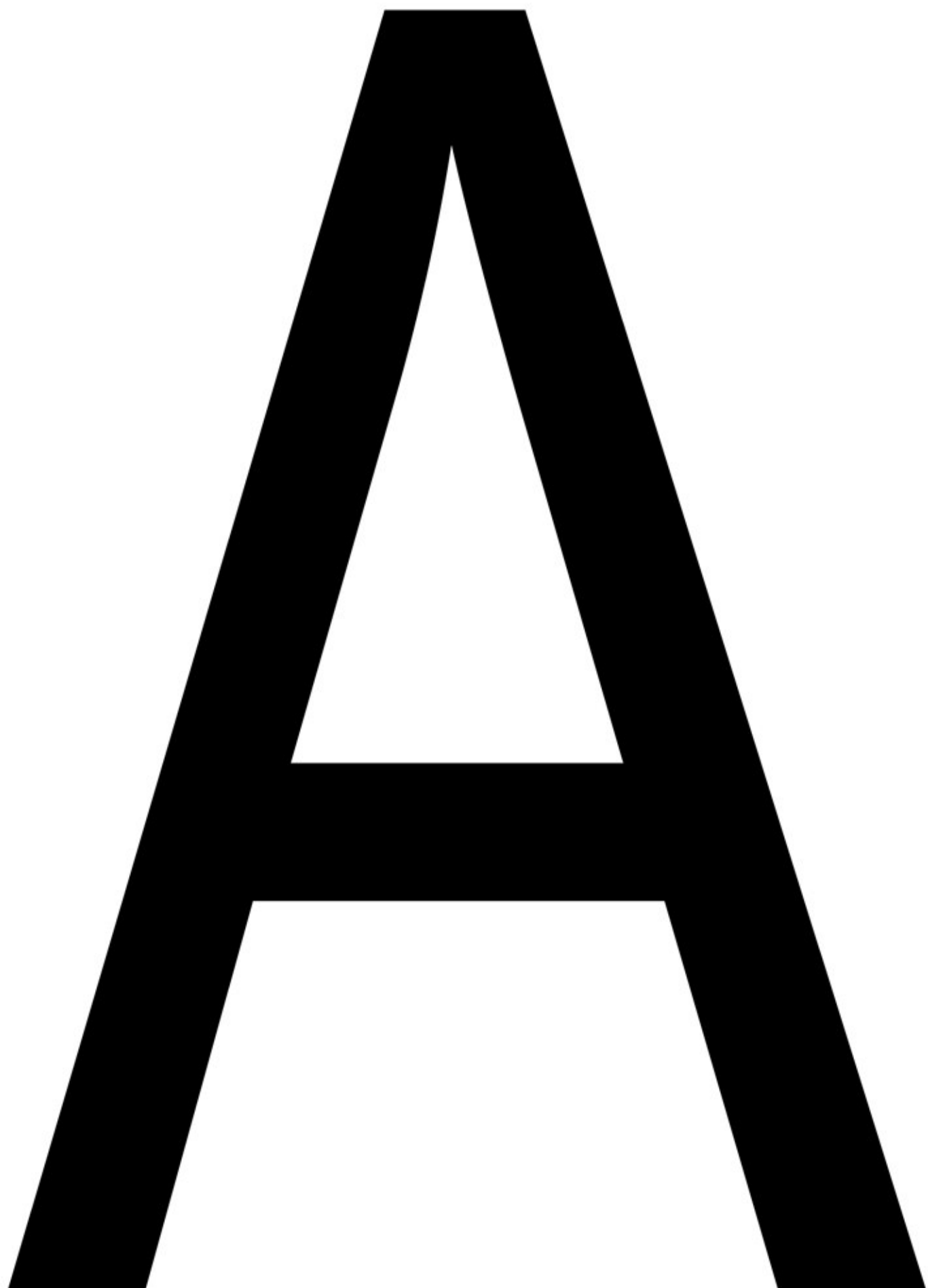
1 - 4 1 - 3 1 - 2
2 - 3 4 - 2 3 - 4

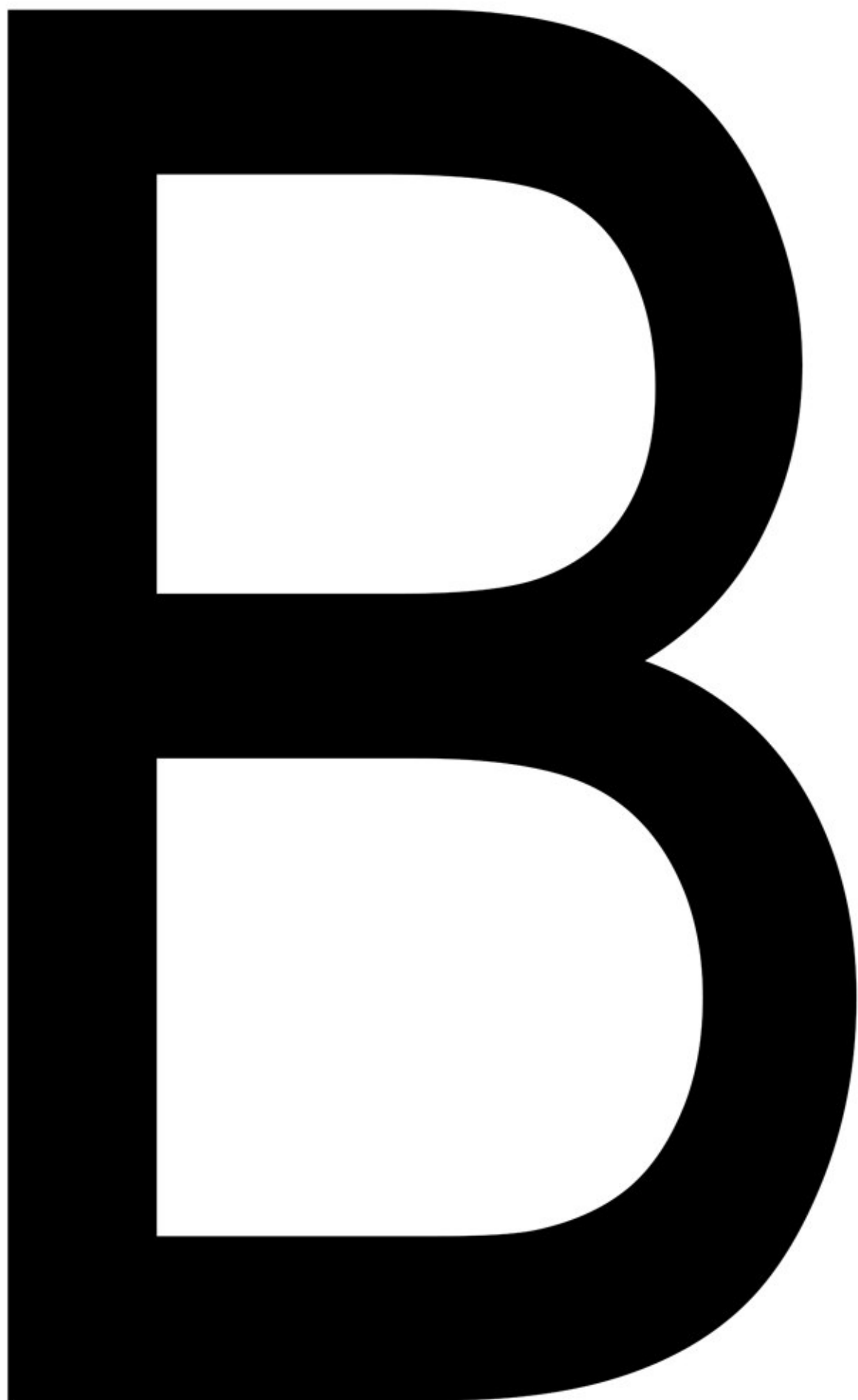
TIME	PRE-MATCH	MATCH	POST-MATCH
	1 - 4		
	2 - 3	1 - 4	
		2 - 3	1 - 4
			2 - 3
	1 - 3		
	4 - 2	1 - 3	
		4 - 2	1 - 3
			4 - 2
	1 - 2		
	3 - 4	1 - 2	
		3 - 4	1 - 2
			3 - 4

