

Football4Life



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



Published by

Deutsche Gesellschaft für Internationale
Zusammenarbeit (GIZ) GmbH

Registered offices

Bonn and Eschborn, Germany

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Printed by

Solitaire Press

As at

October 2015

GIZ is responsible for the content of this publication.

On behalf of

Federal Ministry of Economic Cooperation
and Development (BMZ), Education and the digital world

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The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), would like to acknowledge the contribution made to the planning of this manual by the following institutions and persons.

- Namibia Football Association (NFA)
- SCORE Namibia
- UNICEF
- UNAIDS
- Skillshare International (Coaching for Hope Programme)
- German Olympic Sports Confederation (DOSB)

This manual has been developed with all the relevant partners in a consultation workshop in May 2015. Norman Brook from Skillshare International South Africa conducted the workshop where the aims and content of this manual were discussed. Local expertise and knowledge was shared in order to customise a manual that addresses the most important issues that Namibian children and youth are facing. The workshop also identified the coaches for whom this manual is developed and to make sure that this is a joint product that will be used by all coaches working with young people in Namibia.

Therefore, a special thanks to all the participants of the consultation workshop:

Namibia Football Association (NFA)

Barry Rukoro
Jackie Gertze
Jacqui Shipanga
Timo Tjongarero
Jakes Amaning
Isack Hamata
Astrid Vries
Lydia Hatzenberg

Score Namibia

Raymond Vries
Hulda Goagose

Basketball Artist School (BAS)

Ramah Mumba

UNICEF

Jacqueline Kabambe

UNAIDS

Justine Hamupolo

German Olympic Sports Confederation (DOSB)

Klaus Stärk
Frank Albin (also BAS)

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Valerie Ostheimer

Further, special acknowledgement goes to the GIZ Multisectoral HIV and AIDS Programme, Namibia for input on the Healthy Lifestyle Themes.



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DEAR COACHES, DEAR COLLEAGUES

As a coach you have a responsibility towards the young boys and girls who decided to commit themselves to football. The reason why they are coming to you is because they love football and want to practice as much as possible to become good players. Some of them might make it to the national teams one day, some are less talented but really committed and some of them just play for the fun. Everybody who wants to join a team should have the chance to do so. Of course, a coach wants their players to perform, to improve their football skills to become the winning team. But being a coach for young people is more than that: a good coach gets the young people to believe in themselves, to inspire them that they can do more than they have ever expected. A good coach knows that his/her teaching goes far beyond football skills. A coach is a mentor, a role model who gives guidance to the young people and teaches them important life lessons.



The youth of Namibia is facing a high number of HIV new infection rate, a high number of alcohol abuse and teenage pregnancies, plus a lot of young people are dropping out of school. Sport has a potential to support the personal development of young people and can educate them on socially relevant issues.

Sport contributes to a healthy lifestyle and educates young people on life skills such as discipline, self-awareness, the ability to work in a team and to stay focused. These social skills are necessary to be a good player and help young people to establish important life skills for their life.

I have been the head coach of the women's national team for 8 years and I am proud of the development of women's football in the country. I have been playing football my whole life and I am convinced of the power sport has to build social integration.

This manual provides sample sessions for coaches, background information on HIV and AIDS prevention, sexual reproductive health, life skills and guides coaches on how to integrate it into the coaching sessions for young people. Through this manual, coaches learn the techniques on how to link football with socially relevant issues. Coaches are becoming coach educators since their coaching goes beyond football skills.

The NFA was involved in the development of the manual and I am convinced that it fills a gap, the gap between only focusing on football and talents on the one hand and only educating young people on HIV prevention, sexual reproductive health and life skills, as in school. Football must be fun and we should always ensure that young people come to play, to have fun and to be willing to improve their football skills. But we can teach them so much more on the football field, I have never thought about before. Coach educators must ensure that football is accessible to everybody, boys and girls from all varieties of society and all age groups and that the football field is a safe space for young people.

Yours in football,

J.T. Shipanga

Jacqueline Tulipamwe Shipanga
HEAD COACH NAMIBIA WOMEN'S NATIONAL TEAM



AIDS	Acquired Immune Deficiency Syndrome
BMZ	German Federal Ministry for Economic Cooperation and Development
CBO	Community Based Organisation
DOSB	German Olympic Sports Confederation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
HIV	Human Immunodeficiency Virus
HTS	HIV Testing Services
KAP survey	Survey to assess the Knowledge, Attitudes and Practice
NFA	Namibia Football Association
NGO	Non-Governmental Organisation
YDF	Youth Development through Football
S2L	Sport2Life - a UNICEF Namibia Sport for Development Model
SRH	Sexual Reproductive Health
STIs	Sexually Transmitted Infections
TB	Tuberculosis
UNAIDS	Joint United Nations Programme on HIV& AIDS
UNICEF	United Nations Children's Fund



The Football4Life Manual has been written to assist football coaches to facilitate positive youth development among Namibian youth (boys and girls) who like to play football. It has been developed by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), working in partnership with the Namibia Football Association (NFA). The manual seeks to promote sport as a tool for both positive youth development and the adoption of healthy lifestyles.

The principles set out in this manual can be used by football coaches operating in football clubs/ teams who wish to promote the holistic development of their players or can be used by football coaches working in NGOs where sport is used specifically as means of reaching young people and developing their life skills. The manual can be used by coaches coaching youth under 20 years of age, but the content of the healthy lifestyles section has most relevance to the under 13 and under 15 age groups who are transitioning through adolescence from childhood to adulthood.

This manual builds on two approaches to develop young people (boys and girls) to make healthy lifestyle choices and become active citizens. It also provides background information for coaches on healthy lifestyle themes that will help in selecting sports activities that can help pass important health messages to youth in a fun and enjoyable way. The manual helps coaches on the one hand to conduct football training sessions and on the other hand educate young people through football. It is a resource manual that explains how to integrate health topics into day to day football training sessions.

The manual recommends using the Sport2Life (S2L) and/ the Youth Development through Football (YDF) approaches in the planning of football sessions for youth. It envisages football coaches developing a football skill, using a Sport2Life coaching skill and addressing a healthy lifestyle theme or topic during sessions. Sessions that will develop the football ability, positive attributes and life skills of boys and girls in Namibia. Youth face many challenges in leading a healthy lifestyle in Namibia. Poverty and unemployment can lead to low self-worth, which in turn can lead to risky behaviour like alcohol abuse, which is also linked to high levels of violence against women and children. They also face health issues such as HIV&AIDS, Sexually Transmitted Infections and Tuberculosis often as a result of poor health and life style choices. The manual helps football coaches educate young people informally and to help them make healthier life style choices.

Sport2Life (S2L) is an approach to youth development through sport created by UNICEF Namibia that helps young people practicing and playing football to develop personal attributes that make them more likely to be able to make healthy lifestyle choices, avoid risk behaviour and become active citizens. The S2L approach helps coaches from different sports codes facilitate positive outcomes by developing skills in young people that enable them to better make consistent, long term healthy life style choices on and off the field of play. S2L attempts to bring to the sports field a different approach, one that works within the sport experience itself to try to promote healthy lifestyles and change behaviours.

S2L is a concept that helps coaches link important life skills on the sport field to “real” life situations for young people. Our approach in the Football4Life manual is to bring these S2L skills together with football and health based life skills helping coaches better understand what and how to coach. It is envisaged that the S2L approach will be combined with sports based activities and traditional non-sport risk reduction and life skills activities. This will all integrate different approaches to help young people make healthy lifestyle choices on a regular basis.



Youth Development through Football (YDF) is an approach developed by the GIZ on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), which seeks to teach young people life skills alongside football. The YDF approach aims to support socially disadvantaged boys and girls in such a way that young people are able to take their own lives “in hand” and behave responsibly.

The YDF approach is to deliver football programmes for youth (boys and girls) and to build football based activities into these programmes that develop life skills as well as football skills. Life skills activities are delivered mostly on the football pitch through football activities or games that seek to pass prevention, life skill or risk reduction messages or information to young people.

The following diagram is an example of a football based activity or game taken from the YDF manual on HIV Prevention. This activity develops the football skill of dribbling whilst teaching young people about facts and myths around HIV.

PHASE 1

“True or False?” Dribbling

- Players dribble around in the mixed zone, each with their own ball. The coach, from outside the playing area, gives advice on how they should dribble.
- The coach then shouts out a statement about HIV&AIDS from his statement list. As quickly as possible, the players have to dribble with their ball to the “correct-answer-field”. After every player has reached a field, the coach gives the right answer and a short explanation. The players, who go the answer wrong, have to do an additional exercise as a penalty (push-ups, knee-bends, etc.).
- The last player to have reached a field, even if it was the correct field, also has to do the additional exercise.

Variations

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

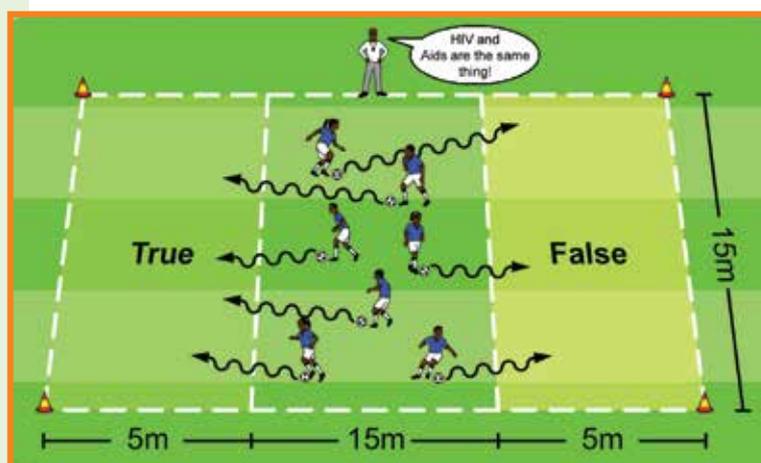


Figure 1: Example of a football based activity teaching about HIV prevention

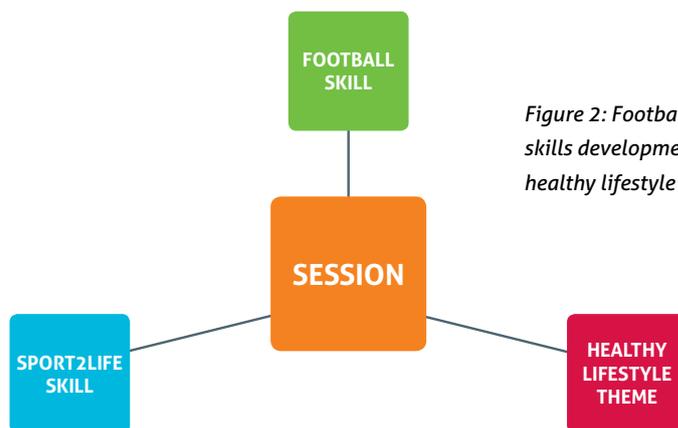


Figure 2: Football4Life sessions combine football skills development, use Sport2Life skills & impart healthy lifestyle messages.

CHAPTER 1 of the manual examines the parallel pathways that coaches and players follow in their development. This manual is for coaches coaching young people in football as well as in skills for life. As children develop over time they experience physical, mental and emotional changes, their motivations, skills, knowledge and attitudes develop. All of these changes are encapsulated in the long term player development pathway that ensures that a young person's needs are addressed as they grow and develop. In a similar manner, coaches develop over time and with experience. The pathways that coaches follow are captured in the long term coach development pathway.

CHAPTER 2 of this manual looks at approaches to positive youth development through sport. **CHAPTER 3** reviews the Sport2Life approach, whereas **CHAPTER 4** looks at the YDF approach and how sessions can be planned that include principles from both the S2L and YDF approaches.

CHAPTER 5 comprises a number of sample sessions from the YDF manual for different age groups which coaches can use for inspiration in planning their own sessions. We also direct football coaches to the GIZ YDF manual for coaches which contains a methodical series of progressions around different football skills.

CHAPTER 6 provides 10 worksheets for coaches that cover a number of healthy lifestyle themes or topics. These provide background information for the coach, identify key messages for young people, provide a sample activity, most using football, to convey messages to young people, and ideas for connected conversations on the healthy lifestyle theme. The ten topics are not intended to be an exhaustive list of healthy lifestyle themes or topics that could be covered through life skills training but rather a sample of important issues facing Namibian youth.

CHAPTER 7 introduces community mapping as a means of ensuring both the football coach and the young footballers know what support exists in their own community in respect of health and other social issues.

Football coaches need to be able to review their sessions and programmes, so in **CHAPTER 8** the monitoring & evaluation process is considered.

This manual is intended to assist football coaches to plan football training sessions that build knowledge, and promote positive attitudes and behaviour in young people by incorporating the philosophy of the Sport2Life and GIZ YDF approaches in to their football training sessions.





CHAPTER

1

LONG TERM COACH & PLAYER DEVELOPMENT

The Football4Life manual recognises the importance of developing coaches in order that they can apply sound coaching principles and practice to develop young football players. Just as players need to develop so do coaches. This chapter looks at the long term development pathways that are followed by the coach and the player.

LONG TERM COACH DEVELOPMENT PATHWAY

It is understood that the users of this manual will be football coaches with different levels of experience and coaching skills.

Most coach education or long term coach development systems recognise four levels of coach:

Level		Role description
4	Master Coach	Design, implement and evaluate the process and outcome of long term/ specialist coaching programmes.
3	Senior Coach	Plan, implement, analyse and revise annual coaching programmes.
2	Coach	Prepare for, deliver and review coaching sessions.
1	Assistant Coach	Assist more qualified coaches, delivering aspects of coaching sessions, normally under direct supervision.

Prior to undertaking some coach education and qualifying as a level 1 Assistant Coach a person assisting in coaching sessions would be considered to be at the pre-coaching stage.

The assumption is made that most football coaches using this manual will specialise in coaching either youth or adults and that they will coach community participation or performance based teams and players.

COACHING CONTEXTS

The 4 x 4 coach model shown below sets out the four levels of coach and the four main contexts within which coaches operate. Users of this manual should be able to identify where in this model they sit.

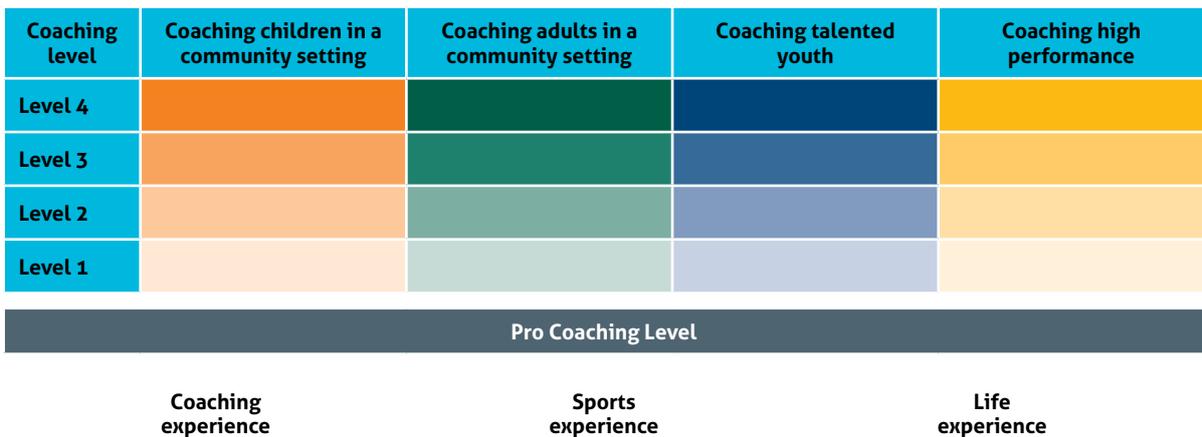


Figure 3: The 4 x 4 coaching model



The Football4Life manual is specifically written with football coaches at levels 1 & 2 on the coaching model in mind. Football coaches at level 2 can plan, deliver and review sessions and those at level 1 can assist in the delivery of sessions often planned by a more experienced coach and with the ambition of going on to plan, deliver and review their own sessions.

We expect coaches using this manual to develop the skills to plan, deliver and review sessions of both football and life skills. Specific advice on preparing to deliver football based sessions that use the S2L and YDF methodologies is given in Chapter 4.



FOOTBALL & LIFE SKILLS

The context for the Football4Life coaching manual and philosophy is coaching school age children (boys and girls) at a community participation level. In this context our focus is to offer youth access to quality football activities and to develop their life skills.

This could be in a **SPORT PLUS** setting where the primary purpose of the organization delivering coaching is to develop the sport of football and where the secondary goal is the holistic development of the football player.

Alternately, it could also be in a **PLUS SPORT** setting where the primary purpose of the organisation is youth development, developing the high impact attributes of young people and teaching them life skills. In this context positive youth development is the primary concern and football is a useful way of bringing young people together.

This manual is designed to be used by coaches working in both Sport Plus settings i.e. through the Namibia Football Association and their youth and club structures, as well as in Plus Sport settings i.e. through NGOs and CBOs.

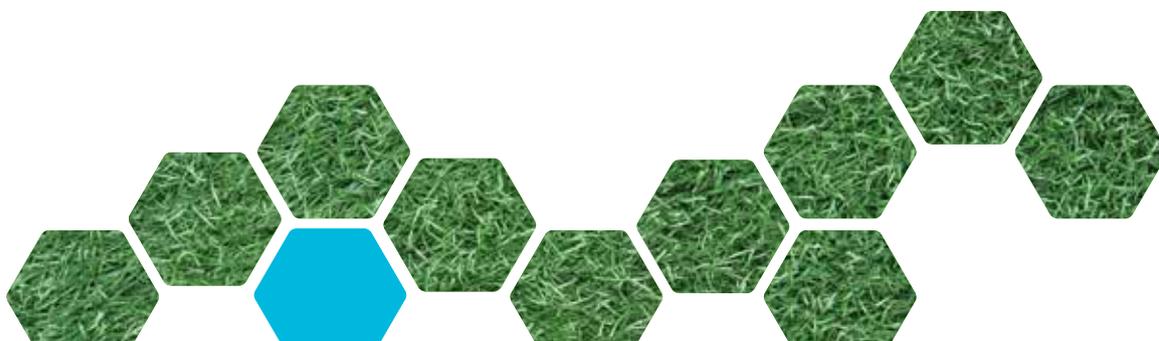


LONG TERM PLAYER DEVELOPMENT PATHWAY

When we talk about coaching school age children, we are covering a wide age range of growing young people who are at different stages of physical, mental and emotional development.

The following diagram sets out some important stages of the young football player's development pathway:

Children		Youth		
Fun phase	Foundation phase	Formative phase	Mid-youth phase	Final youth phase
Under 11 (6-10 Years)	Under 13 (11-12 Years)	Under 15 (13-14 Years)	Under 17 (15-16 Years)	Under 20 (17-19 Years)
Fundamentals	Learning to train	Training to train	Training to compete	Training to win



FUNDAMENTALS

In the “FUNDAMENTALS” stage, children should develop fundamental movement skills, including agility, balance, coordination and speed. Children should participate in a fun and challenging activities. They need to participate in a variety of well-structured activities that develop basic skills. Programmes and activities should focus on fun, and match play should be kept to a minimum. Learning fundamental movement skills throughout this stage is a key to the overall development of physical literacy. The ABCs of agility, balance, coordination and speed are the foundation blocks for developing basic movement skills.

LEARNING TO TRAIN

During the “LEARN TO TRAIN” stage, children should be converting their fundamental movement skills into basic sport skills. This stage is often referred to as the “Golden age of learning” for sport skills. Children during this stage are ready to take part in more formal methods of training. More time is spent on training and practicing skills than competing in matches.

TRAINING TO TRAIN

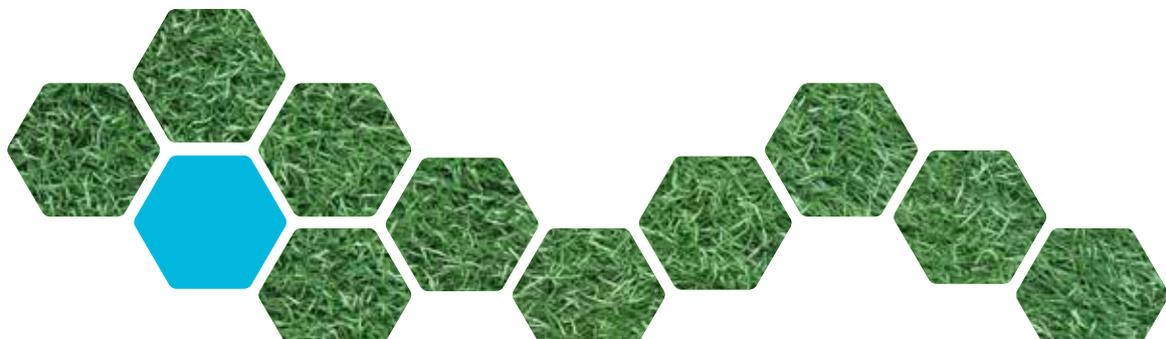
The “TRAINING TO TRAIN” stage sees young players building cardiovascular fitness and consolidating their basic football skills. Towards the end of the stage, they start training to improve strength and anaerobic energy systems. Increased training hours are needed at this stage to develop each athlete’s long-term potential. The ages that define the training to train stage are based on the approximate onset and end of the adolescent growth spurt. At this stage, athletes are ready to consolidate their basic football skills and tactics. It is also a major fitness development stage. Athletes may exhibit special talent, play to win, and do their best, but they still need to allocate more time to skills development and training their physical capacities than focusing solely on football matches. To maximise their long-term potential, winning should remain a secondary emphasis.

TRAINING TO COMPETE

In the “TRAINING TO COMPETE” stage players concentrate on and excel in football rather than multiple sports. Players will train to solidify their football and position-specific skills and all of their physical capacities. Players are aiming to compete in teams in local, national and international matches. It is at this stage where competition becomes “serious.” Players who enter this stage have chosen to specialise in football and to excel at the highest level of competition possible. Players need to commit to high-volume and high-intensity training throughout the year. Instruction in topics such as nutrition, sport psychology, recovery and regeneration, injury prevention, and injury management also become very important. Formal competition becomes more prominent in annual training, competition and recovery plans, and includes major national and international events.

TRAINING TO WIN

The “TRAIN TO WIN” stage is the final stage of the young players development. Being a member of a team and training to win matches becomes the players main focus.



AGE VERSUS STAGE OF DEVELOPMENT

Whilst in an ideal world all young people would progress through each phase of the long term athlete development model, some young people may not take the sport up until a later age. This means that different children of the same age can be at different stages of development in terms of their football skills. Football coaches need to be able to differentiate between young people of the same age but with different skill levels. The young footballer who took up the sport at 13 years may not be as skilled at this stage as the 13 year old who started practicing football at 6 years of age.

COACHING SKILLS

Football coaches need to know "WHAT TO COACH" and "HOW TO COACH". This manual provides information for coaches on both aspects of coaching.

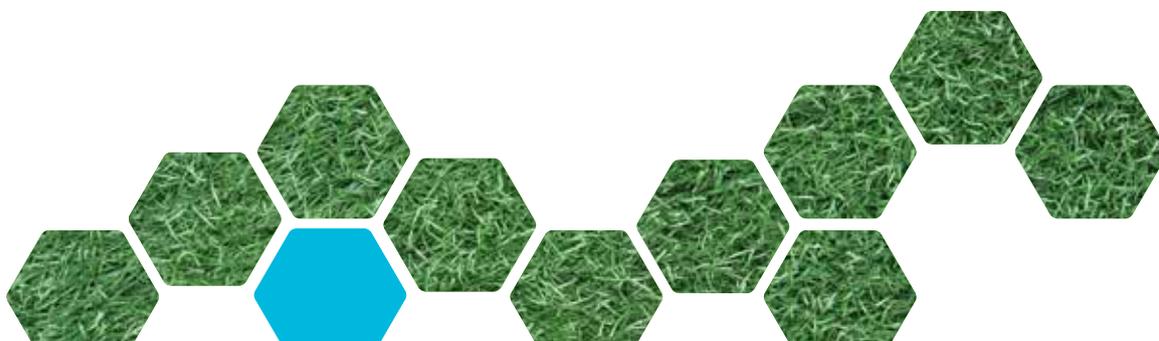
WHAT TO COACH

Coaches will find sample sessions that provide examples of what to coach in Chapter 5. Whilst all coaches are encouraged to plan, deliver and review their own football and life skills sessions, you will find useful sample activities in this chapter to include in your planning.

Chapter 6 provides background information for coaches on a number of healthy lifestyle themes. These set out some key messages for young people that can be delivered through football based activities, connected conversations, and traditional non-sport risk reduction and life skills activities. It is hoped that this section will better equip football coaches to deliver social messages to the young players they coach.

HOW TO COACH

Chapter 3 examines how a coach can adopt the Sport2Life skills, whilst Chapter 4 provides guidance to coaches on how to prepare sessions to develop football skills. How to coach prevention, life skill or risk reduction messages for information to young people. In Chapter 7 guidance is offered on how the coach can map their community helping the young people they coach identify safe spaces, unsafe spaces and where they can find support in their own communities. Chapter 8 provides advice on how to monitor and evaluate sessions.

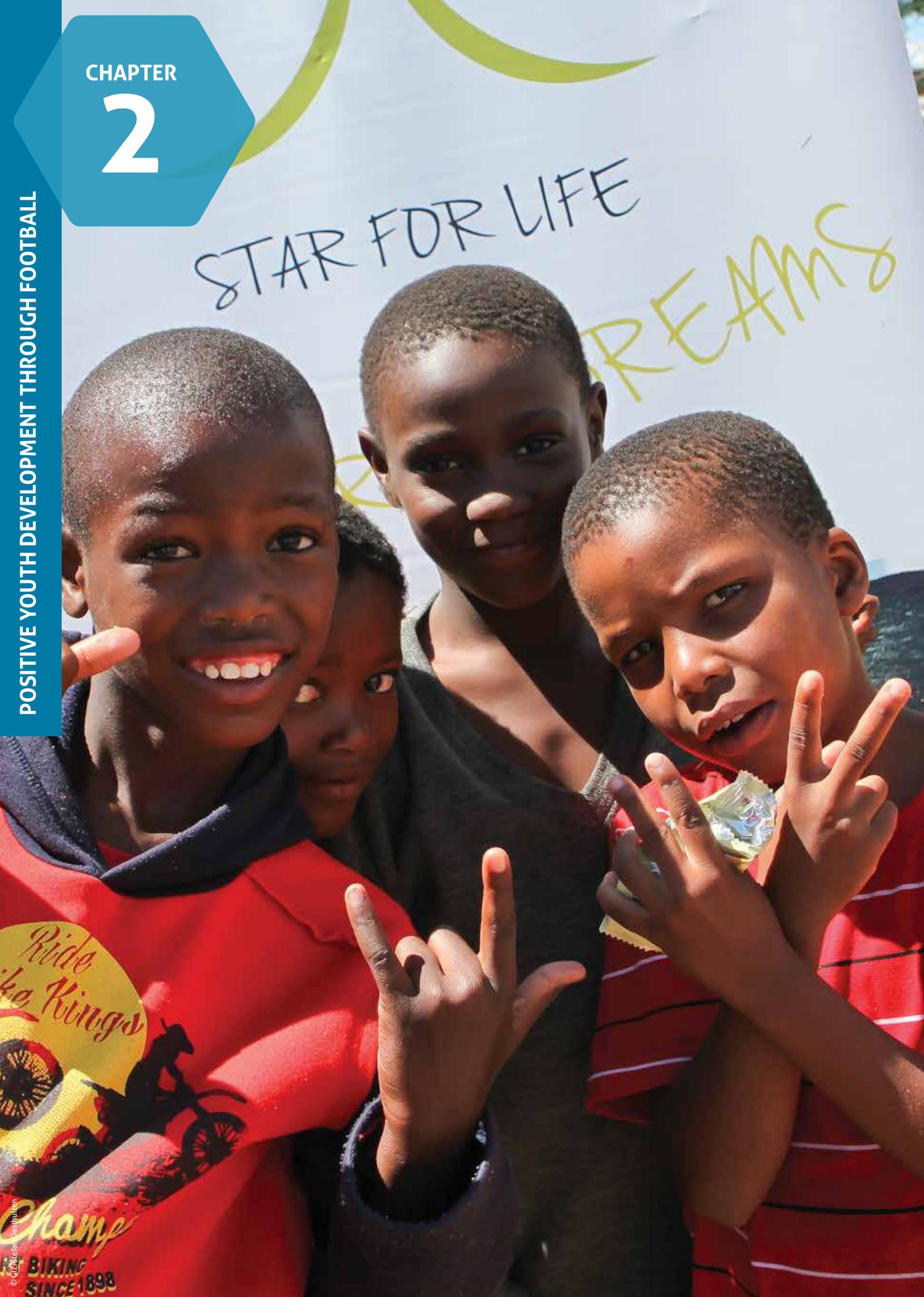


CHAPTER

2

POSITIVE YOUTH DEVELOPMENT THROUGH FOOTBALL

STAR FOR LIFE
DREAMS



In football, we work to equip young people with the physical, mental, technical and tactical skills that will make them a good player and allow them to contribute to the success of their teams. We also want to develop well rounded individuals that will become positive role models and lead healthy and productive lives. We want all the young people (boys and girls) we coach to have a positive future, whether that is inside or outside football.

ROLES OF A YOUTH FOOTBALL COACH

There is more to the role of a youth football coach than teaching football skills and organising a team. The football coach working with young people is helping them develop not just as footballers but also as young people. The coach assumes many different roles as they work with youth. They are responsible for assessing the young person's level of ability, providing instruction that helps them develop their skills, and providing motivation to them. They are a performance analyst, a teacher, a motivator.

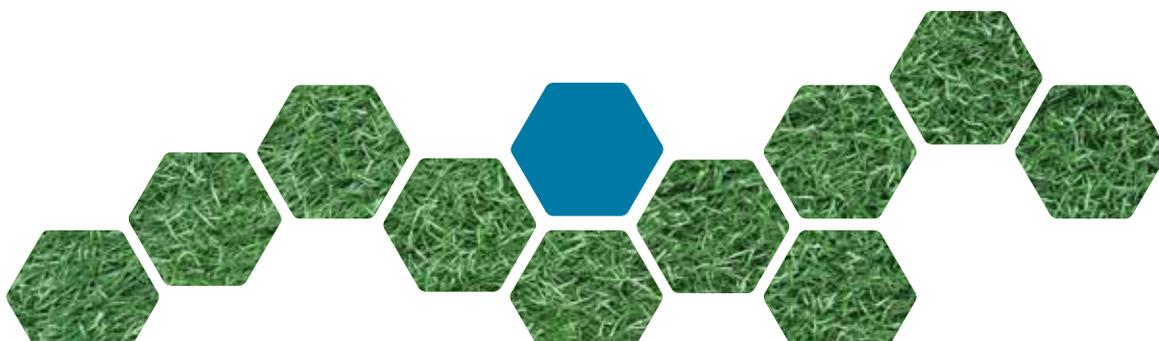
The youth football coach is also responsible for the guidance of the youth in life and as well as their chosen sport. The roles of the youth football coach will therefore be many and varied from assessor, teacher, motivator, friend, mentor, facilitator, demonstrator, adviser, supporter, fact finder, counsellor, organiser, and planner.

RESPONSIBILITIES OF A YOUTH FOOTBALL COACH

When someone undertakes to coach football to youth, they assume a range of responsibilities as a coach.

These responsibilities include:

- Ensuring the health and safety of the young people participating in activities you lead;
- A duty of care for young people that includes protecting children from abuse;
- Ensuring the balanced long term development of the young person taking into account their physical, technical, psychological and social needs.
- Continuing to update your own knowledge of football and football coaching;
- Planning and evaluating your coaching sessions;
- Providing opportunities for youth to play football and have fun;
- Involving young people in decision making around their own participation.



DEVELOPMENT OF THE YOUNG FOOTBALL PLAYER

One of the responsibilities of a youth football coach is the long term development of the player. This means developing the young person in terms of their technical/tactical skills, their physical fitness, their mental or psychological fitness, and their social or life skills.



Figure 4: All-round development of the young football player

Technical skills are the sport specific skills such as being able to dribble, pass and shoot. Tactical skills are about being able to read the game and make good tactical decisions, to work out the strengths and weaknesses of the opposition, to make decisions on the field as how to play as a team and to score goals against the opposition.

Physical fitness helps you to play better football by making you more agile, have better endurance, speed and strength.

Mental and psychological fitness helps you perform at your best under pressure, to be able to make good decisions and keep going even when the going gets tough.

Social skills are life skills that can be developed through the experience of being involved in a sport like football. They are skills that you carry from football into other aspects of your life. They include qualities such as having self-confidence, being able to make positive choices, to make positive connections with others, being motivated to be successful in life, etc.

THE NEEDS AND ENTITLEMENTS OF CHILDREN

Children are defined as being young people under the age of 18 years. Children have specific needs and entitlements which are enshrined in international charters, and in many cases, in a countries' laws and policies.

These can be categorised as **social needs, protective needs, personal needs and sporting needs.** Football activity delivered appropriately by good youth football coaches can provide for the needs and entitlements of children.



Social Needs	Protective Needs
<ul style="list-style-type: none"> • to play, leisure, rest; • to a family life; • to be a member of a safe, inclusive community. 	<ul style="list-style-type: none"> • protection from abuse; • protection from exploitation; • to be kept safe; • to protect their health.
<p>Social needs can be addressed through football by creating and connecting youth to a sporting environment where they can relax and enjoy sport and physical activity, supported by their families and wider community.</p>	<p>Protective needs can be addressed through football by providing safe environments where youth can participate in football and develop their health & fitness; life skills; confidence; and self-esteem.</p>

Personal Needs	Sporting Needs
<ul style="list-style-type: none"> • to good nutrition; • to good health; • to a holistic education; • to develop relationships with people of varied backgrounds. 	<ul style="list-style-type: none"> • to develop physical literacy; • to be experience quality sport and play; • to lifelong participation; • to realise their talents.
<p>Personal needs can be addressed through football by giving youth access to life skills and health education services, positive role models and mentors as well as an opportunity to participate with a cross section of community members.</p>	<p>Sporting needs can be addressed through football by providing quality sport, physical activity and play environments where participants can develop their health & fitness; confidence; creativity; and skill as well as be sign posted to future participation and elite pathways.</p>

SAFEGUARDING CHILDREN IN FOOTBALL

Children have an entitlement to be protected from abuse and youth football coaches have a moral duty of care to help safeguard children. Children who feel safe from threat of abuse are more likely to develop the personal attributes needed make healthy lifestyle choices and to go on to become positive and active citizens.

There are five types of abuse that coaches should be aware of physical, emotional, sexual, neglect and bullying.

! Physical abuse

- Where a child is physically hurt or injured by an adult, or where an adult gives a child alcohol or drugs.

! Emotional abuse

- Persistent criticism, denigration, or putting unreasonable expectations on a child or young person.

! Sexual abuse

- An adult or peer uses a child or young person to meet their own sexual needs.

! Neglect

- A child’s basic physical needs are consistently not met or they are regularly left alone or unsupervised.

! Bullying

- Persistent or repeated hostile and intimidating behaviour towards a child or young person.



Youth football coaches need to be able to recognise these five forms of abuse and should develop knowledge and skills that will help them deal with suspected cases of abuse when they occur. Football coaches who can recognise abuse, know how to take steps to safeguard children, know their organization’s policies and know where to find service providers who specialise in child safeguarding, will be better able to safeguard children.

Youth football coaches should also be aware of their responsibility to be an adult role model, to always demonstrate good practice when working with children and young people, and not to abuse their position of trust.

When the needs of children and young people are not afforded the necessary priority, so as their welfare is compromised, inappropriate and poor practice occurs.

Poor coaching practice may not constitute abuse but may create an environment in which children do not feel safe and where abuse becomes more possible. Examples of poor practice would include:

- excessive training or training inappropriate for the age or stage of development a young person, possibly leading to injury;
- focusing on the talented members of your group and not fully involving all members of the group equally;
- working with children on a one to one basis without other adults present;
- ridiculing and criticising a young player who makes a mistake during a game;
- allowing players to be abusive to other players or to the referee;
- failing to follow health and safety guidelines.

POSITIVE YOUTH DEVELOPMENT

Research shows that if we create the right settings for young people that it is more likely they will develop into positive young adults who possess the attributes needed to make healthy lifestyle choices, to avoid risk behaviour, and to become active citizens making a contribution to self, their families, communities and to civil society.

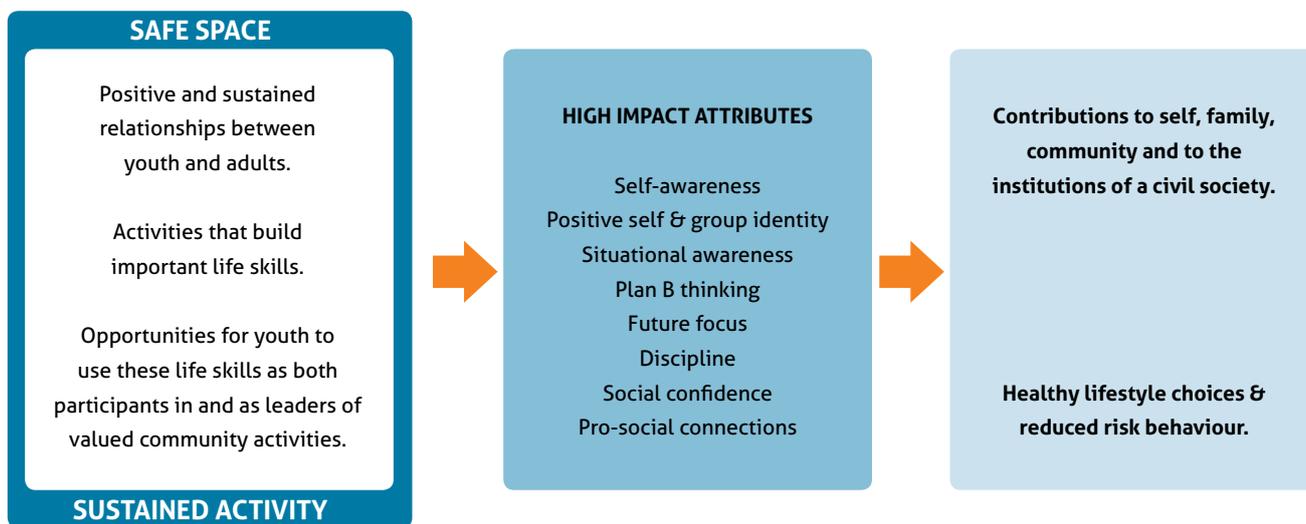


Figure 5: Settings that develop high impact attributes leading to healthy lifestyle choices and positive and active citizens.



As shown in figure 5, key factors in creating the right settings for positive youth development are:

1. Positive and sustained relationships between youth and adults.
2. Activities that build important life skills.
3. Opportunities for youth to use life skills as both participants in and as leaders of valued community activities.
4. Conducting activities in a setting where youth (boys and girls) feel safe, a place where safeguarding is a priority.
5. Participation in sustained activities. Programmes of ongoing activity as opposed to one off events or sessions. It is only through sustained programmes of activity that positive and sustained relationships can develop between young people and adult coaches or leaders. Just as sports skills need practice over a period of time, life skills also need to be develop over time through sustained activity.

These settings develop high impact attributes and lead to an impact where young people are more likely to become responsible citizens that contribute back to their families, communities and to civil society in a positive way. Young people who are better prepared to make positive healthy choices in their lives and to avoid choices that put them or others at risk.

 HIGH IMPACT ATTRIBUTES

Different positive youth development processes describe the attributes that youth develop that lead to them making healthy lifestyle choices, avoiding risk behaviour and becoming active citizens in different ways. For the purpose of this manual we are adopting the attributes identified through research in Namibia to create the Sport2Life approach and manual.

Research conducted for UNICEF Namibia revealed that there are certain attributes that some young people possess that make them more likely to make healthy lifestyle choices.

- These are called high impact attributes and are:
1. **Self-awareness:** The ability to tune into and identify internal feelings, understanding strengths and weaknesses, knowing personal boundaries and using self-talk/coaching.
 2. **Positive self and group identity:** The feeling that you are valuable and have a strong affiliation with others; self-efficacy and positive self-confidence.
 3. **Situational awareness:** The set of skills that helps you accurately read your surroundings, scanning the environment, seeing the details and the big picture, making accurate risk assessments and understanding one’s personal risk tolerance.
 4. **Plan B thinking:** The ability to consider multiple options, having back-up plans, anticipating outcomes and consequences in complicated/risky situations.
 5. **Future focus:** The level of emphasis and commitment on some desired future state, defining priorities, setting goals and planning.
 6. **Discipline:** The ability to delay gratification, stick to routines and rules and exhibiting self-control.
 7. **Social confidence:** The ability to share your opinion/thoughts, ask questions and take a stand for what matters to you.
 8. **Pro-social connections:** The positive connections you have to people in your life, being connected to one or more people who genuinely care and support you.



HEALTHY LIFE-STYLES THEMES

Life can present a range of challenges to youth as they are growing up and face having to make choices in how they behave. Making the right decisions based on facts rather than myths, can lead to them having a bright, healthy and prosperous life. Informally educating children around activities such as football can help them make the right choices to avoid potentially damaging behaviour.

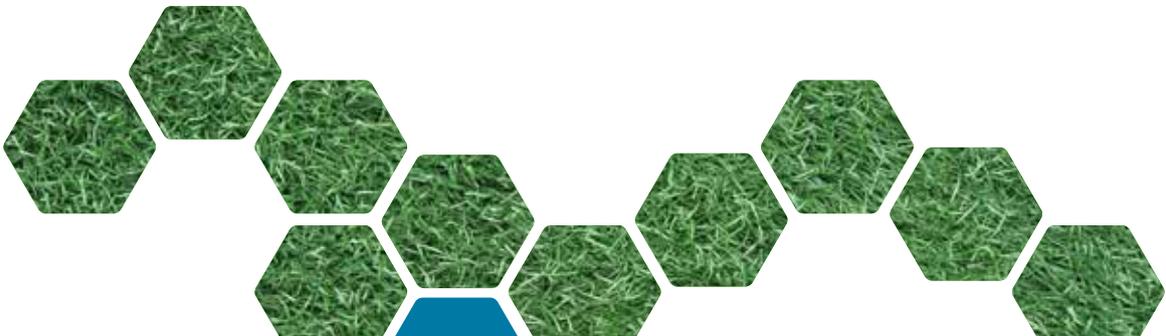
Making the right choices will lead to young people having a healthy future and to help create a healthy nation.

Good choices around hygiene, sexual and reproductive health, relationships, gender, major diseases like HIV&AIDS and TB, alcohol and drug use, exercise and nutrition can all contribute to a healthy life.

In Chapter 6 you will find fact sheets for football coaches that provide background information on some healthy lifestyle issues, provide key messages for young people, suggest activities and games through which key messages can be passed to young people, and suggested conversation pieces for connected conversations.



Figure 6: Healthy lifestyle themes



CHAPTER

3

SPORT2LIFE COACHING SKILLS



Sport2Life is a sports based coaching approach developed to help coaches from different sports codes to facilitate the development of positive attributes in young people. By integrating Sport2Life skills into the sports experience, coaches are able to facilitate the development of positive attributes, helping young people to develop the skills they need to be able to make consistent, long-term, healthy lifestyle choices on and off the sports field.

Research conducted in Namibia revealed that young people do not have the skills they need to make consistent, long-term, healthy lifestyle choices. There are many factors that influence how young people make choices. The Sport2Life approach was developed to help young people build the skills needed to make good choices. The approach has identified and included attributes, a coaching language (Sport2Life skills) and a methodology (Inside-out coaching), which equip the coach to enhance the quality of the sports experience and support the development of young people to make healthy lifestyle choices.

The Sport2Life approach focuses on the “how to coach”; how to use the Sport2Life skills and methodology to develop the attributes of young people.

Practicing and playing sport provide settings where young people have to make hundreds of decisions, all of which have direct consequences. Sport is not predictable and the feedback loop is immediate. Sport is therefore a good place to teach young people how to make good decisions that are applicable on and off the field.

HIGH IMPACT ATTRIBUTES

Research conducted in Namibia revealed that there are certain attributes that young people possess that make them more likely to make healthy lifestyle choices. These are called high impact attributes and are described in detail in the previous chapter:

1. **Self-awareness**
2. **Positive self and group identity**
3. **Situational awareness**
4. **Plan B thinking**
5. **Future focus**
6. **Discipline**
7. **Social confidence**
8. **Pro-social connections**

Sports coaches have a unique opportunity to instil these attributes in the young people they coach, helping youth to make healthy choices both on and off the field of play.



The 8 high impact attributes of young people have led to the creation of six Sport 2 Life Skills, which are:

1. **Come to play** - young sports people come to play when they are prepared for a training session or a match. They are willing and able to do what is necessary to complete the task at hand, and when they are committed to their team and themselves. When a young person comes to play, they bring their game to the field and everything they do in life.
2. **Prioritise, goalset & plan** - P-G-P is about knowing what you want on and off the field, setting goals and a plan to achieve them.
3. **Look and list** - Look and list helps young people to understand and make important decisions. When you look and list, you do your best to understand everything you can about a situation and what options are available to you. After you have assessed the situation (Look) and understood everything there is to know (List) then you are able to make the best possible decision open to you.
4. **Stay in the game** - is about finding the focus and discipline to keep going, even in difficult situation and despite failure. Staying in the game means that you are focused on your goals and what needs to be done to make sure you are successful.
5. **Use your voice** - is about not being afraid to share your thoughts and opinions. When you use your voice you have the confidence to ask difficult questions and to speak your mind.
6. **Build your team** - is about surrounding yourself with positive, strong, trustworthy and dependable people you can count on for support.

Each of these six skills has been designed to trigger a mindset or action that is applicable both on and off the sports field. Using these skills, coaches can help young people to provide players with a language and skill-set that they can use to help them remain positive and focused in sport and in life.

USING THE S2L LANGUAGE		
Continuously ask questions	Test your players knowledge	Encourage and instruct
How did you <i>stay in the game</i> during the session?	During the opening team circle we talked about <i>use your voice</i> . Can anyone tell me what <i>use your voice</i> is?	Rock stars, remember that you must <i>build your team</i> by working together to catch the ball.
Can anyone give me an example of how <i>use your voice</i> helped your team to improve the way you played?	Can we use <i>build your team</i> in other situations?	Jerry, <i>use your voice</i> does not mean you can scream at other players on your team. You should <i>use your voice</i> to support and encourage your teammates.
How can you use <i>look and list</i> to help you resist peer pressure at school?	Can anyone give me an example of how your team used <i>stay in the game</i> during the session?	Hafeni, make sure you <i>look and list</i> before you pass the ball. Lukas was open on the far side of the pitch.
What happens if you <i>build your team</i> with negative people?	Who can tell me what the <i>P-G-P</i> for today's session was?	Raymond and Katrina, i know it is difficult to be the defenders in the middle circle with 3-balls coming at you from different directions. You must <i>stay in the game</i> and work together to defend the plastic bottle.
How can this S2L skill help us to make better decisions at school, home or when we are out with our friends?	How can we teach others to <i>come to play</i> ?	Emma, you have not <i>come to play</i> . Pay attention to your teammates and not the boys on the side of the pitch.





INSIDE-OUT COACHING

The six S2L skills are used during the conduct of sessions using the concept of inside-out coaching. This is a unique set of techniques that coaches can use inside their practice sessions and competitions to develop the 8 high impact attributes.

The goal is for youth football players to know and use the six S2L skills both in their sport and in their lives. To do this, coaches, need a special way of coaching, inside-out coaching, that introduces, reinforces and develops these six skills.

In this approach the coach uses certain coaching techniques that will help directly promote the development of the six S2L skills that we want the youth players to develop.

Inside-out coaching is distinct for several reasons:

- It lets the coach deliver a typical football training session or match, but transform it into a meaningful and powerful way to promote the S2L Skills;
- It is not a progression of individual activities, but instead is a set of coaching habits that the coach uses every single time they coach;
- The more frequently the coach uses this approach the greater the likely impact on the youth players decision-making skills, both in sport and in life.

For the reasons above, Inside-out coaching can be slightly challenging to understand because it is not easy to see in action like a specific life skill game. This is because it is happening inside the sport experience.

From the outside, it may look like a regular approach to coaching. However, as you will see, what you are doing is specifically and intentionally designed to help develop these specific S2L skills in players.

Inside-out coaching is structured to follow the natural flow of a sport session/match, using the three most basic components of a sport session/match.

