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# Sport2Work



**GERMAN DEVELOPMENT COOPERATION**  
**SPORT FOR DEVELOPMENT**



# Imprint

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Commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH began to work through the 'Sport for Development in Africa' (S4DA) Regional Project in 2014 to establish sport as a means of achieving development objectives in selected African countries.

S4DA aims at creating access for children and young persons to development opportunities through sport. It focuses on the creation of access to infrastructure and the sustainable implementation of sport-pedagogical exercises. S4DA is active in Ethiopia, Kenya, Mozambique, Namibia and Togo and – to a lesser extent – the project supports activities also in other African countries. S4DA makes a significant contribution to the initiative 'More Spaces for Sport – 1,000 Chances for Africa' which was launched by the BMZ.

The present manual has been developed in close cooperation of S4DA and local organizations and integrates knowledge on specific local needs and topics.

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## **Further sources of information**

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# Glossary

1	Sport2Work Project	The Sport2Work Project has the objective to teach young Ethiopians employability skills through sport and is implemented by the Ethiopian Education Ministry, the TVET Agency and the 'Sport for Development in Africa' (S4DA) Regional Project of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the German Federal Ministry for Economic Cooperation and Development.
2	Sport2Work Coach	The Sport2Work Coach is the subject of this manual and the person who will teach young people employability skills through sport activities. A Sport2Work Coach can be a TVET teacher, a sport coach, teacher or social worker who successfully participated in a Sport2Work Coach training.
3	Sport2Work players	The Sport2Work players are the major target group of the Sport2Work Project. There are for example TVET students and other Ethiopian youth interested in sport and eager to prepare for work life.
4	Sport2Work Manual	The Sport2Work Manual is the education material that teaches the approach of fostering employability skills through various sport activities.
5	GIZ	The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH is an experienced service provider and assist the German Government in achieving its objectives in the field of international cooperation.
6	S4DA	The 'Sport for Development in Africa' (S4DA) Regional Project uses sport as a tool for development and education in various African countries.
7	BMZ	The German 'Federal Ministry for Economic Cooperation and Development'
8	Ethiopian Ministry of Youth and Sport	The Ministry of Youth and Sport is the central governmental body in Ethiopia for sport.
9	Ethiopian Ministry of Education	The Ministry of Education is Ethiopia's central governmental body for education.
10	Federal TVET Agency	The Federal Technical Vocational Education and Training Agency is Ethiopia's governmental body responsible for the implementation of the TVET education system.
11	TVET system	Young people in Ethiopia can progress from secondary education into either higher education or technical and vocational education and training. Those young people TVET institutions will be working towards a National Vocational Qualification. These qualifications are based on the National Occupational Standards which are comprised of Units of Competence.
12	TVET college	A TVET college is the school where Ethiopians are taught work competence for the Ethiopian labour market.
13	TVET teachers	Teachers responsible for the education of work competencies at TVET colleges.
14	TVET students	Ethiopians attending the TVET colleges who strive for a degree to promote economic growth and the development of Ethiopia's industry.
15	Opening team circle	Formation of a circle of players and coaches at the start of a sport training session. The coach uses the opening team circle to welcome the players, announce expectations and create a positive learning atmosphere.
16	Closing team circle	During the 'Closing team circle' at the end of a training session, the coach facilitates a feedback conversation with the players. The players reflect on the outcomes of the training session and the use of social and employability competences on the sports pitch, everyday life and at the workplace.

# Foreword



Dear Coaches, Colleagues

The Ethiopian Government is making strong efforts through consecutive Growth and Transformation Plans (GTP) to develop Ethiopia into a middle-income country and ensure an Ethiopian renaissance. In previous years, the Ethiopian economy has registered double-digit growth rates. In order to keep the economy growing rapidly and sustainably, Ethiopian society has to fulfil the demands of the growing labour market. Therefore, the provision of quality education and training for all groups of the Ethiopian population is a major aim for the Ministry of Education.

The use of sport as a successful development, education and training tool has been proven all around the world. German Development Cooperation has introduced their experience in the field of **Sport for Development** into successfully implemented projects worldwide. Therefore, the Ethiopian *Technical and Vocational Education and Training (TVET)* Sector – represented by the Federal TVET Agency as well as the Regional TVET Agencies – has decided to cooperate with the German Development Cooperation and different non-governmental organisations to use sport as a vehicle for training of employability competences, which will be required of all TVET graduates in their professional contexts.

In my role as the State Minister of Ethiopia for Technical and Vocational Education and Training sector, I would like to acknowledge the crucial role of the trainers, social workers and sports coaches, in providing the Youth of Ethiopia with the skills they will need to meet the demands of the labour market. Therefore, the Federal Ministry of Education and TVET Agency, in collaboration with its partners in the region, would like to provide a new tool to foster employability competences through sport.

# Foreword

The Sport2Work Manual

During the **Sport2Work Project**, the Federal Ministry of Education and TVET Agency and its partners will train teachers from TVET institutions in the use of sport as a tool for education.

I would like to encourage all teachers, sports coaches and social workers to recognise the **Sport2Work Manual** as a chance to apply professional competences in the working environment. The Ethiopian population is passionate about sport. Please use the passion that exists among the youth in Ethiopia to develop them further, and to increase their employment chances in the labour market.



Teshome Lemma,  
*Ethiopian State Minister for the TVET Sector*



# Foreword



Fellow Ethiopians, sports people and in particular youth educators,

Let me at the outset congratulate all who contributed to the development of this magnificent manual. I also want to thank all involved within the German Development Cooperation in particular for believing in us.

Sport has long been a passion for the citizens of Ethiopia. At the 2016 Olympics in Rio de Janeiro, 35 proud Ethiopians took to the world stage and returned to our country as heroes with 8 medals, 1 gold, 2 silver and 5 bronze. Almaz Ayana is now a household name with her gold medal in the women's 10 000 metre and bronze in the 5000 metre. So too the Dibaba sisters, Tirunesh and Genzebe and many others. Not many athletes can lay claim to having won medals at 4 successive summer Olympics but the legendary Ethiopian, Tirunesh Dibaba can. She has won medals at every Olympic Games, from Athens in 2004, to Rio in 2016. She joins a long list of Ethiopian legends from Abebe Bikila with his Marathon golds in 1960 and 1964 to Haile Gebrselassie, Derartu Tulu and Kenenisa Bekele, to name but a few.

At the Paralympics Games in Rio 2016, Ethiopia was represented by Tamiru Demisse who won the silver medal in the 1500 metre. These athletes are all role models, and they have inspired many others to rise above their circumstances and achieve great heights.

I believe with a passion that sport has the power to inspire and motivate. I also believe that sport has the power to educate our nation.

This manual aims to contribute to the education of our nation. It aims to make our youth more employable through the medium of sport. What better way to impart important workplace competences such as communication, leadership and teamwork?

# Foreword

The mandate of the Ministry of Youth and Sport is to provide all citizens of Ethiopia with possibilities to participate in regular sport activities, irrespective of age, gender, physical ability, place and time. In order to reach that objective, the Ministry created a community centred development plan to foster sport at the base of society. To enhance the participation of communities in sports the Ministry of Youth and Sport aims to train community members in the organisation and management of sport. A second approach to increase the mass-participation in sport is cooperation with educational institutions.

In collaboration with the German Development Cooperation, the Ethiopian government aims to address the above-mentioned objectives through the **Sport2Work Project**. The project has the objective to train large numbers of (TVET) teachers and community coaches to deliver regular sport activities for thousands of Ethiopian youth.

I am proud to present the **Sport2Work Manual** with the learning method of **connecting quality sport activities** with the education of **employability competences**. By teaching social competences like communication, leadership and decision-making to young citizens, we foster not only the career chances of thousands of youth but also the economic and sportive growth of our country.

Colleagues, students, teachers, youth: We must grab this opportunity with both hands and even our feet. This manual cannot gather dust at your homes; it must be used on a daily basis to take our country forward.

I would once again like to thank all involved for your commitment and wish you success for the implementation of the Sport2Work Project. The Ministry of Youth and Sport supports this project. Do not hesitate to contact my office for assistance as we roll-out the Sport2Work Project throughout Ethiopia.



Tesfaye Yigezu  
*State Minister for Youth and Sports*



Hi there!

I'm Chewata, the Sport2Work Walia.  
I'll give you helpful hints concerning technical and  
social competences which are elementary for Sport and Work.  
So whenever you see me be sure of what I have to say to  
understand the connection between  
a good sports person and a good worker.

Together we bring Sport to Work!

# Introduction and Background

Ethiopians are passionate about sport and Ethiopia is recognised worldwide for its ability to produce world-class athletes. Despite global success in athletics, football remains the most popular sport in the country. But other team sports, like basketball, handball and volleyball, also enjoy high levels of participation. Such enthusiasm for sport cannot only be used to create Ethiopian elite athletes, but also to develop the personal and social competences among millions of Ethiopian sportspeople.

It is internationally recognised that sport has the potential to:

- encourage participation in social life.
- help to bring people together.
- contribute to the health and wellbeing of society.
- teach values such as fairness, team spirit, tolerance and understanding.
- contribute positively to the development of individuals, groups and society as a whole.
- develop not only the physical, mental, technical and tactical skills of players but also the personal and social skills that allow them to interact successfully.
- offer a joyful environment to learn personal and social competences in a fun way. Many personal and social skills learnt through sport can be transferred into the work life of athletes.
- contribute to the promotion and education of children and youth.

Properly used, sports can promote sustainable development on the level of persons, organisations and society. Already in 2003, the United Nations issued Resolution 58/5, *'Sport as a means to promote education, health, development and peace'*, acknowledging the importance of sports as a tool for achieving development goals. As well the Post-2015 Development Agenda highlights the importance of sports for sustainable development.

Also, the German Government promotes sport as a means for reaching development and education goals. The German Federal Ministry for Economic Cooperation and Development (BMZ) appointed

the *'Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH'* to implement the 'Sport for Development in Africa' (S4DA) Regional Project in 2014.

S4DA seeks to establish sport as a means of achieving development objectives in selected African countries. In Ethiopia S4DA particularly focusses on enhancing young people's educational opportunities and employment competences. Sports activities are linked to relevant key competences, such as taking responsibility, the ability to work in a team and perseverance. The approach further increases the quality of teaching and contributes to healthier lifestyles of students – all in order to facilitate an easy access to the job market. S4DA creates access to sports infrastructure located at technical and vocational training colleges – also for clubs and community groups – and trains teachers and coaches in implementing sport as a means for positive youth development. S4DA makes a significant contribution to the BMZ's **'More Space for Sport – 1,000 Chances for Africa'** initiative which was launched in 2014 by the Federal Minister, Dr. Gerd Müller, helping to build a broadly based and effective alliance for Africa between sport, civil society and the private sector.

S4DA is being delivered in **Ethiopia**, Kenya, Namibia, Mozambique and Togo. To a lesser extent the regional project also supports sport for development activities in other African countries:

# Introduction and Background



Figure 1: Countries with S4DA presence

## Links to additional learning tools and websites

### BMZ Sport for Development

[http://www.bmz.de/en/what\\_we\\_do/issues/sport-for-development/index.html](http://www.bmz.de/en/what_we_do/issues/sport-for-development/index.html)

### GIZ Expertise Sport for Development

<https://www.giz.de/expertise/html/9911.html>

### Examples from the field: Sport for Development Resource Toolkit

<https://www.giz.de/expertise/html/21522.html>

## The Ethiopian context of the Sport2Work Project

Over the last decade, Ethiopia's economy has grown significantly. The job market needs a supply of competent young people to support the economy's continued growth. The need to prepare Ethiopian youth for employment is recognised by the government and employers alike. Therefore, the Ethiopian government is searching for opportunities to attract young people to enter existing education institutions, such as Technical and Vocational Education Training colleges (**TVET**), and to improve the quality of the Ethiopian education system through new teaching methods. Sport is an excellent tool to develop employability competences among human beings in preparation

# Introduction and Background

for their work life. German Development Cooperation is working with Ethiopian partners including the **Ministry of Education, the Ministry of Youth and Sport**, Non-Governmental Organizations (NGOs) such as Don Bosco Mondo and other partners, seeks to integrate sport-based employability competences training within the context of Technical and Vocational Education and Training (TVET) colleges. The colleges play a central role in the Ethiopian educational landscape: they respond to the needs of employers by teaching young people the technical and vocational competences needed for the local job market.

In 2016 German Development Cooperation developed in cooperation with its Ethiopian partners a practice oriented method to foster employability competences among youth through sport. The outcome of this development process is the **Sport2Work Manual** that provides an Ethiopian methodology to strengthen **employability competences** through sport. Through participation in the sport activities of the project young people can train, apply and present newly learned employability competences to seek employment.

This manual is a **practical guide** for teachers and coaches, empowering them to deliver quality sport activities in **basketball, football, handball** and **volleyball**. It includes activities that develop evenly social skills, which are required on the sport pitch and at the workplace. Sport2Work is a student-centred learning approach. It helps young people discover for themselves the employability competences they are using through participation in sport and helps connect these to the workplace.

The manual has been designed to be applied in **TVET** colleges but it is also suitable for use in schools, higher education institutions, NGOs and community-based organisations where there is a desire to support young people prepare for employment or become young entrepreneurs.

The Sport2Work Manual is a useful tool to address the challenge of youth unemployment. It provides advice on how to develop employability competences through sport as a **player** or **young leader**. It also offers advice on how coaches and teachers can help young people find employment. The manual will assist coaches and teachers to conduct quality sport activities on and off the playing fields.

# Introduction and Background

## Overview of the Manual

The approach taken in the Sport2Work Manual revolves around the following three pillars:



Figure 2: The Three Pillars of the Sport2Work Approach

**Chapter 1** defines the **roles and responsibilities of the Sport2Work Coach** in the handling of the targeted youth.

**Chapter 2** explains how competences developed through sport are transferable to the workplace by making an **intentional connection** between **sport competences** and **workplace competences**.

**Chapter 3** deals with the first pillar above **'Developing Employability Competences on the sports field'** and provides guidance on how to **organise quality sports training sessions**. The chapter focuses on the transmission of physical, mental, technical and tactical competences and its connection with employability competences.

**Chapter 4** provides practical **examples of sports training sessions** on the sport field and the practical connection between sport and employability competences for four different team sports – basketball, football, handball, and volleyball.

**Chapter 5** deals with the second pillar **'Developing Employability Competences off the sports field.'** Besides playing, there are many other important tasks that must be done to ensure a quality sporting experience such as coaching, officiating, organising, managing or administering sports activity among others. Participants will gain employability competences through the organisation of sport events.

**Chapter 6** provides **practical guidelines** for the organisation of a **sports tournament**. Such a project could be given to the participants to engage them as young sports leaders and develop their employability competences.

**Chapter 7** deals with the third pillar and looks at **'Helping Players Find Work.'** This chapter provides guidance to coaches on how they can assist young people to use the employability developed through participation in the programme to help them find work. The chapter also introduces participants to the concept of creating their own work through **entrepreneurship**.





# Chapter 1

## Roles & Responsibilities of the Sport2Work Coach



## Chapter 1

# Roles & Responsibilities of the Sport2Work Coach

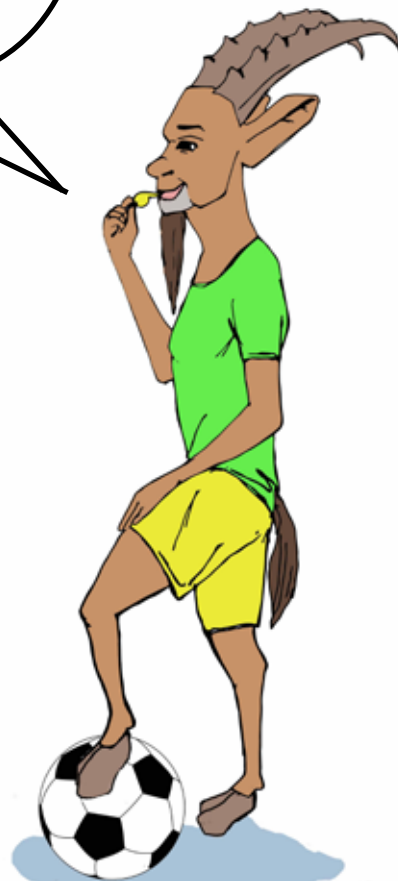
A sport coach should act as a role model for the players and the community. Players usually look up to their coach and sometimes even worship the coach. This powerful role offers the sport coach the opportunity to positively influence the life of many young people. But it also contains the responsibility to ensure the safety and wellbeing of the players on and off the pitch. Most importantly, the sport coach has the strong obligation to prevent any kind of abuse or misuse of the role of coach.

In the context of this manual, the Sport2Work Coach is the crucial implementer who has to fill the Sport2Work approach with life through the facilitation of continuous quality sport activities. The following guidelines should help the Sport2Work Coach to fulfil the role as a successful sport coach, an educator of employability competences and as a role-model:

- Being a **role model means leading by example**. The actions of a coach have a stronger influence on the personal development of youth than pure theoretical explanations. Therefore, the coach has to be an enthusiastic, helpful, punctual, patient, respectful, inclusive, self-critical, tolerant, trustworthy and authentic character.
- The Sport2Work Coach engages the participants by **delivering a quality sports experience** and at the same time helping them to **develop values**, life skills and gain knowledge through non-formal education.
- The coach ensures **ongoing participation** and contentment of the players through **challenging and diversified training sessions**. This requires variation and creativity in the sport trainings.
- The role of the coach involves much more than simply teaching sports skills and organising a sports team. The coach is **helping the participants to develop their personalities**, not just as players but also as responsible individuals and members of society.
- The coach takes on **many different roles** as they work with young people, from teacher to motivator, friend, mentor, adviser, supporter, counsellor, organiser, and planner.
- The coach has a **duty of care** that includes protecting children and young adults from abuse. The coach should agree with the players on a code of conduct to create a sense of ownership among the youth.
- The **consequences for misbehaviour** have to be clearly defined. The coach has to apply these sanctions in a fair and transparent manner when necessary (individual talks, group talks, team punishments, individual punishments, exclusion, etc.).
- The coach has the obligation to **analyse individuals and group dynamics** within the team. The coach has to **prevent bullying and disrespectful behaviour** between the players by making players aware of the feelings of victimised players. Instead, foster team building through specific exercises among different groups of players. Advise players to encourage fellow teammates after failure.
- The coach has to ensure the **balanced long-term development** of the young person, taking into account their sporting, personal, social and health needs.
- Coaches need to **constantly update** their own knowledge to ensure the delivery of quality sports coaching. Only through the facilitation of modern sport activities will the coach be able to fulfil the demands of the targeted youth.
- The coach must invest time in **planning and evaluating** the sport activities.
- The coach needs to provide opportunities for young people to **play the targeted sport** and have fun in finding their own creative solutions. The players have to be involved in decision making around their own participation as well

- as encouraging them into sports leadership roles. Leadership opportunities among all players should be encouraged and created.
- The coach has to create **space for the players to give their opinions** about the sport activities and to influence the development process of the sessions. The opening and closing of sport sessions should be used to facilitate personal interaction between players and coaches.
  - A feeling of ownership and additional learning opportunities can be established by **handing responsibilities to players**.
  - It is the responsibility of the coach to continuously enhance the sport and employability competences of the targeted players. A mixture of **positive and constructive feedback** adjusted for each individual will help the players to accept improvement suggestions. Each coach has to advance constantly the skill to give **precise and practice-orientated correction**.

“As a coach you should be a positive role model for the youth. Try to motivate and praise your players instead of being too critical. Create a fun based learning environment for your players where all feel safe and comfortable.”



# Chapter 2

## Sport2Work: Employability Competences through Sport



## Chapter 2

# Sport2Work: Employability Competences through Sport

This manual is designed to assist **TVET teachers** to develop the employability competences of **TVET students** through sport. But the Sport2Work approach can also be used by sport coaches or other educators. Learning will happen on the field as players and off the field in sports leadership roles. Learning may also happen in the classroom. The coach will help the participants to transfer these competences to the workplace.

The Sport2Work Manual focuses on the transmission of leadership, communication, decision-making, cooperation, goal orientation, self-responsibility, self-discipline and adaptation & creativity as employability competences. All of these competences are part of the skill set of successful athletes and a successful businessman. They get indirectly applied in every sport session. And sport motivates young people to participate regularly in activities.

Sport2Work uses the enthusiasm of young people for sport to empower them with employability competences. Therefore, the Sport2Work Manual aims to enable teachers and coaches with the ability to facilitate enthusiastic sport session, including employability competences development.

**Competence**, being competent, means being able to perform in a specific context to a required standard. Competences are a mixture of **skills** (to be able to do something with your hands), the application of **knowledge** (putting your mind to work) and **attitude** (the way you behave and the values you follow).

There are many connections between sport and employability competences training. The following paragraphs describe which competences are relevant for the workplace and the sports. Parallels and distinctions between the various skill sets will be revealed to specify the connection between certain competences in the sport and work environment.

### Employability competences:

Employers demand people who can add value to their organisations or businesses. They look for a combination of **technical competences**, and **social competences**, in their new recruits.

**Technical competences** are specific to the advertised job and include for example:

- Having a relevant qualification or degree
- Fluency in a foreign language
- Good computer skills
- Having a driving licence
- Having a technical skill like welding or painting.

**Social competences** enhance the ability to perform in work such as:

- Being able to relate to and interact with other people
- Ability to work on your own
- Verbal and written communication
- Working as part of a team
- Working under pressure
- Being flexible and adaptable
- Having good time management.

**Summary:** Technical competences are specifically requested for certain jobs while social competences are elementary for almost all kind of jobs.

Participating in sport as a player, or off the field, in a coaching, officiating, organisational management or administrative role, helps develop a person's social skill set (for example communication) that can be transferred to the workplace and give an individual an advantage in work.

Example: If a player is able to develop its communication competences during sport activities there is a chance that the players' communication competences would also improve at work. The coach strengthens the player's awareness of the connection between sport and work competences and focuses on the training of the communication competences to improve the employability competence "communication."

## Enhancing employability competences

Young people participate in sport because they enjoy playing. To be a good player training is needed. Here, the players develop four core sport competences:

- Physical
- Mental
- Technical
- Tactical skills.

By enhancing these four competences, players do not only improve their sporting skills but also – and often without realising – they develop a range of social competences that are directly transferable to the workplace as **employability competences**.

Sport2Work helps young people taking the **competences** gained in sport into the **workplace**.

## Enterprise Development

Ethiopia has made major progress in recent years in reducing levels of unemployment but there are still significant levels of unemployment and youth unemployment in particular runs higher than the national average. An alternative to young people seeking employment is to create their own enterprise. Participation in sport also develops skills which are needed to embark on an entrepreneurial venture. Sports help to develop:

- Motivation
- Self-confidence
- Communication
- Good decision-making
- Successful cooperation
- Goal orientation
- Self-responsibility
- Self-discipline
- Adaption to the market demands and creative solutions.



Figure 3: Social (Employability) Competences are transferable from sport to the workplace.

Faced with several applications with the same qualifications it is often the applicant's **social competences** that become the deciding factor in who is offered the position. Young people with a sports background can often demonstrate the competences employers are seeking by giving examples from their sports experience.

These social competences are found in sport and are needed when it comes to creating an own enterprise.

## Intentional Connection

### Bridging Social Competences from Sport to Work

The guiding concept in developing employability competences of young people is the need to make an **intentional connection** during the practical training between social skills being developed in sport and its application in the workplace.

Simply playing sports does not guarantee that young people will develop competences that will prepare them for a productive future. If the participation of young people in sport is to lead to positive employment outcomes, the coach has to make an **intentional** effort to develop **employability competence**. Therefore, a social competence gets developed in the sport context and translated during the **reflection** at the end of the training session into an employability competence.

*The Walia ibex gives the definition for a reflection: The reflection is a conversation facilitated by the coach subsequent to the practical exercises. The players find with the help of the coach examples for the utilisation of the targeted social competence in the sport, everyday life and work context.*

The intentional connection will be illustrated through a typical example from the sports field. A coach aims to develop the players' **communication competences** for a better sport performance and higher work capability. The coach chooses **passing competences** as the technical objective as communication is a natural element of passing.

#### Introduction:

During the introduction, the coach states the objectives of the training session and the expectation towards the players to focus on the development of their communication and passing competences.

#### Practical exercises:

The coach gives instruction, encouragement and correction for quality communication and passing in different sport situations.

#### Reflection:

Step 1: The coach asks the players to give examples when communication had an impact on today's sport activities.

Key questions: When does a player or a team have to communicate to be successful? What different types of communication exist? When does the absence of communication have a negative influence on the activities?

#### Examples:

- Calling for a pass from the teammate. Moving in the right position to receive the pass.
- Giving instructions to teammates. Tactical instructions. Warning from an approaching player.
- Receiving instructions from the coach.
- Receiving instructions from captain or leader.
- Talking and listening to the referee.
- Communication with spectators.
- Reaction to provocation by opponents.

Step 2: The coach asks the players to give examples when communication is needed during their everyday life.

Key questions: Where and when does a player have to communicate? What different types of communication exist? When and where did a player need to communicate to achieve something? Did the communication competences that the players learned during sport activities help them to communicate better in their everyday life?

#### Examples:

- Asking the player's mother for permission to go to a friend's birthday party.
- Negotiating about grades with a teacher.
- Discussing recreational plans with friends.

Step 3: The coach asks the players to give examples when communication plays an important role in the workplace.

Key questions: Where and when do employers have to communicate? What different types of communication exist? Give an example of a profession and ask for types of communication within the given working environment.

**Examples:**

- A mechanic communicates to the employees and gives instructions about an order from a client.
- Communication of a salesman with a client to sell a product.
- Communication between co-workers to coordinate their work to produce a product (carpenters producing a shelf).

An intentional connection between the development of social competences during sport activities and the translation of these social competences in the context of a work environment is achieved mainly through the design of the training activities and also through the facilitation of a reflection with the participants.

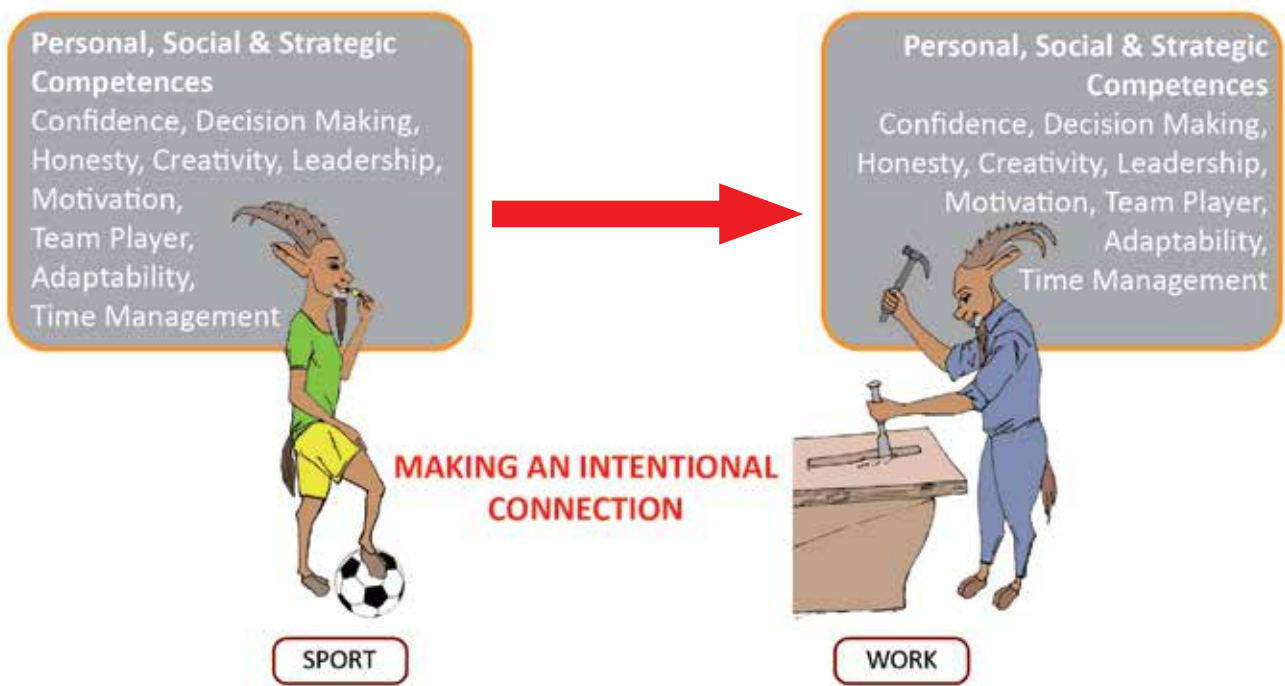


Figure 4: Competences transferred by making an intentional connection





## Employability Competences

According to international academic researchers, a big number of employability competences exist. These competences are often connected to each other and even overlap frequently. During the development process of the Sport2Work Manual, the authors of the education material had to restrict the number of employability competences and determine the primary competences for the

demand of the Ethiopian labour market. Therefore, a taskforce of recognised Ethiopian experts from the TVET sector, the education sector and the sport sector were asked to define the employability competences for the Sport2Work Manual. To provide scientific evidence of the Sport2Work approach, the “German Sport University Cologne” conducted research and agreed with the Ethiopian experts on the eight following employability competences.



All of these competences are relevant to the Ethiopian labour market and can be developed through sport activities

# Chapter 3

## Developing Employability Competences on the Sports Field



## Chapter 3 Developing Employability Competences on the Sports Field

The manual aims to provide guidance to sports coaches on how to develop **employability competences** through **quality sport training sessions**. The quality of the sports experience is important as this will attract young people and ensure ongoing participation. The integration of social competence development in sport sessions and the intentional connection to the work environment will prepare the participant for the workplace.

Most sports training sessions follow a process similar to that shown in the following diagram

Before we look at how to coach **employability competences** through sports training sessions let's examine the fundamentals of a quality sports training session.



Figure 5: Structure & Flow of a Sports Training System

## Opening Team Circle

The training sessions start with an **opening team circle**. Together the coach and the players form a **circle**. The coach welcomes the players to the training session and enquires about their wellbeing. He/she then introduces the session, explaining clearly the **intended outcomes** and what is expected of the players during the training session.

The desired **outcomes** for the session will include the development of a **technical sports competence** and a **social competence**.

The opening team circle has to be the first step for the coach to ensure a respectful and safe learning environment for the players. The players have to understand that they are together with the coach responsible for fun-orientated quality sport session. The coach has to guarantee that team spirit and cooperation have a high value in all Sport2Work sessions. The coach might want to finish the opening team circle with a motivational chant to foster the team spirit and enthusiasm of the players.

## Warm-Up

After the opening team circle, the players then take part in a **warm-up**.

- Start off with gentle activity, gradually increasing in intensity over 15 minutes. This helps to raise the **heart rate** and **body temperature** of the players, gets them used to the playing surface and focuses their minds on the intended outcomes for the session.

