



OTAHARIN – Curriculum

GENERAL STRUCTURE AND OBJECTIVES

One important objective of the football activities is to make them fun for the participants. This is the only way to create motivation to join as well as to experience and talk about monthly changing themes that represent the overall objectives of the programme. Those themes will be addressed in the following order within one year of activities:

1. Communication and Getting To Know Each Other
2. Body Contact and Trust
3. Responsibility
4. Respect
5. Tolerance
6. Self-awareness
7. Teamwork
8. Problem and Conflict Resolution
9. Goal Orientation
10. Perseverance

STRUCTURAL AND PEDAGOGICAL ASPECTS OF A SESSION

How can I make it motivating and fun?

Rituals

- Session begins and ends in a circle (sitting or standing)
- Group has a unique, self-created team call
- Shake-Hands-Ritual in the end of every session
- Clapping hands to become quiet

Methods

- Joker system: When the group masters a difficult drill and behaves well they can get a joker. Once they have, for example, 3 jokers they get some kind of reward:
 - An hour of only playing matches
 - Sweets
 - Trip to football stadium
 - Etc.
- Tell stories to explain the games if possible
- A ball is always involved
- Kids do not wait long
- Drills include variations, competition, goals
- Teams always have cool or funny names (given by coach or self-created)



How can I create teams so that nobody can complain?

- Playing cards (all spades, hearts, etc. together)
- According to colour of shoes, shirts, etc.
- According to year/month of birth
- According to their favourite team
- Kids line up according to height: 1st is Barcelona, 2nd is Bayern, 3rd is Manchester, 4th is Barcelona, and so forth
- The oldest player gives a number to each participant without the coach watching; then the coach calls i.e. 10 numbers that belong to “Team Superheroes” and the others to “The Giant Monsters”
- Coach decides

How do I structure a session of 60 minutes?

- Circle: Welcoming, chatting, maybe review of last session and outlook on the following
 1. Warm-up game (to make the kids spend energy!)
 2. Main drill or game (addressing the theme)
 3. Match or match variation (football3 or normal football as a reward)
- Circle with short reflection on the session in the light of the theme
 - Coach asks the kids and summarizes their answers pointing out what they learned today (promotion of theme as well as self-confidence!)
 - If you play normal football in the end, the reflection should be after the drill/game (2nd part)
 - General guideline: The more the children recognize themselves, the more they will keep in mind. So the coach’s task is to lead them to those insights by asking the right questions.
- Team call

How can I promote self-confidence?

- Encourage and support good actions
- Help kids to recognize what they learned



PLAYING FOOTBALL

Rule adaptations that promote good social behaviour and/or football skills

- Ball contact limit
- Varying scorers
- 5 complete passes before goal counts
- At least 4 players with ball contact before goal counts
- Goal only counts if played through wing zone before
- First goal must be scored by a girl

Football3

- Points: match points + social points
 - Match points: win = 3 points; draw = 2 points; loss = 1 point
 - Social points: 1 to 5 points for playing according to the month's theme
- 3 halves
 - Discussing the particular behaviours how the theme can be represented in the match
 - Play the match
 - Discussing how many points each team gets (in the beginning the coach can just give the points to the teams and explain why)
- *Played on Saturdays*

CHECKLIST FOR AN ADEQUATE SESSION

- Session is planned well
- Structure and ritual are created and followed
- Month's theme is addressed in at least one part
- Children have fun
- Children are challenged physically



DRILLS AND GAMES

0. Warm-Up Games

MAIN OBJECTIVES
+ children spend their energy in order to be calmer and more focused during the session + aspects of social learning can be introduced and strengthened

CHAIN TAGGING										
Procedure	Variations									
<ul style="list-style-type: none"> - 1 child chases the others - a caught child holds hands with the chaser - as such chain they try to catch another child and so forth - chains of 4 are divided into 2x2 	<ul style="list-style-type: none"> - chain is not divided at all 									
Social Aspects										
<ul style="list-style-type: none"> - communication in order to work together - body contact 										
Date										
Comments and remarks										

AMBULANCE TAGGING										
Procedure	Variations									
<ul style="list-style-type: none"> - 2-6 children are the virus and try to "infect" (tag) all the citizens of a city (other children) - An infect child lays down on the floor - It can be recovered if 2 other children help him/her walk to the hospital 	<ul style="list-style-type: none"> - The virus win if they catch all the children within 3 minutes - If not, the children win 									
Social Aspects										
<ul style="list-style-type: none"> - Helping each other - Communication - Body contact 										
Date										
Comments and remarks										



BRIDGE TAGGING									
Procedure					Variations				
<ul style="list-style-type: none"> - 2-6 children are the chasers - A caught child makes a bridge: legs wide, arms stretched to the sides - Children can free others by crawling through their legs 					<ul style="list-style-type: none"> - The chasers win if they catch all the children within 3 minutes - If not, the children win - Add 2-5 balls: if a ball is pass through someone's legs and received by another person, a child is free again 				
					Social Aspects				
					<ul style="list-style-type: none"> - Helping each other - Communication 				
Date									
Comments and remarks									

RUNNING CONES									
Procedure					Variations				
<ul style="list-style-type: none"> - Groups of 2, 3 or 4 with one ball each - All groups stand next to each other behind a starting line - Each group has one cone in a distance of 3 metres - One player tries to hit his/her team's cone with a pass - If cone is hit, it can be moved forward by one cone length - Same player has to get the ball back - the team who reaches first a goal line in a distance of 10-15 metres wins 					<ul style="list-style-type: none"> - different passing techniques - dribbling or passing the ball back 				
					Social Aspects				
					<ul style="list-style-type: none"> - Encouragement of others - Honesty - Perseverance 				
Date									
Comments and remarks									

