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# HOST COMMUNITY AND REFUGEES VIOLENCE PREVENTION THROUGH FOOTBALL

GERMAN DEVELOPMENT COOPERATION  
SPORT FOR DEVELOPMENT



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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 also supports activities in other African countries. S4DA makes a significant contribution to the initiative 'More Space 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 organisations and integrates knowledge on specific local needs and topics.

The following persons and institutions collaborated in the development of this manual and contributed through their knowledge to the content:

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**Further sources of information**

Youth Development through Football (YDF) Manual for Coaches (GIZ)  
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# HOST COMMUNITY AND REFUGEES VIOLENCE PREVENTION THROUGH FOOTBALL





EDUCATION HEALTH DEVELOPMENT RESPECT FAIR PLAY TEAM SPIRIT  
for Africa  
1.000 Chances for Africa  
Initiative of the Federal Ministry  
for Economic Cooperation  
and Development (BMZ)

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# FOREWORD



Sports and particularly football is not all about winning. It can divide and in the same breath act as a unifying factor – depending on how it is used. In this regard, coaches play a key role in young players' lives; it is not just about developing football skills to play at a professional level. Coaches are also mentors, parents, friends, protectors, role models and motivators. A coach must not only teach their players how to succeed in sports but also teach them ways to succeed in life. By embracing the 'Sport for Development' (S4D) concept in their day to day coaching, youths get a pedagogically and psychologically more valuable training. At the end of the day, football is a stepping stone to acquire valuable life skills.

The training of qualified coaches is a key objective of Football Kenya Federation (FKF). Through the partnership with German Cooperation we have ensured that FKF grassroots instructors are not only trained on the footballing aspect but that they are also equipped with the necessary skills to use the sport as tool for social change with a special focus on violence prevention. Through this thrilling cooperation actors using football for development objectives and the federation have grown closer together. Also, the partnership embraces an active empowerment of female instructors and coaches as well as women in sport in general, key in not only developing women football but also ensuring that women play a leading role in violence prevention, with research showing that women are the most affected by the same.

It is important to note that football is a universal language that cuts across cultures and communities and overcomes language barriers. This makes it the perfect tool to unite and to bring people from different countries and communities together peacefully. Violence prevention and peace promotion through football can bring cohesion and peaceful coexistence among communities, especially for refugees and host communities, be it in Kenya or in Germany. Fair play on and off the pitch and mutual respect are global values carried alongside football, if used in the right way.

It is in this perspective that FKF is looking forward to further cooperation with S4DA, in an effort aimed at qualifying more coaches and instructors in S4D methodologies, this even as we commend S4DA for their effort in using football as a tool for social change to reach development goals.

**Nick Mwendwa**  
President, Football Kenya Federation







HOME OF HEROES

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# INTRODUCTION

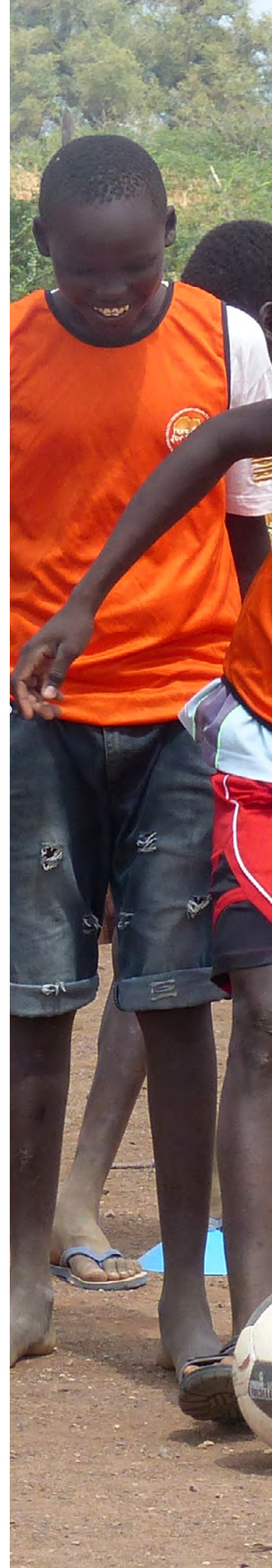
## Welcome to the Violence Prevention through Football Manual

The manual has been written to assist football instructors, coaches, teachers and sports practitioners. It was developed by 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 (BMZ). 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.

Sport plays a key role in Kenya, and the country's particular passion for football stretches back a long time. The landscape of organisations and federations in Kenya working with S4D approaches is diverse and broad. Sport is widely seen to have a great impact on society and can make an important contribution to achieving development objectives, including violence prevention, gender equality, health promotion, hygiene and sanitation, good governance and environmental awareness.

In Kenya, S4DA's approach is to focus on violence prevention and peace promotion through football. Therefore, it focuses on rehabilitation and construction of sports grounds and capacity development. The program creates access to S4D activities at selected locations throughout the country with a particular focus on Turkana West. There, it follows an integrative approach, benefiting refugees in camps and vulnerable host communities alike, and trains teachers and coaches to implement sport as a means for positive youth development. The ultimate aim of S4DA is to capacitate partners in implementing S4D activities and the sustainable maintenance of sports grounds and equipment.

The developed violence prevention manual together with partners and S4DA is meant to assist instructors facilitating trainings for grassroots coaches and sport teachers, qualifying multipliers of the approach to support S4D in general. This approach and the 35 drills presented in the manual help practitioners to unlock sport's potential for development and to prevent violence and promote peace within and in-between communities by passing on effective social skills and competences through football.





## OVERVIEW OF THE MANUAL

This manual focuses on two pillars to reach the overall objective to promote community peace and prevent violence. The first pillar is to train coaches and teachers to carry out well-planned and supervised sport sessions by increasing knowledge about sporting and coaching skills. The second pillar is to enable coaches and teachers to integrate S4D drills in their sport sessions to unlock the full potential of teaching social and life skills through football with the main focus on violence prevention skills. By using S4D, players, coaches, and teachers develop social competencies and conflict resolution skills. As active members of the community, they can integrate these skill into their communities.

The objectives of S4D violence prevention trainings are:

- ⚽ Use sport more extensively to raise awareness about the need of development policy goals, more specifically in the prevention of violence and the promotion of peace.
- ⚽ Participants are empowered with knowledge and new skills in violence prevention and promotion of peace.
- ⚽ Teachers, coaches and players discover their important roles as key actors for the local community and youth development through sports, and are motivated to continue working with S4D.



## The two pillars of the violence prevention manual

### Develop and train coaches and teachers

- ⚽ Train coaches and sport teachers to carry out well-organized sport sessions at the grassroots level.
- ⚽ Enhance football and training knowledge.
- ⚽ Coaches and teachers are self-assured through training.
- ⚽ Encourage voluntary coaches.
- ⚽ Strengthen pedagogical approaches in sport.

### Skills for violence prevention and peace promotion

- ⚽ Create situations on the football pitch which raise awareness of violence prevention.
- ⚽ Guide and facilitate discussions on different topics.
- ⚽ Find solutions on the pitch for conflicts of the pitch.
- ⚽ Train peace agents with social skills.
- ⚽ Highlight the connection between experiences on and off the pitch.
- ⚽ Develop social skills through playing football in a team.

### Promote peace in communities

- ⚽ Enable coaches, teachers and players to positively handle conflict situations on and off the pitch.
- ⚽ Create role models for the community to promote peace.
- ⚽ Develop opportunities through sport to learn social skills.
- ⚽ Provide space for free-time activities for youths.



# CHAPTER 1

## THE ROLE OF S4D IN VIOLENCE PREVENTION



## What is Violence?

'The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation!'

World Health Organisation (WHO), 1996

## Community Violence

Community violence can be described as exposure to intentional acts of interpersonal violence committed in public areas by individuals who are not intimately related to the victims. The exposure to community violence has emerged as a major risk factor for the development of emotional and behavioural problems in children and youth. However, the majority of interventions directed towards chronic community violence exposure focus on ethnic minorities, the impoverished and/or crime-ridden communities – while treatment and prevention focuses on the perpetrators of the violence, not on the youth who are its direct or indirect victims and, as a result, may become perpetrators themselves.

There are many underlying factors that may prompt and cause inter and intra-communal violence. Inter-communal violence occurs between **different** social groups, whereby intra-communal violence occurs between members of the **same** group.

- 🌐 Individual factors – biological and demographic factors, history of abuse, education, substance abuse.
- 🌐 Relationships – family and partners, proximity to and acceptability of violence.
- 🌐 Community – institutions of violence, neighbourhood, transient communities, loss of social fabric or cultural support, social isolation, politics etc.
- 🌐 Societal – cultural acceptance of violence, social power discrepancy, and loss of cultural restraints.
- 🌐 Complex interactions – war, sectarian violence, societal collapse, famine and disasters.

To tackle these different roots and underlying factors of intra- and inter-communal violence, it is important to equip individuals with social and conflict-solving skills. These skills enable people in the community to solve different conflict situations peacefully. They will learn how to control and manage themselves positively to promote peace and prevent violent actions.

## The Role of S4D in Promoting Communal Peace

Communal peace is not the absence of violence and conflict within a community, since where there are people, conflicts are bound to arise. Real and sustainable communal peace is experienced in a state where the community has established and grown mechanisms to resolve and prevent conflict peacefully. Social skills learned during S4D football training sessions are made to be applied by individuals and groups in conflict situations to prevent inter- and intra-communal violence consistently.

*People who share a common sense of direction and community can get to where they want to go quicker and easier by using each other's strengths, just as footballers do.*

Every football team has a goal, which it wants to achieve after a certain time. Therefore it is necessary that all teammates are working together and are willing to improve their skills to reach the common objective. However, they need a coach to help them develop the necessary skills to reach their goal. The coach's work is facilitated once s/he is working with players who want to learn and develop.

Peace should be the highest value and joint goal of a community. Then individuals will focus their actions on promoting peace. The opportunity to learn and develop necessary social skills through interventions such as S4D will be much more appreciated.

It is necessary that instructors, coaches and players using S4D drills can be peace agents and raise awareness about peace promotion and prevention of violence. It is crucial that people become aware of solutions, how to handle social conflicts more effectively, and make use of the gained competences. This is supported by the basic psychological need of relatedness and maintaining positive relationships.

---

***Taking turns in doing the hard work and sharing leadership will pay off, as people depend on each other's skills, capabilities and unique arrangement of talents or resources.***

---

By supporting localized mediation conversations, which will open doors towards addressing inter- and intra-communal violence, a basis will be provided for building a communally acceptable and locally owned system for managing conflict by promoting certain values as championed in the game of football. The huge outreach of sport, especially football, helps to spread the competences of violence prevention throughout the community.

With regard to the specific environment of host and refugee communities, a peaceful coexistence is even harder to reach and maintain. The instructors using this manual are encouraged to collaborate with other interventions in the field of violence prevention and mediation within the camps and host communities. By creating a pool of experts and peace agents in different fields of life a peaceful living in the camps, host communities and other community set ups can be reached and sustained.

---

***If we have as much sense as a football team, we will stand by each other in difficult times as well as when we are strong.***

---

The 35 drills presented in this manual let participants experience values and life skills, such as the need to organize themselves, the importance of following rules or how to deal with conflicts or disappointment. In guided followup discussions, players can reflect on their experiences during training, which will strengthen their commitment and bring about positive behaviour change. Violence prevention starts with different topics. Many of these topics are addressed through the 35 S4D exercises described in this manual. The exercises are clustered according to the topic they mainly address. Many of the drills address not only the theme but are cross-cutting and leave space for interpretation and individualization. A drill, such as '**No Rules**', where players have to organise themselves and play a match with no rules and without a referee, lets the players experience the chaos which arises from having no rules. Disagreements, misunderstanding, disappointment and frustration can all be caused by this drill. After the drill, players and the coach will gather together to discuss about the experiences during the drill. The coach will moderate the followup discussion. By using open questions, s/he will support the team to link their experiences from the drill to their community life. Players will discuss what the results would be of not having rules in their community or if people do not obey or follow the rules. A drill such as '**Guide the Blind**' would let the players experience how it feels to fully trust another person; how it feels to be responsible for another person and find an effective way to communicate with them. During the follow-up discussion, the coach and players will discuss how good communication and leadership skills will help to support and promote peace in the community. Another drill called '**Hope**' lets players experience the feeling of unfairness and inequality as one team has to defend a big goal and score in a small goal. The follow-up discussion is used to discuss the feeling of inequality. How to act when one is treated unfairly and what to do in such a situation to maintain and promote peace in our community are questions that can be addressed.



## CHAPTER 2

# SPOTLIGHT ON HOST COMMUNITIES AND REFUGEES



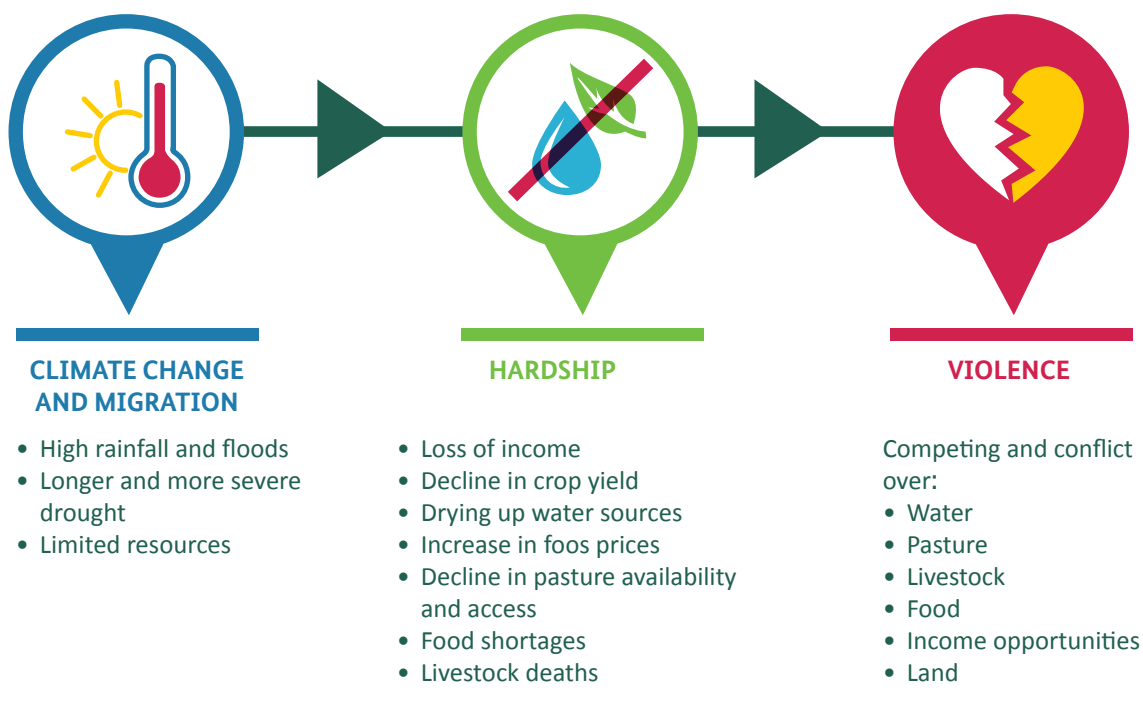
## Host communities and Refugees – the Case of Turkana

More than 60 million people worldwide are forcibly displaced, according to UNHCR (2016). Kenya hosts the second largest population of refugees in Africa, especially from neighbouring countries. New conflicts still erupt in Africa, causing more violence and displacement.

This is why in Kenya, S4D has an important role to play to contribute to violence prevention and peace promotion, particularly in the refugee and host communities. Turkana West sub-county, located in the North-Western part of Kenya, faces particular challenges. The county is considered one of the poorest in Kenya where the majority of its population is estimated to be living in poverty, with rates at over 90% (UNHCR and World Bank 2016). In this region, Kenya borders with Uganda to the west, and South Sudan and Ethiopia to the North, including the disputed Ilemi Triangle. This makes the region additionally vulnerable to political developments in the neighbouring countries. The region is affected by conflict and instability in South Sudan, Somalia and the Great Lakes region. Many people living in the mentioned area are pastoralists, who roam with their animals in search of water and pasture. Sharing these limited, natural resources often causes conflicts between various armed groups, who often differ in cultural and historical backgrounds.

Historically, Turkana is a remote and neglected region. Public services and infrastructure are poorly developed. The result is a lack of public service, and poor infrastructure, including electricity and transport. However, since the decentralisation process and as a result of the new constitution, the county government and local government structures were strengthened. As a matter of fact, in 2016, Turkana received the second-highest budget after Nairobi.

Today, Turkana is affected by climate change and migration. Rainfalls in Turkana have been varying a lot from seasons with high rainfall and floods to drought periods with no rainfall. Longer and more severe drought seasons are already causing conflicts over the access to limited resources, which are caused due to livestock deaths, drying water sources and resulting food shortages. The decline in pasture availability and access, an increase in food prices, loss of income and decline in crop yield are causes affecting a peaceful life. This competition over scarce resources leads to growing incidences of violent conflicts.



One of the conflicts that has persisted over the years is among pastoralists over livestock. Traditionally, cattle-rustling among pastoralist communities was considered as a culture practice, sanctioned, controlled and run by elders. Children and youths are affected by the violent conflicts around this region.

In Turkana county, where the UNHCR refugee camp “Kakuma” is located, different communities have been engaged in violent conflicts across the borders over the past years. There is a great economic, social and cultural interaction between the refugee camp and the surrounding host communities. A lot of people from the host communities in Kakuma have jobs, either created by refugees who started a business or established through UNHCR or other relief and development organisations.

The relation between host communities and refugees is difficult and influenced by external factors. People from host communities have similarly difficult living conditions, and the presence of refugee camps is often seen as making their own lives even more challenging. People perceive refugees as friends, neighbours and helpers, or adversely as violent exploiters or thieves, depending on former experiences such as fruitful collaboration or violent encounters. In general, people who are closely living and working with refugees mainly have a more positive perception of refugees than people living further away with limited contact.

In 1992, the refugee camp in Kakuma was established. Nowadays, it hosts a total of 164,571 refugees and asylum-seekers. The people living in the camp originate from different countries with the highest number coming from South Sudan (44.1%), followed by Somalia (23.1%), Sudan (5.5%) and Democratic Republic of Congo (5.5%). In total, there are more than 18 different nationalities, with an even greater diversity of ethnic identities. According to UNHCR, the population in Kakuma is represented by 76% of youth and children, whereby 515 are unaccompanied minors and 167 children have been separated from their parents or relatives. A total of 81,205 learners are enrolled in camp primary and secondary schools, with 39.3% of girls.

Discrimination and violent attacks because of religion, ethnicity, culture, sex or political attitude are a daily phenomenon well-known in the history and present time of the camp. Violence in the past and present caused and still cause trauma.

Coming from countries in crisis where rules are not always accepted makes refugees more likely to perceive violent attacks as normal. As described by UNHCR, once a violent act is committed to one individual or group, the punishment is dealt with among themselves instead of relying on a justice system. It becomes a vicious circle mixed with frustration, miscommunication, peer pressure and poor conflict-solving skills.

Poverty is a critical point in Kakuma for women and men as they have poor security in terms of livelihood and personal integrity. Chances for refugees to start a new life outside Kakuma are very limited as a movement pass is needed to travel outside the camp. Therefore, looking for work outside the camp is almost impossible. In addition, according to the Library of Congress, working permits are very rarely issued to refugees. Being limited to the camp and work offered in the camp, sport is a very popular activity to spend time in Kakuma. There are zonal sports councils, which appoint a zonal supervisor. Schedules, team recruitment and sporting activities are planned and carried out by the council.

## Creating Common Space

In the context of violence prevention in the refugee and host communities, sport can contribute to resolve violence by peaceful means. When integrated into development-oriented education and youth work and in the running structures, sport creates opportunities and prospects.

The Sport for Development sector in many parts of Kenya is established, vivid and has already existed for many years in the field of violence prevention and peace promotion. In Turkana, S4D has just started to unfold its potential and is yet to be developed further. This is why focusing on youth and sport in Turkana a chance for positive change..

Tournaments and events provide the opportunity to get in contact with locals from the host communities. In general, UNHCR is stating that sporting activities have been used to bring across messages and raise awareness on different issues such as peace promotion, HIV/AIDS and sexually transmitted diseases.

However, having competitions and sporting activities going on also cause conflicts on and off the pitch.

In particular, if players and athletes do not learn to handle loss, unfairness and other negative feelings in a peaceful way, sport is a trigger for conflict. Furthermore, the structure and hierarchy of the camp will continue to change as new refugees arrive and get resettled from Dadaab another refugee camps in Kenya. The constant change and volatility is another cause for conflicts, misunderstandings and violence. Therefore, it is important to create a common understanding and knowledge of one another for ensuring a sustainable and peaceful coexistence.

Especially among youth, offers of informal education and talent development are crucial for sustainable personal and community development. As much as sport can bring people together, it also divides. By accepting defeat and supporting young people to be able to deal with emotions in sport, an important contribution to peace can be delivered.

Offering sporting activities is creating common space where it is possible to meet people, get to know each other and abolish prejudice to establish personal links. Sport helps people to practice problem solving, share resources and learn to peacefully coexist. It is a safe environment to learn and practice before implementation in the society. This way, the common space created by sport can contribute to violence prevention.



## CHAPTER 3

# KEY CONCEPTS FOR INSTRUCTORS



**'Tell me and I will forget;  
show me and I may remember;  
involve me and I will understand.'**

~ Confucius

## Responsibilities of an Instructor

An instructor is the person who trains the coaches or trainers. S/he is responsible for the transmission of methodological key elements, showing in a practical way how S4D works, and guiding and supporting the coach in applying it.

- 🌀 An instructor promotes sustainable implementation of Sport for Development as well as the organisational embedding of the S4D approach.
- 🌀 Create an interactive training for coaches and teachers, with many opportunities to practice. The benefit is that learning by experience is the most effective way to learn and take in new knowledge. Participants should discover by themselves how a drill works, to be able to relate to their players later on. Furthermore, coaches and teachers will make their own conclusions through their experiences, which will make it easier for them to memorize and apply their knowledge later on. **LEARNING BY DOING!**
- 🌀 There are no right or wrong answers, and the training should be open to everyone expressing their own opinions and experiences. Due to this, participants will learn from each other and can reflect on their own experiences.
- 🌀 Ensure that instructions and questions stated to the groups are clear, precise and phrased in an understandable way.
- 🌀 Give your participants time to think, reflect and express themselves. Do not go too fast through new topics and adapt your schedule if necessary.
- 🌀 Use different teaching aids such as writing key notes on papers, blackboards or other means, have participants present themselves, and give them group work activities. Learning, especially through visual cues, facilitates the learning process.
- 🌀 Create an environment where all participants feel safe to share their experiences and opinions. It might happen that participants prefer to share their results in smaller groups rather than with the whole group. It is recommended to accept this as an instructor and allow everybody to decide whether they will contribute to a discussion or not.
- 🌀 Every group you will instruct will differ, as well as their reactions and responses to your questions, methods and exercises. It is essential to stay open-minded and flexible to adapt and change the course outline if necessary.

## Participants of a Coaching Workshop

The recommended number of participants per session is a maximum of 30 sports teachers and coaches. If the coaching workshops are held in a refugee and host community environment, it is advisable to involve all stakeholders so as to follow a no-harm policy. The same applies for gender: a proportion of 50% female and 50% male is advisable.

The benefit of mixing the community coaches and sport teachers is that the two groups can learn from each other through the interaction, since they work with the same target group. Community coaches usually have great skills in football coaching and sport development as they have many opportunities to practice. Teachers have studied pedagogy, and through reaching out beyond schools, the number of beneficiaries will be increased. Note that within the refugee camp, many of the children and youth are out of school. Through sport for development offered by community coaches, the youth out of school will profit from improved offers of training by their coaches.

## Criteria for the Selection

### Participants

The Background in the community:

- 🌀 Is the coach rooted in the community (or school) and will they be accepted as a (positive) role model?
- 🌀 Does the coach play an active role in the community?

Coaching or teaching skills:

- 🌀 Does the coach have experience in facilitating sports classes/sessions?  
If not, does the coach at least have his/her own sport experience?
- 🌀 Does the coach have experience in working with youths and children?

Motivation:

- 🌀 Does the trainer show a high level of motivation and passion for his/her work as a coach for children and young people?
- 🌀 Is the coach committed to promote child/youth development?
- 🌀 Is the coach willing to use sports as a tool for strengthening social competence/life skills?

Trustworthiness:

- 🌀 Can the coach be relied on?
- 🌀 Does the coach take his/her responsibility to work with children seriously?
- 🌀 Is the coach familiar with the legal framework for working with youth?
- 🌀 Does the coach uphold and comply with child protection?
- 🌀 Can the coach provide guidance on child protection?
- 🌀 Is the coach familiar with supporting agencies for child protection?