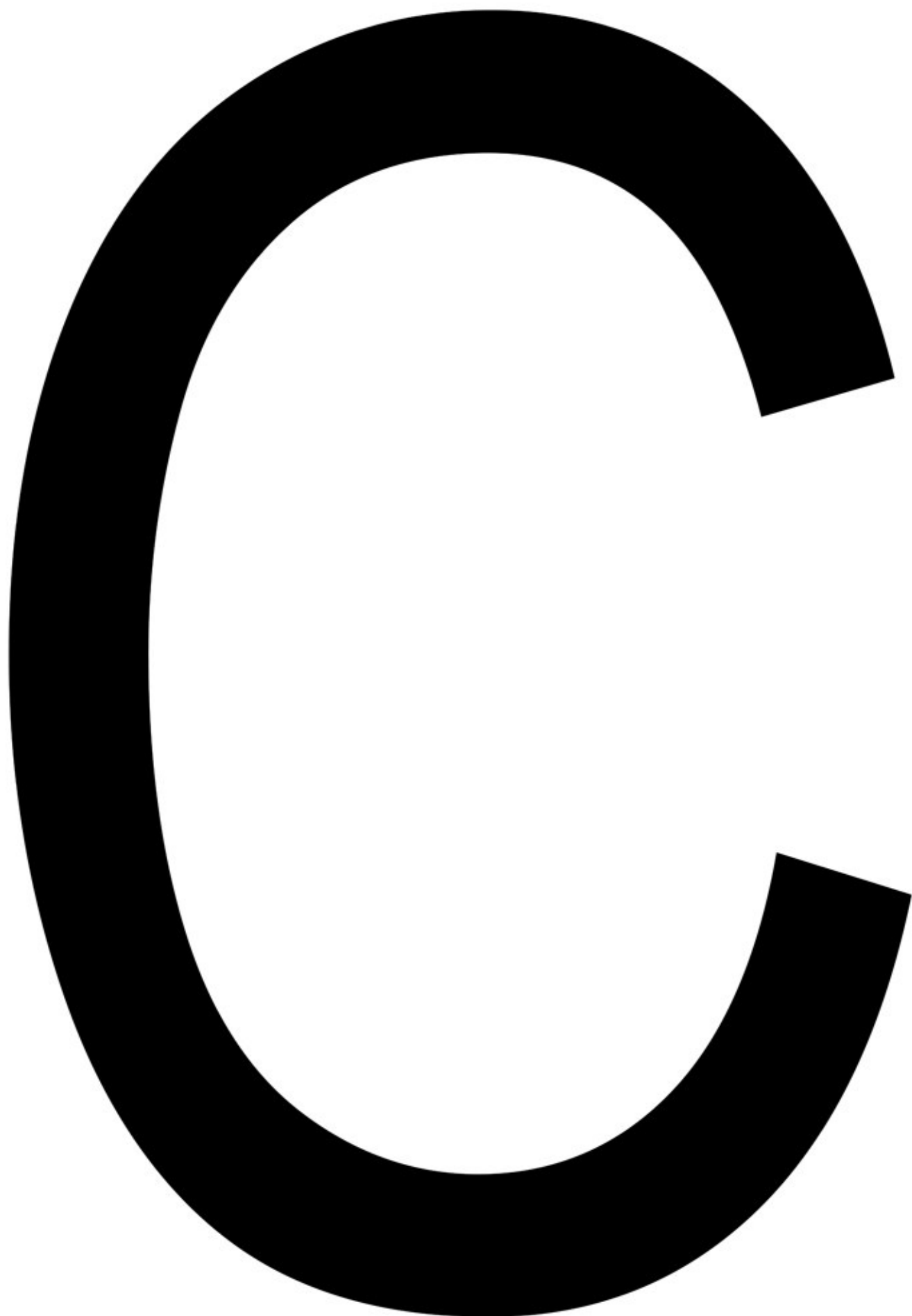
MATCH	RESULT	FAIR PLAY	
1 - 4	:		
2 - 3	:		
1 - 3	:		
4 - 2	:		
1 - 2	:		
3 - 4	:		