ICE MONSTER									
Procedure					Variations				
<ul style="list-style-type: none"> - 2-6 children are the ice monsters - A caught child is frozen (cannot move anymore) - Children can free others by giving them a hug (warm them up again) 					<ul style="list-style-type: none"> - The chasers win if they catch all the children within 3 minutes - If not, the children win 				
					Social Aspects				
					<ul style="list-style-type: none"> - Helping each other - Responsible body contact 				
Date									
Comments and remarks									



CHASING BIBS									
Procedure					Variations				
<ul style="list-style-type: none"> - Every players gets one bib and puts one end of it in the waistband of his/her shorts so that it is like a tail - Goal: Grab the tails of other players and put them in the own waistband - Important rules: Do not hold your tails! A player cannot be attacked when he/she is putting new tails in the waistband 					<ul style="list-style-type: none"> - The player who has got most tails after 4 minutes wins - The player who is the first one with 5 tails wins - Make it a team competition 				
					Social Aspects				
					<ul style="list-style-type: none"> - Respect to the rules - Conflict solving 				
Date									
Comments and remarks									

1. Communication and Getting To Know Each Other

MAIN OBJECTIVES	RULES FOR FOOTBALL3
<ul style="list-style-type: none"> + non-violent communication + talking to achieve a common goal + listening + to say if something is wrong 	<ul style="list-style-type: none"> + encouragement of other players + support through instructions + cheering together

LISTEN AND REACT									
Setting					Procedure				
<ul style="list-style-type: none"> - 1 ball per player - Dribbling in a marked square 					<ul style="list-style-type: none"> - Coach gives different commands, e.g. "one" – sit on the ball "two" – turn with the ball "three" – head on the ball 				
Variations					Reflection				
<ul style="list-style-type: none"> - More commands, e. g. "red", "blue", "yellow" – run to the according cones - Last one does 5 push-ups, sit-ups - Different dribble techniques: Left, right, inside, outside, sole of the foot, etc. 					<ul style="list-style-type: none"> - What was important to react quickly? 				
Date									
Comments and remarks									



GROUP UP, PLEASE!									
Setting					Procedure				
<ul style="list-style-type: none"> - 1 ball per player - Dribbling in a marked square - <i>If there are not enough balls, players can pass the ball with one or two partners</i> 					<ul style="list-style-type: none"> - The coach gives a category and the children have to gather in according groups - Example: "favourite football club" – all those who support Partizan come together, equally those of Red Star, Barcelona, etc. 				
Variations					Questions				
<ul style="list-style-type: none"> - Possible categories: favourite colour, subject at school, animal, number of siblings – be creative! - Different dribble techniques for each round - No talking allowed - The last one who finds his/her group has to do 5 push-ups 					<ul style="list-style-type: none"> - Did you always find your group easily? Why? Why not? - Were there two groups for the same answer? Why? 				
Date									
Comments and remarks									

POSITION PLAY									
Setting					Procedure				
<ul style="list-style-type: none"> - 1 ball per player - Dribbling in a marked square 					<ul style="list-style-type: none"> - On the coach's signal they have to line up according to their height, names (alphabet), age, feet size 				
Variations					Reflection				
<ul style="list-style-type: none"> - No speaking - 2 groups: Who is first? - Different dribble techniques: Left, right, inside, outside, sole of the foot, etc. 					<ul style="list-style-type: none"> - What was necessary to solve the tasks? - Did you have difficulties? 				
Date									
Comments and remarks									



LOOKING FOR SIMILARITIES									
Setting					Procedure				
<ul style="list-style-type: none"> - 1 ball per player - Dribbling in a marked square 					<ul style="list-style-type: none"> - On the coach's signal they come together in pairs and find three things they have in common - 3 pairs state their results to the group 				
Variations					Reflection				
<ul style="list-style-type: none"> - Come together in groups of 3, 4, 5 - Common things are limited, e.g. no more sports, food, outer appearance - Common things are limited to only one topic, e. g. school, football - Different dribble techniques: Left, right, inside, outside, sole of the foot, etc. 					<ul style="list-style-type: none"> - What was necessary to solve the task? (talking, listening) - Did you have lots of things in common? - Affirming their good communication, interests, assets and weaknesses 				
Date					Date				
Comments and remarks									

CONTACT BALL 1									
Setting					Procedure				
<ul style="list-style-type: none"> - Set up a square - Make 2 teams of 6-8 players - 1 ball 					<ul style="list-style-type: none"> - Teams have to pass the ball with their hands among their players - No body contact - No running with the ball - Ball changes teams when it falls to the ground or when it is intercepted - A team scores one point when completing 10 passes in a row 				
Variations					Reflection				
<ul style="list-style-type: none"> - <u>No more talking (only non-verbal communication!)</u> - Adjust number of passes to the skills - Everybody in the team has to have the ball before a point counts - Play with feet 					<ul style="list-style-type: none"> - What was most important in this game? - Did it work without talking? Why? (Non-verbal communication even more crucial than verbal communication!) - How did you know who did not have the ball yet? 				
Date					Date				
Comments and remarks									



RUNNING FOR CARDS									
Setting					Procedure				
<ul style="list-style-type: none">- Cards of a normal card game are placed in a row on the floor- Divide the children into 2 (or 4) teams- 1 ball per team- 1 starting cone for every team, each one in the same distance to the cards					<ul style="list-style-type: none">- Each team has to collect a certain type of cards (see variations)- Only one player per team can dribble the ball and turn one card- if it is correct, he/she takes it to the team- if not, he/she puts it back on its spot and dribbles back- the team wins who first collected all its cards				
Variations					Questions				
<ul style="list-style-type: none">- Teams have to collect different colours (black or red)- Teams have to collect different suits (hearts, spades, clubs, diamonds)- The suit has to be collected in the right order (7, 8, 9 etc.)- Different dribble techniques					<ul style="list-style-type: none">- What was necessary to win? Only running fast?- Did you turn the same cards over and over again? Why?- Did you have a strategy?- Did you communicate in a good manner?				
Date									
Comments and remarks									