Willingness to engage with the S4D approach and M&E:

- 🌀 Is the coach willing to conduct regular S4D trainings?
- 🌀 Is the coach motivated to sensitise peers for S4D?
- 🌀 Is the coach willing and able to educate the youth in selected thematic areas?
- 🌀 Is the coach willing to participate in follow-up workshops as well as Monitoring & Evaluation in general?

Gender:

- 🌀 The selection process should aim at an equilibrated gender rate (ideally 50:50 male-female participants)

### Venue

- 🌀 Central location and accessibility (transport).
- 🌀 Transport reimbursements (if applicable) have to be handled fairly and transparently.
- 🌀 Availability of sports facilities.
- 🌀 Availability of seminar room facilities at no or low cost.
- 🌀 Conflict-sensitive selection and meeting with the community responsible for the selected venue.
- 🌀 In the environment of host communities and refugees: possibility for both, refugees and members of the host community to have the permission to access the venue.

## Example Schedule for a Coaching Workshop

### Day 1

| Time          | Course Content Practice and Theory  | Methodology  | Materials needed   | Person in charge |
|---------------|---|--|--|------------------|
| <b>Monday</b> |   |  |  |                  |
| 7:30 – 8:15   | Arrival of participants and registration  | Register participants as they arrive   | Registration forms   | Instructor 1     |
| 8:30 – 10:00  | Official Opening<br><br>Distribution of PRE - questionnaires<br>Defining violence | Introduction by use of ice-breakers and animation  | Balls<br>Long ropes<br>Coloured paper cut into smaller cards   | Instructor 2     |
| 10:00 – 10:30 | Distribution of PRE - questionnaire   |  |  | Instructor 1     |
| 10:30 – 10:50 | <b>Break</b>  |  |  |                  |
| 10:50 – 12:00 | Sports for development  | Class and pitch session<br>Introduction to sports for development<br>Sports for development drills (practical)   |  | Instructor 1     |
| 12:00 – 1:00  | What is violence?   | Class session <ul style="list-style-type: none"> <li>Brainstorming</li> <li>Role play</li> </ul>   | <ul style="list-style-type: none"> <li>Coloured paper cut into smaller cards</li> <li>Felt pens</li> </ul> | Instructor 2     |
| 1:00 – 2:00   | <b>Lunch Break</b>  |  |  |                  |
| 2:00 – 3:30   | Football Exercises  | <b>Practice on the pitch</b> <ul style="list-style-type: none"> <li>Catch as you can drill</li> <li>Speed ball drill</li> <li>Time up</li> <li>Hope drill</li> </ul> | <ul style="list-style-type: none"> <li>Footballs</li> <li>Bibs</li> <li>Whistle</li> </ul>                 | Instructor 2     |
| 3:30 – 4.00   | EVALUTION and formation of groups for tomorrow                                    |  |  |                  |

### Day 2

| Time           | Course Content Practice and Theory   | Methodology  | Materials needed   | Person in charge |
|----------------|--|--|--|------------------|
| <b>Tuesday</b> |  |  |  |                  |
| 7:30 – 10:30   | Recap of the previous day's sessions<br><br><br><br><br><br><br>Football 4 Development exercises | Use ball games to undertake the recap sessions.<br>Use animations to demonstrate what causes conflict and how it's transferred. <ul style="list-style-type: none"> <li>Helium stick</li> <li>Parking space</li> <li>Titanic</li> <li>Balloon game</li> </ul> | <ul style="list-style-type: none"> <li>Balloons</li> <li>Strings</li> <li>A long stick (that can be found locally)</li> <li>Flip charts</li> <li>Chairs</li> <li>Footballs</li> <li>Bibs</li> <li>Whistles</li> <li>Cones</li> </ul> | Instructor 2     |
| 10:30 – 10:50  | <b>Break</b>   |  |  |                  |
| 10:50 – 1:00   | Continuation on understanding conflict   | Group work <ul style="list-style-type: none"> <li>Spider web analysis</li> <li>Iceberg model</li> </ul>  | <ul style="list-style-type: none"> <li>Flip charts</li> <li>Felt pens</li> </ul>   | Instructor 1     |
| 1:00 – 2:00    | <b>Lunch Break</b>   |  |  |                  |
| 2:00 – 3:30    | Presenting group work<br>Open Discussion<br><br>Football Exercises                               | <ul style="list-style-type: none"> <li>2 v 2 drill</li> <li>Tag a player Drill</li> <li>Polarization</li> <li>Segregation</li> <li>Destruction</li> </ul>  | <ul style="list-style-type: none"> <li>Footballs</li> <li>Bibs</li> <li>Whistles</li> </ul>  | Instructor 2     |
| 3:30 – 4.00    | EVALUTION  |  |  |                  |



### Day 3

| Time             | Course Content<br>Practice and Theory                           | Methodology  | Materials needed   | Person in charge |
|------------------|---|--|--|------------------|
| <b>Wednesday</b> |   |  |  |                  |
| 7:30 – 9:30      | Recap of the previous day's sessions                            | Limbo Pressure<br>Clap and Catch   | Skipping rope  | Instructor 1     |
| 9:30 – 10:20     | Pitch Session<br><br>Preparation and presentation of S4D drills | Football for development drills<br><br>Presentation <ul style="list-style-type: none"> <li>No rules</li> <li>Hope</li> <li>Catch as you can</li> </ul> | <ul style="list-style-type: none"> <li>Bibs</li> <li>Cones</li> <li>Blind Folds</li> <li>Footballs</li> <li>Small goal post</li> </ul> | Instructor 2     |
| 10:20 – 10:45    | <b>Break</b>  |  |  |                  |
| 10:45 – 12:00    | Perpetrator vs victim   | <ul style="list-style-type: none"> <li>Role shift game (demonstration)</li> </ul>  | <ul style="list-style-type: none"> <li>Plain papers</li> <li>Coloured pencils</li> </ul>   | Instructor 1     |
| 12:00 – 1:00     | Intervening in conflict   | Classroom session <ul style="list-style-type: none"> <li>Role plays</li> </ul>   |  | Instructor 2     |
| 1:00 – 2:00      | <b>Lunch Break</b>  |  |  |                  |
| 2:00 – 3:30      | Football exercises (violence prevention)                        | Group work and presentation  | <ul style="list-style-type: none"> <li>Bibs</li> <li>Cones</li> <li>Blind Folds</li> <li>Footballs</li> <li>Small goal post</li> </ul> | Instructor 2     |
| 3:30 – 4.00      | EVALUTION   |  |  |                  |

### Day 4

| Time            | Course Content<br>Practice and Theory   | Methodology  | Materials needed   | Person in charge    |
|-----------------|---|--|--|---------------------|
| <b>Thursday</b> |   |  |  |                     |
| 7:30 – 10:30    | Recap<br><br>Football exercises   | Fruit Basket<br><br>Group work & presentation of drills <ul style="list-style-type: none"> <li>Outsider drill</li> <li>Need to belong</li> <li>All penalty</li> </ul>            | <ul style="list-style-type: none"> <li>Chairs</li> <li>Bibs</li> <li>Cones</li> <li>Blind Folds</li> <li>Footballs</li> <li>Small goal post</li> </ul> | Instructor 1        |
| 10:30 – 10:50   | <b>Break</b>  |  |  |                     |
| 10:50 – 11:50   | The role of a coach peace maker <ul style="list-style-type: none"> <li>Mediation</li> </ul>                                       | Practice on the pitch <ul style="list-style-type: none"> <li>Guide the blind</li> <li>Scoring game</li> </ul>  | <ul style="list-style-type: none"> <li>Bibs</li> <li>Cones</li> <li>Blind Folds</li> <li>Footballs</li> <li>Small goal post</li> </ul>                 | Instructor 1        |
| 11:50 – 1:00    | Friendly match  | Newly trained sport teachers vs previously trained sport teachers  | <ul style="list-style-type: none"> <li>Bibs</li> <li>Cones</li> <li>Footballs</li> </ul>   | Instructors 1 and 2 |
| 1:00 – 2:00     | <b>Lunch Break</b>  |  |  |                     |
| 2:00 – 3:30     | <ul style="list-style-type: none"> <li>Role of coaches</li> <li>Football variation</li> <li>Promoting peace prevention</li> </ul> | Classroom session <ul style="list-style-type: none"> <li>Coach's code of conduct</li> <li>Variations of code of conduct for own team, league level or community level</li> </ul> | <ul style="list-style-type: none"> <li>Flip charts</li> <li>Felt pens</li> <li>Brown paper</li> </ul>  | Instructor 2        |
| 3:30 – 4.00     | EVALUTION   |  |  |                     |

## Day 5

| Time          | Course Content<br>Practice and Theory  | Methodology  | Materials needed  | Person in charge    |
|---------------|--|--|---|---------------------|
| <b>Friday</b> |  |  |   |                     |
| 7:30 – 10:30  | Sports Event Management  | Classroom session <ul style="list-style-type: none"> <li>• Definition of event</li> <li>• Planning and organizing an event</li> <li>• Intergrate lifeskills in event</li> <li>• Group work</li> <li>• Two groups plan and organise a football event</li> </ul> | <ul style="list-style-type: none"> <li>• Flip charts</li> <li>• Felt pens</li> <li>• Brown paper</li> </ul> | Instructor 2        |
| 10:30 – 10:50 | <b>Break</b>   |  |   |                     |
| 10:50 – 1:00  | <ul style="list-style-type: none"> <li>• Positive coaching skills</li> <li>• Football variation</li> <li>• Planning for the holiday camp</li> <li>• Football exercise</li> </ul> | Classroom session <ul style="list-style-type: none"> <li>• Group work</li> </ul>   |   | Instructor 1        |
| 1:00 – 2:00   | <b>Lunch Break</b>   |  |   |                     |
| 2:00 – 3:00   | Evaluation of the workshop   | <ul style="list-style-type: none"> <li>• Sharing of roles / tasks for the upcoming camp will be shared during this session</li> </ul>  | Monitoring tool – post workshop   | Instructors 1 and 2 |



## S4D Brings Us Together

Trainings on S4D and violence prevention provide a viable, sustainable and socially acceptable platform to address the inherent volatile tensions in Turkana and other regions. S4D aims at combining sport activities with teaching and strengthening of social competencies such as communication skills, teamwork or fairness. During a training session, an intentional connection is made between developing social skills on the pitch and applying those in the community to promote peace.

| SPORT   | = | COMMUNITY  |
|---|---|--|
| Play according to the laws of the game                  | = | Obey to rules and laws in the society                                    |
| Play with teammates                                     | = | Work together with different people in the community                     |
| Listen to and perform coach's feedback and instructions | = | Take orders from teachers, employers and other authorities               |
| Lead the team on the pitch by good example              | = | Lead by good example in the community                                    |
| Be a fair player  | = | Treat others with respect  |
| Deal positively with losing and unfairness              | = | Solve conflicts in a positive way  |
| Take care of equipment, teammates and oneself           | = | Take care of others and take over responsibility for one's own life.     |
| Make use of different strengths within the team         | = | Accept differences, diversity and make use of strengths in the community |

To guarantee that playing football develops the social skills necessary to effectively interact with fellow human beings, it is necessary that the coach makes an intentional and conscious effort to develop social skills during training sessions. Social skills are developed while practicing S4D football drills as applying those skills will help the players to succeed in the drill. At the end of the S4D drill, the coach is initiating a discussion round called 'follow-up discussion', where the experiences during the drill are shared and transferred to life outside the pitch in the community and family.

### Example:



Due to its popularity amongst the youth, football is a key sport to address communal issues. Being intrinsically motivated to do something such as playing football makes it easier for human beings to learn, and they are eager to develop necessary skills to master the task. Enjoying what they are doing will help the target group share and communicate the learned and experienced values with the community. These are values of teamwork, respect, tolerance, leadership and healthy competition – as hallmarks towards building peaceful, sustainable, resilient and healthy communities.

The training sessions aim to promote discussion and to raise awareness on violence prevention so that the coaches are able to educate the youth through football drills and followup discussions in appropriate strategies on how to deal with violence, conflict and difficulties. The role of the instructor is to qualify the coach to implement S4D sessions so that the coach can take over his role as a role model to the players and will influence them by showing exemplary behaviour. For an instructor to fulfil his or her role, s/he has to take over the responsibilities mentioned earlier in this chapter.

Violence prevention starts with different topics. Many of these topics are addressed through the 35 S4D exercises described in this manual. The exercises are clustered according to the topic they primarily address. Many of the drills address not only the theme but are cross-cutting and leave space for interpretation and individualization. A drill such as **'No Rules'**, where players have to organise themselves and play a match with no rules and without a referee, lets the players experience the chaos arising from having no rules. Disagreements, misunderstandings, disappointments and frustrations can be caused by this drill. After the drill, the players and coach will gather together to discuss their experiences during the drill. The coach will moderate the followup discussion. By using open questions, s/he will support the team to link their experiences from the drill to their community life. Players will discuss what the results would be of not having rules in their community, or if people do not obey or follow the rules.

A drill such as **'Guide the Blind'** would let the players experience how it feels to fully trust another person; how it feels to be responsible for another person and find an effective way to communicate with them. During the followup discussion, the coach and player will discuss how good communication and leadership skills will help to support and promote peace in the community. Another drill called **'Hope'** lets players experience the feeling of unfairness and inequality as one team has to defend a big goal and score in a small goal. The followup discussion is used to discuss the feeling of inequality. Questions that can be addressed are how to act when one is treated unfairly and what to do in such a situation to maintain and promote peace in our community.

Overall, the approach used in this manual brings together experience and play-based learning. Through playing football under guidance, stimulation is created in four dimensions to develop players into healthy adults.



Player's BODY will be moving.

Football requires movement and will improve player's physical abilities:

- Agility
- Strength
- Endurance
- Speed
- Coordination
- Reaction
- Body awareness



Player's HEAD will be thinking.

Football requires intellectual capacities:

- Concentration
- Observation
- Reflection
- Anticipation
- Logic
- Make decisions
- Solve problems



Player's HEART will be feeling emotions.

Football requires awareness and regulation of emotions:

- Cope with fear and frustration
- Manage aggression
- Develop self-awareness and self-confidence



Player's will act in a GROUP

Football requires social relations, social skills and teamwork:

- Make friends
- Gain trust
- Empathy
- Respect
- Tolerance
- Cooperate
- Solve conflicts
- Obey rules

## Why Set up Rules

For any kind of get-together and for a peaceful atmosphere in a group, it is helpful to set up rules. Rules are often seen as restricting our lives and keeping us from fully enjoying what we would like to do. If we take a closer look at why we actually need rules, it becomes clear that we would not be able to co-exist peacefully, and we would not know how to interact with other individuals. Once rules have been broken, the existence of rules also gives individuals the chance to claim that their rights have been affected and will find justice. In sports, we need rules to know how we can fulfil the purpose of a game, which often is to score points. Rules are needed to create a game but also to play fairly, as otherwise individuals would not look out for each other and for example hurt opponents while trying to take the ball from them. It is important to set up rules and guidelines for the instructor and coach training as well as setting up rules for the team and football training.

Having rules, laws or guidelines will make people feel safe as we know which behavior we can expect from others and which behaviour is expected from us. Due to this, misunderstandings, which could lead to conflicts, will be decreased. This allows us to live peacefully with each other. Every group, society and culture has its own rules, which can either be similar or vary a lot from each other. There are also rules and common behaviours in one group, which are in conflict with rules from another group. This means new rules have to be set up to enable a peaceful coexistence. Communication and exchange help to solve conflicts. Most important is that all individuals, or at least their leaders that were chosen to speak for the group, will be part of the rule-making process. If all sides feel like they have been part of the process and had a chance to influence the rules they will be living under, people are more likely to follow the rules.

Therefore, sports, and especially team sports, provide a great opportunity to practice setting up new rules for a group with individuals with different backgrounds. The coach, supervisor or instructor initiates the process of brainstorming with the group about rules they decide to jointly set up to ensure a peaceful atmosphere in the team. Rules that have been agreed on can be noted down, and every new team member will be informed about them. The team will agree on what will happen if rules are broken.

## How to Conduct a Follow-Up Discussion

The follow-up discussion after carrying out one of the S4D drills is an essential part of the S4D concept and an integrated part of the S4D practical methodology. To make good use of the follow-up discussion, it is important to effectively facilitate it. First of all it is important to motivate and encourage all participants to share their thoughts openly.

During the whole discussion process, it is important to use open and brief questions to give participants the chance to elaborate their thoughts and experiences. The focus should be on the participants, whereby the coach or supervisor should be actively listening and supporting participants to express themselves by asking questions. However, participants need to have time to reflect and think to express their experiences and thoughts. In order to effectively manage the training session's timing and keep a balance, a follow-up discussion never exceeds five to ten minutes. To keep follow-up discussions within a brief timeframe is important because players should stay tuned and not get bored. Also, the main part of a football and S4D training is playing and practicing, not talking. The coach and participants listen to the experiences shared by their fellow teammates. If possible, it is recommended to choose a quiet place and stand in a semi-circle close together to be able to hear what everybody is saying. In case of hot weather, it is recommended to look for shade close to the sports ground. Since the follow-up discussion is a brief intervention, the priority is to stay close to the pitch or, ideally, on the pitch. Creating a favourable atmosphere for the youth to share their opinions, experiences and thoughts is particularly important. Do not favour an atmosphere with judgmental comments. The coach should especially take care of what s/he says in order to stay neutral and leave space for diverse opinions and interpretation. Instead of using 'that's correct' or 'you got it right', the coach is advised to thank participants for sharing their experiences, taking points up and further engaging the group in discussions. Every follow-up discussion is unique as every group and experience varies at different times. The diversity helps the coach to reflect on what works well for her/him and what doesn't work to be able to improve on his/her individual style of facilitating a follow-up discussion. Surprising incidents occurring during a drill are good points to raise during a follow-up discussion. They offer the possibility to relate it to the message of the drill.

### 1. Introductory Part/Warm-Up:

An S4D coach starts with open, brief and easy questions such as:

- ⚽ 'How was the drill?'
- ⚽ 'What happened during the drill?'
- ⚽ 'What worked well?'
- ⚽ 'What was difficult during the drill?'

These questions animate the player to explain and elaborate on their experiences and incidents which occurred during the exercise. They get the youth reflecting and talking. Open and easy questions give all participants the chance to contribute. It is assumed that everyone has experienced something during the exercise. There are no correct or wrong answers; there are only different answers. The coach is encouraged to facilitate the discussion, emphasize or repeat interesting points raised by the players and throw them back to the plenary.

### 2. Transfer toward the community:

After discussing the experience on the football pitch during the drill, the coach will bring the discussion towards a possible transfer to community life. Players can be asked how the experience from the drill relates to life in the community or how the community is affected.

### 3. Wrap Up/Summary

Important findings and recognitions will be recorded on paper. A clear take-home message will be communicated with the players.

- ⚽ What exactly did the 'Follow-up Discussion' teach the players?
- ⚽ What is the moral behind it?

Where applicable, the coach can relate to these notes and messages in another training session.

#### Features for a successful follow-up discussion:

1. Include all players in the follow-up discussion.
2. Gather in a semi-circle in a quiet and shady place, if possible.
3. Gather on the sports ground or very near to the pitch.
4. Ensure everyone can hear.
5. Use simple and brief questions for starting the follow-up discussion:
  - a. 'How was the drill?'
  - b. 'What did you like/dislike, and why?'
6. Give the players time and don't rush.
7. Endure silence and wait for players to talk.
8. Listen and facilitate, don't explain.
9. Use objective feedback.
10. Encourage sharing of experiences.
11. Keep it unique and individual.
12. Keep it brief and short (5 – 10 minutes).
13. Include unexpected incidents which occurred during the drill

## CHAPTER 4

# THE COACH AS A FACILITATOR IN VIOLENCE PREVENTION



In sports, the coach is mainly seen as the guide of the team, who teaches sport-specific, technical skills to athletes. His/her responsibilities are mainly seen as guiding the team during training and competitions through tactical and technical advice. However, a coach will also influence the athlete's behaviour and development outside the sport. It is difficult to clearly define the limits and boundaries of a coach's responsibilities.

The tenets of coaching are geared towards creating a safe environment for players to achieve their individual or collective objectives. A safe environment allows players to fully express their emotions, talents, aspirations, fears and other abilities which let them to grow. The coach's role as the lead facilitator is critical towards creating and granting the participants their safe space. The coach works on building a critical mass of change agents that will use the acquired life skills to stir up positive change within the community. They will do this by addressing the communal systems, perpetrators and the victims.

The main responsibilities of a coach can be separated in four different areas: the individual (player), the team, the community and football. With each area of responsibility, the coach has to fulfil different tasks, whereby all tasks are related to each other and overlap.

## The Team

The coach's responsibility is to guide the team and simultaneously develop players, who are able to take up responsibilities in the team. In general, it is the coach's task to improve the team's cohesion and to create an environment for team spirit. Communication is one of the key factors here. As a coach, s/he is responsible for effectively communicating with players and supporting positive communication between the players. Furthermore, a coach needs to take care of motivating the team by being creative and individualising training sessions. For the team to be able to develop, the coach has to give feedback and develop a way forward together with the team. By giving specific feedback and encouraging the right behaviour through praise, the coach takes over the responsibility to lead the team in a chosen direction.

## The Individual

Every coach contributes to the individual players' social and emotional development. While growing the competence to be self-reflected, a person will improve on the ability to realize his/her emotions and needs. A coach's responsibility is to encourage players to express their feelings and wishes, so that players can learn by example how to manage their internal state. Furthermore, a coach helps players to feel empathy for others and acknowledge that every individual has the right for his/her own needs and opinions, by developing positive social skills. A coach can give effective feedback for the individual to develop. To support a growth mindset and create players who want to learn and work hard, a coach's responsibility is to praise their development and effort rather than focusing solely on the outcome. If a coach notices that an individual needs further help than the support s/he can provide, it is their duty to encourage the individual to get help or even turn to someone who provides counselling or can guide the individual through their difficulties.

## Community

The coach is a role model to youths in the community in different ways. Of course, s/he is a role model to the players, but her/his role does not end there. By working with the youths and positively influencing them, s/he is also a role model to other adults. Furthermore, it is the coach's responsibility to keep good relations with the public and give the team a positive reputation. This could be that the team engages in community work or makes sure that the pitch they use is maintained well. The coach passes on their positive and exemplary behaviour and values to the players. S/he stimulates young people to transfer competencies and skills learnt during sports to the community life. Examples of such skills are conflict solving, communication, teamwork and relationship skills to ensure that the team is promoting peace and harmony within the community. The coach seeks advice when they feel that other experts or community workers are needed.

## Football

A football coach equips players with skills and develops them as footballers. This means the coach has to make sure that the training is motivating, accelerating and age appropriate. All four aspects of football: tactical, technical, physical and mental, need to be addressed to create physically and mentally strong players with great technical skills and a great tactical understanding.



**Technical skills:** Sport specific skills, e.g. in football: pass, dribble and shoot.

**Tactical skills:** Skills needed to read and analyse the game and opponent quickly while under pressure and take the right decision to outplay the opponent.

**Physical skills:** Skills such as agility, endurance, strength and speed are needed to perform at one's best and prevent injuries.

**Mental skills:** Skills needed to perform under pressure, focus on one's own performance and reach a state of flow and excellence.

Equipping players with all necessary skills and competences will give them the chance to succeed as footballers and minimize injuries or burnouts. It will also ensure that they will enjoy playing football and want to come to training and competitions instead of getting bored and engaging in violent or criminal behaviour. Playing and engaging in football will provide the space for youth to get rid of energy, stay physically healthy and enjoy a break from school, work or other activities. So, it will increase the player's wellbeing and contribute to a positive balance in their lives.

## Responsibilities of a Coach



## Roles and Capabilities of a Coach

### Role: Fountain of Football Knowledge

#### Capabilities

For a successful coach, it is essential that they have a great knowledge of football in all its four aspects: tactical, technical, physical and mental. It is an advantage if s/he has played or is still playing. This will give them the chance to teach players and improve their skills. In addition, s/he will be able to demonstrate exercises for a better understanding. As football is a steadily developing field, it is essential that the coach tries to keep up with new ideas and develop his/her own drills or knowledge to give the best possible support to players.

### Role: Teacher

#### Capabilities

To carry out a successful training session and get the most out of it for the players, a coach must know how to structure a single training session. Moving from simple to complex and from easy to difficult will give his/her players the chance to succeed and keep them motivated. S/he also needs to know how to progress in his/her training session in the long-term, which gives the players a chance to improve and develop their skills step by step. As a teacher, the coach is also responsible for keeping his/her players safe from physical injuries or emotional harm. It is important that they know how to create a safe environment, where the players feel safe and are able to open up to share positive thoughts, any problems or difficulties.

### Role: Organiser

#### Capabilities

It is essential for a successful coach to have great organisational skills, which means s/he is reliable, is on time, plans every training session in detail while keeping in mind to stay open to necessary changes, and knows exactly which equipment is needed. S/he knows how to coordinate players, space and equipment to keep session interruptions to a minimum. Setting an example in organising, and expecting the players the same from the players, will help them to succeed in organising their school, work and life in general. A well-organised coach provides regular training sessions. Players experience stability and reliability.