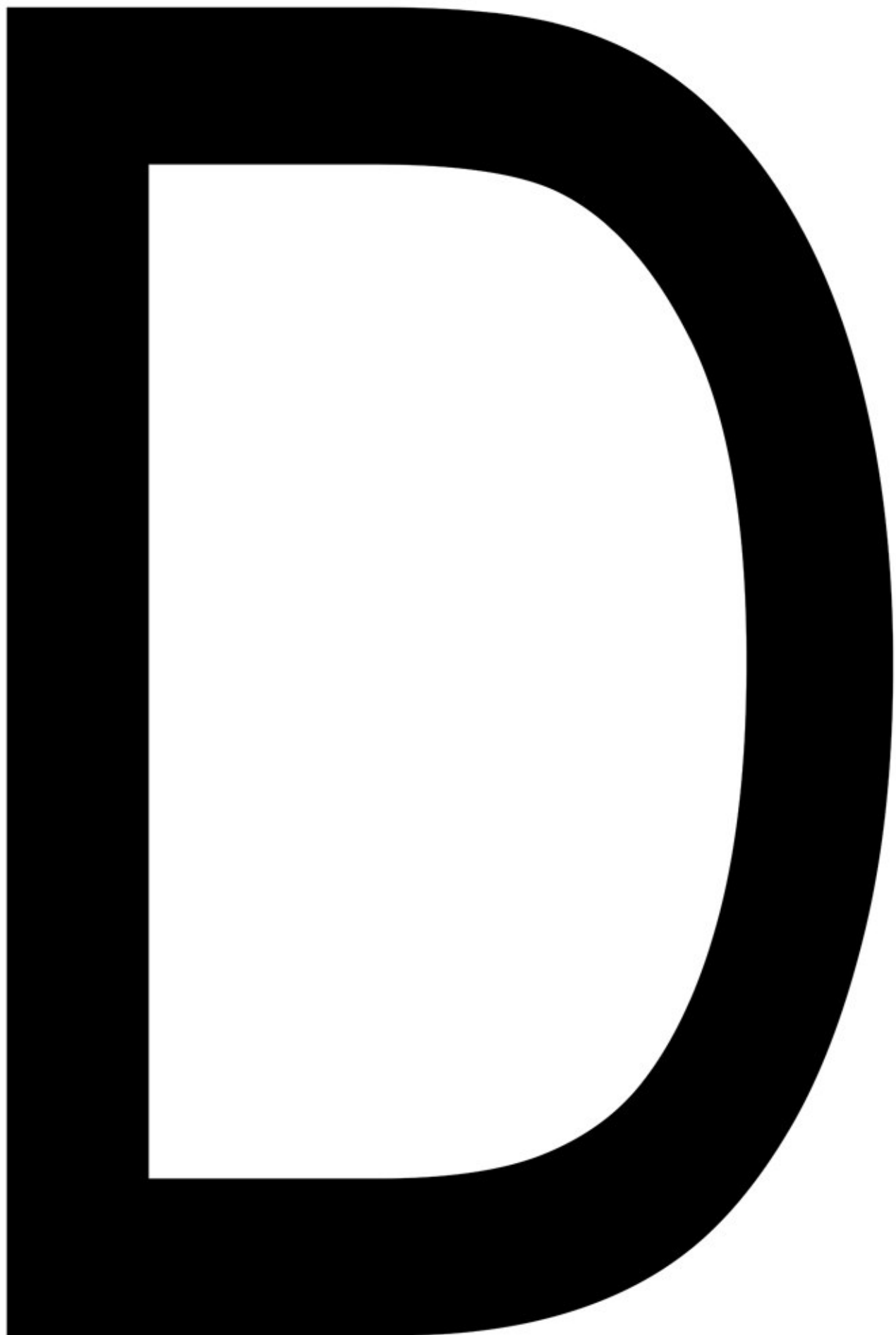
	1	2	3	4	TOTAL
1					
2					
3					
4					

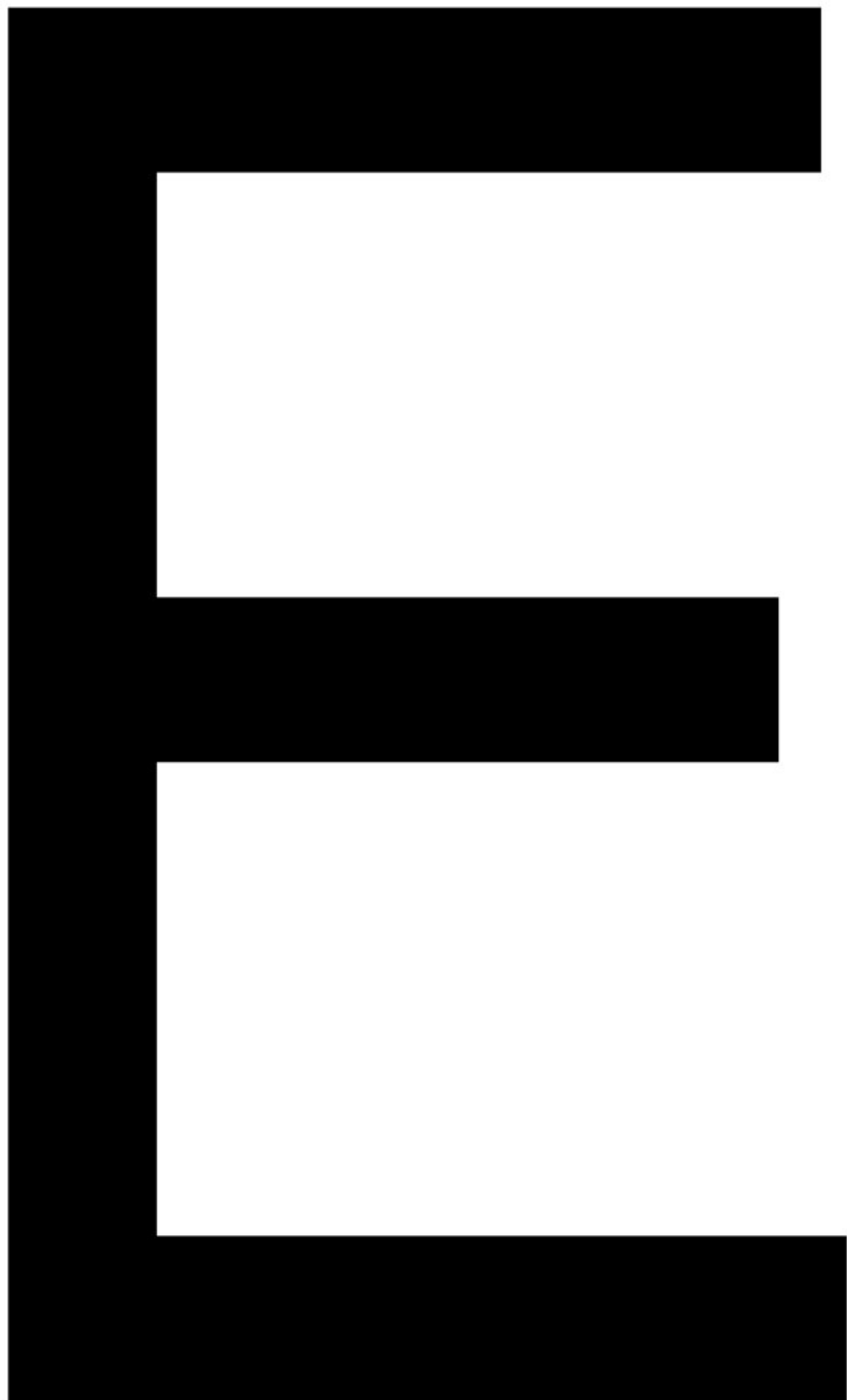
POINT ALLOCATION	
3 or more goals	4 points
Win	3 points
Draw	2 points
Loss	1 point