- The aim during the warm-up is also to develop **motor skills** and **coordination** and preparing the player to practice under more demanding conditions during the main part.
- Players focus on one **technical competence** during the warm-up in unopposed activity. The technical competence can be broken down into small components. As the competence is mastered the small components can be brought together and the competence practised as a whole. The selection of activities will be influenced by the players' age and stage of competence development. The coach can make the exercise easier or more challenging, depending on the skill level of the players, to meet the needs of each individual participant.
- The warm-up can conclude with an activity that promotes **speed** and **coordination**, preparing the players for the intensity of movement that will be needed during the **main part**.
- Warm-up activities for basketball, football, handball and volleyball should preferably include the use of a ball as well as the unopposed practice of a specific sports technique. The coach can gradually introduce more challenges to the unopposed technical practice such as increasing or decreasing time, area, target or degree of difficulty in the practice depending on the rate of improvement in each player's performance.
- The Warm-up is the right space to facilitate sport exercise that focus especially on the development of **social competences**.

Here we have listed some technical competences for basketball, football, handball and volleyball.

Basketball	Football	Handball	Volleyball
<ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Passing</li> <li>• Shooting</li> <li>• Rebounding</li> <li>• Blocking</li> <li>• Footwork</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Dummying</li> <li>• Passing low balls</li> <li>• Ball control low balls</li> <li>• Passing high balls</li> <li>• Ball control high balls</li> <li>• Shooting</li> <li>• Heading</li> <li>• Goal keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Catching</li> <li>• Passing</li> <li>• Shooting</li> <li>• Blocking</li> <li>• Feinting</li> </ul>	<ul style="list-style-type: none"> <li>• Volleying</li> <li>• Setting</li> <li>• Spiking</li> <li>• Blocking</li> <li>• Digging</li> <li>• Serving</li> </ul>

Figure 6: Technical competences for selected sports

## Main Part

The focus of the **main part** is on developing a **technical** or **tactical** competence and progressing the competence through **opposed practice** requiring decision-making and practice under pressure in a competitive situation. The **main part** of the session is usually divided into two activities. These activities build on the **technique practice** that formed part of the warm-up (the unopposed practice of a specific technique).

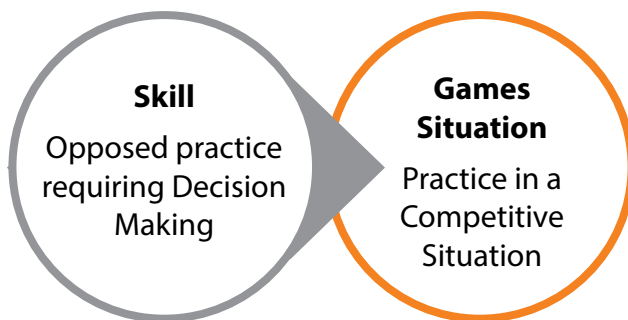


Figure 7: The two phases of the main part.

### (i) Competence Practice

Practice the **technical competence** or tactic in an opposed situation. The practice should have a common objective for all players based on the technical skill or tactics being practised for the session. Selecting appropriate playing areas, the number of players involved and imposed 'conditions' brings variety to the practice.

### (ii) Games Situation Practice

The players are required to perform the competence under pressure. This is achieved through a **small sided game** or an activity such as a directional game practice involving targets and utilising even numbers of players per team such as 4 v 4. The practice should link to the outcome of the session. An example would be a 4 x 4 small sided game in football where the players are required to make a set number of passes before shooting on goal while the opposing players try to take possession of the ball.

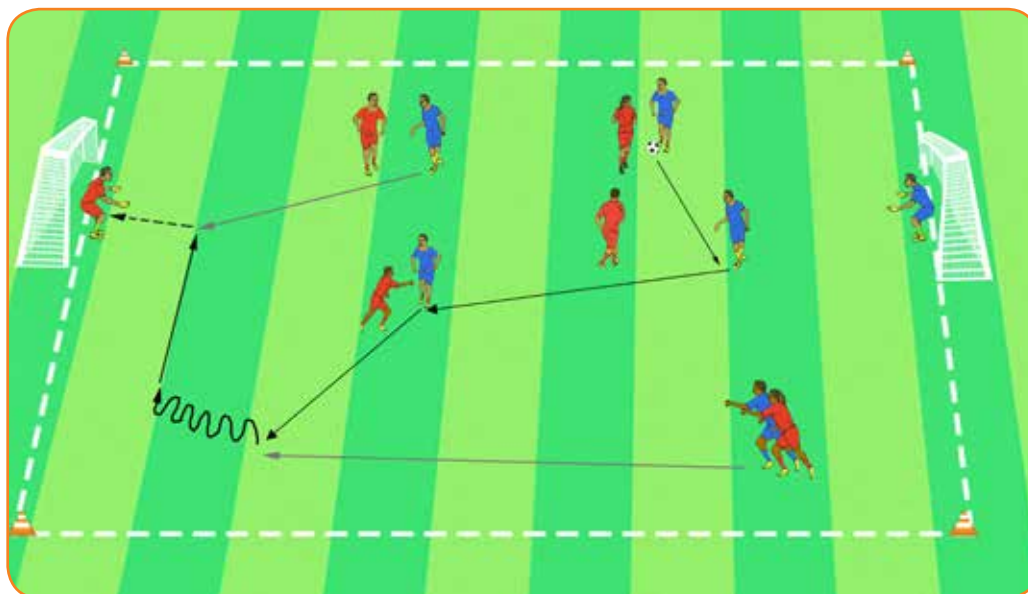


Figure 8: Example of Game Situation Practice - Practice under Pressure

### Game Time

After the main part of the session is completed, the players should be allowed to play a game or match. This could be a full sided or small sided game depending on numbers. Players will get the opportunity to use the **technical competence** or **tactics** they were practising in an open game situation. The aim of the session should be **enjoyment** and should include opportunities to score goals or points. Free exercises with space for creativity are ideal for the development of players.

### Cool Down

After the game, players can **cool down** either by jogging or by performing a low-intensity sports activity where the tempo of activity is gradually reduced. Players can also perform some stretching during the cool down.

### Closing Team Circle

The sessions finish with the **closing team circle**. This is an opportunity for the coach to review the session with the players during a **reflection**. The coach encourages the players to reflect and discuss their performance during the training session. In the closing team circle, players should preferably be sitting since they may be tired. The coach emphasises on the connection between the **social competences** applied during sport and the social competences demanded at the workplace. This process leads to the development of **employability competence**. The closing team circle can finish with a motivational chant similar to that used in the opening team circle.

## Closing Team Circle

We are now going to consider how the sports coaches can use their coaching competences to help players develop their **employability competence** during sports training sessions. This includes looking at how the coach helps players to make an **intentional connection** between competences developed on the sports field and their application in the workplace. The intentional connection happens mainly through a reflection of the training events during the closing team circle.

In preparation of the final **reflection** process, the coach has to set **outcomes** for the session. An outcome of a sports training session might also be referred to as a **session goal** or **objective**.

Coaches are used to setting outcomes for the physical, mental, technical and tactical aspects of the training, but rarely set outcomes for the development of social competences.

Examples of a sports specific outcome and an outcome for a Sport2Work competence are:

#### Technical Sport Competence:

"By the end of this session players will **demonstrate** an ability to make passes in unopposed, opposed and game situations."

#### Social Competence:

"By the end of the session, the players will be able to **explain** how being a team player contributes to the achievement of success on the sports field and in the workplace."

An outcome must have an active verb e.g.:

- Demonstrate
- Explain
- Name
- Identify
- Define
- Describe

If our aim is to coach employability competences through sport, we first need to be clear what our intended Employability Competence outcome for the session is. This is an important part of the session planning. The coach must share both the **technical competence** and **social competence** outcomes for the session with the players during the **opening team circle** so that they are clear about the **purpose** of the session and what is expected of them.



"The reflection of a training session is for many players a totally new experience. Be patient! The players will only slowly be able to reflect their own performance. The discovery of social competences in sport sessions takes a lot of time."

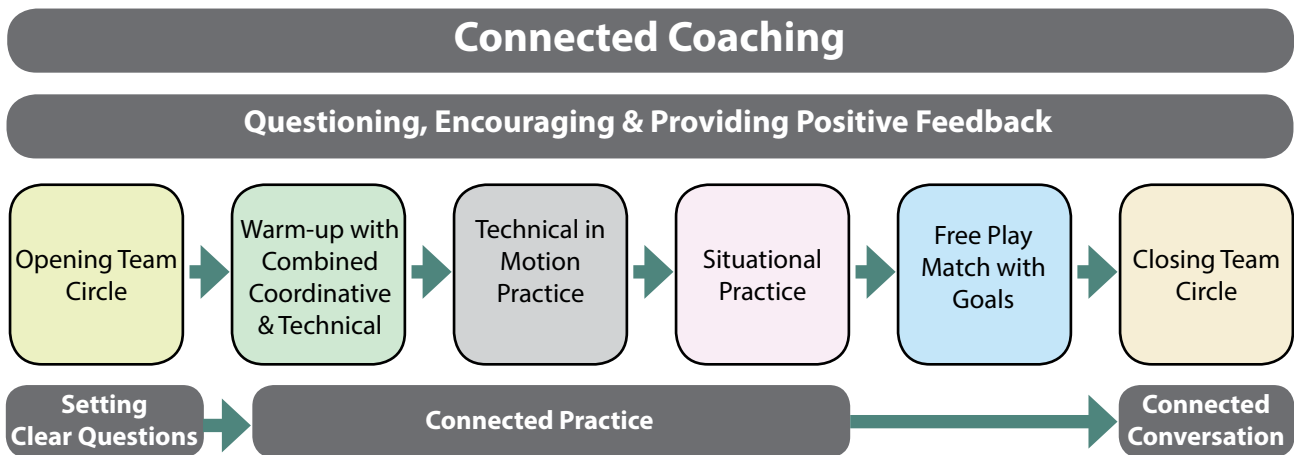


Figure 9: Connected Coaching: Using Coaching Skills to coach Employability Competences

### Coach Employability Competences Throughout the Session

We are seeking to **integrate** the coaching of **employability competences** throughout the sports training session as opposed to coaching some sport, and then alongside it, coaching employability competences. The sports specific and transferable employability competences are integrated throughout the session.

During a sports training session, the coach will be using a range of coaching skills including:

During a sports training session, the coach will be using a range of coaching skills including:

- Questioning and listening to players;
- Teaching skills;
- Providing feedback;
- Encouraging and motivating players;
- Observing, analysing and making decisions.

The coach will be using all these competences to coach, not just the technical sport competences but also the social competences that are transferable to the workplace during the session.

Example: Social competence-Communication

The coach will:

- Ask the players how they can communicate with each other during a game.
- Teach them how to use their voice on the field.
- Provide feedback to the players on their communication on the field.

- Encourage the players to communicate with each other.
- Observe how the players are communicating on the field.
- Analyse the activities and make decisions on how they can better help players to communicate more effectively while playing.

These are the same skills the coach uses to develop, physical, mental, technical and tactical skills. During sessions that aim to develop both technical sport competences and transferable employability competences, the coach is working on both sets of competences alongside each other throughout the training session.

Having a **closing team circle** with players is crucial to enabling players to talk about the events of the training session. The players reflect on the practice and describe how employability competences are strengthened through the the sports training session. Through effective questioning, the coach helps the players to make the connection with everyday life and the workplace.

A **reflection** will enable the players to reflect on the social competences used in the sports training session and make the connection to using them in the workplace.

Coaches should use the **closing team circle** as the main space for **reflection** but may also use the breaks between activities to make **intentional connections** with the players.

The conversation during the closing team circle might be structured as follows:

1. Ask players to reflect on the **sports competences** they were practicing and how that went. Sample questions:
  - What **sport competences** did we train today?
  - Which exercise did you enjoy the most?
  - Which exercise was the most difficult?
  - What is the importance of the competence for the team
2. Ask players to reflect on the **social competence** they were practicing in the **sport session** and how well they think they did. Sample questions:
  - What social competences did we learn today?
  - What is the importance of the social competence for the success of the team?
  - What is the importance of the social competence for the individual performance?
  - How did we learn the social competences?
3. Ask players in what **other aspects of their life** these social competences are used and how helpful they are. Sample questions:
  - Give examples where you can use the social competences in your daily life?
  - How can these social competences benefit you or your community?
4. Ask players to reflect on how they could use these **social competences in a future job** and how this would help them be more successful at work or in running a business. Sample questions:
  - List a few jobs where you will often use the targeted social competences.
  - Choose one example of a job and ask for examples how to apply the social competence in various ways.
  - Why are social competences that have been developed in sport session also important employability competences in the work environment? Ask for examples when the social competence makes a person a successful business person.

A **reflection** with the players may at first be difficult for both the coach and the players. It will become easier as the coach develops more experience at

**facilitating** the conversation and as the players get used to the process and gain the confidence to speak in front of the other players. The coach must not lecture the players. The coach must give the players an opportunity to speak freely. The coach should encourage **all players to participate** in the conversation.

The duration of the closing team circle, including the reflection, will vary from session to session. It may last from three to fifteen minutes. As coaches become more comfortable facilitating connected conversations they will find that other opportunities arise during or around sessions to make the **intentional connection** between sport and work. This could be with all those at the practice or with a smaller number of players or even with individual players.

Coaches should take care not to distract from the sports training sessions by turning these conversations into lengthy dialogues that end up boring the players or disrupting the sports practice. **Keep your messaging short and simple.** The players should talk more than the coach.

**Closing team circles** are best conducted with the players all **sitting** around in a circle. This is, of course, dependent on the conditions such as the weather. It is important to create a safe, respectful and open conversation where players feel they can express their ideas and reflect on their own experience. Set ground rules with players that ensure each individual feels they can easily contribute to the conversation. Encourage players to show respect to their peers, listening, contributing, and acting responsibly. This is also a standard of conduct that would be expected in the workplace. It is important during the reflections to get the players to share their ideas and experience. The aim is to help the players prepare for employment by becoming aware of the **transferable employability competences** they possess and being able to demonstrate these competences to future employers.



## Integrating Employability Competence into Sport Sessions

Time	Phase	Content	Sport2Work Content
15-30 Mins	Planning	<ul style="list-style-type: none"> <li>• Creation of written training plan</li> <li>• Preparation of sport equipment &amp; exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with players and parents</li> <li>• Safety: inspection of pitch, weather and players</li> </ul>
5 Mins	Opening Team Circle	<ul style="list-style-type: none"> <li>• Targeted sport skill or tactics</li> <li>• Expectation of players</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted employability competence</li> <li>• Connection of sport skills and work skills</li> </ul>
15 Mins	Warm-Up	<ul style="list-style-type: none"> <li>• Coherent &amp; fun exercises</li> <li>• Unopposed practice of a specific technique</li> <li>• Aim to warm-up the whole body raise heart rate and core temperature</li> <li>• Gradual increase in intensity</li> </ul>	<ul style="list-style-type: none"> <li>• Activities can include trust-building exercises and tasks with strong employability competence focus</li> <li>• Short connected conversations after the exercises</li> </ul>
15 Mins	Main Part Skill Practice	<ul style="list-style-type: none"> <li>• Opposed practice requiring</li> <li>• Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>• Practice employability competence during practice</li> <li>• Coach reinforces employability competence</li> </ul>
15 Mins	Main Part (Games Sityation)	<ul style="list-style-type: none"> <li>• Games situation-practice in a competitive situation</li> </ul>	<ul style="list-style-type: none"> <li>• Practice employability during practice competence</li> <li>• Coach reinforces employability competence</li> </ul>
25 Mins	Game Time	<ul style="list-style-type: none"> <li>• Application of learned skills in competition</li> <li>• Essence of sport are games</li> <li>• Promote enjoyment and love of the game</li> </ul>	<ul style="list-style-type: none"> <li>• Mixture of competitive behavior and fair play</li> </ul>
5 Mins	Cool Down	<ul style="list-style-type: none"> <li>• Gentle wind down from high intensity of game time</li> </ul>	<ul style="list-style-type: none"> <li>• Use Cool-Down to clear the equipment by players</li> </ul>
10 Mins	Closing Team Circle	<ul style="list-style-type: none"> <li>• Discussion of learned skills</li> <li>• Feedback sessions (players and coach)</li> <li>• Coach summerises learning experiences</li> <li>• Way forward</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback by players on learned employability competence</li> <li>• Transfer of employability competence to work context through vivid examples</li> <li>• Feedback of coach</li> </ul>

Figure 10: Integrating Employability Competences into a Sports Training Session

## Using Sport2Work Competences to Integrate Social Competences

When planning the inclusion of employability competences into a sports training session it is useful to use the eight **Sport2Work competences** to help plan your sessions. Each competence will involve a mix of **competences, knowledge and attitudes**. Developing communication competences for example may involve developing self-confidence, verbal and non-verbal communication, respect for others, ability to give feedback, listening skills, ability to persuade, ability to control emotions, concentration and leadership skills.

The eight Sport2Work competences are:



Figure 11: Sport2Work Competences

### 1. Communication

On the sports field players are encouraged to **'bring their voice'** to the training session. Coaches encourage players to **communicate** verbally and non-verbally with each other on the field. Players are encouraged to:

- lead
- show respect to other players
- build their self-confidence
- give feedback
- remain disciplined
- encourage others

- listen
- be persuasive
- maintain emotional control
- stay focused.

During **reflections**, the **intentional connection** is made with the need for good communication in the workplace. Employers want to employ individuals that:

- have confidence in their ability
- communicate effectively
- demonstrate leadership
- can provide feedback
- are self-disciplined
- can sell an idea
- remain task oriented and in control of their feelings.

### 2. Leading a Team

On the sports field players are encouraged to **'lead the team'** during the training session. Coaches encourage players to:

- demonstrate **leadership**
- communicate with other players
- organise each other
- encourage other players
- take responsibility
- make decisions
- provide feedback to fellow players
- demonstrate respect and empathy.

Coaches must also encourage the players to accept the decisions of those in leadership positions such as the team captain or the referee.

During **reflections**, the **intentional connection** is made with the need for **leadership** in the workplace. Employers want to employ individuals that can:

- lead small teams
- take responsibility for projects
- organise and plan activities
- encourage their colleagues
- demonstrate respect to colleagues
- accept the decisions of those in leadership positions.

### 3. Decision Making

On the sports field players are encouraged to 'make decisions' under pressure. Players observe and analyse the situation during play and make quick decisions. They identify strengths and weaknesses in themselves and the opposition and develop solutions on the field.

During **reflections**, the **intentional connection** is made with the need for initiative at work and for employees to make quick and sound decisions that will benefit the business based on careful observation and analysis.

### 4. Cooperation

On the sports field players learn to '**work as a team.**' Players work for each other, demonstrate respect and empathy with their teammates, encourage each other, demonstrate strong character, are trustworthy and dependable. Players learn that when they cooperate and collaborate on the sports field that they become a strong, successful team.

During **reflections**, the **intentional connection** is made with the need that organisations and businesses have for staff to work together to help achieve the organisation or business goals.

### 5. Goal Orientation

On the sports field players are encouraged to focus on the '**session or match goals.**' Individuals work to achieve their goals and the team collectively works in pursuit of team goals. In matches, the players are competitive and work together to perform as a team. Individual players set their own goals and work to achieve these.

During **reflections**, the **intentional connection** is made with the contribution employees can make to the achievement of an organisation or business's goals both individually and as a member of a team. Employers seek employees who are committed, pursue personal excellence and want to improve their own performance and the organisation or business's performance.

### 6. Self-Responsibility

On the sports field players take '**responsibility**' for their own performance. They come to sessions ready to play, on time, properly equipped and motivated. They give 100 per cent to the sessions developing their sports specific skills and their soft skills. They assess the facility and equipment, demonstrate enthusiasm, a commitment to the team and a desire to learn and improve their skills. Players must be encouraged to take care of their personal health and well-being. Players must be made aware that they cannot perform successfully if they lead an unhealthy lifestyle. Players must be encouraged to exercise, eat healthy foods, have enough sleep and avoid substances such as alcohol, tobacco and other harmful substances.

During **reflections** the **intentional connection** is made with issues such as:

- Taking responsibility at work and acting independently
- Time management
- Respect for and taking care of equipment
- Commitment to their work
- Taking responsibility for their own performance.
- Health and safety – taking care of others in the workplace.
- Commitment to continuing improvement of self and of the organisation.

### 7. Self-Discipline

On the sports field players are required to '**play by the rules**' of the game and to play fairly. They need to have a good understanding of the rules and be disciplined in following them. Players also need to play fairly and ethically, respecting other players, the opposition, the referees and other officials.

During **reflections**, the **intentional connection** is made with the rules that exist in the workplace and the need for employees to be disciplined. Employers seek staff that are honest and will act with integrity, especially when they are responsible for financial transactions. Employees need to understand the organisational policies and procedures and adhere to these. They need to be disciplined when communicating with their employer, other employees, suppliers and customers alike.

## 8. Adaptability & Creativity

On the sports field, coaches look out for players who are **adaptable** and can play with flair and **creativity**. These players create a **competitive advantage** for the sports team, helping to build a winning team. The sports coach encourages adaptability by encouraging players to play in different positions. The coach encourages creativity by giving the players space and time to find their own style and solutions on the field.

During **reflections** the **intentional connection** is made with the need employers have for employees who are adaptable and creative. Businesses need change over time and employees who can adapt to these changes give an organisation an advantage. Employees who see new opportunities, new ways of doing things, are invaluable to an employer.

### Employability Competences in Action

In the following table, we provide examples of how the coach can use key **coaching skills** to **integrate employability competences** into a sports training session using the eight Sport2Work units of competences.

Four sets of important coaching skills are:

- **Setting clear and achievable outcomes** for sports training sessions during the opening team circle and to motivate the players;
- **Using questioning effectively** during the session to help the players take responsibility for their own skills development and help them find ways of performing their performance;
- **Providing encouragement and positive feedback** that helps players correct mistakes and improve their performance;
- **Facilitating reflections** during the closing team circle that helps players make an intentional connection between the use of social competences on the sports field with the workplace.

"Even for coaches it is very difficult to understand the different social competences. Ensure a clear understanding by giving various easy examples from the everyday life of the players."



Sport2Work Competence or Theme	Opening Circle & Desired Outcomes	Effective Questioning	Providing Encouragement & Feedback	Closing Circle & Reflection
Communication	<p>By the end of the session the players will:</p> <ul style="list-style-type: none"> <li>demonstrate how to communicate with their teammates and the coach using appropriate verbal and non-verbal communication.</li> <li>have the confidence to communicate in front of a group.</li> <li>be respectful to the coach and their peers when they communicate with them.</li> </ul>	<p>How can you communicate with each other on the field?</p> <p>Why is communication crucial for the success of the individual and the team?</p> <p>What would be an appropriate way of communicating?</p> <p>Make players aware of how they can support each other with their voices while trying to receive a pass, giving tactical advice, allocating teammates to unmarked opponents.</p>	<p>Encourage players to communicate with each other.</p> <p>Ask the players to use each other's names</p> <p>Praise good communication.</p> <p>Lead as a role model. The coach's voice has to be loud and clear. The coach should display good body language.</p> <p>Encourage shy players to use their voice and gain confidence during practice.</p>	<p>How did we communicate with each other on the sports field?</p> <p>How was the communication for you?</p> <p>How could we improve communication on the sports field?</p> <p>Where is communication important in your daily life?</p> <p>How should we communicate with others in the workplace?</p> <p>How can using our voice on the sports field help us in the workplace?</p>

Sport2Work Competence or Theme	Opening Circle & Desired Outcomes	Effective Questioning	Providing Encouragement & Feedback	Closing Circle & Reflection
Lead a Team	<p>By the end of the session, all players will be able to -</p> <ul style="list-style-type: none"> <li>demonstrate leadership qualities on the sports field.</li> <li>describe the qualities of a good leader in the workplace.</li> </ul>	<p>Ask players how they would expect a good team captain to behave on the field?</p> <p>What makes a good leader?</p> <p>What qualities would you expect a leader to have?</p>	<p>Praise players who encourage and support each other on the field.</p> <p>Ask players to all behave like team captains. Tell them you want to hear them supporting and encouraging their teammates.</p>	<p>What does it mean to be a leader on the sports field?</p> <p>What are the qualities of a good leader?</p> <p>What leadership qualities do they think they could bring to the workplace from the sports field?</p>

Sport2Work Competence or Theme	Opening Circle & Desired Outcomes	Effective Questioning	Providing Encouragement & Feedback	Closing Circle & Reflection
Decision-Making	<p>By the end of the session players will:</p> <ul style="list-style-type: none"> <li>• demonstrate making decisions under pressure on the sports field</li> <li>• be able to explain why an employer needs staff that can make decisions.</li> </ul>	<p>What information do you need on the sports field to make good decisions?</p> <p>What options do you have and how would you choose the best option?</p> <p>What risks are associated with your options and how will these affect your decision?</p> <p>What is the value of quick decisions</p>	<p>Set up practices that require players to make decisions on the sports field.</p> <p>Give praise when the outcome of the decision is successful.</p> <p>Give feedback on the outcomes and praise their effort in making decisions.</p> <p>Give feedback on what the consequences of the wrong decisions are.</p>	<p>What have you learned on the sports field about decision-making?</p> <p>What factors influence the decisions you make?</p> <p>What kind of decisions would employers like their employees to be able to make?</p> <p>What would make an employer want to employ someone who could make wise decisions?</p>

Sport2Work Competence or Theme	Opening Circle & Desired Outcomes	Effective Questioning	Providing Encouragement & Feedback	Closing Circle & Reflection
Cooperation	<p>By the end of the session, the players will demonstrate working together on the sports field and in the workplace to complete a task.</p>	<p>How does everyone working together as a team help us become a winning team?</p> <p>What could we do to improve how we work as a team?</p> <p>What would be the benefits of working as a team member in the workplace?</p>	<p>Encourage players to pass the ball, to create space, to play together as a team.</p> <p>When players create space and pass the ball to each other reward them with praise.</p> <p>Make players aware of the different components of the game and the importance of each player for the success.</p>	<p>How well did we play as a team on the field?</p> <p>What can we do to improve our performance as a team on the field?</p> <p>What have you learned playing as a team on the sports field that could be transferred to the workplace?</p> <p>List the qualities of an effective team?</p>

Sport2Work Competence or Theme	Opening Circle & Desired Outcomes	Effective Questioning	Providing Encouragement & Feedback	Closing Circle & Reflection
Goal Orientated	<p>By the end of the session the players should be able to:</p> <ul style="list-style-type: none"> <li>• explain the goals for the session and how they were achieved.</li> <li>• describe what it means to have a winning attitude at work.</li> <li>• analyse a game situation and develop a winning strategy.</li> </ul>	<p>What is the objective of the practice or game?</p> <p>How will we know if we have been successful or not?</p> <p>What way must we try to win?</p> <p>How should we conduct ourselves when setting out to win?</p> <p>What should our attitude be if we do not win or achieve our objectives?</p>	<p>Encourage players to display a winning attitude.</p> <p>Discourage a win-at-all-costs attitude and encourage striving to win fairly.</p> <p>Praise players that try and display a positive and winning attitude.</p> <p>Give players feedback on their attitude and approach, correcting inappropriate behaviour.</p>	<p>What is the best attitude for players to have if they want to be a member of a winning team?</p> <p>What would it mean to be a winning team in the workplace?</p> <p>What winning qualities do you think employers look for in their employees?</p>

Sport2Work Competence or Theme	Opening Circle & Desired Outcomes	Effective Questioning	Providing Encouragement & Feedback	Closing Circle & Reflection
Self-Responsibility	<p>By the end of the session, players should</p> <ul style="list-style-type: none"> <li>• have arrived on time and followed the session plan.</li> <li>• bring and wear the proper kit.</li> <li>• be able to identify hazards and take action to make the playing area safe.</li> <li>• demonstrate a positive attitude to the planned session.</li> <li>• Players should be able to motivate themselves to participate fully in the training sessions.</li> <li>• Players should demonstrate an understanding of the relationship between a healthy lifestyle and good sporting performance.</li> </ul>	<p>Are we ready to practice?            What do you need to know to be able to start the next practice?            How did that practice go?            What would have helped you improve the practice?            Why is it important for the success of the team that the coach and all players arrive in time for the practice/game</p>	<p>OK. We know what we are doing, have the right equipment, we ready to practice, let's go, let's make it good.            Encourage players to analyse themselves and set personal goals for the training to improve their own performance.            Great effort. Why not make these changes and you will be ready to play again.            Encourage players to bring a good attitude to the practice.            When they take responsibility for some aspect of the training or when they show commitment and good attitude tell them they are doing well.</p>	<p>What did we do in the session that shows we were ready to play?            What could we do differently next time that will improve our readiness to play?            How do we ensure all sessions are successful?            What do we bring with us to the field that ensures we are ready to play?            What soft skills could you evidence from the practice that would demonstrate you are ready to work for an employer?</p>



Sport2Work Competence or Theme	Opening Circle & Desired Outcomes	Effective Questioning	Providing Encouragement & Feedback	Closing Circle & Reflection
Self-Discipline	By the end of the session, the players will <ul style="list-style-type: none"> <li>• have demonstrated fair play and adherence to the rules of the sport.</li> <li>• be able to describe the types of behaviours an employer would expect from his/her employees.</li> </ul>	Ask players to give explanations of specific rules of the game? What do we mean by fair play? What examples of fair play can you give? What are the reasons for sport having a set of rules?	Encourage players to take responsibility when they break a rule. Praise players who demonstrate fair play and good conduct on the field. Provide feedback to players who break a rule to ensure they know what is expected of them. Ask players to act as a referee during chosen exercises.	What rules can you describe for this sport? What standard of conduct would you expect of players on the sports field? What kind of rules might there be in a workplace? What standard of conduct would you expect employers to expect of their employees in the workplace?

Sport2Work Competence or Theme	Opening Circle & Desired Outcomes	Effective Questioning	Providing Encouragement & Feedback	Closing Circle & Reflection
Adaptability & Creativity	By the end of the session, players will: <ul style="list-style-type: none"> <li>• experience playing in different positions.</li> <li>• find solutions to challenges they are presented with during the session.</li> <li>• be able to list the advantages of being able to take initiative or perform different roles in the workplace.</li> </ul>	What are the advantages to the team if players can play in different positions? What challenges did you encounter during the session and how did you resolve these? What advantages does a player have who can play many different positions? What is the value of creativity for the success of a player and the team?	Encourage players to change positions and try out different roles on the field. Encourage players to work out solutions to challenges presented on the sports field. Feedback on their performance in different positions and give coaching advice where needed. Assist players to find solutions to challenges. Give players space to develop their own strategies and solutions.	What is the advantage to the team of players being able to play different positions? What solutions did you find for different challenges on the field? How do you think being flexible in the working environment might be advantageous to you as an employee? How will finding innovative solutions to problems in the workplace help you and your employer?

# Chapter 4

## Sample Sport2Work Sessions



## Chapter 4

### Sample Sport2Work Sessions

This chapter consists of four sample training sessions for four sports – basketball, football, handball and volleyball. The sample sessions use the training session plan template which can be found in appendix 1 of the manual.