### Role: Role Model

#### Capabilities

Being in the position of a role model with a lot of influence on the personality development of the players, a coach must be aware of his/her behaviour. They should treat all players with respect and as equal to himself/herself. This means s/he will include them in decision-making processes, assign responsibilities to them and encourage positive behaviour. Football is one area where emotions are present and attention can be paid to their expression and management. The coach needs to help the players to understand their own emotions and how to manage them effectively. It is necessary for a coach to have effective communication skills to express needs, wishes and emotions to others so the players can learn from him/her.

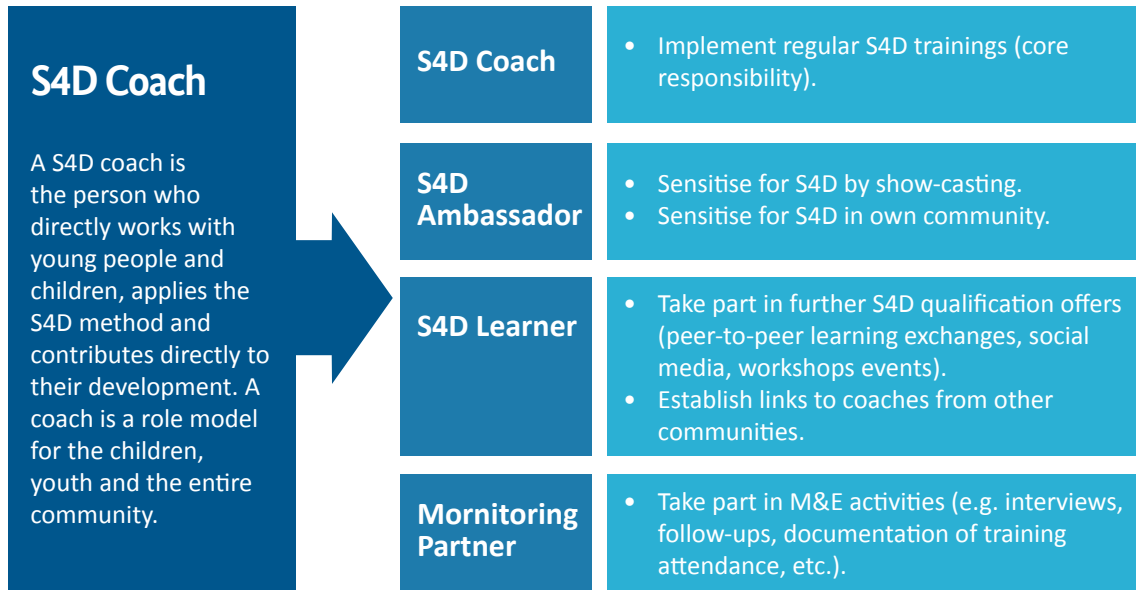
### Role: Socialiser

#### Capabilities

Team spirit in football is an important pillar of success, which means the coach needs to positively stimulate the team cohesion. They need to have social skills to interact with all kinds of people and groups. S/he listens to the players and tries to understand and support them to develop into well-skilled players and individuals within the frame of the team. By helping the players to understand the principles of peaceful interactions with each other in football, s/he will lay the foundation to then translate this knowledge to the community life.

## Development of the S4D Footballer

Players who participate in S4D incorporated football training sessions develop and improve, especially in five key areas. S4D footballers train and increase the technical, tactical, physical and mental skills necessary to succeed in their sport. Developing and mastering football skills will teach players self-confidence, self-awareness, self-management and hard work. Learning how to play football teaches a player competences which also influence the individual outside sport. Being part of a team teaches a player how to act and behave in a group. Gaining social skills helps the youth to become part of the society, to better deal with conflicts and find their role in the community.



# CHAPTER 5

## SCHEDULE TEMPLATE FOR PLAYER TRAINING SESSION



## Welcome

A welcome marks the beginning of training and represents a vital part as it sets the atmosphere of the training session. A habit of greeting each other supports the team building as you show respect to every teammate by acknowledging and valuing them. Accustomed habits convey the players to focus their attention and prepare themselves mentally. In a short address, the coach can direct the focus and outline the upcoming training session.

The purpose of the welcome:

- 🌀 Gain the attention of the players.
- 🌀 Set the mood for a positive learning atmosphere and team spirit.
- 🌀 Mental preparation to the exercise.
- 🌀 Outline the training procedure.

## Warm-up

A warm-up is a session which takes place prior to doing physical activity; always take the time to warm up. Usually a warmup will consist of light exercises combined with stretches and strengthening drills. The exercises are designed to increase circulation, increase body temperature and bring the heart rate up, while stretching warms the muscles and prepare them for the movements they will be required to carry out during the activity.

Explosive strength exercises, which may include sprint drills or jumps, should only be done once the muscles are warm. Gently increase the level of intensity and prepare the body for sudden movements in the game. Furthermore, it will also bring the players' focus to the pitch and into the game. Injuries are less likely to happen if players have properly warmed up.

## S4D Exercises

The development of the players' football skills goes alongside the development of awareness for other life skills such as violence prevention and peace promotion. S4D exercises can be implemented during different stages of the football training session. Before the drill is carried out, the coach explains to the players the S4D exercise. After performing an S4D exercise, the coach facilitates a follow-up discussion reflecting the exercise in relation to life skills. Matching the football learning targets of the S4D exercises to the learning targets of the main football training session simplifies the integration of the S4D approach in the training schedule. In order to emphasize on the message of an S4D drill, it is recommended to apply only one drill per training session or relate the topics.

Three most important aspects to consider as a S4D coach:

- 🌀 The learning target is focused on life skills.
- 🌀 Discussions should be moderated, not guided.
- 🌀 S4D exercises are integrated into a training session.

## Main Session

The main session targets the development of the players' football skills. Practices should be adjusted to the age group and the abilities of the players. To increase the learning outcome, it is recommended to focus the selection of exercises on three or fewer connected football skills (e.g. moving into space, passing and ball possession). Tactical, technical and athletic abilities can be trained in drills and games which should include variations to excite the learning process. This manual doesn't include football-specific training content. It is advised to gain that content from courses offered for football coaches as well as exchanges with fellow football coaches, books or the internet to increase football-specific training knowledge.

Three most important aspects to consider as a coach:

- 🌀 Practice is adjusted to the player's age and abilities to experience success;
- 🌀 Move from simple to complex and from easy to difficult;
- 🌀 Waiting periods between and during exercises should be limited.

## Closure

Coaches should always attach great importance to their players leaving the training session in a positive mood. A closure can degrade the competitive character of a training session so that the team spirit is maintained and strengthened. While a cool-down session (e.g. slow jogging while talking, stretching in a circle) can promote physical regeneration, it's also an opportunity to talk among each other about topics beyond the training. A brief closing speech can recall and summarize the learning achievements, and it should have a positive message. After all, the last impression lasts the longest and it affects the motivation for the next training session.

Three most important aspects to consider as a coach:

- ⚽ Learning achievements should be recalled and summarized;
- ⚽ The message of a closing speech should be positive;
- ⚽ The closure can be used to lend an ear to player's opinions and concerns in single training sessions.

## Organisation and Planning

An essential part of an effective, fun and smooth training session is the preparation and planning. Drafting the session with all important parts is helpful for the coach. It provides a framework for the coach to stay within a certain time frame, knows which equipment is needed and how to organize the pitch. It will also give the coach self-confidence and guidance.

Before the session, the coach decides when and how to implement S4D exercises. S4D drills can be integrated during the main part (see example 1), whereby the coach plans to mix up the main session with S4D drills. A second solution could be to solely use S4D drills during a football training session to combine the learning of football and life skills. The succession of the drills, which will be used, should be an S4D warm up drill, followed by an easy drill to lead into the topic, then a more complex drill, and finally a game form (see example 2). A third option is to integrate an S4D drill after the warmup and before the main part (see example 3). Here, S4D is used to prepare the players for the topic of the main session.

**This manual provides guidelines and examples for instructors in order to train coaches and teachers to plan and run S4D sessions. Innovation, creativity, common sense and football knowledge are essential to make an S4D (incorporated) session a full success and get the most out of it! As a coach, stay up-to-date to current developments, inform yourself and keep on learning!**

## Lesson Plan Templates

### Example 1

**Topic of session:** Ball possession and passing – support each other.

#### Learning objectives

- ⚽ Learn about the importance of supporting each other (S4D).
- ⚽ Learn and apply passing and ball possession techniques and skills (football).
- ⚽ Learn to handle external support in relation to violence prevention and peace promotion (S4D).

| Stage                           | Procedure  | Time                  |
|---------------------------------|--|-----------------------|
| Change                          | Players will gather on the pitch.  |                       |
| Welcome                         | Introduction of the day's session with the opportunity to ask questions and exchange information between coach and players.  | 5 mins                |
| Warm-Up                         | Players will participate in a warm-up related to the main part of the session, followed by stretching in a group.  |                       |
|                                 | <b>Warm-up</b><br><br><b>Stretching</b>  | 10 mins<br><br>5 mins |
| Main Part mixed with S4D Drills | The main part of the session is a mix between S4D drills and drills supporting the main goal of the session to teach the players ball possession and passing techniques. |                       |
|                                 | <b>Main part:</b><br><br><b>1st S4D Drill:</b><br><b>Wall Pass (see page 49)</b><br><b>+ Follow up Discussion</b>  | 20 mins               |
|                                 | <b>Main part activity</b><br><b>Ball possession and passing drills</b>   | 20 mins               |
|                                 | <b>2nd S4D Drill:</b><br><b>External Support (see page 58)</b><br><b>+ Follow up Discussion</b>  | 20 mins               |
| Cool Down                       | Players participate in a cool down session.  | 10 mins               |
| Closing/<br>Conclusion          | The coach has time to recap over the skills learned during the session. Questions and concerns can be discussed.   | 5 mins                |
|                                 | Players leave to change.   |                       |

## Example 2

**Topic of session:** S4D Training session

### Learning objectives

🌐 Learn to integrate football skills and life skills on violence prevention and peace promotion.

| Stage                       | Procedure   | Time    |
|-----------------------------|---|---------|
| Change                      | Players will gather on the pitch.   |         |
| Welcome                     | Introduction of the day's session with the opportunity to ask questions and exchange information between the coach and players. | 5 mins  |
| Warm-Up with S4D Drill      | Players will participate in a warm-up, which consists of a S4D drill with a follow up discussion and by stretching in a group.  |         |
|                             | <b>Tag a Player (see page 62)</b><br><b>+Follow up Discussion</b>   | 20 mins |
|                             | <b>Stretching</b>   | 5 mins  |
| S4D Drills as the Main Part | <b>1st S4D Drill:</b><br><b>Changing Moments (see page 78)</b><br><b>+ Follow up Discussion</b>                                 | 20 mins |
|                             | <b>2nd S4D Drill:</b><br><b>4 v 2 Each Half (see page 48)</b><br><b>+ Follow up Discussion</b>                                  | 20 mins |
|                             | <b>3rd S4D Drill:</b><br><b>Two Sided (see page 74)</b><br><b>+ Follow up Discussion</b>  | 20 mins |
| Cool Down                   | Players participate in a cool down session.   | 10 mins |
| Closing/<br>Conclusion      | The coach has time to recap over the skills learned during the session. Questions and concerns can be discussed.                | 5 mins  |
|                             | Players leave to change.  |         |



### Example 3

**Topic of session:** Scoring on the pitch and in life.

#### Learning objectives

- ⚽ Equate the experience with sharing resources and how to accept defeat or loss in different circumstances (S4D).
- ⚽ Learn and apply techniques and skills of scoring (Football).

| Stage                  | Procedure  | Time                  |
|------------------------|--|-----------------------|
| Change                 | Players will gather on the pitch.  |                       |
| Welcome                | Introduction of the day's session with the opportunity to ask questions and exchange information between the coach and players.  | 5 mins                |
| Warm-Up                | Players will participate in a warm-up related to the main part of the session, followed by stretching in a group.  |                       |
|                        | <b>Warm-up</b><br><br><b>Stretching</b>  | 15 mins<br><br>5 mins |
| S4D Drill              | Players will participate in a S4D drill related to the main topic of scoring.<br><br><b>Scoring game (see page 50)</b><br><br><b>+ Follow up Discussion</b>  | 20 mins               |
| Main Part              | Practicing the techniques of scoring <ul style="list-style-type: none"> <li>• Introduce the main topic of scoring</li> <li>• Demonstration</li> <li>• Practice skills and techniques of scoring in drills</li> <li>• End game to implement the skills and techniques of scoring</li> </ul> | 20 – 35 mins          |
| Cool Down              | Players participate in a cool down session.  | 10 mins               |
| Closing/<br>Conclusion | The coach has time to recap over the skills learned during the session. Questions and concerns can be discussed.<br><br>Players leave to change.   | 5 mins                |

# How to Read the Drills

FOOTBALL  
LEARNING TARGET

## TITLE OF DRILL

Message to pass across

### PARTICIPANTS

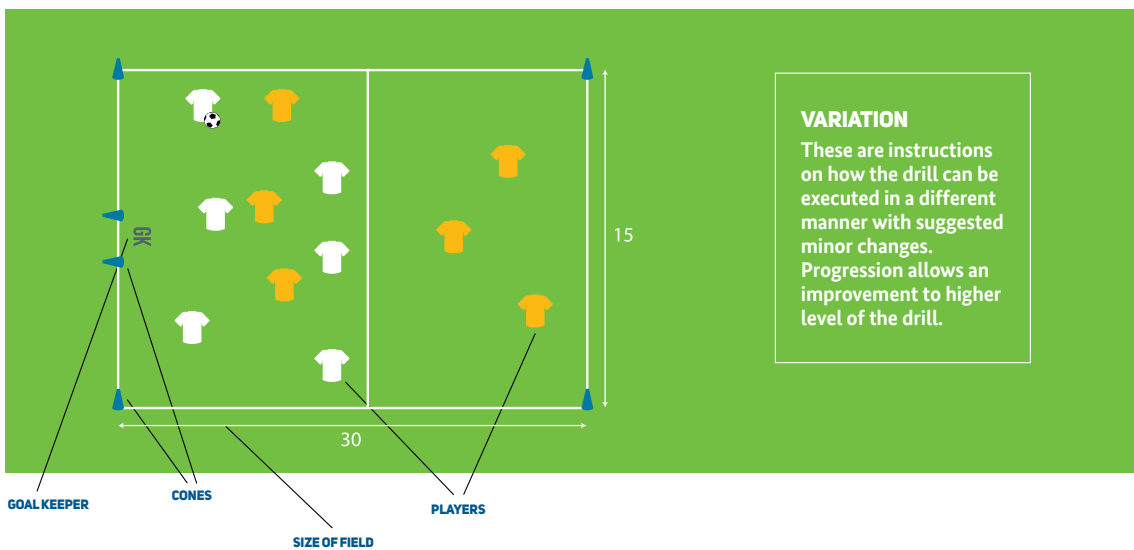
This indicates the recommended number of players who can participate in the drill.

### EQUIPMENT

This is a list of the equipment needed in order to execute the drills. Note that the equipment mentioned can be replaced by locally improvised or available equipment e.g. ashes can be used to mark the field, plastic bottles or old tyres can be used to mark the goal posts.

### What to do

This is a short guide on how to carry out the illustrated drill. After understanding the drill, the coach can use a favourable language in giving the players instructions during execution.



### FOLLOW-UP DISCUSSION

This is the most important aspect in bringing out the desired objective of the drills in peace promotion. It involves exchanging of reaction and observations, guided by the given set of questions immediately after carrying out the drill. The coach uses the questions as a guide, to prompt the players in sharing their experiences, in line with the topic at hand e.g. peace promotion. The coach focuses on the events of an experience objectively, analyses the experience and considers the future impact of the experience on the players and the community.

### DIAGRAM TABLE

- PASSING
- PASSING OR SHOOTING
- DRIBBLING
- RUNNING
- GK** GOALKEEPER
- CONES
- PLAYERS

# PRACTICAL PART

## VIOLENCE PREVENTION

CATCH AS YOU CAN

TIME'S UP

LION IN THE MIDDLE (ENG' AUNTY ALO KIDDING)

WATCH OUT

4V2 EACH HALF

WALL PASS

SCORING GAME

## CHAPTER 6



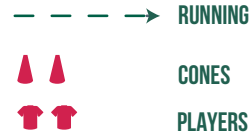
**COORDINATION**  
**CATCH AS YOU CAN**

Peace is our responsibility

**PARTICIPANTS**  
**10 OR MORE**

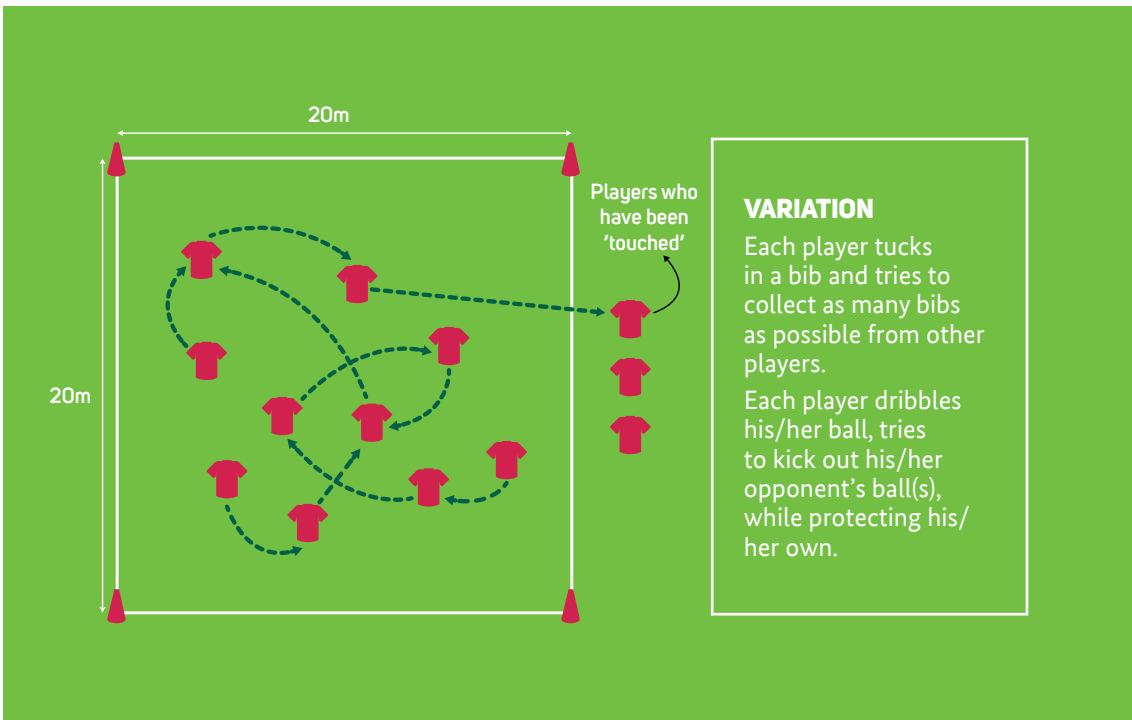
**EQUIPMENT**  
**CONES**  
**BIBS**

**DIAGRAM TABLE**



**What to do**

The participants disperse evenly on the field. Upon a command by the coach, previously agreed upon, each player starts to try and touch as many co-players as possible. Upon being touched, the player gets out of the game and crouches. When the game is over because no players are left, a new round begins.



**VARIATION**  
Each player tucks in a bib and tries to collect as many bibs as possible from other players.  
Each player dribbles his/her ball, tries to kick out his/her opponent's ball(s), while protecting his/her own.

**FOLLOW-UP DISCUSSION**

- How was the drill?
- Everybody against everybody: how is violence inflicted from one person to the other?
- How can peace be promoted through influencing each other positively?

**Coaching tips:**  
*Warm up game, finding space.*

**DRIBBLING**

**TIME'S UP**

Sharing is caring!

**PARTICIPANTS**

**8 OR MORE**

**EQUIPMENT**

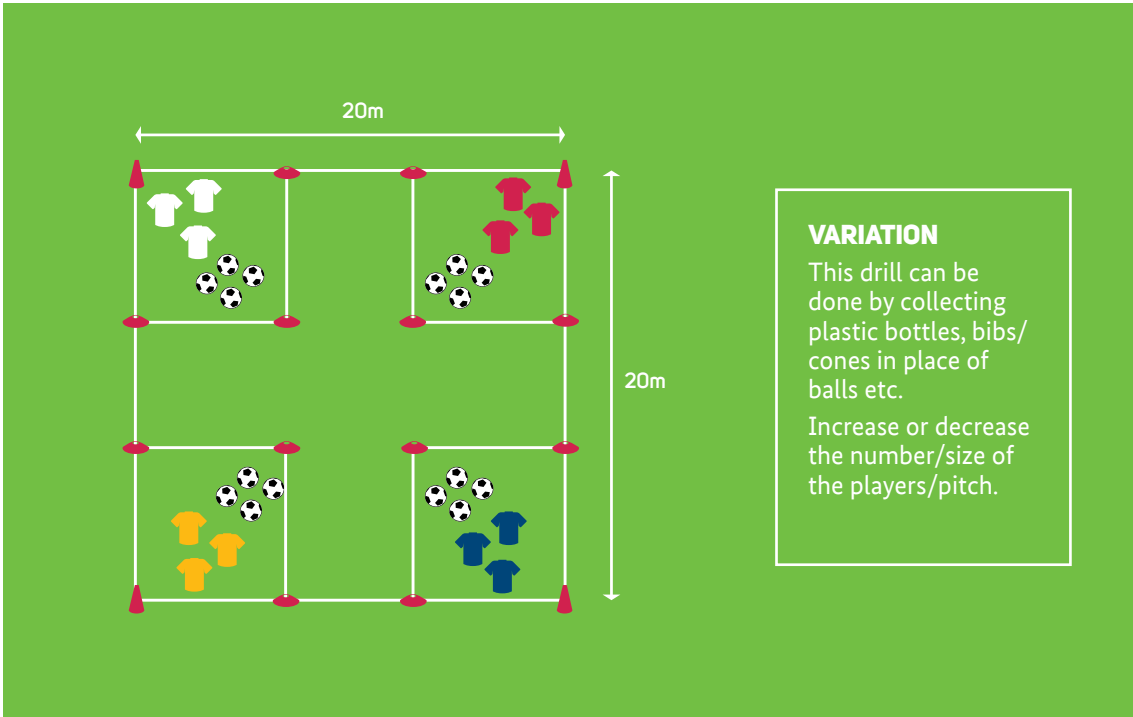
**CONES  
FOOTBALL**

**DIAGRAM TABLE**



**What to do**

Divide the players into four groups. Each team takes a corner with a selected number of balls/plastic bottles/bibs/cones. When the whistle blows, each team tries to go to the other three quarters to pick a ball and dribble back to their quarter. No player is allowed to guard the balls in their quarter. The winning team is that which will have collected most balls to their quarter when the time is up.



**FOLLOW-UP DISCUSSION**

- How was the drill?
- How does sharing or not sharing resources affect peace in our community?
- What are the advantages of sharing resources?
- This drill can be used to demonstrate how conflict can be caused by struggle of limited resources.

*Coaching tips:*  
Dribbling, endurance, close ball control and speed.