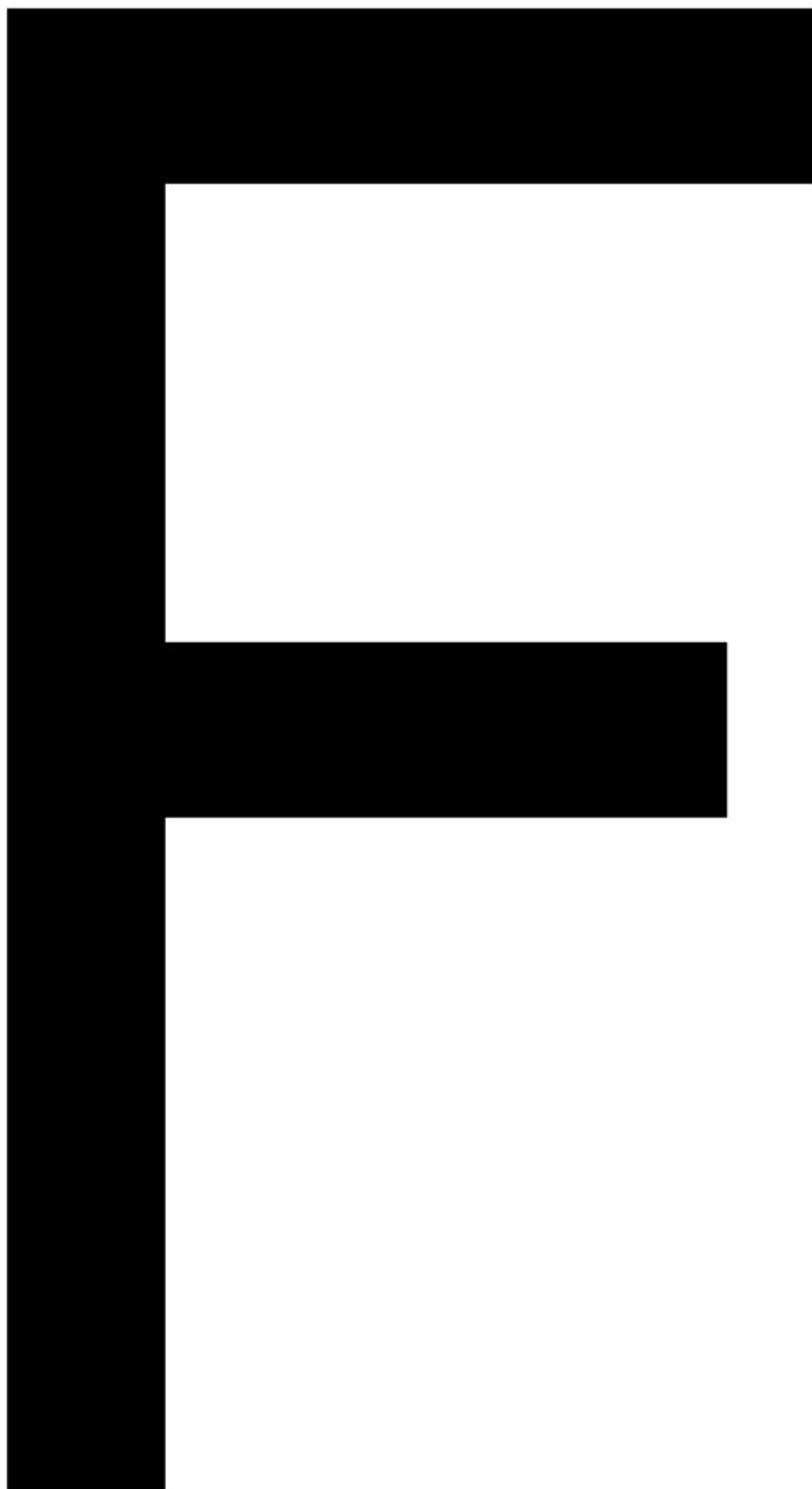




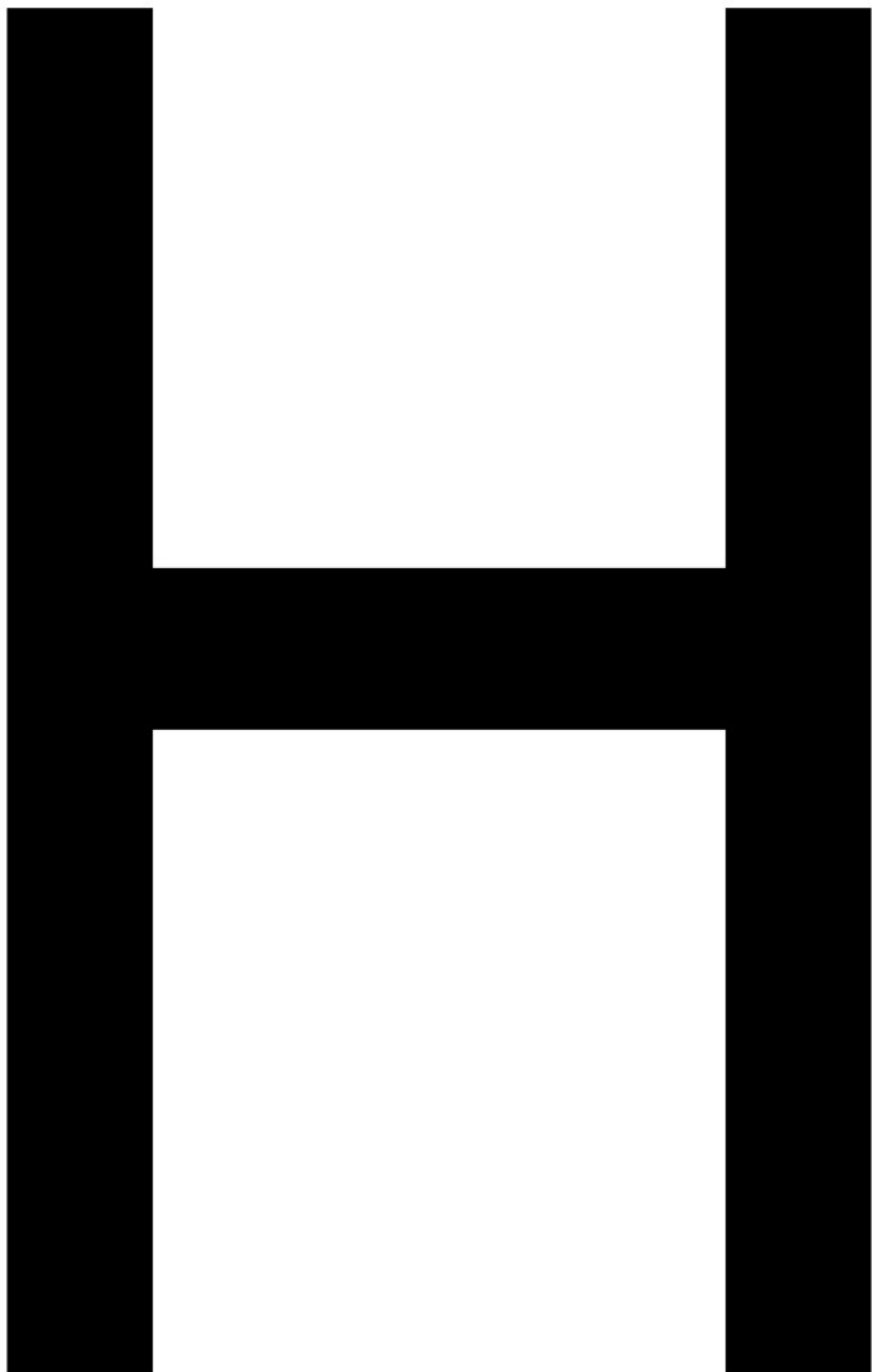




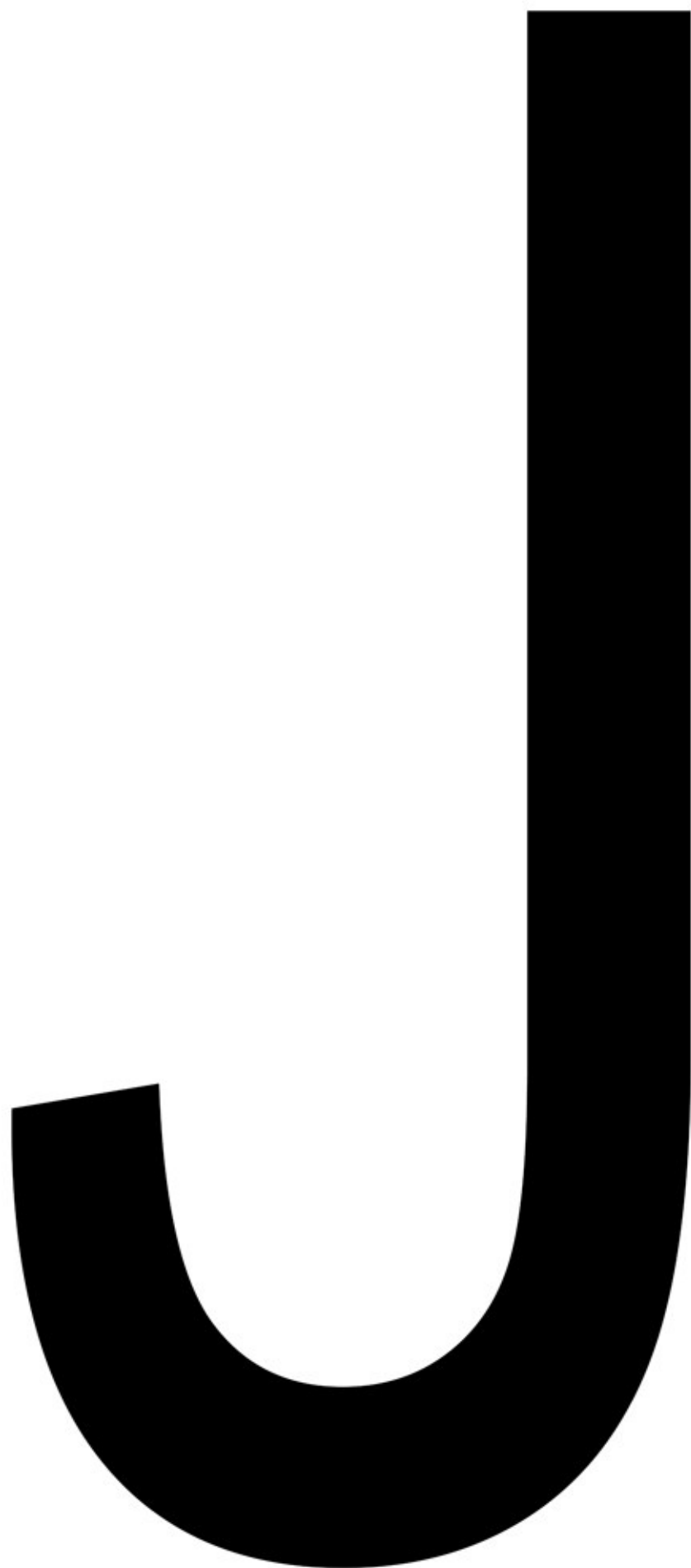












The Coach as a Role Model

1. Be a positive role model for your players

It will be your wish that the children become positive and responsible persons in the future. Therefore, you should act and behave, as you would like the children to act and behave. What you expect from the children you must show to them. Lead by example!

Remember: It is more important how you act and behave than a theoretical talk about topics. Please show them positive behaviour and values, because you are a role model for them. Show them interpersonal manners like:

- ☞ Fairness
- ☞ Helpfulness
- ☞ Respect
- ☞ Trustworthiness
- ☞ Tolerance
- ☞ Patience
- ☞ Self-criticism

2. Be upfront with the children

- ☞ Listen to the young players and speak to them regularly.
- ☞ Show the children that you are interested in each of them. Try to find out about their private background like family situation, school, friends, challenges, hobbies, etc.
- ☞ Give special attention to the discriminated and handicapped players and include them in the game.

3. Interact and communicate with your players in a right way

- ☞ Show the children that you accept all of them. This is the condition for an open and interactive exchange.
- ☞ Please realise that with children it is not only important what you say but also how you say it. Especially your way of speaking, your facial expressions and your gestures are important!

Avoid:

- ▲ Shouting at the children
- ▲ Hurtful actions
- ▲ Accusations

4. Increase the codetermination

- ☞ Respect wishes, suggestions and ideas of the young player as often as possible during your training session.
- ☞ Depending on age, you should confer duties and responsibilities to the children, for example to manage the warm up for the training.
- ☞ Point out to every player how important motivation, initiatives and self-criticism are.

The reliability of the players will improve, if the coach is a good role-model.



The Coach as a Role Model

5. Be positive

- ☞ Compliment the children while training, because this makes them accessible to constructive criticism.
- ☞ Make the individual progress of performance clear to your players.
- ☞ Show the fun and pleasure you are getting through football and pass it on to the children.
- ☞ Show your players that you have a special kind of humour by solving a challenge or a stressful situation with a funny and spontaneous slogan.

6. Solve problems within your team

- ☞ Solve problems with group involvement. (Ask questions about reasons, facilitate the problem solving process.)
- ☞ Organise an peaceful conflict-solving talk.
- ☞ Let the children talk in an open way so they can express their own suggestions for solutions.
- ☞ You should decide a solution together with your players.
- ☞ Solve problems before they escalate.
- ☞ Tell the children that interpersonal conflicts are normal.

7. To review is good

- ☞ You should always criticise the way of acting but you should **NEVER** criticize the children in a personal or private manner!
- ☞ Avoid pointing fingers. If you have a problem with the behaviour of a child, try to show it how you think about it. Rather, use "I have a problem with the way you behave / act" than "Your behaviour / acting is wrong!" It will give the child space to think about it and respond.
- ☞ You should always tell them concrete points of criticism while using youth-friendly language.
- ☞ You should always start and finish a dialogue on a positive note.



The Coach as a Role Model

Which capabilities distinguish a good coach in children and youth's football?