The training session plan template follows the model described earlier. Coaches should follow the following guidelines:

- I. Use this format when planning sessions.
- II. Spend at least 30 minutes preparing a session plan.
- III. If possible arrive **15-30 minutes before the start** of the session to prepare for the session. Teachers should prepare the equipment at the beginning of the school day to ensure a smooth unfolding of the training session.
- IV. Collect the required **equipment** and ensure that the equipment is ready, e.g. balls inflated, volleyball nets set up. The responsible behaviour of the players is encouraged by handing over the preparation and collection of equipment to selected players.
- V. Check the condition of the playing area ensuring it is safe to play on. Making sure there are no hazards or dangerous items on the pitch such as broken glass bottles, needles, or scrap metal.
- VI. Place the markers, cones, bibs and balls on the field according to the session training plan to reduce the waiting time of the players.
- VII. Use the time before the start of the training session to welcome the players, gaining an initial impression of their individual state of mind.

### Overview of targeted skills through practical sport session

Type of sport	Session No.	Sport Focus	Soft Skill Focus
Football	1	Passing	Communication
	2	Dribbling	Leadership
	3	Shooting	Decision-Making
	4	Heading	Cooperation
Basketball	1	Passing	Goal Orientation
	2	Dribbling	Self-Responsibility
	3	Shooting	Self-Discipline
	4	Footwork	Adaptability & Creativity
Volleyball	1	Passing	Cooperation
	2	Digging	Goal Orientation
	3	Serving	Self-Responsibility
	4	Setting	Self-Discipline
Handball	1	Dribbling	Communication
	2	Passing	Decision-Making
	3	Shooting	Leadership
	4	Defending	Adaptability & Creativity













### List of Recommended Lesson Material

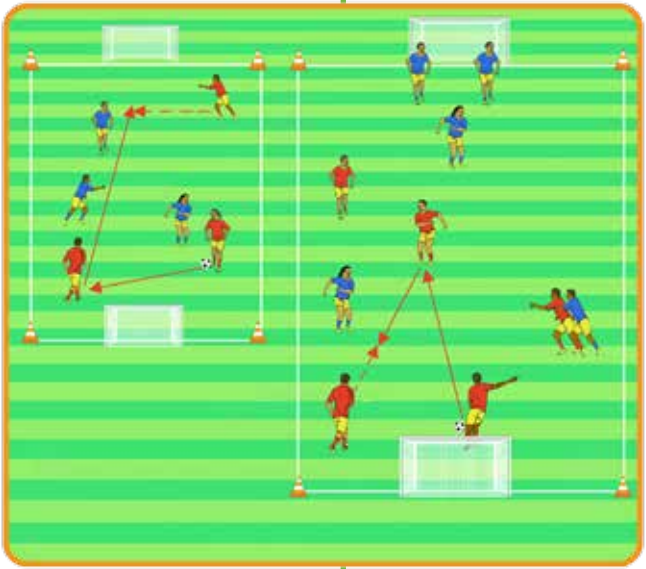
The material listed below is only a recommendation, as access to this material is often limited or even impossible.

Through a bit of creative ingenuity, alternatives can be found for many of the materials:

Cons can be constructed by filling empty 2 litre soft drink bottles with sand. No bibs for team differentiation? Ask the children to bring differently coloured shirts along from home.

					
Football	Cones	Markers	Corner poles	Bibs in different colours	Goals
					
Mats, blankets or boxes as flat, movable surfaces	Wooden planks	Tyres	Hoops	Cones in different colours	Blindfolds/ Scarves
					
Tape	Small prizes	Whistle	Watch/ Stopwatch	Pens	Clipboard with papers

		
Pitch Line	Ball Movement <i>Pass</i>	Team 1
		
Hypothetical Line	Ball Movement Shot/Shot at target	Team 2
		
Distance Indicators	Ball Movement <i>Dribbling</i>	Team 3
		
Player Movement	Coach	Team 4





# Football

## Sample Training Session 1 – Passing & Communication

COACH:			DATE:			VENUE:		
REGISTER:			GROUP:			AGE:		
N	Name	P	A	7			14	
1				8			15	
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<b>OPENING TEAM CIRCLE</b>	<b>SPORTS COMPETENCE:</b>	<b>EMPLOYABILITY COMPETENCE:</b>
5:00 Mins	PASSING	COMMUNICATION

**WARM-UP -I = 10:00 Mins: PASSING WITH HANDS**

**Organization**

- Use cones to mark a 20m x 20m pitch.
- Half the players receive a ball.

**Process**

- Players pass the ball to each other with their hands.
- All players are constantly moving. Nobody stands.
- No ball is supposed to fall on the ground.

**Correction**

- Players have to ensure that receiving player is ready.
- Observe your teammates to avoid collisions with other players.

**Employability competence**

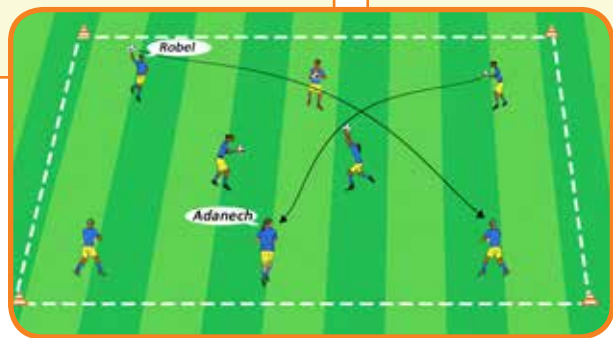
- Players have to call each other's names before passing the ball.
- Players without a ball have to make a verbal signal when ready to receive a ball.

**Variations**

- Players use only body language (eye contact, head nod, hand clap) to communicate.
- Players hand over the ball after they shook hands and introduced each other.
- Players have to pass the ball through marked goals.

**Reflection**

- How successful were the different forms of communication for the exercise?
- How could the different communication forms help the players during a game, at school or at work?



**WARM-UP -II = 10:00 Mins: PASSING WITH FEET**

**Organization**

- Same setting as in Warm-Up I.

**Process**

- Players pass the ball to each other with their feet.
- All players are constantly moving. Nobody stands.
- No ball is supposed to leave the pitch.

**Correction**

- Search for free teammates before receiving the ball.
- Move (control) the ball towards the players who is supposed to receive the pass.

**Employability competence**

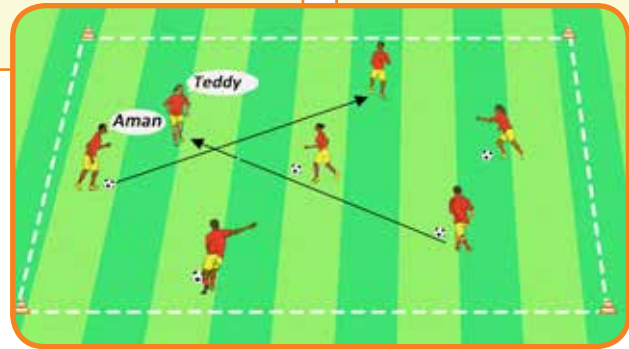
- The players have to call each other's names before passing the ball.
- Players without a ball have to make a verbal signal when ready to receive a ball.

**Variations**

- Players use only body language (eye contact, head nod, hand clap) to communicate.
- Players dribble the ball to each other and do a high-five
- Players are only allowed to use their left/right foot.

**Reflection**

- Why is the exercise important for the performance of the team and the individual players?



**MAIN PART- I = 15:00 Mins: PASSING IN PAIRS**

**Organization**

- Mark two lines 5m apart.
- Players act in pairs. One player on each side of the line. One player has a ball.

**Process**

- Players pass the ball to each other with their feet. All players tippy-toe. Nobody stands.
- The ball gets controlled and passed with both feet.

**Correction**

- Use both feet.
- Players have to move towards the ball.
- Lean body forward & hit the ball to a central position.

**Employability competence**

- Players have to encourage each other after mistakes.
- Players have to give each other tips on how to improve their performance.

**Variations**

- Players are only allowed to use their left/right foot.
- Players play the ball with only one touch.
- One player throws the ball and the partner returns it with a volley (inside or instep kick).

**Reflection**

- How can we help each other to improve our performance during the game or at the workplace?
- How Important Is the quality of the pass of my teammate for my pass or goal shot?



**MAIN PART- II = 15:00 Mins: PASSING IN A GAME SITUATION**

**Organization**

- Create a pitch 30m x 25m
- Small sized game 5 vs 5 or 4 vs 4 with goalkeepers

**Process**

- The teams compete against each other.
- All players have to touch the goal before scoring (including the goalkeeper).

**Correction**

- Use the whole pitch.
- Movements of players without the ball.
- Praise players for successful and clever passes.

**Employability competence**

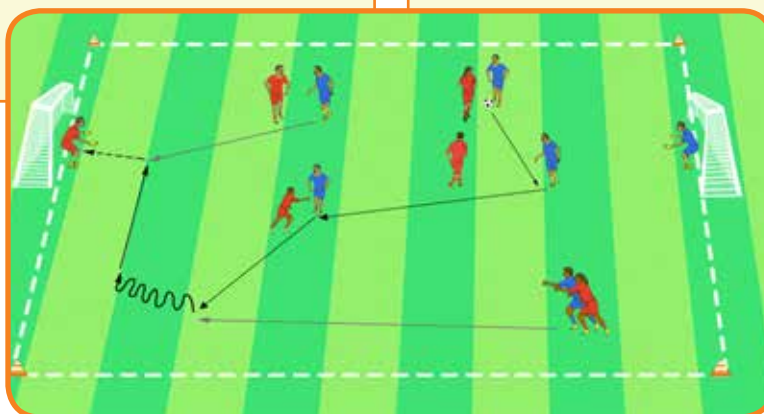
- Players communicate loudly with football terms (man-on, one-two, etc.)
- The players have to agree on a goal celebration.

**Variations**

- Teams receive one extra point when passing the ball through a markers-goal before scoring.
- Additional players play as "wall-players" on the side and goal lines with the team in ball possession.

**Reflection**

- How do we have to communicate with the additional players?
- Why is communication important for the success of the team?





**GAME TIME = 20:00 Mins: GAME ON FOUR GOALS**

**Organization**

- Create a pitch 40m x 40m with four goals

**Process**

- Two teams compete against each other.
- Each team has 3 min time to agree on a strategy for the tea,
- The teams have to defend and attack two goals

**Correction**

- The positioning of the players on the pitch and movements towards the ball.
- Movements of players without the ball.
- Defending and attacking tactics.

**Employability competence**

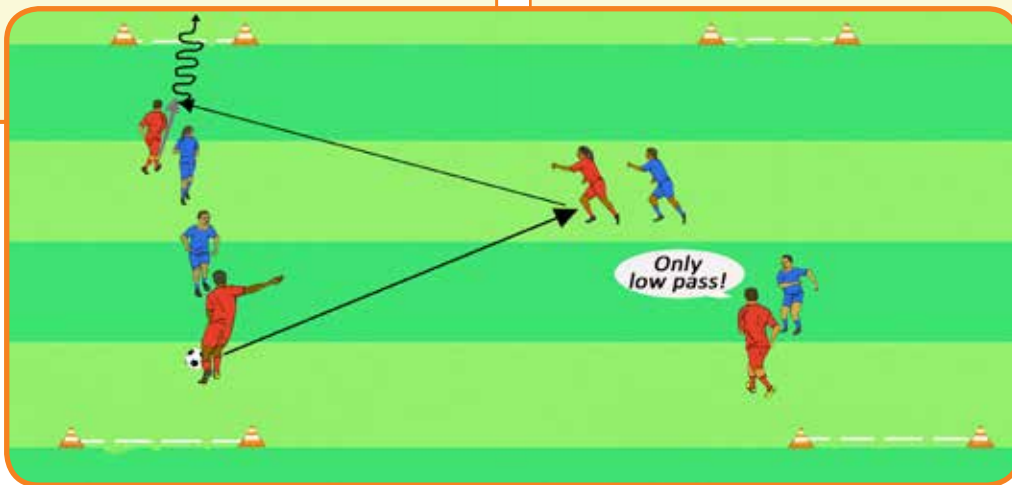
- The players agree on one leader who guides the team
- The players advise each other loudly

**Variations**

- Change the team captain.
- Change the size of the goals.

**Reflection**

- Why is communication connected to leadership?
- Why are a strategy and a leader important for the success of a team?



<b>Cool Down 5:00 Mins</b>	Slow movements & stretching, while all players tidy-up the equipment.
<b>Closing Team Circle</b>	Ask players to reflect on their passing skills, what they have learned? What do they need more practice in?
<b>5-10 Mints</b>	Ask players to reflect on their communication skills on the field. Did these help them pass more effectively? What do they need more practice in?  Ask players to identify where good communication skills can help them in life.  Ask players to reflect on the importance of good communication skills in the workplace.

SESSION REVIEW:	SPORTS COMPETENCE	EMPLOYABILITY COMPETENCE
What went well in the session?		
What aspects of the session could be improved?		
What changes or improvements will you make to the next session?		



## Sample Training Session 2 – Dribbling & Leadership

COACH:				DATE:				VENUE:			
REGISTER:				GROUP:				AGE:			
N	Name	P	A	7				14			
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5				12				19			
6				13				20			

<b>OPENING TEAM CIRCLE</b>	<b>SPORTS COMPETENCE:</b>	<b>EMPLOYABILITY COMPETENCE:</b>
5:00 Mins	<b>DRIBBLING</b>	<b>LEADERSHIP</b>

### WARM-UP -I = 10:00 Mins: KEEP YOUR PITCH CLEAN

**Organization**

- Use cones to mark two parallel 20m x 10m pitches.
- Spread equally items which represent harmful objectives on both pitches

**Process**

- The players have to collect the items while dribbling the ball and bring it to the assembly point
- Each item has to be collected under a different rule set
- Both teams have 3 minutes to develop a strategy
- The team collecting first all items wins

**Correction**

- Players have to follow the rules
- Players have to dribble the ball tight

**Employability competence**

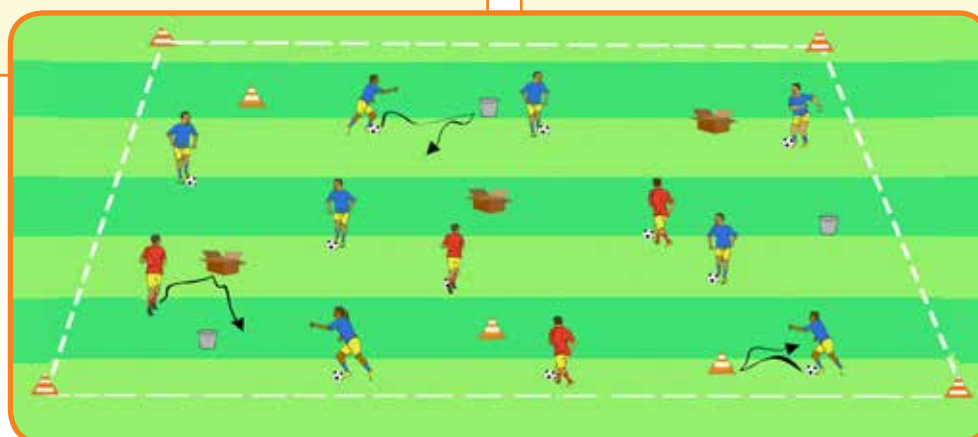
- The players agree on a strategy and lead through the discussion
- The players advise each other

**Variations**

- Players run without balls
- One chosen player decides on the team strategy
- Two players act as referees
- Change the rules for each item

**Reflection**

- How important is the dribbling skill?
- How important are leadership and strategic thinking for success?
- How can players support each other to become even more successful?
- Why is it important to clean the pitch/the home/the workplace before the start of activities?



**WARM-UP -II = 10:00 Mins: DRIBBLING PARCOURS**

**Organization**

- Set four parcours with markers
- Process
- Round1
- The player dribbles through the parcours without touching the markers
- Round 2
- The players pair up. One player (blind-folded/eyes closed) dribbles and the second leads.

**Correction**

- Touch the ball as often as possible
- Control the ball with the sole of the foot when blindfolded
- Encourage, lead and protect.

**Employability competence**

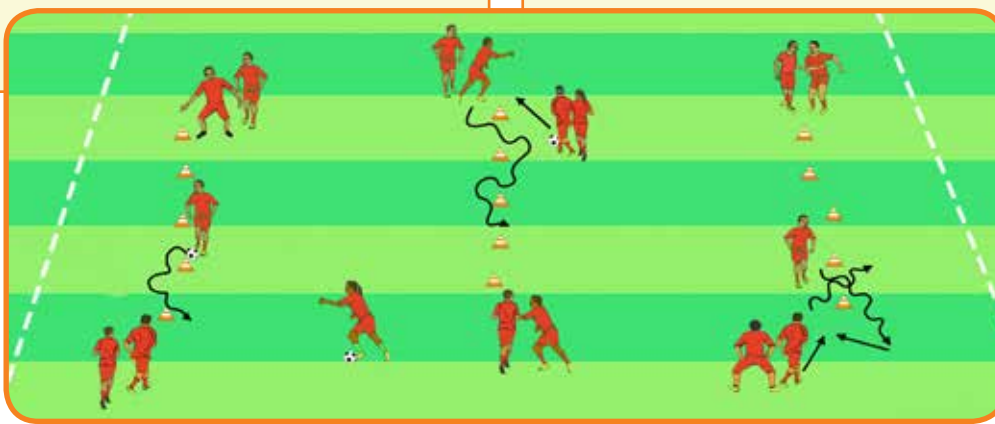
- The players have to encourage each other verbally.
- The players have to lead and protect each other.
- The players have to trust each other

**Variations**

- Use of both feet
- Lead only by touching (different approaches)
- Lead without touching

**Reflection**

- How did you feel?
- What made leadership important for the success of the exercise?
- Which approach was successful?



**MAIN PART- I = 15:00 Mins: DRIBBLING AGAINST LEADER**

**Organization**

- Mark off two lines and a starting and ending cone 5m behind the line
- One defender per line

**Process**

- The players try to dribble past the defender dummies differently
- The defender moves on the line and follows the dummies movements

**Correction**

- Dribble in different angles to the line
- Choose the right distance for the dummy
- Change speed
- Defender gets more active with stronger players

**Employability competence**

- The teammates encourage the dribbling players after failure
- The defender adjusts his performance
- The teammates celebrate successful dribbling

**Variations**

- Change the defender quickly.
- Add a goal with goalkeeper
- Defenders become active and can run counter attacks

**Reflection**

- How do we deal with failure and how does support from teammates helps?
- Why is the defender showing leadership by letting his/her teammates pass?



## WARM-UP -II = 15:00 Mins: TWO GAMES ONE RESULT

### Organization

- Mark one big and one small pitch
- Divide the players into a red and a blue team. 3 players of each team compete on the small pitch and 5 of each team on the big pitch

### Process

- The teams compete for 5 minutes
- The results of the teams with the same colours get added together
- After each round, the blue and the red team have 5 minutes to divide themselves between the two pitches and agree on a strategy

### Correction

- Praise good dribbling
- Praise special tactics
- Encourage players to communicate

### Employability competence

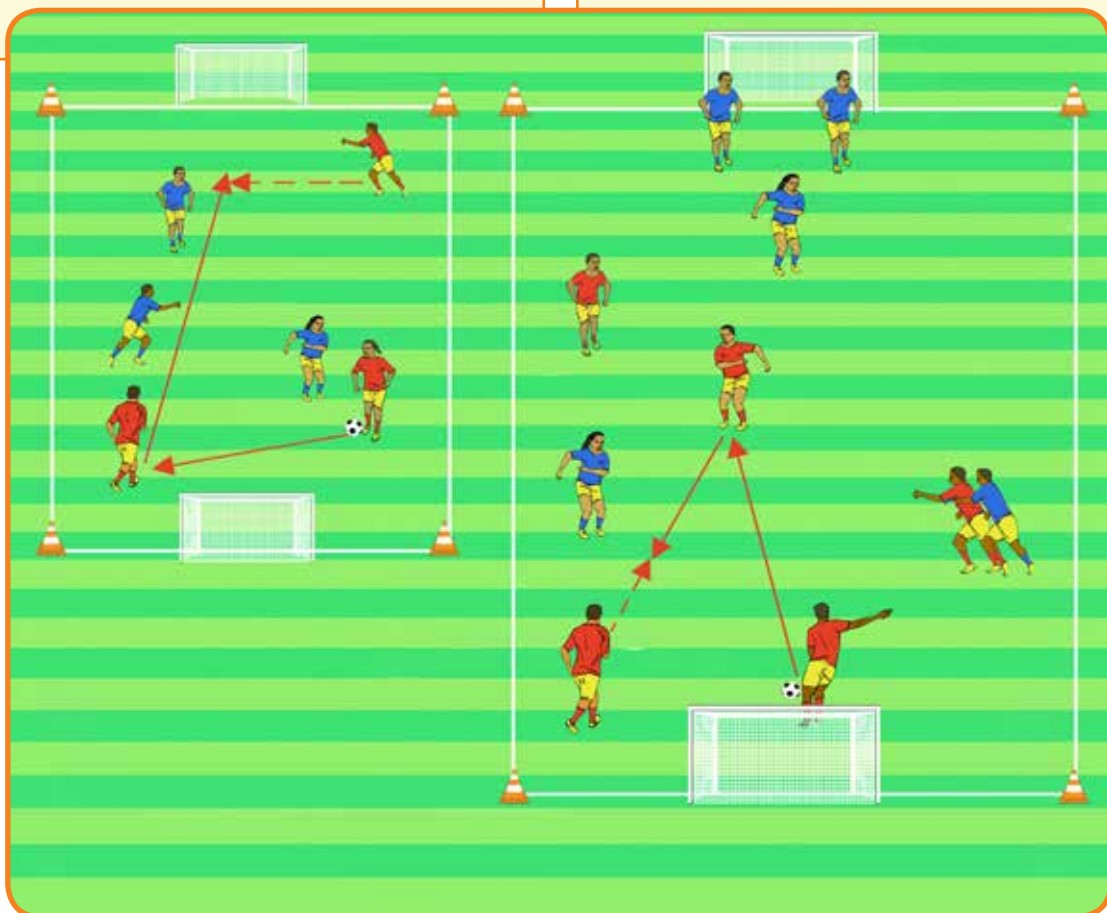
- The players discuss the division of their teams to reach the best results.
- The teams agree on strategies according to the strength of their players.

### Variations

- The coach selects an (uncommunicative) player to become the captain and to decide on the team division and strategy
- That captain has to give orders during the game

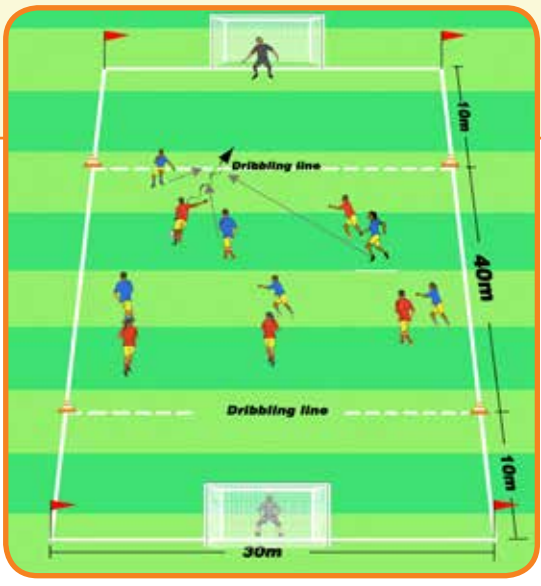
### Reflection

- How do we have to communicate with the additional players?
- Why is communication important to the success of the team?



**GAME TIME = 20:00 Mins: DRIBBLING GAME**

- Organization**
- Create a pitch 60m x 30m with two goals and two dribbling lines.
  - Select two teams and one player per team as the captain
- Process**
- The captain has 5 minutes to decide on the positioning of the players,
  - The two captains have to choose a referee
  - Teams can only score after dribbling over the dribbling line.
- Correction**
- Encourage the captain to lead during the game
  - Ask the player to encourage each other during the game



- Employability competence**
- The captains have to make unpopular decision
  - The captains have to interact with the team to find compromises everyone can accept
- Variations**
- Remove the dribbling line.
  - Stop the game after 10 minutes and exchange the team captains and the referee.
- Reflection**
- How did the captains make their decisions?
  - What did the captains feel after sending a player to an unpopular position?
  - How difficult is it to be a captain?
  - How is it to be the referee?
  - Why are a strategy and a leader important for the success of a team?

<b>Cool Down 5:00 Mins</b>	Slow movements & stretching, while all players tidy-up the equipment.
<b>Closing Team Circle</b>  <b>5-10 Mins</b>	<p>Ask players to reflect on their passing skills. What have they learned? What do they need more practice in?</p> <p>Ask players to reflect on their communication skills on the field. Did these help them pass more effectively? What do they need more practice in?</p> <p>Ask players to identify where good communication skills can help them in life.</p> <p>Ask players to reflect on the importance of good communication skills in the workplace.</p>

SESSION REVIEW:	SPORTS COMPETENCE	EMPLOYABILITY COMPETENCE
What went well in the session?  What aspects of the session could be improved?  What changes or improvements will you make to the next session?		



## Sample Training Session 3 – Shooting & Decision Making

COACH:			DATE:			VENUE:		
REGISTER:			GROUP:			AGE:		
N	Name	P	A	7				14
1				8				15
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3				10				17
4				11				18
5				12				19
6				13				20

<b>OPENING TEAM CIRCLE</b> 5:00 Mins	<b>SPORTS COMPETENCE:</b>  <b>SHOOTING</b>	<b>EMPLOYABILITY COMPETENCE:</b>  <b>DECISION MAKING</b>
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### WARM-UP - I = 10:00 Mins: YES OR NO

**Organization**

- Mark two lines in a 3-4m distance
- Mark a "Yes" and a "No" line 1 in a 10m distance to the central lines and place balls for half of the team on each line
- Place two small goal (2m) 10m behind the "Yes" and "No" line
- The players are divided into two teams and wait on the central lines

**Process**

- The players compete in pairs
- The coach shouts a statement (an equal number of "Yes" and "No" statements)
- The players have to run to the "Yes" or "No" line and shoot the ball into the goal
- The player running after the partner has to catch the player before shooting the ball.
- The players count their goals
- The coach explains the solution

**Correction**

- Players should pass the ball into the goals as they aren't warm yet

**Employability competence**

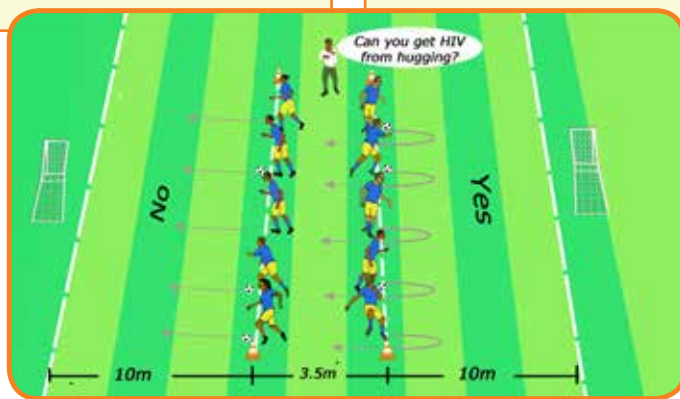
- The players have to make quick decisions under opponent pressure
- The players can't focus on the reaction of their opponents
- Concentration is crucial

**Variations**

- The coach chooses statements with different difficulty levels and themes
- The players face each other/stand back to back.
- Count the goals of the teams instead of the individuals
- The players are only allowed to shoot if they haven't been caught by the opponent
- Own goals are possible

**Reflection**

- Was it difficult to make the right decision under pressure?
- Did the pressure influence your performance?
- Where do you have to make difficult decision in your life?



## WARM-UP -II = 10:00 Mins: RIGHT OR WRONG

### Organization

- Mark a central field of 15m x 15m
- Mark two fields (True and False) of 5m x 15m to the right and the left of the central field
- Place two small goal (2m) 10m behind the "True" and "False" fields

### Process

- All players dribble with the ball in the central field (or pass the ball)
- The coach shouts a statement
- The players run to the "True" and "False" fields and shoot the ball into the goal.
- The coach explains the solution

### Correction

- Explain different shooting techniques

### Employability competence

- The players have to make the right decisions
- The players have to explain why they decided to dribble to the chosen field
- Quick processing of information and quick physical reactions make the difference

### Variations

- The coach chooses statements with different skill levels and themes
- Only the first three players entering a field are allowed to shoot
- Players are only allowed to use their left/right foot.
- Change the size of the goals

### Reflection

- Why is it important to explain your decision



## MAIN PART - I = 15:00 Mins: PASSING IN PAIRS

### Organization

- Mark two lines with a distance of 5m
- Players act in pairs. One player on each side of the line. One player of each pair has a ball.

### Process

- The players pass the ball to each other with their feet.
- All players tippy toe. Nobody stands.
- The ball gets controlled and passed with both feet.

### Correction

- Utilisation of both feet.
- Players have to move towards the ball.
- Lean body forward and hit ball to a central position.

### Employability competence

- The players have to encourage each other after mistakes.
- The players have to give each other tips on how to improve their performance.

### Variations

- Players are only allowed to use their left/right foot.
- Players play the ball with only one touch.
- One player throws the ball and the partner returns it with a volley (inside or instep kick).

### Reflection

- How can we help each other to improve our performance during the game or in the workplace?
- How Important Is the quality of the pass of my teammate for my pass or goal shot?



**MAIN PART - II = 15:00 Mins: NUMBER GAME**

**Organization**

- Create a pitch 30m x 30m with two goals
- Divide players into two teams
- The teams wait next to their goals

**Process**

- The coach shouts a number for the number of players from each time to compete against each other.
- The game is over after a goal or the ball leaves the pitch.

**Correction**

- Agree on numbers between the players
- Exchange the goalkeeper
- Use the goalkeeper as an additional player
- Aim for a quick shot

**Employability competence**

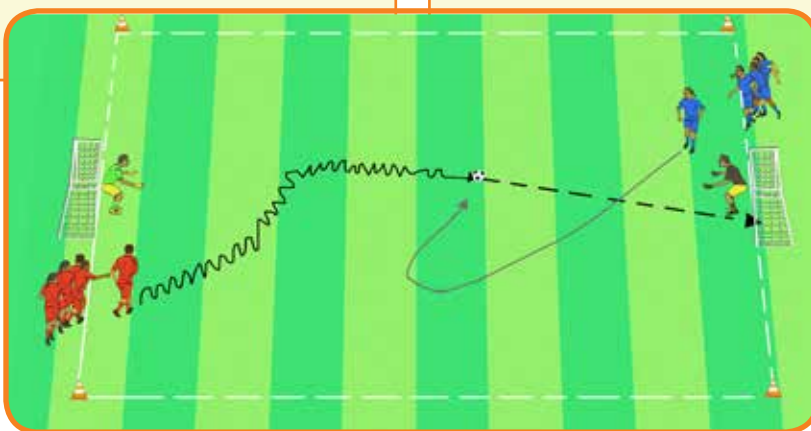
- The players have to decide quickly who to send on the pitch
- The players have to make constantly quick decisions

**Variations**

- Play with two balls.
- Players are only allowed to play with three (two) contacts
- Goals only count from a distance of minimum 10m

**Reflection**

- How can we improve the shooting skills further through this exercise?
- How was to have to make so many different decisions?
- What strategy did you follow?
- How important was decision-making for the success of the team?