2. Body Contact and Trust


MAIN OBJECTIVES	RULES FOR FOOTBALL3
<ul style="list-style-type: none"> + responsible body contact that does not do any harm + children can rely on the others that nobody would do any harm to them on purpose + everybody is responsible that others can build trust 	<ul style="list-style-type: none"> + be considerate of others, especially younger ones + try not to make fouls + the scorer of a goal has to be lifted high by the others for a second as celebration

NICE TO MEET YOU!	
Setting	Procedure
<ul style="list-style-type: none"> - 1 ball per player - Dribbling in a marked square 	<ol style="list-style-type: none"> 1. Every player makes sure he/she shakes hands with every other player 2. On coach's signal players find a partner; they sit down opposite to each other, hold hands on both side and try to stand up together
Variations	Reflection
<ul style="list-style-type: none"> - Different partners in every round - Stand up back to back - 3, 4, 5 players together, ...whole team - Different dribble techniques: Left, right, inside, outside, sole of the foot, etc. 	<ul style="list-style-type: none"> - How did you feel? - Was it difficult? - What was important for you to have a good feeling? (trust in the other person!)
Date	
Comments and remarks	

5 PLAYERS, 4 BALLS, 3 HANDS	
Setting	Procedure
<ul style="list-style-type: none"> - 1 ball per player - Dribbling in a marked square 	<p>Coach calls out:</p> <ul style="list-style-type: none"> - Number of players that have to come together - Number of feet that have to touch the ground/ball - Number of hands that have to touch the ground/ball (should be challenging and enforcing body contact) <p>The group who finishes first wins, the one who finishes last has to do 5 push-ups</p>
Variations	Reflection
<ul style="list-style-type: none"> - Involvement of other body parts - Different dribble techniques: Left, right, inside, outside, sole of the foot, etc. 	<ul style="list-style-type: none"> - Who thinks that he/she won a lot? - What worked well in your groups?
Date	
Comments and remarks	



STOP!									
Setting					Procedure				
<ul style="list-style-type: none"> - Pairs with 1 ball each - Partners stand opposite to each other in a distance of 10 metres - A stands in line with the others - B dribbles the ball 					<ul style="list-style-type: none"> - B dribbles towards A with decent speed - Whenever A thinks that B is coming too close, he/she says confidently: "Stop!" - Then B has to stop for a second and dribble back 				
Variations					Reflection				
<ul style="list-style-type: none"> - Different partners in every few rounds - Different dribble techniques: Left, right, inside, outside, sole of the foot, etc. 					<ul style="list-style-type: none"> - When and why did you say "Stop"? (When it is too close, people feel uncomfortable and it can be dangerous) - Did everybody say "Stop" at the same distance? (not the same for everybody) - There can only be trust if you respect the others' privacy. 				
Date									
Comments and remarks									

KING OF THE RING									
Setting					Procedure				
<ul style="list-style-type: none"> - All players move in a square - 1 ball per player 					<ul style="list-style-type: none"> - On coach's signal all players try to kick others' ball out of the square, but to keep the own ball inside - If ball is kicked out, player has to do extra task (see variations) - When accomplished this task player can get back into the square 				
Variations					Reflection				
 <p>Hold, go up and down together or: back to back</p>					<ul style="list-style-type: none"> - Was it easy to fulfil the extra task? - Why did it work? Trust? 				
Date									
Comments and remarks									



HEAVY RELAY									
Setting					Procedure				
<ul style="list-style-type: none"> - Groups of 4-5 - 1 starting cone and 1 turning cone in distance of 15 metres - When running 1 player has to be carried on another's back 					<ul style="list-style-type: none"> - Every player has to be carried at least once - The team who finishes first wins 				
Variations					Reflection				
<ul style="list-style-type: none"> - Carrying player has to dribble a ball when running - There is also a zig-zag parcours - Every player has to carry someone else at least once 					<ul style="list-style-type: none"> - Did you trust the person who was carrying you? Why? Why not? 				
Date					Date				
Comments and remarks									

3. Responsibility

MAIN OBJECTIVES	RULES FOR FOOTBALL3
<ul style="list-style-type: none"> + understanding of being responsible for the well-being of others and oneself + understanding of being responsible for the success of a group or oneself + understanding of being responsible for one's own future 	<ul style="list-style-type: none"> + stop when somebody is injured + help players who lay on the ground + ball only below waistline

SAVE YOUR TREASURE									
Setting					Procedure				
					<ul style="list-style-type: none"> - Team A wants to get all the balls to their square, Team B all of them to the other - Only dribbling the ball (one at a time) - Players cannot be attacked to take their ball 				
<ul style="list-style-type: none"> - 2 teams - 2 opposing square with the same number of balls 									
Variations					Reflection				
<ul style="list-style-type: none"> - Shooting and passing allowed - You can attack players to get their ball 					<ul style="list-style-type: none"> - In how far did you have to be responsible in this game? - Respect the rules - Make you not to hit anyone 				
Date					Date				
Comments and remarks									