OBJECTIVES

The participants learn that the coach's capability in sport is **not** enough to carry out an **age justifiable** training in children and youth's football. Next to sporting capabilities (technical, methodical, organisational) the participants must recognise that the coach especially needs social and personal capabilities to care for children and youths **outside** of (the) training and games.

CONTENTS

What must a coach be able to do to be able to perform this function? According to the modern understanding with focus on participant orientation there are typically five areas of capability between which a balance must constantly be brought about to ensure a successful functioning (see **PPP S1 Slide B**).

Everybody knows immediately what is meant with the technical, methodical and organisational capabilities. These capabilities as a requirement for the co-worker are quickly named and accepted. In many cases, though it is more difficult with the social capability and the personality. Often not enough importance is attached to them (e.g. a subliminal, one-sided performance orientation). See **PPP S1 Slides C and D** for the definitions.

Two important points are enough to substantiate the social and personal capabilities:

- ❖ The function of every leader, be it coach, youth leader, managing director, etc., is carried out on a social structure. To be able to apply expert knowledge usefully and so that the message arrives and is accepted, not only methodical capabilities are required, but also social ones.
- ❖ Especially in the field of training children and youths, institutions co-workers are role models. Who is a role model and why, the role model cannot decide - that the young people do totally on their own. It depends very much on the way the role model function is performed!

Slide A is a conceptual diagram titled "THE COACH AS A ROLE MODEL". It asks "Which Capabilities distinguish a Good Coach in Children and Youth's Football?". The diagram is divided into two main columns: "ATHLETIC CAPABILITIES" and "GENERAL CAPABILITIES". Under "ATHLETIC CAPABILITIES", there are three boxes: "Technical Capabilities", "Methodical Capabilities", and "Organisational Capabilities". Under "GENERAL CAPABILITIES", there are two boxes: "Personal Capabilities" and "Social Capabilities".

PPP S1 - Slide A

Slide B is titled "THE COACH AS A ROLE MODEL" and "Capabilities of the Coach". It features a central image of a coach in a yellow jersey. Surrounding the image are five boxes, each representing a capability with a definition:

- PERSONAL CAPABILITIES:** The coach as a personality
- TECHNICAL CAPABILITIES:** The coach as an acknowledged expert
- ORGANISATIONAL CAPABILITIES:** The coach as organiser of the training and the games
- SOCIAL CAPABILITIES:** The coach as adviser and helper also outside of training and games
- METHODICAL CAPABILITIES:** The coach as teacher

PPP S1 - Slide B

Slide C is titled "THE COACH AS A ROLE MODEL" and "Technical, Methodical and Organisational Capabilities". It features a central image of a coach sitting on the grass with several young players in red jerseys. To the right of the image are three boxes defining specific capabilities:

- Technical:** Expertise and knowledge about sport (the expert)
- Methodical:** Choosing the correct training contents and to be able to impart it (the teacher)
- Organisational:** Skillfully realise the contents (the learning organiser)

PPP S1 - Slide C

The Coach as a Role Model

In the eyes of the young sports players, the coaches are not only specialists in their field of training, but also models on how one can live with sport. Sometimes they are role models, often only confidantes for everyday questions, often only friendly adults that understand sport and life. The coaches do not only supply know-how in sport and certain techniques, they are also the ones that assist the young people as everyday helpers and supporters.

Must the institution co-worker, apart from sport, now also fill these additional responsibilities; must he become an educational man? At this point one must not become frustrated (e.g. due to expected overworking) as it would be unreasonable. Such educational and social features are not additional features in the institution work, they are always part of the game! In sporting as well as non-sporting custodial situations. One must be aware of this, to be able to create the opportunity to consider these points better and to control them properly. Apart from that, generally every course participant has a good measure of social and personal capabilities from other areas of life and from experience - even if it is often subconscious! These capabilities can be developed further. That is why one can actually speak of an educational man - not in the sense of overworking, but rather as a well-qualified amateur!

With the aid of **PPP S1 Slide E**, actual requirements of a children and youth coach will be clarified, describing the social and educational requirements in the institution's everyday realistically and more understandably. Additionally the instructor, together with the participants, should compile actual examples on how to realise the educational guidelines.

PROCEDURE

With the participant-orientated introduction (**PPP S1 Slide A**), the views and experiences of the participants will quickly be made clear to all.

Should there be a slant towards mainly naming technical orientated requirements, then the instructor can call for motivations from the participants by asking specific questions and with the help of examples can make the high value of social and personal capabilities evident. If need be the participants can fill in a second questionnaire and can work on social and personal capabilities of the coach.

With the help of **PPP S1 Slides B-D** the instructor summarises the introduction phase. With **Slide E** social and personal capabilities using the children's coach as an example can be further specified. With the central message being that care-giving in children and youth's football may not be limited to training and games, one can proceed to the next training phase.

THE COACH AS A ROLE MODEL S1 D

Social and Personal Capabilities

Counsellor and Personality

- Take **everybody** serious (children and youths)
- Be **human** (humour, role model, motivator, coach, consistent and genuine conduct)
- Encourage the **independence** of the players and the 'we' feeling of the group.

PPP S1 - Slide D

THE COACH AS A ROLE MODEL S1 E

Social and Personal Capabilities of the Children's Coach

Have a heart for children!

- Impart fun and pleasure
- Solutions for everyday problems
- Keep in contact with the parents
- Give praise and recognition
- Control group processes / Develop team spirit
- Skilled in dealing with children

Take responsibility for growing children and youths! Promote development of personality!

PPP S1 - Slide E

The Coach as a Role Model

Corner stones of a custodial plan

OBJECTIVES

The participants must get to know specific, practical care functions while dealing with children and youths and work on specifically realising their own function in the institution.

CONTENTS

Nowadays it belongs to the work of the institute that coaches and co-workers of the institution do not only concentrate on the practical areas of sport (training, competitions). Research over the past years confirm that especially the coach as a person - especially his social and personal capabilities - is responsible for children and youths joining the institution and staying with their chosen form of sport. Apart from the sporting duties the coach has to look after the educational orientation of the children and youths, so as to be true to the responsibility towards the youth.

Specific action possibilities towards practical realization should be worked on so that the participants do not feel overworked. ("But I do not have an educational training as a teacher has!")

PPP S1 Slide F gives a summary of typical (education orientated) emphasis on care giving of children and youths. These can be specified during course discussions or in the form of the proposed group work.

THE COACH AS A ROLE MODEL

Focal Points in the Caring of Children and Youths

- Develop fun and pleasure for doing sports
- Develop self-responsibility
- Develop personal performance orientation
- Reconcile sporting and non-sporting (school) requirements
- Develop team spirit

Encourage the development of the personality!

PPP S1 - Slide F

Corner pillars of an education orientated custodial plan:

- The development of the personality must in essence concentrate on the **self-responsibility** of children and youths. This can quite easily be promoted by the coach right from the beginning by allocation of tasks during training (set-up, dismantling) or within the team (team captain, youth representative, etc.)
- Part of self-responsibility is to recognize the responsibility of the individual for the group. Egotistical behaviour must be set aside for a homogeneous team performance. Here one can point out good role models (e.g. the national team).
- Main objective is furthermore to promote the personal performance orientation of children and youths. Fun and pleasure in football has to be developed in children - especially through attractive training. The coach should assist his players in setting realistic goals, depending on their own ability, and to develop health orientated characteristics (for children: correct nutrition; for youths: handling of alcohol, tobacco, etc.) Every player wants to develop himself further, learn new techniques, learn better ball handling, etc. The coach can further this attitude by e.g. giving the players homework (exercises with the ball, ball magic exercises, etc.) to motivate self-training.
- Building up **team spirit** is initially only limitedly possible due to the development of the children. A "we" feeling can be developed with small measure (e.g. joint greeting- and farewell-ritual). Realistic assessments of winning or losing, the integration and acceptance of performance-weaker players or the observance of joint rules are further practical everyday tasks that the coach can use to develop and promote the team spirit.

The Coach as a Role Model

- Of course, the coach should be aware of the backgrounds of the children (parents, school performance, etc.) and should contribute towards the players reconciling their sporting and school requirements.

PROCEDURE

With the aid of **PPP S1 Slide F**, an introduction to the following group work on the practical conversion of the main custodial tasks can be given. If possible, the participants should also consider age specific factors (children, older youths). Because: non-sporting care also depends on the stage of development of the children and youths.

After the presentation of the results, the instructor holds a class discussion on the feasibility of the solution suggestions.

Self-Reflection: The Trainer / Co-worker as a Role Model

OBJECTIVES

The participants must recognize that sporting as well as non-sporting care in children and youth football primarily depends on the **role model function** of the coach and co-worker.