**GAME TIME = 20:00 Mins: SHOOTING IN A GAME SITUATION**

**Organization**

- Create a pitch 30m x 30m
- Small sized game 3 vs 3 or 4 vs 4 with goalkeepers
- Each team has two passers next to the opponent goal

**Process**

- The teams compete against each other.
- The teams include the passers

**Correction**

- Lean body over the ball
- Movements of players without the ball.
- Praise players for successful and clever passes.

**Employability competence**

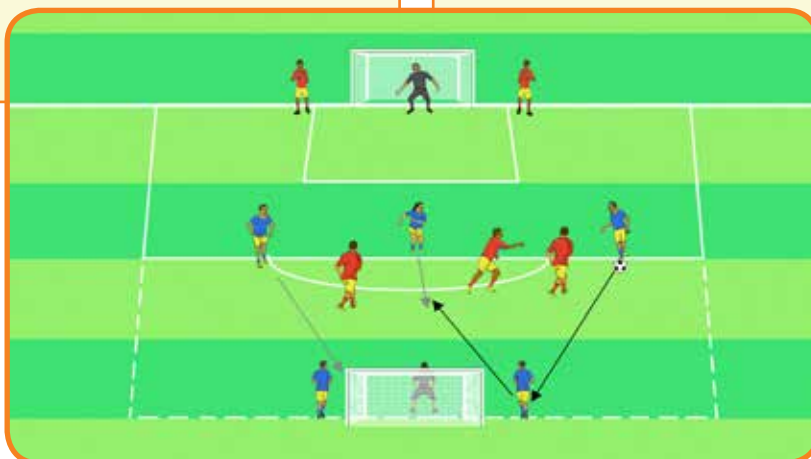
- The players have to make decision how to prepare the shots successfully
- The players communicate loudly with each other
- The players get time to agree and adjust their strategy

**Variations**

- The passers get exchanged every 5min.
- Passers only allowed to touch the ball one (2 or 3) times
- Goals can only be scored with the first touch

**Reflection**

- How do we have to communicate with the additional players?
- Why are quick decisions important for the success of the team?





<b>Cool Down 5:00 Mins</b>	Slow movements & stretching, while all players tidy-up the equipment.
<b>Closing Team Circle 5-10 Mins</b>	<p>Decision-making is a crucial part of the football game as the players are constantly under opponent pressure. New game situation develop constantly which have to be solved by good decisions.</p> <p>Ask players to reflect on their shooting skills, What have they learned? What do they need more practice in?</p> <p>Ask players to reflect on their decision-making skills on the field. Did these help them to be more successful? What do they need more practice in?</p> <p>Ask players to identify where are quick or good decisions skills needed in life.</p> <p>Ask players to reflect on the importance of decision-making skills in the workplace.</p>

SESSION REVIEW:	SPORTS COMPETENCE	EMPLOYABILITY COMPETENCE
What went well in the session?  What aspects of the session could be improved?  What changes or improvements will you make to the next session?		

## Sample Training Session 4 – Heading & Cooperation

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<b>OPENING TEAM CIRCLE</b>	<b>SPORTS COMPETENCE:</b>	<b>EMPLOYABILITY COMPETENCE:</b>
5:00 Mins	<b>HEADING</b>	<b>COOPERATION</b>

**WARM-UP -I = 10:00 Mins: HEADING IN PAIRS**

**Organization**

- Divide players into pairs with one ball
- Players stand at a distance of 3-5m

**Process**

- One player throws the ball with both hands, holding the ball in front of the belly
- The second players head the ball back
- Players switch roles after 10 headers
- Both players tippy-toe constantly

**Correction**

- Hit the ball with the forehead
- Hit the ball at the highest point of your jump
- Run-up to jump higher
- Add power to your header by winding up with your back and neck

**Employability competence**

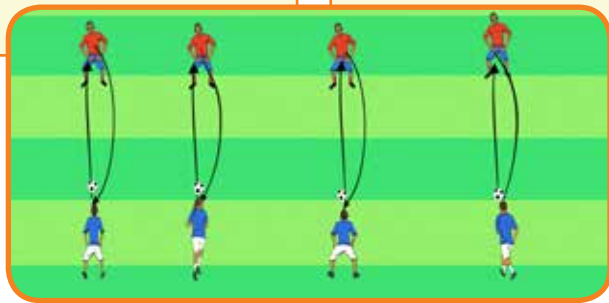
- The player setting up the ball has to concentrate to throw the ball in the right curve, speed and position
- The setting player should encourage and correct the partner
- The heading player has to inform the partner how to throw the ball

**Variations**

- Throwing the ball to the right and the left
- Adding a third player as an opponent to the heading player
- Players dribble the ball to each other, do a high-five
- Increase distance and

**Reflection**

- How successful were you in the heading?
- How important is the set-up of the teammate for the success of the header?
- How important is cooperation in a partner exercise?



**WARM-UP -II = 10:00 Mins: HELPERS BALL**

**Organization**

- Use cones to mark a 20m x 20m pitch.
- Two players are the catchers and wear bibs
- The other players have 2-3 balls

**Process**

- The catchers try to catch all players
- The players try to run away and pass the balls to each other with their hands
- Players in ball possession can't be caught
- Players have to help teammates under pressure by passing the ball to them
- Players under pressure have to request the ball verbally and control the ball with their head
- Players have to pass latest after 10 sec
- The game is over when the catchers have caught all players without ball

**Correction**

- Communicate constantly and loudly
- Observe your teammates to be able to help
- Support each other verbally with warnings or calling passes.

**Employability competence**

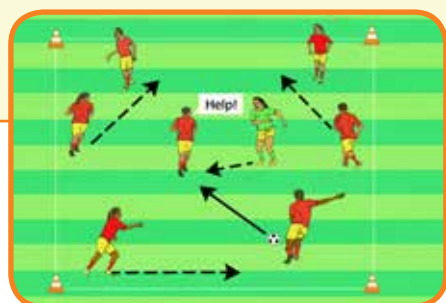
- The players have to call each other's names before passing the ball.
- The players without a ball have to make a verbal signal when ready to receive a ball.
- The catchers can agree on a strategy

**Variations**

- Reduce or increase the number of catchers
- Reduce or increase the number of balls
- Pass the ball with the feet
- Caught players freeze but can be freed by teammates when crawling through their legs

**Reflection**

- How important is communication for the fleeing players or the catchers?
- How does successful cooperation feel like?
- What influence has trust on the cooperation of players?



## MAIN PART - I = 15:00 Mins: TWIN HANDBALL

### Organization

- 25m x 25m pitch with two ball
- Divide players in two teams
- Players play in pairs holding hands

### Process

- The players pass the ball to each other with their hands.
- All players are constantly moving. Nobody stands.
- Goals can only be scored through headers.
- If the balls touches the ground the possession changes to the other team
- It is a foul if a pair isn't holding hand

### Correction

- The players of each pair have to communicate and coordinate with each other
- The team has to coordinate the pairs

### Employability competence

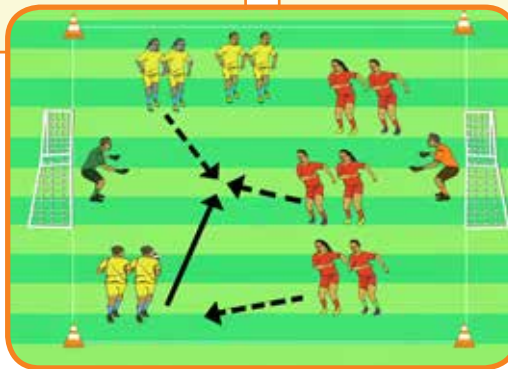
- The players develop trust through the physical vicinity
- The players have to cooperate with the direct partners and with their team
- The players have to cooperate with the opponents
- Players should laugh and have fun

### Variations

- Use two balls
- Use two goals on each side
- Pass the ball with the feet and allow volleys goals

### Reflection

- What different forms of cooperation exist?
- What influence has fun on functioning cooperation?
- What relation does physical connection have to cooperation?



## MAIN PART - II = 15:00 Mins: HEADING ON GOAL AFTER THROW-IN

### Organization

- Place 2-4 goals next to each other
- Place a goalkeeper in the goal, one player on the baseline and three players 15m in front of the goal

### Process

- The player on the baseline does the throw-ins
- Two players are attackers and try to head a goal
- One player is defending
- Exchange position of players after 5 rounds
- Give attacking players 30 sec before each round to agree on a strategy

### Correction

- Change position to play off the defender
- Perform each round in high speed
- Ensure right timing of throw-in
- Praise players for quality performance or partial success

### Employability competence

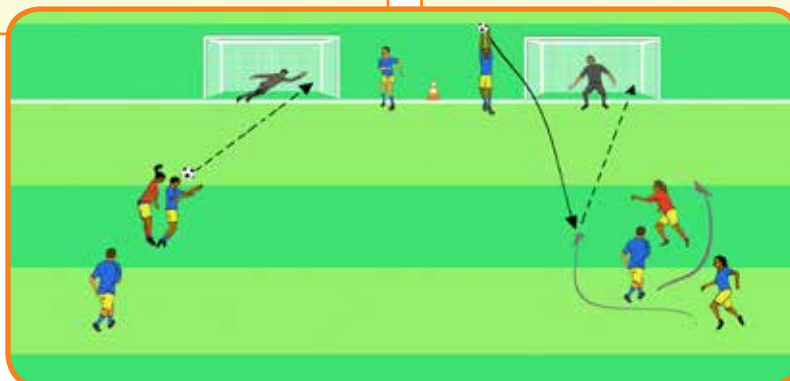
- The strategy of the attackers is crucial for success
- Good communication between attacking and defending players as important to reach their goals
- Advise players to encourage each other after failed rounds or performance

### Variations

- The keeper is not allowed to leave the goal
- Play with no or two defenders

### Reflection

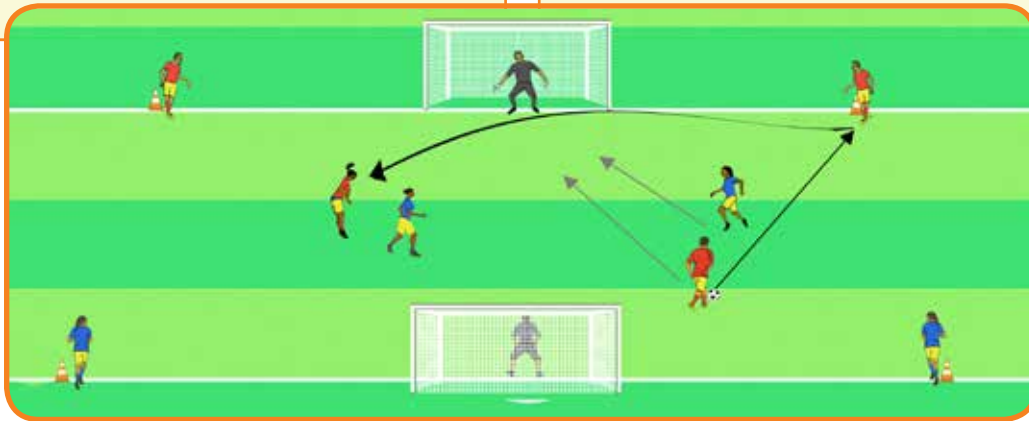
- How do we deal with failure in our team?
- What makes it easier to accept failure as an opportunity to learn?
- What influence has strategic planning on the success of the exercise?
- What can we learn from that exercise for the game or workplace?



**GAME TIME = 20:00 Mins: GAME WITH VOLLEY GOALS**

- Organization**
- Set-up game on two goals on a pitch of 30m x 30 m with 4 squares of 5m x 5m on each corner
- Process**
- Two teams compete against each other
  - Goals can only be scored by volleys
  - In each square is a winger placed
  - Once the ball is played into the square no opponent is allowed to enter the square
  - The winger crosses the ball in the centre
  - Switch winger very 5mins
- Correction**
- Quality and position of the crossings
  - Movements of the players before the cross comes in (players should cross paths, etc)
  - Defending and attacking tactics.
  - Encourage to score a normal goal if wingers get marked.

- Employability competence**
- The quick change between attack and defence demands a lot of coordination and communication
  - The players position each other according to their strengths
- Variations**
- Decrease the size of the pitch
  - Increase the size of squares
  - Change the size of the goals.
- Reflection**
- What did you learn about heading today?
  - How can your attacking and defending heading be improved?
  - How can our performance increase through better cooperation?
  - What forms of cooperation have we approached today?
  - What forms of cooperation exist in your daily life and in the workplace?



<b>Cool Down 5:00 Mins</b>	Slow movements & stretching, while all players tidy-up the equipment.
<b>Closing Team Circle</b>	Ask players to reflect on their heading skills, What have they learned? What do they need more practice in?
<b>5-10 Mins</b>	<p>Ask players to reflect on their cooperation skills on the field. Did these help them head and compete more effectively? What do they need more practice in?</p> <p>Ask players to identify where good cooperation skills can help them in life</p> <p>Ask players to reflect on the importance of good cooperation skills in the workplace.</p>

SESSION REVIEW:	SPORTS COMPETENCE	EMPLOYABILITY COMPETENCE
What went well in the session?		
What aspects of the session could be improved?		
What changes or improvements will you make to the next session?		





# Basketball

## Basketball Training Session 1 – Passing & Goal Orientation

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<b>OPENING TEAM CIRCLE</b>	<b>SPORTS COMPETENCE:</b>	<b>EMPLOYABILITY COMPETENCE:</b>
<b>5:00 Mins</b>	<b>PASSING</b>	<b>GOAL ORIENTATION</b>

**WARM-UP -I = 10:00 Mins**

**Organization**

- Basketball court & one ball per player
- Whistle for the coach, cones/markers, bibs

**Process**

- Start moving around the area in different directions
- Give the commands as below;
  - Changes of pace in different directions
  - Lay down, jump up
  - Right hand down
  - Left hand down
  - Change direction
  - Get on someone's back/wheelbarrow position
- Shout the above commands normally so players get used to it

**Correction**

- If players perform the wrong movement encourage them to get it right next time.

**Soft skill focus**

- The players are encouraged to focus on the instructions and perform the task successfully
- Players should have fun
- Variations
  - Now make the players do every command 'opposite' to what you're saying, for example below;
    - Changes of pace in different directions (now means slow down)
    - Lay down, jump up (jump up, then lay down)
    - Right hand down (left hand down)
    - Left hand down (right hand down)
    - Change direction (continue going)

**Reflection**

- What were the tasks & did we perform them as instructed?
- How focused were we on our goals?
- How important was it to listen and concentrate on the instructions?



**WARM-UP -II = 10:00 Mins**

**Organization**

- Basketball pitch & one ball between two players
- Whistle for the coach, cones/markers, bibs

**Process**

- 'Don't get caught!'
- In pairs, 2 'dodgers' and 1 'marker'
- Marker to stay within touching distance of both players and try to anticipate changes of direction.
- The game is for the '1 marker' to defend one cone or goal from the 2 players
- Look for space, when space is seen and run into it.

**Correction**

- Marker to look and think ahead
- Change space and try to get beyond the marker to get their 'goal'

**Employability competence**

- The dodgers are encouraged to work together to achieve their goal of getting to the cone
- The marker is encouraged to achieve the goal of defending the cone

**Variations**

- Change the style, the players are allowed to dribble and move the ball
- The players can now use their body to shield the ball where necessary
- Talk to the marker about tactically defending the space behind him and the 'goal'

**Reflection**

- What was the goal of the activity?
- Did the players all focus on achieving their goal?
- What made it difficult or achieve your goals?



## MAIN PART- I = 15:00 Mins

### Organization

- Basketball pitch & one ball between two players
- Whistle for the coach, cones/markers, bibs

### Process

- We will be now looking at players in space and where to pass;
- In a small court with two 'end zones' to score a basket in
- Introduce the idea of passing into a space.
- In 4's two players are the attacking team (one of those is the server too) and throwing to their team mate (the attacker) who has 2 defenders marking them
- The receiving 'attacker' must find space to receive the ball safely
- The server throws the ball to the 'attacker's' safe side (the side where the defender can't reach it)
- If the defenders win the ball the possession changes and the defenders throw the ball to their attackers?

### Correction

- Awareness of where defenders are in relation to the attacking player
- Where are your players (tactically?) and what is the best way of taking advantage of the space they're in?
- Awareness and to have knowledge of what passes are used for which specific circumstances

### Employability competence

- The dodgers are encouraged to work together to achieve their goal of getting to the cone
- The marker is encouraged to achieve the goal of defending the cone

### Variations

- Try and use different passes appropriate to where the defender is and their body position
- Asking the players to think about the weight of their passes
- Change the attackers and defenders regularly

### Reflection

- What was the goal of the activity?
- Did the players all focus on achieving their goal?
- How did you feel when your goals changed suddenly?



## MAIN PART- II = 15:00 Mins

### Organization

- Basketball pitch & one ball between two players
- Whistle for the coach, cones/markers, bibs

### Process

- In the same area make it 3 attackers vs 3 defenders (the server can become an attacker)
- To 'score a point' the attacking team have to complete at least four different passes to each other without the defenders touching the ball.

### Correction

- Awareness of where defenders are in relation to the attacking player
- Where are your players (tactically?) and what is the best way of taking advantage of the space they're in?
- Awareness and to have knowledge of what passes are used for which specific circumstances
- Support for the defenders of how to organise themselves successfully

### Employability competence

- The dodgers are encouraged to work together to achieve their goal of getting to the cone
- The defenders are encouraged to achieve the goal of defending the cone and stealing possession of the ball.

### Variations

- Try making the area smaller and challenge the players to really go into 'detail' on the passes, for example, which hand to pass to, what is their body position like? Are you throwing into space? What about the weight on the passes?

### Reflection

- What was the goal of the activity?
- Did the players all focus on achieving their goal?
- Did clear goal setting like "make verbal sounds when ready to receive the ball" help you to achieve the goal of the exercise?





**GAME TIME = 20:00 Mins**

**Organization**

- Basketball pitch & one ball
- Whistle for the coach, cones/markers, bibs

**Process**

- Time for a game! 4 v 5 with the overload of defenders
- Always have the floater on the defending team to make it harder for the attacking team to pick out and execute passes
- Instead of 'baskets', to score, players have to enter the 'end zone' to score a point for their team
- One team are only allowed to pass the ball in one style (bounce pass) and another team are allowed to use all styles of passes
- Discuss what the challenges were for only being allowed to use one style of pass for the games

**Correction**

- Players need to be aware of the players they're passing to
- Players are now needing to think more about how to make a numerical negative into something they can deal with
- Ask the players what 'detail' they should be looking at when passing. Highlight body position when receiving, hand passing to, transition and types of pass available.
- Change the passes allowed to be used and give the teams more opportunity to think about the tactics being used

**Employability competence**

- The players are encouraged to work together to achieve their goal of scoring points or defending
- The players are encouraged to focus on the type of pass to be used

**Variations**

- Same game set up as Phase 1 but now we limit the 'dribbling' and 'movement' of players on both sides so they have to try and adopt different styles of passing to suit the challenges and distance they're passing the ball across
- Why not try and see how 'aware' the players are and take the bibs off the players so everyone is in the same shirts with no colour distinguishing them! This will mean the players have to be aware when passing of the players they're passing to!
- Have a floating attacker instead of the floating defender.

**Reflection**

- Ask players to reflect on what was their goal and how focused they were on achieving it together as a team.
- Which strategies did the attacking team have to develop and apply to be successful?



<b>Cool Down 5:00 Mins</b>	Slow movements & stretching, while the players tidy-up the equipment.
<b>Closing Team Circle</b>	Ask players to reflect on their passing skills. What have they have learned? What do they need more practice in?
<b>5-15 Mins</b>	Ask players to reflect on the goals they set during the session. Did being clear about their goals help them pass more effectively? What do they need more practice in?  Ask players to identify where setting goals for themselves and staying focused on these goals can help them in life.  Ask players to reflect on the importance of being goal oriented in the workplace.

SESSION REVIEW:	SPORTS COMPETENCE	EMPLOYABILITY COMPETENCE
What went well in the session?		
What aspects of the session could be improved?		
What changes or improvements will you make to the next session		



## Basketball Training Session 2 – Dribbling & Self-Responsibility

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<b>OPENING TEAM CIRCLE</b> 5:00 Mins	<b>SPORTS COMPETENCE:</b>  <b>DRIBBLING</b>	<b>EMPLOYABILITY COMPETENCE:</b>  <b>SELF-RESPONSIBILITY</b>
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### WARM-UP -I = 20:00 Mins

**Organization**

- Basketball Court
- One ball each player, bibs and cones/markers

**Process**

- Split the area into four smaller areas
- Evenly split the players into the four smaller areas
- Give every player a number 1-5 (or however many players are in the group)
- Player number '1' and player number '3' start with the ball
- They have to pass the ball to the next number up i.e. player '1' passes to player '2' and this carries on. (player '5' passes to player '1')
- When the coach shouts a 'number' that number has to move, with the ball to another area but look to see where the other players are going so there doesn't end up with too many players in one single area

**Correction**

- Continue the game and really challenge the players to listen carefully to the 'calls'

**Employability competence**

- The players should take responsibility for getting the practice set up and underway quickly
- The players should take responsibility for listening for their number to be called

**Variations**

- Have the players then only use their right hand to dribble and left to pass and vice-versa

**Reflection**

- Players should reflect on their responsibilities on the court



## MAIN PART - I = 15:00 Mins

### Organization

- Basketball Court
- One ball each player, bibs and cones/markers

### Process

- Play the numbers game but ADD two defenders that can 'spoil' the passing between the players! This will make the players look and be more aware of the threat to them passing successfully

### Correction

- Continue the game and really challenge the players to listen carefully to the 'calls'

### Employability competence

- The players should take responsibility for getting the practice set up and underway quickly
- The players should take responsibility for listening for their number to be called

### Variations

- Why not call the 'numbers' something else to relate the situation to real life games for the players! For example, instead of '1' you could give it a top basketball player's name. This will encourage concentration and listening skills

### Reflection

- Players should reflect on their responsibilities on the court



## MAIN PART - II = 15:00 Mins: MIRROR, MIRROR!

### Organization

- Basketball Court
- One ball between two players, bibs and cones/markers

### Process

- Three players stand opposite three players
- One line has the ball and can pass or move down/along the row facing each other
- Every time the ball moves to someone else, the player has to move spaces
- The opposite person has to replicate and copy the movement of their opposite person
- When the team with the ball decides, they can then 'dribble' the ball to the cone to score a point
- The person opposite has to copy this movement and try to get the 'the cone' before they do

### Correction

- Continue the game and really challenge the players to copy this movement and try to get the 'the cone' before they do
- Make sure all players are 'on their toes' and ready for movements to avoid being beaten to the cone by the oppositions
- Encourage the players to work with one another to make sure they get the best chance of succeeding

### Employability competence

- The players take responsibility for listening to the explanation and setting up the practice
- The players focus on the task and perform to the best of their ability

### Variations

- Have different cones to 'get to' before your opposition at varying distances

### Reflection

- The players reflect on how well they are performing the task and what they can do individually to make the practice better



**GAME TIME = 20:00 Mins**

**Organization**

- One ball between two players, bibs and cones/markers,
- Four 'baskets' or four ways of 'scoring' (end zone or 'key player')

**Process**

- Split the teams into four equal teams on two different courts
- Have two players 'spare'
- These 'spare' players can go on any team at any time he/she wants
- To score a basket, the players need to pass the ball into the end zone to their other player
- That player can then get back on the court and the passer and end zone player swap places
- Three 'dribbles' must be 'completed' before the ball can be sent into the end zone

**Correction**

- Encourage the players to communicate through hand gestures and voice commands
- Concentrate on the quality of the techniques being used by the players

**Employability competence**

- The players take responsibility for communicating with each other on the court
- The players take self-responsibility for the quality of the techniques they use
- The players have to take responsibility to play fair and according to the rules

**Variations**

- Give the players and teams different tactics based on either losing or winning in games. Ask them to devise tactics to overcome their disadvantage
- Have some of the teams with fewer players challenge both teams
- Change the rules and set different challenges for the players!

**Reflection**

- The players reflect on how they took self-responsibility of the practice being conducted properly
- The players reflect on the success of the practice when all players contribute equally



**Cool Down 5:00 Mins**

**Closing Team Circle**

**5-15 Mins**

Slow movements & stretching, while all players tidy-up the equipment.

Ask players to reflect on their dribbling skills and what they learned? What they need more practice in?

Ask players to reflect on where they took responsibility prior to or during the session. What did they do? Did the players who took responsibility during the practice help achieve the outcomes for the session?

Ask players to identify where else in their lives they have had to take more responsibility for themselves.

Ask players to reflect on the importance of taking responsibility for themselves in the workplace.

SESSION REVIEW:	SPORTS COMPETENCE	EMPLOYABILITY COMPETENCE
What went well in the session?		
What aspects of the session could be improved?		
What changes or improvements will you make to the next session?		



## Basketball Training Session 3 – Shooting & Self-Discipline

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<b>OPENING TEAM CIRCLE</b> <b>5:00 Mins</b>	<b>SPORTS COMPETENCE:</b> <b>DRIBBLING</b>	<b>EMPLOYABILITY COMPETENCE:</b> <b>SELF-DISCIPLINE</b>
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### WARM-UP -I = 10:00 Mins

**Organization**

- Bibs, and markers for the court

**Process**

- Start in the corner of the court by the sideline and baseline, players lined up one behind another along the baseline;
- The first player leads the line crouched and sidestepping diagonally across one half of the court;
- All the players following in line and copying the first player
- Keep low, arms outstretched as if defending;
- At the corner of the half court line and the sideline jog normally along the half court line;
- At the opposite side of the court, low crouched sidestepping diagonally to the corner of the court at the baseline and the sideline;
- Small sprints to and from the baseline to warm up

**Correction**

- Encourage players to perform the exercises as prescribed and to be disciplined in exercising them.

**Employability competence**

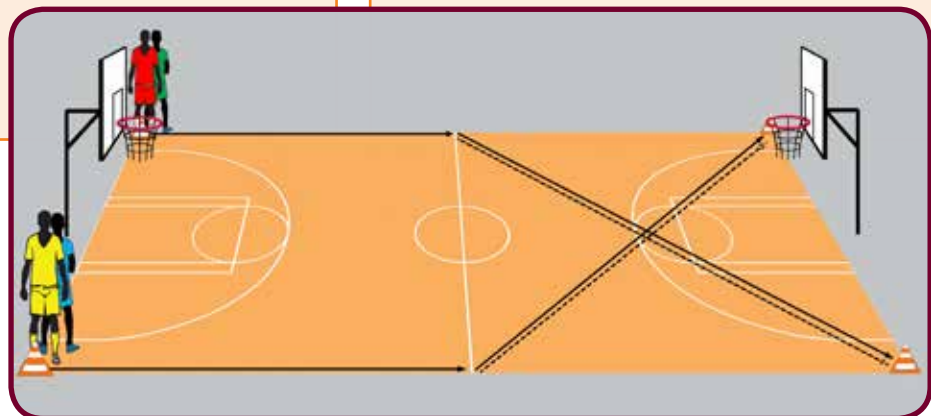
- The players are encouraged to be self-disciplined during the practice and to perform activities to the best of their ability

**Variations**

- Why not try different commands and ways of moving, e.g. coach shouts numbers "1= sprint", "2= press ups", "3= sit-ups", "4= lunges"

**Reflection**

- The players reflect on how well they performed the activities, exercising good self-discipline and not messing around
- Reflect on the players on the possibility of cheating during the exercises by not fulfilling the task to 100 per cent and training hard to develop your physical fitness and warm-up properly



## WARM-UP -II = 10:00 Mins

### Organization

- Bibs, balls and markers for the court

### Process

- In all four corners of a square marked out by cones, have two players at each base
- Two of the corners have a player with a ball
- Those players dribble to the middle of the square and then pass to another person
- With the dribbling, change directions and methods of getting to the middle and playing off one hand or strong side

### Correction

- Encourage players to perform the dribbling as prescribed and to be disciplined in exercising them.
- Ask players to always 'balance' the four corners with equal players, making the dribbler aware of where the player overload is at each corner

### Employability competence

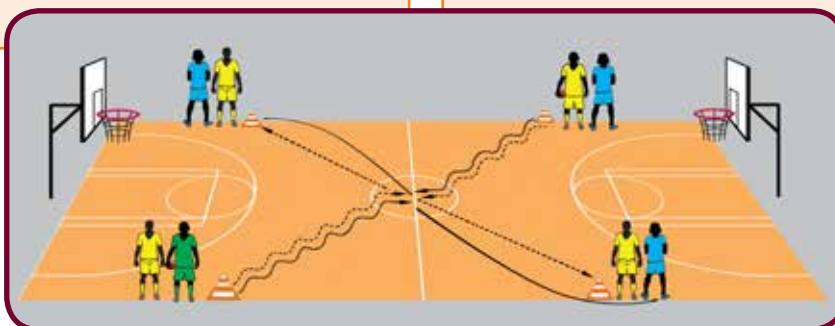
- The players are encouraged to be self-disciplined during the practice and to perform activities to the best of their ability

### Variations

- Try different types of dribbling and passing, including 'fakes' and 'shimmies'
- Variety of speed for the dribbling

### Reflection

- The players reflect on how well they performed the drill, exercising good self-discipline and not messing around



## MAIN PART - I = 15:00 Mins

### Organization

- Bibs, one ball per player and markers for the court

### Process

- Use two players, one a shooter and the other a rebounder.
- We shoot from 5 spots on the perimeter - 3-point shots for outside players,
- Prepare balls at each station or rebounder has to pass the ball back with high speed
- Set the clock for 2 minutes. On "go", the shooter starts in the corner and must make two-in-a-row before he/she can move to the next spot (the wing).
- The shooter must make 2 of 5 shots at each spot before moving to the next (see diagram). Rotation is from right corner => right wing => top => left wing => left corner => left wing => top => right wing => right corner.

### Correction

- Make sure your shooters are squared up, using good technique, elbow in, follow through, no drifting sideways.
- Shooters should receive the ball in "triple threat" position
- Make the drills competitive and have each pair keep score

### Employability competence

- The players are encouraged to focus on their task and remain self-disciplined even when they are under pressure
- The players should try not be negatively influenced when missing a shot. That costs a lot of self-discipline.

### Variations

- Put in a 'defender' whose job it is to pressure the shooter and stop them from getting a shot off!
- If the shooter makes it all the way around and back, he/she then goes to the top and starts shooting 3-point shots from there, and however many they make from there (total, not consecutive) is their score... so 2 or 3 is a really good score. Next, the rebounder becomes the shooter (and vice-versa) for the next two minutes.

### Reflection

- The players reflect on how well they performed the drill.
- The player reflects on how they reacted under pressure, did they remain cool and self-disciplined.
- How did they deal with missed shots?