Warm-up	Main part	Conclusion
1. Lead opening team circle	4. Follow routines & traditions	7. Lead a closing team circle
2. Introduce the P-G-P for the session	5. Test everything	8. Review S2L skill
3. Introduce the S2L skill	6. Reinforce the S2L skill	9. Lead a connected conversation

The Inside-out coaching approach is designed to fit into each of these three parts of the sport experience. Instead of coaching your sport and then leading a life skill activity after your session/match, you will be using small but powerful techniques to turn your sport experience into a life skills and decision making skills laboratory. The more consistently you use this approach the greater the chance you will have of positively influencing your players. Therefore, repetition and reinforcement are essential to this approach.



CONNECTED CONVERSATIONS

There are two primary types of connected conversations:

1. **Closing team circle:** As part of every closing team circle, we lead a connected conversation. These conversations typically involve the entire team together. They can be as short as two or three minutes or as long as 15 or 20 minutes.
2. **Spontaneous:** As you become more comfortable with the S2L skills and the Inside-out coaching techniques, you will discover that there are many opportunities in a session/match or during informal time before or after a sport session to work with players on making these direct connections between S2L skills and life. These conversations could be with the entire team, with a smaller number of players or even with individual players.

Your first priority as a S2L coach is to develop your comfort and ability to lead connected conversations during closing team circles. As you develop confidence and skill leading the closing team circle connected conversations you will find that your ability to lead spontaneous connected conversations will then improve.

There are several important things you must do to lead a successful connected conversations. They are:

1. **Lead a connected conversation every time you are together with your team:** Connected conversations will have the most impact when they become an expected part of your practice and competition routine. They don't always have to be the same length, but they do need to happen every time.
2. **Be patient:** Because our primary focus in this S2L approach is the sport, it will take several weeks/months before the players really start to understand connected conversations. Be patient. At first, they may not have much to say because this type of conversation will be new to them. But as they see these conversations happening every time the team gets together and that the topics/questions are interesting and important to them, they will begin to participate more.
3. **Sit down:** Sometimes our opening team circles may be short enough that we can lead them with everyone standing. However, for connected conversations it is important that everyone sits down. Even if we are planning for a short conversation, when our players are sitting they are more comfortable and more likely to engage with the conversation.
4. **Follow the same guidelines for a team circle:** This conversation is an extension of our closing team circle. Therefore we want to follow the same guidelines we use in our circle ups. They are:
 - a. Start with a round circle, no blocking
 - b. Place yourself on the circle with the players, not in the middle of it
 - c. Encourage the players talk more than you do.
5. **Use the S2L skill of the day to make the direct connection between sport and life:** Connected conversations will have the most impact when you make the direct connection between the S2L skill in sport and life. You must always remind the players what the S2L skill is. Then make one or two statements about how this skill helps us in life. The pages that follow provide you with examples of how to introduce the conversation and make the connection.



6. **Ask questions that make your players think:** We know that giving clear information and messaging to young people about their choices and risks does not seem to be enough to fully influence their choices. Therefore, it is up to us to ask questions that challenge them to share more about what they are thinking about certain choices, as well as push them to really think deeply about their choices.
7. **Encourage players to share their own advice and experience:** A Connected Conversations is about trying to help young people with their choices and to provide them as many options, perspectives and insights as possible to assist in these choices. Even though young people have less overall experience making choices than adults, they still have a level of experience. Further, there are some young people who have managed to make important healthy lifestyle choices where others have not been as successful. Therefore we want to include these peer perspectives and experiences in the conversation. Some of what a young person shares may not be appropriate or relevant. In this case, as the adult and facilitator of the conversation, you may need to redirect the conversation. However, we don't want to exclude the young person's perspective.
8. **Close the connected conversation by challenging players to use the S2L skill in their life:** Developing the S2L skills takes practice and frequent use. Therefore, each time we finish a Connected Conversations challenge your players to use the S2L skill and what they have learned in some immediate way in their life.

Connected conversations always have the same four steps:

1. **Transition:** Create a direct connection between the S2L skill and the life topic that you are focusing the conversation on.
2. **Connected conversations:** Lead a safe and open conversation on the topic.
3. **Closing:** Summarise the conversation, reminding players what the S2L skill of the day is.
4. **Challenge to use the S2L skills:** Present the group with a way to use the S2L skill in their life and challenge them to take action with it.

In the next chapter we will take the Sport2Life skills presented here and integrate them with the 'Youth Development through Football' approach. This will create a Football4Life approach that focuses on the development of football skills in young people whilst developing their attributes through the use of S2L skills and knowledge of social challenges through sports based activities and traditional non-sport risk reduction and life skills activities.



* Semi-Finals *

Boys Field A Field B

Stars vs Amazon Home of G.H vs FT

Girls Field C Field D

Tura Ladies vs V-Power Angels Gt G a vs

Boys

5/6

Chivas vs Mind Hesa

7/8

City Pros vs Arca

Girls

5/6

Concordia vs Cosmos

7/8

Swallows vs Amazon

In the last chapter we focused on the use of the Sport2Life skills when coaching football sessions in order to develop high impact attributes in young people that will lead to them making healthy lifestyle choices and to becoming positive and active citizens. In this chapter we look at the planning of football coaching sessions that adopt principles from the S2L and YDF approaches in coaching young people in football and life skills.

The YDF approach focuses on developing life skills through football activities alongside the young players football skills development. It looks at the holistic development of the player and encourages coaches to increase their knowledge of important development issues so that they can better advise young people. The YDF programme develops football coaches' knowledge around issues such as violence prevention, health matters including HIV & AIDS, gender equity, the inclusion of people with disabilities and protection of the environment.

The ideal football coaching session is led by a competent coach and features young people who are enthusiastic, interested, motivated and eager to learn. The coach should be competent, qualified and well prepared. His session should be planned and have a clear focus and objectives. The coach will be professional, technical, methodical, organized and socially competent. His conduct should be exemplary before, during and after sessions. Sessions should be planned and be age appropriate for the young people participating. Small children means small groups, short legs means short distances. The venue for sessions should be held at a safe and child oriented venue.

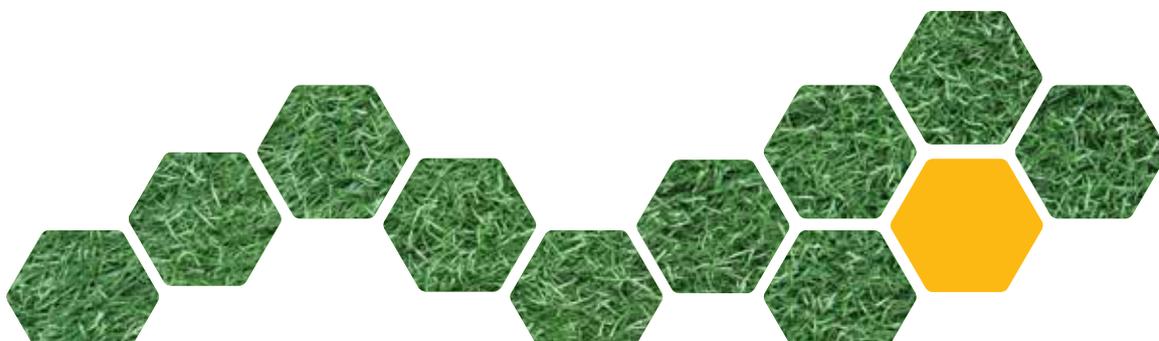
PREPARING & STRUCTURING TRAINING SESSIONS

The process of preparing and structuring football sessions should include three phases i) the warm-up, ii) the main part, and iii) the conclusion and cool down. The following diagram illustrates how the structure of a football session might include both the S2L and YDF approaches.

Warm-up	Main part	Conclusion
<ol style="list-style-type: none"> 1. Lead opening team circle 2. Introduce the P-G-P for the session 3. Introduce the S2L skill 4. Conduct the warm-up activity involving focal football skills. 	<ol style="list-style-type: none"> 5. Conduct main coaching session focused on football focal skills while continuously reinforcing the S2L skill. 	<ol style="list-style-type: none"> 6. Conduct a small sided game involving football focal skills or an activity focused on a health message. 7. Lead a closing team circle 8. Review P-G-P 9. Review S2L skill 10. Lead a connected conversation



- 1. Lead opening team circle** - The coach gathers the youth participating in the session round in a team circle. A few seconds is taken to allow the group to settle and quieten. A team cheer is then conducted. The coach welcomes the players and the attendance roll is called.
- 2. Introduce the P-G-P for the session** - The coach introduces our priorities (P) for this week, what skills are we focusing on, then explains the goals set (G) for the session, what we hope to achieve in this session. This is then followed by a brief explanation of the plan (P) for the session, what activities we are going to do.
- 3. Introduce the S2L skill for the session** - the coach explains the S2L skill that we are working on this week.
- 4. Conduct the warm-up activity** - the coach then wraps up the team circle and conducts the warm-up activity with the players using the S2L skill and the football skill that the session will focus on.
- 5. Conduct the main coaching session focused on a football skill** - the coach organizes and delivers the main coaching session focused on the football skill selected for the session. The session includes progressions that develops the skill towards its use in a game setting. During the session the coach actively practices the S2L skill.
- 6. Conduct a small sided game or activity focused on a healthy life style theme** - the coach next uses the skill in a game setting or alternately introduces a fun activity focused on a social message linked to a health theme. If the coach is running several sessions per week with the same youth, then one session might feature the skill being practiced in a game form and in another session a social message game or activity might feature. This activity may be followed by some cool down activities.
- 7. Lead a closing team circle** - the coach brings the players together in a closing team circle. In this circle we review what the team worked on, lessons learned and how they are developing as players.
- 8. Review the P-G-P** - the coach reviews the priorities, goals and plan for the session with the players and assesses if the goals have been achieved or some progress has been made in their direction.
- 9. Review the S2L skill** - the coach reviews with the team players how the S2L skill helped in achieving the P-G-P for the session.
- 10. Lead a connected conversation** - the coach finishes the session by leading a conversation with the team that helps players link the S2L skills they learned on the pitch to life and the healthy lifestyle messages.





In preparing your session you need to ask:

- When and where will your session take place?
- What is the size of group and what age, phase and stage of development are the players?
- What equipment and materials do you need?
- What is your focal point or session objectives – S2L skill, football skill, healthy lifestyle theme?
- What variations of games and exercises do you have for the focal point or session objectives?
- How will you organise the session to ensure all players have as many contacts with the ball as possible?
- How will you organise the session to create a sense of achievement for all players?
- How will you organise the session to avoid long breaks or waiting times?

Problems often occur with sessions when:

- The coach does not have a clear focus and objectives for the session;
- The coach fails to involve all of the players;
- The coach fails to retain the attention of the children and youth in the session.

Player motivation often drops when:

- The group training is too big;
- There is restricted available space;
- There is limited equipment;
- The coach lacks the ability to confidently handle groups of mixed performance ability.
- The players get too little contact with the ball and there are too few shots on goal;
- The activities are too easy;
- There are long waiting times between activities.

The YDF approach is to encourage all young people to take part in football and to support them to do so by providing all participants with a positive experience. This is an inclusive approach where all children and youth are welcome, are empowered to develop their personal skills and are encouraged to mix and play together.

The YDF manual encourages the coach to focus on the development of the individual child or youth not just the game of football. As every child or youth is at a different stage of development and has their own learning style and needs, coaches need to be able to adapt and modify their coaching to meet individual needs and include all children and youth equally in their sessions.

YDF coaches are asked to plan and deliver sessions for different age groups. This involves them in modifying sessions and setting skills development practices at a level appropriate for the players' age and stage of skills development.

Coaches should be aware that in any group of players regardless of their age or the phase they have reached in their development that there will be individuals with different levels of ability or skill. YDF coach guidelines on training children and youth have as their first principle "train the youth as individual". This means that football coaches need to be able to adapt even within sessions to make sure that the training being delivered is appropriate for all individuals in the group.

YDF coaches need to be adaptable to deliver successful sessions to groups of children and youth especially when there are a mix of abilities in the group. They need to consider how they can organise the numbers into suitable sized groups, how they can utilise space, how they can adapt things like the size of the goals to encourage achievement, variations of the activity to make the level of difficulty easier or more challenging, how they motivate and enthuse the players.

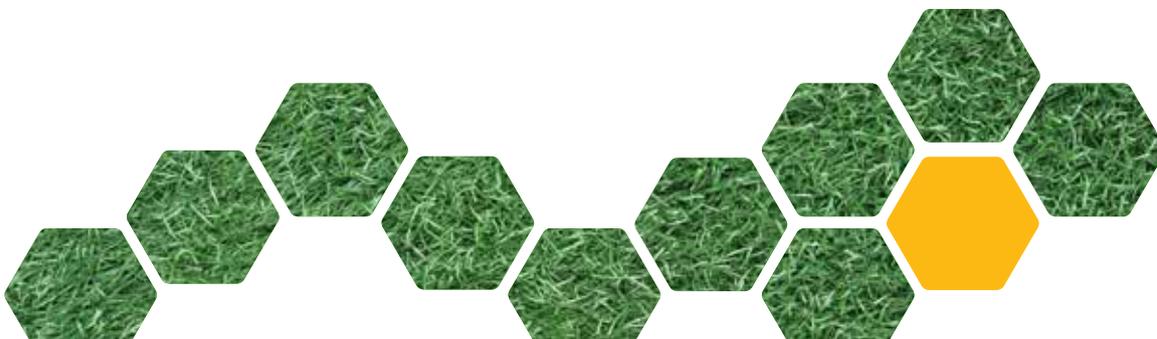




The following diagram sets out how a youth football coach might plan a session that incorporates the S2L and YDF approach. The weeks football sessions being built around the focal points for a) Sport2Life Skill (which skill are we focusing on this week), b) football skill (which football skill are we focused on developing this week) and c) healthy life style theme (which healthy life style theme are we focused on this week).



Figure 7: Linking the focus of the week's training objectives to each session.



SESSION PLANNER

See chapter 8 for a blank session planner that can be copied and used to plan and evaluate Football4Life sessions.

BUILDING SESSIONS INTO PROGRAMMES

Football4Life sessions should be planned to meet the age and stage of development of the youth football players. The content of sessions need to be appropriate in terms of football skills development and in terms of relevant healthy lifestyle themes.

FOOTBALL SKILLS DEVELOPMENT

Football skills development sees basic skills being progressed from a closed situation where the young person practices the skill in a simple setting without any external influences to being able to practice the skills in a game situation. An example would be the development of dribbling skills where the progression would be to practice without opposition in a straight line. Progressing to dribbling without opposition and changing direction by 45-90 degrees. Then progressing to dribbling with a 180 degree turn. Then dribbling at faster speeds. Then introducing dealing with opposition whilst dribbling.

Football Skills progressions are provided in the GIZ Youth Development through Football Manual in the methodical series section. This section covers the following skills:



Football coaches should plan progression into their programmes so that over a number of weeks we see a development of the skills level of each of the young players.

Another important principle is that of differentiation. Not all players commence with the same skill level and different youth players progress at different rates. This means that when organizing football skills training during a session that although all players will be working on the same skill i.e. dribbling, they will be working at different stages in the progression of the skill. This means we might see one group practicing dribbling in a straight line, a second group practicing dribbling with a change in direction, whilst a third group is practicing dribbling at speed against opposition.

When planning sessions the coach will consider not just the age of the players, but also their individual skill levels and will choose activities that match the young player’s stage of development.

SPORT2LIFE SKILLS DEVELOPMENT

Young people will need to learn and practice the Sport2Life skills of **come to play; prioritise, goalset & plan; look and list; stay in the game; use your voice; and build your team**. Football coaches will therefore select what skill they wish to incorporate in each session and will ensure all skills are practiced across the duration of the programme of sessions.

HEALTHY LIFESTYLE THEMES

Football coaches wishing to develop young people in a holistic manner will want to develop their football skills, high impact attributes and their knowledge of healthy lifestyle issues. When planning programmes of sessions they will want to identify themes that can be addressed in crossover sessions that link football games with health messages or connected conversations that include important topics that impact on the lives of young people. **As with football skills, these need to be appropriate to the age and stage of development of the young football players.**

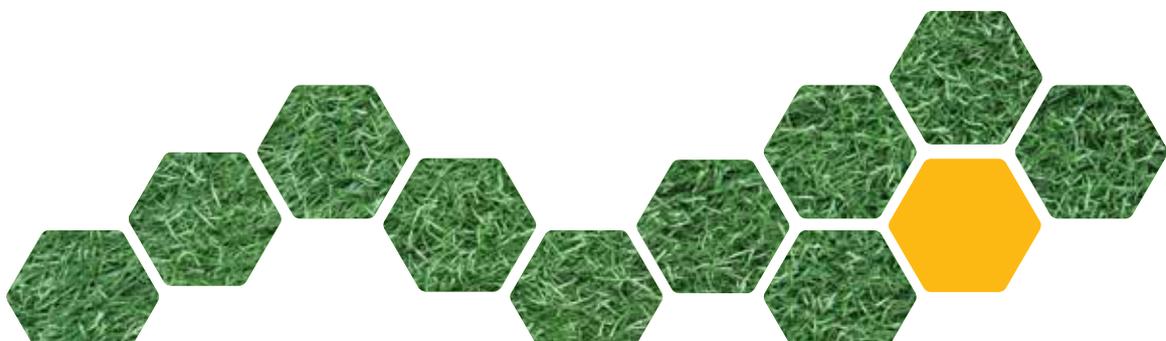
With young children we might choose some basic topics such as washing our hands before eating to avoid picking up germs that might make us sick or keeping safe when crossing the road. With young people that have reached puberty we might be covering more advanced topics such as sexual and reproductive health or substance abuse. Our choice of topics or themes will reflect the age and stage of development of the young football players we are working with.

PROGRAMMES

The number of football sessions a young person participates in during a week will vary depending on their age, the availability of different youth activities in the community, the level of commitment of the young player and their level of participation. Generally, the number of sessions of football practice that a young footballer takes part in during a week will increase as they get older.

Programmes can last a few weeks or can last a few months, but in order to give an example of a programme versus a football session we have included the following six week example.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sport2Life skill	Come to play	P-G-P	Look & list	Stay in the game	Use your voice	Build your team
Football skill	Dribbling	Dummying	Passing	Ball Control	Shooting	Heading
Healthy lifestyle theme	Body & mind	Sex & gender	Healthy relationships	Unintended consequences of sex	Safe sex & contraception	HIV & AIDS



CHAPTER

5

GIZ YOUTH DEVELOPMENT THROUGH FOOTBALL SESSIONS



The following pages set out five sample sessions for different age groups using the GIZ Youth Development through Football approach.

We also recommend reading the GIZ Youth Development through Football Manual for Coaches which is free to view online at <http://star-www.giz.de/starweb/giz/pub/servlet.starweb>

Section 6 of the GIZ Youth Development through Football Manual for Coaches covers football skills and their progressions which are useful when planning sessions for young players of different ages and stages of development. Football coaches start younger or less skilled players with simple practices that develop the basic skill being practiced. As the young player masters these skills they are gradually made more challenging by adding changes in direction, by adding opposition, by requiring the player to perform the skill and then complete another action.

A skill such as dribbling might start with simple dribbling around some cones in a straight line. It might progress to dribbling around cones requiring changes in direction. It might then progress to dribbling past other players. It then might require the young player to dribble the ball to a position and then pass the ball to another player or make a shoot on goals. Gradually the football coach makes the practice more challenging and develops the level of skill of the young players.

This approach allows the football coach to make the practices relevant to the age of the player and each individual's stage of skill development. Section 6 of the GIZ Youth Development through Football Manual for Coaches covers skills progression and differentiation based on the different levels of skill of each youth player skills providing guidance on how practices can be incorporated into football training sessions making them age appropriate.

The YDF manual uses a long term player development model and presents sample sessions for different age groups.

In this manual we have used the following model to relate as closely as possible to the NFA age groups.

Children		Youth		
Fun phase	Foundation phase	Formative phase	Mid-youth phase	Final youth phase
Under 11 (6-10 Years)	Under 13 (11-12 Years)	Under 15 (13-14 Years)	Under 17 (15-16 Years)	Under 20 (17-19 Years)
Fundamentals	Learning to train	Training to train	Training to compete	Training to win

The sample sessions presented here are for the 6-9 years and 10-12 years which closely relate to the fun and foundation phases. Then also the 13-16 years and 17-20 years which closely relate to the formative/mid youth and final youth phases.

When looking at sessions, football coaches will understand that age is only one factor in considering the content of the session, the other will be the player's stage of skills development. In any session, football coaches will be called on to make sessions easier or more challenging depending on the stage of development of the players in their team. Coaches may even be setting up different drills to ensure that the session is equally challenging for different players in their team at different levels of skill. A good football coach adapts their sessions to encourage and develop all of his players from the novice to the most experienced.

The suggested equipment in the practical sessions below is not always available and only the ideal case. The sessions can be the same fun with alternatives like sticks instead of cones or stones instead of other markings. Coaches should be creative to make the session the same fun even without all the equipment!

EXAMPLE TRAINING SESSION 1

FOR CHILDREN
AGED 6-9

CHECKLIST



WARM UP - 20 MINUTES

-
- 1 Ball for every player
- 4 Cones
- 1 Bib for every 5th player



MAIN PART - 30 MINUTES

-
- 4-5 Balls
- 8 Cones
- 8 Corner poles
- Bibs for half the players



CONCLUSION - 25 MINUTES

-
- 4-5 Balls
- 10 Cones
- 8 Corner poles
- Bibs for half the players



WARM UP - 20 MINUTES

PHASE 1

"Save yourself from the catcher"

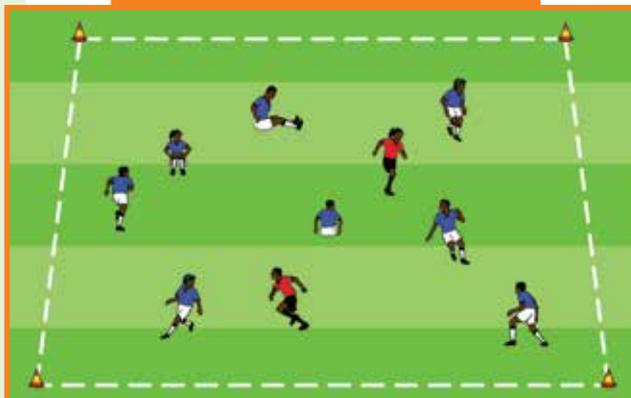
- In a marked off area two to three catchers try to tag the other team mates.
- The other team mates may not be tagged, if they are either lying on their stomach or crouching.
- Work together as a team!

Variations

- Only two players per team are allowed to save themselves at the same time from being tagged. The third player: tagged!
- Cones or tyres can be scattered across the pitch as "safe" spots.

TARGETS

- Greeting and warm up
- Various movements
- Interesting exercises with the ball



▲ This exercise helps strengthen the whole body!

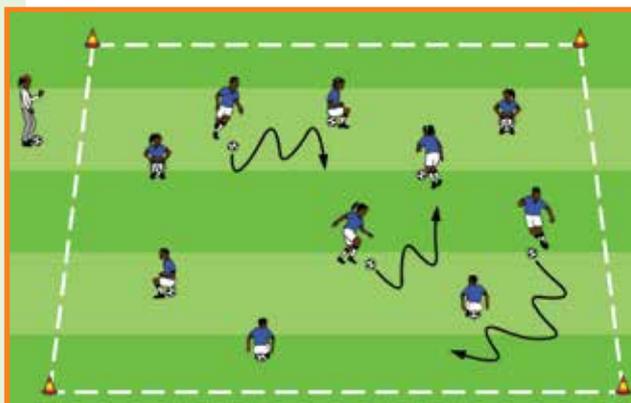
PHASE 2

"Ball School" (rich in variety)

- Every player with a ball in marked off pitch: dribble with numerous direction changes.
- Dribble, then sit on the ball, stop the ball with the knee, ...
- Copy the trainer's bluffs and tricks.

Variations

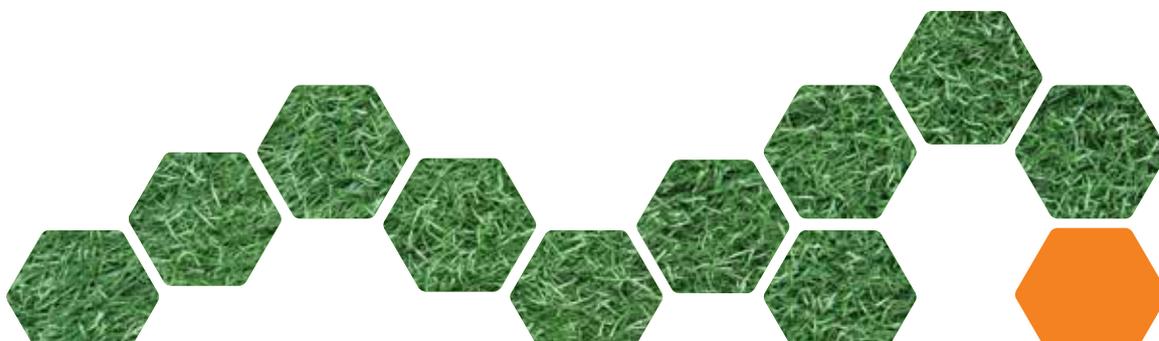
- Change of direction only with the outside of the foot.
- Quick changes of direction only when signalled by the trainer.
- Simple juggling exercises: e.g. bounce the ball on your thigh twice and catch.



▲ If possible, let the players realise their own ideas - in this way supporting their creativity.

GUIDELINES

- 6-9 year old children do not necessarily require specific warm up exercises!
- Children of this age group want to and can move very quickly immediately!
- Do not mark the catch pitches too big! Require many skilful direction changes!
- Preferably, have a large variety of ball-tasks per player in every play and exercise session!
- Additionally motivate the players to train on their own: "Who will be able to do this trick by the next training session?" - Motivation for homework!



MAIN PART - 30 MINUTES

PHASE 1

2-on-2 at Small Goals

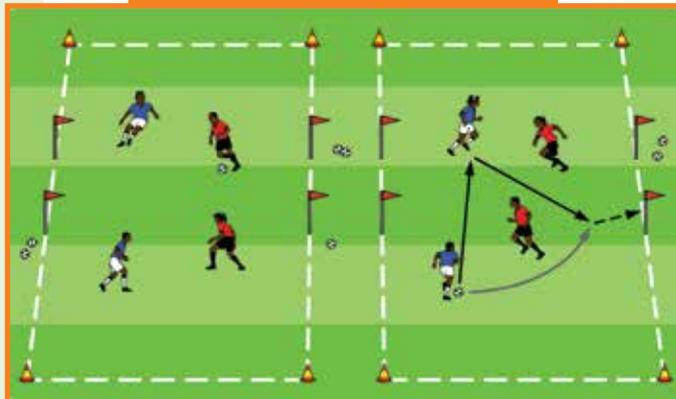
- Small pitches of 12m x 8m with small goals on the outer lines.
- Two teams of two players each per pitch kick goals
- Game duration: 2 minutes - thereafter break time!
- Add some time if there are no replacement balls.

Variations

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

TARGETS

- Play and practice
- Small ballgames
- Rules must be obeyed



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

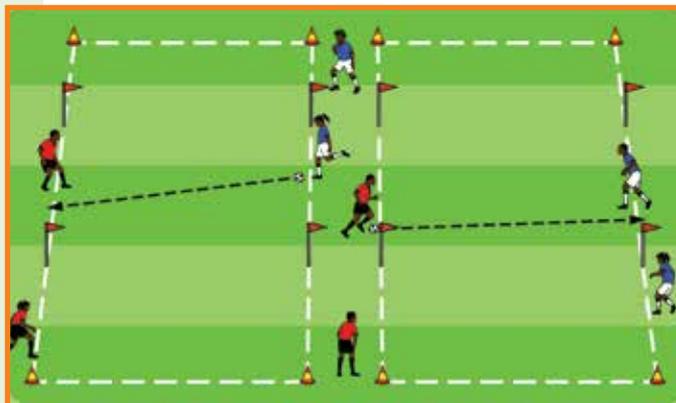
PHASE 2

2-on-2 as Goal Shooting Competition

- Increase the width of all goals to 5 metres.
- One player per team is the goalkeeper and striker.
- The other is the ball fetcher behind the goal.
- Every team has ten shots at goal - after five shots swap roles within team.

Variations

- Shoot at goal after short dribble.
- Same procedure with target shots at a small goal.
- Both players simultaneously act as goalkeepers.



The children must be able to shoot the goals easily. (Sense of achievement!)

Being successful strengthens *self-confidence*.

GUIDELINES

- Avoid long waiting periods! Organise smaller groups! Consider this while planning the training session!
- The change between practice and play is ideal - but try to avoid big organisational changes from the practice phase to the play phase so as not to lose out on valuable training time.
- Only correct obvious technical mistakes - using the children's vocabulary!



CONCLUSION - 25 MINUTES

PHASE 1

4-on-4 at Goals and Goal Kicking Practice 1

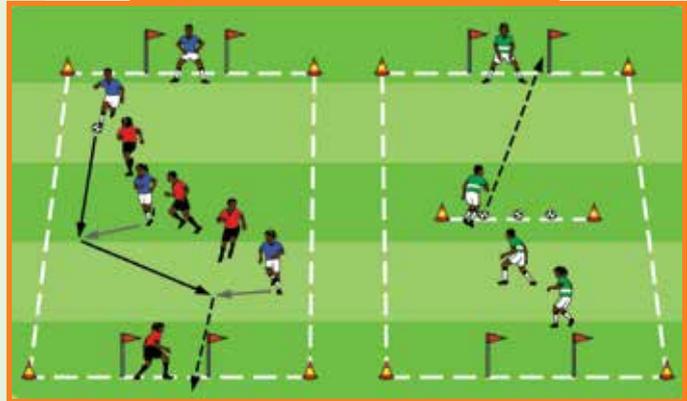
- Three teams of four players each.
- Two teams play against each other at the small goals - the third team competes in a goal kicking competition.
- At the end of the competition: swap teams around!

Variations

- Each team must erect and defend two small goals on their own goal lines.
- Play at larger goals - every player has a turn as goalkeeper.

TARGETS

- Play football: shoot goals with small teams
- Closing discussion and review
- Be successful as / in a team.



▲ Mixing the teams up after each round teaches the children to interact with others.

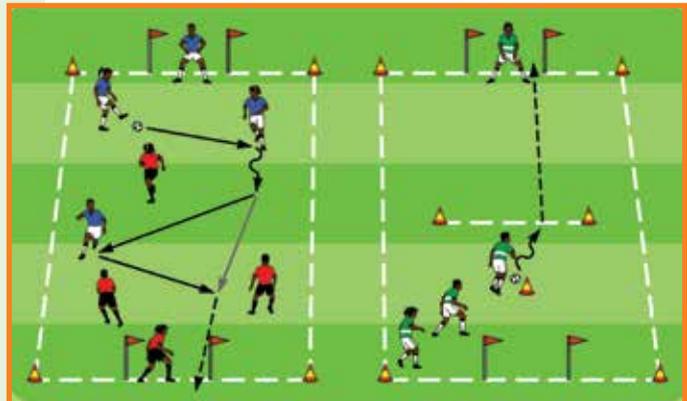
PHASE 2

4-on-4 at Goals and Goal Kicking Practice 2

- Same as before, only now a slightly changed game form.
- The goal kicking practice can be varied with different rules and regulations - or one can go for "revenge"!

Variations

- Seven metre kicking: Every player has five to seven shots. Who will shoot the most goals?
- Same as above, but shots at goal after slalom dribble.
- Same as above, but shots at goal after volley from the hand.

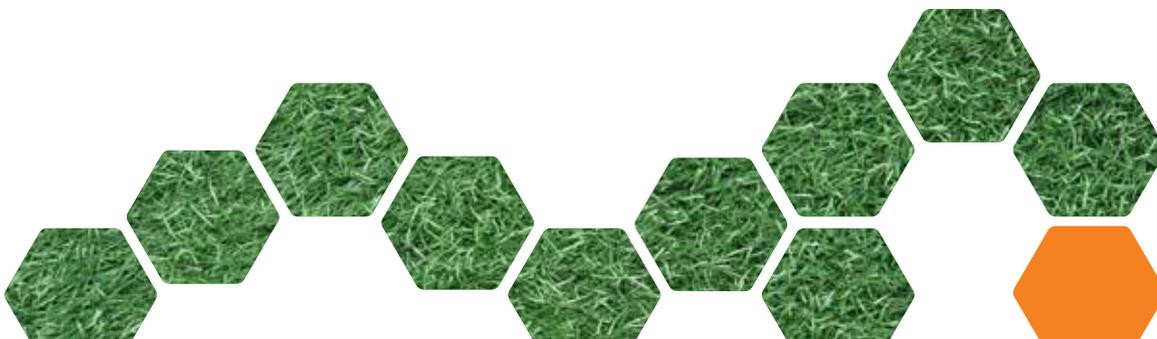


▲ Learn to live with success (winning a game) and disappointment (losing a game).

But always respect the other players as partners. Without them you are not able to play the game!

GUIDELINES

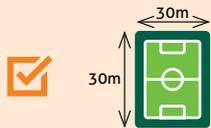
- Small competitions motivate to intensive training.
- Exchange goalkeepers regularly - every player must be a goalkeeper at some stage!
- Always organise football games with small teams on small pitches!!! Only that will guarantee many ball contacts and thereby a sense of achievement for every child!
- Every training session with the children has to be ended with a short review! ("How did you enjoy the training today?")



CHECKLIST



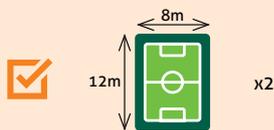
WARM UP - 20 MINUTES



MAIN PART - 40 MINUTES



CONCLUSION - 20 MINUTES





WARM UP - 20 MINUTES

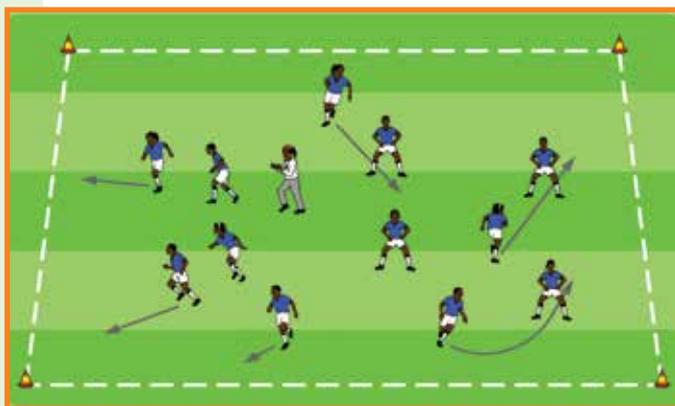
PHASE 1

Catch the Thief

- Mark off a pitch with cones.
- The coach and the children are on the pitch.
- Everybody moves freely within the pitch.
- The children are the thieves and the coach is a police officer, who has to catch as many thieves as possible.
- Caught thieves remain standing on the pitch with legs wide apart.
- The thieves can only be freed, if another thief, who has not yet been caught, crawls through their legs.

Variations and Pointers

- After a few minutes, children can be put in as additional police officers.
- Two children hold hands and are caught and freed as a pair.
- *This tumble phase with a high intensity in movement meets the children's natural urge for activity.*
- *Good role-play by the coach increases the children's game enjoyment.*



▲ It is important to remind the children that even though games like these are fun, crime remains a serious and intolerable matter!

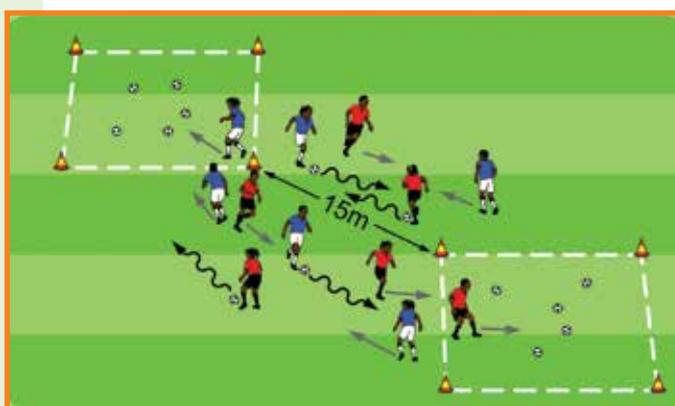
PHASE 2

Save your Treasure

- Put the same amount of balls in both pitches.
- Divide the children into two teams.
- The teams try to bring the treasure (as many balls as possible) into their possession. Within a certain amount of time.
- When the coach gives the signal to start, they will try to get the opponents' balls into their own pitch.
- The balls may only be played with the feet.
- Every player may only dribble one ball at a time.
- Which team has collected the most balls after 5 minutes?

Variations and Pointers

- Place obstacles between the two ball depots.
- The coach blocks the run and dribble ways of the children.
- Use different kinds of balls, e.g. plastic balls, balloons.
- *The educational objective "Running with the Ball at the Foot" is dressed up as a children's game.*
- *Goals can also be used as ball depots. At least the balls will not roll away.*



▲ The children need to take care that they do not collide!



MAIN PART -40 MINUTES

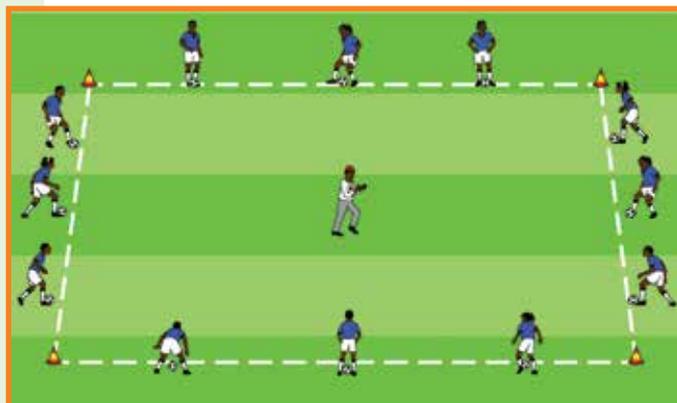
PHASE 1

The Fisherman is coming

- The children are the fishes and the coach is the fisherman, who has to catch the fishes.
- At the start of the game all the children are outside the outer lines.
- Then the fisherman calls: "All the fish into the sea!" and all the children have to criss-cross the pitch, dribbling their ball.
- When the fisherman calls: "The fisherman is coming!" all the fishes have to flee across the outer lines.
- Caught fishes put their balls aside and are now fishermen.

Variations and Pointers

- If the coach calls: "The sea is calm", the children will slowly guide the ball across the pitch. If the coach calls: "The sea is choppy!" the children have to run criss-cross across the pitch.
- *This game furthers the children's reaction time and at the same time the running with the ball at the foot.*
- *Suggestion to the children: "Use the whole sea to make it very difficult for the fisherman to catch you!"*



▲ The children have to respect the rules of the game.

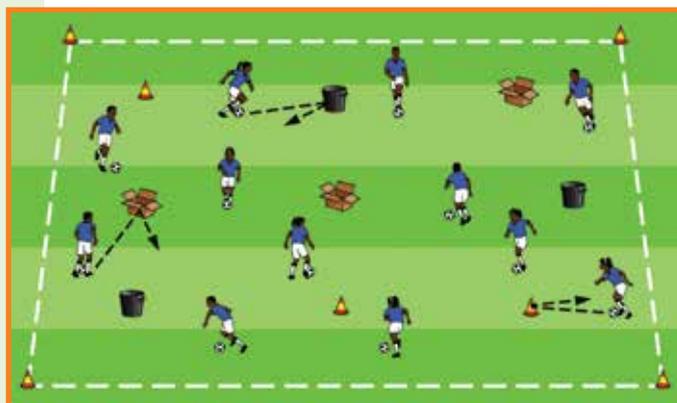
PHASE 2

Target Practice

- Place targets (small boxes, cones, buckets, medicine balls, e.g.) all over the pitch
- The children guide the balls with their feet and try to shoot at all the different targets, one after the other.
- All the children start at the same time.
- Who scores the most targets in 3 minutes?

Variations and Pointers

- The coach tries to make it more difficult for the children to shoot at their targets, by blocking their way.
- Post a child, who has to prevent the shot, at every target.
- *In addition to play-overview and ball guiding, we now also have target shooting.*
- *Easy to shoot targets allow for a sense of achievement.*
- *Using a defender, the target of "shooting goals" is expanded by adding the second basic game idea: "preventing goals".*



▲ Do not throw away the material used -it can be used again in other exercises. Let the children collect the material after the session, thereby leaving behind a clean pitch.





CONCLUSION - 20 MINUTES

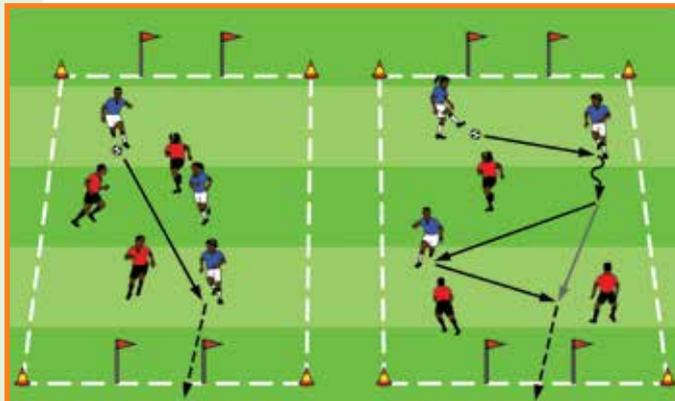
PHASE 1

Simplified Game

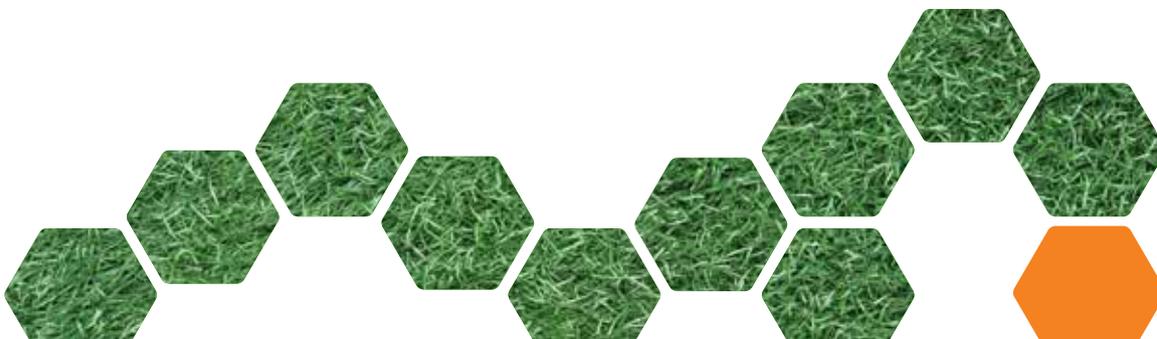
- Mark off a few small pitches
- Divide children into small teams (3-on-3 or 4-on-4), without goalkeepers.
- Set up big cone goals and pole goals.
- Unhampered play at two goals.

Pointers

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



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



CHECKLIST



WARM UP - 20 MINUTES

- 15m x 20m
- 4 Cones
- 4 Mats, Blankets or flattened Boxes



MAIN PART - 40 MINUTES

- 15m x 20m
- 4 Cones
- 4 Mats, Blankets or flattened Boxes
- 1 Ball for every player
- 1 Goal



CONCLUSION - 20 MINUTES

- 15m x 20m
- 6 Cones
- 4 Mats, Blankets or flattened Boxes
- 2-3 Balls
- Bibs for half the players



WARM UP - 20 MINUTES

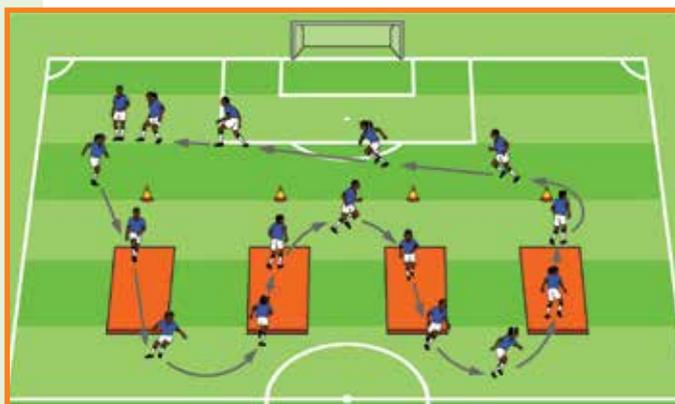
PHASE 1

Polar Bear

- Mark a line with four cones.
- Place a gym mat approx. 5m in front of every cone (see illustration).
- Let the children line up at the left outer cone.
- The children are young polar bears of the permanent ice of the North Pole, playfully frolicking on the ice floes (mats).
- The children run across the mats in a zigzag course, then back to the starting position along the cone line.

Variations and Pointers

- Run across the mats on tiptoe or on heels.
- Run across the mats with as many steps as possible.
- Run backwards across the mats.
- *The running skill of the children is improved. The mats make running more difficult and therefore assist the body control.*
- *Gym mats are usually available in every gym hall and are variably usable.*
- *To meet the urge for movement in young children, the running games should be placed at the beginning of the playtime.*



▲ Walking over different types of surfaces enhances the players body control.

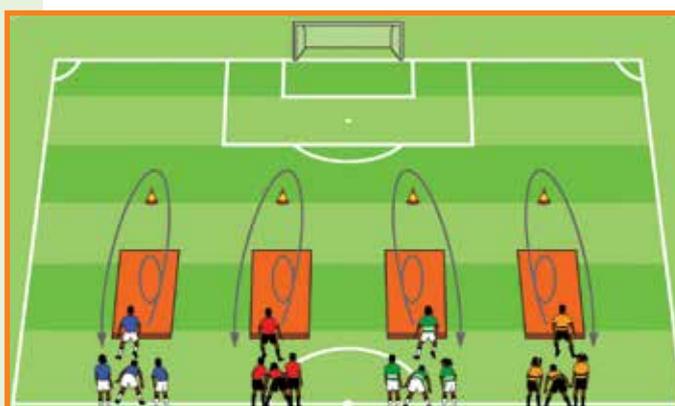
PHASE 2

As quick as a Bear

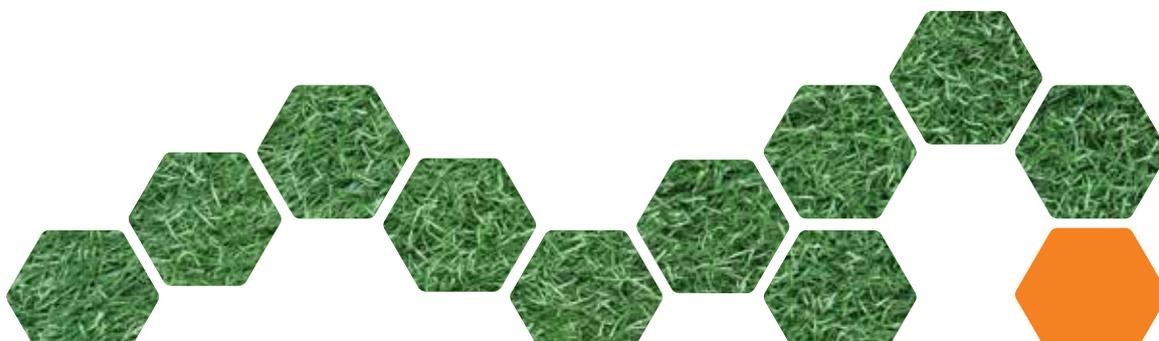
- Divide the players into four teams of four players each
- Place each team at a mat.
- The polar bear cubs test their running speed in a competition.
- Carry out a relay race: the first child runs onto the mat, does a roll, runs around the cone and high-fives the next child in the row, etc.
- Which polar bear team is the first to reach the starting point again?

Variations and Pointers

- Do a forward roll on the way out and on the way back again.
- Run or crawl across the mat forwards or sideways.
- Roll across the mat sideways.
- *Speed and co-ordination are practised.*
- *The children can practise co-ordination exercises on the soft mats that would not be possible on the hard floor.*
- *Playing on the soft mats is great fun.*



▲ Encourage team-spirit and have them cheer for their team!



MAIN PART -40 MINUTES

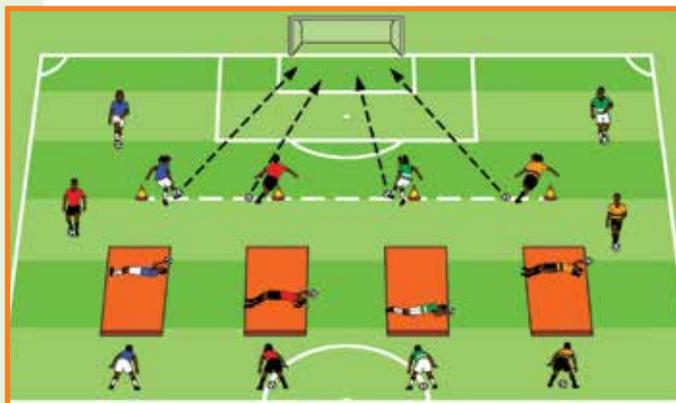
PHASE 1

Searching for Food

- Every child has a ball.
- The polar bear cubs are hungry and have to go hunting.
- Coordination- and goal-shooting-game: the children hold the ball away from their heads and roll sideways across the mat. Then they shoot at the goal from the cone line.
- Then they collect their ball and dribble back to the starting position along the outer side of the pitch.