**DRIBBLING**

**LION IN THE MIDDLE**

(ENG' AUNTY ALO KIDDING)

**Kick out violence!**

**PARTICIPANTS**

**10 OR MORE**

**EQUIPMENT**

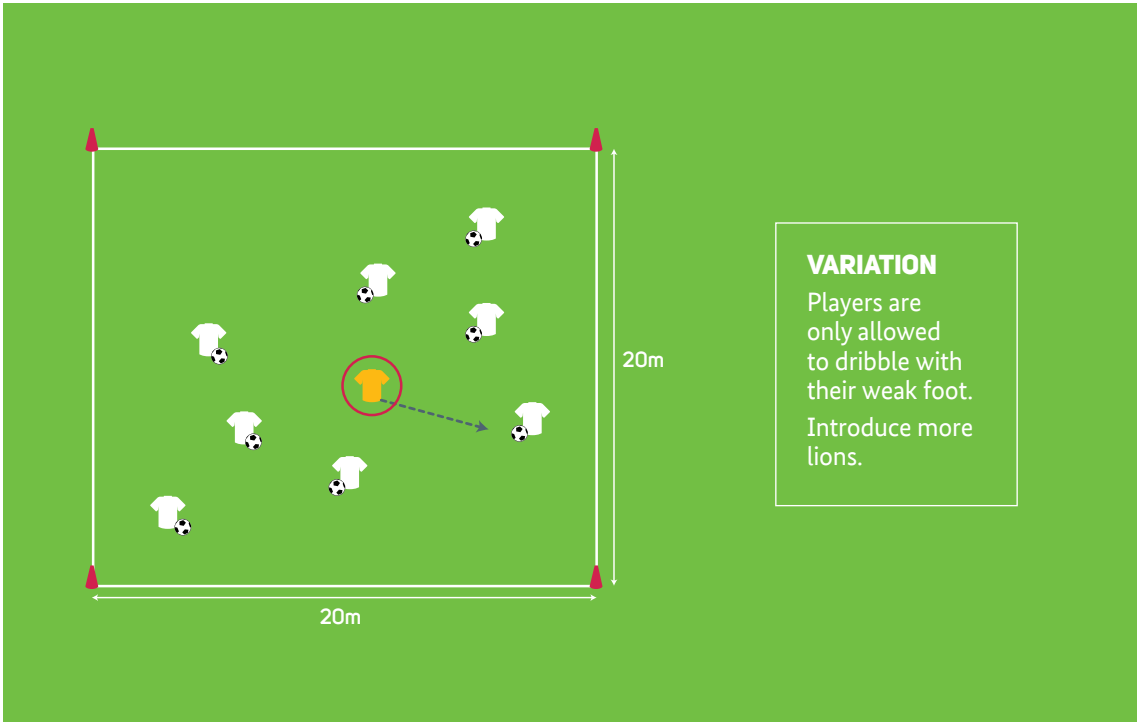
**FOOTBALLS  
CONES  
BIBS**

**DIAGRAM TABLE**

|         |          |
|---------|----------|
| — — — → | RUNNING  |
| ▲ ▲     | CONES    |
| ⚽ ⚽     | FOOTBALL |
| 👕 👕     | PLAYERS  |

**What to do**

Have all players move around with their balls in the square. Choose one player to be the “Lion” without a ball. The coach will whistle to release the lion. When he is released, all players try to avoid him and shield their ball from being knocked out. If your ball is knocked out, you stay out. When there’s only one player left in the middle, the game is over.



**FOLLOW-UP DISCUSSION**

- How was the drill?
- How is the lion acting as a champion of peace?
- What do you think the balls and the lion resemble in relation to promoting peace?
- How do we create safe spaces?

**Coaching tips:**  
Shielding the ball, dribbling, finding space, close ball control, change of direction and heads up.

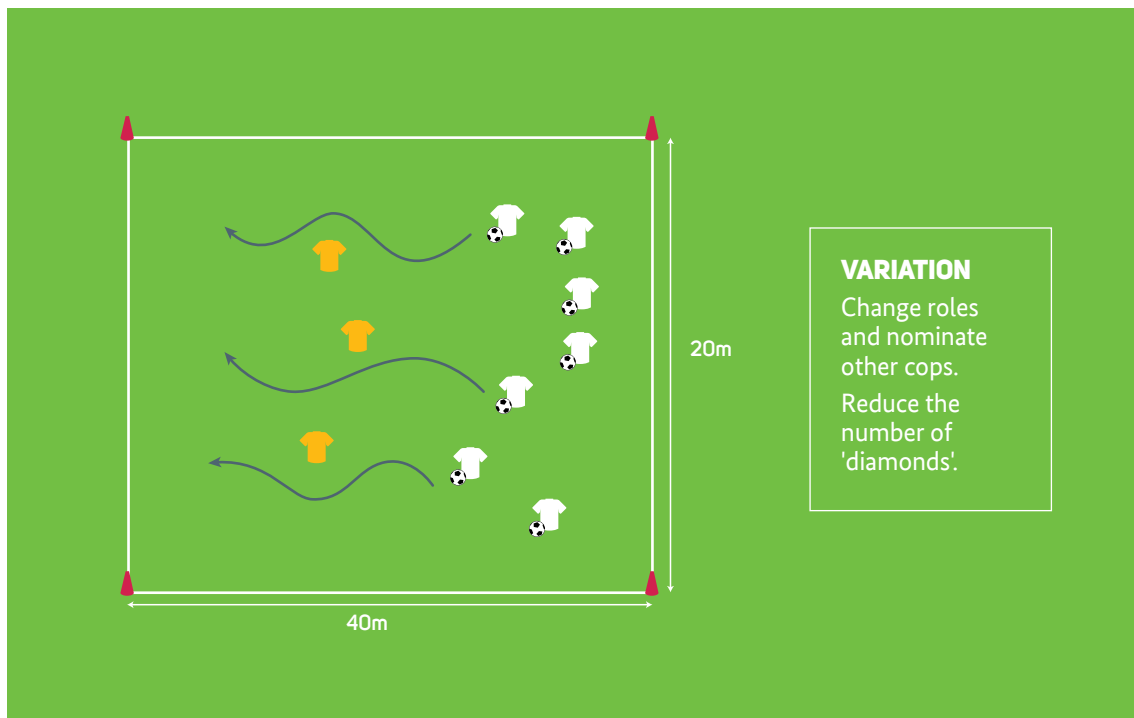
DRIBBLING

**WATCH OUT**Peace comes  
from within.**PARTICIPANTS****10 OR MORE****EQUIPMENT****FOOTBALLS  
CONES  
BIBS****DIAGRAM TABLE**

|  |           |
|--|-----------|
|  | FOOTBALL  |
|  | CONES     |
|  | DRIBBLING |
|  | PLAYERS   |

**What to do**

Select two or three volunteers to be the “cops.” All the “robbers” line up with their “diamonds” (footballs) on one end of the field at the base line. The robbers attempt to dribble their “diamond” from one end to the other without having their diamond kicked out by a cop. If their diamond gets kicked out, they go to jail (a designated area outside the grid). If a robber successfully dribbles across the grid 3 times, then a jailbreak occurs and all those in jail get to re-enter the game.

**FOLLOW-UP DISCUSSION**

How was the drill?

What does the football symbolize?

How do we prevent violence from re-occurring?

Compare the cop to a mediator, and share how we can best play the role of a mediator during a conflict.

**Coaching tips:***Head up, close control and using tricks to beat opponent.*





**SCORING**  
**4v2 EACH HALF**

A disadvantage can be an advantage!

**PARTICIPANTS**  
**14 OR MORE**

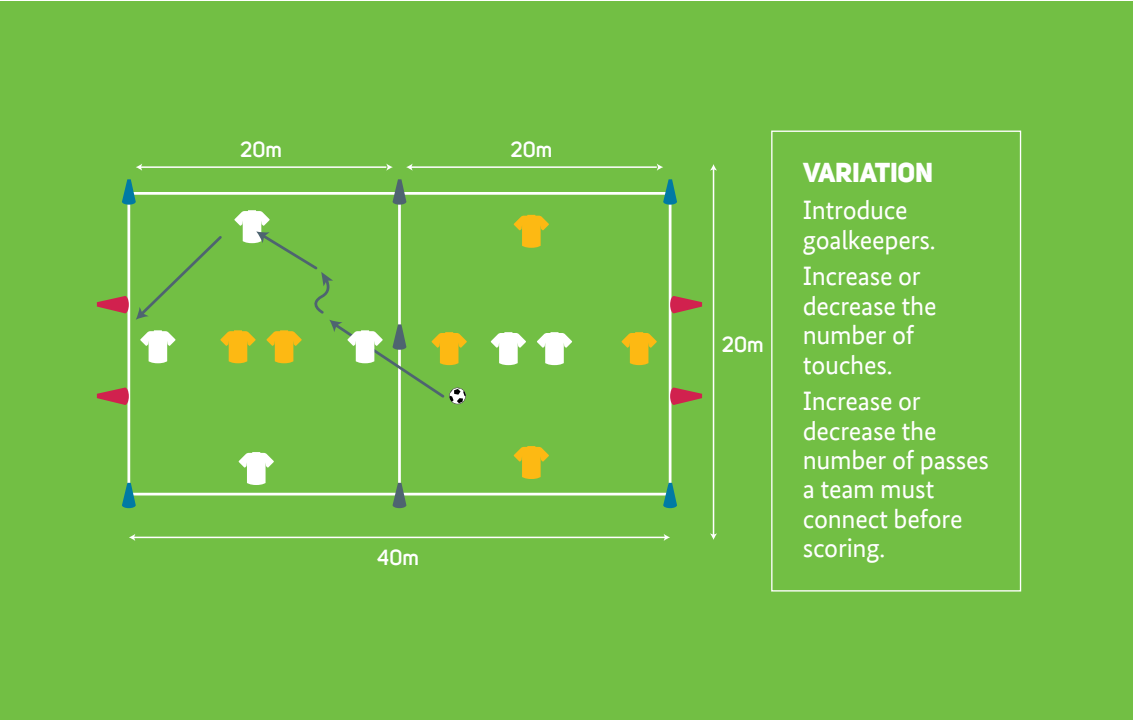
**EQUIPMENT**  
**FOOTBALL**  
**CONES**  
**BIBS**

**DIAGRAM TABLE**

|  |                     |
|--|---------------------|
|  | PASSING OR SHOOTING |
|  | DRIBBLING           |
|  | CONES               |
|  | FOOTBALL            |
|  | PLAYERS             |

**What to do**

Four attackers play against two defenders in each half. Each team defends and attacks a goal. Players must stay in their designated zone; they cannot move to the other half of the field.



**FOLLOW-UP DISCUSSION**

- How was the drill?
- How did the designated zones affect you?
- How can you relate designated zones to our responsibilities in the community?

**Coaching tips:**  
 Scoring, ball possession, defending and change of play.




**BALL POSSESSION**  
**WALL PASS**

Peace is the only battle worth waging!

**PARTICIPANTS**  
**12 OR MORE**

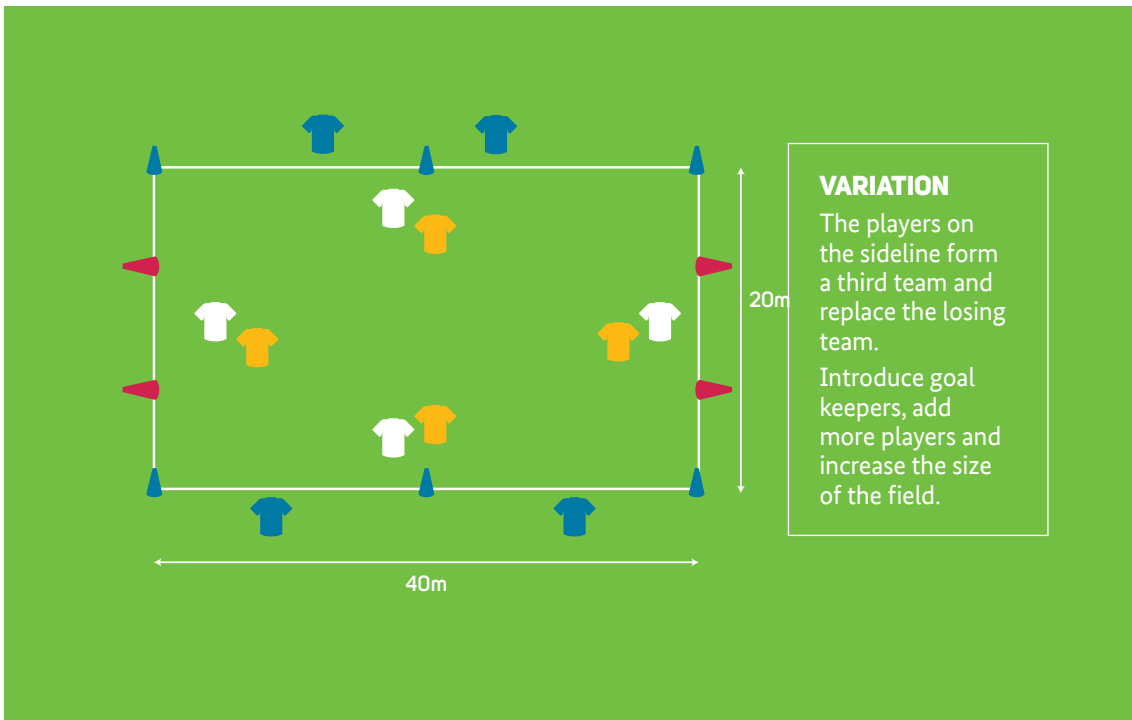
**EQUIPMENT**  
**FOOTBALL**  
**CONES**  
**BIBS**

**DIAGRAM TABLE**

|  |          |
|--|----------|
|  | FOOTBALL |
|  | CONES    |
|  | PLAYERS  |

**What to do**

Two teams of four players play against each other. Four additional players act as wall players on the sideline. When one team is in possession of the ball, they can pass it to any player on the sideline. The player is supposed to pass the ball back to the team he/she received it from. Note that the players on the sideline do not belong to any particular team and cannot be attacked by the opponent.



**FOLLOW-UP DISCUSSION**

How was the drill?

What is the role of the players on the touch line?

How are the players on the touch line interfering with peace in our game / community?

The players on the touch line can be compared to support systems that provoke or prevent conflict in our respective communities.

**Coaching tips:**

Ball possession, creating space and accurate passing.

## SCORING SCORING GAME

Unfairness is not  
always unfair!

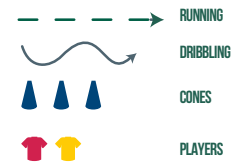
### PARTICIPANTS

8 OR MORE

### EQUIPMENT

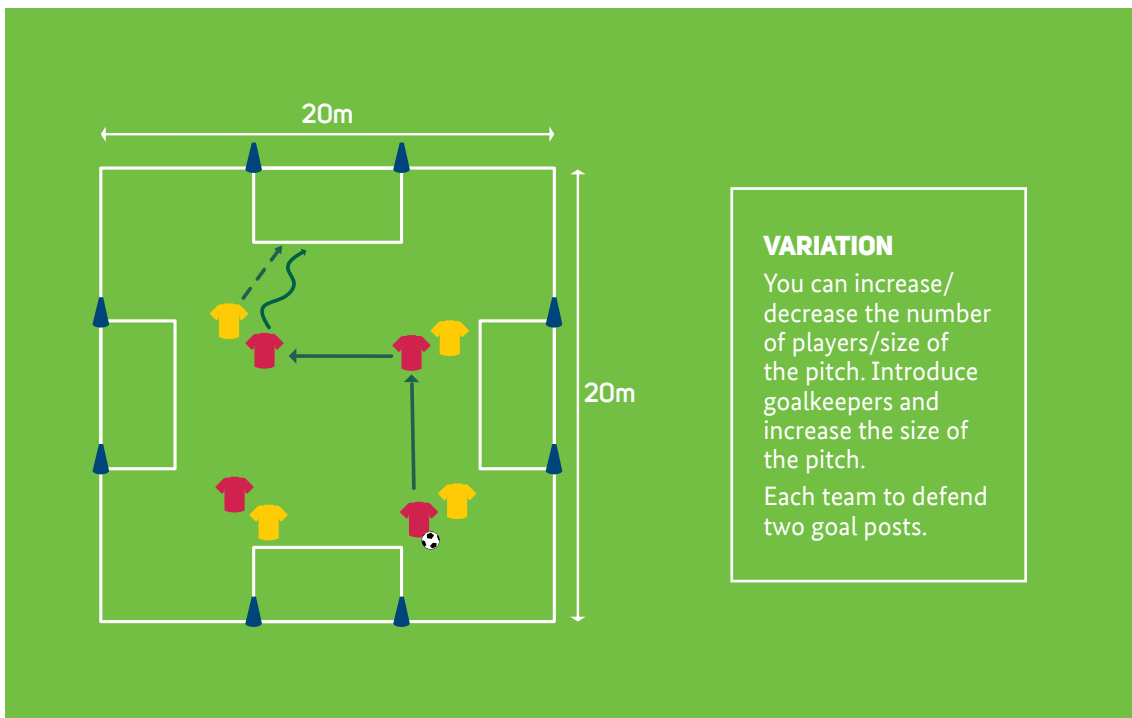
CONES  
FOOTBALL  
BIBS  
SMALL GOALPOSTS

### DIAGRAM TABLE



### What to do

Two teams play against each other. Each team tries to score and defend four goal posts at the same time. In case one team scores, the other team gets the ball and can restart the game immediately.



### FOLLOW-UP DISCUSSION

How was the drill?

How do we deal with unfairness?

How do we share limited resources in our communities?

How do we take advantage of opportunities when they present themselves?

Equate the experience with sharing of resources and how to accept defeat or loss in different circumstances.

#### Coaching tips:

Anticipation, defending, shooting and goalkeeping.

# SUPPORTING EACH OTHER

GONDI SINYA (THIEF VS POLICE)

TRUCK AND TRAILER

THE DIAGONAL PASS

PARTY BALL

HOPE

SUPPORT YOUR FRIENDS

EXTERNAL SUPPORT

## CHAPTER 7



COORDINATION

## GONDI SINYA

(THIEF vs POLICE)

Everyone has a chance to change.

### PARTICIPANTS

8 OR MORE

### EQUIPMENT

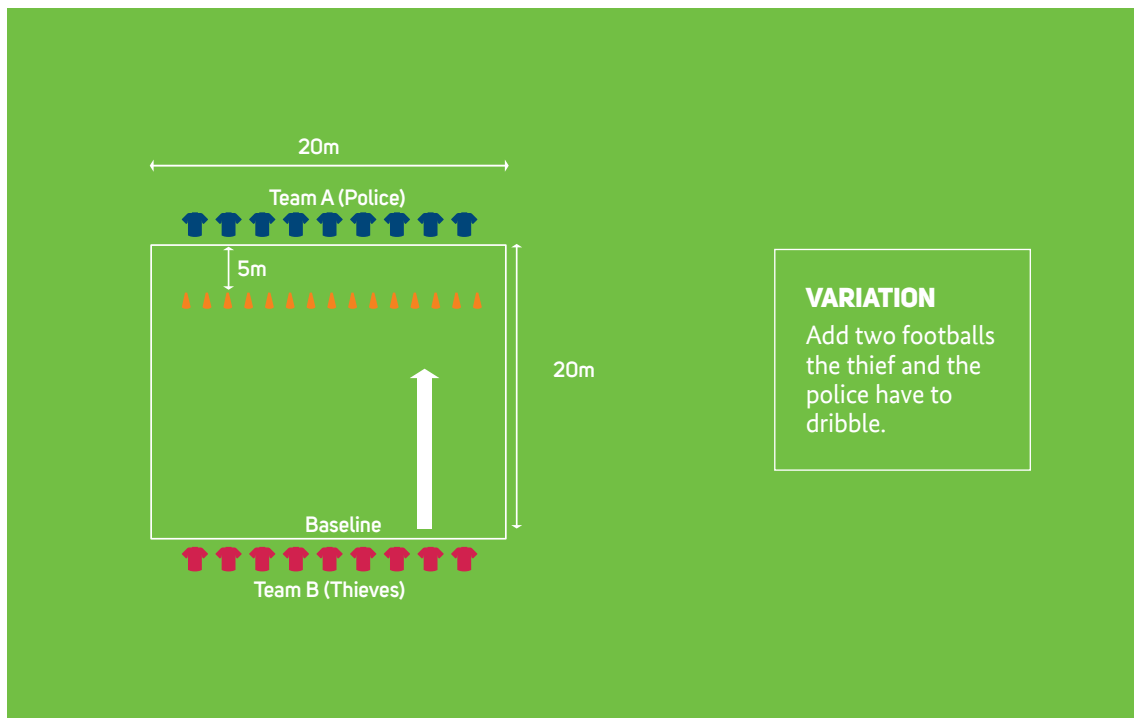
CONES  
FOOTBALL  
BIBS

### DIAGRAM TABLE



## What to do

Divide the team into two, with each team standing at the baseline. The game begins when team A (police) is in possession of the cones. Team B (thieves) will run across the field trying to steal the cones from team A. A member of team A will try to chase the thief before reaching the touchline of their team. If the thief is caught, the cone is returned and the thief is out, reducing the players from the thief team. In case the thief is not caught, the police is out. In the second half, the teams change roles.



### FOLLOW-UP DISCUSSION

How was the drill?

The drill focuses on understanding the perpetrator and the victim.

Giving the perpetrator a chance to change, share the different experiences during which one was a 'thief' and when they changed to a 'police' and vice versa.

**Coaching tips:**  
Quick runs, finding space.

**DRIBBLING**

**TRUCK AND TRAILER**

Life is full of change, often without a warning!

**PARTICIPANTS**

**10 TO MORE**

**EQUIPMENT**

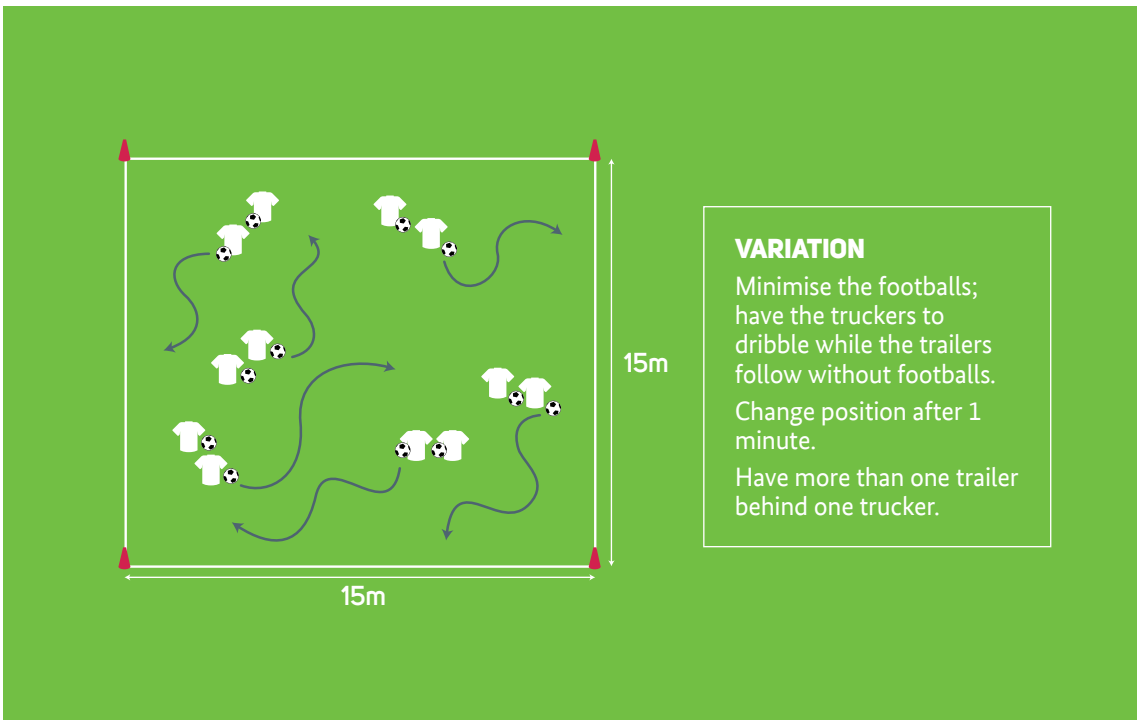
**FOOTBALLS  
CONES**

**DIAGRAM TABLE**



**What to do**

Divide the group into pairs with each player having a ball. The first player is the 'truck' and the second player is the 'trailer'. On the coach's command, the 'trailer' must follow the 'truck' as closely as possible around the grid. The 'truck' must change speed and direction as much as possible. Players reverse roles when the coach shouts 'change'. Players must avoid colliding with other pairs within the grid (adapt the size of the pitch according to the number of players).



**FOLLOW-UP DISCUSSION**

- How was the drill?
- How does the group affect your own decisions, behaviour and actions?
- How can peer pressure influence our participation incorrect activities?
- Discuss how you can avoid peer pressure.

**Coaching tips:**  
Dribbling, dodging, close ball control, heads up and change of direction.

PASSING

## THE DIAGONAL PASS

Share your space responsibly.