**MAIN PART- II = 15:00 Mins**

**Organization**

- Continues from Main Part I practice
- Bibs, one ball each player and markers for the court

**Process**

- Add a 'defending team' of two players to try and 'distract' the play going on by the attacking team
- The defending team have to come up with tactics to stop the points being scored and make the attacking players come up with a different route or way of scoring
- Only one defender can work at once

**Correction**

- Make sure your shooters are squared up, using good technique, elbow in, follow through, no drifting sideways.
- Shooters should receive the ball in "triple threat" position
- Make the drills competitive and have each pair keep score

**Employability competence**

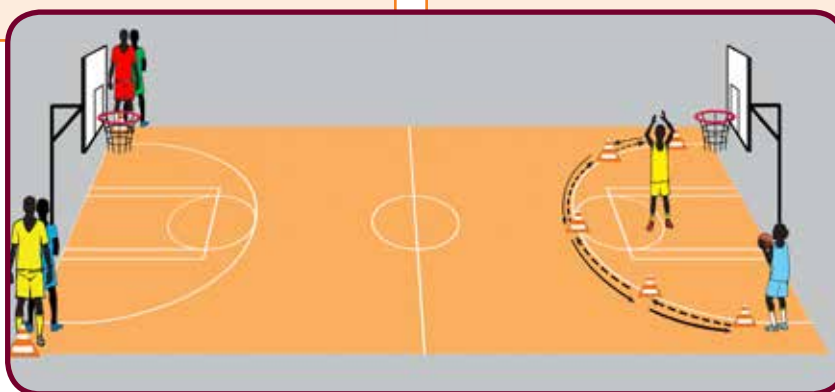
- The players are encouraged to focus on their task and remain self-disciplined even when they are under pressure.

**Variations**

- Let's challenge the players and ask them to come up with a tactically astute plan whereby they can 'change' tactics if necessary to accommodate more defenders

**Reflection**

- The players reflect on how well they performed the drill.
- The player reflects on how they reacted under pressure, did they remain cool and self-disciplined.



**GAME TIME = 20:00 Mins**

**Organization**

- Bibs, one ball each player and markers for the court,
- Four baskets to shoot in (portable if possible)

**Process**

- Split the teams into four equal teams on two different courts
- Have two players 'spare' and these players are the only ones allowed to score
- These 'spare' players can go on any team at any time he/she wants
- To score a basket, the players need to score normally as in a game situation

**Correction**

- Change the 'spare' players regularly and give each a decent amount of time on the court as the 'shooter'. Players and teams to come up with tactically sound ways of dealing with an extra player OR one less player

**Employability competence**

- The players are encouraged to focus on their task and remain self-disciplined even when they are under pressure.

**Variations**

- One team are only allowed to use their right hand
- The other team are only allowed to use their left hand
- Only certain passing techniques should be used by one team (i.e. bounce pass for one team and the opposite team from the chest pass)

**Reflection**

- The players reflect on how well they performed under pressure in a game situation, did they keep their discipline or were their occasions where self-discipline was lost?



<b>Cool Down 5:00 Mins</b>	Slow movements & stretching, while all players tidy-up the equipment.
<b>Closing Team Circle</b>  <b>5-15 Mins</b>	<p>Ask players to reflect on their shooting skills. What have they learned? What do they need more practice in?</p> <p>Ask players to reflect on how self-discipline helped them during the session? Were their occasions while under pressure that they lost self-discipline? How did this affect the way they felt?</p> <p>Ask players to identify where else being self-disciplined is important in their lives.</p> <p>Ask players to reflect on the importance of having self-discipline in the workplace.</p>

SESSION REVIEW:	SPORTS COMPETENCE	EMPLOYABILITY COMPETENCE
What went well in the session?		
What aspects of the session could be improved?		
What changes or improvements will you make to the next session?		





## Basketball Training Session 4 – Footwork & Adaptability and Creativity

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<b>OPENING TEAM CIRCLE</b>	<b>SPORTS COMPETENCE:</b>	<b>EMPLOYABILITY COMPETENCE:</b>
<b>5:00 Mins</b>	<b>FOOTWORK</b>	<b>ADAPTABILITY AND CREATIVITY</b>

### WARM-UP -I = 20:00 Mins

**Organization**

- Bibs, cones and markers and one basketball each player.

**Process**

- Let's play King/queen of the ring!
- In a big group, every player has a ball
- To win the game you have to be the last person (king or queen) in the area with your ball under control
- You are allowed to try and knock other people's balls out of their control
- If their ball goes out the ring, they're out of the game

**Correction**

- Keep head up, looking at the position of other players.
- Allow players to be creative, see what they can remember.

**Employability competence**

- The players have to find creative ways of protecting their ball and kicking out the balls of the teammates

**Variations**

- From the start, give 3 players in the game 3 different tactics to use and to keep them quiet.
- Players are only allowed to use their right/left hand
- No player is allowed to stand

**Reflection**

- In the discussion on 'how the game goes' ask other players to try and identify what the tactics of the other players have been
- How would the players adapt to the tactics of their opponents?



**WARM-UP -II = 10:00 Mins**

**Organization**

- Bibs, cones and markers and one basketball each player, bench or mat for the players to stand on (smaller the better), three benches

**Process**

- Split the teams up into three teams and try to make 3v3v3 or as close as its possible
- 1 player stands on a bench; 2 others space out on playing area (of each team)
- Your aim is to throw the ball between the players and when a player throws a complete pass to a player on the bench, they join them
- The overall aim is to get all pupils onto the bench, this will be a tough challenge as it will depend on how well individual players can move!

**Correction**

- Encourage different passes to the players (bounce pass, chest pass etc.)
- Keep head up, looking at position of defenders
- Allow players to be creative, see what they can remember

**Employability competence**

- The players are encouraged to try different positions, different tactics and to be creative in their play.

**Variations**

- Suggest different techniques and tactics for different teams to see how they go about implementing them.

**Reflection**

- In the discussion on 'how the game goes' ask other players to try and identify what the tactics of the other players have been



**MAIN PART- I = 15:00 Mins: 6 PLAYER PASS AND MOVE DRILL ORGANIZATION**

**Organization**

- Bibs, cones and markers and one basketball each player, ladders to go through their footwork on

**Process**

- 6 players are working in a small area
- The ball starts with the line of 4 players
- They pass the ball to the opposite line and immediately go through the ladders and join the other line opposite
- This is done in competition with another line next to them. The only way a team can win is if the technique is done correctly and before the other team!

**Correction**

- Encourage speed
- Encourage technique and good footwork
- Encourage tactically astute/relevant decisions
- Encourage diverse range of tactics based on competition

**Employability competence**

- The players are encouraged to try different positions, different tactics and to be creative in their play.

**Variations**

- This footwork drill has to link to tactics of the game. Let's now make it two players vs two and they have to tactically come up with a strategy to do this drill quickest, at the same time as completing it technically well

**Reflection**

- In the discussion on 'how the game goes' ask other players to try and identify what the tactics of the other players have been



## MAIN PART- II = 15:00 Mins

### Organization

- Bibs, cones and markers and one basketball each player, ladders to go through their footwork on

### Process

- Start position is player '1' under the basket as a follow-up player with the ball to support
- Player '2' and '3' from the opposite line have various cones randomly thrown in one half of the court in front of them
- The player '2' and '3' has to touch all the cones without the ball then go through a slalom of markers, then through ladders before receiving a pass from player '1'
- Player '2' and player '3' are racing against each other and the winner (the one that technically does well) receives the pass and then has to score a basket for it to count too

### Correction

- Encourage speed
- Encourage technique and good footwork
- Encourage tactically astute/relevant decisions
- Encourage diverse range of tactics based on competition

### Employability competence

- The players are encouraged to be creative with the ways of scoring and adapt to the different set of cones in the slalom

### Variations

- This footwork drill has to link to tactics of the game. Let's now make it two players vs two and they have to tactically come up with a strategy to do this drill quickest, at the same time as completing it technically well
- Both players receive a pass and can score but the player with the better technical execution receives an extra point

### Reflection

- In the discussion on 'how the game goes' ask other players to try and identify what the tactics of the other players have been



## GAME TIME = 20:00 Mins

### Organization

- Bibs, cones and markers and one basketball each player, 42 baskets for the players to score in

### Process

- Set a 6 v 6 game up
- Split the game into three thirds, time wise
- Give each team time to discuss tactics and give themselves challenges that are based on 'winning' the game against the opposition (when to 'press' and 'drop off')
- Normal rules basketball in a small area or one to suit the players
- To score a basket, in the build up there has to have been a player using a 'fake' or good 'foot movement' before the team score

### Correction

- Ensure demonstrations are easy enough to understand

### Employability competence

- The players are encouraged to try different positions, different tactics and to be creative in their play.

### Variations

- Why not make the teams go through ladders when they score a basket as a prize for doing well? Let's challenge the players and really focus our praise on their footwork and floor skills! Talk about the tactics and ask the players to do a small briefing to the opposition on their tactics and how they approached the game.

### Reflection

- Ask the players to reflect on the different positions they can play and the advantage of being able to play different positions
- Ask the players to discuss the different tactics used and what challenges they sought to overcome through creative play



<b>Cool Down 5:00 Mins</b>	Slow movements & stretching, while all players tidy-up the equipment.
<b>Closing Team Circle 5-15 Mins</b>	<p>Ask players to reflect on their footwork. What have they learned? What they need more practice in?</p> <p>Ask players to reflect on what adaptations they had to make on the court? What different tactics did they use? How creative were they on the court?</p> <p>Ask players to identify where else do they have to be flexible or adaptable in their lives. Where have they had to be creative?</p> <p>Ask players to reflect on why employers might like people who are adaptable and creative to work for them.</p>

SESSION REVIEW:	SPORTS COMPETENCE	EMPLOYABILITY COMPETENCE
What went well in the session?		
What aspects of the session could be improved?		
What changes or improvements will you make to the next session?		







# Volleyball

## Volleyball Training Session 1 – Passing & Cooperation

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**OPENING TEAM CIRCLE**

5:00 Mins

**SPORTS COMPETENCE:****PASSING****EMPLOYABILITY COMPETENCE:****COOPERATION****WARM-UP I = 10:00 Mins: BOUNCING THE BALL****Organization**

- The players work in pairs
- Each pair has one ball
- They start off 3-4 metres apart, facing each other

**Process**

- The player with the ball raises the ball overhead with straight arms, and drops her weight, bending at the knees and bounces the ball to her partner
- The partner is in a ready position, knees slightly bent
- The player must bend at the knee in sync with the tossing player to catch the ball as low to the ground as possible

**Correction**

- They have to stand with feet slightly wider than shoulder width apart
- They should always receive the ball directly in front of them and facing their partner (toes pointing towards the partner)

**Soft skill focus**

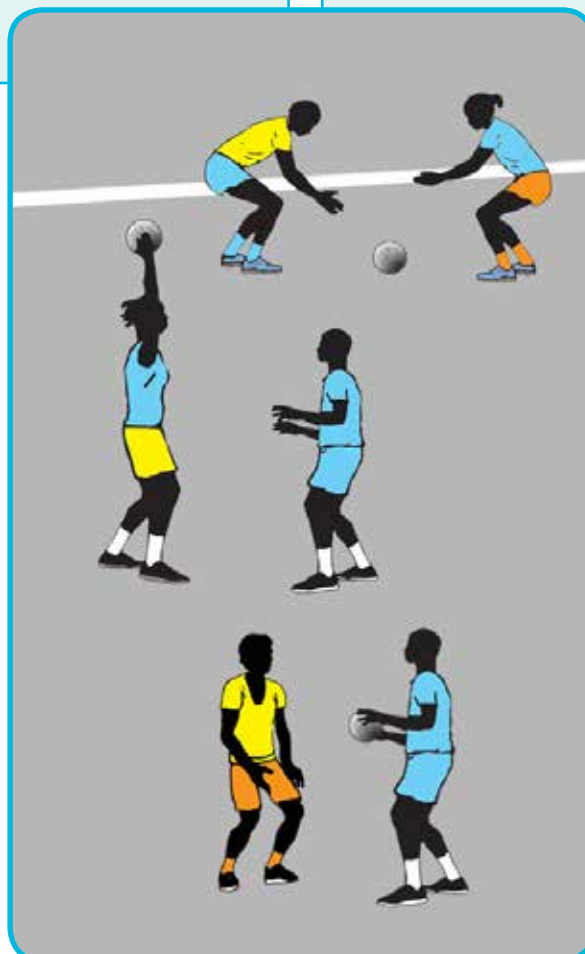
- The receiving player has to be present with and react to the movement of the tossing player
- Only if the player passes the ball correctly the partner is able to catch it
- Players should advise each other.
- Players should constantly advise and encourage each other.

**Variations**

- Move further apart
- Bounce the ball to the sides, further and further away forcing the partner to move
- The receiving partner turns her back and the tossing partner calls [left] or [right] to indicate which side the ball is going so the receiving partner can turn correctly.

**Reflection**

- What happens if you bounce the ball too far away for your partner to reach?
- Why are co-operation and communication important for success?
- Can you think of situations in the workplace where you need communication from others to indicate which way to turn?



## MAIN PART- II = 10:00 Mins: DIG-PASS TO THE PARTNER

### Organization

- The players work in pairs
- Each pair has one ball
- They start off 3-4 metres apart, facing each other

### Process

- Player 1 holds the ball in front of her in both hands at waist height.
- She gently tosses the ball in the air, at slightly higher than head height, so it comes down at waist height right in front of her partner.
- Player 2 bump-passes the ball back to her partner off her forearms.
- Player 1 catches the ball and tosses again.
- After every 5 tosses, they swap roles.

### Correction

- Feet must be comfortably slightly wider than shoulder width apart
- Knees have to be bent and soft as they play the ball
- They have to lean forward into the pass
- Eyes have to be on the ball throughout the pass



### Employability competence

- The goal is to make your partner move and adjust as little as possible by having the ball float accurately and gently down to the forehead of the partner
- Give each other feedback on posture and technique

### Variations

- Move further apart
- Toss the ball slightly to one side or another to make the passer move with a shuffle step, get into position and execute the pass.
- Toss the ball slightly short or long, to make the passer shuffle forward and backwards in order to execute the pass.

### Reflection

- What happens to your shared objective if your partner loses control of the ball and shanks it off the target?
- What happens in the workplace when a team member does not do what is required of them?
- How did you and your partner communicate with each other?
- How did you encourage your partner?
- How did your partner respond to your advice?

## MAIN PART- I = 15:00 Mins: SERVE RECEPTION

### Organization

- The players work in groups of three
- Each group has one ball
- One person, a tosser is on one side of the net, behind the attack line.
- A passer is on the other side of the net, in line with the tosser, also just behind the attack line.
- A setter stands at the net, at an angle from the Passer and tosser.

### Process

- The tosser tosses the ball across the net at the Passer.
- The passer calls "Mine", receives the ball and passes it to the setter.
- The setter catches the ball and rolls it back to the tosser under the net.
- After every 5 balls tossed, the players rotate roles.

### Correction

- Eyes have to be on the ball from the moment it leaves the tosser's hand and throughout the pass
- The passer has to call "mine" to signify taking responsibility for the pass.

### Employability competence

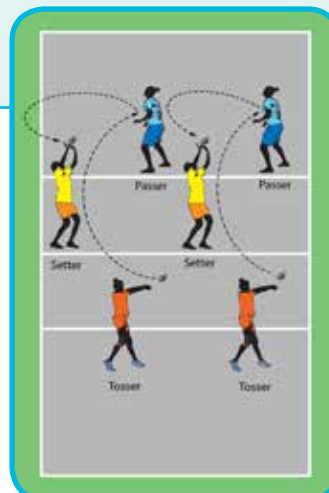
- The setter has to pass judgement on each pass, using words and phrases like "good," "Too high," "Too low"

### Variations

- The tosser can hit the ball instead of tossing it, to make it more realistic.
- The tosser can move further back, to more accurately simulate the serve

### Reflection

- What happens in the work environment when one team member takes their eye off the ball?
- How useful is it when working in teams that people have clear roles and responsibilities?
- What happens when feedback is required and not given?





## MAIN PART-II = 15:00 Mins: PASSING IN PAIRS

### Organization

- Create groups of 4-5 people
- One person is at the net, with their back to the net.
- The others are in a line, behind each other, facing the player, approximately 4-6 metres from her

### Process

- The player in the front of the line passes the ball to the person at the net with an overhead pass.
- She then follows the ball to the net, ready to replace the person at the net
- The next person in line takes her spot
- The person at the net passes the ball back to the new first person in line
- She then runs to join the back of the line

### Correction

- Movement and getting into position
- Adjusting to different roles

### Employability competence

- The players have to encourage each other to stay focused
- The players have to adjust to passes going away and get it back under control
- Players must be encouraged to give high fives for both successful executions as well as mistakes together with phrases such as well done, hard luck!

### Variations

- The player at the net can return the ball with a volley (overhead) pass.
- The player at the net can return the ball with a controlled spike (hit) to the new player in line
- The player at the net can set the ball to herself and then return it with a controlled spike
- The player at the net can set the ball to a second player (Y), who returns the ball with a controlled spike
- There could be a competition between the teams on either side of the net to see which team can keep the ball up the longest.

### Reflection

- How can we help each other to improve our performance during the game or in the workplace?
- How important is the quality of my pass for the other parts of the drill to work?



## GAME TIME = 20:00 Mins

### Organization

- Use only the attack zone on either side of the net.
- There are three players in each team

### Process

- The game is initiated by any player tossing the ball over the net into the opponent's attack zone.
- Players have to bump pass the ball to each two times, before bumping it over the net at their opponents.
- A point is scored when the ball is played out of bounds or hits the ground on the court.
- The game is played to the first team to get 5 points.

### Correction

- Players have to call the ball and take responsibility for receiving the first ball over the net.
- Players have to move towards the ball with a shuffle step.
- Players have to keep their eye on the ball all of the time and move with the ball.

### Employability competence

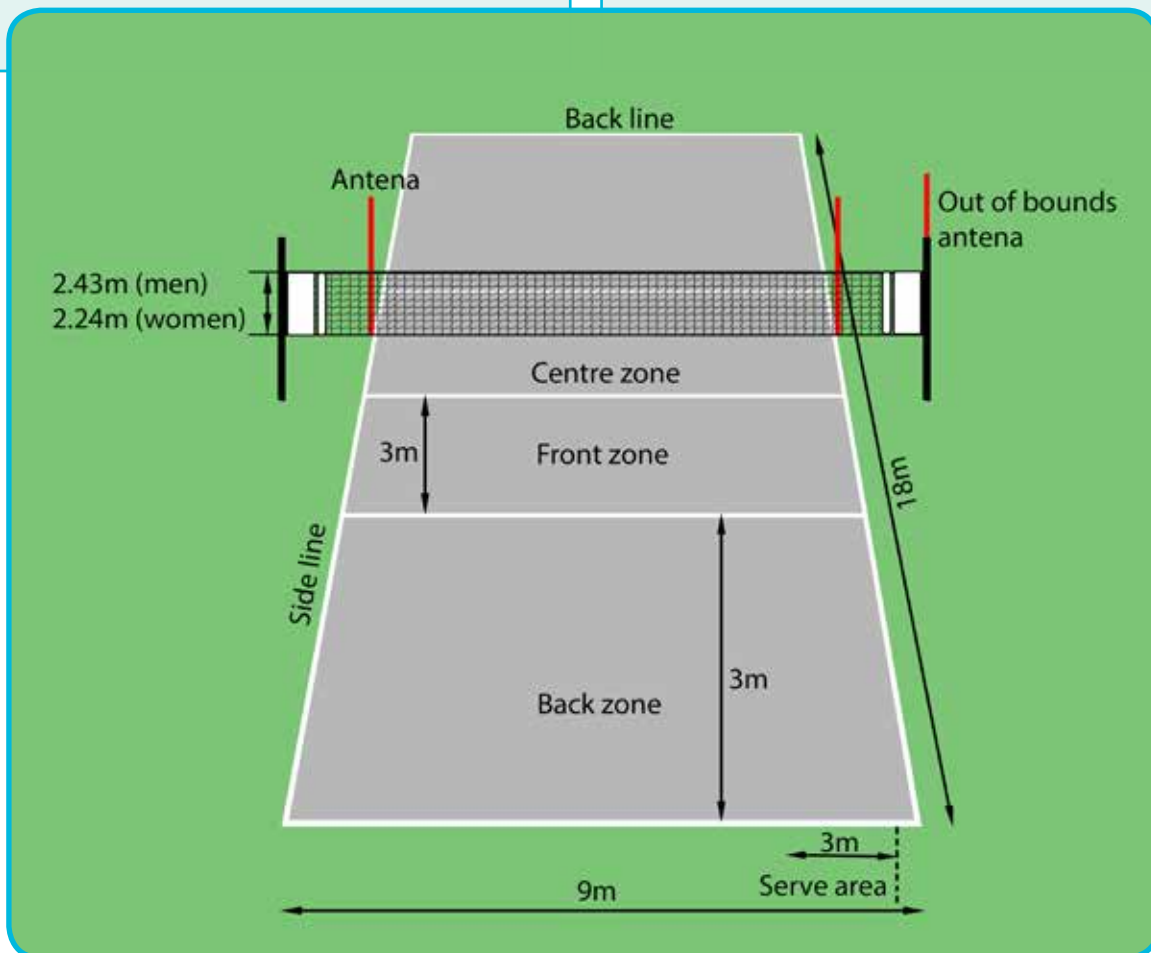
- The players depend on each other
- The players communicate, using terms such as "my ball" or "mine:"
- They never call somebody else's name – responsibility is taken, not given
- Celebration of points or successful action with team chant

### Variations

- The third play of the ball can be an overhead pass (volley)
- Can play a longer game for more practice, or a shorter one to increase the intensity.
- Can play for one point, which ups the ante
- Give an extra point for successful passing.

### Reflection

- How does communication enhance cooperation?
- How does the fact that no one player can do it on her own reflect what happens in the workplace?



<b>Cool Down 5:00 Mins</b>	Slow movements & stretching while all players tidy-up the equipment.
<b>Closing Team Circle</b> <b>5-15 Mins</b>	<p>Ask players to reflect on their passing skills, What they have learned? What do they need more practice in?</p> <p>Ask players to reflect on their communication skills on the court.</p> <p>Did these help them pass more effectively? What do they need more practice in?</p> <p>Ask players to reflect how they co-operated with each other during the session.</p> <p>Ask players to identify where effective cooperation can help them in life.</p> <p>Ask players to reflect on the importance of effective cooperation in the workplace.</p>

SESSION REVIEW:	SPORTS COMPETENCE	EMPLOYABILITY COMPETENCE
<p>What went well in the session?</p> <p>What aspects of the session could be improved?</p> <p>What changes or improvements will you make to the next session?</p>		



## Volleyball Training Session 2 – Digging & Goal Orientation

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<b>OPENING TEAM CIRCLE</b>	<b>SPORTS COMPETENCE:</b>	<b>EMPLOYABILITY COMPETENCE:</b>
5:00 Mins	<b>DIGGING</b>	<b>GOAL ORIENTATION</b>

### WARM-UP -I= 20:00 Mins: BOUNCING THE BALL

**Organization**

- The focus is on individuals playing with the balls

**Process**

- Bend the knees and roll the ball from side to side.
- Roll the ball forward from a crouched position and regain control of the ball.

**Correction**

- The player must never lose contact with the ball

**Employability competence**

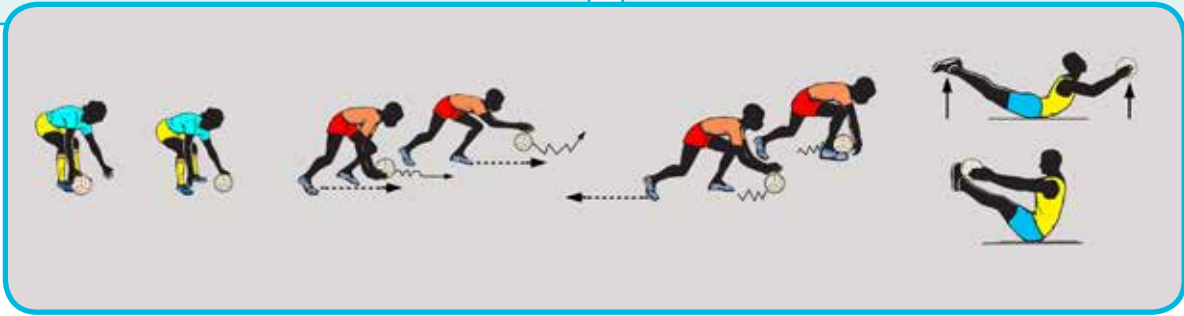
- The focus is entirely on the ball and controlling the ball, regardless of the circumstance

**Variations**

- Bounce the ball
- Roll the ball backwards through your legs.
- On stomach, raise legs and arms simultaneously, tossing the ball gently and catching as you raise your hands
- Do sit-ups with the ball

**Reflection**

- How does focusing on the ball improve your chances of scoring a point in volleyball?
- Can you think of examples in the workplace where the focus on the objective can be useful or important?



## WARM UP - II = 10:00 Mins: DIG-PASS TO THE PARTNER

### Organization

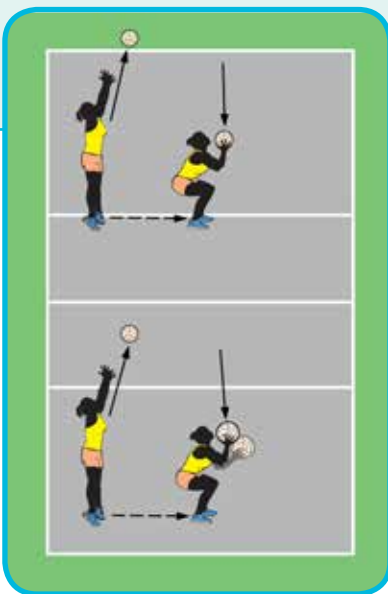
- Mark out small areas of about 6m X 6m.
- Divide participants in small groups of 3 or 4.
- If few balls, increase the size of the groups.

### Process

- Players take turns to throw the ball in the air and catch it.
- The player repeats the throw and catches three times and then passes the ball to another player.
- The remaining players in the group jog or skip around the player. They must give feedback and encouragement to the player.

### Correction

- They must not throw the ball too far from where they are standing.
- Check that they catch the ball with their knees slightly bent



### Employability competence

- The goal is to catch and control the ball even as the complexity increases

### Variations

- Players must toss the ball higher and clap their hands before catching the ball.
- Gradually get them to increase the number of claps before catching the ball.
- The remaining players can count the number of claps and compete as to the highest number of claps in the group.
- The non-catching players must also be encouraged to communicate with each other to avoid a collision.

### Reflection

- How does increasing complexity impact on your ability to achieve your goal?
- What happens to the quality of your execution in a workplace when the complexity increases?

## MAIN PART - I = 15:00 Mins: PASSING IN PAIRS

### Organization

- Use a basketball/netball hoop
- Coach has a basket of balls and sets up to 3-4 metres from hoop
- Players line up approx. 5 metres from the coach and from the hoop

### Process

- Have an individual competition.
- Coach tosses ball a metre or so in front of the first person in line
- The player has to try to bump pass the ball into the hoop.
- The first player to get 3 balls in is declared the winner.
- Repeat a few times.

### Correction

- Turning the body and feet towards the target
- Floating the ball up above the hoop so it can drop gently in

### Employability competence

- The players are focussed on attaining 3 hoops and being declared the winner

### Variations

- Use a bin, drum, basket – any container large enough but not too large if a hoop is not available
- Use a hula hoop on the ground and vary the distance if the group is not very skilled

### Reflection

- Does having a clear, measurable goal help you to perform better?
- In what ways do you think clear, measurable goals can help you in the workplace?



**MAIN PART -II = 15:00 Mins: SERVE RECEPTION TO TARGET**

**Organization**

- Use tape to make a 1m x 1m box at the net between 2 and 3
- One person (a setter) is standing in the box
- One person is in position on half of the back court to receive serve
- The rest of the team is on the other side behind the attack (3m) line.

**Process**

- Each of the players in the service area gets an opportunity to serve in turn
- They have to serve anywhere into the half of the back court where the player is waiting
- The receiver moves towards the ball and passes it to the setter, who catches it and rolls it back to the servers
- Each receiver receives 10 balls.
- For each ball that forces the setter out of the box, the receiver has to do 2 burpees.
- They players rotate position after every 10 balls

**Correction**

- Keep your eye on the ball all the time
- Anticipate and move as early as possible

**Employability competence**

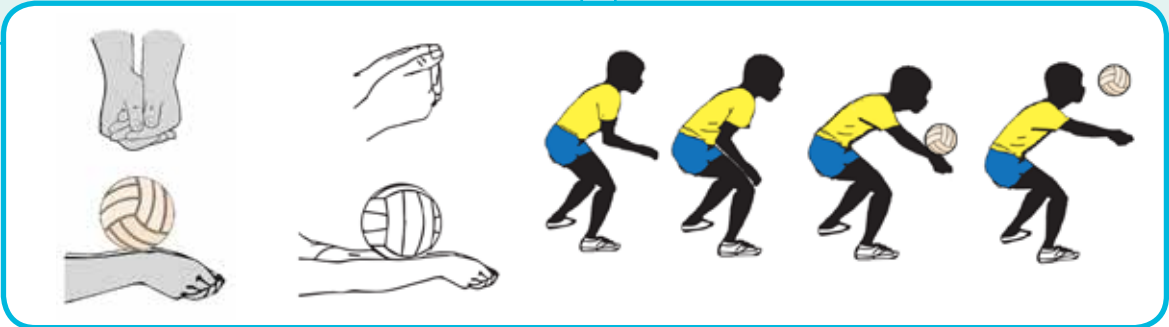
- The focus is on eliminating error and on delivering consistent and predictable results.

**Variations**

- Make the box smaller or bigger, depending on the skill level of the players
- Make the receiving area smaller or bigger depending on the skill level of the players
- Servers can move further back, depending on their skill levels
- Use other forms of body resistance training as "motivation." .e.g. sit-ups, push-ups, mountain climbers.

**Reflection**

- In the game, how important is it that you can consistently serve to the target your select?
- Are there any examples in the world of work where not achieving your goals has negative consequences?



**GAME TIME = 20:00 Mins: GAME TIME (ENJOYMENT & GOALS)**

**Organization**

- Use just half of the court (left or right), but full length.
- Group is split up into teams of no more than 3-4 players per team
- Have more than 2 teams, so there is always at least one team waiting to play, and officiating.

**Process**

- Play a game to 11 points.
- Initiate play by serving, underarm, from behind the attack (3m) line.
- Losing team has to do 10 push ups before the next game starts.
- At the end, everybody assists with taking down the net and tidying up.

**Correction**

- Accuracy and control are important.
- Ensure good first ball to the setter
- Play tactically

**Employability competence**

- Goal orientation is to exercise control, deliver accurately and be consistent.

**Variations**

- Play shorter games to increase the intensity.
- Number of players per team can vary depending on number of players available

**Reflection**

- How does it feel to be the losing team and have to do push-ups?
- How does it feel not to be the losing team?
- Think of situations at work where achieving your goals make you feel like a winner.