CONTACT BALL 2									
Setting					Procedure				
<ul style="list-style-type: none"> - Make teams of 3-4 players - 2 teams play in 1 square with 1 ball 					<ul style="list-style-type: none"> - Teams have to pass the ball with their hands among their players - No body contact - No running with the ball - Ball changes teams when it falls to the ground or when it is intercepted - A team scores one point when completing 10 passes in a row 				
Variations					Reflection				
<ul style="list-style-type: none"> - Adjust number of passes to the skills - Everybody in the team has to have the ball before you can score - Play with feet - Allow body contact (responsible!) 					<ul style="list-style-type: none"> - Why is responsibility crucial in this game? - Everybody is responsible to involve oneself in the game (move and communicate) and to involve others 				
Date									
Comments and remarks									

BLINDFOLDED PLAYER									
Setting					Procedure				
<ul style="list-style-type: none"> - Set up a cones, chairs, bottles, etc. to create an obstacle course - Go together in pairs 					<ul style="list-style-type: none"> - One partner closes the eyes, the other directs him/her through the cones only verbally - Cones and obstacles shall not be touched - Roles are changed 				
Variations					Reflection				
<ul style="list-style-type: none"> - Change partners some times - Blind players dribbles a ball - 5 push-ups when cone is touched - Leading by touching shoulders 					<ul style="list-style-type: none"> - How did it feel to be blind? - What made you feel comfortable? (a responsible leading person!) 				
Date									
Comments and remarks									



FOOTBALL OLYMPICS									
Setting					Procedure				
This game is for two sessions in one week (Monday + Wednesday) <ul style="list-style-type: none"> - Players have three different tasks - Juggling the ball as often as they can without letting it fall to the ground - Dribbling of a little 6-cone parcours (time is measured) - Passing through a goal from 5 to 10 m distance (Scores out of 6 attempts) 					Monday <ul style="list-style-type: none"> - Every player does all the three tasks once, the coach writes down the results of each player - Then players have time to practice the tasks Wednesday <ul style="list-style-type: none"> - All players do the tasks again, results are documented again - Reflection 				
Variations					Reflection				
<ul style="list-style-type: none"> - Different tasks - More/less tasks 					<ul style="list-style-type: none"> - Coach gives an overview over the development of results: Improvements and worsening - What did the ones do who improved? (Practice a lot?!) - Did the ones who worsened also practice a lot? Bad luck? - Application to real life 				
Date									
Comments and remarks									


CARRYING THE FROZEN PLAYER									
Setting					Procedure				
<ul style="list-style-type: none"> - Make teams of 6 - Set up an easy parcours for each team - As preparation for the procedure you should start with just lifting one person up and down on the same spot 					<ul style="list-style-type: none"> - One player is carried by the others through parcours - Every player has to be carried once - The fastest team wins 				
Variations					Reflection				
<ul style="list-style-type: none"> - Allow a short preparation time for the groups (How are we going to carry the players?) - Everybody has to be carrying - No carrying on back or shoulders allowed 					<ul style="list-style-type: none"> - What were the carrying players responsible for? (well-being of the carried, success of the group) - What was the carried player responsible for? (the same things: the stiffer an straighter his/her body was, the easier it was to carry for the others) 				
Date									
Comments and remarks									



4. Respect

MAIN OBJECTIVES	RULES FOR FOOTBALL3
<ul style="list-style-type: none"> + respectful communication + accepting every person of the group + follow the rules of games 	<ul style="list-style-type: none"> + shake hands before and after the game + no insults + appreciate someone's effort instead of being reproachful

DRIBBLE RELAY	
Setting	Procedure
<ul style="list-style-type: none"> - Make groups of 5 - Set up a dribble parcour for every group 	<ul style="list-style-type: none"> - Competition: Every player has to go once - Point system, e.g. 1st team gets 5 points, 2nd gets 4 points, etc. - In each round there are 2 extra points for the team who encouraged and cheered most for their members - Points are added over 3-5 rounds
Variations	Reflection
<ul style="list-style-type: none"> - Different dribble techniques 	<ul style="list-style-type: none"> - How did it feel to have the others cheering for you? - Did you follow the rules? (e.g. Did anybody start running before the teammate had arrived at the group?)
Date	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Comments and remarks	<input type="text"/>

COMPLIMENTS	
Setting	Procedure
 <ul style="list-style-type: none"> - Make 2 groups - Group A lines up, group B stand in zig-zag - Players in Group A have 1 Ball each 	<ul style="list-style-type: none"> - A passes the ball to B and follows the ball - B stops and waits for A to put one hand on B's should and say: "You are awesome!" - Then A can take the ball, proceed to next person and do the same
Variations	Reflection
<ul style="list-style-type: none"> - Give balls to group B and vary: passing back, volley, header - Vary what they have to say, e.g. "I like you to be here" - They can say anything positive - Make a competition: the player who completes the most correct passes and still follows all the rules wins 	<ul style="list-style-type: none"> - How did it feel to get a compliment? - Did you like giving compliments? - What was the nicest thing somebody said to you?
Date	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Comments and remarks	<input type="text"/>



LOTS OF GOALS									
Setting					Procedure				
<ul style="list-style-type: none"> - Set up a big square with little goals (cones) in it - Players go in pairs 					<ul style="list-style-type: none"> - A pass through a goal is 1 point - The pair that gathers most points within 3 minutes wins - It is not allowed to stay at one goal or to switch between two goals - After 3 minutes the coach asks each pair how many points they scored 				
Variations					Reflection				
<ul style="list-style-type: none"> - A dribbling through a goal is 1 point (both players alternating) - A one-two through the same goal is 1 point 					<ul style="list-style-type: none"> - Did you always count your points? - Have you always been honest and said the number you counted? - Honesty and following the rules is respect towards the others! 				
Date									
Comments and remarks									