Variations and Pointers

- The children hop across the mat with their legs closed.
- Lightly tread across the mat with tiny steps.
- Have a contest: which polar bear is the first to score five goals?
- *Make the practising of movement exercises (e.g. hopping, jumping, crawling) more "interesting" by having a subsequent activity (here: goal shooting).*
- *Practice in small groups so that the children have more turns.*
- *The distance to the goal must allow many goals.*



▲ This exercise delivers a full body workout in a fun way!

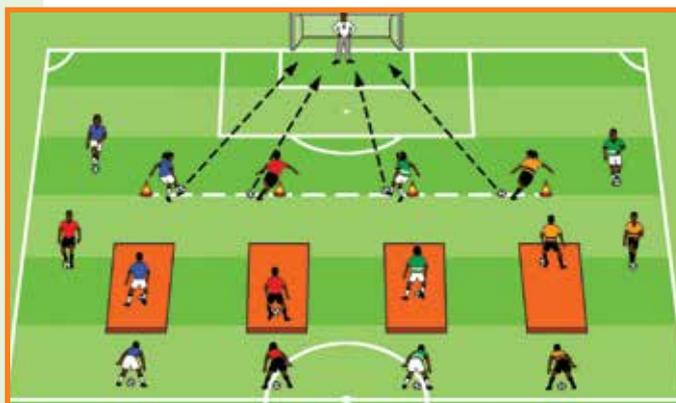
PHASE 2

Polar Bear Hunt

- The coach acts as "goalkeeper".
- The polar bear cubs discovered a big seal (coach) that they want to hunt.
- The first children in the rows dribble across the mats at the same time and shoot the ball at the goal from the cone line.
- Then they bounce the ball back to the starting position.

Variations and Pointers

- Play the ball past the side of the mat, then run or hop across the mat.
- Dribble around the mat.
- Carry out a team-contest: Which polar bear team can catch the big seal by scoring seven goals?
- *Check a close ball control.*
- *The mats can be used as obstacles that can serve to make the dribbling more difficult.*
- *The participation of the coach (here: as the goalkeeper) increases the motivation.*
- *The distance to the goal must allow for many goals.*



▲ Having to try and shoot balls past their coach heightens the children's sense of difficulty and reward of success.



CONCLUSION - 20 MINUTES

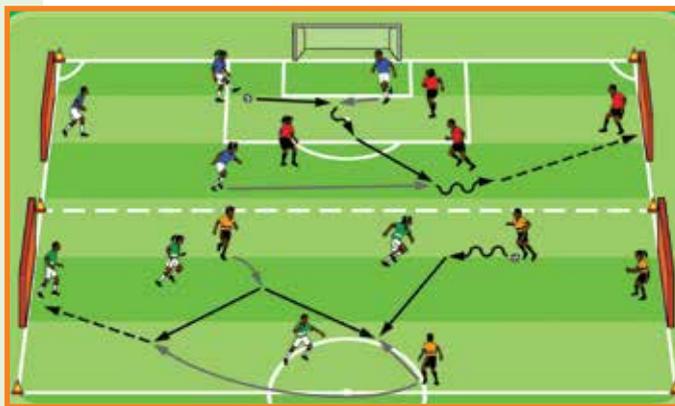
PHASE 1

Polar Bear Game

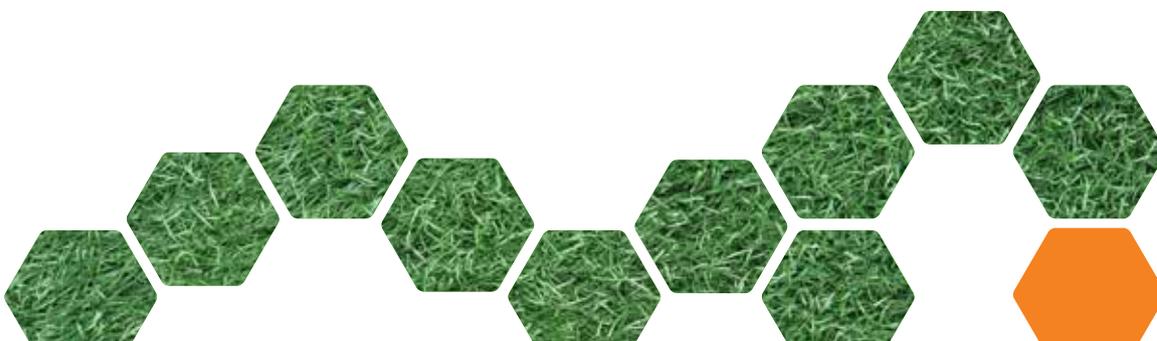
- Set up two pitches from one side of the hall to the other side of the hall (size: approx. 15m x10m).
- Put two gym mats against each wall as goals.
- Keep the teams as they were.
- The hunt of the polar bear cubs was successful. To conclude the hunt, they have to play for the catch.
- 3-on-3 against the mat goals with goalkeepers.
- If the ball crosses the touchline, it quickly has to be dribbled back onto the pitch!

Variations and Pointers

- Swap the pitches after 5 minutes playing time.
- On the one pitch, use the existing goal as a neutral third goal that the coach will guard as goalkeeper.
- *Gym mats as goals are usually more interesting for children than cone goals.*
- *Replace a mat goal with a cone goal so that the playing field is not too large.*
- *Regularly change the goalkeepers (e.g. after every scored goal).*



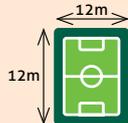
▲ By playing games in teams the children are taught the importance of efficient teamwork in a fun way.



CHECKLIST



WARM UP - 20 MINUTES

-  12m x 12m field
-  13 Cones
-  1 Bib for every player



MAIN PART - 40 MINUTES

-  12m x 12m field
-  1 Ball for every player
-  13 Cones
-  1 Bib for every player
-  4 Corner poles



CONCLUSION - 25 MINUTES

-  12m x 12m field
-  4-5 Balls
-  23 Cones
-  Bibs for half the players

WARM UP - 20 MINUTES

PHASE 1

Paediatrician

- Assign 4 children to a section.
- The children work as paediatricians in a children's hospital. First they check the flexibility of their patients.
- Children's exercises with bib: the children hold the bib above their head with both hands and run around their section.
- Vary the exercises after a short time (see variations).

Variations and Pointers

- Hold the bib above the head with both hands and slightly bend the upper body forwards, backwards or sideways.
 - Throw the bib up into the air and catch it again.
 - Hold the bib with both hands, step over it, and step back again.
 - Place the bib on the ground and jump over it.
 - Place the bib on the ground, stand over it on your hands and feet, and lift one arm or leg at a time.
- *Children's exercises promote flexibility and body control. Slowly but surely, the children get to know their body and its range of flexibility.*
- *Have exercise-games for no longer than 10 minutes and constantly vary the games.*
- *Do not expect extreme movements from the children, only do easy child-appropriate exercises! Avoid familiar exercises used in adult training, e.g. knee bends, duck walks, push-ups.*

- Use 9 cones to mark off a cone cross (approx. 12m x 12m) on a designated pitch.
- Every child receives a bib.



PHASE 2

Examination

- Assign the children to the two starting positions.
- Carry on with the examination. The paediatricians test the fitness of the patients.
- The children hold the bibs above their heads, then run a slalom course through the cones and join the queue of the other group.
- The groups meet in the centre and have to dodge each other.

Variations and Pointers

- The children balance the bibs on their head and spread their arms to the side.
 - The children walk backwards through the slalom course.
 - The children jump over the cones.
 - Divide the children into groups of four and assign a corner to each group. They then have to repeatedly run to the opposite corner and back again, thereby dodging the oncoming children.
 - Use this form of preparation for a relay race.
- *Running a slalom course schools the coordination of the children.*
- *Holding the bibs in their hands makes running more difficult, as it requires more legwork and use of the upper body.*
- *The children have to dodge the oncoming children, thereby stimulating their alertness and orientation.*



MAIN PART -40 MINUTES

PHASE 1

Search for Medication

- Divide into four teams and assign each to a section
- The examination has been completed. Now the correct medication for the treatment of the patient has to be found. Four teams of doctors start searching.
- The four teams dribble within their sections. On a command by the coach, they jointly quickly change over to another section together.
- Which team is the first to be in the new section as a complete team?

Variations and Pointers

- The children run with the ball under their arm.
 - While dribbling within their initial section, the coach tells the children which foot to dribble with.
 - On a command by the coach, the children take the ball into their hands, change to another section, and carry on dribbling.
 - The teams diagonally across from each other play together and must exchange sections on command.
- *The children learn the goal orientated dribbling. They have to change over to another section quickly.*
 - *Teamwork is important: The group has to decide together which section they will change to.*
 - *Ball control and close ball guidance are schooled. The children have to avoid the cones and other players.*



▲ All players have to be on a playing field. They have to be able to rely on one another.

PHASE 2

Transport of Medication

- Add two pole goals.
- Place a goalkeeper in every goal.
- Assign the other players, with their balls, to the starting positions.
- The medication (the balls) has been found. Now it needs to be brought to the children's hospital.
- The children dribble to the cone line and shoot a goal.
- Then they dribble past the pitch back to the starting position.

Variations and Pointers

- Individual contest: who is the first to score three goals?
 - Team contest: which team is the first to score ten goals?
 - The coach specifies with which foot they have to kick.
- *Shooting a goal is a key element of football.*
 - *That is why a goal shooting game has to be part of every playtime.*
 - *Children like to compete with each other. Small competitions improve the motivation and fun.*
 - *Small children require a lot of praise. Positive feedback from the coach is an additional incentive for an enthusiastic participation.*
 - *Swap the goalkeepers after a few minutes.*





CONCLUSION - 20 MINUTES

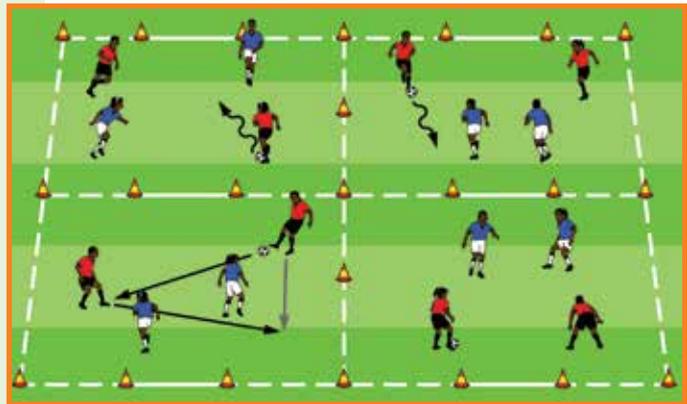
PHASE 1

The Cure

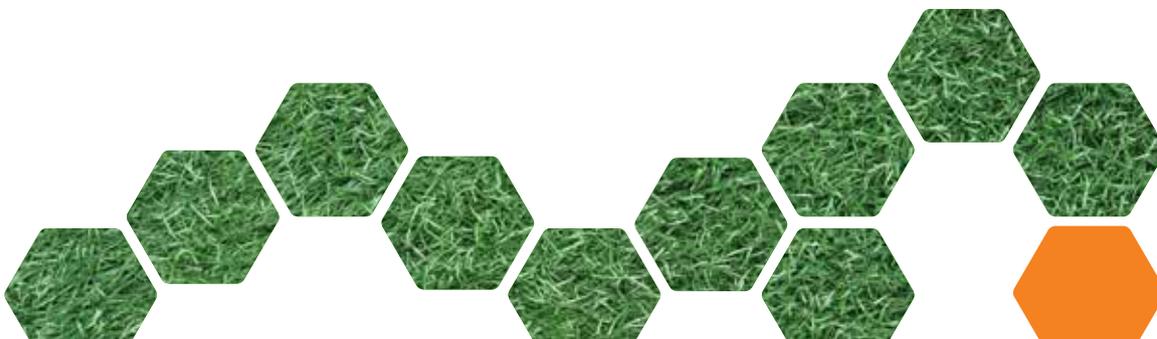
- Add cone goals.
- Every child chooses a partner.
- Assign two pairs to a section.
- The medication helped and all the patients are cured.
- To celebrate this, the children's hospital is organising a big football tournament.
- The game is a 2-on-2 against cone goals without goalkeepers. If the ball crosses the touchline, it quickly has to be dribbled back onto the pitch.
- One game of the tournament lasts three minutes and then the sections have to be swapped.

Variations and Pointers

- Bring different kinds of balls into play, e.g. plastic balls, mini balls, tennis balls.
- Same procedure as in a 1-on-1 with goalkeepers.
- *Small pitches promote many experiences of success. Stretches of long running are avoided.*
- *Young children can ideally practice teamwork in a 2-on-2 game. Their playing partner is always recognisable.*
- *Have only a few rules. The children should be allowed to experiment with the ball as in street football.*



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



CHECKLIST



WARM UP - 20 MINUTES

- 
- 

1 Ball for every player
- 

12 Corner poles



MAIN PART - 40 MINUTES

- 
- 

1 Ball for every player
- 

4 Cones
- 

Bibs for half the players
- 

12 Corner poles



CONCLUSION - 25 MINUTES

- 
- 

2-3 Balls
- 

8 Cones
- 

Bibs for half the players
- 

4 Corner poles



WARM UP - 20 MINUTES

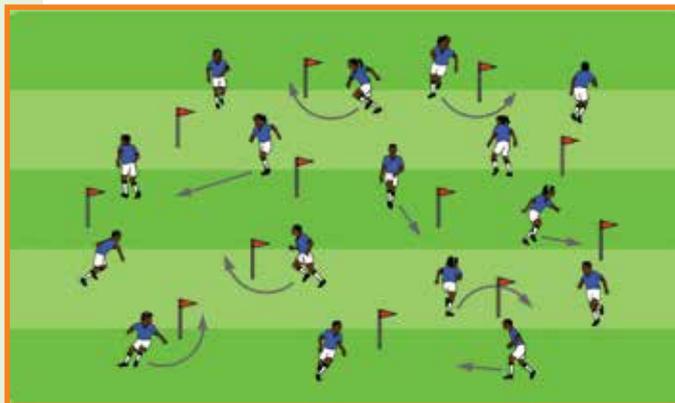
PHASE 1

Protecting the Environment

- The children are environmentalists. They visit a forest to check the state of health of the trees.
- The children run through the pole forest and dodge the poles and the other players.

Variations and Pointers

- Playing catch 1: six catchers don a bib and try to touch the other players. The children may only move within the pole forest.
- Playing catch 2: The catchers hold the bib in their hand. If they touch another player, that player takes the bib and is now a catcher.
- Specify certain movement exercises within the pole forest (circle the poles forwards or backwards, crawl around the pole, or hop on one leg or on both legs).
- *The co-ordination of the children is improved. They have to avoid the poles and other players at the same time.*
- *Whilst playing catch, the poles can be used as shelters.*
- *Replace missing poles with cones.*



▲ Taking care of the environment is everybody's responsibility!

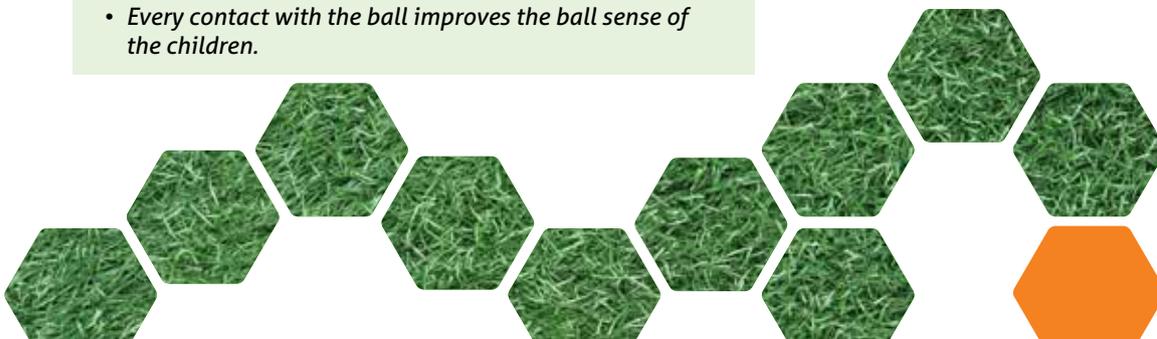
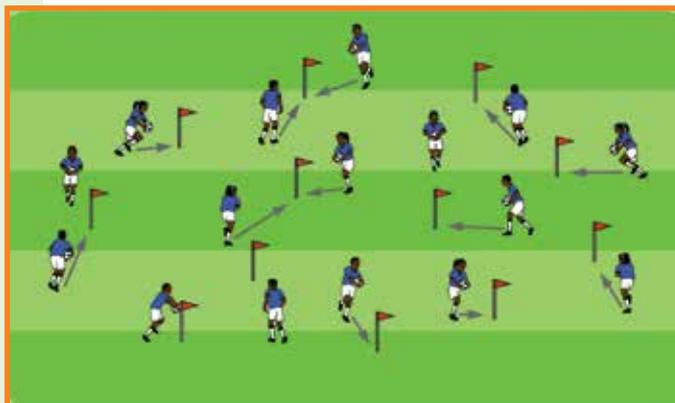
PHASE 2

Tree Bark

- Every child has a ball.
- The environmentalists take samples of the tree bark (balls) that have to be transported away quickly to be tested.
- The children hold the ball in both hands. They run from one pole to the next and touch it with the ball.

Variations and Pointers

- Individual contest: Which environmentalist is the first to touch ten trees or touches the most trees in two minutes?
- Team contest: Divide the players into two teams.
- Which team of environmentalists touches the most trees in one minute?
- The children run around the trees in circles.
- On a command by the coach, the children look for another player and exchange balls.
- *The coach can use the idea behind the story to impart general knowledge. Small discussions about protecting the environment would be ideal.*
- *Use the ball as a playing tool as often as possible. It can be played with the foot and the head, held in the hand, squeezed under the arm, or placed under the vest.*
- *Every contact with the ball improves the ball sense of the children.*



MAIN PART -40 MINUTES

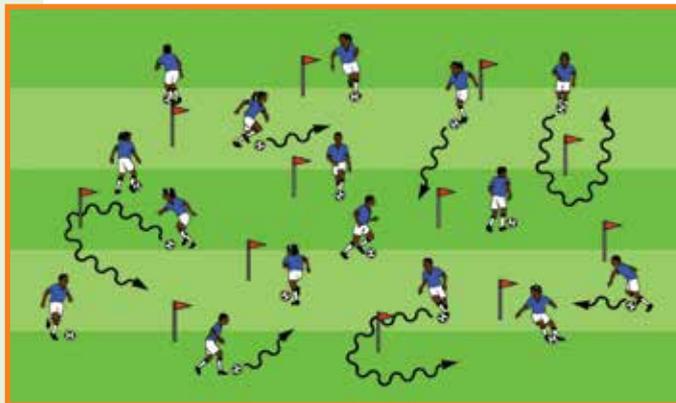
PHASE 1

Earth

- The environmentalists discover that the earth is partially contaminated. The contaminated earth (balls) has to be removed and replaced with new earth.
- The children dribble through the poles with the balls and avoid the obstacles and the other players.

Variations and Pointers

- Contest: The children touch the poles with their hands while dribbling past them. Who is the first to touch six poles?
- Circle the poles.
- The coach specifies with which foot they dribble.
- Place the poles on the ground and dribble around them or run over them.
- *Close ball control is schooled.*
- *The poles require dodging movements of the whole body. The children learn to co-ordinate the use of their legs and upper body.*
- *Children are motivated by dribbling games with many ball contacts.*



Remind the children often about the importance of a clean environment.

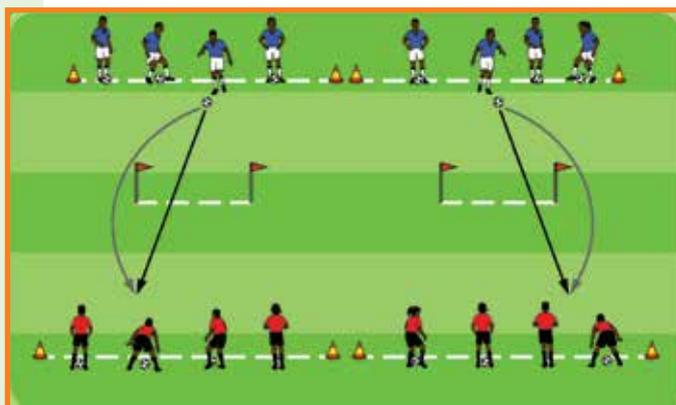
PHASE 2

Cutting down Trees

- Set up two pitches of approx. 15m x 10m.
- Place a pole goal (tree-trunk) in the centre of the pitch.
- Divide the children into four groups. Let them line up at the baselines
- Unfortunately, a few trees have died and are now a danger for the other trees. They have to be cut down.
- The first players in the rows shoot at the pole goal from the baselines. They follow the ball and join the lines on the opposite side of the field.

Variations and Pointers

- Contest: Who is the first to cut down six tree trunks (six goals)?
- Team contest: The sides are not changed. Which of the four teams is the first to cut down ten tree trunks (ten goals)?
- Alternate between shooting with the left foot and the right foot.
- Pass the ball through the pole goal with the inside of the foot.
- *Shooting a goal is practised playfully.*
- *Goal shots from a standing position seldom happen in football, yet should regularly be practised by football novices. Often vary between shooting while standing and shooting while running.*
- *Small contests motivate the children and increase the fun.*



A player's personal success (a goal) contributes to the team's overall success.



CONCLUSION - 20 MINUTES

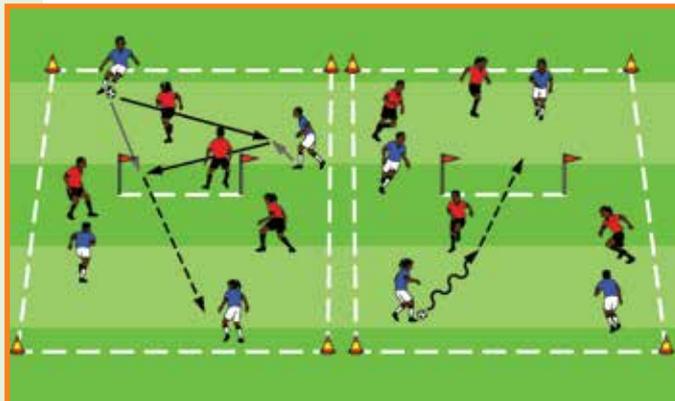
PHASE 1

Planting Trees

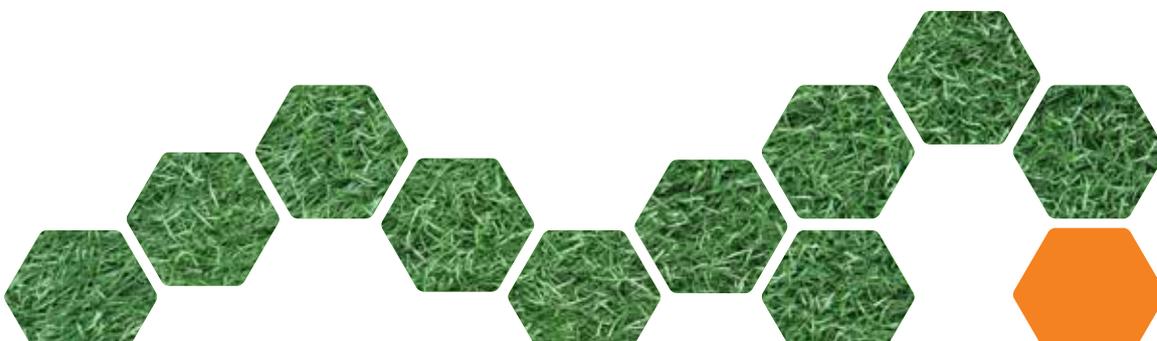
- The forest is clean. Now the environmentalists can plant new trees.
- 4-on-4 against the pole goal. Both teams can score goals from both sides.

Variations and Pointers

- A goalkeeper guards the goals.
- Same procedure against two open goals.
- Organise a tournament.
- *Plan a lot of time for the final games. The children enjoy them the most.*
- *Many goals are guaranteed, if both teams attack the same goal.*
- *Small playing pitches ensure that all children participate in the game and have many ball contacts.*



▲ In this training session players will have realised that the Earth is a finely balanced and complex system that needs to be respected.



CHECKLIST



WARM UP - 20 MINUTES

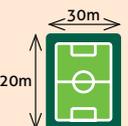
- 
- 

1 Ball for every player
- 

18 Cones



MAIN PART - 40 MINUTES

- 
- 

1 Ball for every player
- 

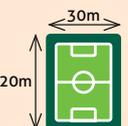
12 Cones
- 

Bibs for half the players
- 

2 Goals



CONCLUSION - 20 MINUTES

- 
- 

2-3 Balls
- 

12 Cones
- 

Bibs for half the players



WARM UP - 20 MINUTES

PHASE 1

Dribble School

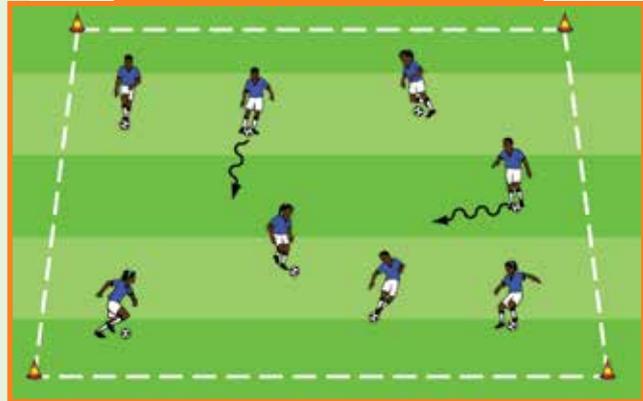
- Swing the ball to and fro between the insides of your feet.
- Swing the ball to and fro between the balls of your feet, thereby speeding up the ball.
- Vary your speed.

Variations

- With speed changes. Start slowly, speed up, slow down again.
- While swinging the ball to and fro, turn your body from side to side.
- Quick footwork on the spot, moving forwards and backwards.

TARGETS

- Greeting and warm up
- Various movements
- Interesting exercises with the ball



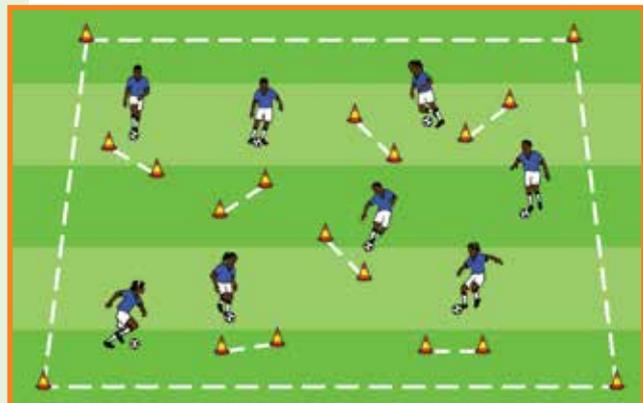
PHASE 2

Dribble School with Cone Goals

- Dribble towards a cone goal.
- Use energetic direction changes while increasing speed.
- Direction changes with different techniques.

Variations

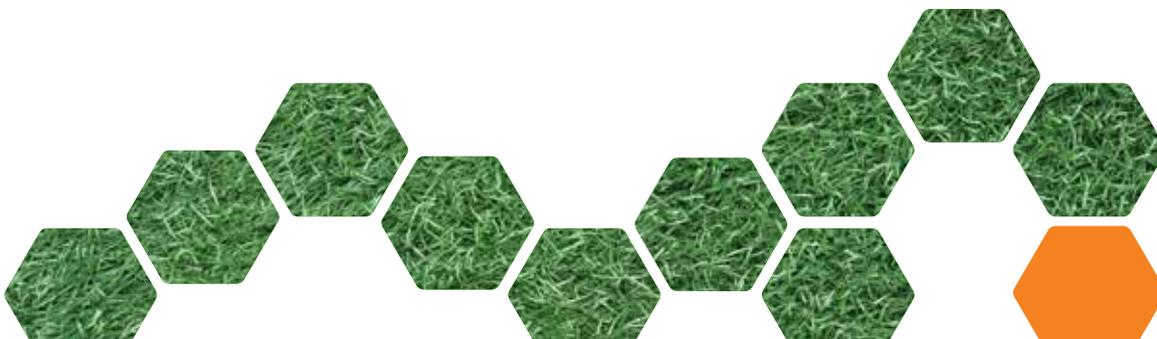
- The players dribble from one cone to the next, circle it and return to the starting cone.
- At the 180° turn require different techniques: cap with the inside and outside of foot, pull back with your sole, etc.



- ▲ If possible, let the players realise their own ideas - in this way supporting their creativity.

GUIDELINES

- Only one technically tactical focal point per training session!
- Plan a lot of repeats of this focal point during the training session and the training period.
- Achieve technical ability and individual-tactical basics in detail.
- Learn through "demonstrate and imitate", not through long explanations! The players have to actively participate in the learning process!
- Take note of your position towards the team! All players must be able to observe your demonstrations without obstructions.





MAIN PART - 40 MINUTES

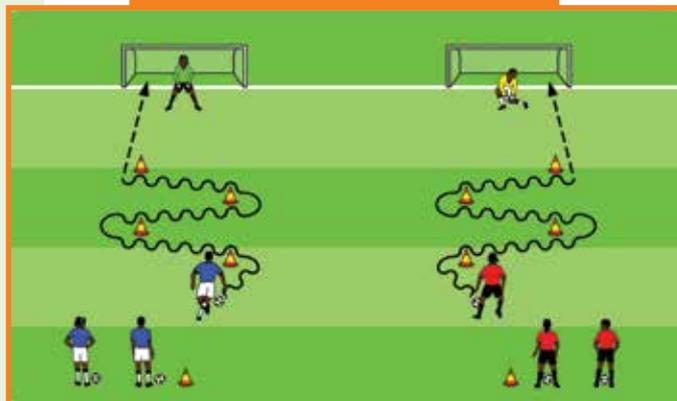
PHASE 1

Dribble Contest

- The contest starts on the coach's signal.
- After the first player shoots at the goal it is the next player's turn, etc.
- Contest: Which team scores the most goals?

Variations

- The first player of each team only starts on the coach's signal, the goal of the quickest slalom-dribbler counts double.
- The distance and line-ups between cones can be varied so as to make it more difficult.



TARGETS

- Play and practice
- Small ballgames
- Rules must be obeyed

▲ Do your best, as only you are responsible for reaching your goal!

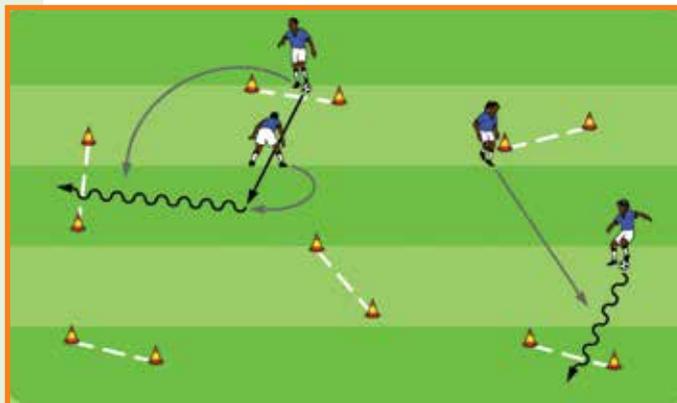
PHASE 2

Dribble-Catch

- Two players pass the ball towards each other through the cone goal, the one player being the chaser.
- The other player lets the ball pass run between the legs and will try to save himself and the ball by dribbling through another cone goal.

Variations

- The recipient of a pass must dribble through 2 goals.
- The chaser must win the ball and dribble through a goal.
- After every round new teams are formed: **Tolerance!**



▲ You have to be tolerant with your new partner.

You have to exercise with stronger and weaker players if you want to be **successful in and as a team**. Also mix boys and girls.

GUIDELINES

- Whilst correcting concentrate on one technical-tactical detail! Intervene immediately after the incorrect action!
- Suggestions for improvement should always be positively worded!
- Fewer forms of organisation per training session guarantee a higher training efficiency.
- Avoid long waiting periods! Organise smaller groups!
- All have to be able to be successful! Aim the training forms and exercises at the individual's ability and vary it!!





CONCLUSION - 20 MINUTES

PHASE 1

4-on-4 at Dribble Goals

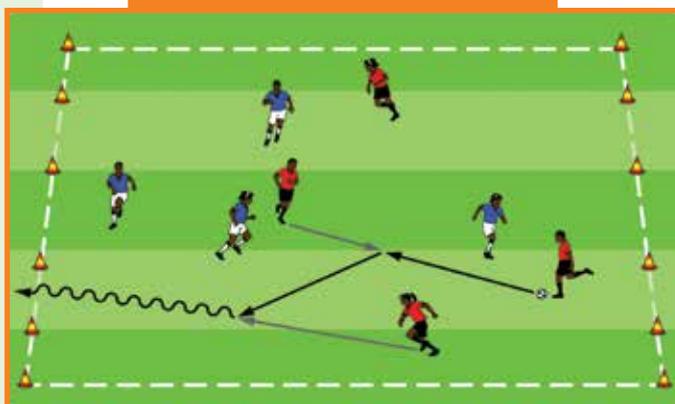
- To score a goal a small goal from the 4-on-4 must be dribbled through. After a successful goal the other team gets the ball to shoot a goal.
- Game duration 5 minutes.

Variations

- Erect three small goals on the outer lines.
- Same game in 3-on-3.
- After scoring a goal the team of the goal-scorer carries on play with the ball.

TARGETS

- Play football: shoot goals with small teams
- Closing discussion and review
- Be successful as / in a team.



▲ The rules can be adjusted (throw-in, contacts, from where may a goal be / not be scored), but rules have to be obeyed!

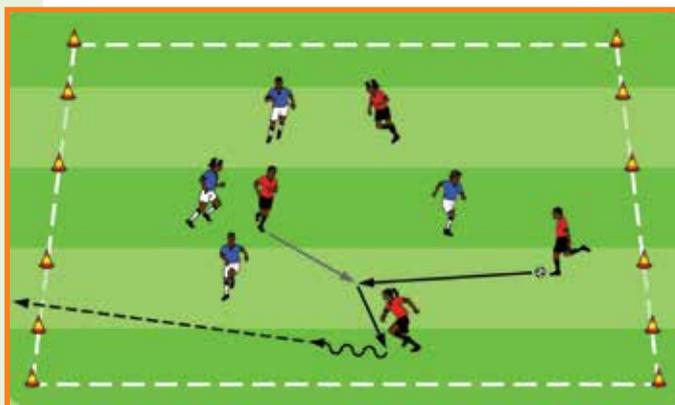
PHASE 2

4-on-4 at Standard Goals

- Same as before, only now the goals can be played through.

Variations

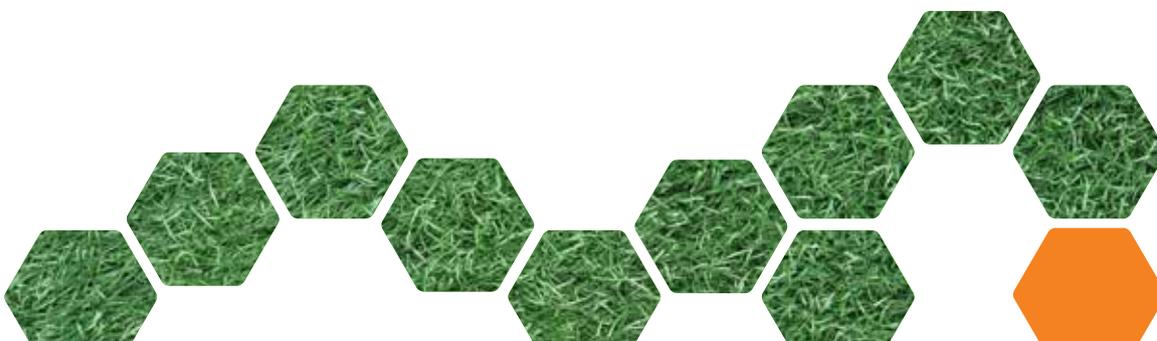
- Erect three small goals on the outer lines.
- Same game in 3-on-3.
- After scoring a goal the team of the goal-scorer carries on play with the ball.



▲ Let the players come up with their own set of rules.

GUIDELINES

- Teach **creativity** through open space for the players and diverse game forms!
- Teach athletic and coordinative basics in every training session through complex training forms!
- Motivation and fun playing football is the most important standard of training! Accordingly choose and test every form of play and practise!
- Take note of every player, always praise and motivate them! Show patience!



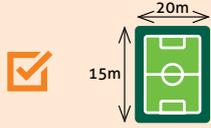
EXAMPLE TRAINING SESSION 2

FOR CHILDREN
AGED 10-12

CHECKLIST



WARM UP - 20 MINUTES



MAIN PART - 40 MINUTES



CONCLUSION - 20 MINUTES





WARM UP - 20 MINUTES

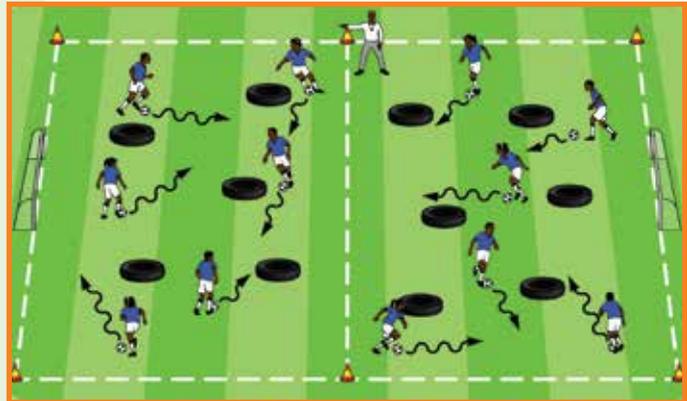
PHASE 1

Tyre Chase

- Distribute 1-2 tyres less than there are children.
- The players dribble in between the tyres.
- When the coach gives the signal, every player immediately captures a tyre by putting his foot on it.
- The players that could not capture a tyre receive a minus point.
- Who has the least minus points after five minutes?

Variations and Pointers

- The players dribble in between the tyres.
- When the coach signals, and before they may capture the tyre, the children have to perform an additional exercise, e.g. throw the ball into the air by hand three times and catch it again.
- Gradually remove a tyre at a time.
- *Let the children dribble among the tyres for a longer period in the first phase!*
- *Possibly use mats instead of tyres. To capture a mat, the player will have to flick the ball onto the mat by foot.*



Competitive games motivate and enhance the players ability to accept winning and losing.

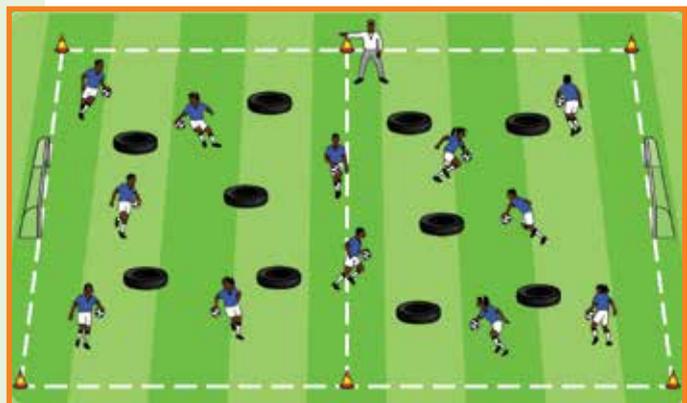
PHASE 2

Exercises with Tyres

- The players perform the following exercises with the ball in the hand:
 - bounce the ball forwards in between the tyres,
 - bounce the ball sideways in between the tyres,
 - bounce the ball backwards in between the tyres,
- Competition: At a signal, the players run with the ball in their hand as fast as they can to every tyre, thereby bouncing the ball once in each tyre. Who finished this first?

Variations and Pointers

- Competition: Run with the ball in the hand to every tyre.
- The players must bounce the ball twice in each tyre.
- Competition: Run with the ball from tyre to tyre. Bounce the ball in between the tyres as well.
- Organise a group competition: one player per group performs the exercise, then high-fives the next, as in a relay race. Which team finishes first?
- *Performance-weaker children may hold the ball with both hands and then bounce it.*
- *Come up with motivating exercises, e.g. "Who can bounce his ball for 30 seconds in the specified way?"*



Use unusual / recyclable material in your exercises. Make children aware that things / refuse can have multiple uses.

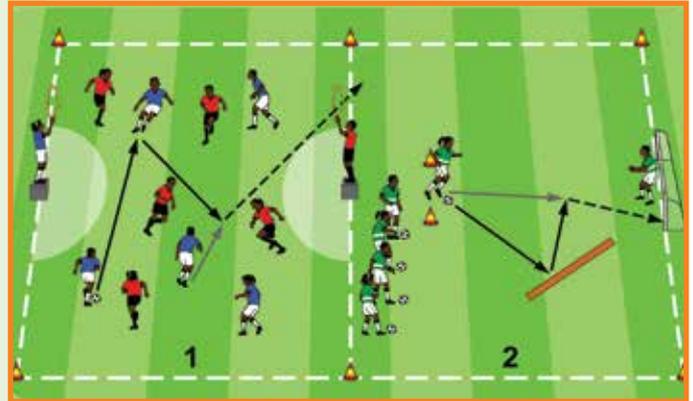


MAIN PART - 40 MINUTES

PHASE 1

Play Ball and Shoot Goals 1

- Two teams play against each other in half a pitch.
- The third team does goal-shooting exercises in the other half.
 1. Both teams play the ball to each other by hand. Only three steps may be taken with the ball in hand.
- Place one player of each team on a box, with a tyre in his hand, on the outer line.
- While playing against each other, the teams try to throw the ball through the tyre that the player holds up high.
- Vary how the tyre is held as per desired situation.
- Striker and defender may not enter the goal area (restricted zone!)
- Regularly swap the players on the boxes.
 2. Place one long bench diagonally towards the goal and goalkeeper.
 - The first player of the team does a short dribble and kicks the ball against the long bench.
 - The ball bounces off the bench and the player must now kick the ball towards the goal.
 - Immediately after that, the next player must play his ball, starting with a short dribble.
 - The players count the goals. Who has succeeded in shooting the most goals?



Swap playing ball and shooting goals every six minutes.

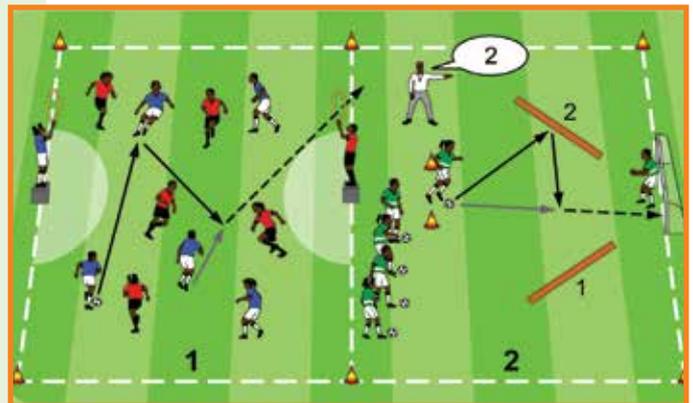
Pointers

- Possibly place two players per team on the outer line.
- Four or five players can play the same game!
- If the hall is small, consider letting the third team do exercises that do not need a lot of space, e.g. pass exercises against the wall of the hall.
- A handball or volleyball can also be used!

PHASE 2

Play Ball and Shoot Goals 2

- Two teams play against each other in half a pitch.
- The third team does goal-shooting exercises in the other half.
 1. Cone ball 6-on-6:
 - Both teams play the ball to each other by hand. The ball may be bounced, but only three steps may be taken with the ball in hand.
 - Have one player stand behind the opponents' goal line with an upside-down cone.
 - Aim is to play the ball so that the player can catch the ball with the cone.
 - Preferably, use a smaller ball, e.g. handball or gymnastics ball!
 - Which team will manage the most "cone goals" in the given time?
 2. Place two long benches diagonally to the goal and goalkeeper.
 - The long benches are numbered.
 - The first player starts dribbling. The coach then calls a number and the player immediately kicks the ball against that long bench. He then kicks the ricocheting ball towards the goal, etc.
 - Who will manage to shoot the most goals in the given time?

**Pointers**

- Possibly use two goal players per team.
- Four or five players can play the same game!
- If the hall is small, consider letting the third team do exercises that do not need a lot of space, e.g. pass exercises against the wall of the hall.
- A handball or volleyball can also be used!



CONCLUSION - 20 MINUTES

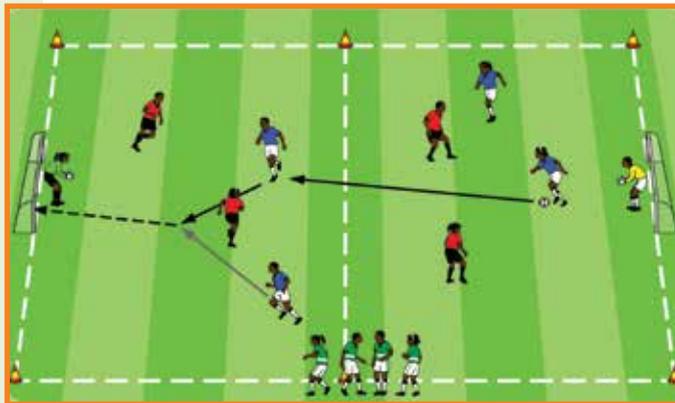
PHASE 1

Flying Swap

- Divide players into three teams.
- Have one goalkeeper per goal.
- Two teams play against each other; the third team remains on the sideline.
- The team that shoots a goal stays on the pitch, changing direction and attacking again.
- The other team swaps with the team on the sideline.
- Which team was the first to shoot five goals?

Variations and Pointers

- The swapped team begins with the ball.
- When there is a new pairing, the coach kicks the ball onto the pitch.
- *The team on the sideline must constantly be ready to play and when a goal is shot, they must ensure that they swap onto the correct side!*
- *This has the advantage that there are no long waiting periods per team.*



▲ Group games like this one enhance **teamspirit!**



EXAMPLE TRAINING SESSION 3

FOR CHILDREN
AGED 10-12

CHECKLIST



WARM UP - 20 MINUTES

- 20m x 20m field
- 1 Ball for every player
- 10 Cones
- Bibs for half the players
- 2 Hoops
- 6 Pairs of 'Memory Cards'



MAIN PART - 40 MINUTES

- 25m x 15m field
- 1 Ball for every player
- 5 Cones
- Bibs for half the players
- 2 Goals



CONCLUSION - 20 MINUTES

- 25m x 15m field
- 2-3 Balls
- 4 Cones
- Bibs for half the players
- 2 Goals



WARM UP - 20 MINUTES

PHASE 1

Memory-Dribbling

- Place two hoops 15m in front of two starting position cones
- Place 12 cards in each hoop, face down. There are two cards each with the numbers 1 to 6
- Divide the players with balls into two groups and position them behind the cones

Exercise 1

- On a signal by the coach, the first player of each group dribbles to the hoop and uncovers two cards.
- If the player uncovers two identical cards, the cards remain uncovered. If the numbers on the cards are not identical, the cards have to be placed face down again.
- Then the player dribbles back to the starting cone and high-fives the next player, etc.
- Which team is the first to uncover all the cards in the hoop?

Exercise 2

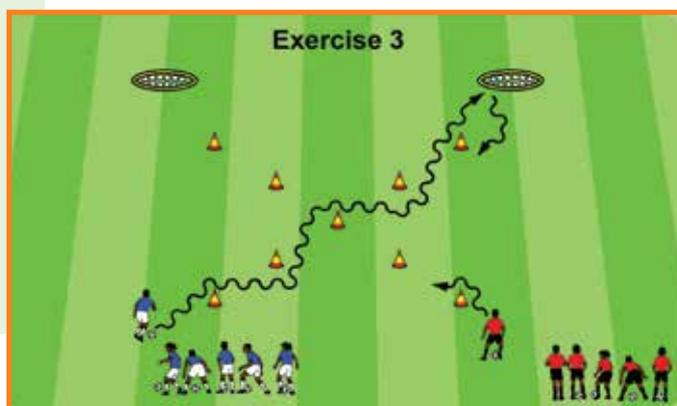
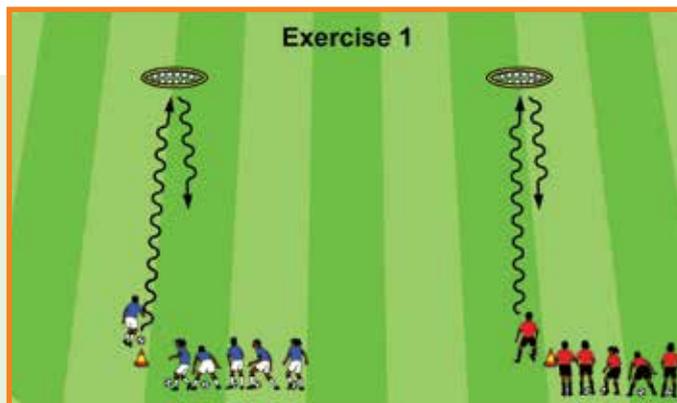
- Same as exercise 1, but add four cones each to mark a straight slalom course between the starting cones and the hoops.