<b>Cool Down 5:00 Mins</b>	Slow movements & stretching while all players tidy-up the equipment.
<b>Closing Team Circle</b> <b>5-15 Mins</b>	<p>Ask players to reflect on their passing skills, What they have learned? What do they need more practice in?</p> <p>Ask players to reflect on their communication skills on the court. Did these help them pass more effectively? What do they need more practice in?</p> <p>Ask players to identify where effective cooperation can help them in life.</p> <p>Ask players to reflect on the importance of effective cooperation in the workplace.</p>

<b>SESSION REVIEW:</b>	<b>SPORTS COMPETENCE</b>	<b>EMPLOYABILITY COMPETENCE</b>
<p>What went well in the session?</p> <p>What aspects of the session could be improved?</p> <p>What changes or improvements will you make to the next session?</p>		



## Volleyball Training Session 3 – Setting & Self-Responsibility

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<b>OPENING TEAM CIRCLE</b>	<b>SPORTS COMPETENCE:</b>	<b>EMPLOYABILITY COMPETENCE:</b>
5:00 Mins	<b>SETTING</b>	<b>SELF-RESPONSIBILITY</b>

**WARM-UP - I = 12:00 Mins: SHORT, MEDIUM, LONG TERM GOALS, OBSTACLES**

**Organization**

- Players work on their own.
- Only half of the players have a ball.
- The other half of the players have a skipping rope.
- They alternate between the ball and skipping rope every two minutes.

**Process**

- Each player stands in the correct setting position by straddling a line, i.e. feet apart, right heel and left toe touching the line.
- Players use a two-handed underhand toss to toss the ball straight above their own heads.
- They then catch the ball with their hands forming a triangle with the fingers and thumbs of both hands around the ball – thumbs at cheek height.
- When they are not working with the ball, they should skip (jump rope)

**Correction**

- The players have to move their bodies underneath the ball to catch the ball with their hands in the same position every time.
- Footwork must be correct (as per starting position) when they catch the ball.
- Players are looking up at the ball as they catch it.
- Hips are square, facing forward

**Employability competence**

- The players have to assume the responsibility to acquire the overhead passing skill by executing the drill.

**Variations**

- Players toss the ball above the head: perform 1/2 turn; repeat and perform a full 360-degree turn.
- Players toss the ball in different directions and catch the ball with hands in the correct setting position.
- Players toss the ball above the head: perform quick-quick (complete half turn and back to position).

**Reflection**

- The skipping causes oxygen debt (tiredness). What impact does that have on their performance?
- What strategies do they have to deal with growing fatigue and ensuring good execution of the drill?





## WARM UP- II = 10:00 Mins: SHORT, MEDIUM, LONG TERM GOALS, OBSTACLES

### Organization

- Players work in pairs on a space the size of a volleyball court, 18mX 9m

### Process

- Players sit flat down on the ground, 2m from each other, facing each other.
- Players are required to pass the ball to their partner from their fingertips.
- They are not allowed to touch the ball with their palms, just their fingers.
- They have to receive and return the ball with just their fingertips.

### Correction

- Make sure the players do not touch the ball with their palms
- The players should form a triangle with the fingers and thumbs of both hands around the ball above the forehead (thumbs do not touch).
- Thumbs are at cheekbone height to receive the ball (not above the head).
- Players must feel the ball touch both hands equally to control the ball.
- Stress the importance of control and accuracy because the partner cannot move to compensate for a bad pass.

### Employability competence

- The players have to take responsibility for the quality of their pass, just as in their tasks in life and work.
- The players also have to take responsibility for working with their partners, as in life and work.
- Players have to watch their partner and adjust their actions depending on how their partners respond to what they deliver.

### Variations

- Players can move further apart, thus increasing the level of difficulty.
- Players can do this standing up.
- Add cones 2m behind each player and have them back pedal around the cones after each pass and back into position to receive the next pass.

### Reflection

- What is the goal each of them sets for themselves while doing this drill?
- What impact does it have on their partner's goals when they give a bad pass?
- How does it feel for your goals to be partially dependent on somebody else?



## MAIN PART -I = 15:00 Mins: 3 TOUCH VOLLEYBALL

### Organization

- Players in groups of 3 as per diagram.

### Process

- Player F shouts "ball coming" and tosses the ball to Player A across the net
- Player A shouts "My ball" and digs the ball to Player B.
- Player B shouts "set", receives the ball above their head and sets to herself, then catches the ball and rolls it back to Player F.
- Rotate positions after three good passes.
- The players encourage each other.
- Before they rotate position, they come together at the net and celebrate.

### Correction

- Monitor technique.
- Remind them to encourage each other.
- Celebrations have to be creative. They cannot repeat the same celebration twice.

### Employability competence

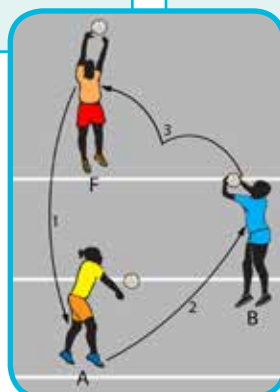
- Part of being responsible is knowing what your job is. Calling the ball is confirming that they know what their job is.
- Encouragement and celebration are being positive influences. It has application in life beyond volleyball.
- Teamwork is about playing a positive role in relation to others.

### Variations

- Player F can serve the ball to initiate play.
- Player F can also move behind the serving line to make it more realistic and harder.
- The receiving player can lie flat on her stomach and is only allowed to jump up and move once she hears the cry "ball coming"

### Reflection

- Are you used to encouraging others?
- How did it feel to be encouraged, to encourage?
- Talk about encouragement in the workplace.



## MAIN PART -II = 15:00 Mins

### Organization

- Half (left / right) of the volleyball court
- Players in groups of 3

### Process

- Player F shouts "ball coming" and tosses the ball to Player A across the net
- Player A1 shouts "My ball" and digs the ball to Player B.
- Player B shouts "set", receives the ball above their head and sets the ball high and parallel to the net.
- Player A1 moves forward to volley the ball over the net to F.
- Players on the side of the court and not playing must constantly shout advice and encouragement to the players.
- Roles are rotated after every 3 balls, and a new trio comes in after a full rotation of the first trio.

### Correction

- Player B is the target. The ball must be passed accurately onto her head.
- Attacker stays behind the set; moves forward to attack the ball and then back to base quickly, ready for the next feed.
- Accuracy and control are more important than power.

### Employability competence

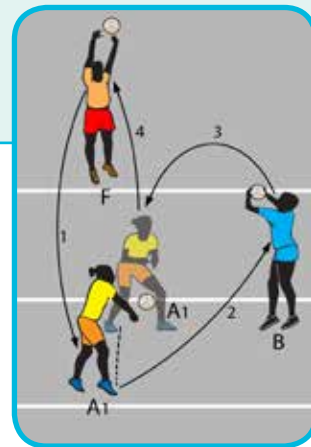
- The passer lays the foundation with a good pass. The setter controls the attack. Each player has a role, even though they are different, as in business.
- Emphasise the role of the advice and encouragement from fellow players and spectators.

### Variations

- Introduce 1 more passer/hitter. This gives the setter the option of setting forward and back.
- Keep the setter constant and rotate all other roles.

### Reflection

- Reflect on the importance of each role, e.g. initiating, laying the foundation, determining direction, etc.
- Discuss whether any one role is more important than any other.
- Does added pressure cause added stress or does the player enjoy the responsibility?



## GAME TIME = 20:00 Mins: GAME TIME (3 v 3)

### Organization

- Balls
- Volleyball court.
- Teams of 2 players each.
- Utilising only the net and the attack zone (3m zone) one both sides
- Teams play a continuous dig-set-spike game

### Process

- The ball is served underarm from behind the attack line.
- The receiving team has to dig the first ball, set the second and direct a controlled, soft hit into the opponent's attack zone.
- The serving team defends with a dig, set and controlled soft hit across the net into the opponent's attack zone
- The objective is to keep the ball alive for as long as possible
- The team that makes the first mistake i.e. hits out of the attack zone, or into the net, or is otherwise unable to return the ball to their opponents' court, leaves the court, for a new pair to come on and challenge the winners.

### Correction

- Focus on control
- Players have to learn to "read the ball," from both opponents' side as well as from their partner
- Players have to communicate to define their roles every time the ball crosses the net.
- Emphasise the discipline required of playing a controlled game and their dependence on each other for continuous motivation.

### Employability competence

- The players must be given a few minutes to plan their strategy and discuss their roles.

### Variations

- Enforce the dig-set-spike sequence, i.e. rule a failure to maintain the sequence a fault, which means losing the point.
- If there are fewer players (and teams) make the game slightly longer, e.g. the first team to get 3 points

### Reflection

- Let the players provide feedback on their strategizing before the game and how it compared to what actually happened.
- Some teams will be more successful than others. Let them reflect on the reasons for their success and failures.



<b>Cool Down 5:00 Mins</b>	Slow jogging, jumping, shadow setting. Some players start to take down the nets, pack balls away etc. Rotate this role.
<b>Closing Team Circle</b> <b>5-15 Mins</b>	<p>Ask players to reflect first on their setting skills but, more importantly, on the role of the setter in the game.</p> <p>Emphasise the responsibility that lies on the shoulder of the setter.</p> <p>Ask players to reflect on the various elements of the session e.g. goals setting, identifying actions to reach goals, taking responsibility for your actions.</p> <p>Relate all these elements to what happens in a typical workplace.</p>

<b>SESSION REVIEW:</b>	<b>SPORTS COMPETENCE</b>	<b>EMPLOYABILITY COMPETENCE</b>
<p>What went well in the session?</p> <p>What aspects of the session could be improved?</p> <p>What changes or improvements will you make to the next session?</p>		



## Volleyball Training Session 4 – Serving & Self-Discipline

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<b>OPENING TEAM CIRCLE</b>	<b>SPORTS COMPETENCE:</b>	<b>EMPLOYABILITY COMPETENCE:</b>
5:00 Mins	SERVING	SELF-DISCIPLINE

### WARM-UP- I = 10:00 Mins: BALL TOSS

**Organization**

- Players work in pairs
- Each pair has a ball
- Each pair stands facing each other, just inside the sideline of the court.

**Process**

- Players assume a ready position facing each other.
- The player with the ball holds it in one hand, above her head and tosses it to her partner in a loop.
- The partner catches the ball and tosses it back
- Do that for 2 minutes
- Then switch to bouncing the ball into the ground between the players, from the same overhead position, with one hand
- After 2 minutes, switch back to overhead toss.
- Alternate between overhead toss and bounce every two minutes to warm up the arm and shoulder and practice the technique.

**Correction**

- The foot opposite to the hand doing the tossing slightly in front of the other.
- Opposite hand used to point upwards and forward before each toss/bounce

**Employability competence**

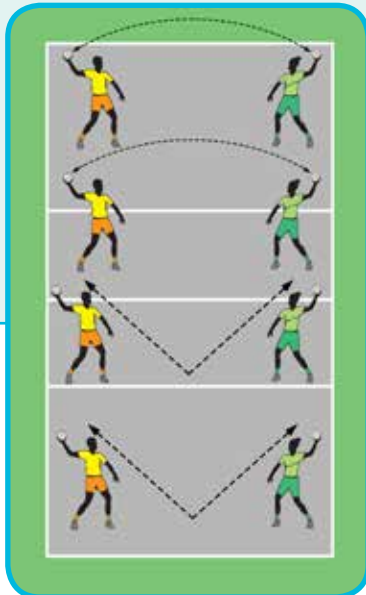
- The players are introduced to the notion of preparation before the task.
- Cooperation in pairs is an important focus

**Variations**

- The players can toss the ball across the net to get a sense of the height of the net.

**Reflection**

- Players reflect on the importance of preparation



## WARM UP- II = 10:00 Mins: INTRODUCTION TO SERVING

### Organization

- Players work in pairs
- Each pair has a ball
- Each pair stands facing each other, on the attack line on opposite sides of the net.

### Process

- The player with the ball serves to her partner across the net.
- The partner catches the ball and serves it back to the first player.
- When a player has served 3 good serves in succession, they take two large steps backwards.
- They then continue the drill from the new position.
- The objective is to reach the backline.

### Correction

- Feet are roughly shoulder length apart when the ball is tossed.
- The foot opposite to the hand doing the tossing slightly in front of the other.
- The tossing hand follows the ball as the hitting hand is cocked to hit.
- The ball must not be tossed too high. Ball height should be fractionally higher than the player can reach with her arm stretched fully upwards.
- When the ball is tossed into the air, if not served it should land more or less one step in front of the server.

### Employability competence

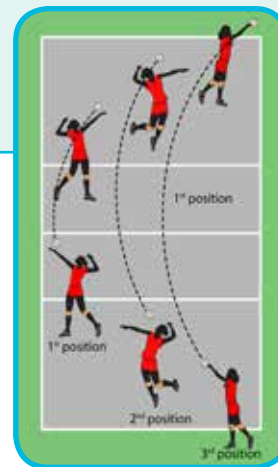
- Progressing from one level to the next is important in this drill, as in life
- Each player competes and cooperates with their partner, as in the world of work.

### Variations

- Increase the target for successive good serves to make progression more difficult.

### Reflection

- Reflect on how people can cooperate and compete with each other in the workplace.
- Reflect on the importance of performing in order to progress.



## MAIN PART- I = 16:00 Mins: DEAD FISH

### Organization

- Players are divided into two teams
- One team, with all the balls, are behind the serving line on one side of the court
- The other team lies down on the other side of the court, anywhere between the attack (3m) line and the baseline.

### Process

- The serving team has to serve the ball over the net and try to hit one of the players lying on the ground.
- The server gets 1 point for every ball that crosses the net and lands on a person lying on the floor.
- Teams change roles every 3-4 minutes

### Correction

- Players on the ground are not allowed to dodge the balls coming at them.
- If servers are not using the correct technique, move them closer to the net, so they can learn correct technique.
- The ball must not be tossed too high. Ball height should be fractionally higher than the player can reach with her arm stretched fully upwards.

### Employability competence

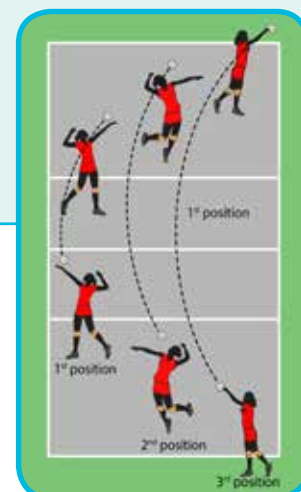
- It is a fun exercise. Players need to learn that you can do important and necessary things and have fun at the same time.
- Players need to exercise self-discipline and control, both as servers trying to serve accurately, as well as "dead fish" waiting to be hit.

### Variations

- Make it simpler for beginners by bringing the servers closer to the net, e.g. behind the attack (3m) line.
- Make it more complex by requiring each server to hit 2-3 "dead fish" in succession in order to score a point.

### Reflection

- Players reflect on their self-discipline. Were they able to replicate a successful serve?



## MAIN PART- II = 15:00 Mins: SERVE, SPRINT, CLUSTER

### Organization

- One player sits down, cross-legged in zone 6 on one side of the court, facing the net.
- The rest of the players are on the serving line on the other side of the net, each with a ball.
- Coach has a whistle.

### Process

- Coach blows the whistle to initiate.
- All the players serve at the seated player, simultaneously.
- The seated player tries to catch one ball, without moving.
- The player whose ball is caught, sprints to the other side and sits down next to the seated player.
- And so it continues until there is no-one left to serve.
- Players sitting must cheer and shout encouragement.

### Correction

- The player whose ball is caught must sprint to the other side. It teaches the notion of following the serve onto the court.
- To improve accuracy, the servers must try to follow through and have their serving hand pointing in the direction they want the serve to go after the ball is struck.

### Employability competence

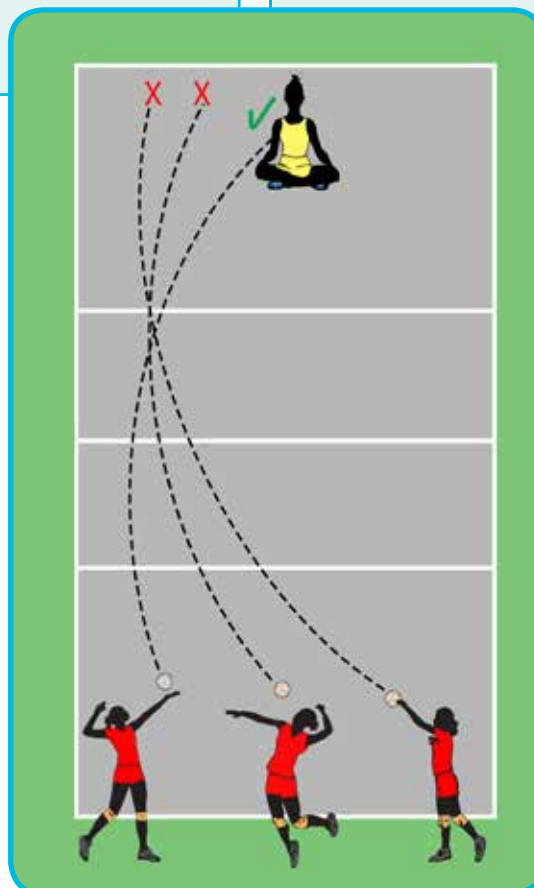
- Players may feel pressure, as they struggle to get the ball to the target.
- Focus on handling the pressure and staying calm and focused.
- Focus on the team achieving together and the importance of encouragement.

### Variations

- Set a time frame for the completion of the drill.
- Reward the players with a game for completion within time.

### Reflection

- Reflect on being self-disciplined.
- Reflect on staying calm and focused under pressure.



**GAME TIME = 20:00 Mins: BACK COURT ONLY**

**Organization**

- 3 teams of 3-4 players (maximum) on the court. Could even be 2.
- 1 of the 4 players is the setter
- 1 volleyball
- Player umpires.

**Process**

- The game is initiated with a normal serve.
- They play normally, except that they are only allowed to attack from the back court, i.e. behind the attack (3m) line.
- All players, except the setter, rotate when they win the serve.
- The first team to get 3 points wins.
- Winning team stays on the court. Losing team is replaced.
- No blocking. Floor defence only.

**Correction**

- Encourage attack from behind the attack line. It is technically similar to serving.
- Players need to communicate with each other on serve reception, and to tell the setter where to set.
- Be strict about not allowing attacks to be initiated from in front of the attack (3m) line.

**Employability competence**

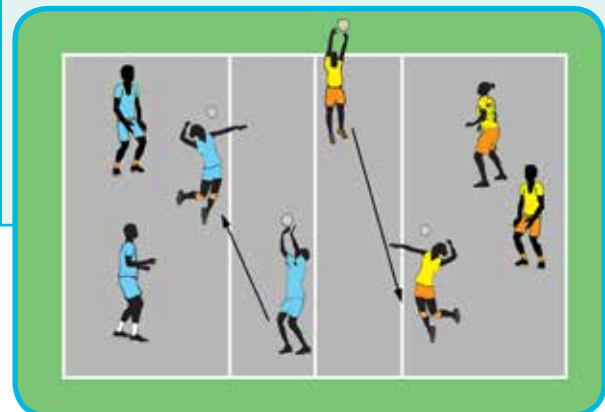
- The players display self-discipline, playing by the rules and fair play.

**Variations**

- Emphasise the importance of serving – introduce the rule that a service error results in the loss of the game, plus 10 push-ups.

**Reflection**

- The players reflect on self-discipline, playing by the rules and fair play in the game.
- The players reflect how self-discipline contributed to the success of the team and also the lack of success.



**Cool Down 5:00 Mins**

All players to do static stretches. Players assist with packing away equipment.

**Closing Team Circle**

**5-15 Mins**

Ask players to reflect on their serving skills. How confident are they are that they can serve effectively to different targets?

Ask players to reflect on their self-discipline, understanding and applying the rules and also being fair towards their teammates and opponents.

Ask players to reflect on the lack of discipline in the sports world.

Ask players to reflect on self-discipline, rules and fair play in the workplace. What kind of rules can they expect to find in the workplace? E.g. Code of conduct, health and safety rules, working hours, smoking policies etc.

Ask players to reflect on the consequences if they don't follow the rules and be self-disciplined.

**SESSION REVIEW:**

**SPORTS COMPETENCE**

**EMPLOYABILITY COMPETENCE**

- What went well in the session?
- What aspects of the session could be improved?
- What changes or improvements will you







# Handball

## Handball Training Session 1 – Dribbling & Communication

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**OPENING TEAM CIRCLE**

5:00 Mins

**SPORTS COMPETENCE:****DRIBBLING****EMPLOYABILITY COMPETENCE:****COMMUNICATION****WARM-UP - I = 10:00 Mins: DRIBBLING WITH EYES ON THE BALL****Organization**

- Mark out an area of about 25 X 25 m
- 1 ball among 3 players.

**Process**

- 1 player in the group keeps eyes on the ball, walk around dribbling the ball.
- Players must increase speed and now look up while following instructions from the rest of the team
- The players without the ball call instructions to avoid the ball carrier colliding with another player. E.g. left, right, forward.

**Correction**

- Players must not collide into each other.
- Encourage dribbling with both hands

**Soft skill focus**

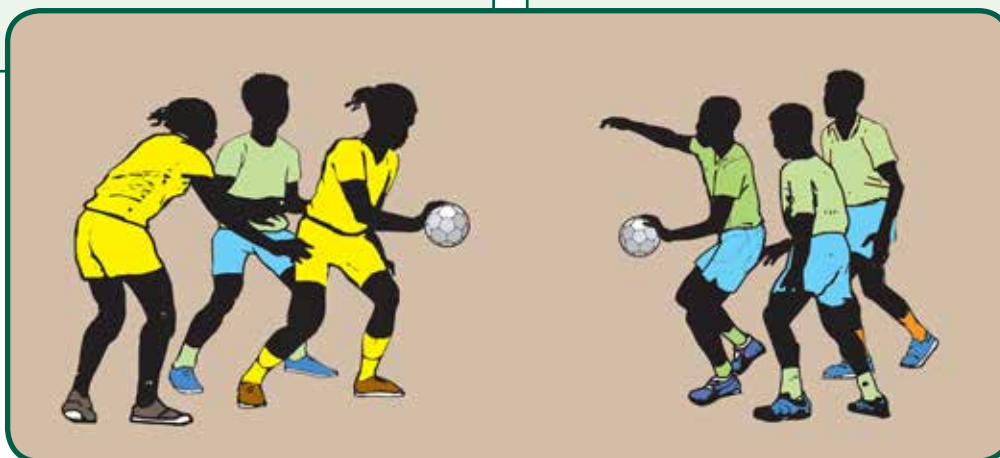
- The players without a ball have to communicate with the dribbling player and communicate with each other to be able to give understandable orders
- The dribbling player has to focus on the ball and train listening skills
- The dribbling player has to trust the teammates
- The players without the ball have to protect their teammate with communication

**Variations**

- One player in the group of three calls instructions while the third player observes.
- Rotate roles within the group of three
- All players dribble a ball and communicate with each other

**Reflection**

- How did the players without ball communicate with each other and with the dribbling player?
- What were the observations of the observer regarding the communication methods?

**WARM-UP - II = 10:00 Mins: PASSING WITH FEET****Organization**

- Same setting as in Warm-Up I.

**Process**

- Players increase the tempo.
- Each player dribbles three times and then passes to the next player.
- Players must not dribble outside the marked area.

**Correction**

- Coach must make sure that players are moving with more speed and rotating

**Employability competence**

- The players without the ball are constantly communicating with the ball carrier to avoid a collision.

**Variations**

- Ball carrier watches his teammates.
- Players stop using voice and guide the ball carrier by pointing and clapping.

**Reflection**

- Why is the exercise important for the performance of the team and the individual players?



## MAIN PART- I = 15:00 Mins: DRIBBLING IN GROUPS

### Organization

- Players form themselves into groups of 5 or 6. Each group appoints a leader clearly marked by a bib.
- Each player has a ball

### Process

- Players dribble forward, backwards, left and right, according to the clear verbal instruction and pointing from one of their peers.
- Players take turns to take the lead until all have had a turn. The coach ensures that all players have a turn to lead.

### Correction

- Encourage creativity and loud communication with handball terms
- Ensure that the players always move
- Ensure that the speed of the exercise is high enough

### Employability competence

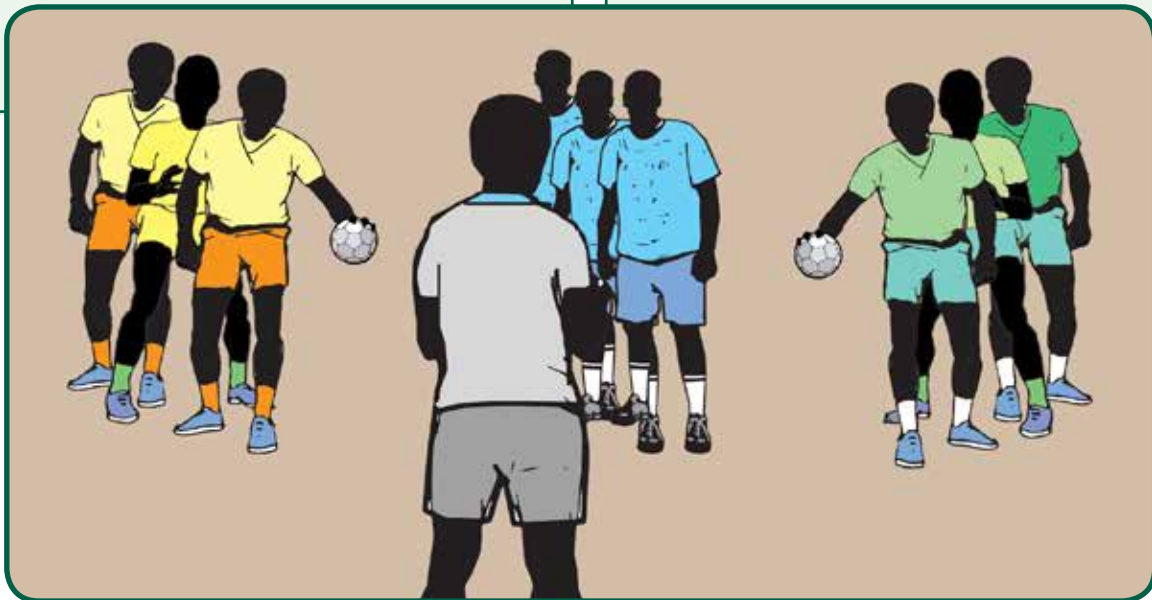
- Players take turns to lead the groups and communicate clearly in which direction the groups must dribble.
- Use of alternative ways of communication the coach should point out good examples

### Variations

- The leaders only point the direction of the dribble. i.e. players must look up to follow the instructions.
- The "leaders" must encourage the players both as a group and sometimes individually. "Nice dribbling there Mary! Well done everybody!"

### Reflection

- How do the players experience taking the lead and communicating with their peers?
- How did they experience the difference between verbal and non-verbal communication? What was more effective?
- When do we use verbal and non-verbal communication in the workplace?



**MAIN PART- II = 15:00 Mins: INTERCEPT THE DRIBBLER**

**Organization**

- Increase the playing area.

**Process**

- The players dribble in a large defined area. One player without a ball gets introduced to intercept a dribble. When he manages to do so he becomes a dribbler and the other player an interceptor.

**Correction**

- Dribbler must try by all means to avoid interception. .

**Employability competence**

- The dribbler and interceptors must talk to each other to assist each other to intercept or avoid interception.

**Variations**

- Do the exercise allowing verbal communication and then repeat with no voices allowed.
- Add additional interceptors. (These interceptors could communicate with each other and develop strategies

**Reflection**

- The players reflect on the difference between verbal and non-verbal communication during the exercise.
- What forms of communication are possible between opponent players or teams?
- How can positive communication between opponent players or teams be facilitated?



**GAME TIME = 20:00 Mins: GAME TIME 3 v 3**

**Organization**

- Players divide themselves into three equal teams.

**Process**

- Two teams play a handball game for 5 minutes.
- The goal is a marked area on the wall if indoor, or an object such as a refuse bin if outdoors. Touching the marked area or object counts as a goal.
- Remaining team must divide into two cheering teams.
- After three minutes 1 team comes off. Every 5 minutes they rotate, regardless of the result.

**Correction**

- Let the players focus on dribbling at this stage; remember they may only take three steps before they have to pass to a teammate.

**Employability competence**

- The teams must appoint a captain who takes the lead.
- One of the players must be a referee.
- The teams must take a few minutes to plan a strategy.

**Variations**

- Rotate captains and referees.

**Reflection**

- Reflect on the difference in communications between the players, captains and referees.
- Reflect on different communications roles in the workplace.



<b>Cool Down 5:00 Mins</b>	Slow jogging and stretching while all players tidy-up the equipment.
<b>Closing Team Circle</b> <b>5-15 Mins</b>	<p>Ask players to reflect on their dribbling passing skills. What have they learned? What do they need more practice in?</p> <p>Ask players to reflect on their communication skills on the field. Did these help them dribble more effectively? What do they need more practice in?</p> <p>Ask players to identify where good communication skills can help them in life.</p> <p>Ask players to reflect on the importance of good communication skills in the workplace.</p>

<b>SESSION REVIEW:</b>	<b>SPORTS COMPETENCE</b>	<b>EMPLOYABILITY COMPETENCE</b>
<p>What went well in the session?</p> <p>What aspects of the session could be improved?</p> <p>What changes or improvements will you make to the next session?</p>		



## Handball Training Session 2 – Passing & Decision-Making

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<b>OPENING TEAM CIRCLE</b> 5:00 Mins	<b>SPORTS COMPETENCE:</b>  <b>PASSING</b>	<b>EMPLOYABILITY COMPETENCE:</b>  <b>DECISION-MAKING</b>
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### WARM-UP - I = 10:00 Mins: NO LOOK PASSES

#### Organization

- Divide players in pairs with one ball in front of a wall
- Player 1 stands 2-3 meters in front of the wall
- Player 2 stands 1-2 meters behind player one

#### Process

- Player 2 throws the ball in front of the wall.
- Player 1 catches the ball and plays a “no-look pass” to player 2
- After a few turns, they rotate roles.

#### Correction

- Ensure strong and precise passes of players 2
- Encourage quick control and powerful passes of player 1
- Praise good passes.

#### Employability competence

- Ask player 2 to move after the first pass on the right or left side of player 1
- Player 2 should give player 1 a verbal sign when the teammate has caught the ball
- Player 1 has little time to process the verbal sign and has to make a quick decision
- The decision of a player is dependent on the quality and timing of the communication of the teammate.

#### Variations

- Less experienced players can start the exercise by turning before passing the ball
- The players work with two balls to increase the dynamic of the exercise
- Add one attacker (player 3) next to player 2 and one defender (player 4) in front of player 2. Player 1 has the option to play the ball to player 2 or 3. - The defender is trying to get the ball.