OUTSIDER GAME									
Setting					Procedure				
<ul style="list-style-type: none"> - Marked field with 2 goals - Make 2 or 4 teams - Each team will have one "outsider" who will not be included in the game by the others 					<ul style="list-style-type: none"> - Play a normal match 5vs5, 6vs6, etc. - Tell the group everybody will have a special secret task that you will whisper in their ear - A self-confident person and average player will be the "outsider" - Tell all the group not to talk or pass to the "outsider" - Tell the "outsider" he/she has to complete 15 passes in the game 				
Variations					Reflection				
-					<ul style="list-style-type: none"> - Is everybody satisfied with the match? Who did not complete the task? - How did it feel to be the outsider? - What did you do to be part of the game? - As a sign of respect we have to include everybody in the games! 				
Date									
Comments and remarks									



PARTNER FOOTBALL									
Setting					Procedure				
- Football game or game variation - players go in pairs					- a pair can only play when they are holding hands				
Variations					Reflection				
- change partners - both partners have to touch the ball					- Why was this game about respect? - What was necessary to make it work? - What was necessary to make everybody participate? - Respect someone else's abilities and adapt your own behaviour so that everybody can participate!				
Date									
Comments and remarks									



5. Self-awareness and self-confidence

OVERALL CONTENT	RULES FOR FOOTBALL3
<ul style="list-style-type: none"> + awareness of strengths and weaknesses as a quality + awareness of one's emotions and therefore self-control + There is nothing to be ashamed of! 	<ul style="list-style-type: none"> + Praise others for good actions + When you score a goal, you have to state one strengths of yours + reflect on your own behaviour after the game

I KNOW MYSELF	
Setting	Procedure
<ul style="list-style-type: none"> - Circle of cones - 1 cone for every player so that all players stand in a circle - 1 ball each (if possible) - Coach starts in the middle of the circle - Person in the middle is the "caller" <div style="text-align: center;"> <p>The diagram shows a circle of 10 yellow cones arranged in a ring. In the center of the circle is a red ball. A white speech bubble with a black outline is positioned near the center, containing a red dot, representing the 'caller'.</p> </div>	<ul style="list-style-type: none"> - The caller (coach in the beginning) gives a true statement about himself, e.g. <ul style="list-style-type: none"> "I am wearing black shoes." "I like the sun." "I am a thoughtful person." - Every player this statement applies to has to move and find a new cone in the circle. - After 3-4 rounds the coach leaves the circle and takes one cone away. The person who does not find a cone is the caller, has to give a statement and then find a new free cone so that another player is the caller. And so forth...
Variations	Reflection
<ul style="list-style-type: none"> - Dribble techniques - No more statements about clothes, food, sport, etc. 	<ul style="list-style-type: none"> - No real reflection required - Confirmation and encouragement: <ul style="list-style-type: none"> "It is good that you know a lot about yourself already and that you are confident about showing these things to others."
Date	<input style="width: 100%; height: 15px;" type="text"/>
Comments and remarks	<input style="width: 100%; height: 15px;" type="text"/>
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FOOTBALL OLYMPICS – WHAT CAN I DO?									
Setting					Procedure				
<p><i>Players have three different tasks:</i></p> <ul style="list-style-type: none"> - Juggling the ball as often as they can without letting it fall to the ground - Dribbling of a little 6-cone parcours (time is measured) - Passing through a goal from 5 to 10 m distance (Scores out of 6 attempts) 					<ul style="list-style-type: none"> - Before every task players estimate their result - Then they try their best doing the task and compare estimation and result - 2nd round to give the opportunity of a better self-assessment 				
Variations					Reflection				
<ul style="list-style-type: none"> - Other tasks - More/less tasks 					<ul style="list-style-type: none"> - Were your results better or worse than you estimated? - Is that the same in real life that you think that you are worse than you are or vice versa? - Did you estimate better in the 2nd round? - To be aware of your strengths and weaknesses is a quality! 				
Date									
Comments and remarks									

DRIVER'S LICENCE									
Setting					Procedure				
<ul style="list-style-type: none"> - Big square of cones - 1 ball per player or per group, depending on the exercise (dribbling, passing, etc.) - Players/groups move with the ball within the square doing different technical exercises 					<ul style="list-style-type: none"> - Such as a car the players have 4 gears: <ol style="list-style-type: none"> 1. Walk (doing exercise with the ball) 2. Run slowly (doing exercise with the ball) 3. Run faster (doing exercise with the ball) 4. Sprint (no ball; touch the cones of the square including all sidelines) - The coach shouts out which gear the players have to use 				
Variations					Reflection				
<ul style="list-style-type: none"> - Dribbling techniques - Passing techniques - On "0" everybody has to stop and listen how often the coach gently hits a ball with his/her flat hand 					<ul style="list-style-type: none"> - When have you been most aware of yourself? (in first gear when you were calm) - Was it difficult to control your speed? - Is it difficult to control your emotions sometimes? 				
Date									
Comments and remarks									