Exercise 3

- Same as exercise 2, but with diagonal slalom courses between the starting cones and the hoops.

Pointers

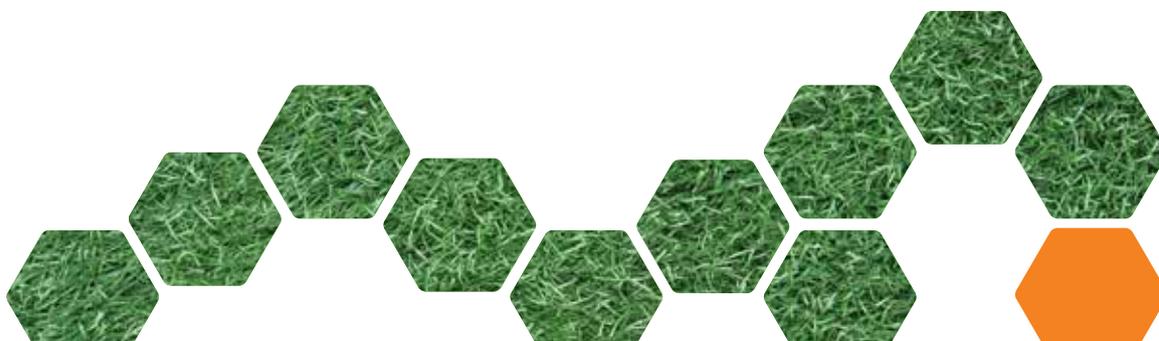
- If there are no hoops available, lay out the cards in tyres or small cone circles.
- The coach can write the names of famous football clubs or football players onto the cards instead of numbers.
- One can also use the cards of regular memory games.
- If the players have no luck in uncovering the cards, a little bit of help is quite okay - assist in experiencing success!



This exercise not only develops football skill, but also mental skill.

Using the cards, a message can be sent to the players concerning a certain topic.

As an example, consider having pictures of food - green cards for healthy food and red cards for unhealthy food.





WARM UP - 20 MINUTES

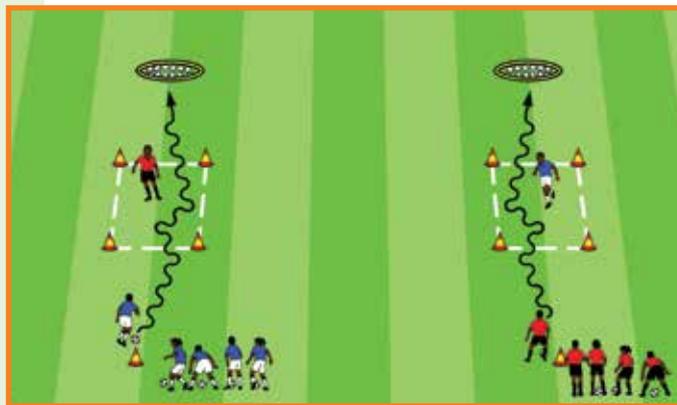
PHASE 2

Memory-Dribbling with Opponent

- Add four cones, mark a defence area of 5m x 5m between the starting cone and the hoop.
- Position a player without a ball of the other team in each defence area.
- Procedure as in **Warm up - Phase 1**.
- While dribbling from the starting cone to the hoop, the player has to dribble through the defence area.
- The player in the defence area has to win the ball and play it out of the defence area.
- If he succeeds, the next player starts immediately.
- Which team is the first to uncover all the cards in the hoop?

Variations and Pointers

- The player in the defence area remains seated (as a "crab") and has to try to play the balls out of the area.
- Erect a cone goal (width: 5m) instead of a defence area. The defenders only defend the line of the cone goal.
- Increase the size of the defence area and add another defender (makes it more difficult for the dribbler).
- *Vary the exercise so that all dribblers have a chance to dribble through the defence area.*
- *If a ball is played out of the defence area, the next player has to start dribbling immediately, thereby using the unfavourable position of the defender.*
- *Place fewer cards in the hoop if the game takes too long.*



▲ This exercise encourages the players to think on their feet.





MAIN PART - 40 MINUTES

PHASE 1

1-on-1 against 2 Goals

- Mark a pitch of 15m x 25m.
- Place a goal with goalkeeper on each baseline.
- Divide the players into two teams and place them diagonally opposite each other next to the goals.
- Only the players of one team have balls.

Exercise 1

- The first player of the ball owners dribbles onto the pitch.
- At the same time a player of the opposing team runs onto the pitch for a 1-on-1 against two goals with goalkeepers.
- As soon as a goal has been scored or the ball is out-of-play, the next two players start their 1-on-1.
- Exchange the attackers and defenders after ten rounds.
- Which team scored more goals?

Exercise 2

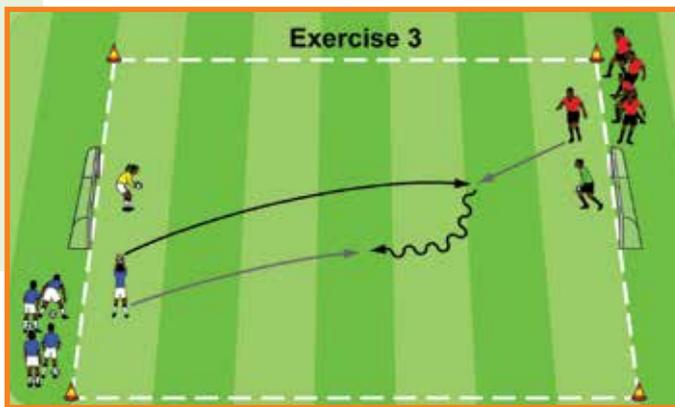
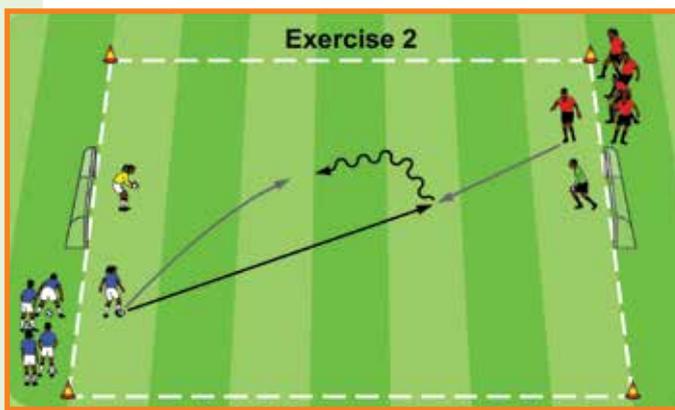
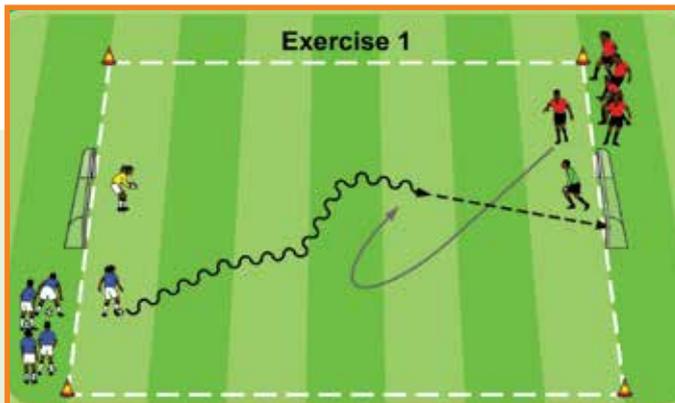
- Same as in exercise 1, only now the ball owner passes the ball to the opposite player before the 1-on-1 situation.

Exercise 3

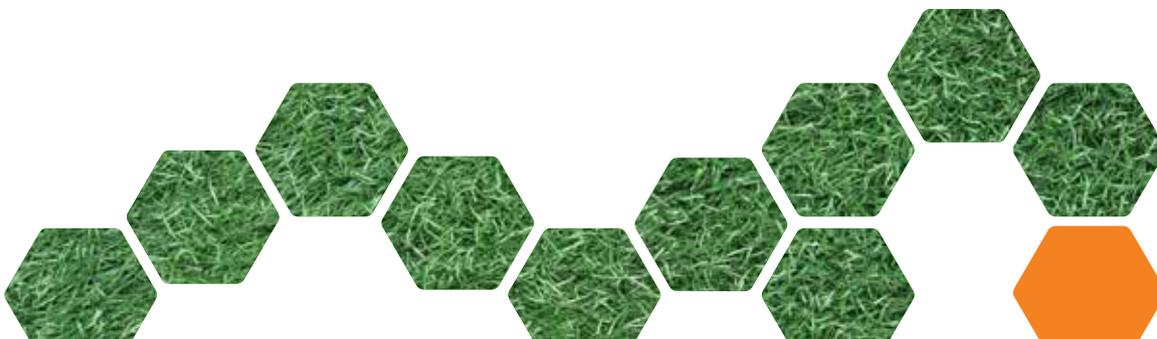
- Same as in exercise 2, only now the ball owner throws the ball to the opposite player.

Pointers

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



▲ This exercise increases the player's **self-confidence** on a successful run, but also increases the whole team's feeling of success.





MAIN PART - 40 MINUTES

PHASE 2

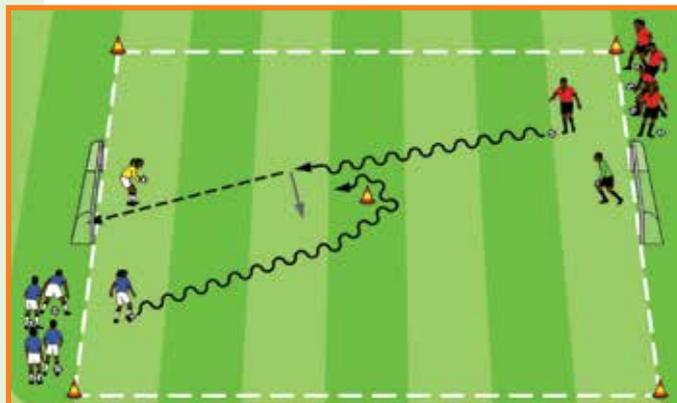
1-on-1 against 2 Goals with additional Exercises

- Place a cone in the centre of the pitch.
- All the players have balls.
- On a signal by the coach, the first players of each team dribble onto the pitch.
- One player dribbles straight towards the opposite goal, shoots and is now a defender.
- The player of the other team dribbles around the cone in the centre of the pitch and plays a 1-on-1 against the defender.
- Every game takes as long as it takes for a goal to be scored or the ball to be out-of-play. Then the next two players start immediately.
- Exchange the attackers and defenders after ten rounds.
- Which team scored the most goals?

Variations and Pointers

- On a signal by the coach, the players dribble around a cone on the corner of the playing field. Then one player shoots at the goal, the other player dribbles around the cone in the centre of the field and then plays a 1-on-1.

- *Take a risk and dribble quickly and courageously.*
- *Dribble straight at the goal.*
- *Draw the attention to the use of dummies (e.g. dummy shot).*



▲ After the player has shot a goal, he has to takeover the role of a defender.

The player thus experiences the game from both sides.





CONCLUSION - 20 MINUTES

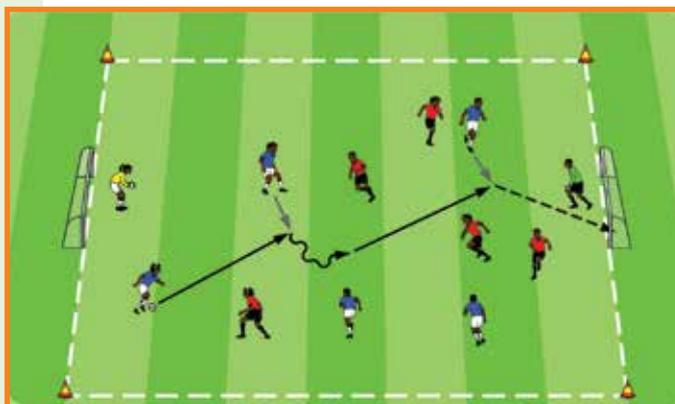
PHASE 1

Transfer Game

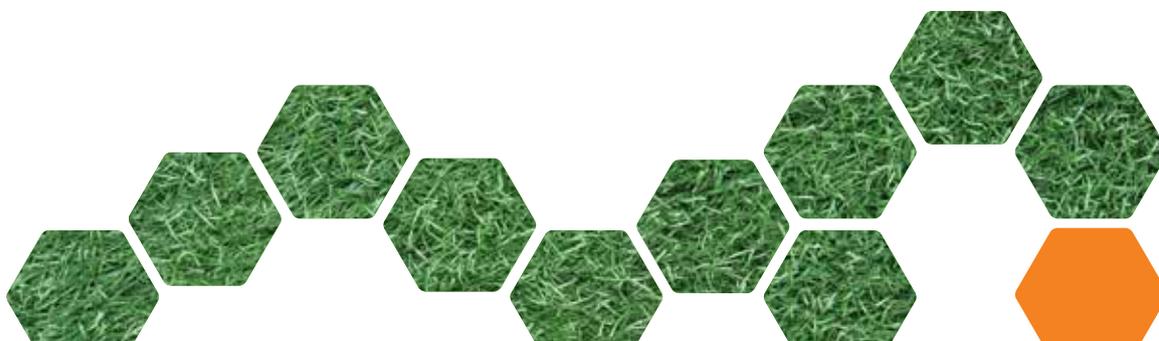
- Mark a pitch of 15m x 25m with two goals with goalkeepers.
- Divide the players into two teams.
- The teams play 5-on-5 against the goals with goalkeepers.
- The playing time is three times ten minutes.
- One player can be "transferred" to the other team after every game. The losing team may choose a player of the other team.
- Which team has scored the most points and goals after three games?

Pointers

- *Let the players play without rules and regulations.*
- *Every player may only be "transferred" once.*
- *The players discuss transfers within the team. The coach can give advice.*



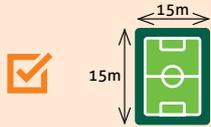
▲ **Teamspirit and self-determination** are encouraged in a game such as this one.



CHECKLIST



WARM UP - 20 MINUTES



Bibs for half the players



MAIN PART - 40 MINUTES



Bibs for half the players



2 Goals



CONCLUSION - 20 MINUTES



Bibs for half the players



2 Goals



WARM UP - 20 MINUTES

PHASE 1

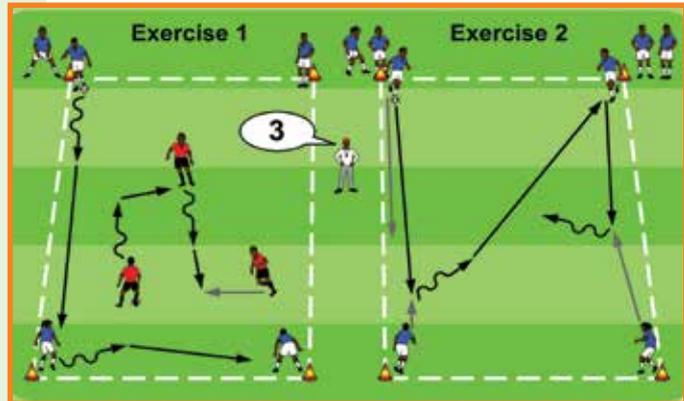
Contact Specifications

Exercise 1

- The coach calls out the number of obligatory contacts.
- The players at the corners pass the ball one position further anticlockwise with the corresponding number of contacts.
- The players on the pitch pass the ball freely with the corresponding number of contacts.
- The coach calls out a new number of ball contacts every 20 seconds.
- The players on the pitch are exchanged every two minutes.

Exercise 2

- The two players at the top cones practice simultaneously.
- They pass to the players at the other cones and follow through.
- The players at the lower cones run towards the ball and then diagonally dribble onto the pitch.
- With the number of obligatory ball contacts given by the coach, they pass the ball to the player of the group diagonally opposite them.
- They conclude the pass by following through and joining the queue of the other group.



In this exercise the players have to listen to commands while working effectively as a team.

Pointers

- The coach can specify the number of contacts for both pitches at the same time.
- Due to the always-changing number of ball contacts, the players constantly have to adapt to new situations.
- The players without a ball have to watch the ball carefully and move into an open space.
- Do not specify a direct play!

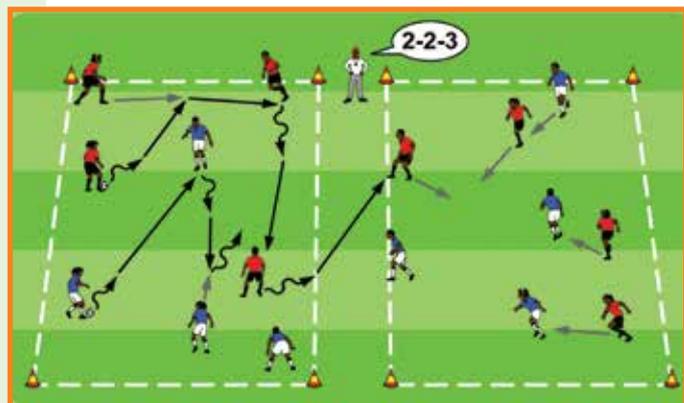
PHASE 2

Reward for Catching

- The coach starts the action by calling out the number of contacts.
- The players now have to pass three times to teammates on their own pitch.
- Then they pass to a teammate on the other pitch.
- The team that is the first to control the ball on the target pitch may kick off as many as possible opponents for the next 30 seconds.
- One point for every captured opponent.

Variations and Pointers

- Relief 1: The coach specifies only one contact that is valid for all players.
- Relief 2: The coach only specifies the number of passes that have to be passed in the pass group before the ball may be passed to the target pitch.
- Complication 1: Every player on the target pitch has a ball. The attackers leave their balls and try to play as many as possible opponent's balls out of the pitch.
- Complication 2: Name only one target player who may receive the pass and who will subsequently function as attacker.
- Swap the tasks after five actions.
- During the time that the catching is taking place on the second pitch, the players can pass the next balls to each other within their group. Have sufficient replacement balls available.



MAIN PART - 40 MINUTES

PHASE 1

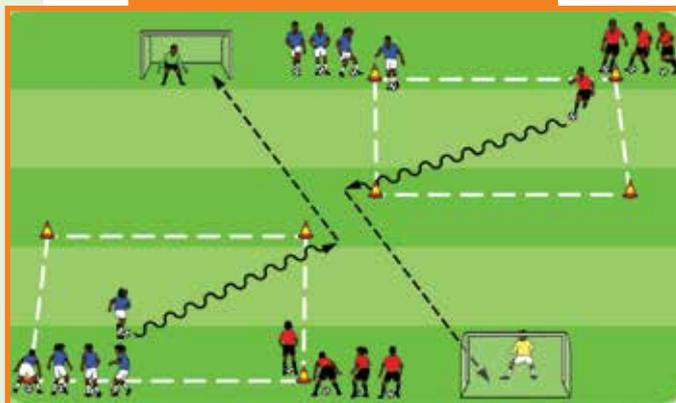
Goal Shooting Duel 1

- The players of each pair compete against each other.
- The players dribble onto the pitch diagonally and shoot at the goal from the side of the cone.
- Then they stand in line at the other goal.
- Every player counts his own goals.

Variations and Pointers

- If a player scores a goal and his direct opponent misses, his goal counts double.
- Carry out a goal shooting competition: On a signal by the coach, both players start onto the pitch. The player who scores a goal first receives two points.
- *Take care that every player shoots at the one goal with the right foot and at the other goal with the left foot.*
- *The players only compete with their direct opponent.*
- *The player who has scored the most goals after six shots wins the duel.*
- *Subsequently put together new pairings, thereby letting winner compete against winner and loser compete against loser.*

- Place two large goals with goalkeepers diagonally opposite each other
- Mark two cone square (see illustration)
- Team up the players in pairs



▲ A successfully scored goal builds **self-confidence**.

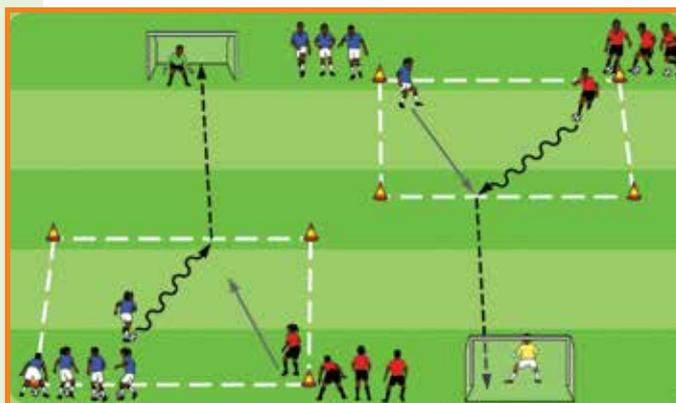
PHASE 2

Goal Shooting Duel 2

- One player is the attacker and the other player is the defender.
- The attacker dribbles onto the pitch and must shoot at the goal before reaching the borderline of the square.
- The defender has to try to follow him and prevent the goal.
- Swap the tasks after every action.

Variations and Pointers

- Start on a signal by the coach.
- The attackers may decide if they want to try to shoot at the goal from the border of the square (two points) or after dribbling over the line to try to outmanoeuvre the goalkeeper on their own (one point).
- **Complication:** The defender starts the action by going onto the pitch. The attacker has to outplay the defender in a frontal 1-on-1.
- *Adapt the level of difficulty to the performance standard of the players: Increase or decrease the distance between the attacker and the defender, or vary the shooting distance to the goal.*
- *The defender, who starts after the attacker, forces the attacker to make his way forwards as quickly as possible and to purposefully shoot at the goal.*



CONCLUSION - 20 MINUTES

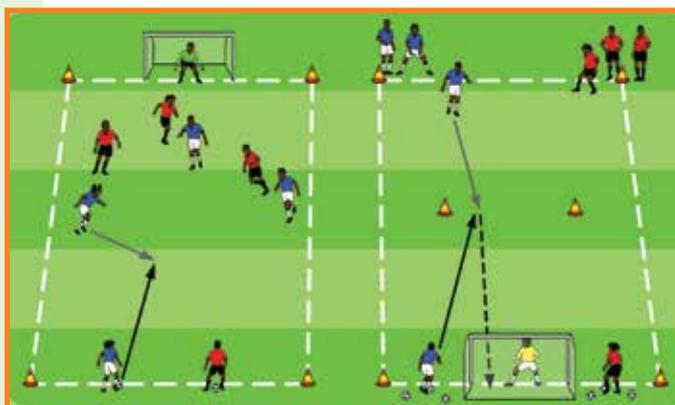
PHASE 1

Bonus Goal Shooting

- Set up two large cone squares, placing one goal in each square diagonally opposite each other.
- Divide the players into two teams.
- Of those teams, decide on one group as the playing group and the other as the goal-shooting group
- Pitch 1: 3-on-3 against the large goal. One player acts as an additional passer outside the pitch. If the defending team wins the ball, they will have to pass it to their own passer outside the pitch before they will be able to shoot at the goal again.
- On scoring a goal on pitch 1, the scorers can win further points on pitch 2, after receiving passes from the teammates behind the goal through two bonus goal shots.

Variations and Pointers

- The outside passers may also score a goal through a long shot.
- The outside passers of pitch 2 move onto the pitch, when they are in control of the ball, to create a 4-on-3 situation.
- If the goal shooters score goals with both bonus shots, they receive a further bonus spot kick.
- *Duration of round: three minutes. Then swap tasks.*
- *After every scored goal on pitch 1, the successful team may also start the next attack.*
- *The bonus goal shots have to happen quickly one after the other.*
- *Have sufficient replacement balls available.*



▲ Children show great enthusiasm and interest in new games and exercises. It helps develop their own **creativity**.

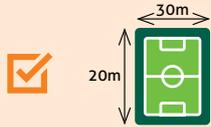
EXAMPLE TRAINING SESSION 5

FOR CHILDREN
AGED 10-12

CHECKLIST



WARM UP - 20 MINUTES



Bibs for half the players



1 Ball for every Player



6 Cones in 3 different colours



12 Cones



MAIN PART - 40 MINUTES



2 Goals



1 Ball for every player



15 Cones



CONCLUSION - 20 MINUTES



Bibs for half the players



2-3 Balls



2 Goals



12 Cones



WARM UP - 20 MINUTES

PHASE 1

Magical Centre

Exercise 1

- The players run through the pitch.
- Two players with a ball dribble through the smaller cone square, in the centre of which they execute a dummy move of their choice.
- Then they pass the ball to a teammate.

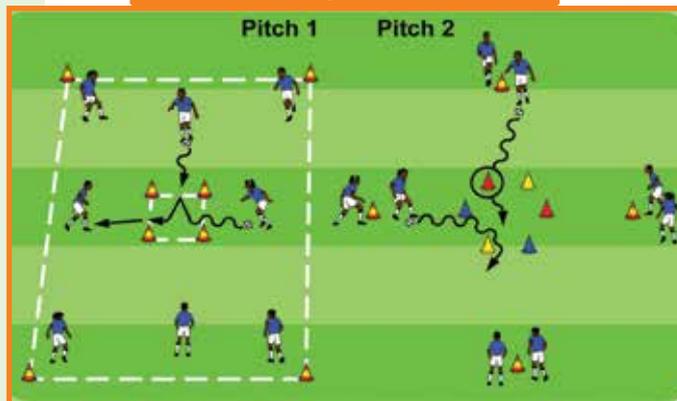
Exercise 2

- Position the players evenly at the cones.
- Two players at one of the rhombus cones have a ball, dribble onto the pitch and around a cone of their choice.
- Then they pass the ball to their opposite teammate, who does not have a ball.
- This player then traps and controls the ball and dribbles around a differently coloured cone.

Pointers

- *Pitch 1: The players learn to execute a dummy in a prescribed area.*
- *In this way, particularly the timing is practised.*
- *Only one player at a time may be in the smaller cone square.*
- *Alternatively, practice with three balls simultaneously.*

- Pitch 1: Mark a large and a small cone square (see illustration)
- Pitch 2: Position cones in the shape of a large diamond and place different coloured cones in the centre
- Divide the players into two teams



▲ This exercise has a mixture of player and team success.

PHASE 2

Complex Dribble Catching

Exercise 1

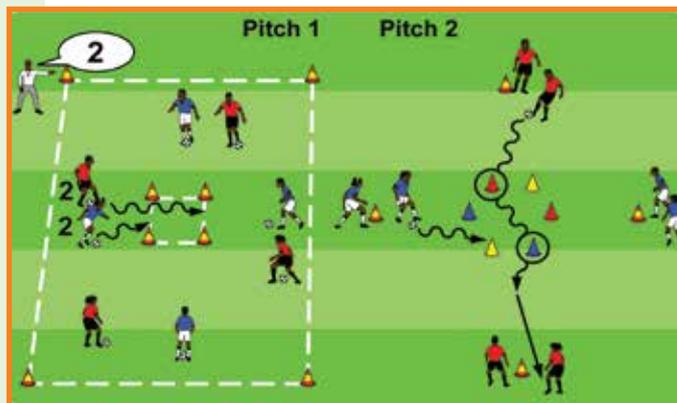
- Divide into two teams and number the players.
- The players with balls move around the pitch freely.
- When the coach calls out a certain number, the players with that number dribble through the small cone square.
- The player who dribbles through the cone square first may kick off the opponent's team players for 30 seconds.
- While doing this, runners and catchers have to keep their balls at their feet.

Exercise 2

- Divide the players into two teams and assign them to their cones, while ensuring that players of opposing teams stand opposite each other.
- When the coach calls out a certain number, the players with that number dribble around the different coloured cones.
- While doing that, they can try to kick their opponent's ball away.
- After that they pass the ball to their opposite teammates, who then also have to run onto the pitch and dribble around two cones.
- They have to choose a different coloured combination!

Pointers

- *Pitch 1: Exit the small square over the opposite line.*
- *The players have to spread themselves evenly over the whole pitch and not stay too close to the small square.*
- *Try to partner equally strong opponents.*
- *Variation: The losing team may redistribute the numbers after every round.*



MAIN PART - 40 MINUTES

PHASE 1

Copy of Dummy

Exercise 1

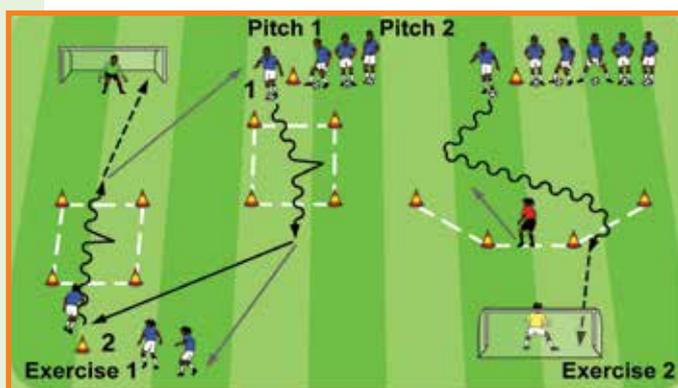
- Player 1 dribbles onto the pitch and into the first cone square. He then executes a dummy of his choice.
- He then speeds up and passes the ball to player 2.
- Player 2 traps and controls the ball and dribbles to the other cone square, where he executes the same dummy as player 1 did.
- Then player 2 increases his dribble speed and shoots at the goal.
- Both players move one position further.

Exercise 2

- Position a defender on the centre cone line.
- The first attacker dribbles onto the pitch and feigns a dribbling move across one of the outer lines.
- The defender may only move along the centre cone line and moves to its side.
- Then the attacker will try to catch the defender unawares and dribble over the other line.
- He then shoots at the goal.

Pointers

- Let the players on pitch 1 choose their own dummy.
- Specify a certain dummy only after a few rounds.
- Check that the players demonstrate their dummy clearly to their partner and do not choose a too difficult one.
- Exit the small cone square after the dummy, while dribbling quickly.



▲ The players can make use of their **creativity** by deciding which dummy to use.

PHASE 2

Dummy-Duel

- By calling out a dummy, the coach gives the signal to start and the two first players dribble onto the pitch.
- When they reach the cone square, they execute the dummy and then shoot at the goal.
- The player, who is the first to score a goal, wins an extra point.

Variations and Pointers

- Appoint a player, who has to suddenly start dribbling.
- He is the signal to start.
- The player, who manages to exit the small cone square first, tries to outplay the goalkeeper in a 1-on-1.
- The other player must shoot from a distance.
- *The competitive nature of the game guarantees maximum pace.*
- *Do not mark the cone square too small to be able to ensure the correct execution of the dummies.*
- *Reduce the size of the cone square after a few rounds to make it more difficult.*



▲ Successfully completing a dummy has a positive effect on the player's **self-esteem**.



CONCLUSION - 20 MINUTES

PHASE 1

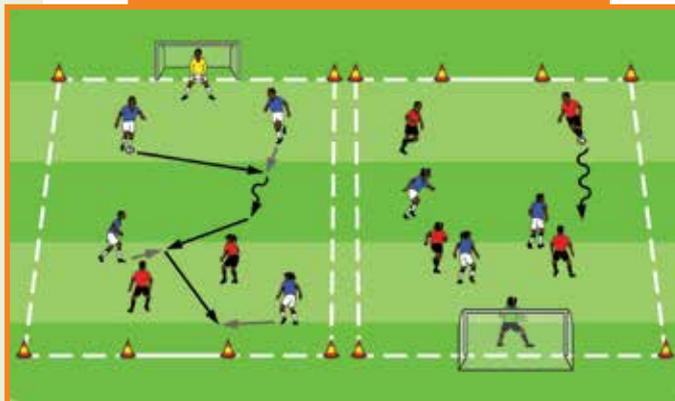
Double 4-on-3

- Two pitches with one goal with goalkeeper and one cone line each.
- In addition, mark the centre line on both pitches.
- Divide players into two teams of seven players, then subdivide them into teams of three and four players.
- 4-on-3 on both pitches.
- The larger team attacks the big goal.
- For that the team has to dribble across the centre line.
- On winning the ball, the smaller team counter-attacks by shooting over the cone line.
- Duration per round: four minutes.

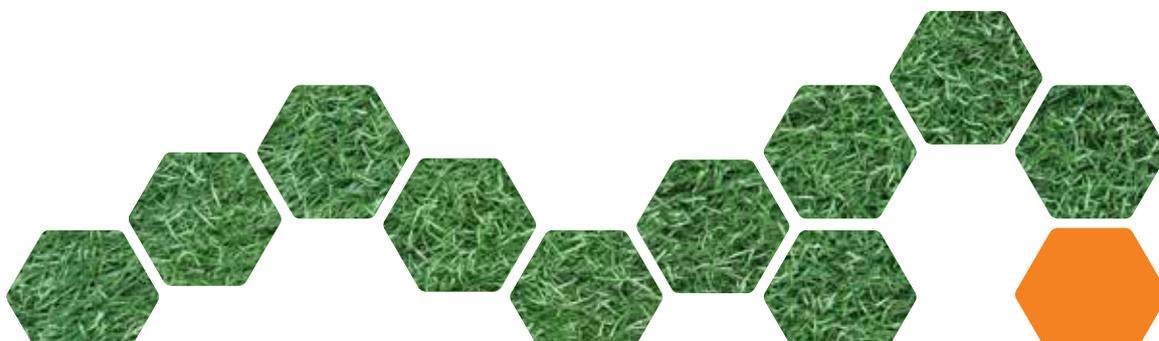
Variations and Pointers

- Counter-attack goals count double.
- The larger team starts every action from the cone line.
- If the player who dribbles the ball over the centre line also scores a goal, it counts double.
- *After every round, one player of the team of four changes over to his team's team of three.*
- *In that way, there are constantly new teams.*
- *The smaller team has to execute the counter-attack quickly and purposefully.*
- *In this case, the players should run a higher risk and look for 1-on-1 situations.*

Don't forget to shuffle the teams!



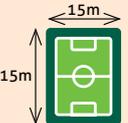
▲ Even if players find themselves in the weaker team, they should **resist** the urge to be upset and instead look for opportunities to turn the game in their favour.



CHECKLIST



WARM UP - 20 MINUTES

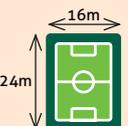
- 
- 

1 Ball for every Player
- 

4 Cones



MAIN PART - 40 MINUTES

- 
- 

10-15 Balls
- 

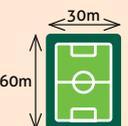
10 Cones
- 

Bibs for half the players
- 

12 Corner poles



CONCLUSION - 20 MINUTES

- 
- 

3-4 Balls
- 

4 Cones
- 

Bibs for half the players
- 

4 Corner poles
- 

2 Goals

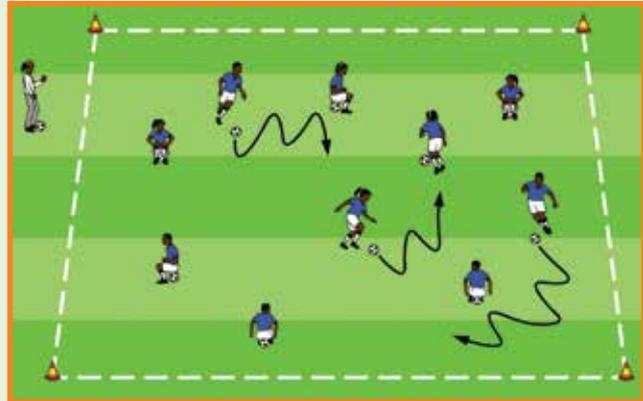


WARM UP - 20 MINUTES

PHASE 1

Dribble School rich in variety

- Every player with a ball dribbles around on a pitch.
- The coach gives some tasks the players have to do:
 - dribbling with the left / right foot
 - dribbling just with the inside / outside of the foot
 - let the ball swing between the feet
 - dribbling with dummies
 - increase the speed of dribbling



▲ If possible, let the players realise their own ideas - in this way supporting their **creativity**.

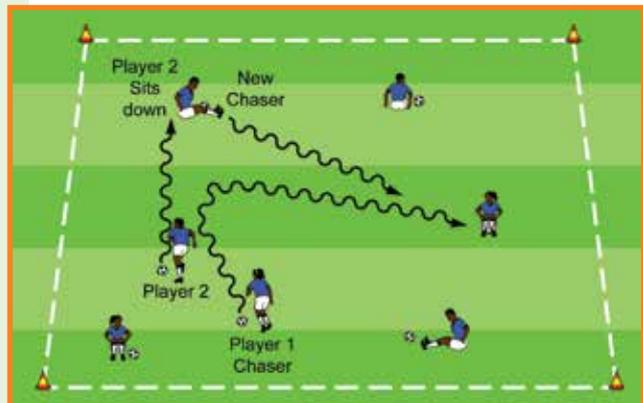
PHASE 2

"Beware of the Chaser"

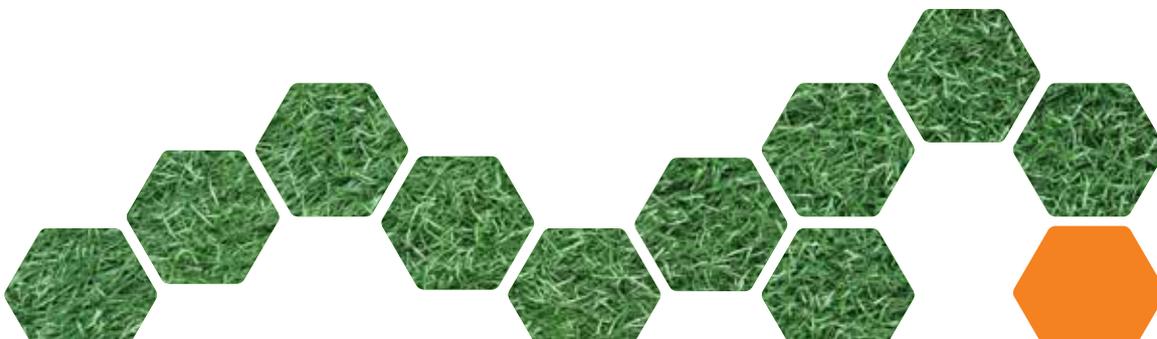
- Every player has a ball.
- Two players are standing, the other players are sitting on the ground.
- One player (1) is the chaser and the other player (2) has to run (dribble) away from him.
- The targeted player can save himself by sitting next to another sitting player. At this moment, the roles have changed! The first chasing player, player 1, is now the targeted player and the player sitting next to player 2 is the new chaser. And so on
- Play this game twice (2 x 4min).

Variations

- Play only with the left/right foot.
- Two pairs at the same time.



▲ This exercise helps **strengthen** the whole body!



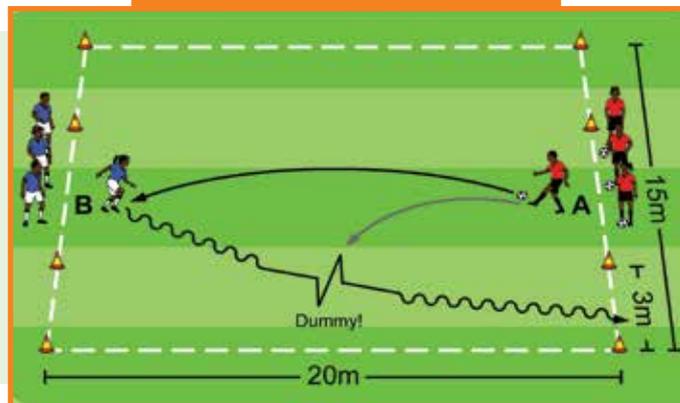


MAIN PART - 40 MINUTES

PHASE 1

Dribbling 1-on-1

- A plays a long pass to B. B controls the ball and dribbles onto the pitch to aim a goal by dribbling over the line between the two cones, in the corners, at the opposite side of the pitch.
- A tries to defend against striker B. If A gets ball possession, he may counteract by shooting at one of the goals on the other side.
- After this action, players A and B change sides.



TARGETS

- First tactical pointers for strikers and defenders.

Strikers

- Do your dribbling with speed!
- Try to get the defender on the "wrong" side!
- Use an efficient dummy!
- After the dummy, you have to increase your running speed.

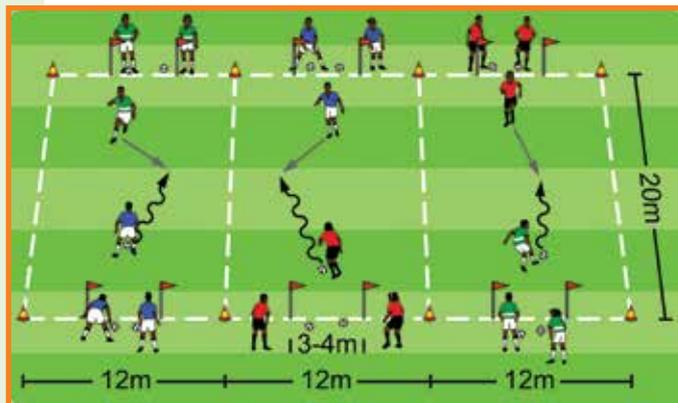
Defenders

- Reduce the striker's speed.
- Give him one side (striker's 'bad-foot-side') to dribble to (look with which foot the striker dribbles the ball).
- Get into a side-running position!
- Slide away and try to match the speed of the striker.
- When the striker frees the ball, you have to attack him!
- Use your body (fair!) for parting the striker from the ball (shoulder to shoulder).
- Look at the ball, not at the striker's dummies!

PHASE 2

Dribbling 1-on-1 Contest

- One team consists of 3 players.
- The teams shall be placed as per the drawing above.
- A player of each team plays 1-on-1 against a player of the other team (30-45 sec).
- The 2 players behind the goal catch the balls and return them to the game.
- After a period of time, the next set of players play 1-on-1 against each other, and after them, the third set plays 1-on-1.
- The scored goals of all 3 players per team are added. The team with the most goals is the winning team.
- After this first round of playing, the teams will exchange their positions clockwise.
- Play about 3 (4, 5) rounds of this. (Tournament)



▲ In a 1-on-1 situation the player is his own team mate. The only person he can rely on for success is himself. A player learns to **persevere** in a 1-on-1 situation!



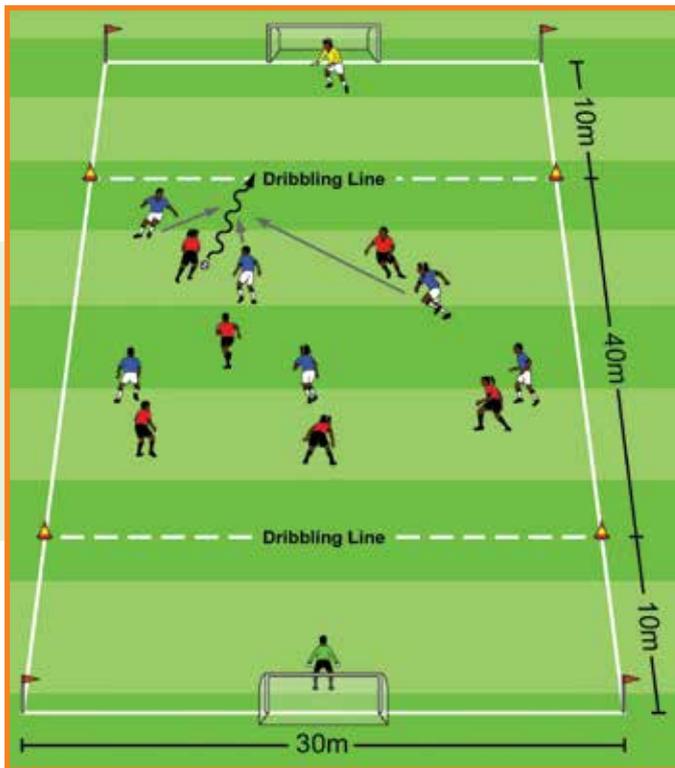


CONCLUSION - 20 MINUTES

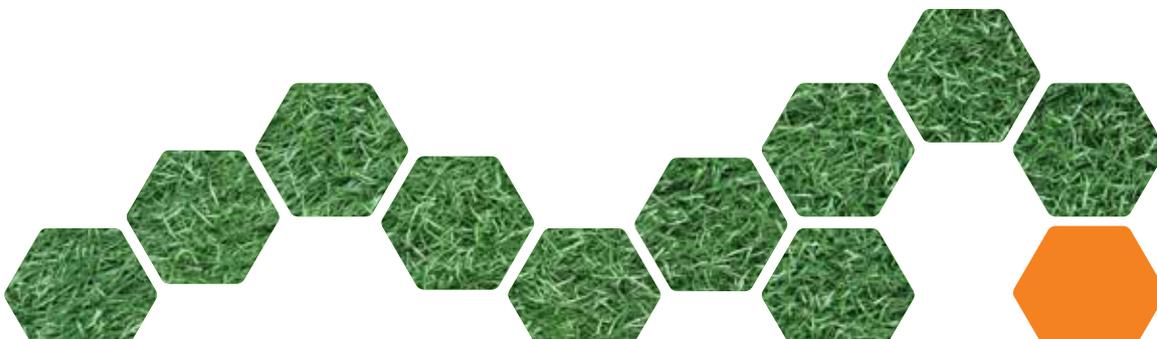
PHASE 1

Playing football 7-on-7 with the focal point on dribbling

- The strikers have to dribble over the dribbling line before they are allowed to score.
- The defenders are not allowed to follow the striker over their own dribbling line.
- The goalkeeper is only allowed to leave his goal line when the striker crosses the dribbling line.



▲ The players have to **persevere** to dribble of the dribble line.



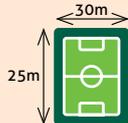
EXAMPLE TRAINING SESSION 2

FOR YOUTHS
AGED 13-16

CHECKLIST



WARM UP - 20 MINUTES

-   Bibs in 4 different colours
-  5-6 Balls  1 Goal
-  16 Cones

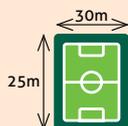


MAIN PART - 40 MINUTES

-   Bibs for half the players
-  1 Ball for every player  2 Goals
-  10 Cones



CONCLUSION - 20 MINUTES

-   Bibs for half the players
-  2-3 Balls  4 Corner poles
-  2 Cones  2 Goals



WARM UP - 20 MINUTES

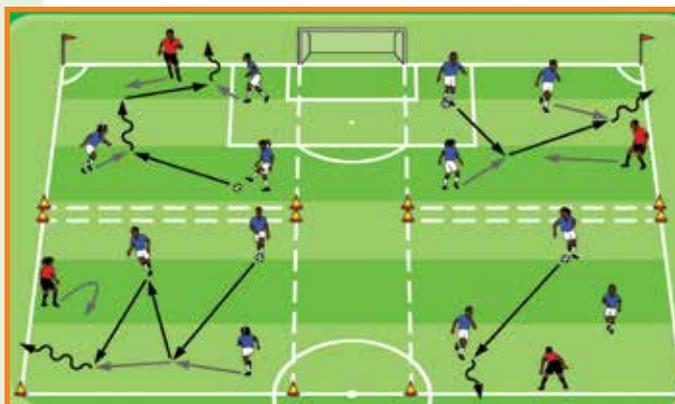
PHASE 1

3-on-1 over Goal Lines

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

Variations and Pointers

- Limit the number of permitted ball contacts!
- The defender changes places with a striker after a certain number of attacks.
- Possibly play with offside, depending on ability.
- Note break times (gymnastics!).
- Win space through passes and dribbling!
- The players may not have set positions. Pay attention to changes of position!
- Play the game with a "broad" layout.