#### Reflection

- What were the challenges of this exercise?
- Did the exercise improve your passing skills?
- What makes “Decision-making” and “communication” an important part of the exercise?



## WARM-UP - II = 10:00 Mins

### Organization

- Set up three stations.
- Let the players divide themselves into 3 groups.

### Process

- Let the players warm up by rotating through the stations.

**Track 1:** Jumping/dribbling through hoops; throwing after a give-and-go with the coach/ partner

**Track 2:** Jumping/crawling/dribbling over a bench; throwing at the goal after dribbling

**Track 3:** Dribbling through a small lane/on different lines; releasing after a give-and go with a partner and throwing at the goal

### Correction

- Intervene if the group division is not happening.

### Employability competence

- Allow the groups to make various decisions relating to the exercise. E.g. who does which track, in what order? Do they do the exercises? Etc.

### Variations

- Introduce a competitive element. Time each group as they go through each lane.

### Reflection

- Further, reflect on the various decisions they had to make.
- How difficult was it to make decisions



## MAIN PART - I = 15:00 Mins: TRIANGLE PASSING

### Organization

- Divide players into groups of 4.
- Form a few triangles with cones.

### Process

- 3 players pass the ball around the triangle.
- Players should run forward to the cone to meet the pass and before passing again should use a change of direction or feint to beat the defender in the middle.
- 3 players must communicate with each other, verbally and non-verbally.

### Correction

- -The player must try to wrong foot the defender.
- If the defender intercepts the pass the player that lost the ball becomes the defender.

### Employability competence

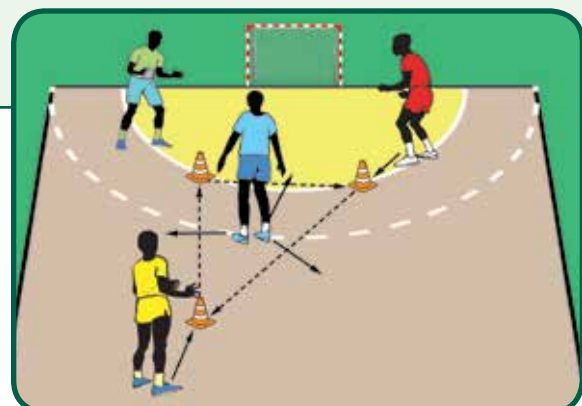
- Players must make speedy decisions to try to beat the defender.
- Similarly, the defender must take quick decisions to intercept the ball.

### Variations

- Vary the distance between the cones.
- Introduce a second ball and a second defender.

### Reflection

- What role did decision-making play in this exercise?
- Did increasing the distance between the cones make the exercise easier for the attackers or the defender? Why?



## MAIN PART - II = 15:00 Mins

### Organization

- Divide the players into groups of 5.
- 1 ball per group.
- 4 players, 1 leader/referee per group.
- Different coloured bibs per group.

### Process

- The players in the group are numbered 1 to 4.
- They must move around the area passing the ball from 1 to 2 to 3 to 4 and back to 1.

### Correction

- The referee must ensure constant movement and passing of the ball.
- The player must move to a new position after passing.
- The player may not take more than 3 steps with the ball.
- The player may not hold the ball for longer than 3 seconds.
- For any infringement, the referee may decide that the team must restart from any number.

### Employability competence

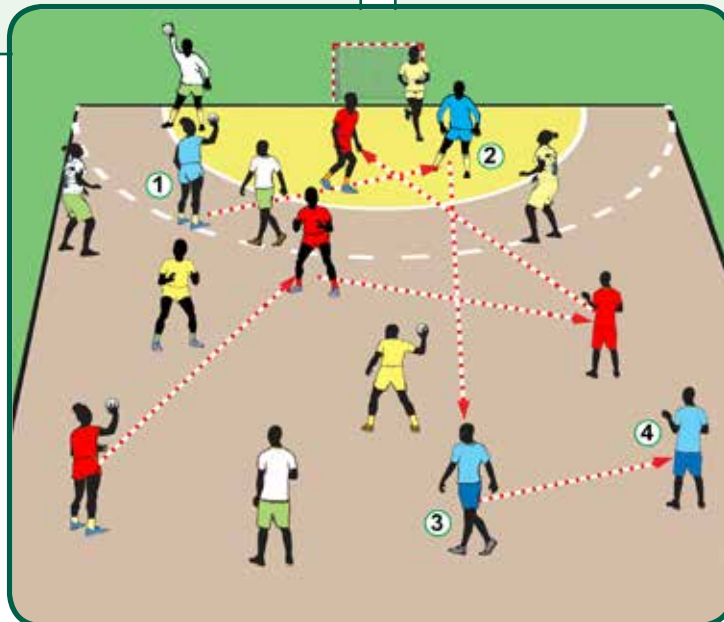
- Players must make decisions where to move to be in the best position to receive the pass when it is their turn.
- Players must avoid being penalised by the referee.

### Variations

- Rotate the role of the referee to ensure that all players have an opportunity to be a referee.
- Referees from one group, referee another group.
- Create a competition to see how many rotations each team can complete within a given time period.

### Reflection

- Reflect on how it felt to be a referee.
- Reflect on the difference between refereeing your own team and another team.



## GAME TIME = 20:00 Mins: GAME TIME

### Organization

- Keep same groups as per above.

### Process

- Teams play 5 v 5 games.
- The game ends after 5 minutes.
- Non-playing teams must provide referees, scorers.

### Correction

- The coach must ensure fair refereeing.
- Give as many players the opportunity to referee.

### Employability competence

- Focus is on decision-making by the players in order to win the game but also decisions by the referees in applying the rules. The coach must praise good decision-making.

### Variations

### Reflection

- Give feedback to players and referees on decision-making.
- Reflect on the role of referees in the games. Were the referees fair in their approach?





<b>Cool Down 5:00 Mins</b>	Static stretching, walking.
<b>Closing Team Circle</b> <b>5-15 Mins</b>	<p>Ask players to reflect on their passing skills. What have they learned? What do they need more practice in?</p> <p>Ask players to reflect on their decision-making skills and in particular to reflect on their roles as referees.</p> <p>Ask players to reflect on decision-making in the workplace.</p> <p>Reflect that they will sometimes be required to make decisions in the workplace under pressure. Also, indicate that they may have to consult others before making decisions, but implement without question on other occasions the decision of others.</p>

<b>SESSION REVIEW:</b>	<b>SPORTS COMPETENCE</b>	<b>EMPLOYABILITY COMPETENCE</b>
<p>What went well in the session?</p> <p>What aspects of the session could be improved?</p> <p>What changes or improvements will you make to the next session?</p>		



## Handball Training Session 3 – Defending & Leading a Team

COACH:			DATE:				VENUE:				
REGISTER:			GROUP:				AGE:				
N	Name	P	A	7				14			
1				8				15			
2				9				16			
3				10				17			
4				11				18			
5				12				19			
6				13				20			

### OPENING TEAM CIRCLE

5:00 Mins

### SPORTS COMPETENCE:

DEFENDING

### EMPLOYABILITY COMPETENCE:

LEADING A TEAM

## WARM-UP - I = 10:00 Mins: PASSING WITH HANDS

### Organization

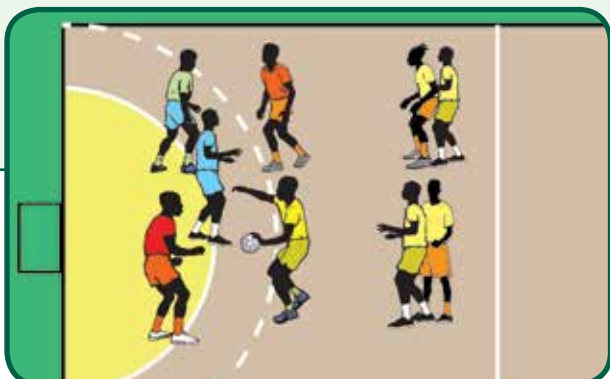
- Game on one half of the pitch
- Three defenders, the other players attacking

### Process

- The left attacker dribbles towards cones 1 where the defender approaches him
- The attacker plays a pass back to the second attacker and runs to the central cone. The defender queues behind the waiting attackers.
- The right attacker dribbles straight towards the defender. Just before (after) the approach of the defender he/she passes the ball to the other attacker and runs to the central cone.
- Change of defenders after 5 rounds
- Appoint one defender as the leader of the defence. The leader has to guide the defenders verbally through the exercise.

### Correction

- Encourage strong body contact
- Push players to be aggressive
- Encourage loud comments and encouragement from the leader.



### Employability competence

- The leader has to call the defenders name before approaching the attacker.
- The defenders have to listen to the orders of their leader.

### Variations

- Players have to pass the ball through marked goals.
- The leader gets changed after 3 minutes.
- The leader encourages the defenders to raise their arms before the attack.
- The leader has to praise every defending attempt of the defenders.
- The leader has to lead through action by defending aggressively.
- Play a round without a leader. In the following round, the coach or an experienced player takes the role of a leader to demonstrate positive leadership.

### Reflection

- How difficult was it for the leaders to guide their team?
- How did the defenders/ attackers perceive the different forms of leadership?
- How could leadership help the players during a game, at school or at the workplace?
- What are examples of successful leadership at a workplace?
- What different types of leadership exist and are they always positive?



## WARM-UP - II = 10:00 Mins: PASSING WITH FEET

### Organization

- Two attackers and two defenders with one ball.

### Process

- Two attackers and two defenders with one ball.
- Process
- Attacker 1 plays the ball to defender 2. Defender 2 passes the ball to attacker 2.
- Defender 1 tries to get the ball. Each round changes the roles of the two defenders.
- Defender 2 plays the role of the leader, guides the team and decides when to exchange attackers and defenders.

### Correction

- Try to avoid lobs.
- Encourage defenders.
- Ensure good ball control.
- Encourage loud leadership and the use of handball terms.

### Employability competence

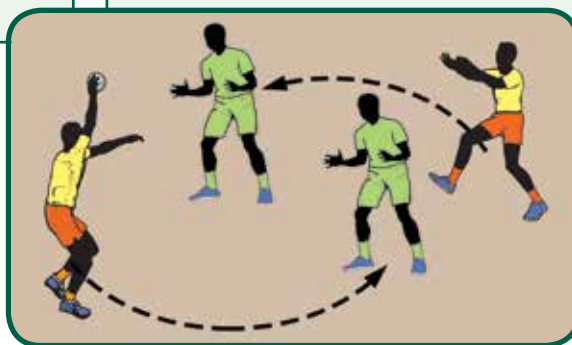
- The player without the ball (defender 2) is the leader. That underlines that players without ball possession decide to a high extent about the process of the game.
- The leaders can try different forms of leadership (very verbal; clear body language; radiating a sense of calmness).

### Variations

- Change the distances between players. The bigger distance between attackers and smaller distances between defenders.
- Encourage creative trick passes
- Players are only allowed to use their left/right foot.

### Reflection

- What are successful different passing techniques?
- How did you contact your teammates?
- What forms of leadership



## MAIN PART - I = 15:00 Mins: SKILL PRACTICE

### Organization

- Game on one goal without goalkeeper and ball
- One team of 6 defenders
- Two teams of 3 attackers

### Process

- The players try to pass the defence using feints, body pressure, fast moves, etc.
- Each attacking attempt last max 30sec
- If an attacker succeeds getting into the goal circle, a point is scored and the attacking team may try again
- The defending team works with 2-3 attacking teams and then a new defence team takes over.

### Correction

- Allow the players to lead the drills under your supervision.
- Ensure that the defenders interact and support each other
- Loud communication in the defence

### Employability competence

- This exercise focuses on teamwork, planning and communication
- The attackers and defenders can agree on different team strategies
- The defending players can clap their hands loudly to encourage each other and grow team spirit

### Variations

- Allow the players to huddle first and strategize how they are going to get past the defenders.
- Add one ball for each player
- Decrease the number of defenders if possible

### Reflection

- What was challenging of the exercise?
- How can we improve the performance?
- How can communication support the team spirit?
- What makes communication a tool for equality?



## MAIN PART - II = 15:00 Mins: SHOOT IN THE HOOP

### Organization

- Use a pitch of 20m x 20m
- Put three hoops on the right and left side of the pitch
- Two teams with 4 players each side

### Process

- Both teams need to defend their 3 hoops while trying to put their ball into one of their opposition's hoops- After scoring there is a change of possession

### Correction

- Encourage players to move rapidly into defence positions after scoring or losing the ball
- Encourage disciplined defending
- Ensure loud communications between the players

### Employability competence

- The players communicate loudly with handball terms
- The players encourage each other after failure

### Variations

- After scoring the teams swap ends and must try to score at the opposite end of the court, this encourages quick recovery and fast counter attacking. Play without dribbling
- Add more hoops
- Change positions of hoops

### Reflection

- How to deal with failure as a team and individuals?
- How can communication help to deal with failure and pressure?



**GAME TIME = 20:00 Mins: GAME**

**Organization**

- Game on a full-size pitch with three teams
- Two teams are playing, the players of the third team stand outside but play with the team in possession

**Process**

- The players have to communicate loudly about the defensive movements
- After 5 min the exchange of teams
- Only passes with a bounce on the ground are allowed

**Correction**

- Encourage players in the defence to get the ball
- Push players to be aggressive
- Ask players to play the ball quickly
- Praise good defensive performance

**Employability competence**

- The players have to communicate constantly to keep the defence working
- The goalkeeper has to advise his teammates
- The defenders have to be patient

**Variations**

- No on-tuos are allowed
- No dribbling is allowed
- No jump shot is allowed
- Use of several balls

**Reflection**

- Why is communication so important for the defence?
- How can the goalkeeper communicate in the best way?
- Why are agreed strategies important for the success of a team?
- How could we improve the performance of the defence?



**Cool Down 5:00 Mins**

Slow movements & stretching while all players tidy-up the equipment.

**Closing Team Circle**  
**5-15 Mins**

Ask players to reflect on their defensive work. What have they learned? What do they need more practice in?

Ask players to reflect on their communication skills on the field. Did they help them defend more effectively? What do they need more practice in?

Ask players to identify where good communication skills can help them in life.

Ask players to reflect on the importance of good communication skills in the workplace.

SESSION REVIEW:	SPORTS COMPETENCE	EMPLOYABILITY COMPETENCE
What went well in the session?  What aspects of the session could be improved?  What changes or improvements will you make to the next session?		



## Handball Training Session 4 – Shooting & Self-Discipline

COACH:			DATE:				VENUE:			
REGISTER:			GROUP:				AGE:			
N	Name	P	A	7				14		
1				8				15		
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4				11				18		
5				12				19		
6				13				20		

<b>OPENING TEAM CIRCLE</b>	<b>SPORTS COMPETENCE:</b>	<b>EMPLOYABILITY COMPETENCE:</b>
5:00 Mins	SHOOTING	SELF-DISCIPLINE

### WARM-UP - I = 10:00 Mins

**Organization**

- Half pitch with one goal and one goalkeeper
- Players line up on both sides of the court in the corner.

**Process**

- The first two players (one from each side) sprint around the first cone, then around the second before looping inside to pick up a ball and have a shot on goal.

**Correction**

- Start with average pace and increase slowly
- Start with easy shots and increase
- Ask players to shot from different angles and with different shooting techniques.
- Don't shoot at the head of the goalkeeper

**Employability competence**

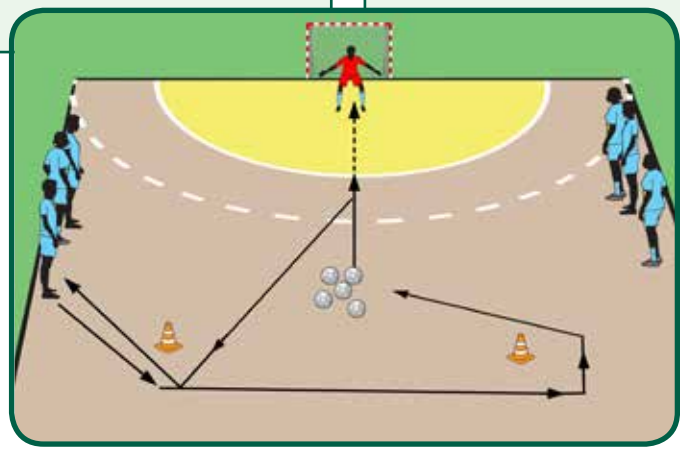
- The players have to find the right timing for shots
- The players should experience success but also train their weaknesses
- Identification of weaknesses

**Variations**

- Add a defender
- Choose different shooting areas
- Exchange the goalkeeper
- Two players act as referees

**Reflection**

- What kind of different shooting techniques did you use?
- Where are your strength and weaknesses?
- How important is the identification of your weaker sides?



## WARM-UP - II = 10:00 Mins: FEINT AND SHOT

### Organization

- Half pitch with goalkeeper, central player
- Player queue in two rows and have balls

### Process

- Taking turns the player make a run to the yellow cone
- Once they reach the cone players must feint moving inside before cutting outside
- Then they receive the pass outside the 6 metre line from the feeder.
- After receiving the pass players must shoot at goal.

### Correction

- Do exercise in highest pace
- Feint with the whole body
- Concentrate while throwing

### Employability competence

- The players have to concentrate on the shot after feinting and catching the pass
- Communication and connection to central player
- The players have to find the right mixture of pace, control and concentration

### Variations

- Jump off the alternate foot
- Make shot to defined areas of the goal as called by the coach or fellow player appointed by the coach. E.g. centre, bottom, left, top right etc

### Reflection

- What were the biggest challenges during the exercise?
- How do you prepare mentally for the exercise?
- What mental skills are needed to succeed in the exercise?



## MAIN PART - I = 15:00 Mins: SITUATIONAL GAME PRACTICE

### Organization

- Game on one goal
- 3 defenders
- 3 attackers

### Process

- Attackers (Yellow) pass the ball along the line and defenders (red) must run forward to defend
- Attacking players are trying to move the ball quickly in order to create an opening for a shot. They can do this through the use of fast passes, feints and dummies.
- Attackers and defenders must change roles
- Correction
- Praise good performance

### Employability competence

- The players have to wait for the right moment to pass the ball.
- Mental endurance is required to make the right decisions under pressure

### Variations

- Introduce a goalkeeper and a goal scoring element to the drill.
- Players may skip passes. Remind the players to work as a team in order to get the ball past the defenders.
- Players can run counter attacks

### Reflection

- How did you react to pressure?
- What did we learn during this exercise?



## MAIN PART - II = 15:00 Mins: SITUATIONAL GAME PRACTICE

### Organization

- Players line up on both sides of the court with a ball in hand.
- One player of each team forms the referee team

### Process

- They take it in turns to pass the ball to player 1 and then progress up the court.
- As they move down the court the defender picks up the runner and passively shadows their movement.
- The attacker must move inwards before sharply cutting outside to lose their marker, receive the ball from player 1 and make a shot on goal.

### Correction

- The players have to perform the exercise at full speed
- Endure concentration and quality passing of the feeder

### Employability competence

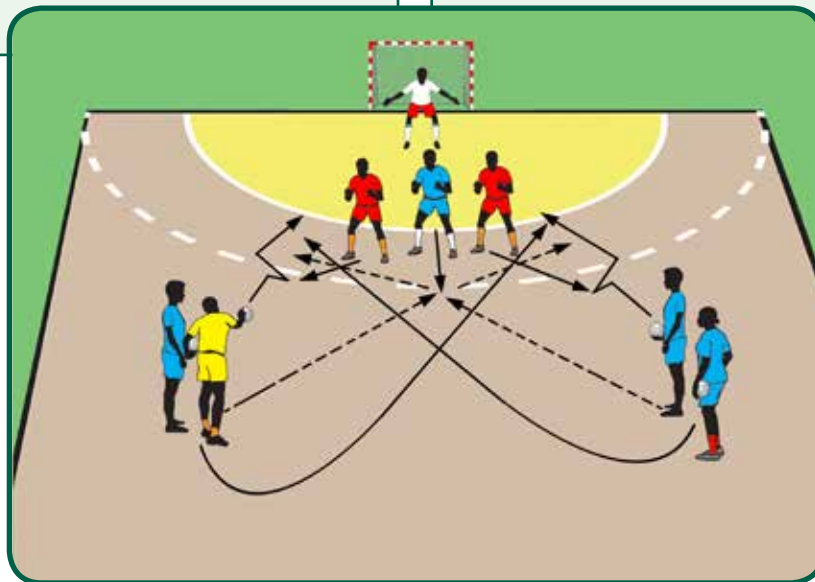
- The players need to learn to accept failure of their teammates
- The players should encourage teammates after a failed try

### Variations

- To begin with, defenders should be fairly passive, allowing the attackers to lose them and receive the pass.
- As the drill progresses the role of the defender should increase and attacking players can decide whether to cut inside or out in order to make space in which to receive the ball in.
- Ask the feeder to play bad passes to challenge the self-discipline of the players

### Reflection

- How difficult was it to stay calm when the teammates didn't perform well?
- Why is self-discipline important for the success of the team?
- How important is it to understand and respect the rules in a handball game?



## GAME TIME = 20:00 Mins: GAME

### Organization

- Game on a full-size pitch with two teams
- One player of each team forms the referee team

### Process

- The defenders have to defend around the 6m circle to encourage long-range shoots
- 2 MINS break every 5 minutes to give both teams the chance to discuss their offensive performance and strategy. Exchange of referees.

### Correction

- Push players to be disciplined and play agreed on moves until the end
- Push players to take shots and give feedback on the shooting technique
- Praise good shoots and finalised moves.

### Employability competence

- The players have to be patient to finish the move before taking a shot.
- The players have to learn to accept instruction and not to follow their first wish/instinct
- The players experience the position of the referee

### Variations

- Ask referees to deliberately make mistakes to test the self-discipline of players
- Long-range shots count as two goals
- The defending team plays outnumbered

### Reflection

- How successful were the trained shots?
- How to deal with injustice?
- How difficult is it for you to finish the agreed moves?





<b>Cool Down 5:00 Mins</b>	Slow movements & stretching while all players tidy-up the equipment.
<b>Closing Team Circle</b>  <b>5-15 Mins</b>	<p>Ask players to reflect on their shooting skills. What have they learned? What do they need more practice in?</p> <p>Ask players to reflect on their self-discipline on the field. Did strong self-discipline help them be more successful? What do they need more practice in?</p> <p>Ask players to identify where self-discipline plays an important role in life.</p> <p>Ask players to reflect on the importance of self-discipline in the workplace.</p>

SESSION REVIEW:	SPORTS COMPETENCE	EMPLOYABILITY COMPETENCE
What went well in the session?  What aspects of the session could be improved?  What changes or improvements will you make to the next session?		



# Chapter 5

## Developing Employability Competence Off the Sports Field



## Chapter 5

# Developing Employability Competence Off the Sports Field

**E**mployability competences can be developed through sport both on and off the field. In chapters 3 and 4 we provided guidance on how to teach social competences through sport **on the field**. In this chapter, we look at opportunities to develop employability competences **off the field**.

Around the world young people are increasingly being encouraged to participate in **leadership roles** that will prepare them for employment and encourage them to be active citizens, caring for their families, their communities and their country. In this chapter, we look at the opportunities for young people to take up and practice **leadership roles** in sport, which in turn will bring young people in a situation where they have to practice employability competences in **work environments**.

### Leadership Roles in Sport

Organised sport requires the participation of individuals who help manage, administer, organise, coach and officiate, creating an environment for players to participate and enjoy their preferred sports. The following are some of the roles that support participation in sport:

- Coaches;
- Referees and other Technical Officials;
- Club & Federation Official & Administrators;
- Sports Event Organisers;
- Sports Team Managers;
- Sponsorship Managers;
- Sports Science & Sports Medicine Support Personnel.

### Youth Leadership in Sport

Young people who take up leadership roles in sport will develop knowledge and competences that will help them in other aspects of their life, but especially in their working lives. Roles such as those described above will develop a young person's leadership and project management competences.

Developing leadership competences will equip the young person with increased employability competences such as increased self-confidence, better communication and better problem-solving skills.

Youth being used to lead teams are able to make positive and healthy decisions in life, to avoid risky behaviour and pursue positive behaviour, and to contribute as active citizens to their families, communities and country. They will be able to build new friendships and networks in Ethiopia and internationally through the increasing use of social media.

Above all, they will get the opportunity to practice and develop all of the social competencies that we identified in Chapter 3.

Offering sport leadership opportunities also benefits those individuals who are not especially strong at playing sports. The organisation of sport events is an alternative opportunity to become involved in sport. Many young people have a real passion for community work and involving them in sports leadership activities can develop their potential to make a meaningful impact on society.

### Sports Leadership Project

Involving youth in sport Leadership Projects is a good way of helping them to develop leadership and other employability competences. When implementing a Sport2Work Project we recommend providing youth with the opportunity to participate in at least one Sports Leadership Project. In chapter 6 we provide guidelines for a sample project that involves young sports leaders in planning, delivering and evaluating a **sports tournament**.

Examples of other projects are:

- **Organising a coaching programme for children**
- Youth train as coaches, market the programme and provide a quality coaching programme for children in the community.

- **Setting up a sports club**  
Marketing and promote the sport, establish interest, organising coaching, forming a committee and establish competition opportunities.
- Training as **referees** or **technical officials** and officiating in local competitions.
- Organising a **fundraising event** or campaign for a local sports team.
- Organising a **league** with fixtures, results, log tables, referees, awards.

The coach or teacher will play the role of a **Project Facilitator** when enabling young people to undertake a Sports Leadership Project.

### Role of the Project Facilitator

- I. **Facilitate the process**, provide guidance and support to the young people taking part.
- II. **Delegate** tasks to the participants. Players may lack experience or knowledge, so the Project Facilitator will need to mentor and support them.

- III. Give the participants as many opportunities as possible to practice the **employability competences** learned through the sport sessions.

In assigning projects to groups of young people the Project Facilitator needs to set clear tasks and time frames in which the tasks needs to be completed. Regular meetings should be scheduled with the young people to monitor progress and to ensure projects are on schedule.

During these review meetings and on completion of the project, the Project Facilitator needs to facilitate **reflections** where the project participants are afforded the time to think about the **competences** and **knowledge** they have gained through the project and how these will be useful when they enter employment. Reflections allow young people to reflect on their experiences and make an **intentional connection** to the workplace.

In the next chapter, we provide guidelines for the Project Facilitator to support and mentor young people on a Sports Leadership Project involving the establishment and delivery of a sports tournament.

"Being a good coach means also to give responsibility to your players".



# Chapter 6

## Sample Sports Leadership Project



## Chapter 6

### Sample Sports Leadership Project

In this chapter, we present guidelines for the organisation of a Sports Leadership Project which involves the delivery of a **sports tournament**. The intention is that the young people should organise the tournament and the coach or teacher should play a supporting, guiding and mentoring role. It is important that the young people taking on the project feel a strong **sense of ownership**. To develop employability competences effectively they need to be empowered to take responsibility and to grow through the process. The participants in the project will independently **plan and implement** a sports tournament. The coach or teacher will gauge the level of support needed. There must be a good balance between allowing the young people to work independently and ensuring a successful event.

#### Project Objectives

Participants must **plan, prepare and implement** a sports tournament for 40 to 100 players.

Although this chapter focuses on the organisation and management of a football tournament, the approach can easily be adapted for other sports.

As indicated in Chapter 5, the coach or teacher should act as a **Project Facilitator**, being available to **support, guide and mentor**, but as far as possible **delegating responsibility** to the young sports leaders. The young people should be involved in a process of **discovering knowledge** and developing competences for themselves. The coach or teacher should avoid lecturing the youth sport leaders, but instead guide them towards finding their own solutions to the challenges that the project presents.

#### Introduction and Preparation Phase

It is recommended that a minimum of ten hours be allocated for the introduction and preparation of the event. The key content to be covered during this period will include:

1.1 Definition of the Sports Tournament (1 hour)

- 1.2 Key elements in planning a football tournament (1 hour)
- 1.3 Establish working groups and define objectives (2 hours)
- 1.4 Detailed planning and Delegation of responsibilities (2 hours)
- 1.5 Preparation Time (2 hours)
- 1.6 Final rehearsal for planning and preparation (2 hours)

#### Definition of the Sport2Work-tournament

**Outcome:** By the end of this session the participants will demonstrate a clear understanding of a sports tournament and in particular a football tournament. Football is most performed team sport in Ethiopia. Therefore, it is most likely that a football tournament gets organised as the first implementation attempt of a Sports Leadership Project.

During this session, the coach or teacher must guide the participants through interactive activities towards answering the following questions:

- I. What is a sport tournament? Give examples of different types of tournaments.
- II. What is the purpose of organising a sport tournament?
- III. Benefits for participating players, teams, supporters, sponsors and organisers?
- IV. What competences are required for the successful implementation of a sport tournament?
- V. Which of these competences are important for your performance during school, your everyday life and for your future professional life?
- VI. How can EMPLOYABILITY COMPETENCES be integrated into the tournament schedule to the benefit of the participating players?
- VII. Overview of the Sports Leadership Project.

## Key elements in organising a Sport-2Work-tournament

**Outcome:** By the end of this session the participants must be able to list the key elements of organising a tournament.

- I. Explain the objective of the Leadership Project. i.e. to independently organise a sport tournament;
- II. The participants have to perform independently and apply professional skills under competitive conditions;
- III. The participants receive the opportunity to perform new tasks and to find creative solutions for challenges.
- IV. The final goal is the organisation of a tournament lasting at least three hours for about 50 to 100 players;
- V. The group must be questioned about their existing experience of any sports tournament. The class must be guided to list the key elements of the tournament e.g.
  - Event planning committee
  - Budget
  - Marketing
  - Venue
  - Health and Safety
  - Equipment
  - Participants
  - Prizes and Ceremonies
  - Sponsorship

## Establish Working Groups, Define Objective and Tasks.

**Outcome:** By the end of this session the participants must be divided into working groups and must be able to list the objectives and tasks of their working groups.

The facilitator must stress the need to divide the tasks among the participants to ensure an effective event. Working groups must be small and manageable. Each working group must appoint a group leader. The leader of each working group must make up the event **steering committee**. The

coach or teacher can supervise the work of the steering committee, but the class should appoint an overall event manager from among themselves. The steering committee should meet regularly. Proper minutes should be kept of these meetings and submitted as part of the **Portfolio of Evidence** for the project.

The key subcommittees would be: (see attached "tournament chart").

- Competition (Rules, format, disputes, fixtures, results)
- Sport2Work activities (Sport2Work themes ⇒ exercises)
- Marketing and Communication
- Finance
- Sponsorship
- Hospitality
- Catering
- Equipment
- Awards, certificates, medals
- Venues and facilities
- Transport and logistics
- Volunteer management
- Health and safety

The Project Facilitator should guide the participants to the most relevant working group based on their interests, passion and skills. They should have a first and second choice so that all working groups can have enough participants to ensure that the tasks are completed. The facilitator must ensure sensitivity to gender equity in the composition and leadership of the working groups.

The coach or teacher should monitor and advise the groups.

**Learning objectives:** Identification of leadership and decision-making.

## Group Objectives

All the participants in the class project should brainstorm the overall concept of the tournament. There should be agreement on key aspects such as:

- Purpose of the tournament;
- Date and venue;
- Number of targeted participants;
- Basic format.