CONTENTS

The participants must consider how they see themselves in their (present or later) roll as a institute co-worker. A checklist - Role Model (**Supplements Page 9**), is available for self-examination. Of course, the suitability of the position does not only depend on the own wishes and imagination, but on the target group that the co-worker has to lead.

PPP S1 Slide G illustrates clearly how such requirements can look in practice in children's football.

PROCEDURE

The self-examination results from individual work done through the Checklist - Role Model. If necessary, a short exchange of ideas phase can follow. It would be sensible if the institution regularly, e.g. once a year, carries out such a self-reflection.

In conclusion, a short lecture should point out that the suitability of the own conduct naturally also depends on the respective target group. The slides introduce typical ideal profiles.

THE COACH AS A ROLE MODEL

S1
G

Role Model Function of Coaches, Caretakers, Co-Workers



- Dealing with conflicts, weaker players - girls
- Health conscious lifestyle (nutrition, alcohol, tobacco)
- Recognising and realising ones mistakes
- Dealing with criticism (e.g. parents)
- Dealing with winning and losing
- Compliance with the rules
- Appreciation of every single member of the group
- Sporting fairness

PPP S1 - Slide G

The Coach as a Role Model

If there is enough time, the instructor can also discuss or confront typical traditional conceptions of coaches in children and youth's football:

- ☛ How do I win as many games and tournaments as possible?
- ☛ How do I offer the children and youths the best possible fun?
- ☛ How do I confirm myself as coach (personal target)?
- ☛ How can I provide for the continuance of this division (membership)?

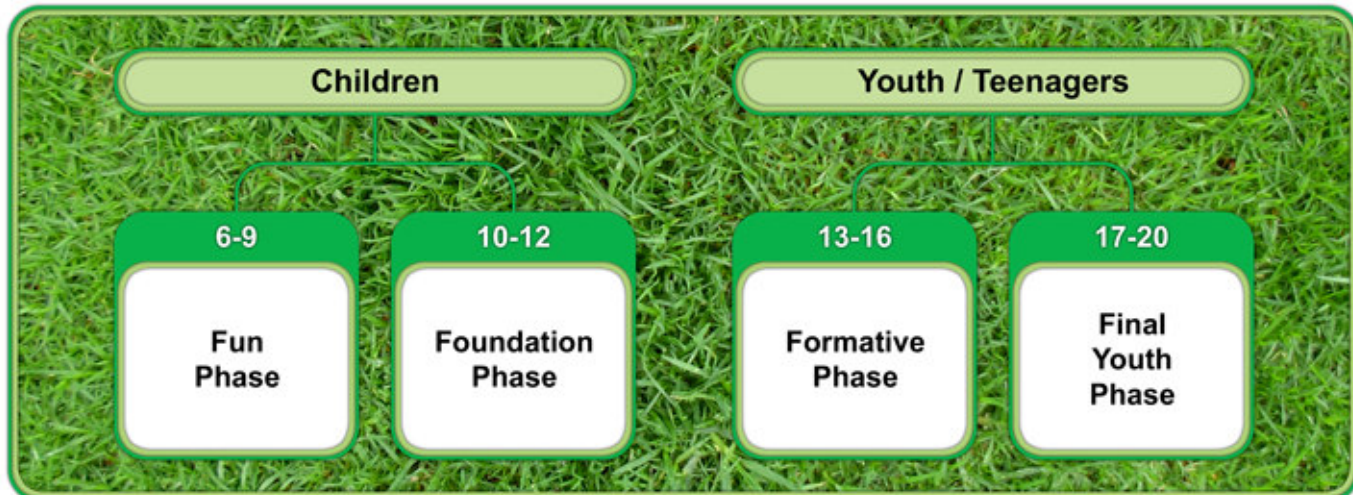
From such confrontations, it is easy to discuss the **responsibility** of the coach / co-worker for growing children / youths and their respective sporting as well as non-sporting requirements - they must be seen in a well-balanced proportion to each other.



The coach should be both a teacher and a friend to the players.

The Coach as a Role Model

Player Development Phases



Guidelines on Training with Children / Youths

- ⊗ Train individually
- ⊗ Train on focus / objectives
- ⊗ Train technique oriented
- ⊗ Train with exercises and games
- ⊗ Train in detail
- ⊗ Train the personalities
- ⊗ Train with motivation and fun



No matter what their age, everybody wants to be their best at what they love doing!

SUPPLEMENT 1

The Coach as a Role Model

"Role Model" - Self-examination Checklist

Not only for coaches, also for caretakers, directors, parents, ... !

As a reference person of children and youths, you always also have the role model function and often influence their outlook and conduct more than you are aware of. That is why you must examine your own conduct (be honest!) by means of the following questions:

How do you handle conflicts?



How do you handle defeat, how do you celebrate wins?



How do you make contacts and how do you form these?



How do you conduct yourself towards your group?



Are you impartial or do you favour individual members of the group?



Are you available to listen to problems?



How do you personally handle alcohol and nicotine?



In what tone of voice do you speak?



What do you do to enhance the group atmosphere?





Philosophy of Training with Children and Youths

Children 6-12

Philosophy of Children's Football

Children's football is very special and different to youth or adult football. Remember the interests and wishes of the children every second during training, games and coaching and pay attention to their individual abilities. Children's football is not training with small adults!

When involving children from the ages of 6-12, the emphasis of training programmes and games should be on enjoyment and fun with the support of modified rules.

Children's Coach

The training activities should focus on broad skills development with no emphasis on any particular skill or position.

During interaction with children, the coach is required to provide a positive and stimulating learning environment with due recognition given for effort, participation, skills improvement, social interaction and good teamwork.

Youth 13-20

Philosophy of Youth Football

Adolescents and young adults between the ages of 13-20 often have fundamental skills and knowledge to compete at a very advanced level in their respective age groups, although their performance has scope for development, as the player is still physically maturing in terms of strength, speed and stamina. Thus, they are often ready to approach activities involving complex ball skills and game strategies. The coach, therefore, is required to produce a detailed programme of activities and coaching strategies that teaches fundamental ball skills as well as the full range of tactical principles. Furthermore, the coach needs to demonstrate his ability to conduct training sessions and analyse match situations specifically suited to young adult players.

The Youth Coach

Increasing environmental challenges such as higher demands in schoolwork, increased interests in other social activities, new and unexplored interest in the opposite gender, negative pressure and demands from peer groups, and in many instances dealing with family problems at home, are all significant factors experienced by young adults. Therefore, coaches should seek a personal contact to each player as an adviser with interpersonal skills to assist adolescent players also outside the playing field.

Maintaining a healthy lifestyle with good nutritional intake and avoiding illegal substances, developing strength, speed, flexibility, having adequate rest and sleep, are all critical to developing the player's personal potential. In conclusion, the coach has the responsibility to bring up the child to be a respectful, selfconfident, positive thinking, healthy, sporty adult.

It is important to set and reinforce standards of behaviour and ensure that consequences of inappropriate behaviour are clearly understood by all, including players, parents and officials.

With all these new ideas, do not forget: **Focus should always be on 'fun to play football'!**



Coaching Basics

Children gain positive experiences through the support and encouragement given by coaches. It is important to realize that young children should never be exposed to unrealistic expectations. Therefore, the coach has an important role to play in attracting more young people to the game and consequently getting them permanently involved.

The coach is required to provide a positive and encouraging learning environment during interaction with children. The emphasis should be on maximum participation, skills improvement and social interaction for the individual player, and fostering good team spirit within the team.

Objectives:

- ❖ Football provides opportunities to install good social values and healthy lifestyle habits in young children, and is instrumental in a child's upbringing. The concepts of 'fairplay' and good sportsmanship are vital elements during any participation in sports.
- ❖ Coaches are strongly advised to place more emphasis on promoting fun and enjoyment, instead of focusing on results and winning matches during training and competitions. In addition, at children's level, the focus should be on the development of the individual player's fundamental skills and understanding of the game and no importance should be placed on team tactics and particular positions within the team.

Finally, coaches need to remember that player development is a long journey, a process that needs patience. We must be patient in our approach and efforts in order to provide children with the opportunity to mature and fine-tune their skills at a pace with which they are comfortable.

COACHING BASICS
S3
A

What is Training?



- ❖ Adapted to age and development
- ❖ Motivating
- ❖ Influencing the whole personality
- ❖ Objective orientated
- ❖ Systematic process
- ❖ Long-term applicable
- ❖ Lasting
- ❖ Organised

PPP S3 - Slide A

COACHING BASICS
S3
B

The correct Choice of Objectives in the Training of Children and Youths depends on:



- ❖ the interests of the players
- ❖ the age and developmental phase of the players
- ❖ the ability of the players
- ❖ the framework and the frequency of training

Training children is not a lowered form of training adults; it rather has its own quality!