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

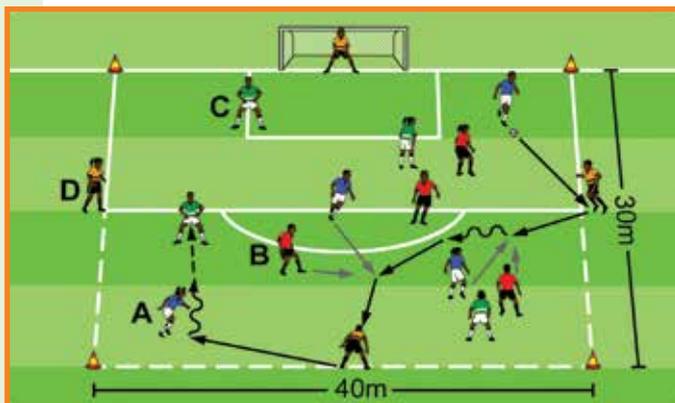
PHASE 2

4-on-4 in Exchange

- Divide into four teams with four players each.
- Team A plays against team B. The players of team C serve as goals (with legs wide apart).
- The players of team D spread out along the outer lines and function as passer.
- With the assistance of the passers, the teams must shoot as many as possible goals.
- Thereafter swap tasks: Every team must play the "goal" once and the passer once.
- Duration: 3-4 minutes

Variations and Pointers

- The passers play direct passes ("clear" double passes with the passer count for an extra point).
- The number of contacts is limited to two.
- Shoot goals from both sides (from one side only).
- Pay attention to equal exercising of passing and dribbling.
- When pressured by the opponents, make use of the passer.
- Play precise passes = goal shots under pressure!





MAIN PART - 40 MINUTES

PHASE 1

Dribble Competition

- When the coach gives the signal, the first players per group start on a dribble-competition through the slalom course.
- The player, who reaches the penalty area first, shoots at the goal.
- The other player delays a bit and then tries to beat the goalkeeper.
- The scored goals are added together for a team score.

Variations and Pointers

- Change the position of the cones.
 - The first player shoots at the goal, the second player must dribble further to a cone at the side and shoot a goal from a sharp angle.
 - Change the team set-up.
 - Specify left or right shots.
- *Concentrate while dribbling through the course!*
- *Change speed between the cones!*
- *Prepare for the shot at the goal!*
- *Be observant of your surroundings!*



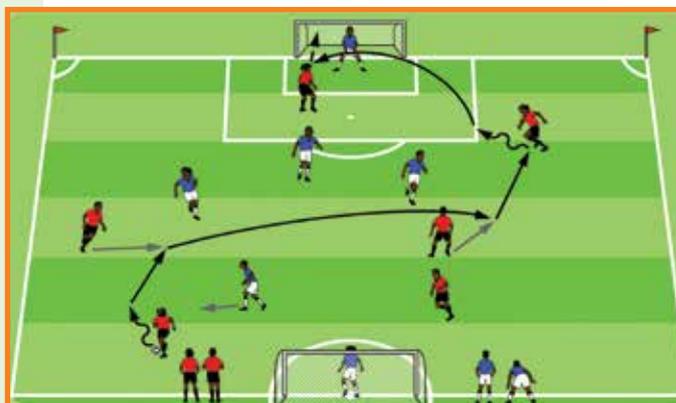
5 PHASE 2

Focal Point 'Header'

- Divide the players into two teams of six players each.
- Additionally, each team has two substitute players, who come in as replacements during game stoppage.
- Play 6-on-4 at two goals with goalkeepers.
- The team in control of the ball can shoot at both goals and should try to shoot headers from the wings.
- The two goalkeepers are from the defending team.
- When they save a ball, they change onto the pitch and the other team now has to place the goalkeepers.
- In that way, the game will always be 6-on-4 (majority game).

Variations and Pointers

- The team that wins the ball may only attack the goals once they have crossed the halfway line.
 - Direct shots at the goal are also possible after a previous header!
- *Take note of the combination wing and header!*
- *Take advantage of the majority ratio!*
- *Recognise wing situations!*
- *Pay attention to a well synchronised team action while heading (individual/group tactics)!*
- *Quick switching from defence to attack and back again!*





CONCLUSION - 20 MINUTES

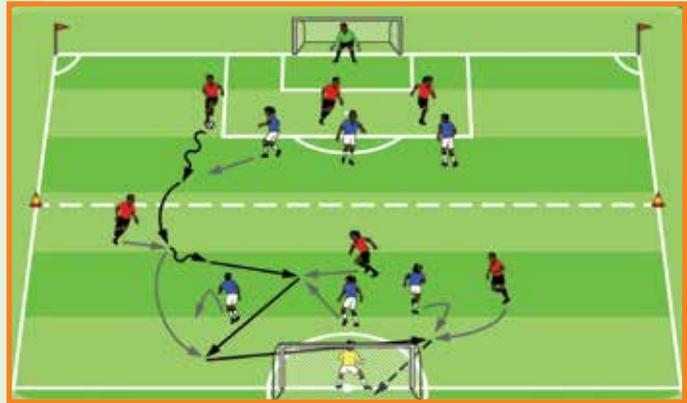
PHASE 1

Final 3-on-3 + 3-on-3 Game

- On every half pitch play 3-on-3, the defenders in the one half playing against the strikers of the others.
- Do not cross the halfway line.

Variations and Pointers

- One striker and one defender may cross the halfway line to support their teams.
- Change places: the strikers become defenders and vice versa.
- Pay attention to the game build-up and a controlled game to the front striker.
- Show ability to succeed: in 1-on-1 and in combination games.
- Make the pitch smaller - in that case, the halfway line has to be marked clearly!



▲ Players will have to think **creatively**, and as a **team**, to be able to score goals in a game with rules restricting the natural flow of the game.



CHECKLIST



WARM UP - 20 MINUTES

- 20m 30m
- Balls for half the players
- 16 Cones



MAIN PART - 40 MINUTES

- 20m 30m
- 2-3 Balls
- 11 Cones
- Bibs for half the players
- 2 Goals



CONCLUSION - 20 MINUTES

- 40m 30m
- 5-6 Balls
- 6 Cones
- Bibs for half the players
- 2 Goals



WARM UP - 20 MINUTES

PHASE 1

Controlled Throw-in

- Divide players into two equally large teams and assign them to their pitches.

Pitch 1

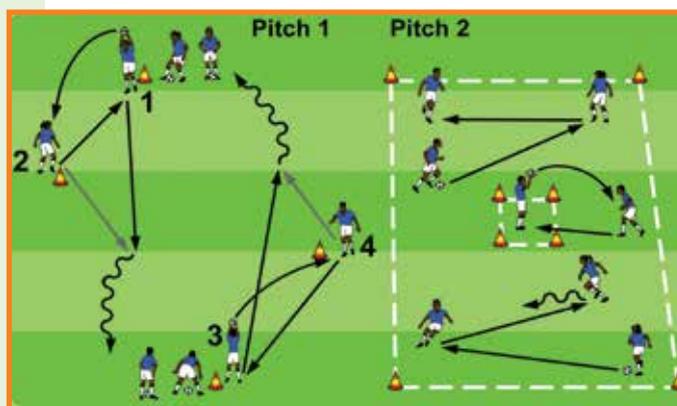
- Player 1 throws the ball to player 2, who controls the high pass and then passes the ball back to player 1.
- Now player 1 passes the ball into the path of player 2, who dribbles in a circular run to position 3.
- Players 3 + 4 do the same exercise as players 1 + 2.
- All players move up one position.

Pitch 2

- One player with ball positions himself in the small cone square. The other players position themselves in the larger square with two balls.
- The players in the larger square pass the ball to each other.
- The player in the small square calls the name of one of his teammates, throws a high ball to him and gets the ball passed back to him again.
- Swap the player in the small square after three or four actions.

Pointers

- *If possible, control the throw-ins with the upper body.*
- *When receiving the ball with the upper body, relax the upper body and stretch the arms slightly to the side.*
- *Vary the throw-ins after a few rounds.*



▲ The players are **responsible** for **exact** throw-ins. This makes it easier for their team-mates to be successful.

PHASE 2

Throw-in Race

- Assign two catchers, one passer and five runners on Pitch 2.
- Divide players into two equally large teams and assign them to their pitches.

Pitch 1

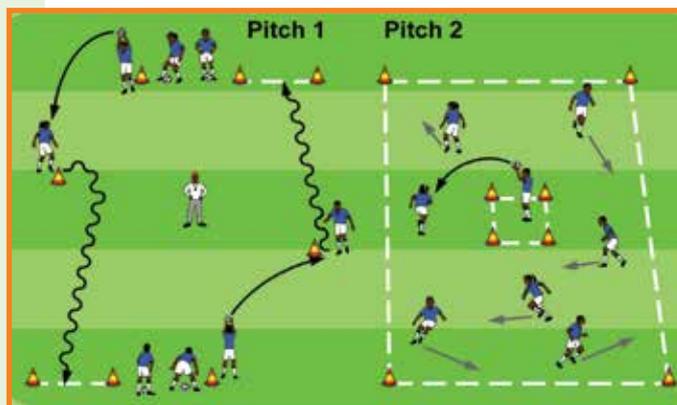
- On a signal by the coach, the first players throw the balls to the players at the cone.
- Those players control the high balls and then dribble through the cone goals.
- The player who is the first to dribble through the cone goal wins the race.

Pitch 2

- The passer positions himself in the small cone square, whilst the catchers and runners move around freely in the larger cone square.
- One catcher with ball, the other without.
- On a signal by the coach, the catcher with ball starts the hunt and has to kick off a runner.
- The catchers can pass the ball to each other at any time so that the kicking off constantly changes, depending on the situation.
- If a runner receives the ball from the passer, he may no longer be kicked off.
- Catching time: One minute. Play a few rounds. Which group catches the most runners?

Pointers

- *Pitch 1: Swap the positions after a few rounds.*
- *Pitch 2: The catching game promotes the skill of movement and co-operation.*





MAIN PART - 40 MINUTES

PHASE 1

High Balls 1

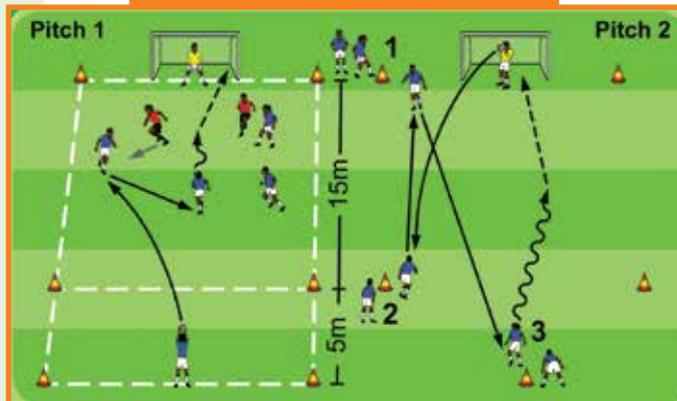
- Divide players into two equally large teams and assign them to their pitches.

Pitch 1

- Play 4-on-2 after a throw-in by a passer.
- The attackers control the high ball and as quickly as possible go for a goal kick.
- If the defenders save the ball, they counter by passing the ball back to the throw-in player.
- Swap the positions after five attacks.

Pitch 2

- The goalkeeper starts the round by throwing the ball to player 2.
- Player 2 controls the high ball and passes it to player 1.
- Player 1 passes to player 3, who dribbles towards the goal and tries to score a goal.
- All players move up one position.
- Change the sides after a few rounds.

**Pointers**

- *Focal point of the exercise is controlling the high ball whilst under slight pressure from the opponent.*
- *The throw-in area forces the attackers to keep the necessary distance from the throw-in.*
- *Call for the throw-in while moving into an open space.*
- *Require staggered wide- and deep balls.*

5 PHASE 2

High Balls 1

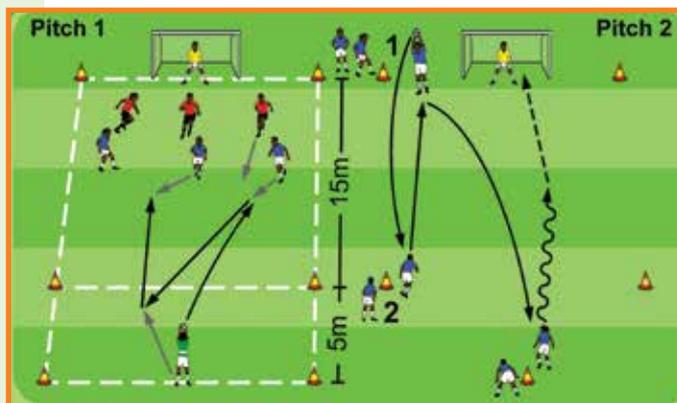
- Divide players into two equally large teams and assign them to their pitches.

Pitch 1

- Play 3-on-3 plus passer after a throw-in.
- The passer throws the ball to the attacker in the area in front of the goal and offers himself as an additional passer in the passing area.
- The attackers try to score a goal in a 4-on-3.
- If the defenders save the ball, they counter over the passing line.
- Change positions after five rounds.

Pitch 2

- Player 1 starts the round by throwing the ball to player 2.
- Player 2 controls the high ball and passes it back to player 1.
- Player 1 volleys the ball to player 3, who dribbles forwards and tries to score a goal.
- All players move up one position.
- Change the sides after a few rounds.

**Pointers**

- *Focal point of the exercise is controlling the high ball whilst under slight pressure from the opponent.*
- *The throw-in area forces the attackers to keep the necessary distance from the throw-in.*
- *After a throw-in, use the throw-in area to secure the ball!*





CONCLUSION - 20 MINUTES

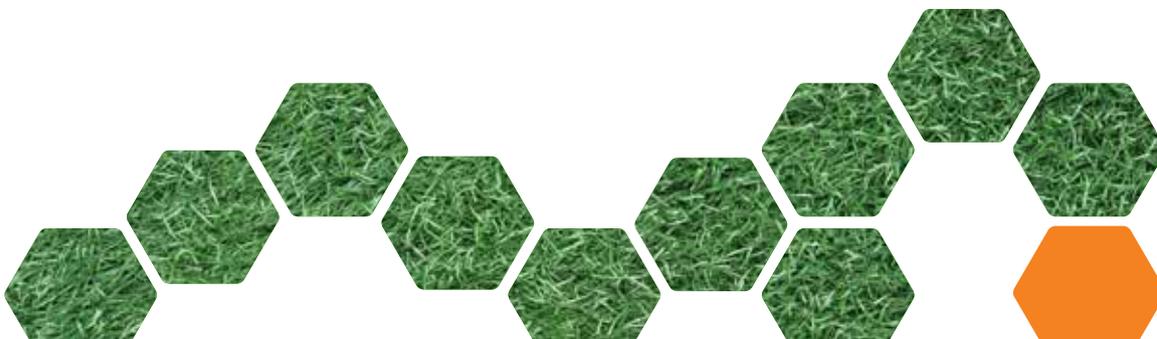
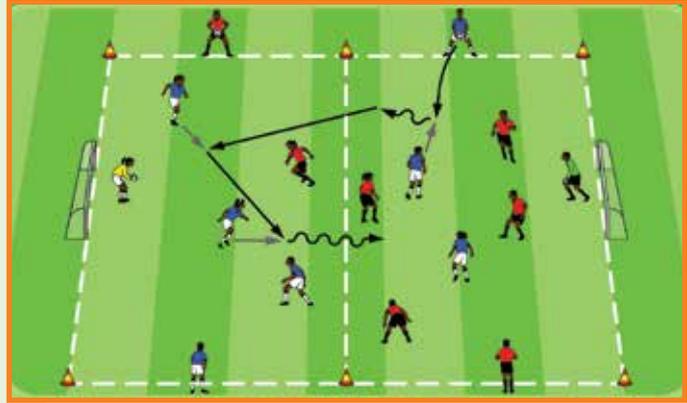
PHASE 1

Quick Throw-ins

- Mark a 30m x 40m pitch with goals and goalkeepers
- Divide the players into two teams.
- Assign two players per team with extra balls to the sidelines (see illustration).
- Play 5-on-5 against goals with goalkeepers.
- If the ball goes into offside or into the goal, the game is continued through a throw-in.
- Play four rounds of four minutes each.
- Swap the throw-in players after every round.

Variations and Pointers

- Position the throw-in players in their own half of the pitch.
- After kick-off, the throw-in players serve as additional passers.
- *The passers may not leave their area.*
- *Replace corner kicks with throw-ins.*
- *Have replacement balls ready for a quick continuation of the game through a throw-in.*



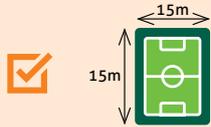
EXAMPLE TRAINING SESSION 4

FOR YOUTHS
AGED 13-16

CHECKLIST



WARM UP - 20 MINUTES



Bibs for half the players



MAIN PART - 40 MINUTES



Bibs for half the players



2 Goals



CONCLUSION - 20 MINUTES



Bibs for half the players



2 Goals





WARM UP - 20 MINUTES

PHASE 1

Pass Variations

- Mark two pitches each with one cone square and position cones.
- Divide the players into two equally big teams and assign them to their positions.

Pitch 1

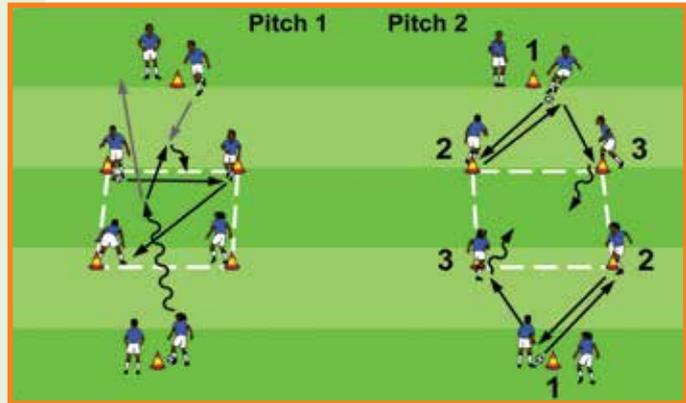
- Four players position themselves at the four corner points of the cone square. Assign the other players to the other two cones.
- The players in the cone square pass a ball to each other.
- One after the other the other players try to dribble through the cone square without being hit by the ball.
- Swap tasks after two minutes.

Pitch 2

- The players are assigned to their positions (see illustration).
- Players 1 pass the balls to players 2, who pass the balls right back again.
- Then players 1 pass the ball to players 3, who control the balls and dribble to the other side.
- After this action, all players move up one position.
- Practice simultaneously on both sides.

Pointers

- *Pitch 1:* the players in the cone square may pass with a maximum of two contacts.
- Do not shoot at the players passing through the cone square!
- Alternatively, specify the pass sequence in the cone square.
- Swap the pitches after a few rounds.



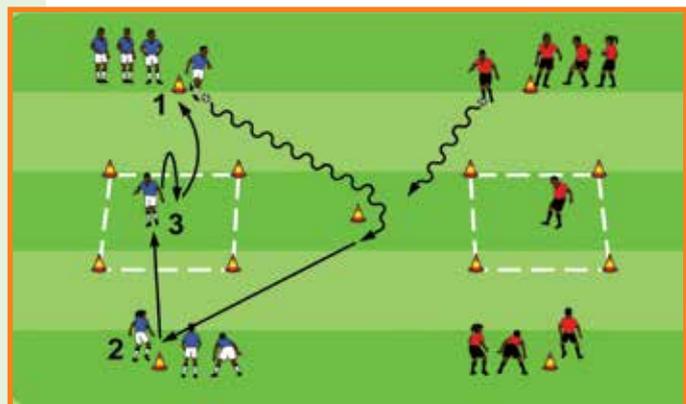
PHASE 2

Complex Relay Race

- Divide the players into two equally big teams.
- On a signal by the coach, player 1 dribbles around the central cone between the two pitches.
- He then passes the ball to player 2, who immediately passes on to player 3.
- Player 3 controls the ball and juggles the ball ten times before passing it back to player 1.
- After this, all players move one position further.
- Which team is the first to finish?

Variations and Pointers

- Player 3 must alternate between juggling with the left and the right foot.
- After leaving the cone square, player 3 must do a dummy before passing the ball to the starting position.
- The game is a form of relay race.
- Even though it has quite a simple set up, the technical requirements are complex: Apart from the quick dribbling and the clean passing, dexterity is required with the juggling.
- The players swap sides after every round.



▲ Respect the other players running through the squares in Phase 1. Do not deliberately hinder them!





MAIN PART - 40 MINUTES

PHASE 1

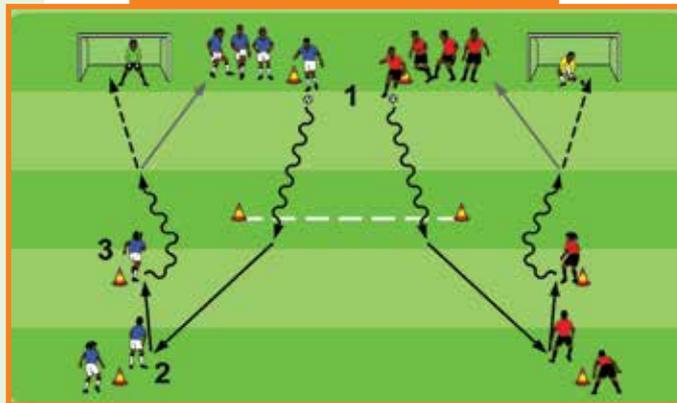
Quick Goal Shooting Relay 1

- On a signal by the coach, players 1 dribble onto the pitch until they reach the cone line, then they pass the balls to players 2.
- Players 2 pass the balls on to players 3, who turn with the ball at their feet to shoot at the goal.
- Should player 3 be successful, the next player 1 can start onto the pitch.
- If not, player 3 must first high-five player 1.
- Which team is the first to score ten goals?

Variations and Pointers

- Player 1 juggles the ball until he gets to the cone line.
- Player 1 swings the ball between the insides of his feet until he gets to the cone line.
- On the way to the cone line, dribble five times right and five times left.
- *Adapt the shooting distance to the ability of the players.*
- *The players swap sides after every round.*

- Set up two goals with goalkeepers
- Mark a cone line on the pitch
- Divide the players into two equally big teams



Practice good **teamwork** by passing accurate passes to the team mates.

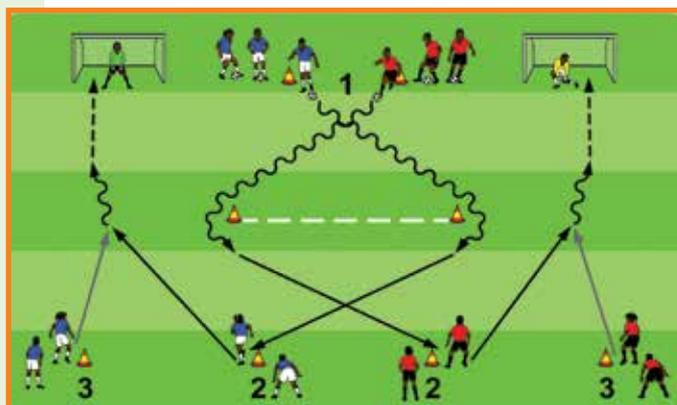
PHASE 2

Quick Goal Shooting Relay 2

- On a signal by the coach, the players 1 dribble around the outer cone of the cone line and pass the ball onto their player 2.
- Players 2 pass the ball directly into the running path of players 3, who shoot for the goal after a short quick dribble.
- Should player 3 be successful, the next player 1 can start onto the pitch.
- If not, player 3 must first high-five player 1.
- After that, all players move up one position.
- Which team is the first to score ten goals?

Variations and Pointers

- Player 3 tries to outplay the goalkeeper.
- Player 3 tries for a direct goal shot.
- *The starting players must head for the outer cone as directly as possible and defend the good starting position against the starting player of the other team.*
- *Player 2 must pass the ball into the running path of player 3 as precisely and controlled as possible.*





CONCLUSION - 20 MINUTES

PHASE 1

The King's Game

- Pitch 1: One large goal with goalkeeper and one cone line.
- Pitch 2: One pitch with one large goal with goalkeeper and one dribble line.

Pitch 1

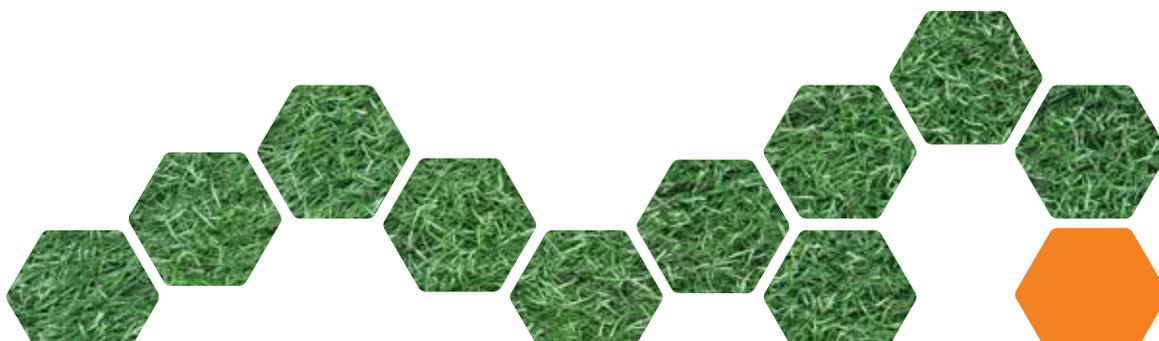
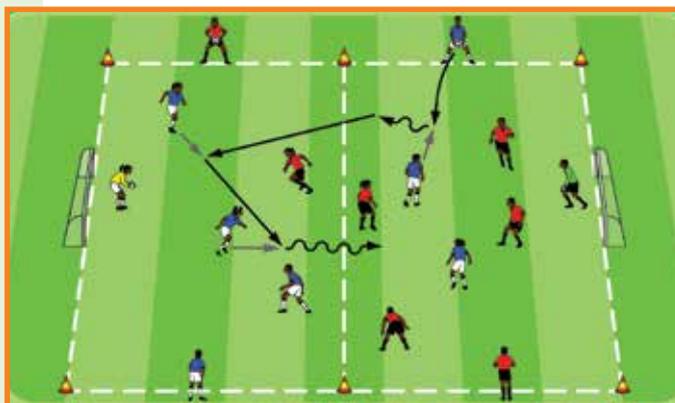
- The first player of team A dribbles to the cone line
- and then has two possibilities:
 - he tries to shoot a goal from the cone line (scored goal = 2 points);
 - he tries to outplay the goalkeeper on his own (scored goal = 1 point).
- Every player may shoot at the goal twice.
- Team B begins the second round.
- The winning team may choose if they want to attack the large goal or the dribble line in the following game on pitch 2.

Pitch 2

- The two teams play against each other.
- The one team attacks the large goal with goalkeeper, whilst the other team counters over the cone line.
- Replace throw-ins with pass-ins.
- The duration of the game is as long as it takes the teams on pitch 1 to determine a winning team. Then the teams swap pitches.

Pointers

- *The goal-shooting contest on pitch 1 serves as a 'pre-contest' for the game on pitch 2.*
- *If the goal-shooting contest on pitch 1 comes to a draw, then the lot has to decide which team can choose the direction of play on pitch 2.*
- *The lot has to decide in the first round on pitch 2 as well.*
- *Shuffle the teams after two complete rounds.*



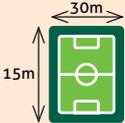
EXAMPLE TRAINING SESSION 5

FOR YOUTHS
AGED 13-16

CHECKLIST



WARM UP - 20 MINUTES

-  15m 30m
-  4-5 Balls
-  15 Cones
-  Bibs for half the players
-  4 Cones in 2 different colours
-  'True or False?' List WS 6 (two pages) *optional questions*



MAIN PART - 40 MINUTES

-  25m 30m
-  2-3 Balls
-  4 Cones
-  Bibs for half the players
-  1 Goal



CONCLUSION - 20 MINUTES

-  25m 30m
-  3-4 Balls
-  4 Cones
-  Bibs in 3 different colours
-  1 Goal



WARM UP - 20 MINUTES

PHASE 1

Quiz Square

Pitch 1

- A and B dribble into the cone square simultaneously.
- B may dribble straight through the square. A has to juggle the ball while solving a question by the coach.
- After leaving the square both players pass the ball to the opposite players (C+D), who then have to run into / through the square.
- After approx. two minutes, swap the tasks so that now players B and D have to solve the question.

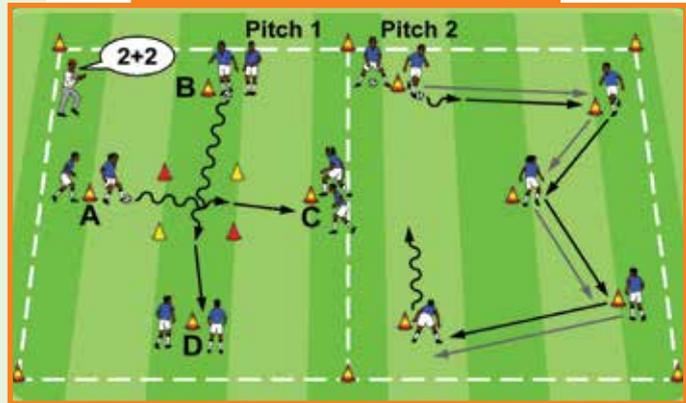
Pitch 2

- One player has the ball and dribbles onto the pitch.
- He then passes the ball to the player closest to him.
- This player passes the ball directly to the following player, etc.
- The coach can call out a change of direction at any time.
- The coach can also specify contact handicaps.

Pointers

- Answering small questions increases the concentration.
- It makes the players aware of the fact that they need to keep a "clear head" during the game, to be able to take the correct decisions.
- The questions have to be easy and quick to solve.
- The choice of questions is limitless.
- Obviously, there have to be questions about football as well.

- Pitch 1: Mark a square and four positions with cones
- Pitch 2: Mark a triangle and two positions with cones
- Divide the players into two groups and assign them to their positions (see illustration)



PHASE 2

Quiz Duel

Pitch 1

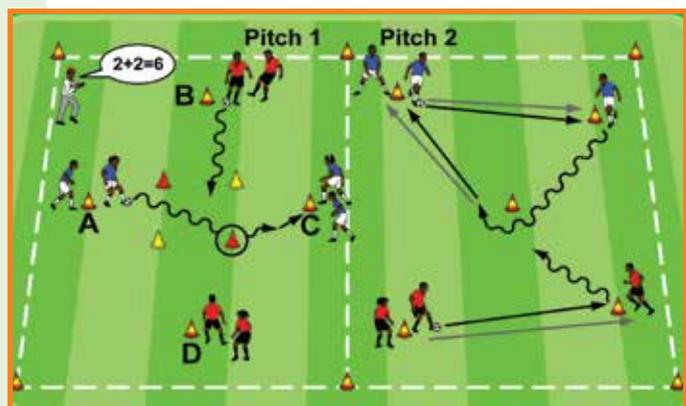
- Mark a square with red and yellow cones.
- Divide players into two teams. The first players compete against each other.
- Through calling out a question, the coach gives the command to start. The players then dribble into the cone square.
- Once they are in the square, the coach calls out a possible answer to the question.
- If the answer is correct, the players have to dribble around the rear yellow cone, otherwise they have to dribble around the rear red cone.
- The player, who then passes the ball to his opposite teammate first, receives one point for his team.

Pitch 2

- Divide players into two teams and position them opposite each other.
- On a signal by the coach, the two first players pass the balls to their teammates.
- These dribble past the central cone and pass the balls back to the starting position.
- The player, who passes the ball back to the starting position first, receives a point for his team.

Pointers

- The task in Pitch 1 can be carried out as an individual contest as well as a team contest.
- The coach has to call out the possible answer as soon as the players enter the cone square.
- Small questions provide a lot of fun for the players. But, the focal point of this exercise should still be on the football exercises.





MAIN PART - 40 MINUTES

PHASE 1

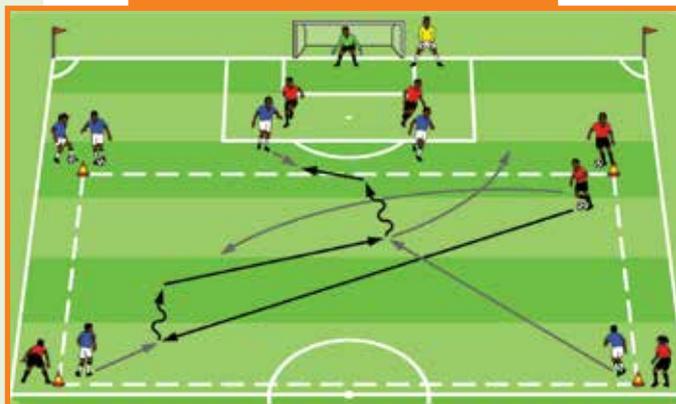
Quick Finish 1

- Team "blue" starts off as attacker.
- The first "red" player passes the ball to his opposite "blue" player.
- Then the two "blue" players try to dribble out of the cone square towards the goal in a 2-on-1.
- Subsequently, the successful player passes the ball to a teammate in front of the goal, follows up, and together, in a 3-on-1, they try to score a goal.

Variations and Pointers

- Both attackers as well as the defender follow up so that there is a 4-on-3 situation.
- The attackers have three passes to play the ball out of the square.
- *The team with the numerical advantage must stagger themselves broadly to win more space.*
- *Swap the right to attack after every action.*

- One goal with goalkeeper
- One cone square
- Divide players into two teams
- Assign the players to their positions



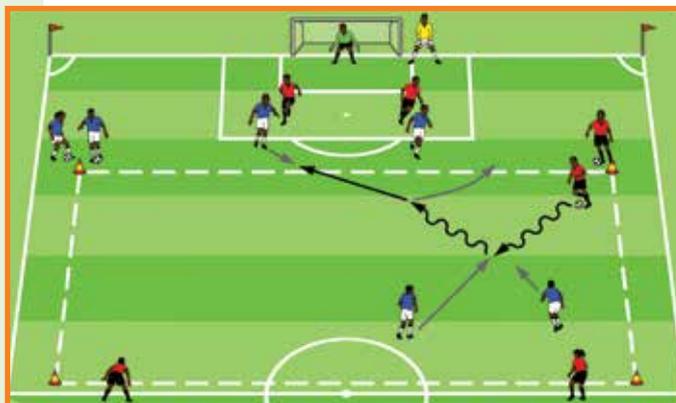
PHASE 2

Quick Finish 2

- The "red" player dribbles into the cone square and tries to dribble over the back cone line in a 1-on-2 situation.
- The two "blue" players must try to win the ball and then attack the goal.
- Only one further attacker may move forward for a 3-on-2 situation.

Variations and Pointers

- After the winning the ball, the game carries on and all players involved in the situation may move forward.
- The attackers must shoot at the goal within a predetermined time.
- *Try to win the ball as soon as possible! The players must learn to then immediately look forward and quickly adjust their mindset.*
- *Every two minutes, take in new positions by moving one position further.*





CONCLUSION - 20 MINUTES

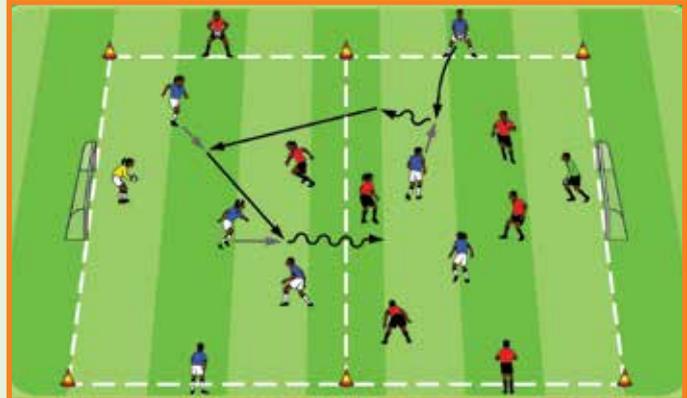
PHASE 1

Power Play

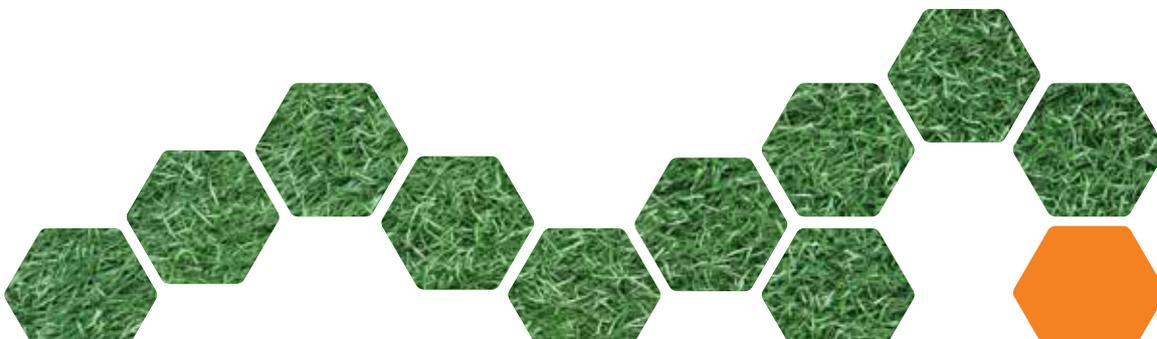
- Set up a field with one goal and goalkeeper and a cone line.
- Divide the players into two teams.
- Name one neutral player.
- Team "blue" receives the right to attack for two minutes.
- The first "blue" player moves onto the pitch and tries to shoot a goal together with his team and the neutral player.
- Should "red" win the ball, they will try to counter over the cone line.
- Should they be successful, the right to attack is now theirs.

Variations and Pointers

- The attackers may only have three ball contacts.
- The neutral player may only play a direct game.
- Goals that are scored by the passer, who has moved forward, count double points.
- *The attackers must try to shoot at the goal as often as possible within their two-minute time limit.*
- *As the right to attack can only end earlier, if the defenders dribble over the cone line, the attackers may act far more riskier.*
- *The "opening players" of the attackers must constantly be observant, as they can move onto the pitch as soon as a goal is scored or the ball leaves the pitch.*



▲ In a complex game, such as this one, it is important for the players to not only be part of a team, they must also think like a team!



CHECKLIST



WARM UP - 20 MINUTES

- 15m x 15m Pitch
- 1 Ball for every player
- 4 Cones



MAIN PART - 40 MINUTES

- 30m x 15m Pitch
- 2-3 Balls
- 6 Cones
- Bibs for half the players
- 2 Goals



CONCLUSION - 20 MINUTES

- 1/2 Pitch
- 2-3 Balls
- 4 Cones
- Bibs for half the players
- 4 Corner poles
- 2 Goals



WARM UP - 20 MINUTES

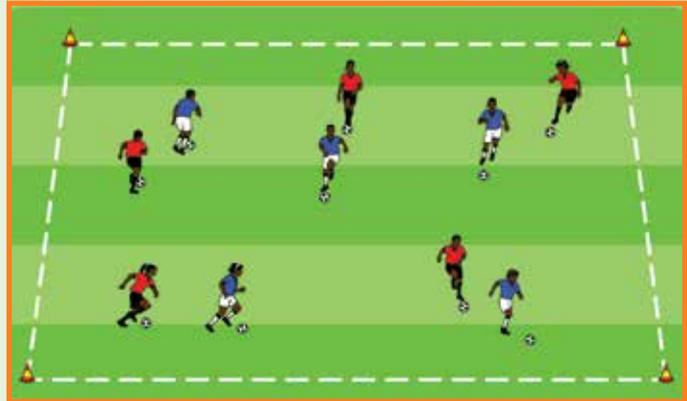
TRAINING FORM 1

Shadow dribbling in pairs

- The front player dribbles with direction- and speed-changes.
- The rear player follows him with the shortest possible distance.
- Swap tasks.

Variations

- The front player does not only dribble with direction- and speed-changes, but he also adds co-ordinative elements in front of and behind the ball.



▲ The front players have a great opportunity to use their **creativity** in coming up with interesting move combinations.

TRAINING FORM 2

Stretching and Strengthening Exercises (singles)

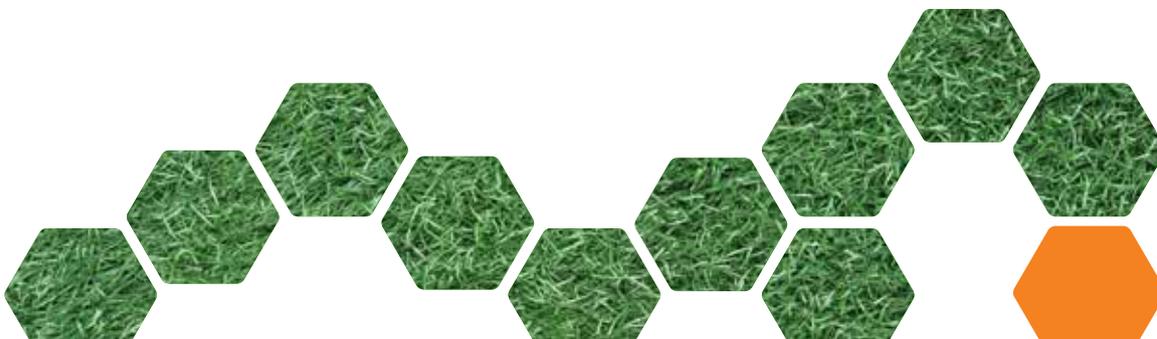
- The players prepare themselves on their own.

Important

- *Consider all the football-specific-challenged muscle groups!*



▲ Do some **stretching and strengthening** exercises between the variations.





MAIN PART - 40 MINUTES

INDIVIDUAL TACTICS 1 - 20 MIN

Application with opponent
Shadow dribbling in pairs

- The players position themselves on the three allocated spots in front of the goal with goalkeeper. A starts the action with an accurate return pass to striker B. With this pass, C starts at high speed from his defence position to block B. Then they play a 1-on-1 at the goal.
- On completion of this action, the players rotate their positions.

Variations

- Begin this activity with a half-high pass.
- With a break-away possibility for the defender.

FOCAL POINT

- Pressing Principle: "Run at the opponent as long as the ball is on the way!"
- Correct timing while confronting the opponent



▲ Players must **persevere** in 1-on-1 situations.

INDIVIDUAL TACTICS 2 - 20 MIN

Application in game**1-on-1 against 1-on-1**

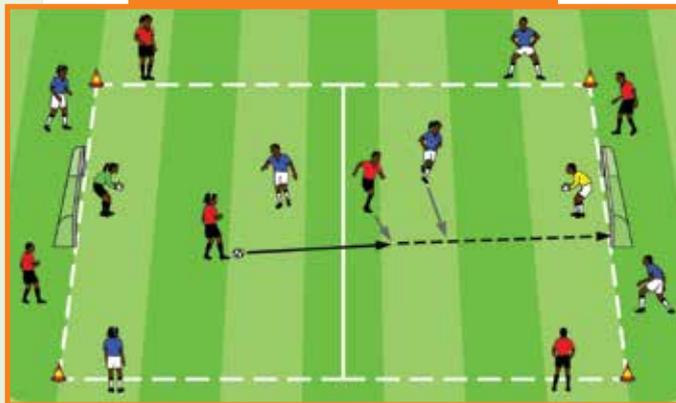
- On a pitch double the size of a penalty area with two goals with goalkeepers, two player pairs play against each other (one striker, one defender per team).
- Both may not leave their own playing area. After winning the ball, the defender must pass it to his striker, who must then try to shoot a goal in a 1-on-1.
- The non-playing pairs watch the game.

Variations

- The non-playing pairs spread themselves around the pitch and are pass partners (also for the opponents) 2-on-2 on one half of the pitch and 1-on-1 on the other half.
- 3-on-3 on one half of the pitch and 1-on-1 on the other half.

FOCAL POINT

- Free oneself from the opponent
- Achieve goal possibilities out of a 1-on-1
- Accurate passes





CONCLUSION - 20 MINUTES

PHASE 1

8-on-8 + 2 Goalkeepers

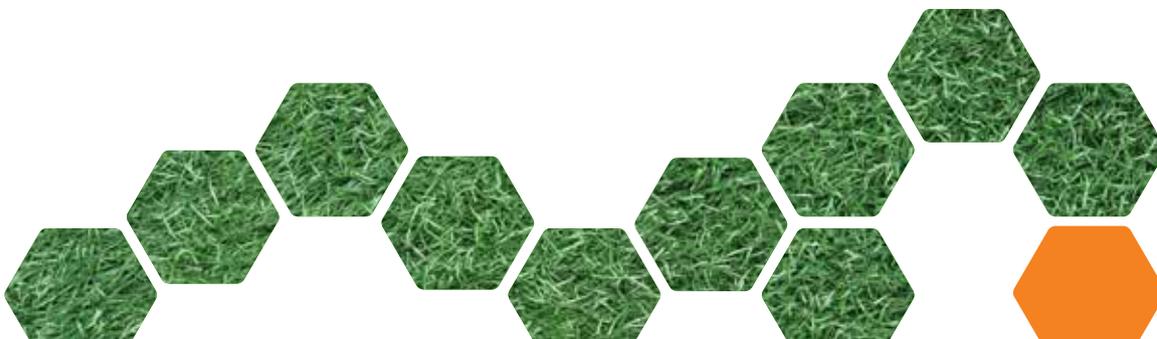
- Two teams with a goalkeeper play 8-on-8 on one half of the pitch.
- In zones No. 1 and 3 the teams can "free play".
- In zone No. 2 they are only allowed to dribble the ball across the opponent's line. No passing is allowed in this zone!

Variations

- To be able to shoot a goal the ball must be dribbled through zone No. 2!
- Zone No. 2 can be passed over (without offside).



▲ The players have to **persevere!**
They have to get through
the dribble zone - no matter
how difficult!



CHECKLIST



WARM UP - 20 MINUTES

- 


Bibs in 2 different colours
- 
1 Ball for every 3 players
- 
4 Cones



MAIN PART - 40 MINUTES

- 


Bibs in 2 different colours
- 
2-3 Balls
- 
8 Cones
- 
2 Goals



CONCLUSION - 20 MINUTES

- 
- 
2-3 Balls
- 
4 Cones



WARM UP - 20 MINUTES

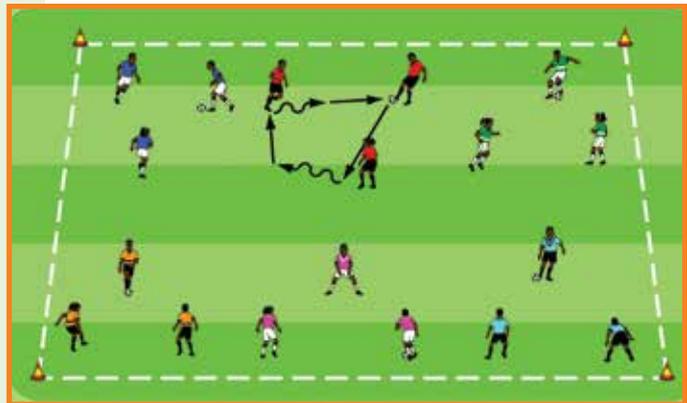
PHASE 1

Three-Way-Combination

- Mark a pitch of 30 x 30 metres with four cones.
- Divide the players into groups of three each (16 players plus two goalkeepers - the goalkeepers have to take part in the complete warm-up programme together with the players).
- One ball per group.
- The players carry out the following exercises within their group:
- **Exercise 1:** Free passes.
- **Exercise 2:** Passes with two contacts in succession.
- **Exercise 3:** Direct passes.
- **Exercise 4:** A dribbles a bit and passes to B. B passes directly to C. C dribbles a bit and passes to A. A passes directly to B, etc.
- **Exercise 5:** The players deliver or take over the ball within their group.

Pointers

- Pay attention to a technically correct performance!
- Demand exact and precise passes!
- Increase the speed slowly and include stretch exercises.



▲ Players are **responsible** for a good pass to their team-mates.

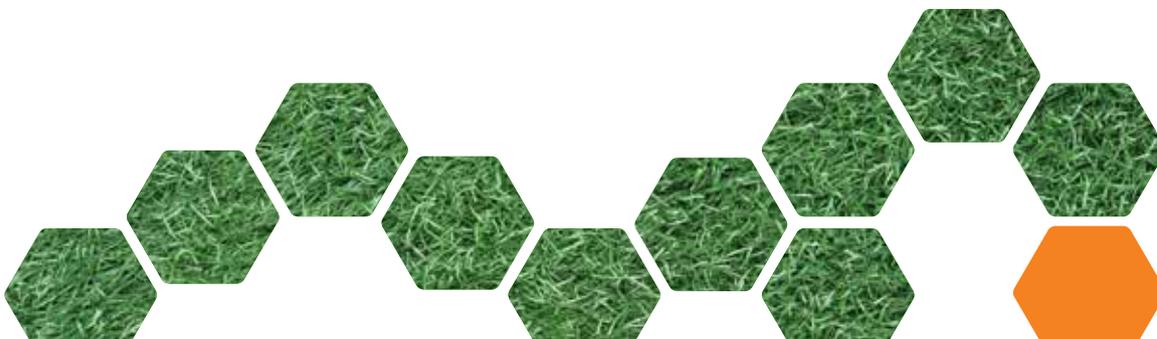
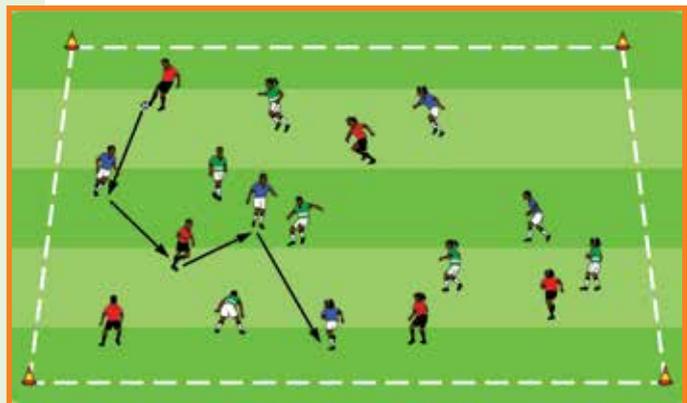
PHASE 2

A and B against C

- Mark a pitch of 40 x 40 metres with four cones.
- Divide the players into three teams of six each.
- Duration: 3 x 6 minutes, 2 minutes break.
- Two teams (A and B) play against the third team (C).
- The players of the "majority teams" may only have two ball contacts in succession.
- If team C wins the ball, they change places with the team that lost the ball.
- A bad pass out of play also counts as loss of ball.