### PARTICIPANTS

12 OR MORE

### EQUIPMENT

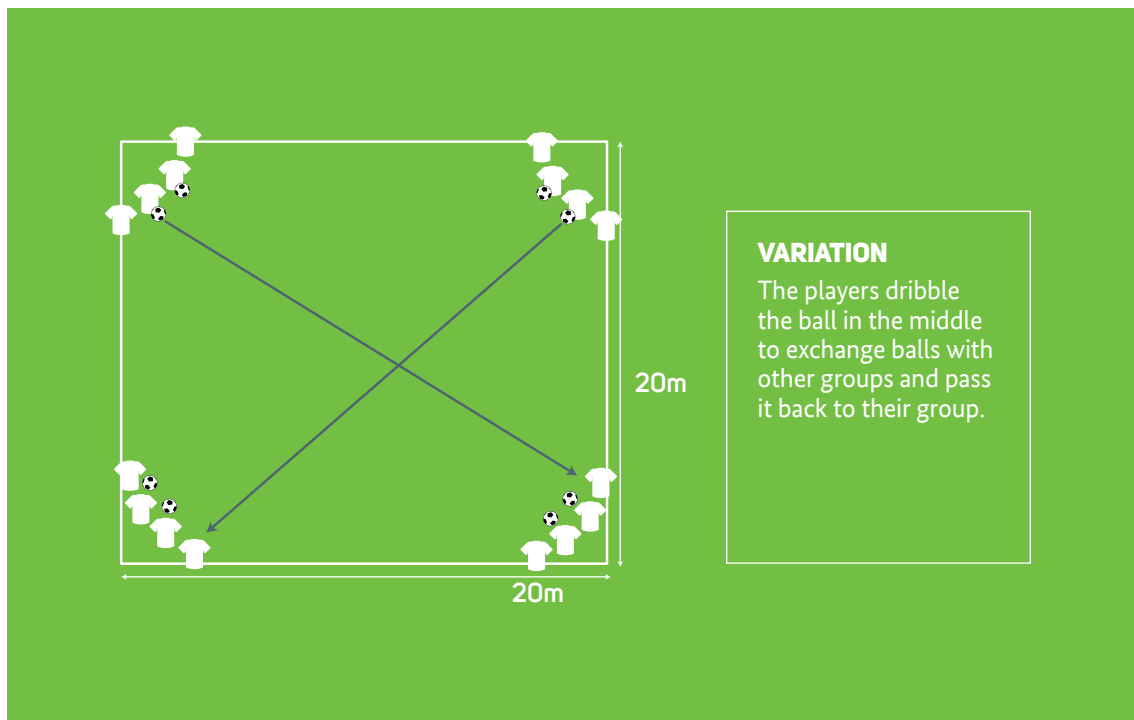
FOOTBALLS  
CONES  
BIBS

### DIAGRAM TABLE

|   |          |
|---|----------|
| → | PASSING  |
| ⚽ | FOOTBALL |
| 👤 | PLAYERS  |

### What to do

Players are split into groups of 4, with each group standing in one corner. Each group has one football and passes the football to the group diagonally opposite of them. After passing, a player follows the ball diagonally and joins the group which s/he passed the ball to.



### FOLLOW-UP DISCUSSION

How was the drill?

What did you experience during the drill?

Could you explain what happened during the drill?

How would you describe the meaning of exchanging balls?

#### Coaching tips:

Close ball control of the football, accurate passing and endurance.

BALL POSSESSION

## PARTY BALL

Everybody in-  
Team work!

### PARTICIPANTS

**8 OR MORE**

### EQUIPMENT

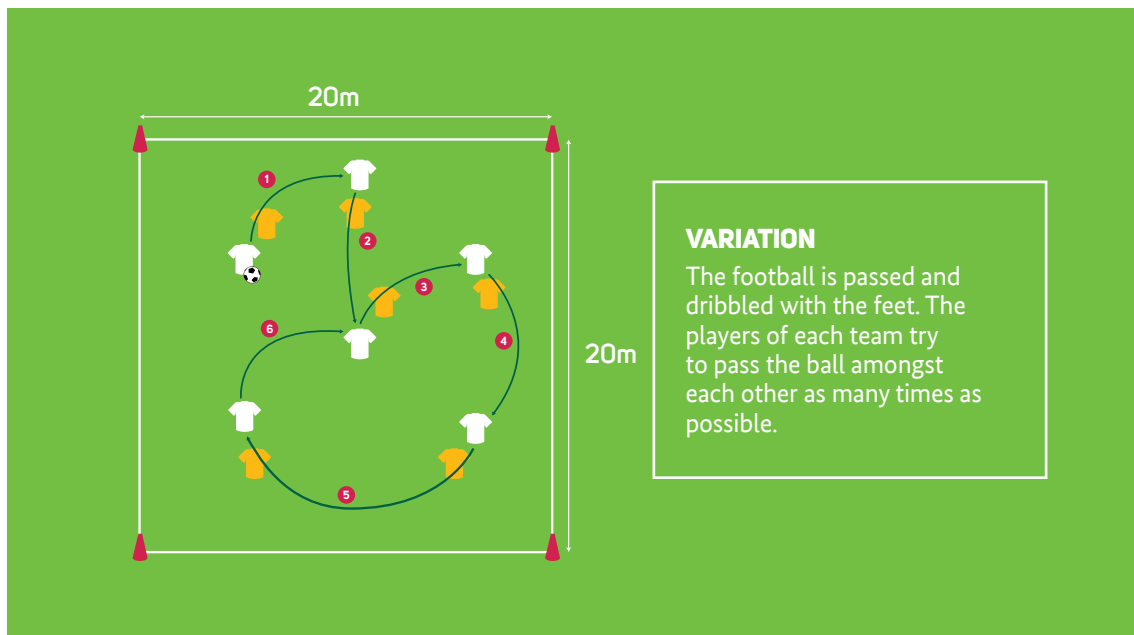
**BIBS  
FOOTBALL  
CONES**

### DIAGRAM TABLE



### What to do

Create two teams of equal number of players. The players in each team try to pass the ball amongst each other as many times as possible. The opposite team tries to prevent this and reach the highest number of passes within the team themselves. Each pass scores one point. Only the subsequent passes within one team are counted. If the passing of the ball is interrupted by the opposing team, the counting has to start again. The team with the highest score within a certain time limit (e.g. 10 minutes) wins. With marked field lines, if a player steps over the field line, the opponent gets the ball. Do not run with the ball in hand for more than 2 paces i.e. stop, and pass it on or dribble. Do not run the ball for longer than 3 seconds.



### FOLLOW UP DISCUSSION

How was the drill?

How does the group affect your own decisions, behaviour and actions?

How can peer pressure influence our participation incorrect activities?

#### Coaching tips:

*Finding space, communication and accurate passing.*

SCORING

**HOPE**There is Hope  
for change!

## PARTICIPANTS

**8 OR MORE**

## EQUIPMENT

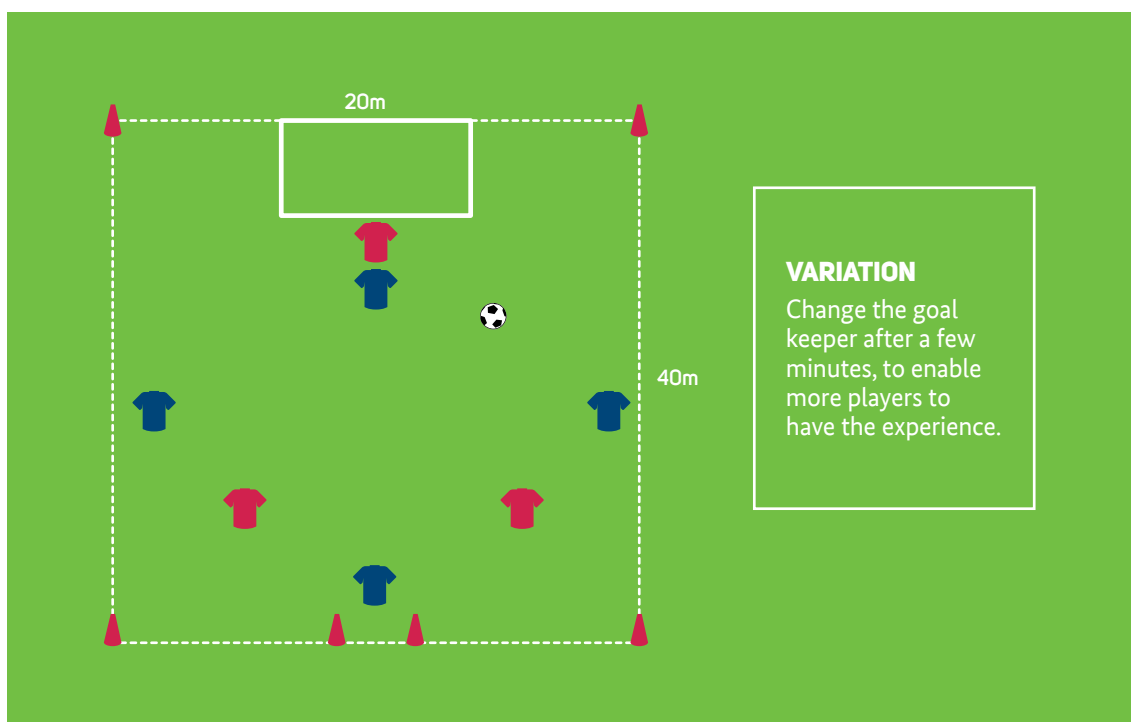
**GOALPOST  
CONES  
BIBS  
FOOTBALLS**

## DIAGRAM TABLE

|  |   |          |
|--|---|----------|
|  |  | CONES    |
|  |  | FOOTBALL |
|  |  | PLAYERS  |

**What to do**

Set up a large goal and a small dribble goal on the base line opposite each other. One player from the team defending the large goalpost acts as the goal keeper. Two teams play against each other.

**FOLLOW-UP DISCUSSION**

How was the drill?

How do we deal with inequalities?

Relate the experiences from the game to your personal life or to your community.

**Coaching tips:**

Scoring, passing, ball possession and team work.



BALL  
POSSESSION**SUPPORT YOUR FRIENDS**Create safe space  
free from violence!**PARTICIPANTS****12 OR MORE****EQUIPMENT****FOOTBALL  
BIBS  
CONES****DIAGRAM TABLE**

FOOTBALL



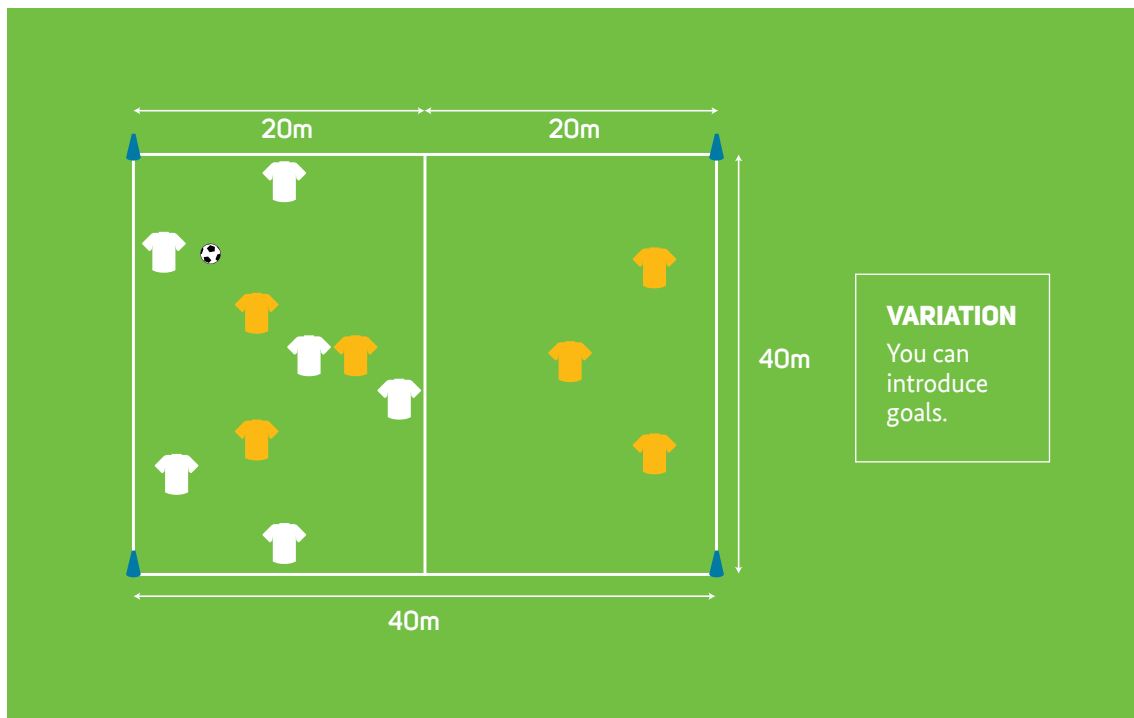
CONES



PLAYERS

**What to do**

The field is divided in the middle and the game starts with a 6v3 or 8v4 in one half. Team A starts with ball possession, with 6 players who are playing a simple game of keeping the ball. When the 3 Team B players win the ball, they pass it into the other half to their teammates and join the half. Three Team A players follow the ball into the other half of the pitch while the remaining three players wait for the ball.

**FOLLOW-UP DISCUSSION**

How was the drill?

How does it feel to rely on others for support?

How could we support perpetrators of violence in their efforts to change (and become peace agents)?

How can we support individuals who have experienced violence in their lives?

**Coaching tips:***Movement into space, support and accurate passing.*

SCORING

## EXTERNAL SUPPORT

Be a peace agent!





### PARTICIPANTS

14 OR MORE

### EQUIPMENT

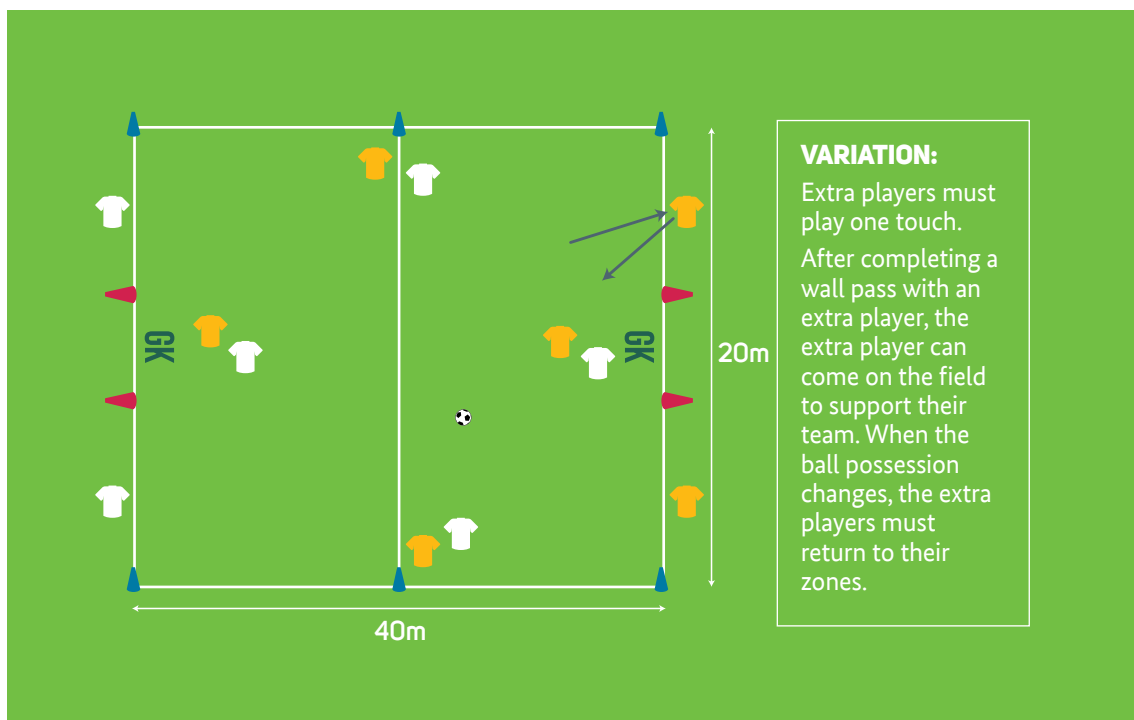
**FOOTBALL**  
**CONES**  
**BIBS**

### DIAGRAM TABLE

|  |            |
|--|------------|
|  | CONES      |
|  | FOOTBALL   |
|  | GOALKEEPER |
|  | PLAYERS    |

### What to do

Two teams of five players including a goalkeeper play against each other. Each team has two extra players on the opponent's goals line. Before a team can score, they have to pass the ball to one of the two extra players at the goal line, which can't be marked. When the team receives a back pass from the extra player, they try to score. After a pass to the extra player s/he is going to switch position with the field player.



### FOLLOW-UP DISCUSSION

How was the drill?

What is the advantage of external support?

How can we receive external support?

#### Coaching tips:

Accuracy, scoring and wall passing.

# COMMUNICATION

GUIDE THE BLIND

THE PUZZLE (THREE IN A ROW)

TAG A PLAYER

KEEP YOUR YARD SAFE

2V2

SHOOTING GAME

NO RULES

## CHAPTER 8



**DRIBBLING**

**GUIDE THE BLIND**

Use your words and not your fist!

**PARTICIPANTS**

**2 OR MORE**

**EQUIPMENT**

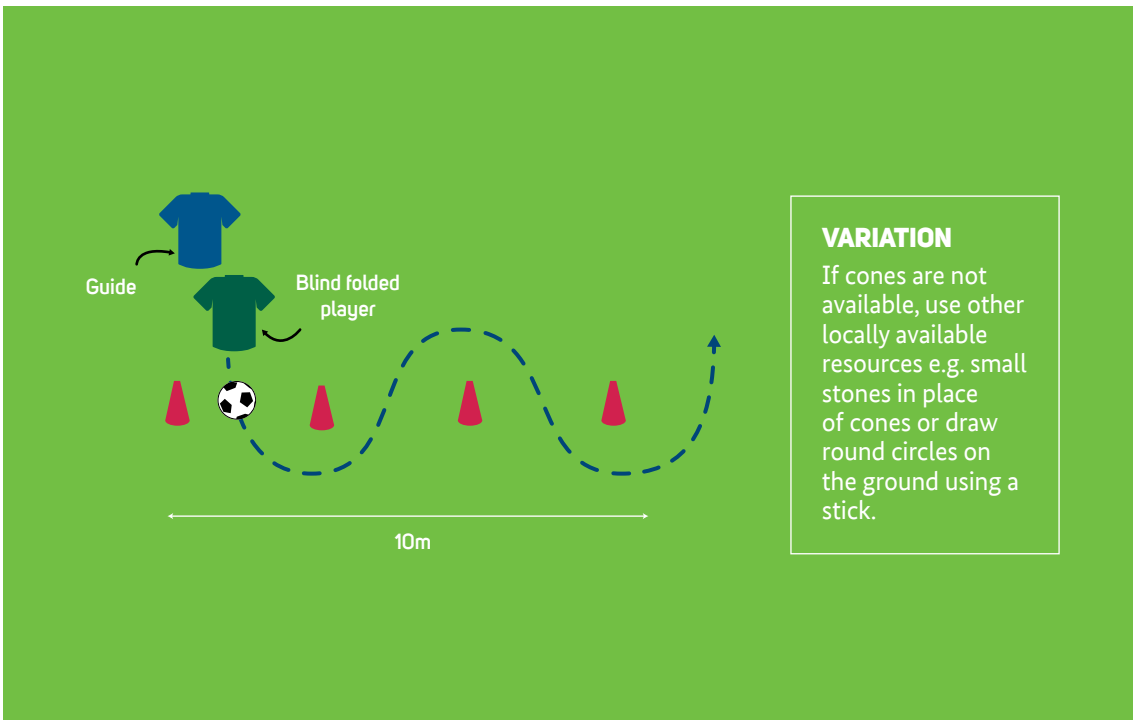
**BLIND FOLDS  
CONES  
BALLS**

**DIAGRAM TABLE**

|       |          |
|-------|----------|
| — — → | RUNNING  |
| ▲ ▲   | CONES    |
| ⚽ ⚽   | FOOTBALL |
| 👤 👤   | PLAYERS  |

**What to do**

Arrange the cones on a straight line. Each player gets a partner, and one of them will be blindfolded. Have the blindfolded player dribbling the ball through the cones while being guided by the other player. There should be no physical contact between the two players. The players then switch roles.



**FOLLOW UP DISCUSSION**

How was the drill?

Share your experience on the challenges you faced while blind folded and while being guided.

Good communication and leadership skills support peace promotion. Relate the experiences to the situation in your community.

*Coaching tips:*  
Close control of the ball and dribbling.

COORDINATION

## THE PUZZLE

(THREE IN A ROW)

Make use of every moment to build peace!

### PARTICIPANTS

6 OR MORE

### EQUIPMENT

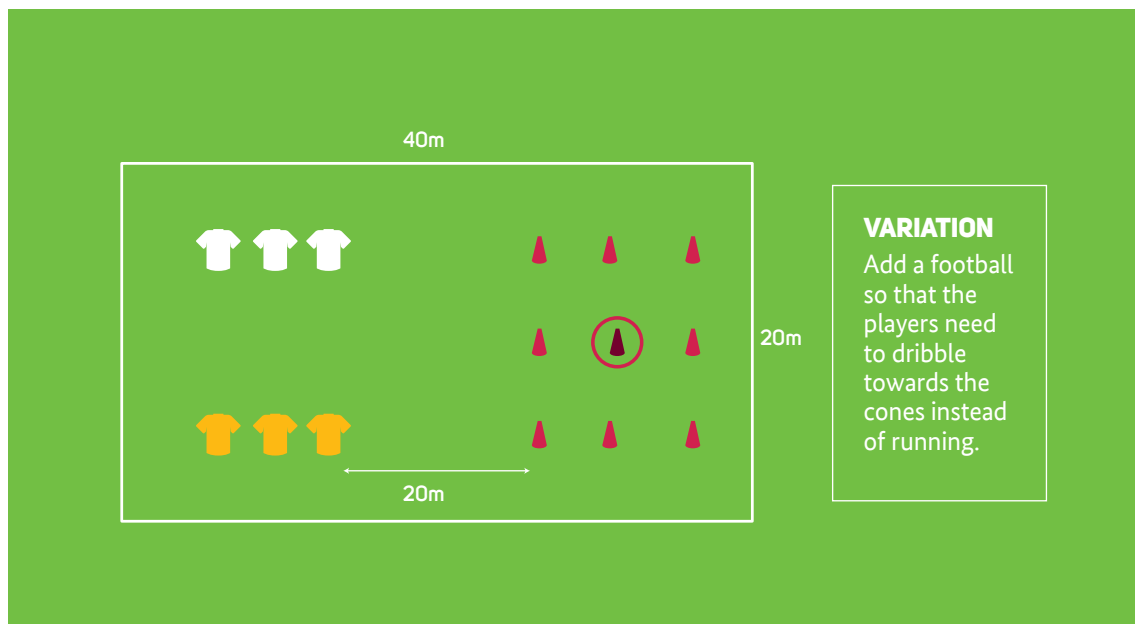
FOOTBALL CONES  
BIBS

### DIAGRAM TABLE



### What to do

Two teams are competing against each other. Each team has three bibs in the same colour, but different from the other team. The aim of the game is to place three bibs on three cones in a row or diagonally. After giving the starting signal, the first player of each team runs towards the cones with a bib in his/her hand. During the first round, the bibs can't be placed on the cone in the middle (see figure, cone with a circle), but on any other cone. The first player runs back to his/her team and high-fives the next player of the team, who will place the second bib on any empty cone. The third player will do the same after getting a high-five from the second player. Once all bibs are placed on cones, the next player can relocate a bib to an empty cone. Each team needs to be creative to block the opponent's puzzle and arrange their own bibs to have three in a row.



### FOLLOW-UP DISCUSSION

How was the drill?

Describe the challenge to make quick decisions and prevent negative situations?

How do we react towards a player who makes a mistake?

Share your thoughts about the challenge to decide very fast in order to prevent a negative situation.

#### Coaching tips:

Speed, endurance, anticipation and close ball control.

BALL POSSESSION

## TAG A PLAYER

Be your neighbor's keeper!






### PARTICIPANTS

10 OR MORE

### EQUIPMENT

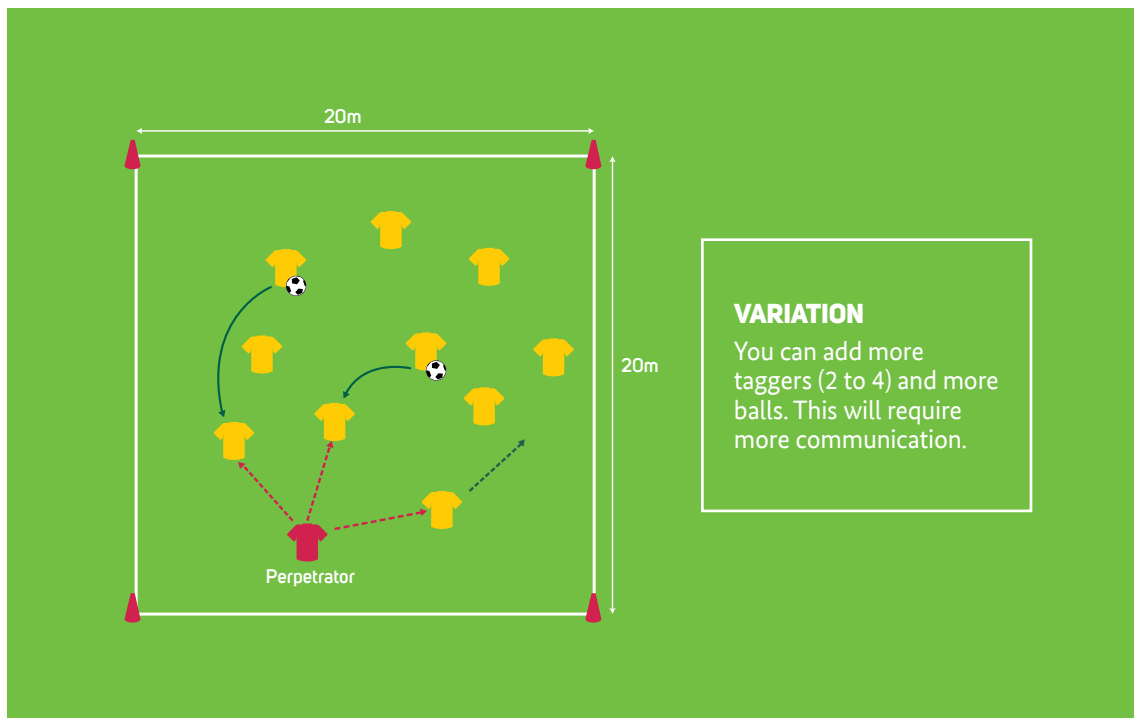
FOOTBALLS  
BIB  
CONES

### DIAGRAM TABLE

|  |          |
|--|----------|
|  | PASSING  |
|  | RUNNING  |
|  | CONES    |
|  | FOOTBALL |
|  | PLAYERS  |

### What to do

Mark out a square large enough for the number of players e.g. 12 players. All players have to move and pass the ball within the area. One player (acting as a perpetrator) tries to tag players who don't have the ball. The players are safe if they have the ball; if they are tagged they have to run one lap around the marked field before re-entering the game. The coach instructs the players that if they see someone being chased by the perpetrator, they should pass the ball to them.