CONFIDENT REACTION				
Setting	Procedure			
<ul style="list-style-type: none"> - 3 fields next to each other - Players dribble (or pass in pairs) in the middle one <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; vertical-align: middle;">True</td> <td style="width: 33%; text-align: center; vertical-align: middle;"> </td> <td style="width: 33%; text-align: center; vertical-align: middle;">False</td> </tr> </table> </div>	True		False	<ul style="list-style-type: none"> - The coach gives different statements - If a player agrees, he/she goes to "True"; if not, he/she goes to "False". - Statements can relate to strengths, weaknesses, thoughts, emotions, beliefs, motivation - Statements can address day-to-day experiences of the participants Example: <ul style="list-style-type: none"> - "I know what I want to improve about myself."
True		False		
Variations	Reflection			
<ul style="list-style-type: none"> - Dribble/passing techniques More examples: <ul style="list-style-type: none"> - "I want to live a different life than my parents." - "I know what I want to become in the future." - "I am convinced that I can reach my goals." - "I am unhappy with my life." - "I wish I was better in some things." ...or even more personal: <ul style="list-style-type: none"> - "I have been bullied." - "I bullied others." 	<ul style="list-style-type: none"> - Right after the decision, you can sometimes ask for their reasons - What do you want to become? - Why are you unhappy sometimes? - What do you want to improve? - Decisions should not be judged, there is no right or wrong. We rather want to explore different motives of people, positive and negative aspects of things. - Praise someone who opens up to the group (i.e., talking about feelings) - Relation to "tolerance" 			
Date				
Comments and remarks				



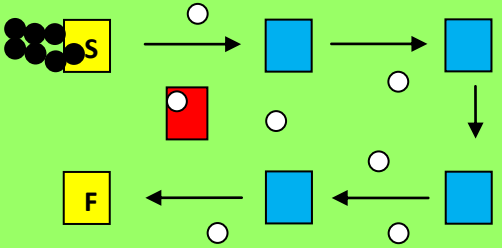
FOOTBALL THEATRE									
Setting					Procedure				
<ul style="list-style-type: none"> - Players go into small groups - Same material for every group (balls, cones, bibs, etc.) 					<ul style="list-style-type: none"> - The groups get time to think about a little play/show/choreography that involves a football - At the end of the session every group presents its results - It is completely up to the children what they do (creativity!) as long as they do no harm to others. 				
Variations					Reflection				
<ul style="list-style-type: none"> - Over more than 1 session - Presentation to the parents 					<ul style="list-style-type: none"> - How did it feel to create something? - How did it feel to be "on the stage"? - How did the applause of the others feel? - Do you want to do it again? - Positive feedback because they have been so brave! 				
Date									
Comments and remarks									

YOU ARE THE COACH									
Setting					Procedure				
<ul style="list-style-type: none"> - Players go into small groups - They can use any material they like 					<ul style="list-style-type: none"> - Every group creates a drill that they want to do with the rest of the group - Then every drill/game is implemented 				
Variations					Reflection				
<ul style="list-style-type: none"> - Over more than 1 session - Everyone has to explain 1 part of the session 					<ul style="list-style-type: none"> - How did it feel to explain everything in front of the group? - Was it fun to create something? - Positive feedback because they have been so brave! 				
Date									
Comments and remarks									



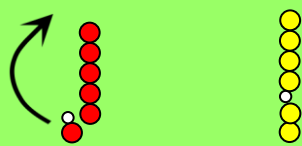
6. Teamwork

OVERALL CONTENT	RULES FOR FOOTBALL3
<ul style="list-style-type: none"> + teamwork involves responsibility, trust, communication, mutual support and more + How to solve problems as a group + With a group of people you can reach more than you think if you know how to work together 	<ul style="list-style-type: none"> + pass as much as possible + joint celebration of your team after a goal + motivate each other


FIRE BALL	
Setting	Procedure
<ul style="list-style-type: none"> - 2 teams (A+B) - 1 ball - 7 squares (1 "start", 1 "finish", 4 "bases", 1 "fire") - Team A queues up at the "start" - Team B spreads out on the field (1 person is the "master of fire" in the red square) 	<ul style="list-style-type: none"> - 1 player of team A shoots the ball as far as possible and tries to run through all the bases to the finish - Team B has to get the ball as fast as possible to the "master of fire" in the fire square - If player A is in between bases at that point, he/she is "burnt" and has to go back to the start - If he/she stops at one base, he/she is safe and has to wait for the next player of the team to shoot the ball. Then he/she can continue running - Next player of team A gets the ball, shoots and runs - Every player of team A that reaches the "finish" gets 1 point for the team - Team A has 5-7 minutes to get as many points as possible, then it is team B's turn - The team with most points wins
Variations	Reflection
<ul style="list-style-type: none"> - Every player of team B has to touch the ball before it can be played to "master of fire" - Team A has to dribble a ball when running - 2/3 players of team A can run at a time - Players who run to the finish without stopping at a base get 3 points 	<ul style="list-style-type: none"> - Why was this game about teamwork? - What is the quickest way to get the ball to the "fire"? (dribbling or passing) - What was necessary to manage the first variation? (responsibility of everybody to get involved, communication)
Date	
Comments and remarks	



THE SINKING SHIP									
Setting					Procedure				
<ul style="list-style-type: none"> - 1 ball each or in pairs - Story: "You as a team are going to have a match in Barcelona and you are going there by ship. But your ship is damaged and sinking slowly. In order to reach the harbour of Barcelona you have to manage to keep everybody on the ship. You can only play the match if everybody reaches Barcelona." - Set up one big square with the "ship" in the middle. The ship can be a blanket, a rope forming a circle, etc. 					<ul style="list-style-type: none"> - Players dribble/pass the ball within the square - On the coach's signal they leave the balls and try to stand on the ship all together for 5 seconds. Then they continue dribbling. - The ship then "sinks" a little more: blanket is folded, rope is tightened, etc. - The coach decides on the level that makes them reach the harbour. <i>Important:</i> Group should be successful in the end, but it has to be challenging. 				
Variations					Reflection				
<ul style="list-style-type: none"> - Dribbling and passing techniques 					<ul style="list-style-type: none"> - What was necessary to manage the task? (communication, helping others, etc.) 				
Date									
Comments and remarks									