Variations and Pointers

- The majority team must play directly.
- The majority team must play with three compulsory ball contacts.
- The training of focal points vary with the different instructions given on numbers of ball contacts:
- Direct play: offer, move into open space, anticipation, passes.
- Three compulsory ball contacts: receiving and taking along, claiming, confidence.





MAIN PART - 40 MINUTES

PHASE 1

6-on-6 plus 4 Passers

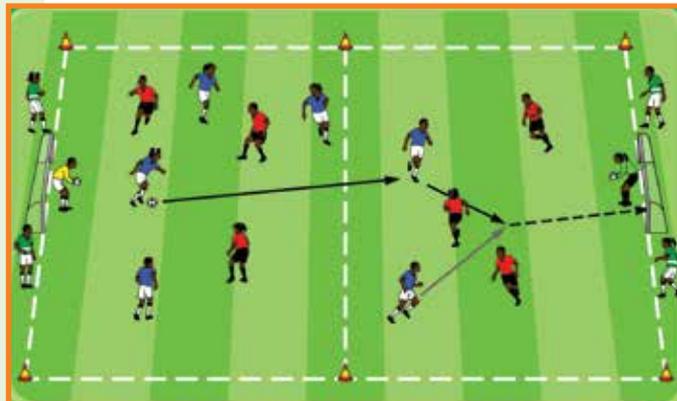
- Mark a pitch of 40 x 40 metres with four cones.
- Two goals with goalkeepers on goal lines.
- Divide into two teams with six players each.
- Four passers next to the goals.

Play 6-on-6:

- The team with ball possession may include the passers in their combination game.
- The passer may only make two ball contacts in succession.

Variations and Pointers

- The passers may only play directly.
- The passers may offer themselves everywhere outside the pitch.
- *Demand a quick and high-risk combination game!*
- *After a pass to a passer follow up firmly!*



▲ Players on the weaker side must **persevere** and try to turn the match in their favour.

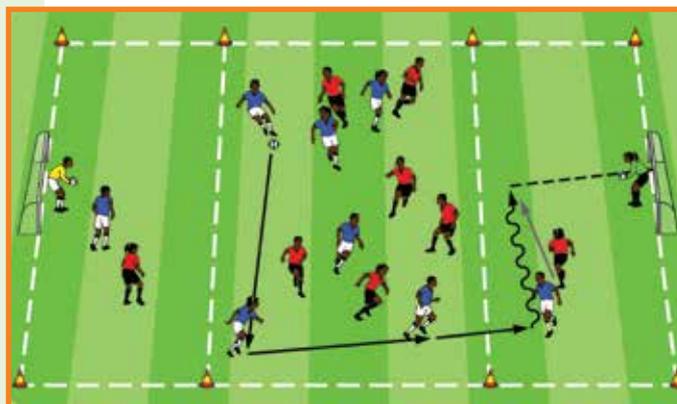
PHASE 2

6-on-6 plus 2x 1-on-1

- Mark a three-zone-pitch with cones.
- Divide players into two teams of eight players each.
- Place one striker and one defender respectively in the attack or defence third; play 6-on-6 in the middle zone.
- Through group effort, the players in the middle zone have to play the ball to the striker in the attack zone.
- The striker then has to succeed in playing 1-on-1 and shoot a goal.
- Change the striker and defender pair after five actions.

Variations and Pointers

- The player that passes the ball to the striker joins him in the attack zone for a 2-on-1.
- Long shots from the middle zone are allowed.
- *Request a quick winding-up!*
- *Require constant moving into open space and offering (with counter movements)!*



▲ The strikers in the 1-on-1 zones carry a higher **responsibility** towards their team's success at scoring a goal than their team-mates. If a goal is successfully scored, they will have a higher sense of **self-effectiveness**. The same goes for the defenders successfully defending a goal.





CONCLUSION - 20 MINUTES

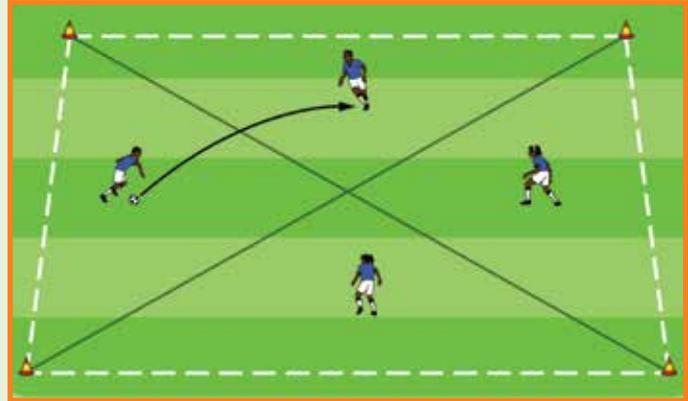
PHASE 1

Football-Tennis

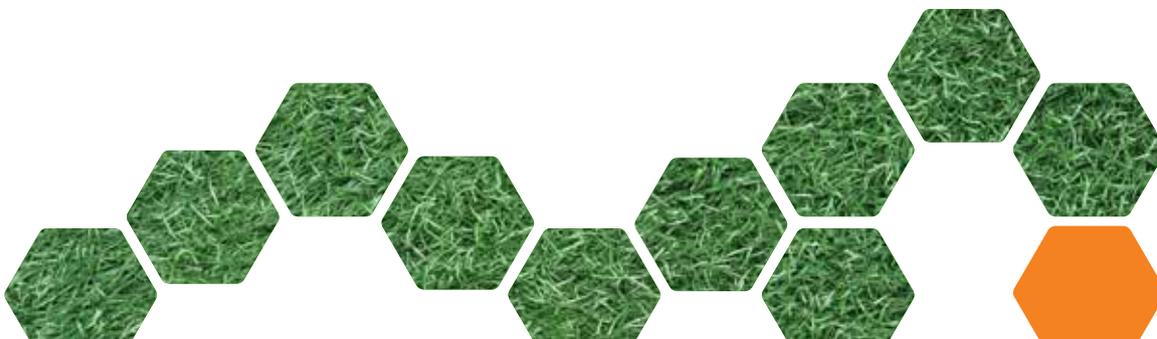
- Mark a square with cones and subdivide this into four triangles with sticks, hurdles, long benches, or similar.
- Place one player in every triangle.
- The four players play against each other.
- Every player may have a maximum of three ball contacts in succession.
- Juggle the ball and shoot it at least hip high into another triangle.
- If the ball hits the ground there or in one's own triangle, the respective player receives a minus point.
- If a player sends the ball out of play, he also receives a minus point.

Variations and Pointers

- You must play directly.
- The ball may hit the ground.
- Do not return the pass to the player who passed to you.
- *If you mainly play during the main part, you should offer motivating technique exercises during cooling-down.*
- *Allow the players space to be creative while playing football-tennis, so as not to restrict their sports drive!*



Football-Tennis is a good way to exercise the target- and intercept skills of the players.



CHECKLIST



WARM UP - 20 MINUTES

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-
-



MAIN PART - 40 MINUTES

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-
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-
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CONCLUSION - 20 MINUTES

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-
-
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WARM UP - 20 MINUTES

PHASE 1

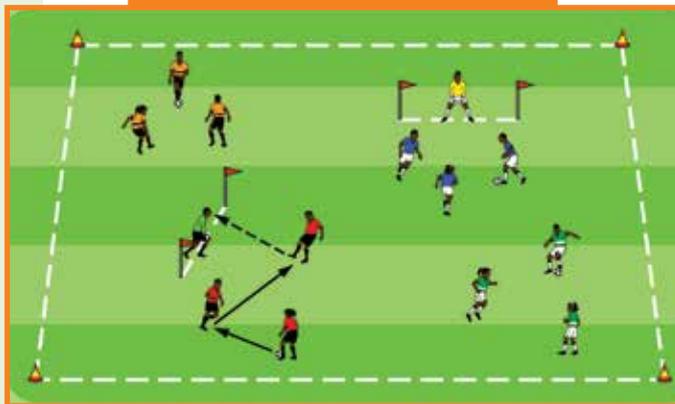
Four Groups of Three and two Open Goals 1

- The players pass the ball to each other within their group of three while running leisurely.
- On a signal by the coach, a player passes a low ball to a goalkeeper, who traps the ball with his foot and takes it to the side.
- Then he passes a low ball back to a player of that group.

Variations and Pointers

- Kick a mid-high (high) ball to the goalkeeper.
- Direct passes between the players.
- The goalkeepers catch the passes by the players and throw / roll the balls back again.
- *Check that the players alternate passing the ball with both feet.*
- *While passing the ball within the own group, keep an eye on the other players to avoid collisions.*
- *The goalkeepers have to keep an eye on all four groups so as not to be surprised by sudden passes.*

- Mark an exercise area of 40m x 40m
- Two goalkeepers in open pole goals (width: 7m) on the pitch
- Divide the players into four groups of three, every group with a ball



- ▲ This exercise forces the goalkeeper to be extra **alert**, as there are numerous balls active on the pitch and they could come from any direction!

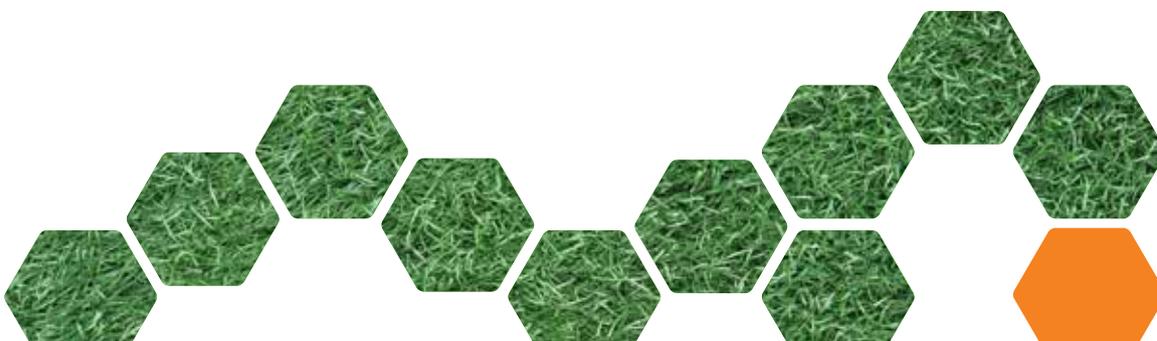
PHASE 2

Four Groups of three and two Open Goals 2

- The players pass the ball to each other within their group of three.
- They run and pass the ball at high speed for 30 seconds, then they trot and pass the ball for two minutes, before they again run and pass the ball at high speed for 30 seconds.
- In-between the groups include the goalkeepers in the teamwork.

Variations and Pointers

- Kick a mid-high (high) ball to the goalkeeper.
- Direct passes between the players.
- The players increase the distance between each other to be able to play longer balls.
- With a short, quick start, the passer demands a pass by the goalkeeper.
- *Check that the players alternate passing the ball with both feet.*
- *While passing the ball within the own group, keep an eye on the other players to avoid collisions.*
- *The goalkeepers have to keep an eye on all four groups so as not to be surprised by sudden passes.*



MAIN PART - 40 MINUTES

PHASE 1

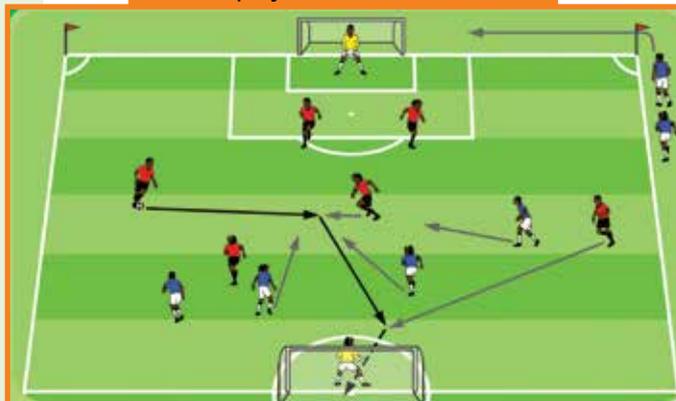
Endurance Game 1

- Six attackers play against four defenders against the two goals. The other two players leisurely run three times around the pitch.
- After the three rounds, they join the four defenders on the pitch.
- Now the attackers have to send off two players to run around the pitch three times.
- The attackers must use their numerical advantage to score as many goals as possible.
- Which team scored the most goals after all the players on around the pitch?

Variations and Pointers

- The attackers may only have two ball contacts in a row before a pass.
- Goals may only be kicked by direct shot!
- Decrease the pitch in length and width.
- *Score a goal purposefully!*
- *Plan attack combinations spaciouly!*
- *Create passing opportunities in width and depth!*
- *Achieve goal-shooting possibilities through fast, yet accurate passing!*

- Two large goals with goalkeepers
- Divide the players into two teams of six players each



- ▲ These exercises put the players in a situation where they must **endure** high levels of physical activity. This increases their fitness level.

PHASE 2

Endurance Game 2

- Decrease the depth of the pitch by 15m.
- Two players of each team simultaneously complete a run distance of e.g. 1000m next to the pitch.
- In that way the teams play 4-on-4 on the pitch.
- After completing their run, the players immediately join their team. In this way, one team can temporarily have a numerical advantage, which the players have to utilise to their benefit.
- When all four players have completed their run, two further pairs of players will be sent on their run after the next game stoppage.
- Which teams scored the most goals at the end of the game?

Variations and Pointers

- The team in possession of the ball may only have three (two) ball contacts in a row before passing.
- Goals may only be kicked by direct shot.
- *Achieve goal-shooting opportunities through fast yet exact passing!*
- *Create passing opportunities in width and depth!*
- *Plan attack combinations spaciouly!*
- *During a temporary numerical advantage, attack persistently to get control of the ball.*





CONCLUSION - 20 MINUTES

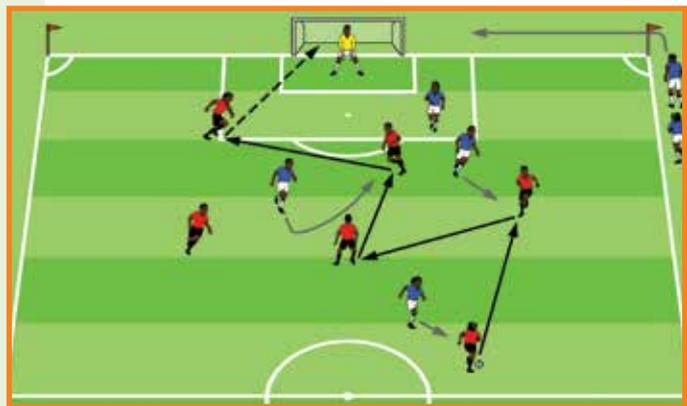
PHASE 1

Endurance Game 3

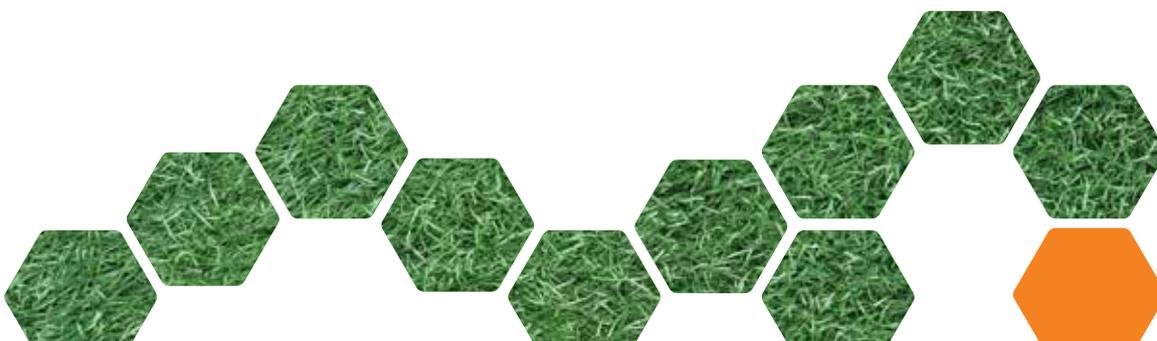
- One large goal with goalkeeper.
- Divide the players into two teams of six players each.
- Two players at a time of the one team run a stretch of approx. 1000m.
- In that way there will be a 6-on-4 situation on the pitch.
- The team with six players constantly attacks the goal with goalkeeper to score as many goals as possible.
- The team with four players, plus the goalkeeper, try to save the ball and avoid any goals being scored.
- After all six players of the one team have completed their 1000m run, the roles are exchanged and the other team has to send two players at a time to run the 1000m.

Variations and Pointers

- The players with the numerical advantage may only have three (two) ball contacts in a row.
- Goals may only be kicked by direct shot.
- The offside rule applies.
- The defending team may counter by kicking at three small cone goals on the centre line.
- *Achieve goal-shooting opportunities through fast yet accurate passing!*
- *Create passing opportunities in width and depth!*
- *Plan attack combinations spaciouly!*
- *The team with the numerical advantage must attack persistently to get control of the ball again.*



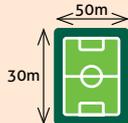
This tests the players' personal limits. Successfully completing this exercise increases their **self-confidence!**



CHECKLIST



WARM UP - 20 MINUTES

-  30m x 50m field
-  16 Balls
-  10 Cones

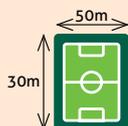


MAIN PART - 40 MINUTES

-  30m x 50m field
-  10 Balls
-  10 Cones
-  Bibs for half the players
-  2 Goals



CONCLUSION - 20 MINUTES

-  30m x 50m field
-  5-6 Balls
-  18 Cones



WARM UP - 20 MINUTES

PHASE 1

Technique in the Cone-W 1

Exercise 1

- A dribbles onto the pitch, calls out the name of a player opposite him (B, C or D) and passes the ball to him.
- After a counter-attack movement, the called player starts towards the ball and dribbles to A's starting cone.
- A follows his pass to D's now available cone.
- Then E starts the next action.

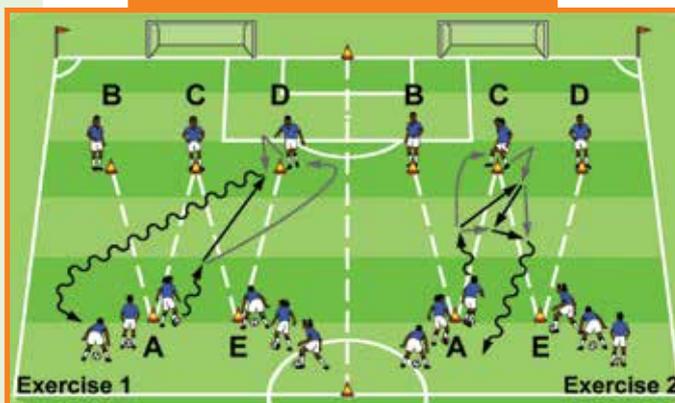
Exercise 2

- Same procedure as before.
- The called player (in this case C) does a return pass with A and then dribbles to A's starting cone.
- A then stays at C's now available cone.
- Then E starts the next action.

Pointers

- Call out the name of the player the ball will be passed to before the pass.
- Keep eye contact, as the pass may only follow once the called player starts forwards.
- Require strong low passes with the inner side.
- Train with both feet!

- Using five cones per pitch set up pass stations in the form of a W
- Place the cones 25m away from each other in depth and 10m in width
- Position a player each without ball at the side with three cones and all the other players, each with ball, are divided amongst the other cones



PHASE 2

Technique in the Cone-W 2

Exercise 1

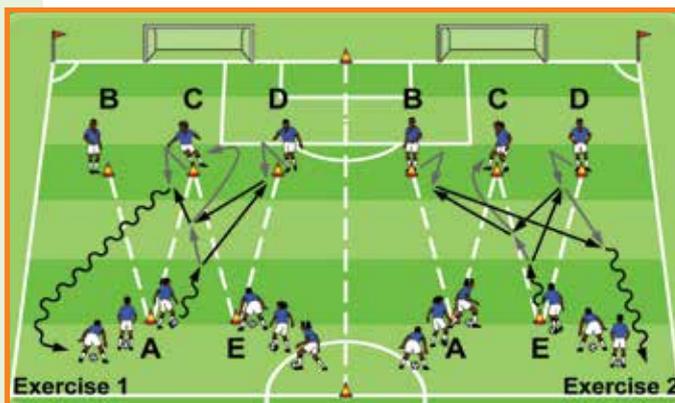
- A dribbles onto the pitch, calls out the name of a player opposite him (D) and passes the ball to him.
- D lets the ball bounce back to A.
- A then passes the ball to one of the other two players (B or C), who traps the ball and dribbles to A's starting cone.
- Then E starts the next action.

Exercise 2

- Same procedure as before.
- Player (B) lets the ball bounce back to E.
- E then passes the ball to (D), who then passes the ball into (B's) path.
- (B) traps and controls the ball and dribbles to E's starting cone.
- Then A starts the next action.

Pointers

- Combine with as few as possible ball contacts.
- The players must position themselves well to the ball, to be able to pass it on again as directly and accurately as possible.
- The passer must take his eyes off the ball, to be able to see exactly where the available player is positioned.



MAIN PART - 40 MINUTES

PHASE 1

Goal Shooting Triangle

- Position two goals with goalkeepers on the base line.
- Place a cone triangle 20m in front of each goal (sidelengths 10m).
- Position a player without ball at every cone.
- The remaining players, all with balls, position themselves behind the starting cones (see illustration).

Exercise 1

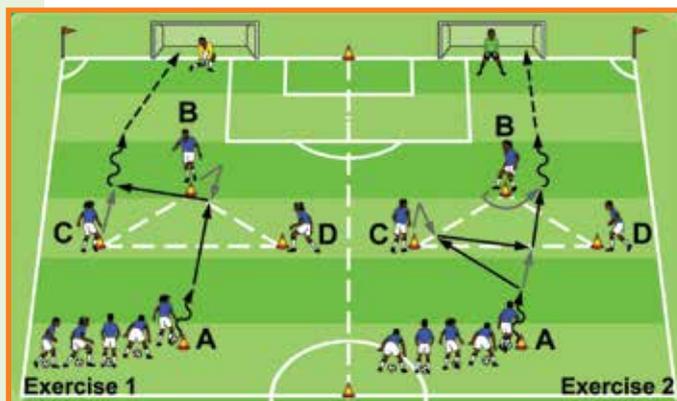
- A starts dribbling.
- After an opening movement, B runs towards A, receives the pass and immediately passes it on to an outer player (in this case C).
- C traps the ball and shoots at the goal.
- A then takes over B's position and B takes over C's position.
- The player who shot at the goal collects the ball and goes to the starting cone.

Exercise 2

- A starts dribbling, makes eye contact and plays a return pass with either C or D.
- Then A passes the ball into B's path, who then shoots at the goal.
- A takes over the position of C, D the position of B.

Pointers

- *Take care that the players play an accurate and flowing pass-game!*
- *Train passes and shots at goal with both feet!*
- *Urge the players to concentrate on their goal shots!*



▲ The exercises in this Training Session require **discipline!**

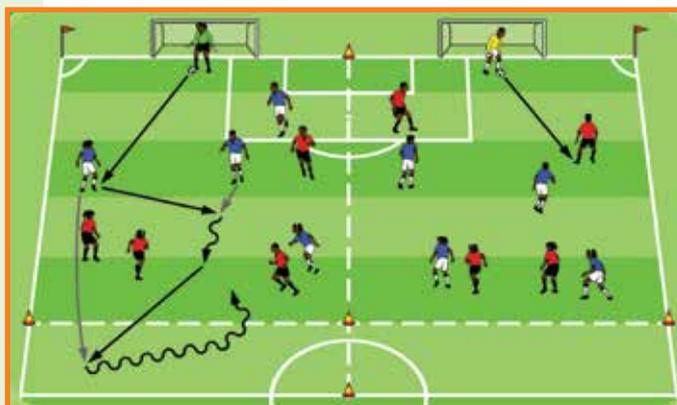
PHASE 2

4-on-4 with Exchange of Tasks

- Two pitches with one goal and goalkeeper and counter-attack area each.
 - Divide the players into two teams.
- The same procedure on both pitches:
- 4-on-4 with exchange of tasks
 - Team A defends the goal with goalkeeper; team B defends the counter-attack area.
 - Should team A manage a pass into the counter-attack area, they stay in possession of the ball and may now shoot at the goal with goalkeeper.
 - Which teams scores the most goals?
 - Divide the players into new teams after every five minutes.

Variations and Pointers

- Play tournament games with three rounds.
- Limit the number of ball contacts with stronger players.
- The counter line has to be dribbled over instead of played over.
- *Play forward purposefully and pass at the right moment.*
- *After passing into the counter-attack area, immediately change over and use the disorder of the opponent.*
- *Include the goalkeeper in the setting-up of the game.*





CONCLUSION - 20 MINUTES

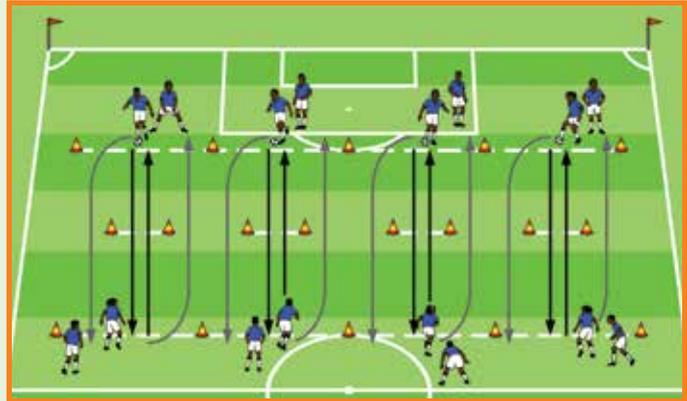
PHASE 1

Circular Run with Passing

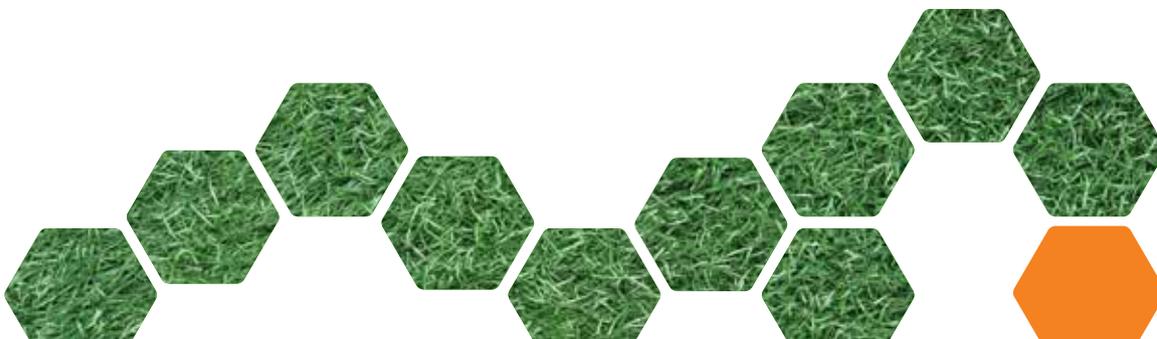
- Four cone goals.
- Mark pass-lines 5m in front of and behind the cone goals.
- Pass-competition with cone goal follow-through.
- Passes have to be direct and take place from the pass-line.
- Every team starts with three points; one point is deducted for every mistake.
- The team that has lost all its points first gets eliminated; it has to dismantle its playing station and leave the pitch.
- The other teams start another round against each other.
- Which team will win the competition?

Variations and Pointers

- The same procedure, only either with right or with left.
- Vary the width of the cone goals.
- Change the distance of the pass-lines.
- *Competitions create a motivating conclusion to the training.*
- *Cooling-down and fun are the focal points.*
- *The teams are eliminated until the competition is won.*
- *Afterwards all help in dismantling and cleaning up.*



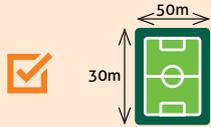
- ▲ As the ball has to pass through a specified target area, the players have to be very **precise** in their aim. Encourage the players to take that extra bit of time and do it correctly, as only precision counts here!



CHECKLIST



WARM UP - 20 MINUTES



Bibs for half the players



MAIN PART - 40 MINUTES



Bibs for half the players



2 Goals



CONCLUSION - 20 MINUTES



2 Goals





WARM UP - 20 MINUTES

PHASE 1

Pulling back in the Square

- On a signal by the coach the first two players of the 'red' team dribble into the square, pull back directly in front of each other and dribble back again.
- The first two players of the 'blue' team start as soon as their fore-runners have pulled back in the centre.
- Vary the task after a few rounds (see variations).

Variations and Pointers

- The same task, but with the weaker foot.
- Pull the ball back with the sole of the foot.
- Execute a dummy move in front of the other player and then carry on dribbling straight to the opposite starting position.
- All four players start at the same time.
- *Execute all exercises with the right and the left foot!*
- *Dribble onto the pitch with many ball contacts with the inner and outer side of the foot. After pulling back, quickly return to the starting position.*
- *While dribbling, continually look away from the ball.*

- Mark a 4m x 4m square and four starting positions for every eight players



▲ The players have to be alert! They have to concentrate on the ball and keep an eye on their team-mate's position. If they do not, the players could collide!

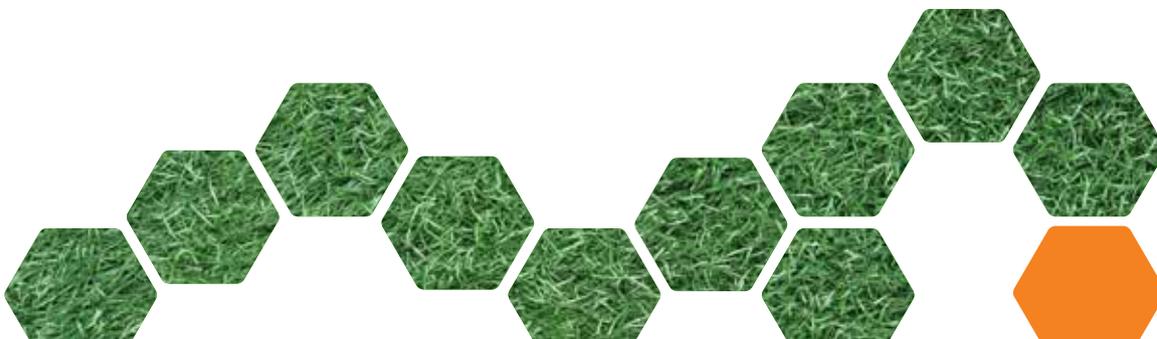
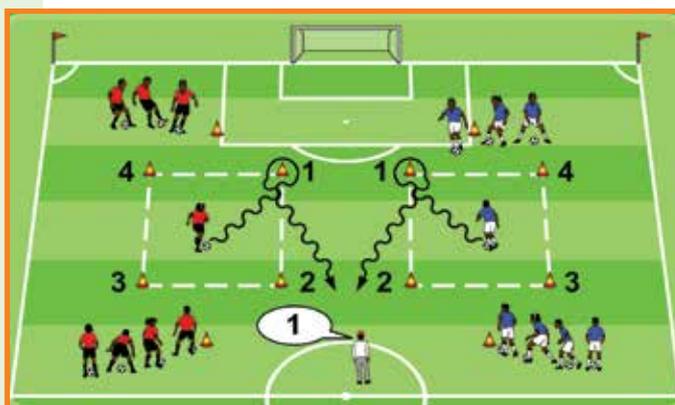
PHASE 2

Speed in the Square

- Divide the players into two teams assign them to their positions.
- Number the corners of the squares.
- The two first players dribble through the square.
- When the coach calls out the number of a corner, the two players dribble around the cone and then dribble to the coach and high-five him.
- Which player reaches the coach first?

Variations and Pointers

- The same procedure without the ball.
- Dribble around the required cone as well as the cone diagonally opposite it, pass the ball to the next player in line at the starting cone and then high-five the coach.
- *As the players do not know which corner number the coach will call, they may move around freely in the cone square.*
- *The speed of reaction and action is trained.*
- *The following players start as soon as the previous players have dribbled out of the square.*
- *Team competitions increase the motivation.*



MAIN PART - 40 MINUTES

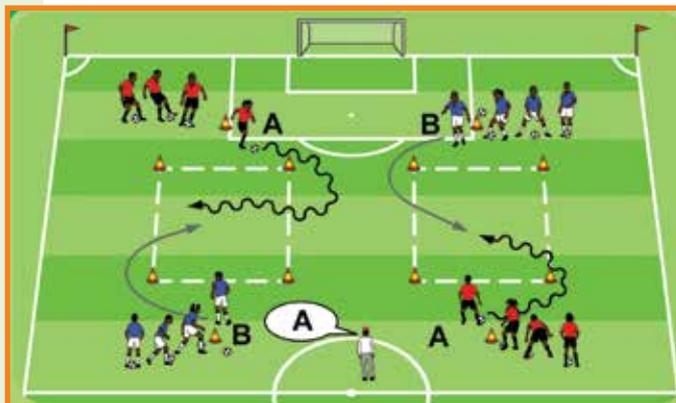
PHASE 1

1-on-1 in the Square

- Same set-up as in Warm-up.
- When the coach calls out the name of a team those players dribble towards the square with their balls, the other team's players run towards the square without their balls, over the line furthest from the coach, for a 1-on-1 in the square.
- The end line must be dribbled over. If the defender wins the ball, he counter-attacks over the opposite line.
- Every successful action wins one point.
- Which team is the first to win ten points?

Variations and Pointers

- Same procedure without the ball. The attacker must run over the end line without being tagged.
- The players enter the square over the left side line.
- *The speed of reaction and action is trained.*
- *In a 1-on-1 react purposefully and speedily.*
- *Immediately pursue the ball after losing it. If the ball crosses the line, the action is over.*



▲ If the player loses the ball, he should **persevere** and try and win it back!

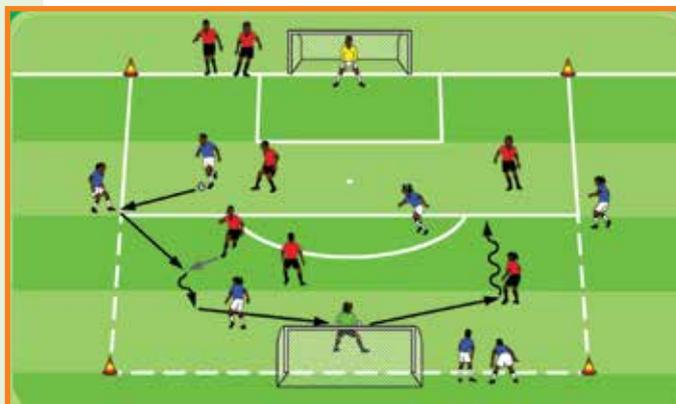
PHASE 2

Quick Changeover

- Double penalty area with two goals with goalkeepers.
- Position three 'blue' players on the pitch and two as passers on the sidelines.
- Assign the five 'red' players to the pitch.
- 'Blue' opens the game in a 3 plus 2 passers against 5 and tries to keep the ball (five passes: one point).
- If 'red' wins the ball, they have to pass the ball to a goalkeeper and subsequently attack the opposite goal.
- The 'blue' passers move onto the field as soon as 'red' passed the ball to the goalkeeper.
- Substitute two players after two actions.
- Change the tasks after ten actions.

Variations and Pointers

- The same procedure with four passers: include the goalkeepers.
- The same procedure without passers: the team with the numerical advantage tries to keep the ball; if the team with the numerical disadvantage wins the ball, they may shoot at any goal.
- *After winning the ball, immediately change over and purposefully use the short disorder of the opponent.*
- *After losing a ball energetically pursue it until it is passed to the goalkeeper.*
- *If the team with the numerical disadvantage wins the ball back again, it plays to keep the ball.*





CONCLUSION - 20 MINUTES

PHASE 1

6-on-8 plus Goalkeeper

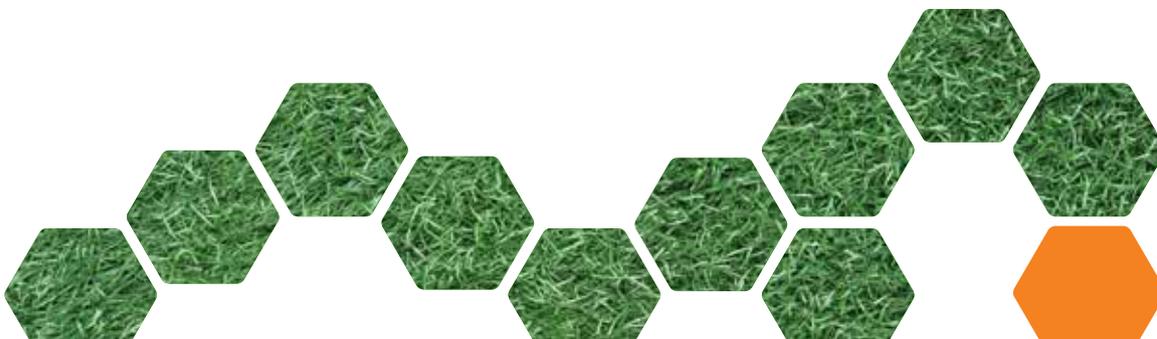
- One goal on the baseline and one goal on the halfway line.
- 6-on-8 against two goals with goalkeepers. The team with the numerical disadvantage kicks off. The 'red' team is instructed to immediately change over after winning the ball and to shoot a goal as soon as possible.
- If the ball scores a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

Variations and Pointers

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



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

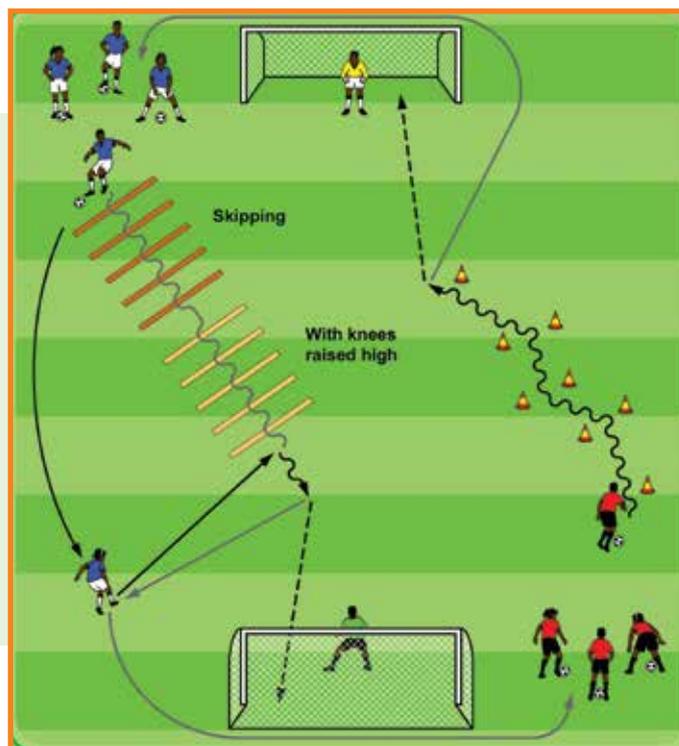


EXERCISE 1**Description of exercise**

- The players of A dribble through the cone jungle and shoot at the goal.
- B plays a fly ball at C, overcomes the poles through skipping, and also with knees raised high, receives the ball back from C, and shoots at the goal. C fetches the ball and joins group A. B takes over the position from C.

Variations

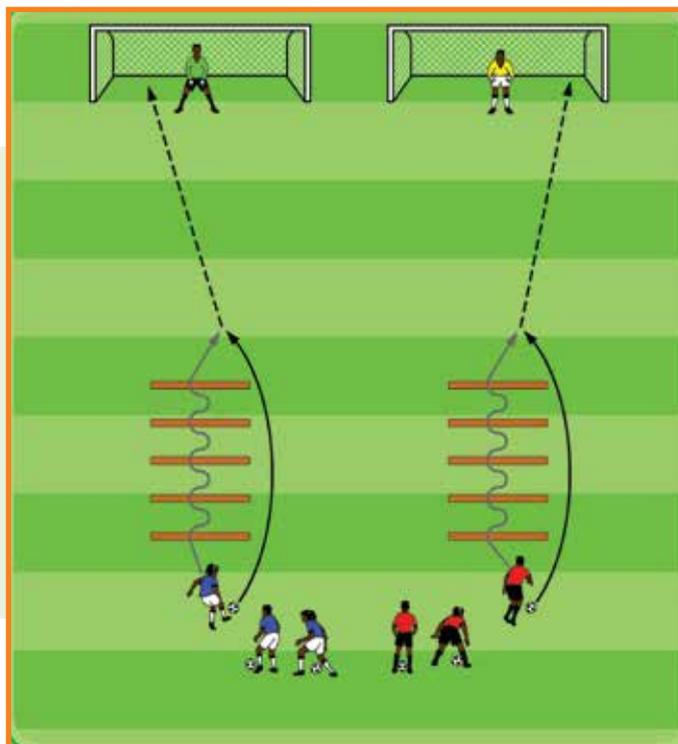
- The players from B run through the pole lanes by side steps.
- 3 x 5 poles are laid out in front of B.
- The players of A must dribble fully around two cones.
- Competition: Which player can shoot the most goals in 10 minutes?

**EXERCISE 2****Description of exercise**

- The players of group A lob over the poles and shoot at the goal after having run over the poles with skippings.
- Same task for the players of group B.

Variations

- Forward- / backward-running through the pole lanes.
- Competition: Which team can shoot the most goals in 10 minutes?
- **NOTE:** Players who do not overrun the poles correctly must start again or may not shoot at the goal!



PRACTICE-LIST: SPEED

Select one or two training forms from this list and build it into your self-devised training session for 17-20 year olds.

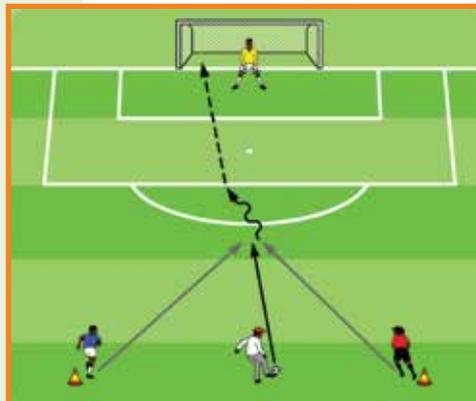
START WHEN COACH MAKES A PASS

Training Form 1

- The coach positions himself between two players and suddenly passes the ball towards the goal.
- The player who reaches the ball first may shoot at goal.

Variations

- The players start from different starting positions, e.g. lying on their stomach or back, squatting, kneeling, sitting long-legged.
- The trainer bounces the ball so that the striker first has to control the high ball.



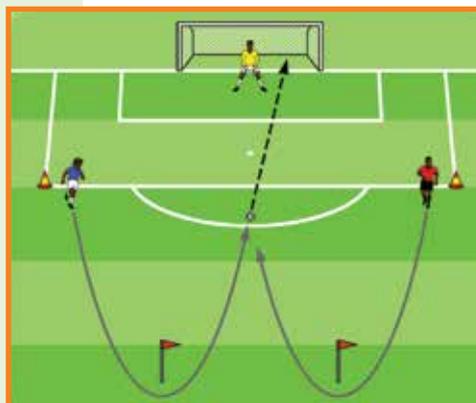
PASS TURNING POINT TO BALL

Training Form 2

- Two players run past two turning points and then for the ball that lies in front of the goal with goalkeeper.
- The start of player A is the signal or player B to try to stop player A from shooting a goal. Subsequently swap roles.

Variations

- The players start from different starting positions, e.g. lying on their stomach or back, squatting, kneeling, sitting long-legged.
- Both players may shoot at the goal.
- When running for the ball, the players must overcome an obstruction, e.g. a hurdle or a short slalom course.



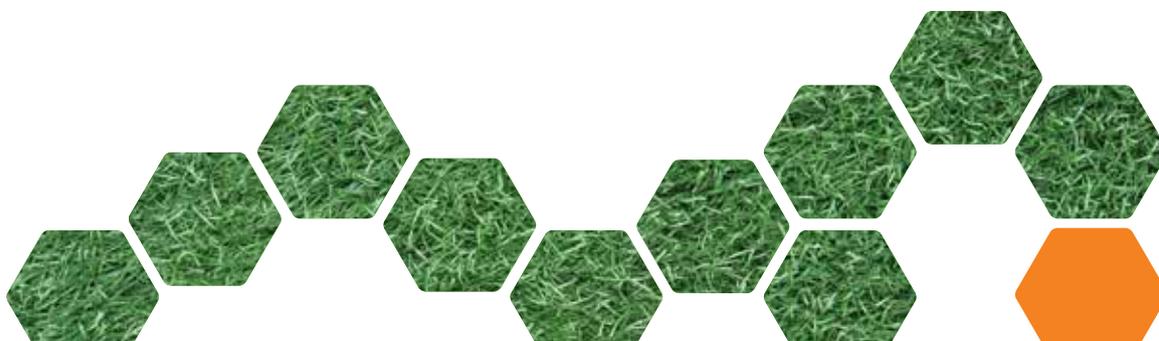
START WITH CHANGE OF DIRECTION

Training Form 3

- Two players simultaneously move backwards away from the ball. As soon as player A starts moving forward towards the ball, a race for a 1-on-1 starts for a shot at the goal with goalkeeper.

Variations

- While moving backwards, A includes various movements, e.g. squatting, imitation header, which B instantly has to copy.
- Same procedure towards a small pole goal.



START WITH CHANGE OF DIRECTION**Training Form 4**

- A places his ball on the penalty line and casually moves towards B.
- Three metres before B, A suddenly turns towards the ball. That is the signal for B to race for the ball.
- Whoever reaches the ball first may shoot at the goal, provided he can pass the opponent's disruptive moves.

Variations

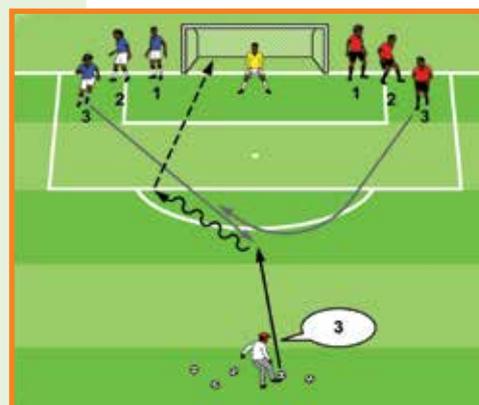
- Mark a line between the ball and player B. B may only start moving once A has crossed that line.
- A casually moves backwards away from the ball. As soon as A "switches" and sprints forward towards the ball, B moves forward and tries to prevent A from shooting a goal.

**NUMBER RACE TOWARDS BALL****Training Form 5**

- The players stand in two numbered teams to either side of the goal with goalkeeper. The coach loudly calls a number and simultaneously plays the ball towards the goal.
- The players with that particular number immediately run towards the ball.
- Whoever reaches the ball first will try to shoot a goal, while the other will try to defend it.

Variations

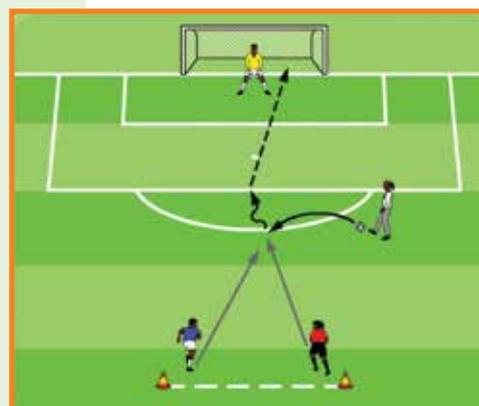
- The players start from different starting positions, e.g. lying on the stomach, squatting, press-ups, sitting cross-legged.
- The coach plays high balls towards the goal.
- Competition: Which team achieves 5 (10) goals first?