The training of children and youths is a long-term process!

PPP S3 - Slide B

COACHING BASICS
S3
C

Children and Youths should not train like Adults



- ❖ Different motives and interests
- ❖ Children learn easier, adults often not (anymore) so quickly, but then they are already capable of more
- ❖ Different trainability
- ❖ The bodies of children are not that pressure-tolerant yet, as they are not yet fully-grown

PPP S3 - Slide C

COACHING BASICS
S3
D

Guidelines for Children's- and Youths' Football



- ❖ Organise age- and development appropriate training and games!
- ❖ Stimulate and challenge players individually!
- ❖ Create experiences of success for all in every training unit!
- ❖ Create a positive atmosphere, free on anxiety!
- ❖ Develop team spirit!

Convey the fun and pleasure of playing football and the lifelong practising of sport!

PPP S3 - Slide D



Coaching Basics

The coach should follow the code of conduct reflecting the following principles:

- ☞ Encourage interested young people to play football.
- ☞ Encourage children to develop basic skills and avoid over-specialization in one position during their formative years.
- ☞ Do not treat the child as if he / she were a miniature adult.
- ☞ Do not scold or yell at a child for taking decisions.
- ☞ Never give personal success more relevance than the educational objective.
- ☞ Do not assume that a team's success is dependent on the coach's input alone.
- ☞ Focus on the young person's efforts and performance rather than the overall outcome of the match or tournament.
- ☞ Teach young people the ideas of 'fair play' and accepting defeat without too much disappointment.
- ☞ Encourage young people always to play according to the rules and to respect the officials and coaches' decisions.
- ☞ Never expose players, spectators and officials to personal abuse and ridicule.
- ☞ Be patient. Some children take longer than others to develop.
- ☞ Teach young people to appreciate and recognize the value and importance of the coaches, parents and officials.
- ☞ Strike a balance between education and football development of a young player.
- ☞ Provide awareness of essential nutritional food and proper health care.



Include Life Skills
in your Training Sessions
whenever you can!

Preparation of Training

Systematic Planning and Building Up a Training Session

Goal orientated Preparation and Structuring a Training Session

OBJECTIVES

The participants learn important planning principles and basic steps for planning training sessions, from the preparation, to the basic structuring, to the actual planning of the course of the match.

CONTENTS

PPP S4 Slide A shows six systematic planning steps that must be observed while preparing a training session.

The instructor should initially go through the process with the participants systematically (**PPP S4 Slides B-D, Supplements Page 15** and **Work Sheet 9** (See **Supplements Page 16**)) so that they can work up a guideline for their own institution. The more experienced the participants become, the more the methodical steps of organising flow together.

The following questions about the framework (**Supplements Page 15**) are part of the preparation:

- ❖ When and where? (depending on the time of year and the weather, size of the training ground, time constraints due to early start in the afternoon - can all be there punctually?)
- ❖ For what group? (No. of players was planned for 18, but 10 cannot come due to a school outing; is there anything special to be done after last week's game, any mistakes to be worked out?)
- ❖ Necessary equipment and material? Not only the number of balls and goals, also cones, flagpoles, etc. have to be planned for. The best planning with the most motivating exercises are useless if the necessary equipment is missing or being used by another group.

The decision on focal points also depends on the particular group. That is why **PPP S4 Slide B** shows different methodical guidelines being used by the coach during children's football training.

The same applies to the basic build-up of training units (**PPP S4 Slide C**).



PPP S4 - Slide A



PPP S4 - Slide B



PPP S4 - Slide C



Preparation of Training

Systematic Planning and Building Up a Training Session

PREPARATION OF TRAINING S4 D

Guidelines for the Structuring of a Training Session
Training of Children's Football



- Start the training by playing games that allow the children to let off steam or in those phases when the concentration is low!
- Plan breaks for drinking!
- Every form of training must be fun!
- Focus on training both legs!
- Consider space for the players (experiment, keep active with the ball, creative playing!)
- Offer phases of training of short duration!
- Small football games are the clear focus of the training session!

PPP S4 - Slide D

PREPARATION OF TRAINING S4 E

Guidelines for the Organisation of Training



- Make many ball contacts possible!
One ball for every player
- Build small groups!
+ Many repeats of technical exercises
+ Many ball contacts within the forms of play
- Create possibilities for senses of achievement!
+ Competitions
+ Combine exercises with goal shots
+ Group teams equally strong!
- Avoid long break times and waiting times!
- Only one basic training form per training unit!

PPP S4 - Slide E

Additionally specific guidelines for the structuring (PPP S4 Slide D) and the organising of a training session (PPP S4 Slide E) are shown, using the children's football as an example, where the contents and the time planning of a training unit must be considered.

PROCEDURE

The instructor explains the most important steps in planning a training unit. The second part of the double lesson is totally participant orientated.

The instructor introduces the **Work Sheet 9** (see *Supplements Page 16*), with whose help the participants as a group will outline suitable training units.

The following solutions can assist in the practical procedure of planning a training unit (PPP S4 Slide E).

Do not forget to always include refreshment breaks in your planning.



Clarifying the Framework for the Preparation of a Training Session

1. Training Venue / Gymnasium

- ☞ What venue is available? (a playing field, half a playing field, etc.)
- ☞ What is the condition of the ground like? Will certain forms of training have to be excluded because of the ground?
- ☞ How many goals are available? (If necessary plan for alternative goals, e.g. pole goals)
- ☞ Is another team training at the same time on the same playing field (if necessary, make arrangements with their coach)?
- ☞ Where is the best place for goal shooting training to be organised (catch-fence, etc.)?

2. Training Group / Team

- ☞ How many players are expected at training (e.g. excused from training)?
- ☞ Consider alternatives to building the play- and exercise-groups!
- ☞ Consider performance differences within the group (e.g. combination of equally strong groups)!

3. Training Material

- ☞ Is there a ball for every player?
- ☞ Children's Football: Do I have age appropriate balls available?
- ☞ Do I have marking aids available (cones, poles, bibs, etc.)?
- ☞ Especially for the gymnasium: What equipment, what kind of balls can I use?

4. Other

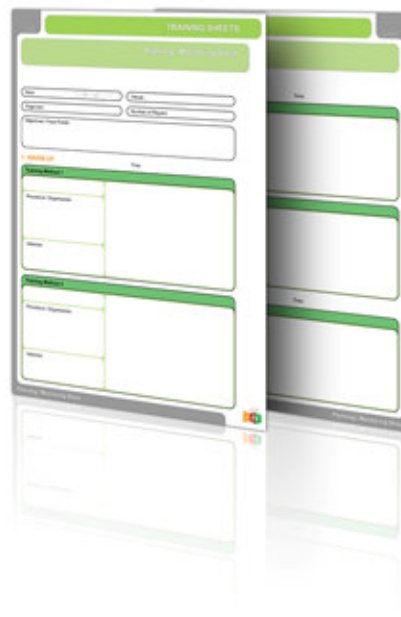
- ☞ Is a helper, carer, co-trainer available (if not, this must be considered while organising the training)?



Preparation of Training Systematic Planning and Building Up a Training Session

Additional **Work Sheets** required for this **Supplement** can be found in the **Work Sheets Section** of this manual.

Work Sheet 9



Work Sheet 10



All Sides of Training

Tasks for the Coach before, during and after the Training

Tasks in and around the Training

OBJECTIVES

Taking children's football as an example, the participants compile essential measures and tasks before, during and after the training.

CONTENTS

Due to the example of children's football, important organisational measures are proposed. They are subdivisible into tasks before, during and after training. With older training groups, the measures will have to be adjusted according to the age.

Note: these criteria will also be a part of the following training-observations.

Before the training (PPP S5 Slide A)

☛ Arrive punctually

Arrive at least 15 to 20 minutes before the training starts. This time is necessary to leisurely take care of the following requirements.

☛ Short checking of pitch condition

The coach assesses the condition of the pitch (is the pitch too hard, too soft, are there any molehills, or holes?) and the necessary goals (where must the goals stand, are the goal nettings and fastenings available?) If necessary, bring in order.

☛ Locker rooms

The trainer checks that the locker rooms are unlocked. He pays particular attention to: are the locker rooms and showers clean, is there any broken glass, are there any damages or dangerous spots?

☛ Put materials together

The coach puts together the necessary materials and equipment as per his training plan and checks their condition: balls, cones, poles, bibs, etc.