THE BALL IS FREE									
Setting					Procedure				
<ul style="list-style-type: none"> - Teams of 6-10 - 1 ball per team - Teams have to stand (and stay!) in line (they can stand as close to each other as they want to) 					<ul style="list-style-type: none"> - Players have to pass the ball from the first person through their line to the last person - <i>Important:</i> every player has to touch the ball twice before he/she can give the ball to the next player - When the last player has received the ball, he/she has to dribble to the front of the line and start the next cycle - The team, that manages first to be in the order of the beginning again, wins 				
Variations					Reflection				
<ul style="list-style-type: none"> - Pass the ball with the hands - Have one or more blindfolded players each team (to raise communication, responsibility and therefore teamwork) – makes the game much more exciting and challenging! 					<ul style="list-style-type: none"> - Maybe reflect on what happened in between and give teams time to make/improve their strategy - Why have you (not) been successful in this game? - Did the blindfolded players feel comfortable? Why (not)? (Enough help, guidance, teamwork?) 				
Date									
Comments and remarks									



WHERE IS MY CONE?	
Setting	Procedure
<ul style="list-style-type: none"> - 1 ball each if possible - Group starts at a line in 20-30m distance to the coach and a cone laying in front of him - The goal for the group is to steal the cone and bring it back to the line. 	<ul style="list-style-type: none"> - The coach turns slowly (360°) while saying "Where is my cone?" This is the time for the players to dribble towards the coach. - When the coach has turned and finished the phrase, everybody has to stand still (including their balls) - Every player that still moves afterwards is sent back to the line by the coach and can start again - If a person reaches the cone, it can be taken. - But: Once the cone is taken the coach has 1 guess each turn on who is having the cone. If the coach is right, the cone has to be put back and the group has to start again. - The coach should make sure that the group is successful in the end or give another try in the next training.
Variations	Reflection
<ul style="list-style-type: none"> - Dribble techniques - Without balls 	<p><i>Note:</i> A certain level of frustration in this game is normal and even desirable. This way the experience of joint success through teamwork is more intense. A reflection makes sense in between rounds to facilitate the process of making a plan together:</p> <ul style="list-style-type: none"> - Why are you frustrated? - Can one of you win the game alone? - What can you change to fulfil the task? <p>After the success:</p> <ul style="list-style-type: none"> - How did you manage to be successful and solve a problem as a group? (talking, collecting ideas, agreement on a plan and sticking to the plan)
Date	
Comments and remarks	



THROUGH ALL HANDS									
Setting					Procedure				
<ul style="list-style-type: none"> - Teams of about 10 players - 1 ball per team 					<ul style="list-style-type: none"> - Task: Everybody of the team has to touch the ball once within 10/8/6/5/3/2 seconds (when they succeed in 10 sec., they try it in 8 and so forth) - Only one player can touch the ball at a time 				
Variations					Reflection				
<ul style="list-style-type: none"> - Only hands - Only feet 					<ul style="list-style-type: none"> - How well did you communicate? - Did you make a strategy together? - Did you notice how you improved and managed to reach the next time limit? 				
Date									
Comments and remarks									

7. Tolerance

OVERALL CONTENT	RULES FOR FOOTBALL3
<ul style="list-style-type: none"> + difference between tolerance and intolerance + sensitivity about discrimination + openness for different ways of life 	<ul style="list-style-type: none"> + The player who scores a goal does a celebration and all other players have to join in (both teams!) + involve everybody into the game

RUNNING CONES - DISCRMINIATION									
Setting					Procedure				
<ul style="list-style-type: none"> - Such as RUNNING CONES 					<ul style="list-style-type: none"> - Coach picks one team (Team A) that he discriminates against during the whole game - Play several rounds and count the points 				
Variations					Reflection				
Possible ways of discrimination: <ul style="list-style-type: none"> - Shot does not count because it was beyond the starting point - Other teams get extra points because Team A disturbed them when taking the ball back - High-5 with all teams but Team A - Give points for encouraging and teams spirit to the other teams - Take away points from the Team A for various reasons 					<ul style="list-style-type: none"> - Ask participants to raise hands: Who thought the competition was fair? Who thought it was unfair? - Why do you think it was unfair? - What did the coach do? (Discrimination, Intolerance) - How did that feel for the group? - Have you experienced intolerance in real life? How? - Tolerance is that everybody is treated equally! 				
Date									
Comments and remarks									

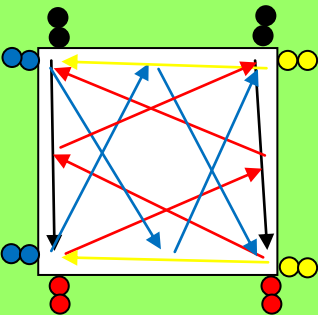


UNFAIR COMPETITION									
Setting					Procedure				
<ul style="list-style-type: none"> - Make teams of 3-5 - Set up one dribbling challenge for each team (with cones) - Make one of them more difficult/larger (that takes more time) than the others 					<ul style="list-style-type: none"> - Conduct a dribble relay - The team that finishes first wins - Tell one team to go to the more difficult challenge, e.g. because they have the most players with long hair - Play several rounds with different reasons for discrimination 				
Variations					Reflection				
<ul style="list-style-type: none"> - Discrimination because of smallest people, most girls, most black shoes, school, community, etc. - Different dribble techniques 					<ul style="list-style-type: none"> - Why was this game about tolerance? - What have some of you been discriminated for? (- for something they could not change) - Can you think of things people are discriminated for in real life? - Tolerance is that everybody has equal chances! 				
Date									
Comments and remarks									