Based on the overall concept, each group must be given the same time e.g. 15 minutes, to determine its objectives for the tournament. These objectives have to be presented to the other participants and written on a flip chart. Group leaders should be guided to ensure that all members of the group participate in the group discussions.

### Presentation of group objectives

One (or two) representatives of each working group have five minutes to present the objectives of their group to the other participants.

### Questions and feedback

The representative (with the help of the coach or teacher) has to ask the group if they have any questions or would like to give feedback to the presentation.

**Learning objectives:** Performance under time pressure; verbal communication and presentation competences, focused discussions; summary of discussion into short bullet points.

## Detailed Planning & Delegation of Responsibilities

**Outcome:** By the end of this session each participant must demonstrate a clear understanding of their specific role and responsibility in the working group.

This session has to be well explained and monitored by the Project Facilitator. The working groups have to delegate (under the guidance of the group leader) the responsibilities of each group member and write it down. Each group member has to receive clear tasks.

### Steps:

- I. Brainstorm all the various tasks. These should be written on separate flash cards so that they can easily be moved around.
- II. Arrange the tasks into a logical time sequence. Participants should prioritise which tasks must be performed first, those closer to the tournament and those at the tournament itself.

- III. Delegated tasks to individual participants or for some tasks, depending on the complexity, they could work in pairs.
- IV. Plan the preparation and implementation steps in more detail. Prepare a written implementation plan. Usually, it is very helpful to draw diagrams to clarify the working steps.
- V. During the last 15 minutes, the steering committee should meet to collect the results of the group discussions and check if all organisational details have been considered.

## Preparation Time

During this time, between 2 to 4 weeks before the tournament, the young sports leaders will have time to prepare the tournament and implement all the tasks they agreed to in their planning by the deadlines they agreed to. In a weekly meeting of the steering committee, the results should be reported and time for questions should be given. Between the meetings, the sports leaders must be performing other tasks such as:

- Meeting with potential sponsors.
- Visiting the venue to check the field, toilets etc.
- Visit the local police for assistance with safety
- Meet with the local councillor
- Etc.

## Final Planning & Preparation

**Outcome:** By the end of this session all participants must demonstrate a clear understanding of their roles and responsibilities on the day of the event.

This final meeting should happen at least three days before the tournament to enable final planning and to ensure that all agreed preparations have been finalised. This meeting should be held at the venue where the tournament will take place.

All working groups must have a brief discussion on their final arrangements. At the end of these group discussions (about 15 minutes), all the participants should walk through the facility with each of the various working groups sharing their final arrangements with the rest of the group in a



logical order as to how the tournament will unfold on the day. Examples:

1. The **Transport and Logistics** working group will explain the parking arrangements, where the sound system will be set up.
2. The **Venue and Facility** working group will give feedback on the state of the pitch.
3. The **Hospitality** working group will give feedback on how many and which VIP's have confirmed their attendance and show the layout of the hospitality area.
4. The **Catering** working group will give feedback where food will be stored, served and sold.
5. The **Health and Safety** working group will explain where the First Aid area will be and who will be providing the First Aid service.
6. The **Competitions** working group will explain the implementation plan for the tournament itself, i.e.
  - Gathering of players and division into teams
  - Explanation of tournament format and employability competences or life skills games
  - Official welcome ⇒ walk-in of players
  - Warm-Up of players
  - Beginning of tournament
  - Water breaks
  - Cool down ⇒ Ending of games
  - Final ceremony.

Below are more details to be considered. The coach or teacher must ensure that these aspects have been considered by the various working groups during the work sessions described above.

## Event Marketing

Although the tournament will primarily target children and youth from surrounding communities, this will be a great opportunity to attract a wide range of stakeholders to attend the event including:

- Parents and family
- Community
- Government (local, regional, national)
- Sports federations
- Media
- Corporate sector.

Participants should be reminded that the main objective of this programme is to prepare themselves for the workplace, so they should invite as many potential employers as possible. In order to attract these stakeholders, you need to have an effective **Event Marketing Plan**.

A good marketing plan should cover the following aspects:

- Publicity
- Promotion
- Sponsorship
- Advertising.

## Sponsorship

The coach or teacher should ensure that the working group considers the following guidelines relating to sponsorship:

- I. When people think about sponsorship they automatically think about **money**. Money is often most difficult to obtain, especially for a new event. Try your best NOT to ask for money. Make a list of all the support you need and rather ask for the items you need rather than the money. E.g. if you need balls, then ask for balls rather than money to buy the balls yourself. It is far easier for sponsors to buy balls than give you money.
- II. Companies have other **resources** besides money. E.g.
  - Printing facilities for your posters, in-house design and production facilities
  - Stationery
  - IT equipment
  - Transport
  - **PEOPLE:** If you can involve the employees of a company in your event then you have laid the basis for a very successful sponsorship relationship.
- III. Also, consider private individuals as sponsors. 1000 ETB X 1 = 1000 ETB but 4 X 250 ETB also equals 1000 ETB. You can try to get a title sponsor that gives all you need but it may be easier to approach individuals, people you know and who know you.

- IV. Religion plays an important role in Ethiopian society and the religious sector may be very willing to support initiatives such as a sports event that helps to prepare and develop youth.
- V. Make sure you treat your sponsors like royalty at the event. Give them as much exposure as you can. Have separate spaces for them to sit, special parking, special catering etc. Involve them in the opening and/or closing ceremony, handing out prizes, the opening prayers etc.
- VI. Prepare a simple sponsorship proposal stating the following:
  - Name and date of the event
  - Purpose (Benefit to individuals, benefit to society)
  - Benefit and opportunities to sponsor
  - Budget
  - What are you asking for?

Try not to e-mail sponsorship proposals. Try by all means to meet personally with a potential sponsor.

Your event will be quite small. Do not target large companies; rather build your event sponsorship around the relationships you have established in your community.

- Think about potential reasons why sponsors would benefit through a sponsorship of your event. First, the local community becomes aware of the social engagement of the sponsor through spectators and players by naming the event after the sponsor. If you advertise (posters, fliers, radio, newspaper), the tournament awareness grows further and so does the value of the event for potential sponsors. You could also offer the sponsors to advertise products during the tournament and to make the company visible through banners or printed bibs. Maybe the sponsor could even make an immediate profit by selling products at the tournament.

## Facility and Venues

A suitable venue that meets all the requirements of the tournament must be identified and booked very early in the planning process. It is most critical

that the participants identify the right venue for the event. In many instances, the right venue may be too expensive and unavailable. Participants may need to adapt the event concept to a venue that is available and affordable.

It is important to know the layout of a venue well. Make sure the Facility and Venues working group does a thorough site visit and checks on key aspects such as:

- Change Rooms and Toilets. (This is especially important for a tournament where women and girls participate.)
- Parking
- Access Control
- Cleaning
- Waste Management
- Health and Safety
- Emergency Procedures.

**TIP:** Please have all the relevant contact details for the main contact person for the venue; the person who holds all the right keys. It is one of the most embarrassing yet rather common occurrences to arrive at a locked facility and the caretaker is nowhere to be seen or found.

## Catering

Food, whether sold or provided or both, is an essential part of any event. You may be tempted to try to do the catering yourself due to budget constraints, but it is not as simple as it seems.

There are many health and safety issues related to catering, the preparation of food, how long food can remain warm or refrigerated. This is an ideal opportunity to involve the community or a training institution that specialises in training caterers. This may also make a good project for a group of students at the college.

## Health and Safety

It is very important to ensure that all participants and stakeholders participate in a safe environment. One safety or security incident can prove disastrous to an event. It is important to appoint a knowledgeable person as a health and safety

officer to take charge of all health and safety issues. Health and Safety issues include:

- Event security
- Safe playing facilities
- Health promotion
- First aid
- Fire safety
- Access to medical care
- Emergency access to the venue
- Access to clean water
- Sufficient toilets
- Contact with local police, traffic authorities.

## Legal Issues

There may be some legal considerations when organising an event. Regardless how small an event, it is important to consider these matters. In event management, if there is proper planning, things seldom go wrong. But when something goes wrong, it can have disastrous consequences. Some of the issues to consider are:

- Event permits – Are any permissions required from anybody to hold the event?
- Insurance
  - Public liability – Who is responsible if a player or spectator gets injured?
  - Damage to or loss of property;
- Noise – How much noise will be projected? Will this disturb churches, mosques or anybody else in the area?
- Impact on the environment;
- Erection of structures (marquees, gazebos).

Participating players should sign a document (indemnity form) which advises them of the risk of participation but also assures them that the organisers have taken the necessary steps to ensure their safety.

## Volunteer Management

Most events, including the Olympics and the FIFA World Cup, would not be successful without the commitment of volunteers. Similarly, the projected

tournament will probably require additional volunteers.

It may not seem that important to the success of an event, but a group of unhappy volunteers can negatively impact a tournament. It is important to have one working group that focuses on managing the volunteers. Managing volunteers will also provide participants opportunities to develop EMPLOYABILITY COMPETENCES. Aspects of volunteer management include:

- **Planning** – How many volunteers are needed and for which tasks?
- **Recruitment** – Finding the right volunteers for the right job. This is an ideal opportunity to involve other students at a local college, the surrounding community or the employees of local businesses.
- **Training** – Educating volunteers on their roles and the event.
- **Clothing** – Volunteers must be easily recognisable. They also need to be clothed properly considering the weather conditions at the time. It is also a part of the incentives to volunteer.
- **Catering** – They work for free. Ensure that they receive some refreshments.
- **Transport** – If your event extends late into the night, ensure that you scheduled volunteers are able to arrange their own transport or make suitable transport arrangements. This is where your sponsors or private individuals can play a role.
- **Incentives, Recognition** – Volunteering at an event is an opportunity for people to gain experience. They may not cost you money but they would appreciate a certificate, public acknowledgement. If your budget allows, a simple volunteer party a few weeks after the event is highly recommended. This volunteer event can be hosted by one of the stakeholders.

**Note:** Volunteers must play a supporting role. They should NEVER be used to play a role that should be performed by paid personnel. It is neither advisable nor legal to use volunteers as security personnel. Be cautious about using volunteers as cleaners.

Examples of tasks to be done by volunteers include:

- General guidance and information to spectators;
- Hospitality management;
- Accreditation;
- Refereeing and officiating the actual sports matches;
- Parking attendants;
- Supporting the teams;
- Event administration – results, team sheets;
- Equipment control;
- Media liaison and support.

## Equipment

The Equipment Working Group must identify the general equipment to support the running of the event and the equipment specifically needed for the sports component of the event. General basic equipment will include:

A proper sound system.

Many events fail because of a poor sound system. It may seem obvious, but a proper sound system is essential for a variety of reasons:

- In the case of an emergency everybody **MUST** hear proper instructions to evacuate quickly and safely;
- Various stakeholders need information at various times, this must be properly communicated;
- Inevitably information printed in the programme may change due to unforeseen circumstances;
- The sound system that the facility currently owns may not be adequate. Test the system, make sure it works, and have a plan B. Ensure proper access to power points;
- A children's or youth event should include some form of entertainment e.g. musical performances. Within reason ensure that the needs of the performers are taken care of such as proper equipment for their instruments, decent microphones;
- If they need to spend money, invest in proper sound for your event.

**TIP:** Try out the sound system at least a day before the start of the tournament.

Furniture

- Tables;
- Chairs;
- Gazebos.

Administration equipment and stationery

- Paper;
- Pens;
- Printer;
- Computer;
- Clipboards.

Communicate very clearly what equipment the participating teams must provide and what the organisers will provide. E.g. must each team bring a match ball for the match or will the organisers provide it?

**Note:** No equipment should be delivered on the day of the event. It is strongly advised that the equipment must be delivered and stored before the event.

## Competition Format

There are many possible competition formats e.g.

- Knockout
- Double elimination
- Round robin
- Champions league.

Details on all these formats could be the subject for further training or could be dealt with in a class. In deciding on a format consider the overall developmental objectives of this programme. Favour formats, which promote participation, inclusivity, fun and learning. For the purpose of the Sports Leadership Project, the participants should preferably have a small sized tournament with teams of 5 players. This format offers the possibility to play with up to 80 children/youth on one football pitch.

It is a good idea to mix genders, i.e. have males and females on the same team. Remember the developmental focus of this programme. Mixed teams foster good communication between males and females and help to break down barriers and stereotypes.

One game takes 5-10 minutes. After each game, the teams rotate. The students must be reminded that this is an event, which focuses on EMPLOYABILITY COMPETENCES. The focus is not on high-level competition or finding winners and losers, but on using sport as a tool for development and in this instance introducing the players to EMPLOYABILITY COMPETENCES in a fun way. Therefore, exercises, which focus on the development of soft skills should be included in the competition format.

## Punctuality

The coach or teacher must stress and monitor strictly the issue of punctuality. All the working groups and volunteers must arrive way before the first participants and spectators arrive. Go over all the arrangements; make sure everybody understands their role; make sure all equipment is in place.

Inevitably, things will not go exactly to plan. A critical competence which also applies to the workplace is being adaptable and having the ability to respond effectively to unforeseen circumstances.

## Hospitality

Taking good care of key stakeholders is an essential part of an event and requires special attention. It seems simple enough but can prove disastrous if not handled properly. Aspects to consider include:

- Who are VIPs and who are not?  
You have arranged catering for a specific number of VIPs. If you exceed this number you will have a problem. Be clear if the invitation includes partners, children, how many, etc. Make sure VIPs are accredited and clearly identifiable. Communicate beforehand and agree that VIPs, regardless of their stature, may not invite friends and family into the VIP area.
- Do you Know Who I am?  
Some stakeholder, such as local politicians, assume that they are VIPs and arrive without an invitation. This needs to be handled tactfully.

- Catering  
Rather have volunteers serving unless you have an unlimited budget for food and drinks. Running out of refreshments when your key stakeholders have not been adequately served could be embarrassing.

## Prizes and Ceremonies

It is good to recognise achievements on the day of the tournament. Remember that this programme has a developmental focus so your prizes must also have this theme. A traditional sports event may award the top sporting achievements, a gold for first place, silver for second and bronze for third, a top goal scorer award, a player of the match award. The tournament as part of the Sport2Work Project might include award categories such as a Fair Play award, Best Behaviour, Best Spectator Support, etc.

## After the Event

The young leaders must spend at least one hour on site after the event. Among others they should ensure the following:

- All players and spectators have safely left the venue.
- All service providers, e.g. sound and catering have been assisted in packing up.
- All equipment has been returned.
- All VIP guests have left.
- The venue has been properly cleaned.

The Project Facilitator must dedicate a further session of at least one hour after the tournament to **evaluate** the event. Evaluation, identifying successes and challenges and taking corrective action are also important competences for the workplace.

Each working group must reflect back on their planning and what happened on the day. The **Project Facilitator** must prepare a simple evaluation format.

- What worked?
- What did not work?
- How can we do better next time?

The working groups should prepare a report of the event including all supporting documents such as photographs, letters, receipts, financial reports, and minutes of meetings. This will form a **Portfolio of Evidence** for each working group that could form part of the assessment process.

## Reflections

The coach or teacher should allow time during the project planning and evaluation phases for the young sports leaders to reflect on the competences they have had to use in preparing for and delivering the sports tournament. They should consider how these competences can be taken with them into their working lives. Creating the space to allow young people to make the **intentional connection** between the sports project and the workplace is key to helping them identify and explain their **employability competences**.

“Encouraging female players to take part in the Sport2Work trainings will help them to practice their leadership skills at college and work”



# Chapter 7

## Helping Young People Find Employment



## Chapter 7

# Helping Young People Find Employment

### Introduction

In Ethiopia, young people enter employment either directly from school, having completed a vocational qualification through Technical and Vocational Education and Training or having graduated with a diploma or degree from a higher education institution. Although major progress has been made in recent years in reducing levels of unemployment, there are still significant levels of people out of work and youth unemployment runs higher than the national average. Young people need help in finding and securing employment.

Young people who participate in the Sport2Work Project can develop their employability competences on and off the sports field. They will have a high level of awareness of their competences and should be better placed to sell themselves to a potential employer. Should they decide to take an **entrepreneurial approach**, developing their own business idea, rather than seek direct employment, they will have developed competences that will help them better sell their business idea and meet the challenges of being self-employed. Furthermore, participants in the Sport2Work Project would gain valuable experience in applying the learned employability competences through implementing Sports Leadership Projects.

Young people attending TVET colleges will benefit from participating in the Sport2Work Project not just in terms of developing employability competences, but also contributing to the achievement of some **Units of Competence** that make up their **national vocational qualifications**. TVET students are most likely receiving on the job training from a potential employer for 70 per cent of their working week with the other 30 per cent spent attending classes. The assessment takes place both in the workplace and in the college. This is **competence-based assessment**. Students are required to produce **evidence** to match the assessment requirements of each of the Units of Competence that make up their national vocational qualifications. The employability competences developed through the Sport2Work Project can

contribute to students being able to produce evidence of their competence, especially with the cross-cutting competences of communication and leading a team.

In this chapter, we explore some ways that the coach or teacher can help young people to find work. This includes encouraging young people to recognise the employability competences they have developed through playing sport or being a young sports leader and being able to sell themselves to employers based on these competences.

Coaches or teachers can support the young people they work with to find opportunities for work or to start a business or both. They can also support them to be able to provide evidence of employability competences for inclusion in a job application, Curriculum Vitae or at interview.

### Finding Opportunities for Employment

Most employers seeking to recruit will advertise their jobs through the printed media, online or through agents. The coach or teacher can work with their players or young sports leaders to help them identify job opportunities and the places where students can look to find opportunities.

Coaches or teachers can consider ways of engaging with potential employers in order to connect them with their players or young sports leaders. Holding **job fairs** where employers talk about their organisation and opportunities; holding events to which potential employers are invited and where young people can demonstrate their abilities; creating work experience opportunities with employers.



## Entrepreneurship

Young people with good business ideas can apply to government or financial institutions for part funding of their ideas. TVET colleges facilitate students saving 20 per cent of start-up costs over the period of the student attending college. A student or a group of students can then draw up a business plan and take their ideas for a business to government or a financial institution that may fund up to 80 per cent of the start-up costs. This is a clear indication of the commitment of the Ethiopian government to encouraging entrepreneurship. Starting your own business may be very daunting for a young person with limited experience. It may be worthwhile considering starting a part-time enterprise to generate additional income either while the players are still studying or when they start working.

There are many ideas to start a sports-related business. E.g.

- Becoming a sports coach
- Using sport as a tool to develop life skills in your community, promote healthy behaviour, etc.
- Sports events
- After school programmes
- School holiday programmes etc.
- Adventure Camps
- Start a fitness or physical activity programme e.g. walking or running clubs.

These are just a few ideas how you can use the training in this manual to start a part-time social enterprise in sport which may develop into a full-time enterprise.

## Developing a Curriculum Vitae

As a follow up to the Sport2Work training sessions and Sports Leadership Project, the coach or teacher can support the young person to prepare a **Curriculum Vitae (CV)**. A CV is a summary of a person's education, qualifications, and previous

experience, typically sent with a job application. A good CV will also communicate a person's competences, knowledge, attributes, abilities and achievements.

The following is recommended to be included in a CV:

- Person's name, address and contact details;
- Education, qualifications gained, professional training completed;
- Employment history together with achievements;
- Personal skills, knowledge, attributes, abilities with evidence;
- Interests and activities;
- Character references - Names and contact details of persons who will confirm your good conduct.

The most common qualities employers look for in employees are:

- Communication skills, both verbal and written;
- Team skills, be a good team player;
- Attention to detail;
- Energy and drive;
- Initiative;
- Ability to handle pressure;
- Enthusiasm;
- Leadership;
- Computer skills using Word, Excel, etc.

Most of these competencies young people could learn through the Sport2Work training sessions and Leadership Project. Players and young sports leaders should be able to write their curriculum vitae providing evidence from their sports experience that shows they have all these qualities.

## Example of Curriculum Vitae of TVET student

### Personal Data

Name:	Full name
Date of birth:	DD.MM.YYYY
Place of birth:	City, where you were born
Sex:	Female - Male
Nationality:	i.e. Ethiopian
Marital status:	i.e. married, unmarried, divorced, widowed
Physical address:	Insert address

### Educational background

i.e.:

2012 - 2015	Type of certificate (i.e.: TVET Certificate) Indicate speciality or focus (i.e. Carpentry (Level III)) Indicate the educational institution you went to (name of TVET college)
2006 - 2012	Type of certificate Indicate speciality or focus (i.e. Elementary and Secondary School) Indicate the educational institution you went to (name of school or educational institution)

### Work experience

Please describe briefly your previous work experience, indicating

- the name of the organisation you worked for,
- the name of your position,
- the dates of your enrolment
- a brief description of your tasks or achievements

Please start your list the most recent work experience i.e.:

- Dec, 2016 – ongoing
- Head of management of sport programme
- Name specific activities or achievements (i.e. organisation of regular sports activities and tournaments; coordination of a group of 100 players)
- Name of Institution or organisation you worked for (i.e. Birhan Ethiopia TVET College)
- Jan 2016 – Nov 2016
- Moderator of a volleyball tournament

- Name specific activities or achievements (i.e. organisation of a tournament with 150 players; organisation of the attention to the spectators), Name of Institution or organisation you worked for (i.e. Birhan Ethiopia TVET College)

### Language abilities

Please list the languages that you can speak, understand, read and write, indicating an estimation of your ability i.e. Mother tongue, excellent, reading and passive understanding, basic comprehension.

- Amharic: Mother tongue
- English: Excellent
- French: Basic comprehension

### Other certificates and qualifications

Please list certificates and additional qualifications that back your experience.

I.e.:

The practical use of the Sport2work Manual Entoto Polytechnic college in collaboration with GIZ 'Sport for Development in Africa' Regional Project. January 2016

### References

Please name a Person of Reference (Full name)

Position of referee (Name of position and name of company/ organization)

Phone: +251...

Mail: ...

Please name a Person of Reference (Full name)

Position of referee (Name of position and name of company/ organization)

Phone: +251...

Mail: ...

Please name a Person of Reference (Full name)

Position of referee (Name of position and name of company/ organization)

Phone: +251...

Mail: ...

## Completing a Job Application

When advertising a vacancy most employers will provide a **job description**. This will give details on:

- job title
- salary
- place of work
- supervision arrangements (Who you will report to)
- job purpose and terms of employment
- main duties and responsibilities
- the essential and desirable skills, knowledge, attributes, and abilities required.

The coach or teacher can support the young person completing a job application to match their employability competences to the specifications set out in the job advert. Where there is a match the young person would explain in their application how they meet the requirements of the employer.

The Human Resource Manager at the business generally has to sort through many applications. The applicant must find a way to stand out from the rest.

## Preparing for the Interview

When a young person has been successful in getting an interview they can face a daunting experience if they have not been to interviews

before. It can be a nerve-racking experience. Young people that have taken part in the Sport2Work Project will have an advantage. They will be used to speaking in front of others and be more confident in communicating verbally.

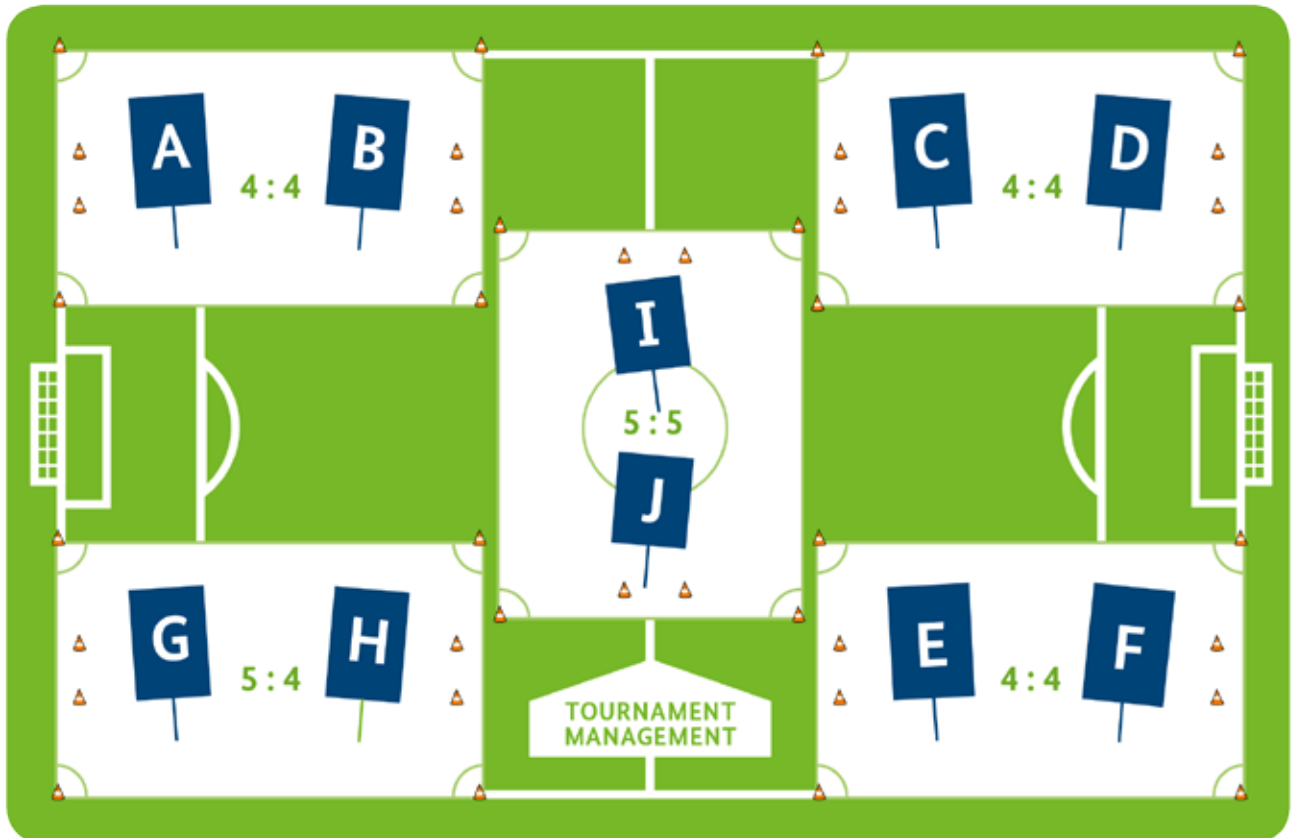
The coach or teacher can help young people prepare for this experience by conducting simulated interviews using role playing. This will familiarise the young person with the process and help them practice demonstrating their skills, knowledge, attributes, and abilities. When using role play for simulated interviews, include questions where you ask the young person to provide evidence of their communication, team, and leadership skills; how they have had to handle pressure; how they have shown attention to detail; their enthusiasm and drive; and where they have taken initiative.

Young people are often either too humble or over confident in interviews. Practising their interview techniques during mock interviews will help them find a balance between underselling and overselling themselves.

Young people should set aside time before the interview to match their competences, knowledge, attributes, and abilities to the specification in the job description. They should be prepared to talk about their strengths at the interview. They do not need to match every quality in the person specification, but rather be convincing and talk about their real strengths. They should be specific and give clear concise examples of their skills, knowledge, attributes, and abilities when asked by the interviewers.

## Appendices

### Tournament Management on the Pitch



## Example score-sheet for 10 teams

### POINTS PER TEAM

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

#### 1<sup>st</sup> Round

#### Result

#### Points

A against B \_\_\_\_\_ : \_\_\_\_\_  
 C against D \_\_\_\_\_ : \_\_\_\_\_  
 E against F \_\_\_\_\_ : \_\_\_\_\_  
 G against H \_\_\_\_\_ : \_\_\_\_\_  
 I against J \_\_\_\_\_ : \_\_\_\_\_

A: \_\_\_\_\_ B: \_\_\_\_\_  
 C: \_\_\_\_\_ D: \_\_\_\_\_  
 E: \_\_\_\_\_ F: \_\_\_\_\_  
 G: \_\_\_\_\_ H: \_\_\_\_\_  
 I: \_\_\_\_\_ J: \_\_\_\_\_

#### 2<sup>nd</sup> Round

#### Result

#### Points

A against B \_\_\_\_\_ : \_\_\_\_\_  
 C against D \_\_\_\_\_ : \_\_\_\_\_  
 E against F \_\_\_\_\_ : \_\_\_\_\_  
 G against H \_\_\_\_\_ : \_\_\_\_\_  
 I against J \_\_\_\_\_ : \_\_\_\_\_

A: \_\_\_\_\_ B: \_\_\_\_\_  
 C: \_\_\_\_\_ D: \_\_\_\_\_  
 E: \_\_\_\_\_ F: \_\_\_\_\_  
 G: \_\_\_\_\_ H: \_\_\_\_\_  
 I: \_\_\_\_\_ J: \_\_\_\_\_

#### 3<sup>rd</sup> Round

#### Result

#### Points

A against B \_\_\_\_\_ : \_\_\_\_\_  
 C against D \_\_\_\_\_ : \_\_\_\_\_  
 E against F \_\_\_\_\_ : \_\_\_\_\_  
 G against H \_\_\_\_\_ : \_\_\_\_\_  
 I against J \_\_\_\_\_ : \_\_\_\_\_

A: \_\_\_\_\_ B: \_\_\_\_\_  
 C: \_\_\_\_\_ D: \_\_\_\_\_  
 E: \_\_\_\_\_ F: \_\_\_\_\_  
 G: \_\_\_\_\_ H: \_\_\_\_\_  
 I: \_\_\_\_\_ J: \_\_\_\_\_

#### 4<sup>th</sup> Round

#### Result

#### Points

A against B \_\_\_\_\_ : \_\_\_\_\_  
 C against D \_\_\_\_\_ : \_\_\_\_\_  
 E against F \_\_\_\_\_ : \_\_\_\_\_  
 G against H \_\_\_\_\_ : \_\_\_\_\_  
 I against J \_\_\_\_\_ : \_\_\_\_\_

A: \_\_\_\_\_ B: \_\_\_\_\_  
 C: \_\_\_\_\_ D: \_\_\_\_\_  
 E: \_\_\_\_\_ F: \_\_\_\_\_  
 G: \_\_\_\_\_ H: \_\_\_\_\_  
 I: \_\_\_\_\_ J: \_\_\_\_\_

#### 5<sup>th</sup> Round

#### Result

#### Points

A against B \_\_\_\_\_ : \_\_\_\_\_  
 C against D \_\_\_\_\_ : \_\_\_\_\_  
 E against F \_\_\_\_\_ : \_\_\_\_\_  
 G against H \_\_\_\_\_ : \_\_\_\_\_  
 I against J \_\_\_\_\_ : \_\_\_\_\_

A: \_\_\_\_\_ B: \_\_\_\_\_  
 C: \_\_\_\_\_ D: \_\_\_\_\_  
 E: \_\_\_\_\_ F: \_\_\_\_\_  
 G: \_\_\_\_\_ H: \_\_\_\_\_  
 I: \_\_\_\_\_ J: \_\_\_\_\_





“Sport moves  
and  
educates!”