### FOLLOW-UP DISCUSSION

How was the drill?

What is your role in preventing violence or protecting others from violence (relate this to the act of passing the ball to the other players in the game)?

How can we assist each other as peers in avoiding violence?

#### Coaching tips:

Ball circulation, space, accurate passing and communication.

**COORDINATION**  
**KEEP YOUR YARD SAFE**

Peace is always beautiful

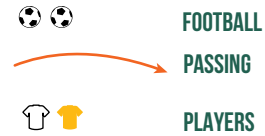
**PARTICIPANTS**

**14 OR MORE**

**EQUIPMENT**

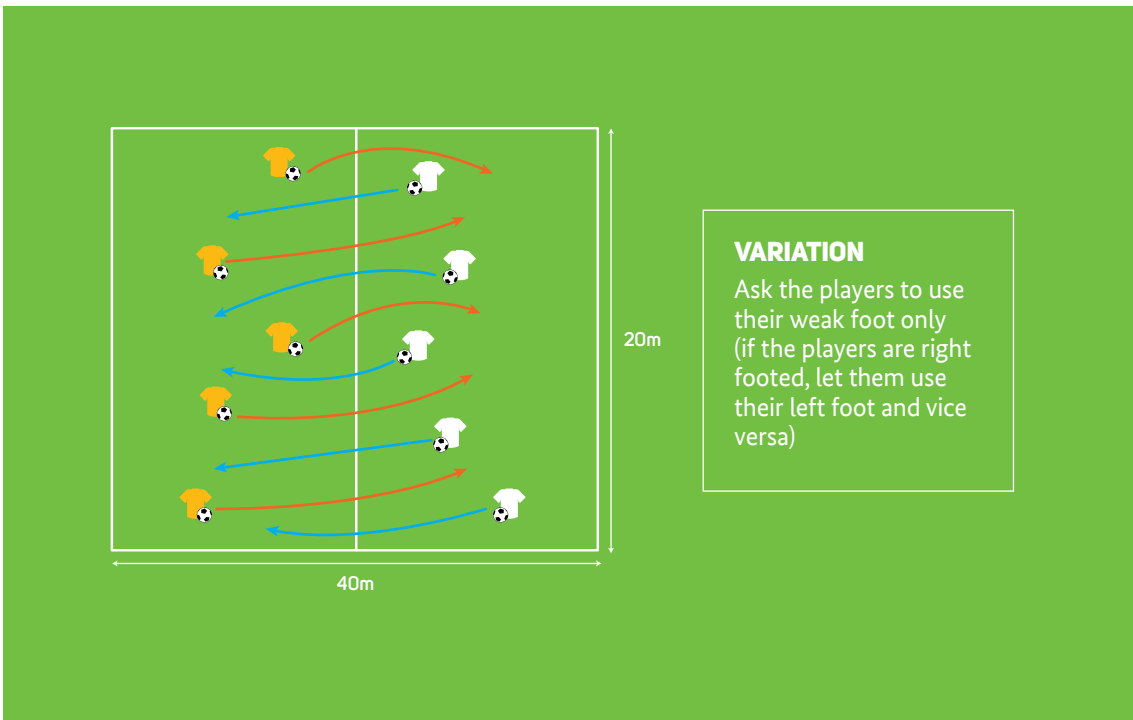
**FOOTBALLS  
CONES**

**DIAGRAM TABLE**



**What to do**

Have two equal teams, one in each half. Every player has a ball to start the game. On the coach's whistle, the players try to pass the balls from their half into the opposing team's half. The aim of the game is to clear their own half from balls. When the coach blows the whistle after 3-5 minutes, the game stops and the team with the least amount of balls in their half wins.



**FOLLOW-UP DISCUSSION**

- How was the drill?
- Could you explain the meaning of the balls?
- How do we shift blame and aggression to other players/members of the community?

*Coaching tips:  
Passing, speed and endurance.*

COORDINATION

2V2

Change in  
inevitable

## PARTICIPANTS

8 TO 16

## EQUIPMENT

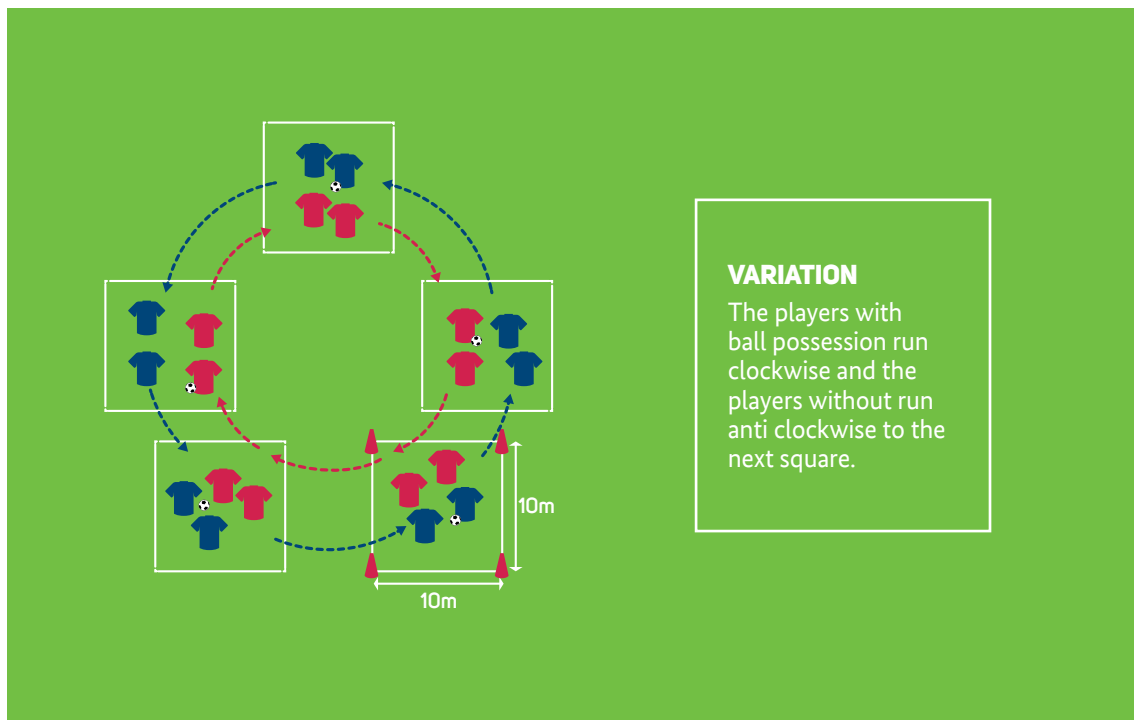
FOOTBALLS  
CONES

## DIAGRAM TABLE

|       |          |
|-------|----------|
| — — → | RUNNING  |
| ▲ ▲   | CONES    |
| ⚽ ⚽   | FOOTBALL |
| 👤 👤   | PLAYERS  |

## What to do

The drill starts with five matches set up in squares. The teams within the square compete for ball possession. When the coach shouts 'change' or blows the whistle, every team leaves the ball in the square and runs clockwise to the next square and plays against the same players. After changing squares, the player that gets to the ball first starts the game.



## FOLLOW-UP DISCUSSION

How was the drill?

How do we react to change?

What is the importance of having a second chance?

Share experiences where a perpetrator becomes a peace promoter and vice versa.

**Coaching tips:***Close Control, use tricks to beat opponents, and change of direction.*



SCORING

## SHOOTING GAME

Peace is a journey of a thousand miles and starts with a single step.





### PARTICIPANTS

12 OR MORE

### EQUIPMENT

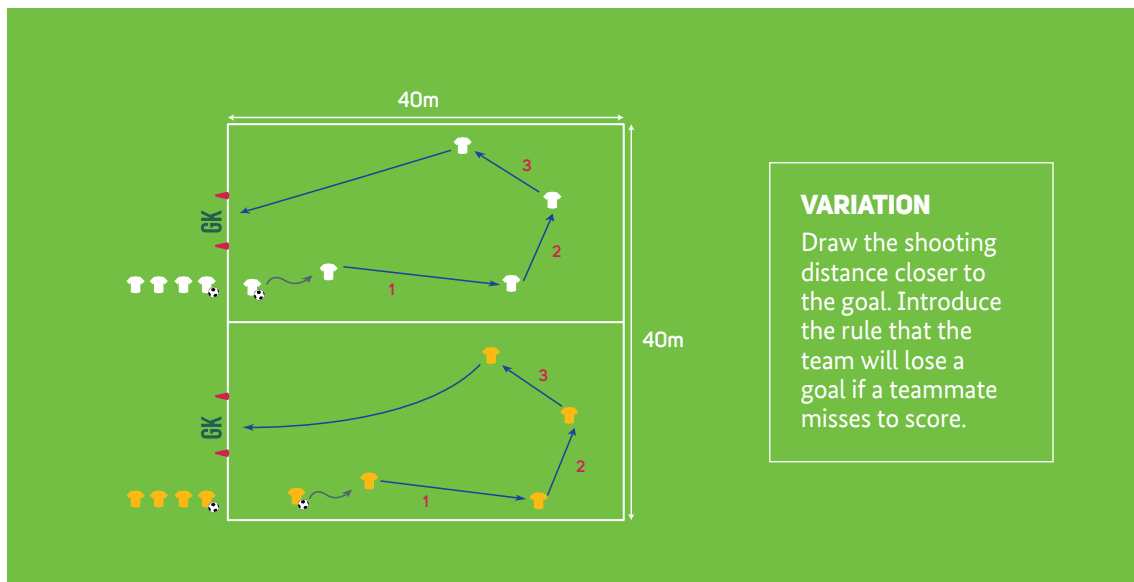
FOOTBALL  
CONES  
BIBS

### DIAGRAM TABLE

|  |                     |
|--|---------------------|
|  | FOOTBALL            |
|  | CONES               |
|  | PASSING OR SHOOTING |
|  | PLAYERS             |

### What to do

In this rotational game, two fields with two goalposts and goalkeepers are set up next to each other. Four players form a passing line with the same distance between each other. The other players queue next to the touch line at the goalpost. The first player next to the goalpost passes the ball to the first player in the passing line. The first player in the passing line turns with the ball and passes to the next player in the passing line. The passing goes on until the last player in the passing line gets the ball and tries to score a distance goal. Players move to the next position after passing; the shooter collects the ball and queues. If a player scores, s/he gives a high-five to the goalkeeper and if they don't score, they give a high-five to the teammates queuing next to the touchline. Start a competition counting which team scored the most goals in a limited time period.



### FOLLOW-UP DISCUSSION

How was the drill?

Do we accept mistakes?

How do we handle people who have disappointed us or those we have disappointed in order to prevent conflict?

**Coaching tips:**

Accurate passing and shooting.

**SCORING**  
**NO RULES**

Rules and norms promote social order in our community!

**PARTICIPANTS**  
**10 OR MORE**

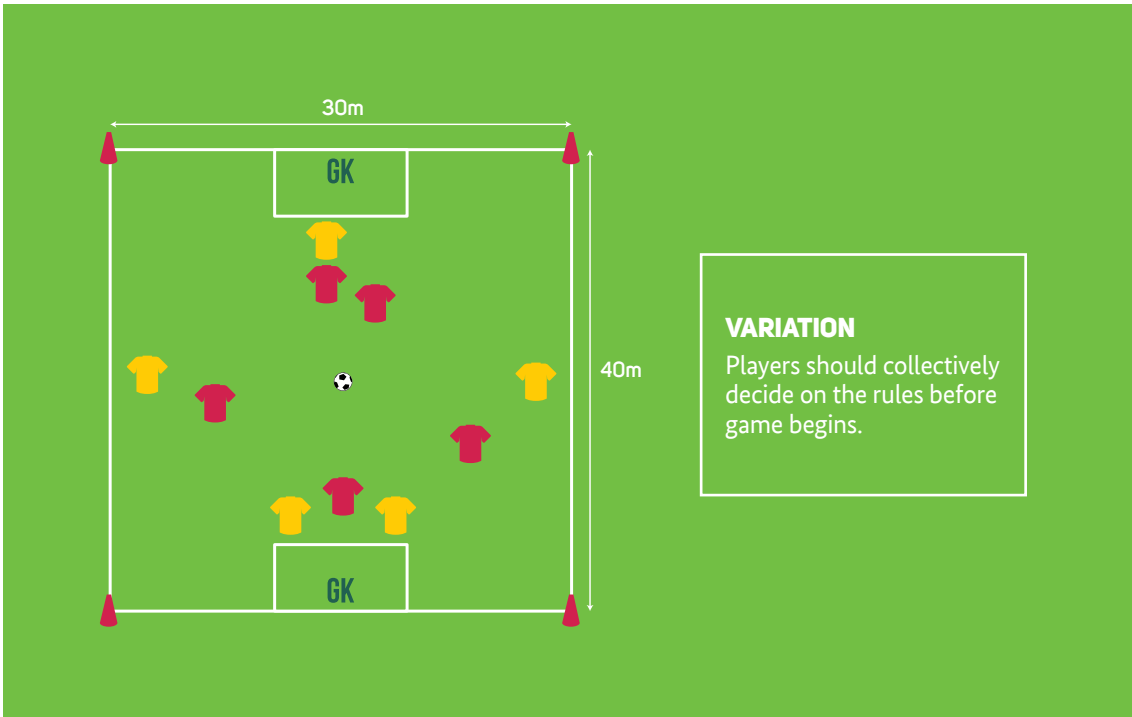
**EQUIPMENT**  
**FOOTBALL**  
**CONES**  
**BIBS**  
**GOALPOSTS**

**DIAGRAM TABLE**

|  |            |
|--|------------|
|  | CONES      |
|  | FOOTBALL   |
|  | GOALKEEPER |
|  | PLAYERS    |

**What to do**

Let the players organize themselves and play a match with no rules and without a referee. The coach stresses that 'no rules apply'.



**FOLLOW-UP DISCUSSION**

How was the drill?

Do we always need a referee in our games and why?

The importance of adhering to rules/laws in our community and how this ensures a peaceful environment.

Players should learn how to resolve conflicts themselves and treat their opponents fairly.

Relate this to peace keepers in your respective communities.

**Coaching tips:**

Knowledge of football rules communication and fair play.

# CHAPTER 9

## TEAM WORK

GATE KEEPERS

TWINS

4V4 ADVANTAGE

TEAMWORK

BREAKAWAY

FREE ZONE

TWO SIDED



**DRIBBLING**

**GATE KEEPERS**

Peace is dealing with conflicts in a positive way.

**PARTICIPANTS**

**10 OR MORE**

**EQUIPMENT**

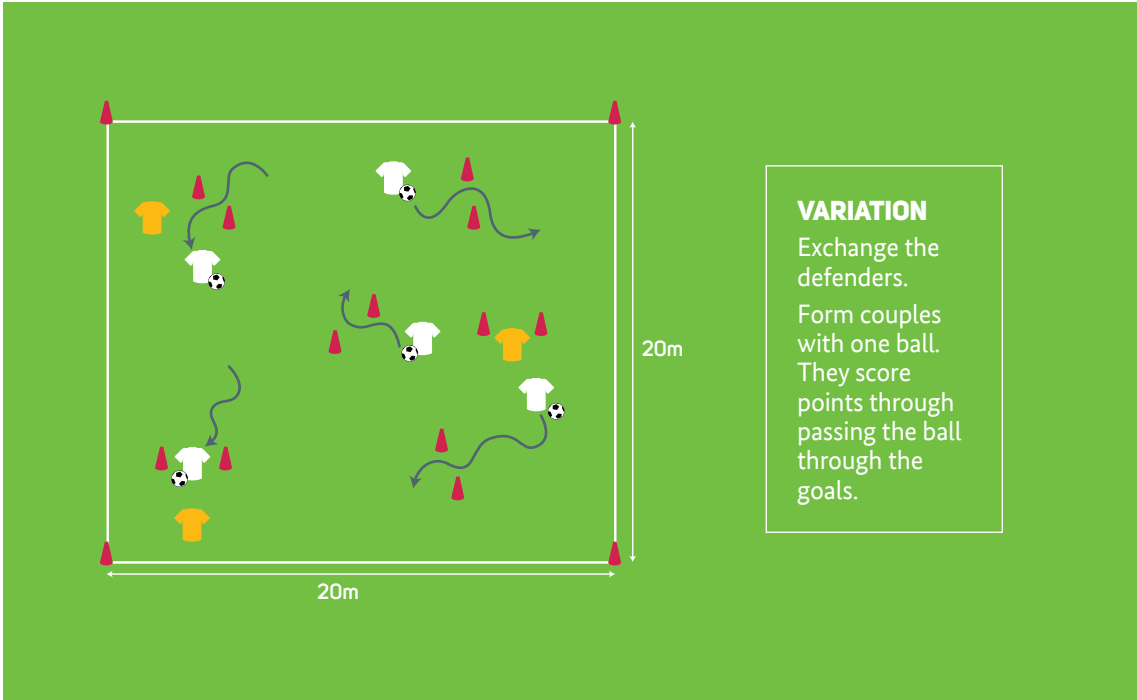
**FOOTBALLS  
CONES  
BIBS**

**DIAGRAM TABLE**



**What to do**

You have a group of dribbling players, dribble goals and defenders who are holding bibs in their hands. The number of dribble goals should be twice the number of defenders. The dribble goals are 1 meter wide. On the coach's command, players with a ball must attempt to dribble through as many goals as possible within 3 minutes. The two defenders have to prevent the players from dribbling through the goals. A point is awarded for every goal a player can dribble through. Each player counts their own points. After 3 minutes, roles are changed between defenders and dribbling players.



**FOLLOW-UP DISCUSSION**

- How was the drill?
- Could you share your experiences as a gatekeeper?
- What do you think about the number of goals and the number of defenders, who have to protect them?
- What does it take to be a gatekeeper in our respective communities?

*Coaching tips:*  
Heads up, close ball control, defending.

SCORING




**TWINS**

Peace cannot be kept  
by force. It is achieved  
by understanding!

**PARTICIPANTS****17 OR MORE****EQUIPMENT**

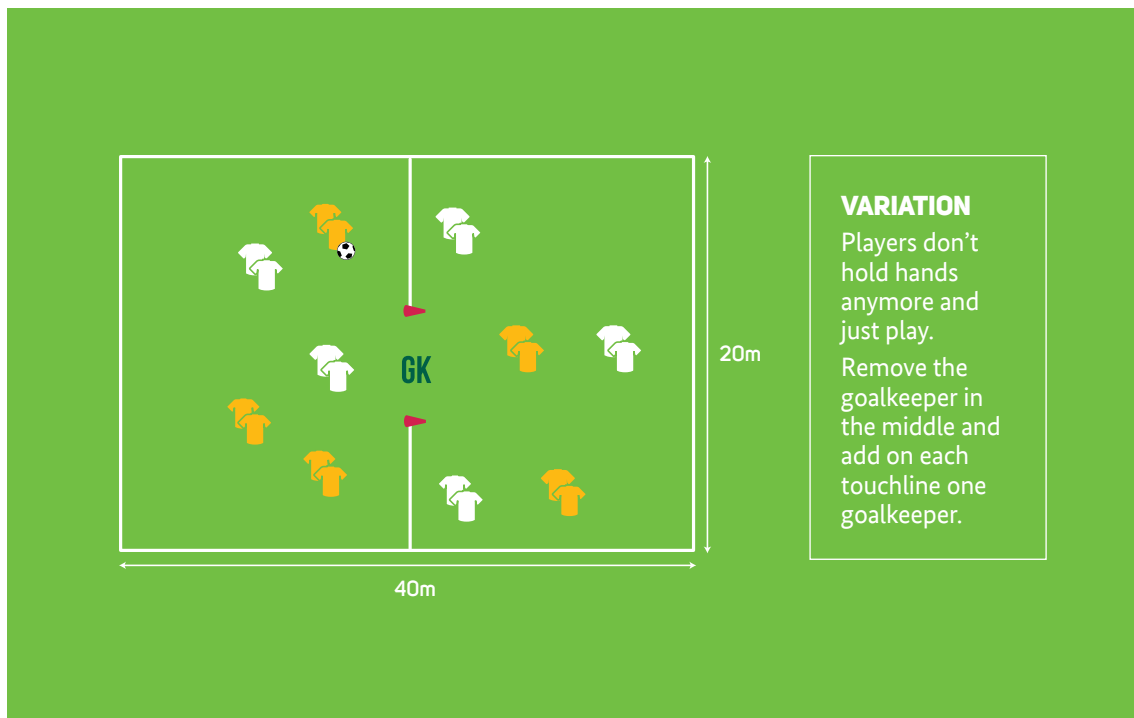
**FOOTBALL  
CONES  
BIBS**

**DIAGRAM TABLE**

|  |            |
|--|------------|
|  | FOOTBALL   |
|  | CONES      |
| GK   | GOALKEEPER |
|  | PLAYERS    |

**What to do**

The game can start with 8 v 8 or 10 v 10 with one goal keeper in the middle playing for both teams. All players are playing while holding hands with a teammate. Each team defends one side of the goal and tries to score at the other side.

**FOLLOW-UP DISCUSSION**

How was the drill?

What do you think; why is it more difficult to play as a couple?

How do we tolerate our teammates when they annoy us?

How do we control our emotions both in the field and outside the field?

**Coaching tips:**

*Team work, ball possession, defending and changing moments.*

SCORING

**ADVANTAGE**

Don't let pressure control you.

## PARTICIPANTS

**14 OR MORE**

## EQUIPMENT

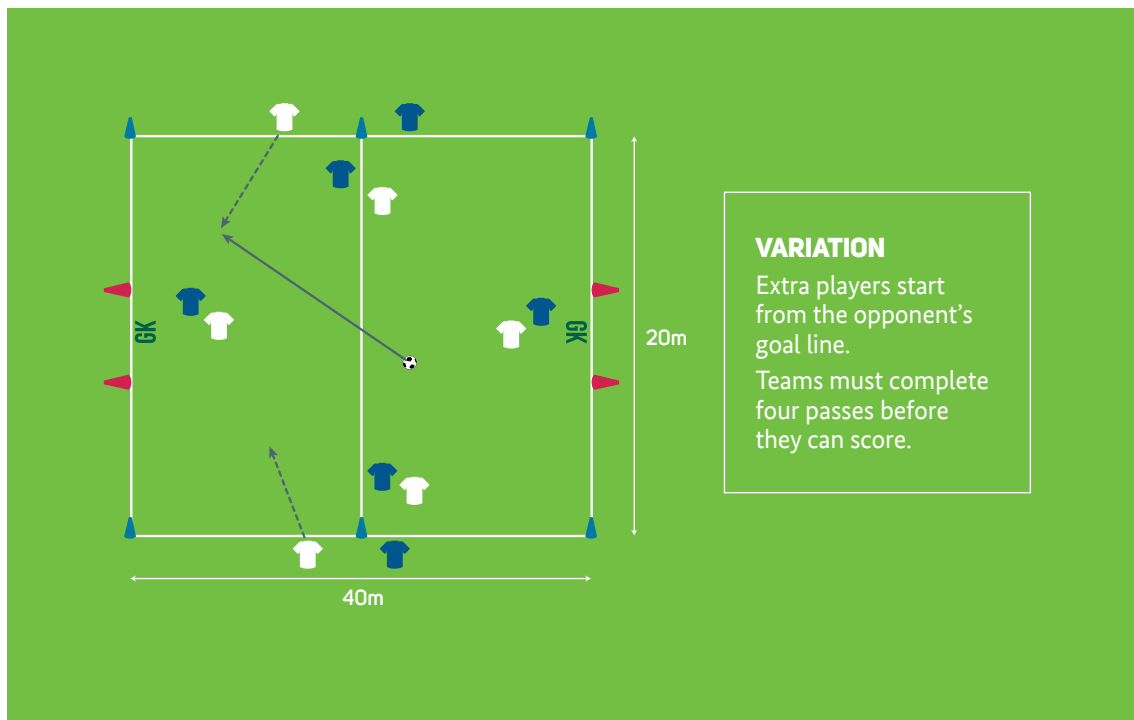
**FOOTBALL  
CONES  
BIBS**

## DIAGRAM TABLE

|       |            |
|-------|------------|
| — — → | RUNNING    |
| ▲ ▲ ▲ | CONES      |
| GK    | GOALKEEPER |
| ⚽ ⚽   | FOOTBALL   |
| 👕 👕   | PLAYERS    |

**What to do**

Each team has two extra players positioned at the middle line. If a team wins the ball possession, the two extra players enter the field. Once the ball is lost, both extra players must leave the field again and the extra players of the other team can enter.