BALL TRANSPORT									
Setting					Procedure				
<ul style="list-style-type: none"> - Make teams of 3-5 - 2 cones in distance of 5m for each team - 1 ball per team 					<ul style="list-style-type: none"> - The goal is to transport the ball from cone A to cone B and back (1 point) - The ball cannot touch the ground - One way of transporting the ball can only be applied once per team - The team that can get most points within 5 minutes wins 				
Variations					Reflection				
<ul style="list-style-type: none"> - No hands, arms, legs, feet, etc. allowed - The ball has always to be touched by at least 2 (3,4) players - The ball always has to touch the ground 					<ul style="list-style-type: none"> - Was it fun to try new things? - Did you think there were so many possibilities of transporting a ball? - In your daily life, are there also things that people do differently? (e.g. to walk) - Why do you think that can be good? (interesting, different people need different solutions, etc.) 				
Date									
Comments and remarks									



ABILITY CARDS	
Setting	Procedure
<ul style="list-style-type: none"> - Play a match or tournament - Prepare "ability cards" with different limitations for the players - Players can have the same limitations - Each teams gets the same cards 	<ul style="list-style-type: none"> - Before the match/tournament every player gets 1 card - Football is played normally (or variation) but the players have to act in accordance with their limitation on their card - Players cannot tell others about their limitation
Variations	Reflection
Limitations can be: <ul style="list-style-type: none"> - You can only walk! - You can only use your weak foot! - You can only play one-touch! - You can only stay in the opponent's half! - You cannot talk! - You cannot pass the ball! - No limitations! 	<ul style="list-style-type: none"> - Did you find out about others' limitations? - If yes, how did you deal with them? (Accept and made the most of it or be mad at someone?) - Did you judge someone without knowing about his/her limitation? - Is that the same in real life? (People may behave differently for a good reason!)
Date	
Comments and remarks	

SAME SPOT – DIFFERENT TASK	
Setting	Procedure
<ul style="list-style-type: none"> - Set up a square of 20x20 metres - Make four groups - One group at each side of the square 	<ul style="list-style-type: none"> - Every group has a different task: BLACK: Dribble the ball straight to the other side and back YELLOW: Go straight to the other side and back while passing the ball with your partner RED: Run zigzag with one ball each to the other side and back BLUE: Run zigzag with one ball per pair and do a takeover when crossing - The difficulty is increased gradually: <ol style="list-style-type: none"> 1. Only one pair at a time (black – yellow – red – blue) 2. Two pairs at a time (blue/yellow – black/red together) 3. Four pairs at a time (blue/yellow/black/red)
Variations	Reflection
<ul style="list-style-type: none"> - Left/right foot - Passing and dribble techniques - Continue until it really works (until the players show enough of what is pointed out in the reflection) 	<ul style="list-style-type: none"> - Tolerance means that every way of life is possible without restricting others! - What was necessary for everybody to be able to accomplish his/her task or way of life? (mindfulness, consideration and understanding of others)
Date	
Comments and remarks	



In addition:

8. Goal Orientation

OVERALL CONTENT	
+ What distracts you from achieving your goals? + How do you focus on your goals?	

DISTRACTION PENALTY	
Setting	Procedure
<ul style="list-style-type: none"> - 1 goal keeper - 1 player shooting a penalty - Other players behind or beside the goal 	<ul style="list-style-type: none"> - When the player shoots, others try to distract him/her, i.e. shout, move, make grotesque faces, etc. (no insults!) - Everyone shoots at least once
Variations	Reflection
<ul style="list-style-type: none"> - In 2 or more groups - Extra task if player does not score (push ups, etc.) - Make it a competition 	<ul style="list-style-type: none"> - How did you feel when shooting? - What gave you the confidence to succeed? - Where did you put your concentration on? - What kinds of distractions exist in real life?
Date	
Comments and remarks	

9. Perseverance

OVERALL CONTENT	
+ When and why do I need perseverance?	

PASS SQUARE	
Setting	Procedure
<ul style="list-style-type: none"> - Squares with 5-8 players - 1-2 players per cone - 1 ball per square 	<ul style="list-style-type: none"> - Players passes the ball to the next cone and follows the ball - Ball has to be passed on the outside of the square around the cones - Include active movement of players - Players of one square succeed if they manage to play 10 rounds without mistakes
Variations	Reflection
<ul style="list-style-type: none"> - Adjust number of rounds to the skills of the 	<ul style="list-style-type: none"> - In the beginning, did you think you could do



players - Change direction - Left/right foot - Limited ball contacts - Include a one-two	the 10 rounds? - What was necessary to complete the task? - "Some essential tasks in life can be difficult and boring, but if we show perseverance, we can achieve even those tasks."
Date	
Comments and remarks	

JUVENTUS CUP	
Setting	Procedure
- 2 teams, 2 goals, small field - 2 Teams sit or stand in a line outside of the field, 1 goal keeper per team is on the field	- the trainer/mediator says one number for each team which indicates how many players can enter the field per team (i.e. "3,2" – 3 players of Team A against 2 players of Team B) - they then play until a goal is scored or until the trainer says "change" - Then they have to go to the end of their team's line
Variations	Reflection
- Ball contact limit	- What was important to defend successfully? (self-determination, team spirit, organisation) - "life is not always fair"
Date	
Comments and remarks	

NUMEROUS ATTACKERS	
Setting	Procedure
- Playing fields for 3 vs. 3 with goals - 7 players per field: 3 on each team and 1 who always plays with the attacking team	- You can change opponents, teams and attacking players as often as you want - Maybe you can even make it a tournament
Variations	Reflection
- Smaller/bigger teams - 4 goals per field	- What was nicer/easier, attacking or defending? - What was important to defend successfully? (self-determination, team spirit, organisation) - "life is not always fair"
Date	
Comments and remarks	