☛ Update training plan

The coach checks his training plan again and considers new information (e.g. players excused from training, missing equipment or materials, wet pitch)

☛ Greeting of players and parents

The coach greets all the arriving players and parents. If players arrive too late, the trainer should request that they arrive on time in future. He does not reprimand them due to continued late coming. That can be discussed quietly at a later stage.



PPP S5 - Slide A

Let the players check the pitch conditions, take care of the material and put the necessary material on the pitch.



All Sides of Training

Tasks for the Coach before, during and after the Training

❖ **Assist players with their changing of clothes**

The coach should assist the younger children, with their parents support, e.g. lace up the shoes. If the shoelaces are left too long, the players can injure themselves (by falling on their head!).

❖ **Attendance list**

An attendance list allows the coach to see why players possibly often do not appear for training (negligence by the parents, listlessness, overlapping of appointments, problems within the team, and problems with the coach, etc.)

❖ **Involve the players in the organisation of the training session**

It is educationally sensible to involve the players in the organisation of the training session. That means that they must help the coach to take materials or equipment to and from the pitch or take over smaller jobs (e.g. inform the caretaker that something is needed or is not in order).

Involving players in organising the training stimulates their creativity.



❖ **Never leave children unattended (helpers?)**

When the children, especially the younger ones, do not all appear at the same time for training, the first ones should not run around on the playing field, while the coach is still busy with the others in the locker room or still waiting for latecomers. Particular care is necessary, if the children need to reach the sports ground via a longer unclear route or have to cross a busy street. The best is if helpers or parents stay in the locker room while the coach goes to the playing field. Once all children start arriving punctually, these problems will be solved!

❖ **Have a telephone for emergencies**

The coach must be aware where the nearest telephone on the institution's sports ground is. If he does not have a cell phone available, and no other telephone is available (e.g. the building is locked, the public phone is broken), the coach must complain to the responsible person (youth leader, manager of the institution).



Remind the players of:

Health awareness - like drinking enough water and eating properly

Personal hygiene - like washing regularly.

All Sides of Training

Tasks for the Coach before, during and after the Training

During the training (PPP S5 Slide B)

☞ **Preferably start the training with all players at the same time**

If in spite of everything the children still arrive late for training, the coach can go to the playing field and hand out balls so as not to discourage the need for play and movement in the punctual children (on condition that there is a helper or parent in the locker room). This avoids idle time.

☞ **Greet the players at the beginning of the training**

The coach calls all children together and requests that the ball be put aside. The coach asks how they are, if anyone has any health problem (e.g. cough, cold or is feeling unwell), or if there is anything new that the children would like to inform him about. This phase should not take too long, as the children are eager to start training.

☞ **Advise them about the objective and content of the training session**

With preschool children the coach only needs to say a few words (e.g. "I brought along some super games for you and I hope that you will enjoy them!"). With bigger children the coach can refer to their last game or the last training, what should be corrected in general or specifically and what should therefore be concentrated on today.

☞ **Give the explanations in a simple easily understandable language for children**

When the coach gives any explanations, he should concentrate on the two most important pointers only. If necessary, the coach will call the children together to explain the next game or the next exercise. Thereby he should ensure that the ball be put aside and that all players can see him (e.g. the children should all sit down or they should stand in a half circle). Demonstrations with simple explanations of the game ease the understanding for the later performance.

☞ **If need be, also play in the game**

The coach should on occasion also play along, at the same time though not dominating the game. He thereby signals to the children that he is a part of the team and that he is interested in their game. If the players are still unfamiliar with a new game, they will learn quickest through seeing and copying.

☞ **Create free space and encourage creativity**

Next to the principle "Learn through demonstration", the coach should also enable the children to "Learn through tasks". The children should find their own solutions for problems. This stimulates their creativity!

☞ **Do not always correct at every mistake**

The coach should watch the children playing and exercising without them feeling that they are being watched. Especially in sensitive children that would cause insecurities. The coach should only step in and correct a situation if a child, after repeated attempts, cannot succeed in solving a task.

☞ **Individual corrections, corrections in front of the group**

If the children make different mistakes, the coach will correct them individually, if a few children make the same typical mistakes, the coach will correct them collectively in front of the whole group.



PPP S5 - Slide B

All Sides of Training

Tasks for the Coach before, during and after the Training

• Watch the motivation of the children in the games and exercises

Normally the little footballers are very eager players. Sometimes though a certain listlessness or even grumbling, especially with certain exercises, can occur. The coach should then ask himself the following questions:

- ▲ Is this exercise possibly unsuitable for the children (e.g. not playful enough)?
- ▲ Are the children being overstrained or under stimulated?
- ▲ Are they perhaps too exhausted and can therefore no longer concentrate?
- ▲ Can the exercise requirements be adapted?

This exercise might have to be changed.

• Separate activity with individual children

The coach may not give the impression that he has favourites, rather that he encourages stronger and weaker children the same. The praise of the coach and cheering on are important for the children's motivation and self-confidence.

• Deviations from the training plan

If need be, e.g.

- ▲ The training will start later than planned.
- ▲ If a game does not work out, it should be interrupted to effect necessary changes (team formation, task, pitch size, equipment).
- ▲ Certain play- and exercise phases necessitate more / less time than planned.
- ▲ Children need more / less time to recover (take the weather into consideration!), children need breaks for drinking.
- ▲ The children ask for a certain game.

• Set-up and dismantle the equipment used for training together

The children should support the coach. The coach takes care that they are careful with the equipment used. During the complete training period all the children are involved in setting up and dismantling the equipment used, e.g. collecting cones or other equipment. If any balls are missing, all the children look for them together.

• The children must review the training session at the end

After all the equipment has been dismantled and / or collected, the coach calls all the children together and asks them how they enjoyed the training and which play form they enjoyed most. This gives the coach important information about the choice of training contents and the methodical implementation.



Let the players check the pitch conditions, take care of the material and put the necessary material on the pitch.

All Sides of Training

Tasks for the Coach before, during and after the Training

After the training (PPP S5 Slide C)

❖ **Leave the sports ground in a clean condition**

Take care that the children do not leave any empty cool drink tins, bottles or other stuff.

❖ **Store the equipment and balls**

They should be in good working order. If something goes missing or equipment is damaged, the coach must make a note of it so that he can tell the responsible person (e.g. the grounds man, the youth spokesperson)

❖ **Shower and get washed**

Based on a decision between the parents and the coach, he ensures that the children shower or wash themselves. He should not insist on shy or new children taking a shower so as not to possibly hurt their sense of shame.

❖ **Leave the locker room in a clean condition**

That means that one should not enter the locker rooms with very dirty shoes, but that one should take them off outside and clean them at the place provided for (do not knock off the dirt against the locker room wall or at the entrance to the locker room. The coach must ensure that everything - also the shower room - is left in a clean condition and no paper or any other item is left on the floor.

❖ **Remind them of the next training session or the next game**

The children are sent home with that reminder. If some children are collected immediately after the training, the coach should remind them during the review at the end of the training session.

❖ **Talk to individual parents**

About problems with their children, arranging lift clubs to away matches, etc.

❖ **Talk to individual children**

If the trainer watched inappropriate behaviour during the training session (listlessness, quarrels, etc.) he should find out the cause. He should talk in a friendly fatherly manner.



PPP S5 - Slide C

Encourage the players to care for a **clean environment**. How you leave behind the pitch reflects on how you take care of yourself!



All Sides of Training

Tasks for the Coach before, during and after the Training

PROCEDURE

The introduced points are criteria for the following training-observation and -evaluation. That is why it is important at this point that the participants understand what this means.

The instructor introduces the proposed measures individually without adding the specific implementations and examples. He can for example do this by writing the suitable catchword on the board or by showing the slide one row at a time.

The task of the participants is then to name suitable examples. After that, the next principle is introduced and the participants again name specific implementations, etc. As several of the proposed measures of the basic course are also discussed at other points, this is a good opportunity for repetition and use, alt. a learning control.

With **PPP S5 Slide D** the instructor explains a few education orientated requirements of a coach in children's football. The conduct of the coach towards children will be a further subject of the following exercise observation.

ALL SIDES OF TRAINING

Caring does not limit itself to Training and Playing

- Have a heart for children - that is the best!
- Always encourage a positive atmosphere, free of fear!
- Know all the children's backgrounds!
- Set an example with positive values and standards!
- Agree upon the (playing) rules together with the children!
- No performance pressure!
- Show your enthusiasm for football!
- Show humour!
- Praise means strengthening the self-confidence!
- Show interest - actively show the children!
- The coach must integrate shy kids - especially girls!

PPP S5 - Slide D



While planning the training, consider the wishes of the children!