**JUGGLING AS STARTING SIGNAL****Training Form 6**

- The players stand in pairs behind a starting line approx. 30 metres away from the goal with goalkeeper.
- Just before the penalty line, a player (or the coach) juggles the ball. As soon as the ball falls to the ground, it is the starting signal for both players.
- Whoever reaches the ball first will try to shoot a goal, while the other will try to defend it.

Variations

- A is the striker and B is the defender.
- Two players juggle with the ball on the penalty line.
- On both penalty area corners, a player juggles with a ball. The first ball to fall is the starting signal.
- The players start running for the ball from different starting positions.



PRACTICE-LIST: ENDURANCE

Select one or two training forms from this list and build it into your self-devised training session for 17-20 year olds.

ENDURANCE-GAME

Description of exercise

- Play 7-on-7 towards a pole goal with goalkeeper in the centre of the field. The two groups play between the penalty areas and try to shoot goals while playing together. They may shoot at the goal from both sides. A goal is only valid if within pole height.
- After winning the ball, the defending team must first dribble over the marked goal lines (approx. 15 metres long) in the corners of the pitch before they may attack. After a shot at goal, if saved or not, the ball stays in the possession of the striking team. Nevertheless, they also have to dribble over the goal lines before their next attack.
- Playing time: two to three repeats with a pressure time of six to seven minutes. Have 5-minute breaks in between!



COMBINATION

Description of exercise

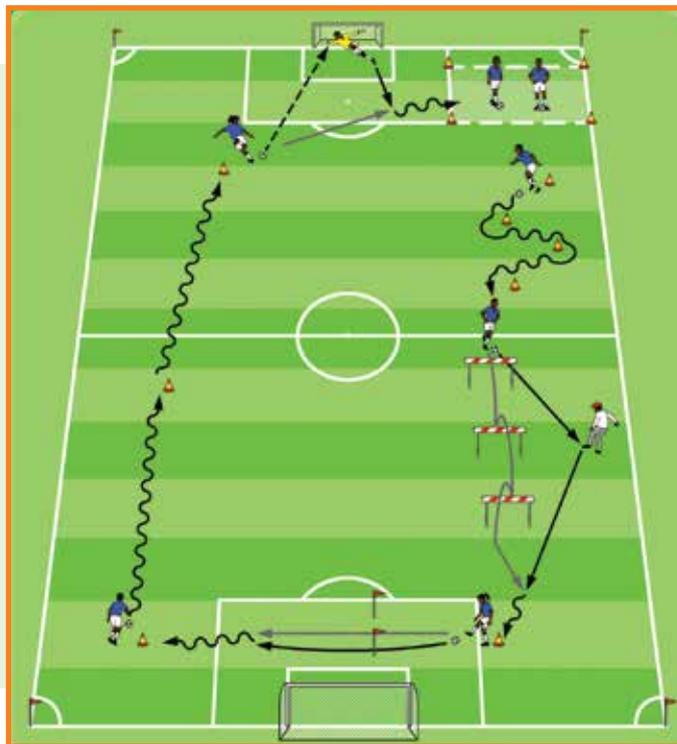
- Have four equally strong teams / groups: Teams A and B play on one half of the pitch against two goals with goal-keepers. On the other half of the pitch teams C and D do endurance training by circling their pitch. Swap exercises after a certain number of exercises (e.g. after 5 rounds) or after a certain time limit (e.g. after 10 minutes).
- Groups A and B: 5-on-5 in free game.
- Groups C and D: running part 1: casual run; running part 2: run sideways through a course of diagonally placed cones; running part 3: run with three random circles along the centre line; running part 4: alternate between skipping and hopping.



COURSE 1

Description of exercise

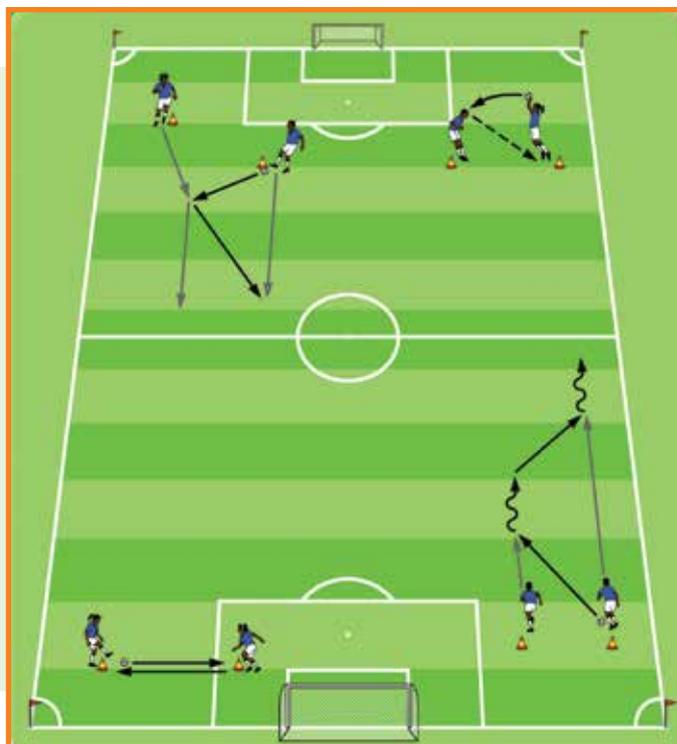
- The players, each with a ball, move within a "holding-square" at one of the pitch corners. Then, one after the other, they dribble out of this square and with the ball cross a course with different ball technical exercises.
- **Section 1:** Dribble through a course of diagonally placed cones.
- **Section 2:** Pass the ball towards the coach, jump over three hurdles standing one behind the other, and then carry on dribbling with the returned ball.
- **Section 3:** Measured shot towards a small goal from a distance of 10 metres, then run after ball.
- **Section 4:** Dribble with increased speed.
- **Section 5:** Measured, half-high volley into the arms of the goalkeeper, control the returned ball and dribble back to the "holding-square". Carry on dribbling to the next start.



COURSE 2

Description of exercise

- The players build teams with one ball per team and position themselves at the corners of the pitch. Circle the complete playing field with various passing exercises per playing field side. Swap positions and exercises within the pairs from one round to the next.
- **Playing field side 1:** Direct cross passes into the path of the teammate (distance 3 to 4m).
- **Playing field side 2:** 2-4m distance, A moves forward, B moves backward. A passes ball into the path of B, who passes the ball straight back again to A.
- **Playing field side 3:** Cross passes after short ball control directly into the path of the teammate (Distance 2-4m).
- **Playing field side 4:** A moves forward, B moves backward. A throws a high ball to B, who heads the ball back to A while running backwards.





In this section we cover ten healthy lifestyle topics providing background information for youth football coaches, key messages to pass to young players, and example football based activities, and connected conversations which can be used to reinforce these messages.

This section on healthy lifestyle themes forms a resource for coaches. We would not expect to see coaches integrating these into every session, but at times when it is felt important or when the players have questions.

The information contained in this chapter will assist coaches in answering questions asked by young people in their teams or help them know where to refer players to find the information they need. In the next chapter, we encourage football coaches to develop a community map involving the young players in a participatory process. The community map will help identify places where advice and support on many of the issues we cover here can be found locally.



Figure 8: Ten healthy lifestyle themes

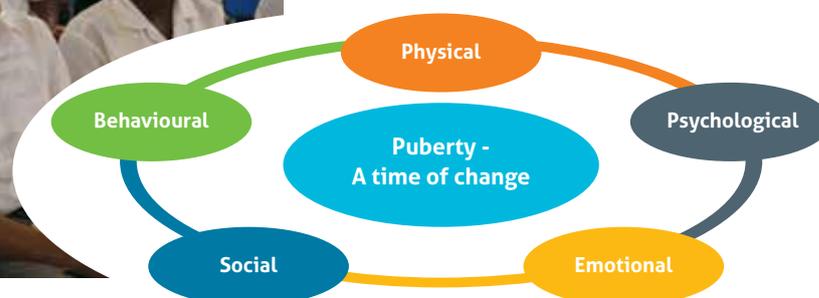
Connected Conversations

Youth football coaches can help provide informal education around healthy lifestyle themes by using connected conversations and linking key messages for youth to the Sport2Life skills they have learned. We provide some prompts that you can use to start making the links to each healthy lifestyle theme.

1. **Come to play** - young sports people come to play when they are prepared for a training session or a match. They are willing and able to do what is necessary to complete the task at hand, and when they are committed to their team and themselves. When a young person comes to play, they bring their game to the field and everything they do in life.
2. **Prioritise, goalset & plan** - P-G-P is about knowing what you want on and off the field, setting goals and a plan to achieve them.
3. **Look and list** - Look and list helps young people to understand and make important decisions. When you look and list, you do your best to understand everything you can about a situation and what options are available to you. After you have assessed the situation (Look) and understood everything there is to know (List) then you are able to make the best possible decision open to you.
4. **Stay in the game** - is about finding the focus and discipline to keep going, even in difficult situation and despite failure. Staying in the game means that you are focused on your goals and what needs to be done to make sure you are successful.
5. **Use your voice** - is about not being afraid to share your thoughts and opinions. When you use your voice you have the confidence to ask difficult questions and to speak your mind.
6. **Build your team** - is about surrounding yourself with positive, strong, trustworthy and dependable people you can count on for support.

BODY & MIND

The intended outcome of this theme is that young people will be able to explain how their bodies and their feelings change through puberty.



BACKGROUND

Puberty is the process of physical changes through which a child's body matures into an adult body capable of sexual reproduction. Hormones released in the body promote accelerated growth in what is termed the pre-pubertal growth spurt. This is followed by the appearance of secondary sexual characteristics. On average, girls begin puberty at around 10–11 years and boys around 11–12 years. Girls usually complete puberty by ages 15–17, while boys usually complete puberty by ages 16–17. The major landmark of puberty for females is menarche, the onset of menstruation, which occurs on average between ages 12–13; for males, it is the first ejaculation, which occurs on average at age 13. Factors such as poor nutrition may lead to puberty occurring at a later age for both boys and girls. During puberty children may experience physical, psychological, emotional, social and behavioural change. Coaches can help young people to understand these changes and to support them through this period.



The first physical manifestation of puberty in boys is increased testicular and penis size. Testicles will become larger and begin to hang below the body as opposed to being up tight and they will start to produce sperm. Full fertility will occur around 14-16 years. Once a boy reaches his teenage years, erections occur much more frequently due to puberty and can occur spontaneously at any time of day which can be embarrassing if they happen in public. During puberty, if not before, the tip and opening of a boy's foreskin becomes wider, progressively allowing for retraction down the shaft of the penis and behind the glans, which ultimately should be possible without pain or difficulty. Once a boy is able to retract his foreskin, penile hygiene should become an important feature of his routine body care. Pubic hair often appears on a boy shortly after the genitalia begin to grow. In the months and years following the appearance of pubic hair, other areas of skin that respond to hormones may develop hair such facial and under arm hair. A boy's voice may deepen and an Adam's apple forms during puberty. They will experience skeletal and muscular growth as they turn from being a child to a man. Hormones will result in changes to perspiration and a more adult body odour as well as increased secretion of oil which may result in acne.



The first physical sign of puberty in girls is the development of their breasts. Pubic hair is often the second noticeable change in puberty and out of sight the vagina, uterus, and ovaries start to mature. The first menstrual bleeding is referred to as menarche and occurs around two years after the breasts first start to grow. Ovulation starts to take place after girls have started to menstruate. Girl's body shapes, fat distribution and body composition change in response to rising levels of the female hormone estrogen. Hips widen and fat tissue increases to a greater percentage of body composition. Girls may also experience a more adult body odour and increased secretion of oil resulting in acne.



The age at which girls start menstruating can vary widely, some girls getting their first period as early as 8 years old and others not until they are 15 years old. Signs that girls are nearing their first period include breast development and pubic hair growth which often begin a couple of years before menstruation. About one year before their first period, many girls experience a marked growth spurt. Prior to getting their first period, girls sometimes experience a vaginal discharge. This is perfectly normal and is the body getting ready for menstruation.

Girls who can talk openly with a significant female in their life, which could be their mother, sister or even a female coach whom they trust, about menstruation manage better than girls bound by secrecy, myths and taboos. Menstruation is a normal part of growing up.

A girl's first period is usually very light, with sometimes only spotting or very little blood. Periods can last from 3-7 days. A typical menstrual cycle is 28 days long, but periods are often irregular during the first few years of menstruation.

Menstruation is not unclean or dirty – it is the healthy process of a girl's body cleansing itself for a few days each month. It simply needs to be handled in a sanitary way. Tampons and pads/cloths can be used to soak up blood from a period. They should be changed at least every four to six hours. Pads/Cloths are worn in underwear, and are often easiest for young girls to use. With tampons, someone will need to explain how to insert them correctly so they are not uncomfortable. Sanitary pads or tampons need to be changed regularly. Sanitary pads/cloths need to be changed and washed regularly. Hand washing with soap is necessary after handling sanitary cloths or pads.

Having a menstrual cycle means that a girl's body is ovulating (releasing eggs) and preparing for a baby. Some girls even ovulate just prior to having their first period. So talk to girls about sex and pregnancy prevention when you are discussing her menstrual cycle.

Some girls may experience cramps, retaining water and weight fluctuation, mood swings, and headaches before and during their period. Menstrual cramps and other symptoms can be managed with over the counter pain relief.

It is OK to play sport during menstruation.

During puberty boys and girls experience physical changes which may lead them to feel uncomfortable or sensitive about their physical appearance. This may lead to feelings such as being irritable, difficulty in controlling their temper or feeling depressed. Being aware of the physical and behavioural changes that take place during puberty and being able to talk to someone about feelings can help young people cope better with these changes.

Young people start to work out what makes them unique as they progress through puberty and they tend to associate more with their friends and less with their family. They start to work out how they fit into the world as an individual and become more independent.

Being in a place where you are becoming an adult and are no longer a child can create feelings of uncertainty. Young people and their peers are going through change. They may be expected to take on greater responsibilities than was expected of them as children. Over time they grow into new roles and become more certain about themselves, but as this process takes time it can cause much uncertainty.



Young people and their peers become more influenced by popular media and culture as they progress through puberty. They pick up on what's in and what's out in terms of dress, language and behaviour. This can be uncomfortable at times, peer group and societal influences changing likes and dislikes. Some struggle to fit in with their peers and there is often a gap between what is perceived as appropriate by parents and peers.

Teenage youth often feel stuck between how they were as a child and how they wish to be as an adult. They might want to be more independent whilst at the same time, looking for support from their parents.

Adding to conflicting thoughts, young people may also experience frequent and sometimes extreme changes in their mood. These frequent mood swings may be caused by changing levels of hormones in the body and other changes taking place during puberty.

These experiences are more pronounced for girls because they develop faster and earlier than boys. Also the changes in their bodies such as development of breasts and widening of hips are more noticeable. This may make them feel more conscious about their body in presence of their peers.

Puberty is also the phase after which boys and girls develop sexual maturity. Sexual maturity is the stage of your life when you can have children. One aspect of sexual maturity is being curious about sex and also about bodies of people that they are attracted to. With the onset of puberty, it is normal for a boy or a girl to be sexually attracted to people that they would want be more than 'just friends' with.

They may also feel sexually excited by normal everyday activities such as reading a romantic novel or watching a romantic scene on television. These feelings are normal and are nothing to feel guilty about. Teenagers may have many questions about sex and may look to a trusted adult such as their coach with whom they are comfortable discussing sex for advice.



Key Messages for Young People

- Young people need to understand and embrace the changes they face during puberty as positive, healthy and natural.
- Boys mature slightly later than girls and they will have more muscular physiques, develop pubic and facial hair, they will experience penile erections and ejaculations, & their voices will deepen.
- Girls mature earlier than boys, they will develop breasts, pubic hair, their body shapes will change and become more rounded, & menstruation will start.
- It is natural for young people to explore and touch their own bodies. This is not something to worry about or feel guilty about.
- Young people will start to develop feelings for others and may be attracted to someone else and want to form an intimate relationship with them.
- Menstruation is a normal for girls and is not dirty or unclean. It is OK for girls to play sport during their period.



 SUGGESTED ACTIVITY

Body Mapping Activity (11-15 years)

1. Ask the group to form pairs of the same gender. Each pair takes a large sheet of paper and traces the outline of our bodies on to it.
2. The pairs are asked to mark on the body all of the changes that occur during puberty for their gender. Drawing inside the body represent our body parts & sexual organs as well as feelings, ideas and beliefs. Drawings on the outside of the body represent the social and physical environment. Ask them to mark sexual organs and name them whatever they want.
3. Ask questions such as what are the good things about growing up, what are the bad things about growing up, what names have we given our body parts, what are the correct terms for our body parts, why do these change take place, how do you feel about these changes, what problems do we have with changes?
4. Bring the group together and ask them to share their body maps, if they feel safe and comfortable. Share some of the answers and ideas from the questions asked above.
5. Add any additional information you think is missing.
6. Allow the group to ask questions and invite participants to use their body maps to answer the questions.

Connected Conversations

1. **Come to play** - understanding the physical and emotional changes young people will experience during puberty as they progress from childhood to adulthood will help them view these as positive, healthy and natural changes.
2. **Prioritise, goalset & plan** - young people who understand the changes that take place due to growth will not let these changes stop them from participating, setting personal goals and planning their future in football and in life.
3. **Look and list** - know and understand the physical and emotional changes that take place during puberty.
4. **Stay in the game** - young people do not let physical changes and emotions detract them from achieving their goals in sport.
5. **Use your voice** - young people can use their voice to encourage their peers, who might be struggling with body or emotional changes.
6. **Build your team** - find people that you trust and can talk to about physical changes and your feelings as you progress through adolescence.



SEX & GENDER

The intended outcome for this theme is that young people can explain the difference between sex & gender, what are gender norms and the need for gender equality.

SEX ≠ GENDER

Sex Male / Female

Biology:

chromosomes, hormonal profiles, internal and external sex organs

Gender Masculine / Feminine

Culture:

the characteristics that a society or culture delineates as masculine or feminine

BACKGROUND

The term "sex" refers to the biological distinction between males and females whereas the term "gender" refers to the social differences between males and females.

Gender norms are a set of ideas about how each gender should behave. They are not based on biology, but instead determined by culture or society. For example, women are not better than men at doing housework, but often they are expected to perform those tasks. It is important to remember that gender norms can be very different from one culture to another. What may be acceptable behaviour for a male or female in one culture may be unacceptable in another. In some countries, gender norms can be harmful especially towards women. Women not being able to negotiate condom use for example has made them more vulnerable to HIV infection. Women not being able to acquire certain work that can improve their livelihood can make them dependent on men and unable to achieve financial independence.

Gender equality means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike. Gender equality is a human right.

Gender equity is the process of allocating resources, programs, and decision making fairly to both males and females without any discrimination on the basis of sex and addressing any imbalances in what is available to males and females.

In football it is clear that men and women can play the game. However, gender norms in some countries and communities do not encourage women to play football. Gender equality is a human right and women and girls have a right to play football should they wish to do so. Actions being taken by FIFA and the Namibia Football Association to encourage women and girls to play football is part of the process of gender equity.

Article 10 of the Constitution of the Republic of Namibia guarantees equality before the law and the right to non-discrimination on the basis of sex.

Key Messages for Young People

- Sex describes our body parts – things we are born with.
- Gender describes what society expects of us because of our sex.
- Gender norms can be challenged and changed.
- We used to believe that only boys could play football. That gender norm has been challenged and changed. We now have a FIFA World Cup for Women's Football and programmes such as the Namibian Football Association's Galz&Goals Programme.
- Women and girls are often at risk where we do not have gender equality which is a human right. They can be subject to health risks such as early pregnancy, HIV infection and injury from physical violence.
- Women and girls who are treated equally in society to men and boys do better in education, achieve economic independence, avoid gender based violence and avoid health risks.



SUGGESTED ACTIVITY

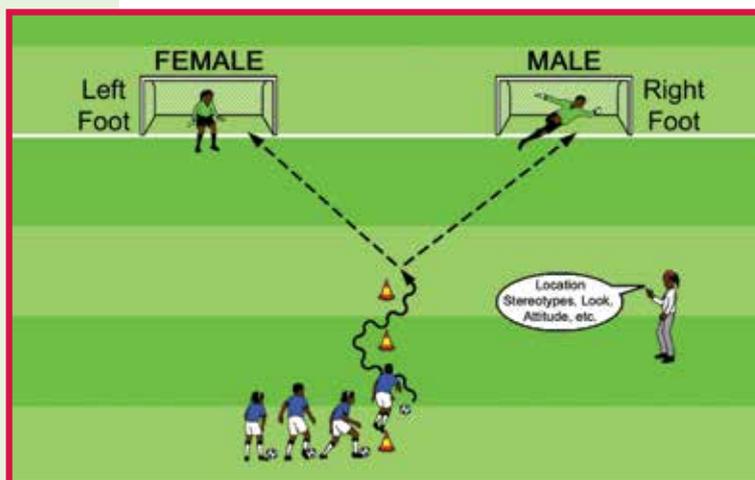
Gender Stereotypes (11-15 years)

Shooting competition

- The player starts to dribble into the slalom-course, when the coach shout out stereotypes or attitudes.
- Depending on the statement (female or male attitude!), the player has to shoot on the left or right goal (Compare the picture placed to the right) using the optimal foot. (left goal - left foot, right goal - right foot).

Progression

- Start with a shorter distance to the goal for beginners and increase it as they get used to it.
- Create a single competition: a right decision one point + goal another point = how many times at the end of the game?



Connected Conversations

- 1. Come to play** - football is a game for both boys and girls, men and women to play. Can you identify role models for both men's and women's football? Men and women can represent Namibia in international football.
- 2. Prioritise, goalset & plan** - gender norms and stereotypes may place greater emphasis on men and boy's having sporting and life goals, but women and girls can also have similar goals in football and in life.
- 3. Look and list** - What are the gender norms and stereotypes in Namibia and how can these be challenged and changed?
- 4. Stay in the game** - boys and girls are encouraged to stay in the game so that they can play as adults. Football is a game for women and not just men, boys and girls. Can we identify successful women football players?
- 5. Use your voice** - young people use their voice to encourage women and girls to play football and to celebrate the success of women and girls in football.
- 6. Build your team** - can we encourage everyone connected with football in Namibia to promote gender equity in the sport.

HEALTHY RELATIONSHIPS

The intended outcome for this theme is that young people can identify when a relationship is healthy or unhealthy.



BACKGROUND

Relationships are important for all young people and form part of a healthy life. Some relationships are based on family or friendship while other relationships involve love and intimacy. Healthy relationships are fun and make young people feel good about themselves. Healthy relationships with family, friends and dating partners are based on trust and where there is open and honest communication.

Unhealthy relationships exist where one person in the relationship exercises power over the other. Signs of an unhealthy relationship are when those in the relation do not talk, where there is poor communication, where one party does not listen, where there is a lack of trust, jealousy, a lack of respect, or abuse of any form. Unhealthy relationships can be very destructive, however, it is not always easy for a young person to recognise that they are in an unhealthy relationship until it is too late.

Young people with self-esteem, self-confidence, decision making skills; good communication and negotiation skills are better positioned to establish healthy relationships.

As young people develop intimate relations they are often confronted with strong emotions and feelings. They may want to show their affection and to experiment with intimacy. There are various stages of intimacy and young people can often be confused with strong feelings and believe that the only way to show love is through sexual intercourse.

Deciding to have a sexual relationship is a big deal for a young person as it involves the body, mind and emotions. Young people need to be supported to make sure that it is the right decision for them. There are many things that young people need to know and think about before deciding to have sex. Is this the right person, the right time in my life, how they will feel if and when the relationship breaks up? Young people need a safe space to discuss the many ways they can show affection for those they care about.

Unhealthy relationships exist where there is physical or emotional abuse exercised against one person in the relationship. This can include where one person is coerced to have sex or is even raped. Poverty and a lack of financial independence often creates an environment for relationships where younger boys and girls become involved with older men and women as they engage in sexual relations in return for money or gifts. This is often called having a sugar daddy or mommy, someone who looks after you financially in return for sex.

Intergenerational and transactional sexual relationships are high risk for young people. They are a major driver of HIV and other Sexually Transmitted infections. They are a cause of unwanted or teenage pregnancies. Such relationships are a concern in Namibia.

Healthy relationships are an important part of a healthy and fulfilling life. Some intimate relationships turn into long term relationships or marriages. Some people choose their marital partner whilst others have them chosen for them.

Key Messages for Young People

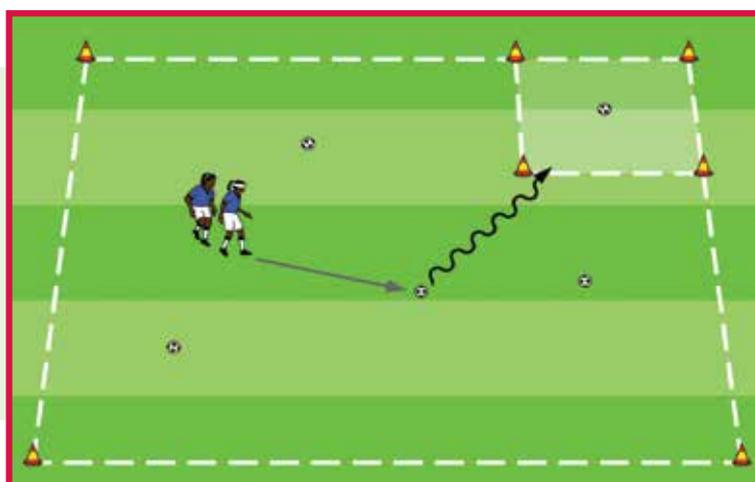
- Encourage young people to look at the relationships they have, family, friends, team mates, intimate partners and identify the positive things they get from these relationships.
- Get young people to think about the difference between friendship, sexual attraction, infatuation, and love.
- Young people should reflect on the differences between healthy and unhealthy relationships.
- Young people should think about the different ways of showing affection and feelings for someone. Consider the intimacy ladder (Kind words and gestures -> a fond touch -> holding hands -> arm around waist or shoulders -> hugging -> kissing -> touching/caressing -> dry humping -> masturbation or mutual masturbation -> oral sex - sexual intercourse).
- Understand why relationships sometimes break down.
- Think about what life skills help in building a healthy relationship;
- Be aware that violence including assault and rape are not healthy in a relationship.
- Know where to go in the community for help if they are in an unhealthy relationship.
- Understand the difference between passive, assertive and aggressive behaviour and learn how to communicate effectively.

SUGGESTED ACTIVITY

Trust Your Partner (13-17 years)

Trust you partner!

- A square inside a marked area is marked off.
- A blindfolded player has to collect balls and dribble them into the marked off square with the help of his partner, who is not blindfolded.
- Focus on the responsibility you have when your partner cannot see anything. He/she depends on you!



Connected Conversations

- 1. Come to play** - discuss how young people can be prepared when they can enter into an intimate relationship with someone.
- 2. Prioritise, goalset & plan** - young people discuss where having an intimate relationship fits in their priorities at this stage of their life, what would their long term goals for a healthy relationship look like, what is their life plan.
- 3. Look and list** - young people should be aware of the intimacy ladder (Kind words and gestures -> a fond touch -> holding hands -> arm around waist or shoulders -> hugging -> kissing -> touching/caressing -> dry humping -> masturbation or mutual masturbation -> oral sex - sexual intercourse) and consider when is each type of behaviour appropriate.
- 4. Stay in the game** - boys and girls discuss where having an intimate relationship fits into their life plan.
- 5. Use your voice** - young people use their voice to communicate in relationships, to be assertive not passive or aggressive and to be able to negotiate with the other person so that they are an equal partner in the relationship.
- 6. Build your team** - encourage young people to surround themselves with positive people with whom they can develop healthy relationships whether intimate or non-intimate.





CONSEQUENCES OF SEX

The intended outcome for this theme is that young people should be able to explain what the intended and unintended consequences of engaging in sex are.



BACKGROUND

All sexual choices, from deciding to have sex with someone, to deciding to abstain from sexual activity, can be positive, made after careful reflection and a strong sense of what is right for the individual. Safe sexual activity between consenting and mature individuals can bring intended outcomes of pleasure, bonding, pregnancy, family, and partnership.

Sexual activity that involves coercion, violence or pressure can bring great pain, fear and injury. Unsafe sexual intercourse can result in an unwanted pregnancy or the transmission of STIs including HIV.

Teenage pregnancies present health risks to both mother and child. In Namibia around 18.6% of girls aged 15-19 years are mothers. Unplanned pregnancies during adolescence impact on the education (school dropout) of girls and trap many young women in poverty. Early pregnancies also contribute the numbers of single parent families as relationships between the young people often dissolve. Teenage girls are often victims of coerced sex from peers or from adult men. Gender based violence is common with gender based norms denying girls many of their rights.



Sexual activity leading to a teenage boy becoming a father can have a negative impact on his future prospects. Teenage fathers are less likely to do well in education and will inherit financial responsibilities that are hard to meet. There is less support for teenage fathers and they may be shunned by family and community members. Teenage fathers are often confused by what has happened and end up making other bad life choices.

Gender based violence, transactional and intergenerational sex are also linked to high levels of unwanted pregnancies and contraction of HIV and other sexually transmitted infections. Girls are four times more likely to contract HIV than boys.

Sexually transmitted diseases can be bacterial or viruses. Bacterial infections can be cured if the infected person seeks medical advice. Infections caused by viruses can be managed through medical treatment. There are a range of sexually transmitted infections that include Bacterial Vaginosis, Chlamydia, Genital Herpes, Gonorrhoea, Hepatitis B, Hepatitis C, Human Papillomavirus, Lymphogranuloma Venereum (LGV), Pubic Lice (Crabs), Scabies, Syphilis, Trichomoniasis and Yeast Infections. Having a sexually transmitted infection increases the possibility of contracting HIV if having sex with an HIV positive person.



Key Messages for Young People

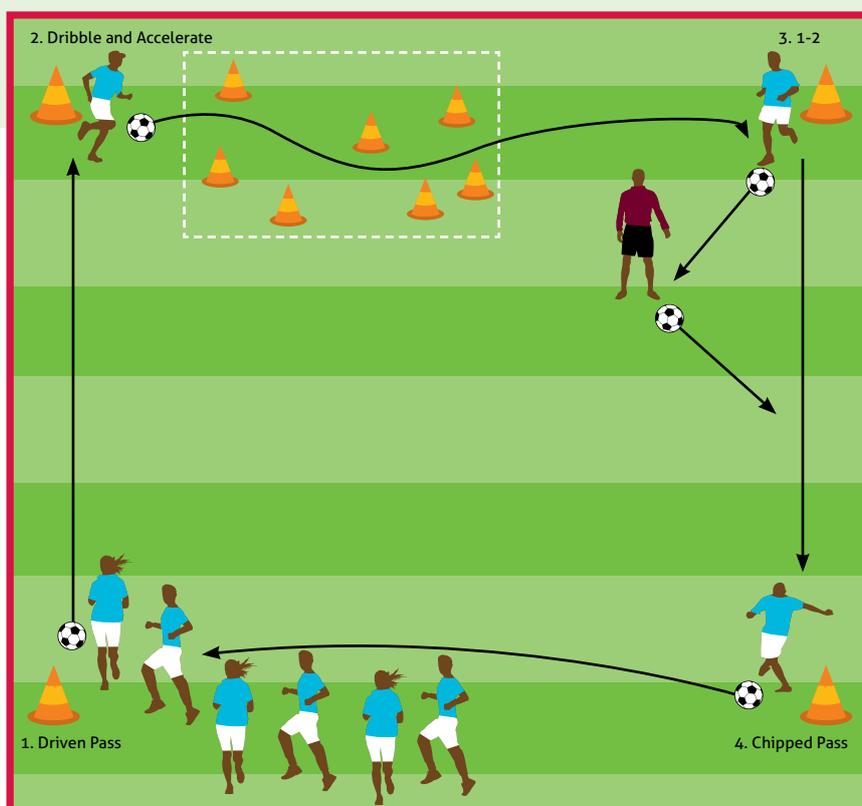
- The age of consent for a young person to have sexual intercourse in Namibia is 16 years for girls.
- Young people in Namibia have to be 18 years old to marry and if under 21 years have permission of their parents.
- Unprotected sexual intercourse can lead to an unwanted pregnancy which can derail a girl's life goals.
- The Human Immunodeficiency Virus (HIV) can be transmitted during unprotected sex. Both boys and girls can contract the virus if they have unprotected sex with an infected partner. Girls are four times more at risk of HIV infection due to biological factors and gender norms.
- There are a number of sexually transmitted infections that can be passed during unprotected sexual intercourse.
- Many young people do not know that they have a sexually transmitted diseases and so do not seek treatment.
- STIs can cause a gateway for the transmission of HIV during unprotected sex.



 SUGGESTED ACTIVITY

Sexually Transmitted Infections (STI's) - Ball Possession & Movement (13-17 Years)

- You need a large 40m x 40m area for this practice. You need to have between 6 and 25 players. You need four cones or markers near the corners of the square, and a smaller square (at point 2) with some markers for players to dribble round.
- Put a queue of players at point 1, and one player each at the other three points. Play begins by the player at the front of the queue at point 1 driving a pass to the feet of the player at point 2.
- The player at point 1 must now jog to point 2. Before they arrive the player at point 2 then turns and dribbles into the area through the cones and then accelerates to point 3 where the next player receives the ball. This player then plays a 1-2 with the coach and then accelerates with the ball to point 4.
- This last player chips the ball over to the beginning again.
- The player at point 4 should now jog to point 1 and join the back of the queue.
- Repeat this a few times so that players get the idea.
- Next, tell players that when they make a mistake, they will be shown a yellow card. This card represents the fact that they are now 'unprotected'. This means that they must now use their weaker foot. If they make a mistake again, whilst unprotected, they must be shown two yellow cards. This means they must be shown a red and sit-out until the game re-starts.
- As a further progression, tell players that the area for dribbling at point 2 is infected with an STI. Making a mistake in this area increases your chance of contracting HIV. Therefore, a mistake in here means a straight red card! Discuss the repercussions of the practice with the group: How did mistakes impact on their performance? Were they more cautious? After a mistake, didn't the practice get harder? How is this similar to sexual health? Finally, why do the participants think that the area for STI's had a harsher punishment?



Connected Conversations

1. **Come to play** - consider how you can protect themselves from unwanted pregnancies or contracting a sexually transmitted infection?
2. **Prioritise, goalset & plan** - how does an intimate relationship fit with your priorities in life, what are your life goals and what impact would an unwanted pregnancy have on these?.
3. **Look and list** - be aware of the factors that can lead to an unwanted pregnancy or contracting HIV or a sexually transmitted infection and consider how you would avoid these risks.
4. **Stay in the game** - recognise that to stay in the game and to achieve life goals we need to protect against the unintended consequences of sexual intercourse.
5. **Use your voice** - know how to negotiate intimate relationships including condom use in order to protect yourself from the unintended consequences of sexual relations.
6. **Build your team** - surround yourself with people you can trust, who respect you and who are aware of the risks associated with sex.





HIV & AIDS

The intended outcome of this theme is that young people are able to explain what HIV and AIDS are and are able to identify how to prevent HIV infection.



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1 IN 4

New HIV infections occur in the age group 15 to 24 years



BACKGROUND

HIV stands for Human Immunodeficiency Virus. Viruses are a common cause of illness in humans which our immune system usually seek out and destroy. What makes HIV different is that it seeks out and penetrates the cells in our body that would normally attack and destroy infected cells. HIV replicates itself by infecting the immune systems CD4 cells weakening the immune system. Although the body creates more CD4 cells to fight the virus, over time the immune system weakens making it unable to protect the body from illness and infection. At the point where the body is too weak to fight infections the person is said to have AIDS which means Acquired Immunodeficiency Syndrome. At this point the body's CD4 Cell count is very low and is at risk from opportunistic infections. Treatment in the form of antiretroviral (ARVs) drugs slow down the speed at which HIV attacks the body and leads to an increase of CD4 cells boosting the body's immune system.

The level of HIV is highest in the body 6-8 weeks after infection. This means that people in this "window period" are much more likely to pass on HIV to another person. If you have more than one partner and you contract HIV, you are much more likely to spread it to your other partners.

Namibia still has one of the highest HIV prevalence rates worldwide. According to the Namibian Ministry of Health and Social Services (MoHSS 2014) 14% of the population are infected with the virus with 43% of all new infections in the age group of 15-24 years. Many people are unaware of having contracted the virus as they do not undergo routine voluntary HIV testing. Furthermore, people are not making sufficient use of HIV prevention measures mainly due to a lack of services catering for the needs of specific target groups. Although treatment is available for free, many people living with HIV are not making use of it, mainly due to the extra cost of transport and the fear of disclosing their status.



There are 4 body fluids that can spread HIV: blood, semen, vaginal fluid, and breast milk. HIV can be contracted through unprotected sex with an infected partner; sharing needles with an infected person; transmission from an infected mother to child; and infection from blood products. Oral sex has a small risk of infection, vaginal sex a high risk and with anal sex this can be up 20 times more dangerous than vaginal sex because there is likely to be tears, causing blood-to-blood contact. Anal sex is the penetration of a penis into an anus and can happen between a man and a woman or between 2 men. Anal sex is not a safe way to avoid pregnancy or preserve virginity. Unprotected sex, whether vaginal or anal, can put you at high risk of HIV infection.

The most common way HIV is spread in Namibia is through unprotected sex with multiple concurrent partners. You can avoid HIV through sex by abstaining, having one uninfected, mutually faithful partner, and using condoms every time you have sex. Most new HIV infections in Namibia occur through unprotected heterosexual sex. Despite progress towards eliminating new HIV infections there is still some way to go and we need to continue to educate youth in Namibia around HIV prevention.

Key Messages for Young People

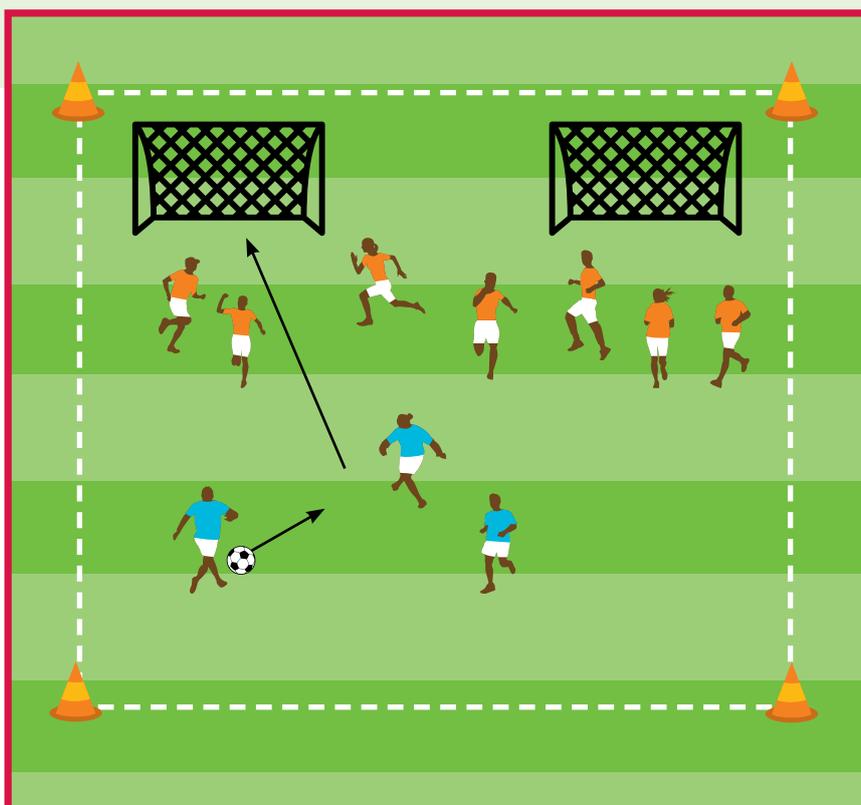
- HIV is a virus that attacks our immune system by infecting the cells in our bodies that fight infection. They invade these cells, and reproduce in them, spreading the virus rapidly through the body.
- Youth is highly affected with 43% of all new infections in the 15-24 year age group.
- The immune system responds by producing more cells to fight the virus, but without treatment the immune system gradually loses the battle and AIDS develops. Antiretroviral treatments can help the immune system fight the virus and can help keep those infected healthy for a long time.
- People do not die from AIDS, they contract other opportunistic infections such as tuberculosis that their damaged immune system cannot fight. It is these opportunistic infections that are the killers. Taking and adhering to ARV treatment will help keep the immune system strong for years and help avoid developing AIDS.
- It is our CD4 Cells that fight infections and ARVs help keep a person's CD4 cell count high. Other factors such as good nutrition, exercise and hygiene also help keep HIV positive people healthy.
- The most common way of passing the virus is for an infected person to have unprotected sexual intercourse with an uninfected person. Both men and women can become infected, but women are at a much higher risk due to biological differences and gender norms.
- Young people can avoid contracting HIV by delaying starting sexual relationships until they are physically and emotionally ready; by sticking to one partner whose HIV status they know: and by using condoms correctly and consistently when they do have sexual intercourse.



SUGGESTED ACTIVITY

HIV & the Breakdown of the Immune System (11-15 Years)

- Mark out a 60m x 60m square, with two goal areas at one end.
- Start with ten defenders and three attackers. You need one ball. No Goalkeepers are allowed!
- The defenders defend the goals from the attackers, but every time a goal is scored, a defender goes on the side of the attackers. It becomes more and more difficult to defend as more goals are scored. If the defenders keep the ball for ten passes then this is classed as safe-behaviour, and the defenders are awarded a goal. However, this does not mean they get an extra attacker, they must continue to keep protected by retaining possession of the ball.
- Explain to the participants that defenders are changing into attackers as their defence is slowly broken down. This is what happens to the immune system when someone is infected with HIV.
- Discuss what the group have learnt.



Connected Conversations

1. **Come to play** - consider how abstaining from sex, being faithful to one partner, knowing your and your partner's status and using condoms can help you avoid HIV.
2. **Prioritise, goalset & plan** - prioritise your health and future, set goals about the types of intimate relationships you want, plan to avoid HIV infection.
3. **Look and list** - Being aware of the facts around HIV and AIDS, know how to prevent HIV infection and promote positive living amongst people living with HIV and AIDS;
4. **Stay in the game** - protection from HIV helps you keep healthy and in the game. Not stigmatizing people who are HIV positive and encouraging them to adhere to ARV treatment will keep them in the game.
5. **Use your voice** - use your voices to influence your intimate partners to avoid risky situations and prevent HIV transmission.
6. **Build your team** - surround yourself with people with the same healthy outlook to sexual and reproductive health. Support people who are HIV positive to lead positive lives and to adhere to ARV treatment.





SAFE SEX & CONTRACEPTION

The intended outcome of this theme is that young people should be able to explain what is meant by safe sex and should be able to identify different types of contraception.



BACKGROUND

Safe sex is sexual activity engaged in by people who have taken precautions to protect themselves against sexually transmitted infections (STIs) such as HIV. Contraception is the use of birth control methods to prevent the woman becoming pregnant. Abstaining from sexual activity is the only sure way of preventing unwanted pregnancies and sexually transmitted infections including HIV. Young people should be encouraged to abstain from sexual activity until they are mature enough to make informed decisions around safe sex and contraception.

The use of condoms, the male sheath condom and the female femi-dom condom are advised to help prevent unwanted pregnancies and the transmission of sexually transmitted infections including HIV. Other forms of contraception can be used to reduce the risk of an unwanted pregnancy, but will not prevent sexually transmission of infections. It is important where two young people are not using safe sex that they know each other's HIV and sexual health status and that they are faithful to each other avoiding multiple partners.

In addition to condoms there are other forms of contraception including birth control pills, the Intrauterine Device (IUD) commonly referred to as the loop, and the injection or shot. Birth control pills are oral contraceptives that contain hormones that stop a woman becoming pregnant. The loop is a small plastic metal device that comes in different sizes and shapes that is inserted into the uterus by a health professional. It is one of the most successful forms of birth control. There are two types of birth control injection, one that lasts for 2 months and is recommended for young people and another that lasts for 3 months and is recommended for women who have already given birth to 2 or more babies. There is also the emergency contraceptive pill (morning after pill) which can reduce the likelihood of pregnancy after unprotected sex. This should be taken as soon as possible after sexual intercourse and within 5 days. The emergency contraceptive pill should not be used as an ongoing form of contraception.



Key Messages for Young People

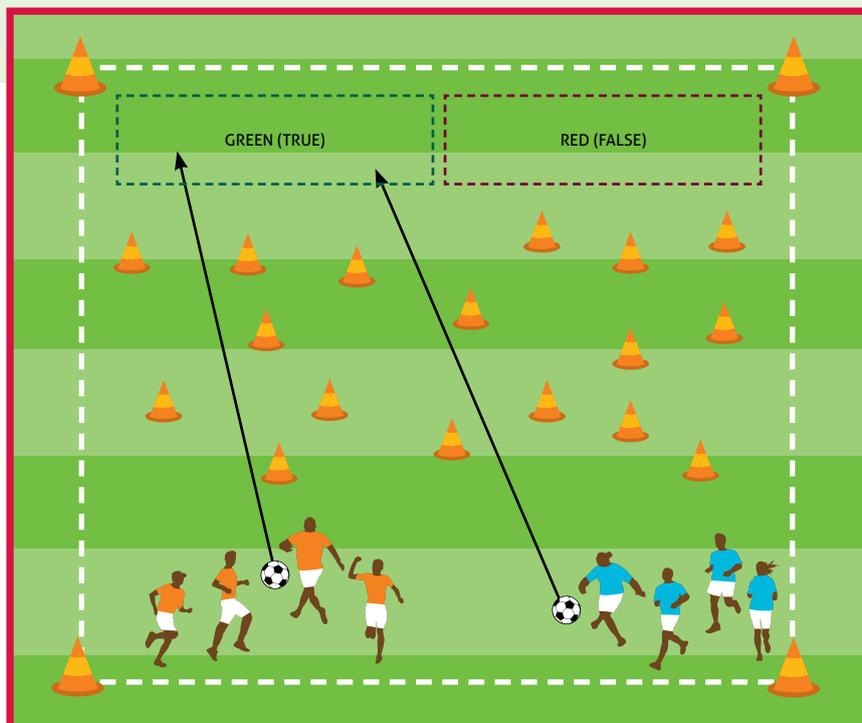
- Safe sex involves making choices that prevent HIV and sexually transmitted infections from being transmitted during intimate relationships.
- Contraception is about making choices of avoiding unplanned pregnancies. Contraception forms part of family planning. As condoms are not 100% guaranteed to prevent pregnancy, women may want to use condoms and another form of contraception such as the birth control pill. Advice should be taken from a health professional.
- Condoms (male and female types) create barriers that can help prevent sexually transmitted diseases or unplanned pregnancy.
- When in a trusted and faithful relationship, couples who know they are HIV negative may choose not to use condoms and choose a different form of contraception taking advice from a health professional.
- Young people should also consider other choices - choosing to abstain from sex; choosing to stick to one partner who sticks only to me; and choosing to stay away from older partners; to reduce risk of sexually transmitted infections and unplanned pregnancy.



 SUGGESTED ACTIVITY

Facts about Condom Usage – True or False Dribbling (13-17 Years)

- Mark out an area of about 70m x 50m (ideally – but you can work with less if you need to). You need between 10 and 25 players.
- The largest area should be in the middle (around 40m x 40m), and this area should have random markers all around it. These can be sticks in the ground, piles of earth, or cones.
- To begin the session, tell all the participants that you are going to read out a statement about condom usage. As a team, they must decide whether it is true. They have 30 seconds to do this. After this, they must, on the coaches' instruction, dribble one at a time to the correct area: Green for 'TRUE' or Red for 'FALSE'. Once the first player gets to the opposite end, they must chip the ball to the next player. If they hit a marker, or if the ball goes out of bounds, the player who does so must start back at the beginning. The first team to all arrive at the correct answer scores a goal. Repeat this 3 – 5 times with different questions.
- If you give a statement that is false, explain after the task, what is the correct or 'TRUE' version of that statement. Also, explain a bit about each correct answer and what that answer might mean. Ask the participants if they have any questions or comments.
- Here are 2 ideas for questions, but you should write up some additional questions:
 1. Statement: True or False?:
 - a) Condoms, even if used properly, are only effective about 50% of the time? Answer - False - studies suggest that condoms, if used correctly are effective between 97% and 99% of the time.
 2. Statement: True or False?:
 - b) If my partner and I forget to use a condom, but have a shower immediately after sexual intercourse, we will probably not risk the transmission of HIV or any other Sexually Transmitted Infections? Answer - False - Having a shower after sexual intercourse has no effect on whether or not an STI, such as HIV has been transmitted.