**FOLLOW-UP DISCUSSION**

How was the drill?

How can one stay calm despite the pressure they face?

How do you handle pressure when the odds are against you?

Think of situations where you start blaming your team mates instead of focusing on handling the situation.

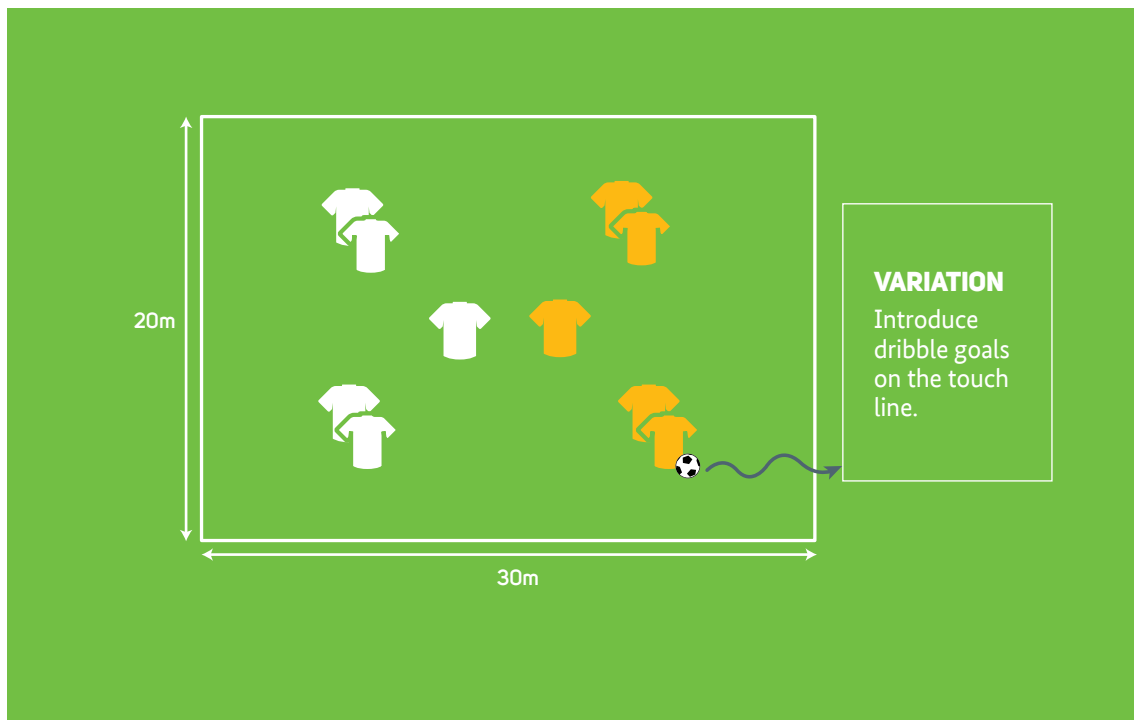
**Coaching tips:***Deep passes, changing moments, counter attacks and shooting.*

BALL  
POSSESSION**TEAMWORK**Peace can be  
enhanced by being  
our brothers' keepers.**PARTICIPANTS****10 OR MORE****EQUIPMENT****FOOTBALL  
CONES  
BIBS****DIAGRAM TABLE**

|  |            |
|--|------------|
|  | FOOTBALL   |
|  | DRIBBLING  |
| GK   | GOALKEEPER |
|  | PLAYERS    |

**What to do**

Each team has five players; one player is free while the other four are holding hands in pairs. Teams can score goals when a pair dribbles past the opponent's touch line.

**FOLLOW-UP DISCUSSION**

How was the drill?

In what circumstance/ scenario are we required to act as an individual in preventing conflict?

How do we move as a pair to prevent conflict?

In reference to the experience, is it better to work as a team or as an individual, and why?

**Coaching tips:**

Close ball control, teamwork, shielding and dribbling.

## SCORING BREAKAWAY

Good leadership  
promotes positive  
peace.

### PARTICIPANTS

**10 OR MORE**

### EQUIPMENT

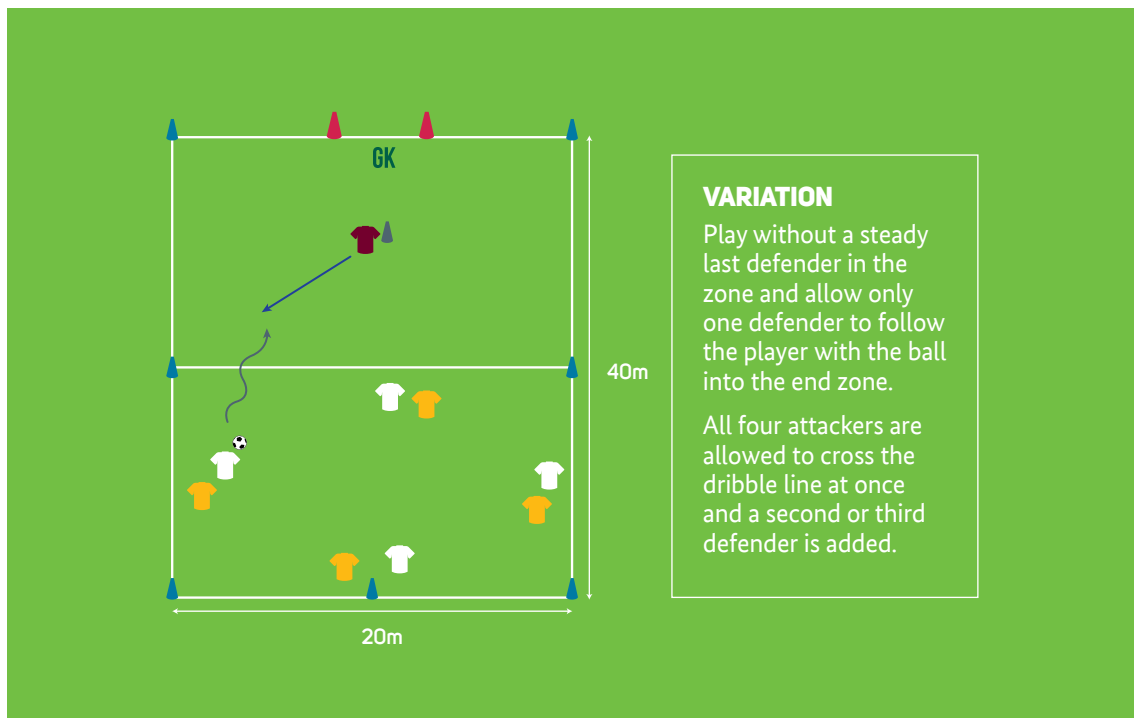
**FOOTBALL  
CONES  
BIBS**

### DIAGRAM TABLE

|   |            |
|---|------------|
|   | DRIBBLING  |
|   | CONES      |
|  | GOALKEEPER |
|   | PLAYERS    |

### What to do

In a 4v4 game, a team can cross a dribble line when they have at least completed three passes. If one player breaks away and crosses the dribble line, another teammate joins to play a 2 v 1 against a neutral defender. The neutral defender starts from a designated spot after the attacker's first touch inside the end zone. After playing multiple rounds, the roles are switched after 4-8 minutes.



### FOLLOW-UP DISCUSSION

How was the drill?

How do you think advice and leadership can facilitate achievements?

How do you react/respond to such situations?

Discuss how giving advice and leadership can incite achievements.

#### Coaching tips:

*1v1, shooting, dribbling, and defending.*



**SCORING**

**FREE ZONE**

Create a safe space, free from violence!




**PARTICIPANTS**

**10 OR MORE**

**EQUIPMENT**

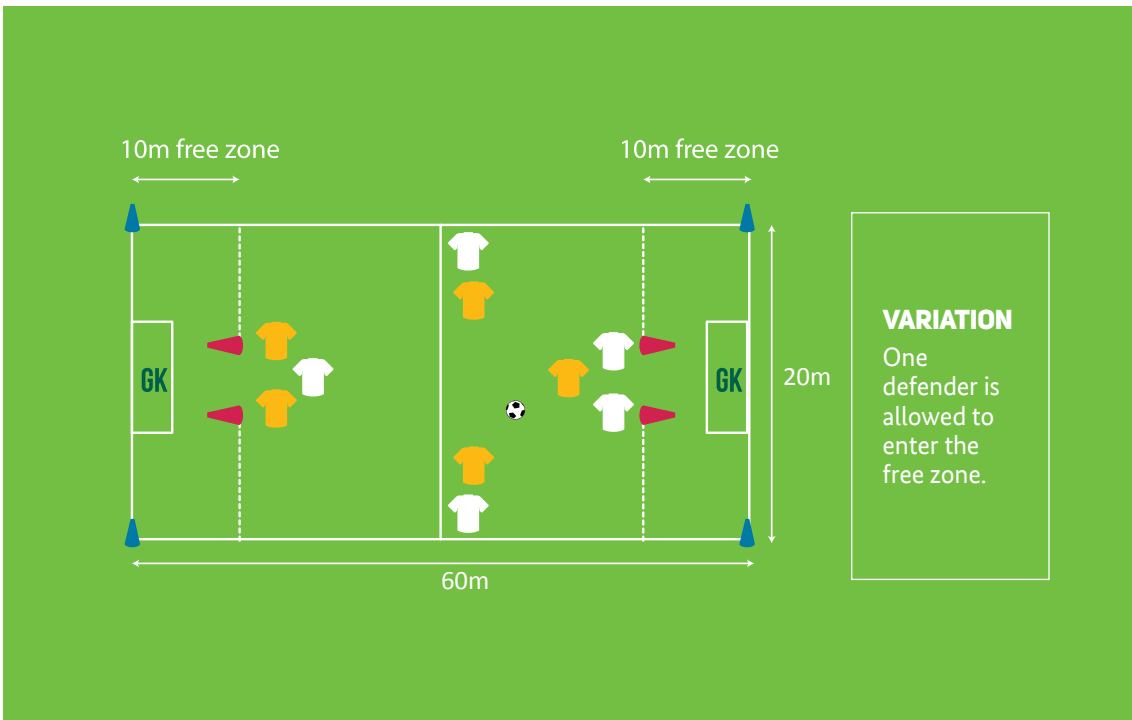
**CONES  
FOOTBALL  
BIBS**

**DIAGRAM TABLE**

|  |            |
|--|------------|
|  | FOOTBALL   |
|  | CONES      |
|  | GOALKEEPER |
|  | PLAYERS    |

**What to do**

Two small cones are placed in front of each goal post to mark the entry to the free zone. When one of the players manages to go through to the cones, he/she is in the free zone. No other player is allowed in the free zone apart from the player with the ball who then tries to score against the goal keeper.



**FOLLOW-UP DISCUSSION**

How was the drill?

How does it feel to be in the free zone while other teammates are cheering to you to score?

Think of situations when we take the responsibility to prevent violence as individuals.

**Coaching tips:**

*Shooting, dribbling, moving into space and defending.*

SCORING

**TWO SIDED**

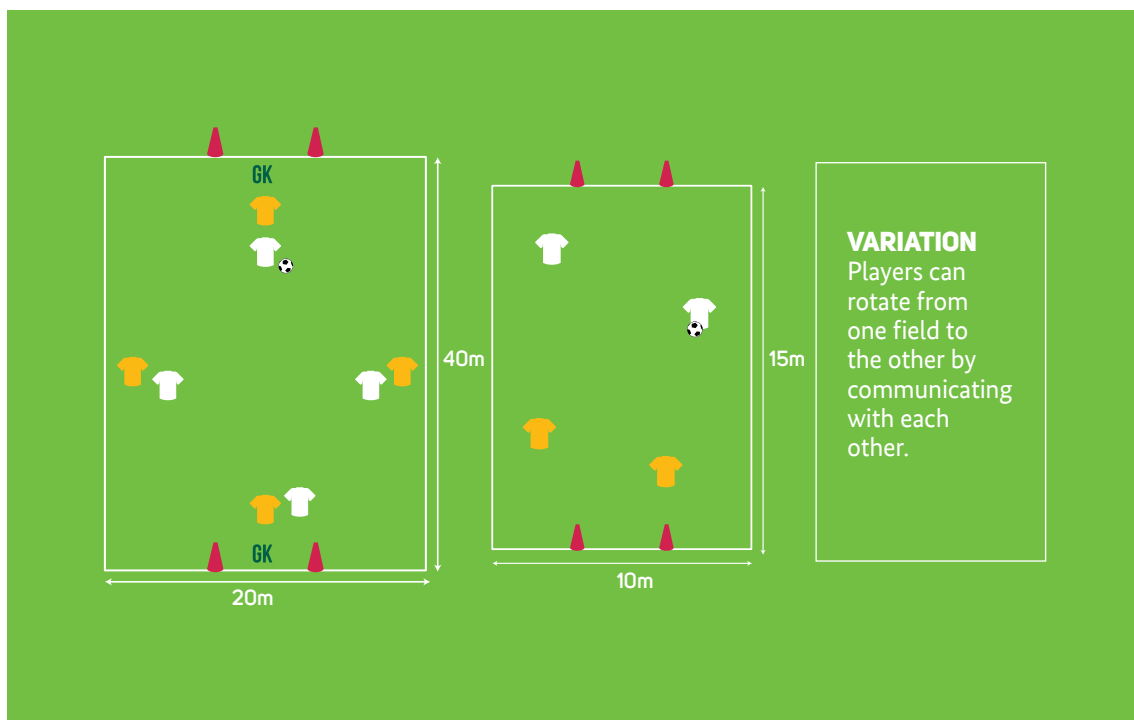
Unity is strength

**PARTICIPANTS****14 OR MORE****EQUIPMENT****BALLS  
BIBS  
CONES****DIAGRAM TABLE**

|     |            |
|-----|------------|
| ▲ ▲ | CONES      |
| ⚽ ⚽ | FOOTBALL   |
| GK  | GOALKEEPER |
| 👕 👕 | PLAYERS    |

**What to do**

This is a two-sided game. Every team has seven players and a goalkeeper. Five players and the goalkeeper play on the big field, and two players on a small field play against the other team. The final score of each team in each field is summarized. Before the game begins, the teams can determine which player will play on which field.

**FOLLOW-UP DISCUSSION**

How was the drill?

How does it feel to score a goal as a team?

Does a peaceful environment lead to positive relationships when we work as team?

Share the experience on the importance of good communication and coordination in achieving a common goal.

**Coaching tips:**

*Passing, ball possession and teamwork.*

# CHANGING PERSPECTIVE

OUTSIDER GAME

EWEITE

CHANGING MOMENTS

SCORING ZONE

POLICE MARK

NEED TO BELONG

ALL PENALTY

## CHAPTER 10



BALL POSSESSION

## OUTSIDER GAME

Changing perspective helps to promote peace.

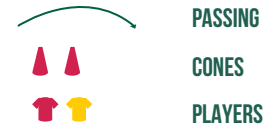
### PARTICIPANTS

**10 OR MORE**

### EQUIPMENT

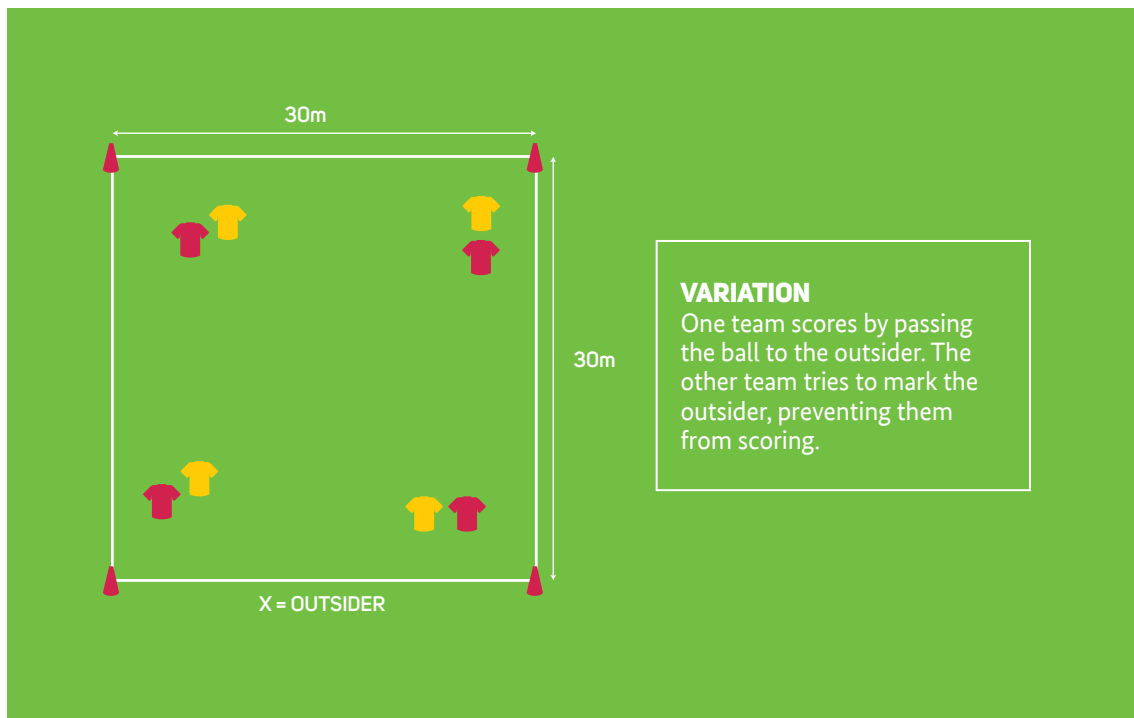
**FOOTBALL CONES**

### DIAGRAM TABLE



### What to do

Create two teams to play against each other. Both teams have an outsider who will not be included in the course of the game. The teammates do not pass the ball to the outsider. The selection of the outsiders is done by the coach. The coach will instruct both teams not to pass the ball to the outsider on their team. The outsider should not be aware of the instruction given to the team.



### FOLLOW-UP DISCUSSION

How was the drill?

The outsiders share with other players what it felt like not having the ball and being ignored.

Relate the experience to how stereotyping plays can lead to violence.

**Coaching tips:**

Ball possession and accurate passing.

DRIBBLING  
**EWETE**

Sometimes we  
win, sometimes we  
lose!

**PARTICIPANTS**

**6 OR MORE**

**EQUIPMENT**

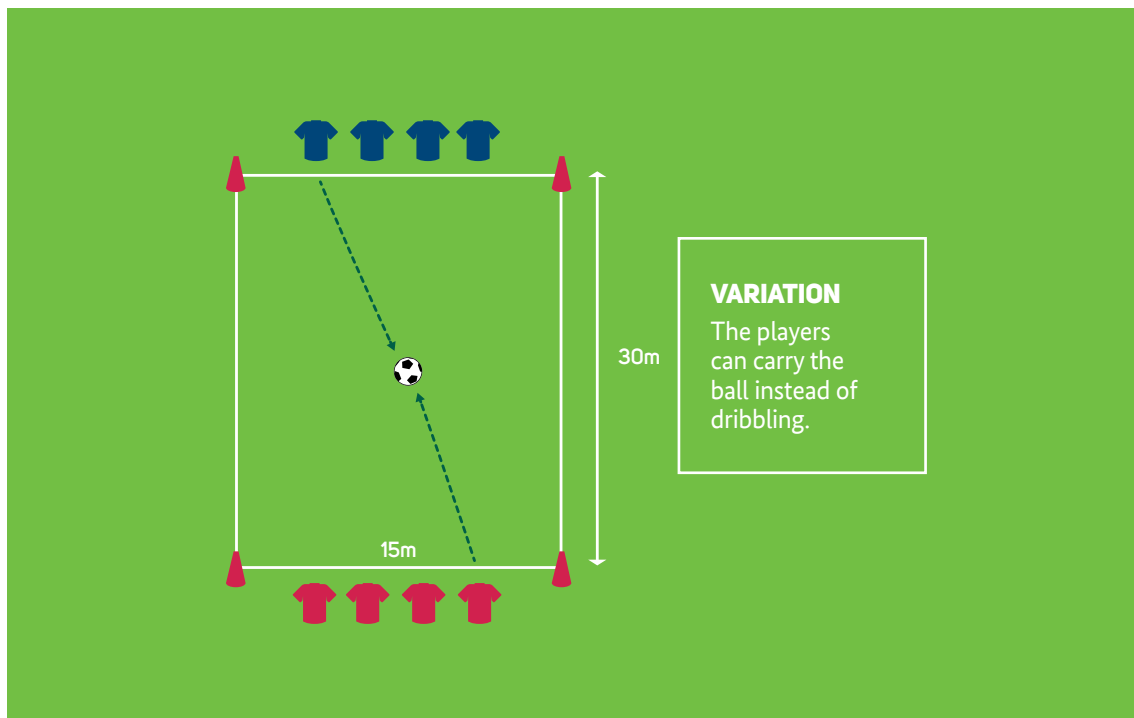
**CONES**  
**BALL**  
**BIBS**

**DIAGRAM TABLE**

|        |          |
|--------|----------|
| -----> | RUNNING  |
| ⚽ ⚽    | FOOTBALL |
| ▲ ▲    | CONES    |
| 👤 👤    | PLAYERS  |

**What to do**

Form two teams and let each team queue at the baseline opposite each other at the same distance away from the ball, which is in the middle of the field. One player from each team starts running at the blow of the whistle. Whoever gets to the ball first tries to dribble to the other side. The player without the ball defends.



**FOLLOW-UP DISCUSSION**

How was the drill?

How does it feel to be in possession of the ball and having to defend it?

When do we have to defend our resources and ourselves?

How can we peacefully defend ourselves and beliefs?

How do we deal with victory or defeat?

**Coaching tips:**

Close ball control and defending.

**BALL POSSESSION**

## CHANGING MOMENTS

Accept change to restore peace.

### PARTICIPANTS

**8 OR MORE**

### EQUIPMENT

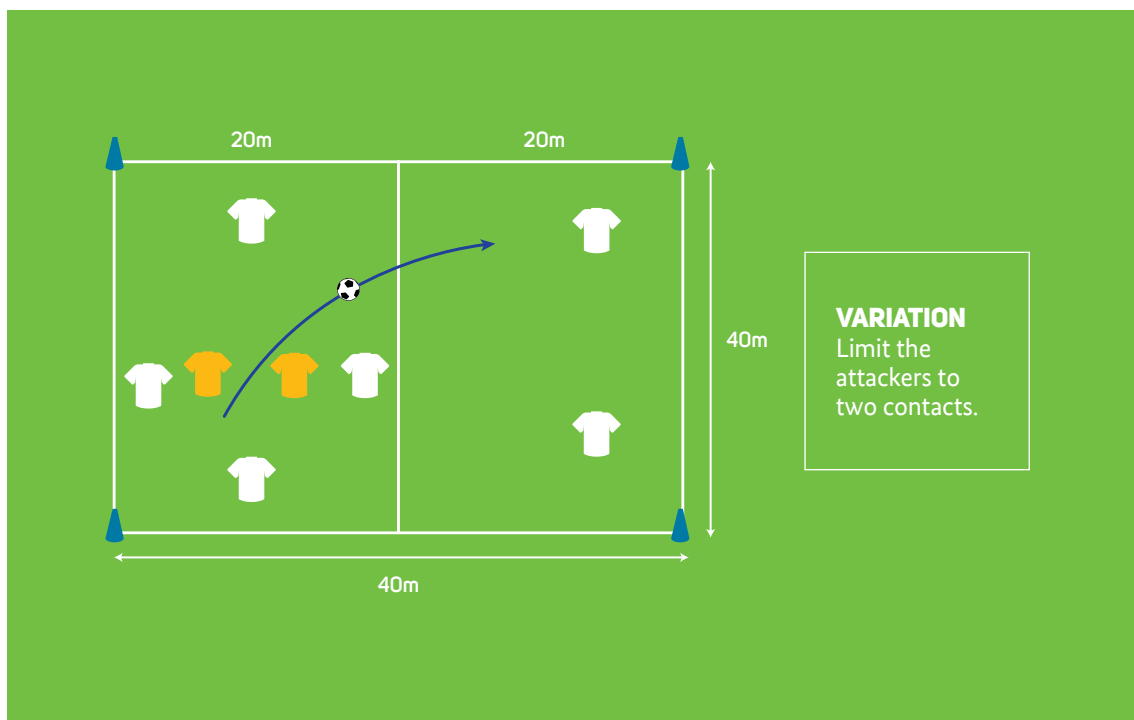
**FOOTBALL CONES  
BIBS**

### DIAGRAM TABLE



### What to do

The field is divided into two parts. A 4v2 ball possession game in one half is initiated while two players are waiting in the other half. The players are in pairs of two. When the four attackers complete five passes without any interception from the two defenders, they pass the ball to the players in the other half. One pair of attackers and the pair of defenders directly follow the pass and rejoin a 4v2. If one of the two players manages to intercept a pass, they switch places with the pair from whom the pass was intercepted.



### FOLLOW-UP DISCUSSION

How was the drill?

How can change that occurs in our communities/schools/homes interfere with our peace?

Discuss how the game gets easier for the attackers when the defenders don't focus on defending as a team.

Share your experience on how a change made you lose your aim/focus.

#### Coaching tips:

Passing, changing moments, endurance and defending.

SCORING

## SCORING ZONE

Be the change you want to see!

### PARTICIPANTS

10 OR MORE

### EQUIPMENT

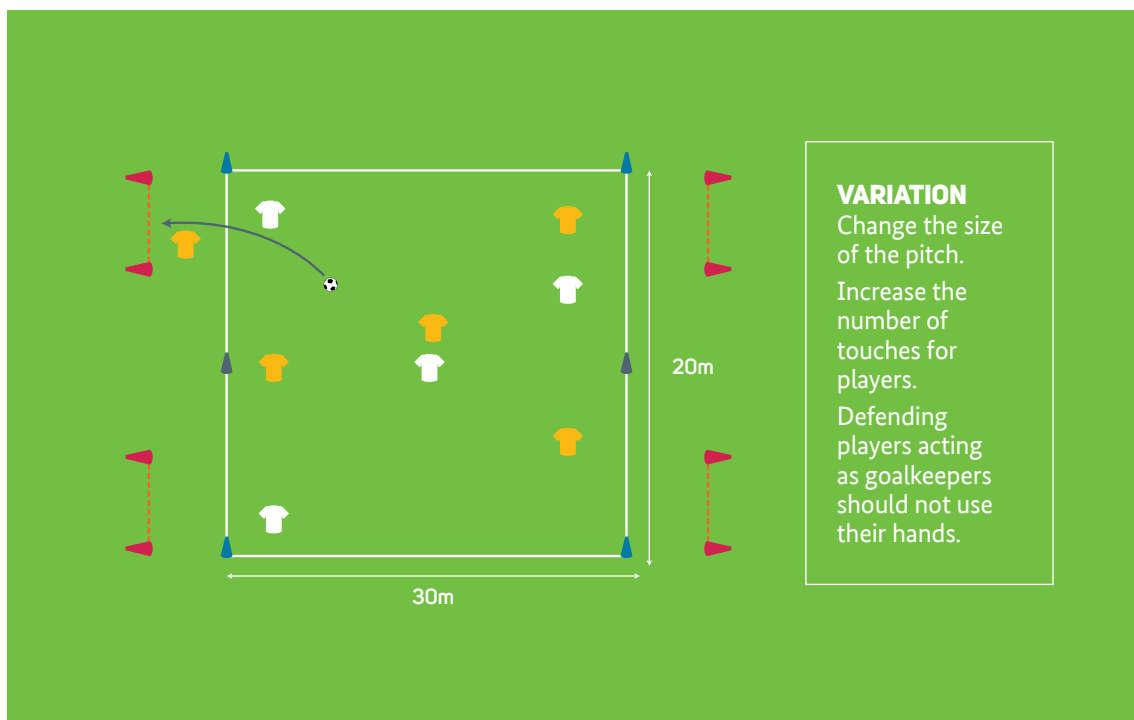
FOOTBALL  
CONES  
BIBS

### DIAGRAM TABLE



### What to do

Two teams play inside the field. Each team has to defend two small goalposts on one side, and can attack two small goalposts on the other side. When a team is in possession, one player from the opposite team has to rush out of the field to act as a goalkeeper to defend the goals. Like that, the team in possession is more numerous until the opposing team wins back the ball. Before scoring a goal, a team has to complete at least three passes.



### FOLLOW-UP DISCUSSION

How was the drill?

How did you distribute the responsibilities among the team?

Who acted as a goalkeeper most of the time?

What are the best ways of sharing responsibilities and resources in a fair way?

While carrying out the drill, was it easier to defend or to score? Why?

#### Coaching tips:

*Ball possession, defending, changing of moment, teamwork, anticipation and defending.*

SCORING

**POLICE  
MARK**

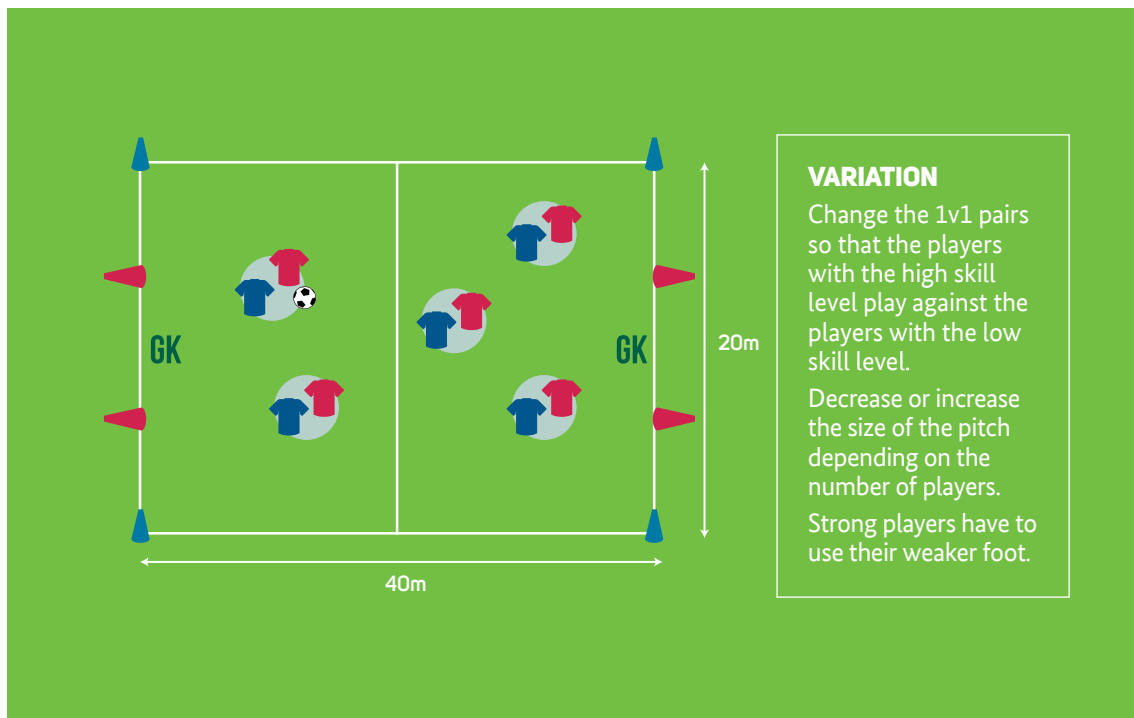
Courageous people do  
not fear forgiving for  
the sake of peace.

**PARTICIPANTS****10 OR MORE****EQUIPMENT****FOOTBALL  
CONES  
BIBS****DIAGRAM TABLE**

|  |            |
|--|------------|
|  | FOOTBALL   |
|  | CONES      |
|  | GOALKEEPER |
|  | PLAYERS    |

**What to do**

In a 5v5 game, pairs with a player from each team are given the task to guard each other. Either the players can agree on the 1v1 pairs or the coach assigns them to an opponent with a similar skill level. Players with a high skill level should guard other players with a high skill level and players with a low skill level should guard players with a similar level. The aim of the game is to win as a team and to score more goals than the other team.

**FOLLOW-UP DISCUSSION**

How was the drill?

How do we appreciate each other's weaknesses and strengths?

How do we reduce the possibility of a disagreement?

Discuss the incident of winning the competition as an individual and losing the competition as a team.

**Coaching tips:**

Marking, creating space, 1v1 and scoring.



SCORING  
**NEED TO BELONG**

Life is not always fair!

**PARTICIPANTS**  
**13 OR MORE**

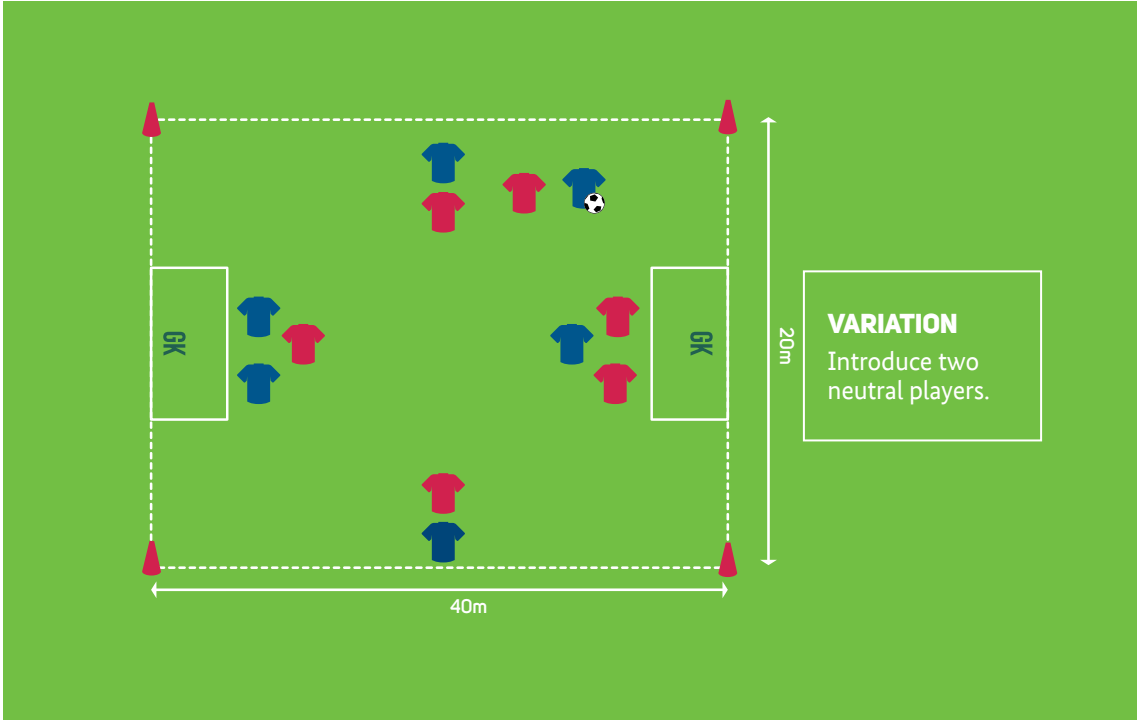
**EQUIPMENT**  
**FOOTBALL**  
**CONES**  
**GOAL POSTS**

**DIAGRAM TABLE**

|  |            |
|--|------------|
|  | DRIBBLING  |
|  | RUNNING    |
|  | FOOTBALL   |
|  | CONES      |
|  | GOALKEEPER |
|  | PLAYERS    |

**What to do**

Divide the players into two teams of equal number and ensure you have one neutral player. The teams play against each other. The playing time is three times five minutes. The neutral player will always be on the side with ball possession, thus always being on the attacking side.



**FOLLOW-UP DISCUSSION**

- How was the drill?
- How do we control our emotions on and off the pitch?
- How does it feel when the neutral player loses the ball?
- Discuss the desire of the neutral player to belong to a team.
- Bring out the importance of team spirit and self-determination showcased by this particular drill.

*Coaching tips:*  
Ball possession, passing and scoring.

SCORING

## ALL PENALTY

Stop, Think, Act!

### PARTICIPANTS

14 OR MORE

### EQUIPMENT

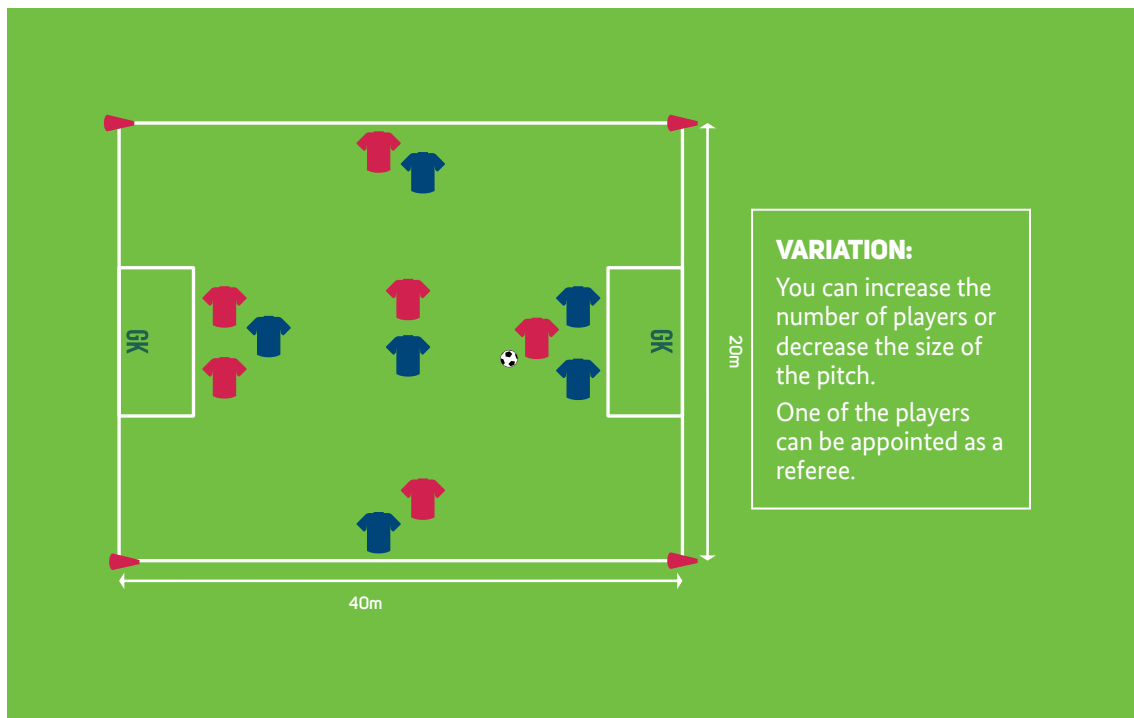
FOOTBALL  
CONES  
GOALPOSTS

### DIAGRAM TABLE

|  |            |
|--|------------|
|   | FOOTBALL   |
|   | CONES      |
| GK   | GOALKEEPER |
|   | PLAYERS    |

### What to do

The drill starts with two teams consisting of seven players, including a goalkeeper, while the coach acts as a referee. Each team tries to score as many goals as possible against their opponents. When any foul is committed, or any football rule is broken (including when the football is out of the marked are), the opponents get an automatic penalty.



### FOLLOW-UP DISCUSSION

How was the drill?

How do we deal with anger and frustration?

How does the mistake of one player affect the team as a whole?

Share the importance of respecting each other.

#### Coaching tips:

Fair play, scoring (penalties) and communication.

# CHAPTER 11

## WORKSHOP QUESTIONNAIRES



## PRE-COACH-WORKSHOP QUESTIONNAIRE (KENYA)

Your personal code number is S4DAK \_\_ \_\_\_\_

**Dear participant,**

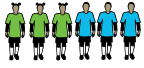
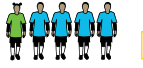
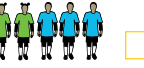


This is an anonymous survey. Please answer the questions as follows:

- Select your answer with an X.
- \_\_\_\_\_ Fill the space by writing your answer.
- If there is a scale, please indicate if you agree or disagree to a statement.

### SECTION A: BIOGRAPHICAL INFORMATION

|    |  |   |  |   |
|----|--|---|--|---|
| 1. | How old are you?   | I am _____ years old.                         |  |   |
| 2. | What's your gender?  | <input type="checkbox"/> Female               | <input type="checkbox"/> Male                |   |
| 3. | How would you best describe yourself? / What's your profession?                          | <input type="checkbox"/> Teacher              | <input type="checkbox"/> Sports Coach        | <input type="checkbox"/> Sports Administrator |
|    |  | <input type="checkbox"/> School Administrator |  | <input type="checkbox"/> Other(s):            |
| 4. | I work in a ( <i>you can choose more than one answer</i> )                               | <input type="checkbox"/> School               | <input type="checkbox"/> Community team/club |   |
|    |  | <input type="checkbox"/> NGO/CBO              | <input type="checkbox"/> Other(s):           |   |
| 5. | What is the highest level of education that you have reached?                            | <input type="checkbox"/> Primary              | <input type="checkbox"/> Secondary           | <input type="checkbox"/> Vocational           |
|    |  | <input type="checkbox"/> University           | <input type="checkbox"/> Other(s):           |   |
| 6. | Which type of sport are you regularly involved in? (You can choose more than one answer) | <input type="checkbox"/> None                 | <input type="checkbox"/> Football            | <input type="checkbox"/> Netball              |
|    |  | <input type="checkbox"/> Basketball           | <input type="checkbox"/> Volleyball          | <input type="checkbox"/> Handball             |
|    |  | <input type="checkbox"/> Other(s):            |  |   |
| 7. | Have you already worked as a sports coach?   | <input type="checkbox"/> Yes                  | <input type="checkbox"/> No                  |   |

## SECTION B: COACH BIOGRAPHY &amp; EXPERIENCE

|     |  |  |  |
|-----|--|--|--|
| 8.  | For how long have you been coaching sport? (In years) _____  |  |  |
| 9.  | Where do you normally conduct your sporting activities? (You can choose more than one answer)                              | <input type="checkbox"/> In the classroom  | <input type="checkbox"/> School field                              |
|     |  | <input type="checkbox"/> Public sport ground   | <input type="checkbox"/> Sport ground belonging to an organisation |
|     |  | Other: _____   |  |
| 10. | Who do you coach?  | <input type="checkbox"/> Females   | <input type="checkbox"/> Males                                     |
|     |  | <input type="checkbox"/> Mixed groups (male & female)  |  |
| 11. | Tick the group that most resembles your own:   |  |  |
|     |  | <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  |  |
| 12. | How old are the ones you coach? (You can choose more than one answer)  | <input type="checkbox"/> 10 years old and younger  | <input type="checkbox"/> 11 to 14 years old                        |
|     |  | <input type="checkbox"/> 15 to 18 years old  | <input type="checkbox"/> older than 18                             |
| 13. | On average, how many children/youth participate in each of your sport sessions?  | <input type="checkbox"/> 1 - 20  | <input type="checkbox"/> 21 - 40                                   |
|     |  | <input type="checkbox"/> 41 - 60   | <input type="checkbox"/> 61 - 80                                   |
|     |  | <input type="checkbox"/> 81 - 100  | <input type="checkbox"/> More than 100                             |
| 14. | Have you previously undergone any training as a sport coach/sport trainer/P.E. teacher?                                    | <input type="checkbox"/> Yes   | <input type="checkbox"/> No  |
|     |  | If yes, give a brief description of the training (provider, topic, date):<br>_____<br>_____  |  |
| 15. | How often do you lead sporting activities?   | <input type="checkbox"/> Daily   | <input type="checkbox"/> Twice a week                              |
|     |  | <input type="checkbox"/> Once a week   | <input type="checkbox"/> Once a month                              |
|     |  | <input type="checkbox"/> Only during holidays  | <input type="checkbox"/> Never                                     |
| 16. | Are some of the following topics related to your work as a sports coach? Which ones? (You can choose more than one answer) | <input type="checkbox"/> High-performance sport  | <input type="checkbox"/> Gender equality                           |
|     |  | <input type="checkbox"/> Health  | <input type="checkbox"/> HIV/AIDS prevention                       |
|     |  | <input type="checkbox"/> Violence Prevention   | <input type="checkbox"/> Employment skills                         |
|     |  | <input type="checkbox"/> Life skills   | Other(s): _____  |
| 17. | Have you previously been trained in sport for development?   | <input type="checkbox"/> Yes   | <input type="checkbox"/> No  |
|     |  | If yes, give a brief description on the training (provider, topic, date):<br>_____<br>_____  |  |
| 18. | I work with children and youth of:   | <input type="checkbox"/> The host community  | <input type="checkbox"/> The refugee community                     |
|     |  | <input type="checkbox"/> Mixed groups (host and refugee community)   |  |
|     |  | Others: _____  |  |

**What are the main challenges in your daily work as trainer/coach/teacher?**

|  | always                   | frequently               | sometimes                | rarely                   | never                    |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19. Gender and gender-related violence because of prejudice/stereotypes          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Religion and religion-related violence because of prejudice/stereotypes      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Ethnic background and ethnic-related violence because prejudice/ Stereotypes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Game-related conflicts on or off the pitch                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Personal conflicts on or off the pitch                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Violence against other participants  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Disrespectful behavior towards the trainer/coach/teacher                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Cultural and traditional practices.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Lack of equipment or sport grounds   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Punctuality and presence of participants                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Support from administrative staff  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Others (please describe):  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## SECTION C: KENYA

Do you agree/disagree with the following statements?

|     |   | I strongly disagree      | I disagree               | I am not sure            | I agree                  | I strongly agree         |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 31. | Sport is about competition and winning  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. | Sport is an appropriate tool for violence prevention                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. | I think boys and girls can be trained together                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. | I think it's important to integrate girls and gender aspects into training sessions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. | As a coach, I'm a role model for the children/youth                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. | I know how to deal with conflicts on the field                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. | I know how to work with intercultural groups (refugee and host community)           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. | When I don't have equipment, I can improvise  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. | I know how to design and lead sports tournaments for children/youth                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. | I know how to plan and lead age appropriate sports training                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. | I think mixed groups of youth from the refugee and host community are beneficial    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. | Violence can be verbal, psychological or emotional                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. | Coaches can influence the behavior of opposing teams                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. | Mediators should force a solution on disagreeing parties                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. | Violence can have social and economic consequences                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## POST-COACH-WORKSHOP QUESTIONNAIRE (KENYA)

Your personal code number is S4DAK \_\_\_\_\_

**Dear participant,**

This is an anonymous survey. Please answer the questions as follows:

- Select your answer with an X.
- \_\_\_\_\_ Fill the space by writing your answer.
- If there is a scale, please indicate if you agree or disagree to a statement.

### SECTION D: KENYA

#### Do you agree/disagree with the following statements?

|  | I strongly disagree      | I disagree               | I am not sure            | I agree                  | I strongly agree         |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Sport is about competition and winning.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Sport is an appropriate tool for violence prevention.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. I think boys and girls can be trained together.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. I think it's important to integrate girls and gender aspects into training sessions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. As a coach, I'm a role model for the children/youth.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. I know how to deal with conflicts on the field.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. I know how to work with intercultural groups (refugee and host community).           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. When I don't have equipment, I can improvise.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. I know how to design and lead sports tournaments for children/youth.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. I know how to plan and lead age-appropriate sports training.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. I think mixed groups of youth from the refugee and host community are beneficial.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. Violence can be verbal, psychological or emotional.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. Coaches can influence the behavior of opposing teams.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Mediators should force a solution on disagreeing parties.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. Violence can have social and economic consequences.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## SECTION E: WORKSHOP SATISFACTION AND OUTLOOK

|     |  |   |
|-----|--|---|
| 45. | Which parts of the workshop did you like best?   |   |
| 46. | What did you miss?   |   |
| 47. | What would you change or improve?  |   |
| 48. | I think it's important to integrate girls and gender aspects into training sessions.   | Any further comments or recommendations:  |
| 49. | Would you be interested in other sports-related training?  | Yes <input type="checkbox"/> No <input type="checkbox"/> I am not sure <input type="checkbox"/>           |
| 50. | Are you able to easily integrate the newly acquired skills (knowledge, drills) in your sporting activities on a regular basis?   | Yes <input type="checkbox"/> No <input type="checkbox"/>  |
|     |  | Briefly explain   |
| 51. | How often do you think you will be able to use the drills in the sporting activities in your respective institutions/ community? | Daily <input type="checkbox"/> Twice a week <input type="checkbox"/> Once a week <input type="checkbox"/> |
|     |  | Once a month <input type="checkbox"/> Only during holiday <input type="checkbox"/>                        |

## Do you agree/disagree with the following statements?

|     | I strongly disagree   | I disagree               | I am not sure            | I agree                  | I strongly agree         |                          |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 52. | The instructors were well-prepared for the workshop.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. | The language used by the instructors was appropriate.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. | The level of the sport sections was appropriate.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. | The participants got the opportunity to participate actively during the workshop. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. | The workshop met my expectations.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |







“Sport moves  
and  
educates!”