Connected Conversations

- 1. Come to play** - young people engaging in sexual intercourse need to know how to protect themselves from sexually transmitted infections including HIV and how to avoid unplanned pregnancies.
- 2. Prioritise, goalset & plan** - becoming intimate partner with someone is a big decision, before engaging in sexual intercourse what is your plan for safe sex and contraception?
- 3. Look and list** - Look at the different forms of safe sex and contraception, make informed decisions on using condoms and/or other forms of contraception. Understand the facts, do not be fooled by the myths.
- 4. Stay in the game** - stay in the game by protecting yourself from HIV, STIs and unplanned pregnancy.
- 5. Use your voice** - use your voice to negotiate condom use or if you are not ready for sex to say NO.
- 6. Build your team** - surround yourself with people that will respect you and in whom you can trust. Choose your intimate partner wisely.



KNOW YOUR STATUS

The intended outcome of this session is that young people can explain how to find out your HIV status and how to use this information in order to lead a healthy lifestyle.



BACKGROUND

Going for an HIV test is not easy, but is the only way of knowing your HIV status. No one can force you to have a test, but when you know your HIV status, you are able to make changes to protect your health whether you are HIV positive or negative. Knowing your HIV status enables you to make the right choices for yourself and others.

Young people are encouraged to go for HIV Testing Services (HTS). Testing for HIV involves counselling before and after the test. Before the test a health professional will counsel you on the reason for the test, how it works and what the results could mean. Following the test, counselling will tell you the result of the test (HIV positive or HIV negative), tell you about the window period, give advice on future behaviour and who you can go to for further support or advice – clinics, support groups, etc.

Those who are HIV negative will receive advice on how to behave and protect themselves from the risk of HIV infection.

Those who are HIV positive will receive advice on how to monitor the infection, on anti-retro-viral treatment to control the infection, on how to lead a healthy lifestyle, on how to protect themselves from secondary infections and how to protect their partner from infection.

One of the biggest challenges in beating HIV is the stigmatization of people who are HIV positive. Treating people who are HIV positive as being different and something bad, leads to consequences that help the spread of the disease. Being open and accepting of people who are HIV positive helps them and others to fight the disease.



Stigma leads to people not getting tested, to people believing they cannot be infected by HIV, to people avoiding doctors or health workers and to people being afraid to tell their partners, family members, friends and co-workers. It leads to people not being honest with themselves and putting others at risk.

As football coaches we should never turn someone away from our team because they are or we might think they are HIV positive. Transmission of HIV occurs mainly through unprotected sex along with mother to child transmission, infection through blood products and through dirty needles mainly associated with drug users. There is always a risk of HIV being passed through cuts or wounds between players as a result of a collision, but this would be extremely rare and when such an incident occurs players should seek medical assistance in any case regardless of whether or not the players HIV status is known or not.

You cannot tell a person's HIV status simply by looking at them. It is also everyone's human right to keep their status confidential. So coaches cannot demand that players are tested or discriminate against anyone on grounds of their status. Players cannot pass the virus by hugging, shaking hands, giving high fives, eating together. There is no reason why people who are HIV positive cannot play football and be fully included in teams.

Key Messages for Young People

- You cannot tell if someone is HIV positive just by looking at them. The only way to know your status and the status of your partner is by taking voluntary counselling and an HIV test.
- Once you know your HIV status, you can work to keep yourself healthy.
- You have the right not to be tested if you do not want to be. No one can force you to be tested. Testing is always voluntary.
- If you are HIV positive, you can go to a clinic and get treatment and care that will help you stay healthy and avoid falling sick.
- If you are HIV negative you can make smart choices to protect yourself from becoming HIV positive.
- HIV testing will not change your status. It will allow you to know your status. Testing cannot make you have HIV or make you sicker.
- If you decide to be tested, you will receive counselling and advice before the test, the test is simple finger prick that collects some blood which is tested using a HIV test stick, you will also receive counselling and advice when you are given your result.
- If you have had unprotected sex in the last three months you will need another test in 3 months.
- If you are sexually active, you should take the test every 3 months.
- We should not stigmatise people who are HIV positive, we should support them. By taking ARVs they will live long and healthy lives. Stigmatising people infected with the virus risks making people hide their status.



SUGGESTED ACTIVITY

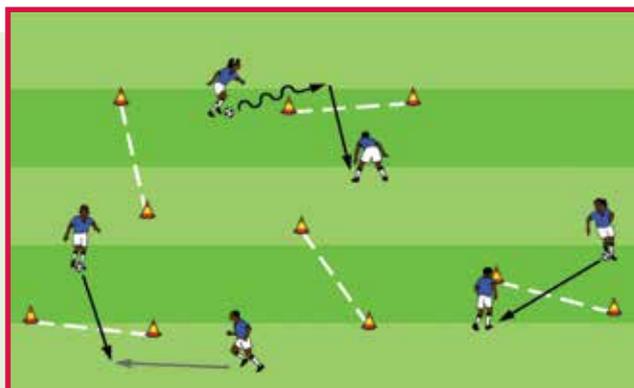
At Cone Goals (13-17 Years)

Description of Exercise

- Set up several cone-goals on the practice pitch.
- Divide the players into pairs with one ball per pair.
- The pairs run onto the practice pitch and pass the ball through the cone-goals to each other.
- They may not repeatedly pass the ball through the same cone-goal in succession.

Methodical Pointers / Corrections

- A higher skill level is required, as the ball is no longer stationary. Therefore, initially ask for slow dribbling speed and limit the corrections to the position of the ball and the timing of the pass.



Connected Conversations

- 1. Come to play** - knowing your HIV status helps you to make decisions about how you and your partner should behave in your relationship with each other.
- 2. Prioritise, goalset & plan** - knowing your status helps you prioritise and plan your life, helping you set realistic goals for your future.
- 3. Look and list** - Pre-test counselling helps you to look and list and then make an informed decision whether to undertake an HIV test or not.
- 4. Stay in the game** - if a person is HIV positive taking ARV medication will help them stay in the game by keeping their CD4 Cell count high enabling them to fight infection.
- 5. Use your voice** - you can use your voice to encourage others to know their status and to speak out against the stigmatization of people who are HIV positive.
- 6. Build your team** - encourage those around you to know their status, access treatment if needed, and to behave in a way that does not put others at risk of contracting HIV.

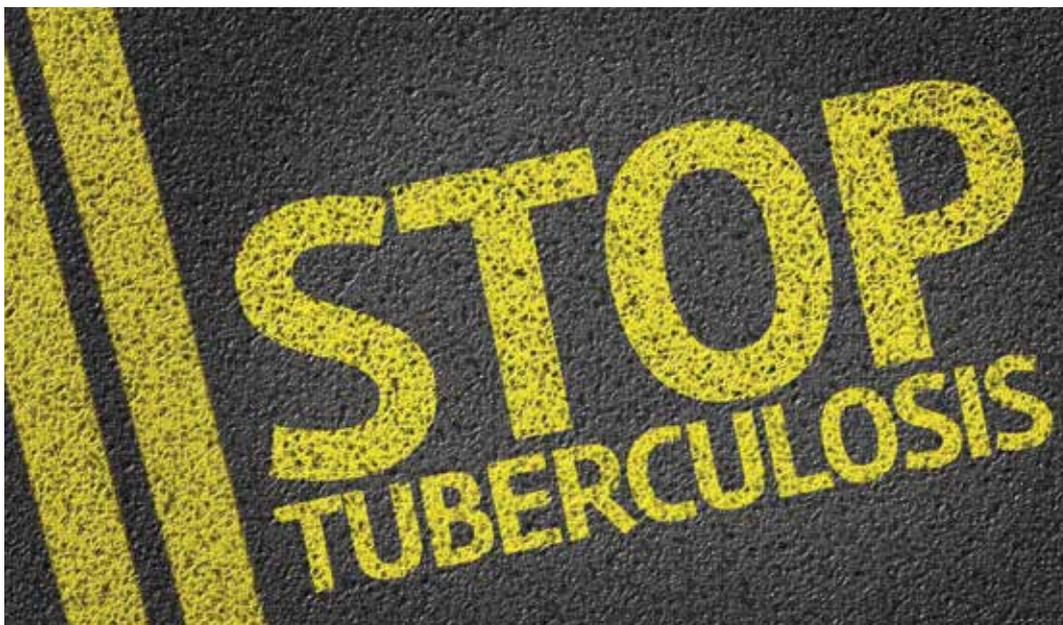




HOW MISTER SIG... SERVICE

TUBERCULOSIS

The aim of this session is that young people can describe what tuberculosis is and explain measures people can take to help stop the spread of the disease.



BACKGROUND

Namibia is the fourth worst TB affected country in the world, with 9,882 patients diagnosed with the disease in 2014.

Tuberculosis often referred to as TB is a serious but treatable infection, caused by a bacteria called "mycobacterium tuberculosis." TB is primarily a disease of the lungs but it can infect any part of the body. A person with TB can die if they do not get treatment. A person with latent TB infection has TB in their bodies, but they are not ill. People with **latent TB** will not have symptoms and cannot spread the illness to others. However, it is possible that they may get active TB in the future. A person with **active TB** is ill from TB. The bacteria are multiplying and destroying tissue in their body. They will usually have symptoms of TB disease. Until someone with infectious active TB in the lungs and throat has received two weeks of treatment, they will be able to pass it on to others when they cough or sneeze.

TB is spread from person to person through the air. When a person with active TB coughs or sneezes they propel small droplets with the bacteria into the air. These bacterial germs can stay in the air for several hours, depending on the environment. People who breathe in the air containing these TB germs can become infected.



Key Messages for Young People

- TB is spread from person to person through the air. When a person with infectious TB coughs or sneezes they propel small droplets with the germs into the air. These germs can stay in the air for several hours, depending on the environment. People who breathe in the air containing these TB germs can become infected.
- TB is not spread through shared surfaces, shaking someone's hand, kissing or sharing cups and cutlery.
- Good hygiene, such as covering your mouth when you cough or using a tissue when you sneeze can help stop the transmission of TB.
- The symptoms of pulmonary TB are a cough that lasts for more than 2-3 weeks; coughing up blood or sputum; weakness or extreme tiredness; loss of appetite; weight loss; night sweats; fever and a pain in the chest.
- You should always see a GP if you have a cough that lasts more than three weeks or if you cough up blood.
- Confined spaces with poor air circulation are ideal places for TB germs from an infected person to linger, be breathed in and to spread.
- Avoid confined spaces where people are coughing and spluttering, much better to be in the open with lots of fresh air circulating.

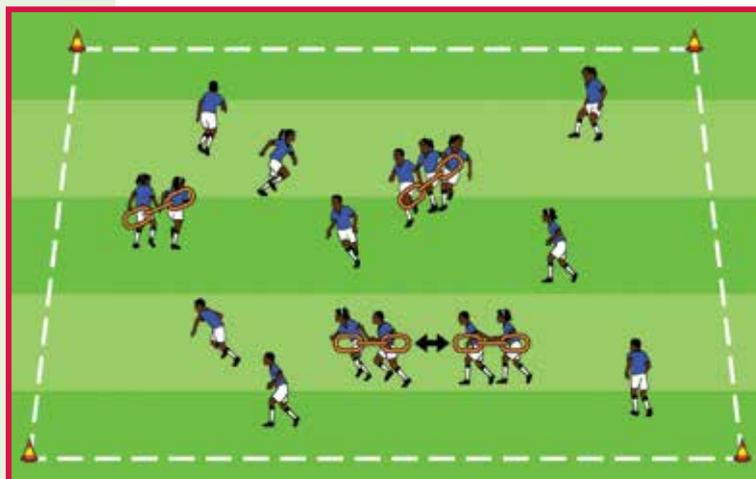


SUGGESTED ACTIVITY

The Bacterial Chain (11-15 Years)

The Bacterial Chain

- All players move about in a marked area...
- One player starts the game by touching or catching (infecting) one of the other players.
- Once the 'Catcher' has caught another player, he/she will now form part of a 'bacterial chain' with the catcher.
- By holding hands the 'bacterial chain' of two catchers will now try and 'infect' more players.
- Once the chain is 'four catchers', it will split into two new chains with two catchers per chain. Now the bacteria spreads around faster.
- The winner of the game is the last player not part of a chain - the only player to remain healthy!



Connected Conversations

1. **Come to play** - Taking exercise in the fresh air and avoiding enclosed environments with poor air quality help you avoid infection.
2. **Prioritise, goalset & plan** - knowing about the disease helps you to make the right plans if you find yourself with a cough that will not go away.
3. **Look and list** - Understanding what TB is and how it spreads will help you avoid infection. Knowing the symptoms will help you know to ask for help from a doctor.
4. **Stay in the game** - avoid contracting the disease by avoiding confined spaces with poor air circulation.
5. **Use your voice** - use their voice to inform others about TB and how it can be avoided.
6. **Build your team** - educate those around you about TB and how they can avoid infection.



If you have access to the internet. Luís Figo is a former international footballer playing for Portugal 127 times and for teams like Barcelona and Real Madrid. Use the link to download a short cartoon video of Luis and his colleagues playing in the World Tuberculosis Cup against the germs that cause the disease and use it to spark a connected conversation in your players about Tuberculosis and what they as players can do to help prevent the spread of this disease.

<https://www.youtube.com/watch?v=ZvOZokxwPQQ>





ALCOHOL AND DRUGS

The intended outcome for this theme is that young people will be able to explain the negative consequences of abusing alcohol and drugs.



BACKGROUND

A recent survey conducted by the Ministry of Health and Social Services in Namibia reported that 80% of 14 and 15-year-old school-going children consume alcohol. The misuse of drugs is not as prevalent, but it was reported that there is some drug abuse by school age children in Namibian schools.

The abuse of alcohol is often related to road traffic accidents, violence and violence against women and children in the home. The number of car accidents in Namibia is alarming with alcohol abuse being one reason for the high number: an average of one person is killed and about 16 suffer serious injuries every day on Namibian roads, according to the Motor Vehicle Accident (MVA) Fund.

Drugs such as marijuana, cocaine, heroin, methamphetamine and methcathinone are all in use in Southern Africa including Namibia. The three main categories of drugs are stimulants that stimulate the central nervous system and generally speed up all functioning, making the user feel pumped-up, energetic, and euphoric i.e. Cocaine, Tik, Crack, Speed, Ice, and Ecstasy. Depressants that dull the central nervous system, making one feel relaxed or drowsy, reducing inhibitions leading to abnormal behaviour i.e. alcohol, heroin, and Mandrax. Drugs that cause the user to see, hear and feel things that are not really there are known as hallucinogens i.e. Dagga, LSD (or 'acid'), PCP, (Angel Dust), and naturally occurring substances like Peyote or magic mushrooms.

Alcohol and drug abuse are connected with risk taking behaviours which place young people at risk such as driving under the influence, becoming violent, engaging in unsafe sex, and falling in with criminals. Alcohol should not be consumed if you are under 18 years and then should be consumed in moderation. Abuse of drugs should be avoided. Performance enhancing drugs are banned in sport.



Key Messages for Young People

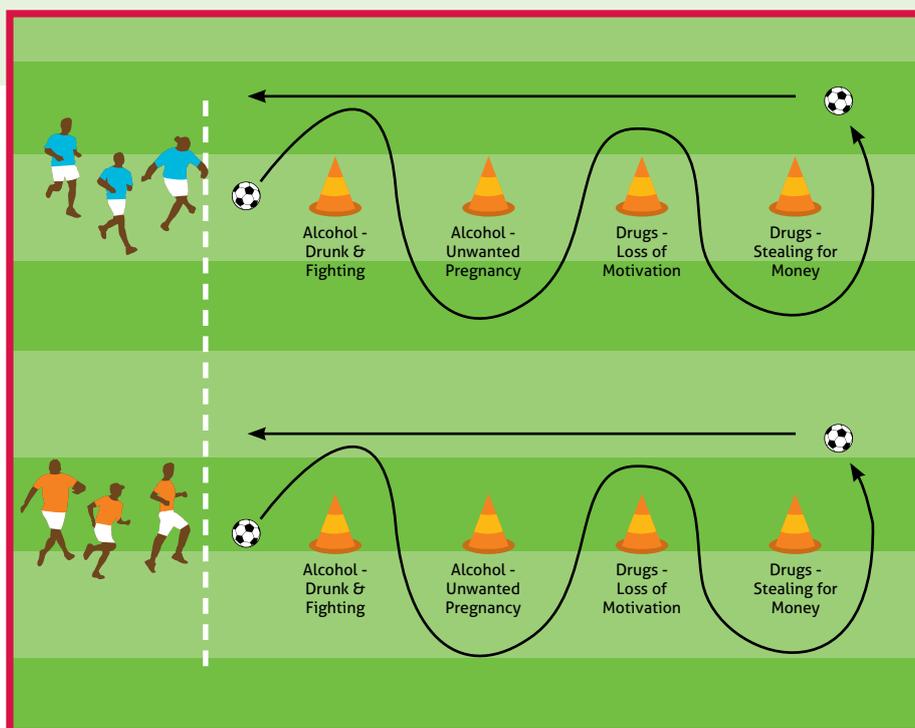
- The legal age to purchase and consume alcohol in Namibia is 18 years of age.
- Alcohol abuse can lead to anti-social and risk behaviour which can lead to young people not fulfilling their potential in sport and in life.
- Drug abuse can affect a person's mental and emotional health, their physical health, damage their relationships, result in them living in poverty, cause disease and put their safety at risk.
- Drug abuse can lead to addiction and damage your future prospects.
- The use of drugs for performance enhancing or for social use are banned in sport and regular drug testing takes place to detect their use.



SUGGESTED ACTIVITY

Drugs & Alcohol Risk Game (11-15 Years)

- Arrange your players into relay teams of equal numbers. Explain that each player has to dribble around the four alcohol and drugs risk cones and then pass the ball back to the next player in their team. Once the ball is passed back the player runs to the back of the team line up and sits down.
- Explain each of the cones represent abusing drugs or alcohol and that each leads to a bad consequence.
- If a team member touches a cone when dribbling or passing they must return to the line and start again.
- The relay is a race and the first team to navigate the drugs and alcohol cones with out touching them is the winning team.
- The pressure of the relay race will lead to players making mistakes. You can draw through connected conversations that we often go of course in life due to drugs and alcohol. That we can always be given a second chance. That abusing drugs and alcohol can lead to bad consequences.



Connected Conversations

- 1. Come to play** - the abuse of alcohol and drugs will interfere with your capacity to play sport and will have a serious impact on your prospects in life. Young people who go down these roads inevitably run into difficulties.
- 2. Prioritise, goalset & plan** - young people with strong values, and clear life goals and plans will make positive choices when it comes to alcohol and drugs.
- 3. Look and list** - knowing the negative that abusing alcohol and drugs can have on our lives helps you avoid being lead down this path.
- 4. Stay in the game** - do not others convince you to drink alcohol or try drugs, stay fit and healthy by making healthy life style choices.
- 5. Use your voice** - young people can use their voice to speak out against alcohol abuse and the use of drugs.
- 6. Build your team** - surround yourself with positive people avoid places such as shebeens and drug dens.



HEALTHY LIFESTYLES

The intended outcome for this theme is that young people should be able to identify factors that contribute to a healthy life versus factors that put their health at risk.

BACKGROUND

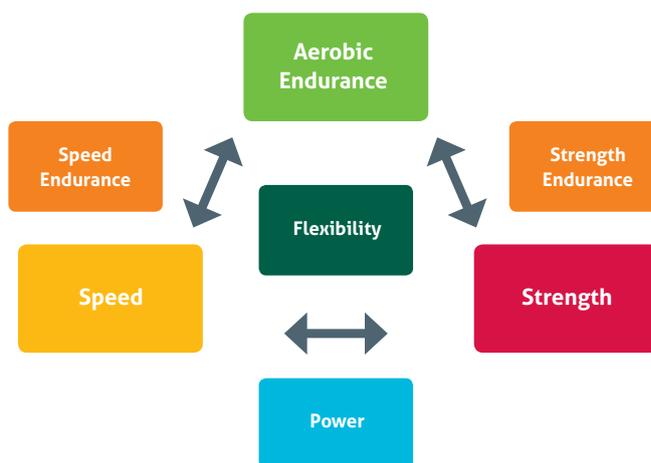
Both physical and mental health is promoted by healthy living and avoiding things that put our health at risk. Factors that put our health at risk include being underweight or overweight, engaging in unsafe sex, high blood pressure, tobacco and alcohol consumption, drug abuse, and unsafe water, sanitation and hygiene. Factors that promote good health include diet, exercise, good hygiene, working in a stress free environment, relaxation, getting 8-10 hours' sleep per night, avoiding drugs and alcohol, abstaining from sexual activity before marriage, maintaining positive relationships and practicing safe behaviours to prevent injuries.



Just as diet can assist the performance as well as the well-being of a football player, a balanced diet can also contribute to general health. Committed footballers will want to train to improve their physical fitness but exercise can also improve our general health. People who are HIV positive benefit from both exercise and good nutrition as this improves their general health. Drinking water is also important for good health as is making sure that water we drink is safe to drink.

In football we look to improve the fitness of players by developing the following aspects. Stretching to improve flexibility. Running to improve aerobic endurance. Speed, agility and quickness exercises to improve speed. Short sprint repetitions to improve anaerobic endurance (strength and speed endurance). Body weight exercises to develop strength and poly-metric exercises to develop power.

Good hygiene is also important for good health helping to stop the transmission of germs. Young players are often unable to perform at their best due to infections that could be prevented through good hygiene. Good hygiene is important for every one that wants to avoid infection and to keep well. It is also highly important for people who are HIV positive as they may be susceptible to opportunistic infection.



Key Messages for Young People

- Maintaining good health and fitness is important to a footballer – exercise regularly, eat a balanced and nutritious diet, and maintain high standards of cleanliness.
- Exercise that improves your muscle flexibility and strength and improves your cardiovascular endurance is essential for improved general fitness.
- Footballers need develop their general fitness and specific fitness for their sport which will include improving speed, agility and quickness, power, speed/strength endurance.
- We need to eat a balanced and nutritious diet that includes carbohydrates, the most effective quickly available source of energy, by eating grain products, potatoes, vegetables and fruit. Good carbohydrates should count for 55% of the diet. Fat should not be more than 30% of the diet. The rest should be protein, a balance between animal and vegetable proteins.
- Due to sweating during football, the body loses fluid and mineral salts. Drinking water or diluted fruit juices are good for fluid replacement.
- Practice good hygiene - use a latrine/toilet – do not defecate in the open; wash hands with soap after using the latrine, helping to clean a young child, after touching animals, contact with soil when playing or doing chores at home and before touching food or eating.
- Consume only safe drinking water that has been collected, treated, stored and retrieved properly.
- Keep fingernails and toenails short and clean, brush teeth every day, keep their hair clean, combed and tied back to prevent infection with lice or mites (which cause scabies).
- Make sure your clothes are washed, and bath on a regular basis.
- Help keep your home, school, and football fields clean.





SUGGESTED ACTIVITY

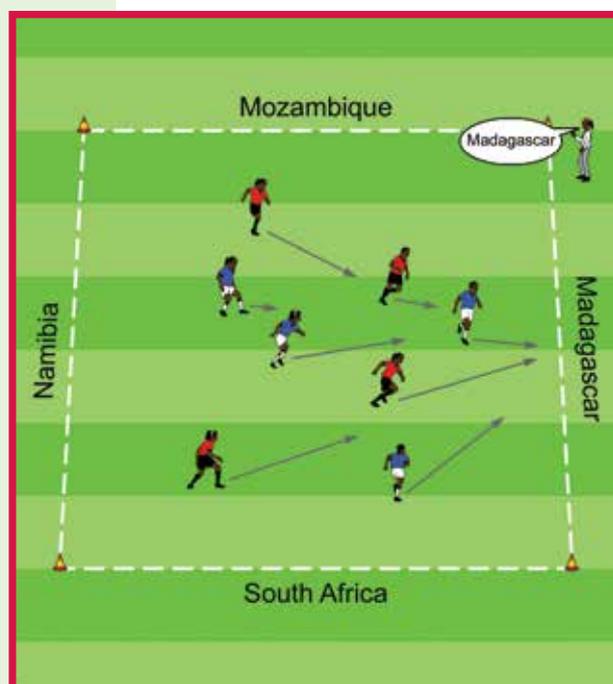
Speed Exercises (6-9 Years)

Escape from the Sea

- Mark a 15x15m "sea" with cones.
- Divide the players into two teams: Dolphins and Penguins.
- The four "coastlines" receive different names, e.g. continents, countries, cities
- As soon as the coach calls the name of a "coastline", all the players have to run across that line as soon as possible. Which team is the fastest?

Variations and Pointers

- In the next phase add a ball: carry out all the exercises while dribbling or bouncing.
- Require additional activity exercises while in the "sea".
- Place rocks (obstacles) in the "sea".
- *Occasionally purposefully call a "coastline" that is closer to slower children!*
- *Do not make the size of the "sea" too big!*
- *The little ones do not need a warm up, as will later start every training session.*
- *Children of this age can immediately move quickly and have a good romp!*
- *Only skilled movers will later become good football players!*
- *Allow every child many experiences of success.*
- *At this age having a break between various exercises is not that necessary.*



Connected Conversations

1. **Come to play** - taking exercise will mean you bring higher levels of fitness to the game that will make you a stronger player. Developing an exercise habit will promote your long term health.
2. **Prioritise, goalset & plan** - we can prioritize healthy foods over junk food, aim to eat a balanced diet and plan good nutritious meals.
3. **Look and list** - we can learn about food types and how to ensure we are eating a balanced diet.
4. **Stay in the game** - keeping well hydrated is important in life but especially in sport where we lose fluids as we sweat during play. We need to drink water to stay in the game but also need to make sure that we have safe drinking water available to drink when training.
5. **Use your voice** - can we use our voices to encourage others to adopt good hygiene practice, sharing our knowledge with them?
6. **Build your team** - sharing our knowledge on nutrition, exercise and hygiene with family and friends can help build a team that's supports our efforts to stay healthy.





A football setting, that builds the attributes of young people and contributes to them developing into young people who are better able to make healthy lifestyle choices, avoid risk behaviour and become active citizens, will feature positive and sustained relationships between the young people and their adult coach.

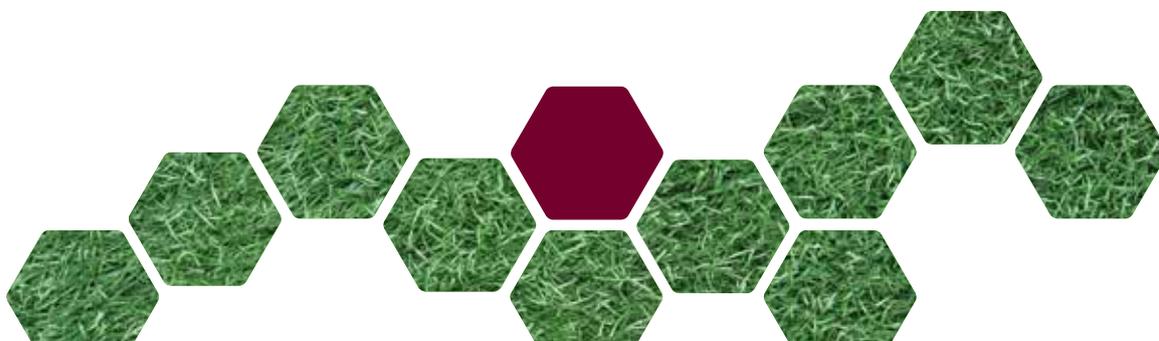
In positive football settings, coaches become significant adults in the lives of the young people they coach. In this respect they join parents, guardians, and teachers as adults that a young person may trust. Being someone that they learn to trust can lead to young people disclosing problems to their coach in the hope that they can provide help and support.

Whilst a football coach may be competent in teaching life skills to young people, he/she may not feel qualified or resourced to provide support around issues such as safeguarding or health. In such cases they may prefer to refer the young person to an organisation, health service provider or person better placed to do so. In the previous chapter we raised a number of healthy lifestyle issues. Teaching children about these issues through football might lead to them approaching you for further information, support or advice. As a football coach you might not feel qualified to be able to offer this support and may need to refer them to someone else in the community who is better placed to do so. Developing a community map and identifying who you can refer young people to regarding issues such as abuse, violence, HIV, health matters, family planning, etc., will ensure you are well equipped to be able to refer your young players to where they can receive the best information, support or advice.

It is really useful for a coach to know the community they work in and where various services for young people might be found.

It is also useful for young people themselves to know where they can access information, services, or support in their community from organisations or people who will look after their best interests. A great way of helping young people to know where they can access further information or support in their community is to develop a community map. In addition to identifying safe places for young people, a community map can also be used to identify places or spaces where young people may not be as safe. A shebeen for example may not be the best place for a child or youth to be hanging about, a youth centre may be. A community map can help young people make healthy choices to avoid places where they may be at risk.

One approach is for the coach to develop a community map and give each of their young players their own copy. A better approach would be to involve your young players in developing a community map in a participatory manner. The process of involving young people in decision making contributes to the development of high impact attributes and so getting your young players to develop their own community map is a better option in terms of their personal development. Coaches will also be surprised how much knowledge young people have about their own community and how much they will be able to bring to a process of community mapping.



Community mapping can assist the football coach to identify providers of child friendly support services in their community to whom they can refer their young players who disclose issues and show a need for support. The mapping process can help children learn where they can access services, but also identify safe and unsafe places in their community. The process itself is a great way of involving young people in decision making and in their own personal development.

Results from a global pilot exploring youth participation demonstrated that children and young people consistently benefit personally from active participation, developing: greater awareness of their rights; more self-confidence, heightened self-esteem; leadership skills; and improved confidence to negotiate with adults.

Community mapping is often called community based asset mapping as it aims to create a map, either in paper or web based format, which identifies the assets that exist in a community as part of a formal or informal community planning process.

In developing a community map for the young people we coach, the aim will be to identify safe and unsafe places in the community and identify where child friendly services can be accessed.

An “assets based” philosophy is common to all the community mapping where the first step in a community development process is to identify the community’s capacities and assets, including those of its residents, and then use these assets to build an action plan.

What makes asset mapping unique is that youth can be involved in the process and that community maps can be used in different ways. Asset mapping has been done with youth from urban and rural communities, developed and developing countries, and from a broad diversity of cultural backgrounds. Community mapping can be a valuable entry point for engaging young people in many different planning contexts, and contribute to better planned and more sustainable communities.





Figure 8: Example of a Community Map

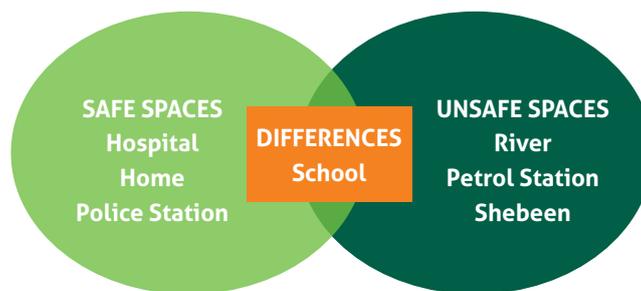
COMMUNITY MAPPING STEPS

1. The coach gathers the youth participating in the session round in a team circle. A few seconds is taken to allow the group to settle and quieten. A team cheer is then conducted.
2. The coach introduces our **priorities (P)** for the session, to develop an understanding of the assets (people, organisations, places, services) we have in our community, **goals set (G)**, to develop a community map, and to explain the **plan (P)** for the session, what activities we are going to do. It is important that the young players participating in the session understand why they are being asked to draw a picture or map of their community and to know what it will be used for. Explain that each group will draw a picture of their community through their eyes, including the places they go, the people they see and the things they do.
3. Explain that players have the right to leave the activity at any time. If anyone feels uncomfortable at any time it is okay to leave. If they want support tell them to let someone know.
4. Ask the young players what they think a "Community Map" is? Facilitate feedback drawing out that it includes where people live, where people go, the different places and landmarks, places that are good and not so good, places where you can find things you need.
5. Ask participants to think about where they live, what they do every day, and who they see.
6. Give each group a piece of large flip-chart paper and some coloured pens. You can also provide magazines, scissors, glue, coloured markers or paper if you wish, which the young people can use to bring their maps alive.
7. Ask each group of young people to draw their community on the flip-chart paper. Tell each group they have 30 minutes to complete the task. Check in the group includes the main landmarks in the community (rivers, roads, large meeting trees) and places that are important to the community (petrol station, shops, schools, churches/mosques, housing areas, water taps, restaurants, bars, markets, police/military quarters, NGOs).

8. Once each group has drawn a map ask the young people some questions to get them to think further about their community map. What are the important places in your community and why are these important? Where are the people that are important to you, who are they and what do they do? What places in the community do you go to and what do you do there? Where in the community do you learn new things?
9. Ask the young people to draw stars (*) beside all the places that are safe for children in their community. Give them a few minutes to complete the task then ask them: "What makes this place safe? Is it safe for all children? Was it always safe?"
10. After a few minutes ask participants to put a cross (x) beside all the places that are unsafe for children. Give them a few minutes to discuss and complete this. Ask them: "What makes this place unsafe? Is it unsafe for all children? Was it always unsafe?"

Young people may have different views of what is safe and unsafe, some places may have a star (*) and an X. Schools may be considered to be safe because they support children to learn in a child friendly environment. Some children may however associate a school as being a place of bullying or abuse and therefore unsafe.

11. Once the maps are complete, ask each group to draw a Venn diagram with Safe Spaces/ Strengths in one circle and Unsafe Spaces/Challenges in the other circle. Tell participants that the places that are both safe and unsafe should go in the centre of the Venn diagram under the title differences.



12. The coach brings the players together in a closing team circle. In this circle we review the maps the team worked on and the lessons learned from the exercise. The coach should not assume what each map means and should ask questions to help the team players gather a better understanding of each map.
13. The coach can also lead a connected conversation helping to link maps to healthy lifestyle issues and to the S2L skills.

During the activity check that all team players are comfortable with the session and that everyone is participating in the activity and having their voice heard.

PARTICIPATION OF CHILDREN

One of the factors that helps build the high impact attributes that lead to young people being more likely to make healthy lifestyle choices, avoid risk behaviours and become active citizens is ensuring they are involved in making decisions around the activities they take part in. Participation helps young people to develop the skills they need to become active citizens able to contribute positively to the societies they live in.

Young people's voices should be heard anywhere where their development, safety and well-being is involved. In addition to being one of their fundamental rights, it is through listening to children that best decisions can be made in respect of them and their development. Generally speaking in sport, coaches are not good at involving young people in decision making tending to adopt a directing style rather than an involving style of coaching. Activities like community mapping are good means of ensuring more participation by youth in decision making.

The Football4Life approach developing Sport2Life Skills and Healthy Lifestyles knowledge alongside sports skills development will position young people as agents of change for themselves, and their communities, health and development. The approach is based on the promotion of children's rights, empowering them to be involved and enabling them to work alongside adults.

The following steps can be taken to get young people to think about the issues impacting their lives and the lives of their communities, make decisions, develop their life skills and take action to promote health, education and development in their communities, with the support of adults.

1. Creating opportunities for young people to identify and assess their problems and priorities.
2. Encouraging young people to research and find out how these issues affect them and their communities.
3. Encouraging young people to plan action based on their findings that they can take individually or together, to address issues affect them and their communities.
4. Empowering young people to take action based on what they planned.
5. Enabling young people to review the action they took, understand what went well, what was difficult and what has been achieved.
6. Enabling young people to learn from their actions and reviews in order to improve further or ongoing action

Whilst the activities are frequently initiated by or with children, adults are available for support. Increasing meaningful participation is a slow and phased process ranging along a continuum from children's active involvement to children directing initiatives.

Participation empowers children in their diverse situations to make decisions about the primary issues that affect their lives and the lives of others and the environment. It is essential for children and young people to develop their own capacities and skills to participate fully in their communities and society.

PARTICIPATION IS THE BUILDING BLOCK OF DEMOCRACY.

Globally, it is the means to create active citizen and thriving civil societies that hold governments to account, and where necessary challenge corruption and undemocratic practices.





CULTURAL CHALLENGES

In some cultures, children and youth are not recognised as having useful and legitimate contributions to make towards community issues. They are seen as adults 'in the making' rather than as people in their own right 'here and now.' Young people may be viewed as being the 'property' of adults. Where other groups are also denied their rights, such women, people with disabilities and other minority groups, the position of young people will be exacerbated.

As young people lack economic, social and political power. Even those who go to school are not necessarily educated about their rights or have access to good quality education that would provide them with the information they require to understand their rights.

Consequently, children are not aware that they have the right to participate and do not have the skills or knowledge to exercise it. These challenges may be compounded by discriminatory attitudes towards children who come from marginalised groups, including girls, children with disabilities, and people from minority communities.

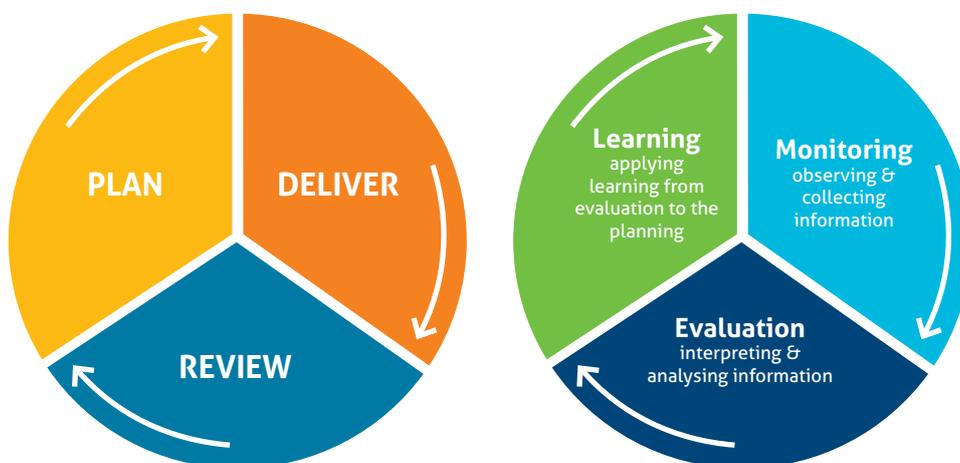




Coaching is a cyclical process consisting of three parts - **plan, deliver, and review**. This process relates closely to the Sport2Life skills - **prioritise, goal setting and plan (P-G-P)**.

The coach establishes the priorities for the session; deciding what the focus of the session will be in terms of football skills, Sport2Life skills, or health lifestyle themes. The coach then sets goals for the session and then a session plan developed. The coach then delivers the session. Following the session the coach reviews how things went. What the coach learns from conducting the session will then inform the planning of the next session.

Monitoring, evaluation & learning follows the plan, deliver and review process. During the session the coach is monitoring, observing and collecting information. Post the session the coach takes time to evaluate the session; interpreting and analysing the information collected. Finally the coach applies what has been learned to the planning of the next session.



Monitoring and evaluation of coaching sessions and using the learning from this process is an often neglected part of the coaching process. However, it is one area where coaches have the opportunity to reflect and improve on both their performance and that of their players.

During the evaluation the coach needs to compare what took place during the session with what was planned. The sample session planner included in this manual includes sections for coaches to record their observations and to review the session.

The review of a session might ask some of the following questions:

1. Did the session run according to the plan, if not what adjustments were made and why?
2. Were the goals for the session met?
3. Were the activities planned appropriate for the players and the goals of the session?
4. What was the feedback from the players on the session? Were they happy with it? Did they feel challenged? What did they learn from the session?
5. How was the coach's management of the session, including health, safety and welfare issues?
6. How can future coaching sessions be improved?



It is useful for coaches to discuss what they have learned from reviewing and evaluating their session with a fellow coach and getting some feedback from them. It is also good to keep a record of your evaluations and learning for future reference, either using the sample planning sheets or by keeping a coach's diary.

What are the benefits of the monitoring, evaluation and learning process?

The monitoring and evaluation of sessions is as a valuable development tool for both the coach and players and can:

- improve coach and athlete performance;
- identify areas for improvement and development;
- provide a measurement of where improvements take place;
- provide a measurable assessment of the success of a training programme;
- help deliver player-centred, developmental training programmes;
- motivate players and coaches and ensure they are working at an appropriate level.

The information collected from individual sessions along with the use of other assessment tools can be used for an evaluation of a coaching programme comprised of a number of sessions.

BEYOND FOOTBALL

As youth football coaches our sessions are likely to be aimed at not just improving the young players' football skills, but also whether they have developed the attributes associated with positive young people, and whether they have gained knowledge of health matters.

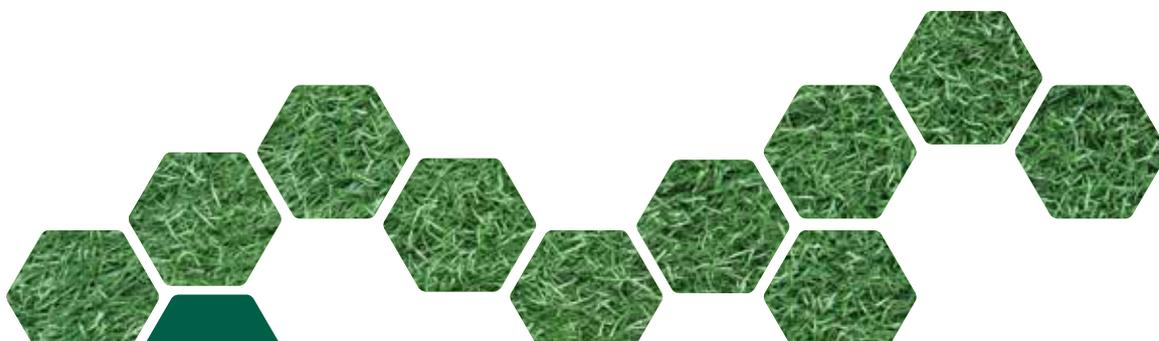
These aspects, the high impact attributes and knowledge of health matters are best measured through pre-test and post-test questionnaires conducted before the start of a programme of football sessions that may be conducted over a period of weeks and then at the conclusion of the programme. These questionnaires are designed to assess the knowledge, attitudes and practice (KAP) of the young people participating in the programme and are often referred to as KAP questionnaires.

We have attached a KAP questionnaire that you can use to assess your young players in respect of the high impact attributes and health matters.

QUESTIONING

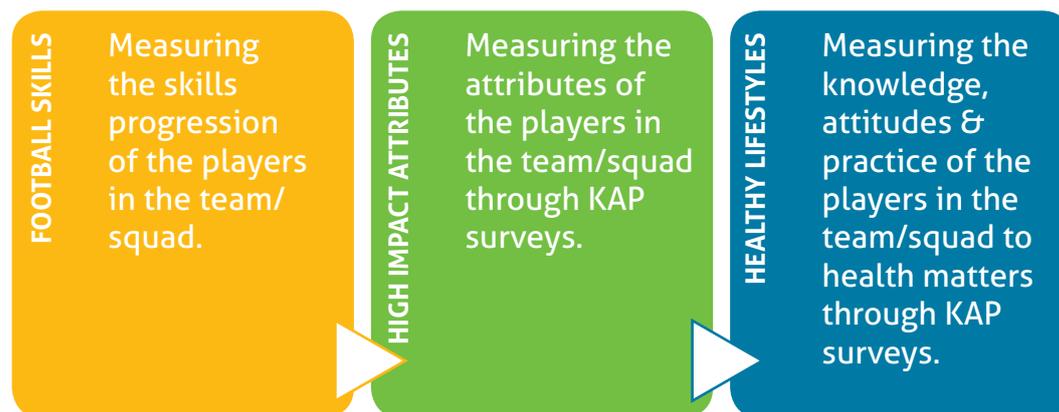
Effective questioning is a key coaching skill for coaches to enable them to assess a players understanding or to help a player learn during a session. During sessions a coach will be using questions to involve players actively, to get them thinking about the activities, to assess their understanding of the activity. Questioning during sessions becomes a part of the monitoring, observing and recording of players during sessions.

Coaches should practice and become skilled in asking effective questions and in active listening.



SPONSOR REQUIREMENTS

The monitoring and evaluation of sessions may form an important aspect of a team or a coach's agreement with funders. This is especially true when the funder is more interested in development outcomes of a programme rather than the sporting performance of players and teams. Pre-testing and post-testing offer the best solution to being able to provide sponsors or donors evidence of how their investment has benefited the young people in the programme. Before commencing the training programme you conduct a baseline assessment with all players which could include an assessment of their football skills and their life skills. The KAP (Knowledge, Attitude & Practice) questionnaire provided in this manual being used both prior to and following a programme of sessions to assess high impact attributes and knowledge, attitudes and practice in relation to health matters.



MONITORING, EVALUATION AND LEARNING TOOLS

Coaches are encouraged to use the following monitoring, evaluation and learning tools:

1. **Football4Life sign up list** - used to register all players in the team attending practice,
2. **Attendance register** - used for all sessions and to record the number of players participating in sessions delivered by coaches and the number of sessions each player has attended.
3. **Session planning & review sheets** - used by the coach to plan the session, record how the activities went and to score the overall session.
4. **Health matters questionnaire (pre and post players questionnaire)** - KAP survey used to measure players knowledge, attitudes and practice in relation to health matters prior to and after a healthy lifestyles focused programme. This questionnaire was developed for the Galz&Goals programme. The Pre-questionnaire is used at the beginning of the Galz&Goals leagues, the Post-questionnaire in the end to measure behavioural change, change of attitudes and the change of knowledge due to the attendance of the programme. The manual covers the same healthy lifestyle themes the survey does and also integrates the Sport2Life approach. Therefore, the survey can also be used by any other coach for their team. We have included the survey which has been adjusted for use with boys and girls here.



V-POWER ANGELS

8

V-POWER ANGELS

5

V-POWER ANGELS

11

Football4Life Sign Up List

No	First Name	Surname	Date of Birth	ID Number	Football Federation Number	Telephone Number	Address
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

Planning & Evaluation Sheet

Date:	Venue:
Coach:	Number of Players:

Session Objectives / Focal Points

(Football, Sport2Life, Healthy Lifestyle Theme)

Warm-Up

Time Allocated	Diagram
Organisation of Activity	
Variations	
Assessment of Activity	

Main Part 1

Time Allocated	Diagram
Organisation of Activity	
Variations	
Assessment of Activity	

Main Part 2

Time Allocated	Diagram
Organisation of Activity	
Variations	
Assessment of Activity	

Planning & Evaluation Sheet

Conclusion	
Time Allocated	Diagram
Organisation of Activity	
Variations	
Assessment of Activity	

Score 1 – 5 where 1 is poor & 5 is Excellent Venue:					
Player's Enjoyment		Player's Involvement		Player's Improvement	
Overall Organisation of the Session		Your Communication		Your Planning	
Your Adaptability		Player's Knowledge Improvement		Overall Score for Session	

START OF SEASON - Player Survey

1
PRE

This questionnaire helps us understand whether Football4Life meets your information and health needs. Please answer truthfully. If you are not comfortable with a question, leave it out or mark the appropriate box.

All answers are confidential. DO NOT PUT YOUR NAME ON THIS SHEET.

Date (dd/mm/yyyy)	<input type="text"/>	Region	<input type="text"/>
Name of your School	What grade are you in?		
Name of your Team	What league do you play?	<input type="checkbox"/> Under 13	<input type="checkbox"/> Under 15
		<input type="checkbox"/> Under 17	<input type="checkbox"/> Under 20

What do you know? Carefully read the statements below. Are they TRUE or FALSE? Mark your answer .

- If you have only one sexual partner, you are safe from HIV and other sexually transmitted infections. TRUE FALSE
- Young women/girls are more likely to get HIV from unprotected sex than young men/boys. TRUE FALSE
- Young women/girls cannot fall pregnant when they have sex for the first time. TRUE FALSE
- You can live with HIV for many years without feeling sick. TRUE FALSE
- There is nothing a pregnant woman with HIV can do to protect her baby from the virus. TRUE FALSE
- If you are 16 years old, you can get tested for HIV without your parents. TRUE FALSE
- When it comes to HIV, sex with an older man/woman is riskier than with a partner your own age. TRUE FALSE
- I can easily get information about HIV&AIDS, contraception and sexual health. TRUE FALSE

Know your skills! Do you recognise the skills described in the examples below? Read carefully and mark your answer .

9. Thinking about what the most important things to focus on are in your life right now is an example of...

- SPEAKING UP SETTING & ACHIEVING GOALS BEING PREPARED

10. Thinking about options and consequences before making a decision is an example of...

- BEING AWARE OF YOUR SURROUNDINGS DISCIPLINE SURROUNDING YOURSELF WITH PEOPLE WHO SUPPORT YOU

11. Taking a stand for what you believe in is an example of...

- BEING PREPARED SPEAKING UP DISCIPLINE

12. Developing a study schedule to help you stay on top of your studies is an example of...

- SPEAKING UP SETTING & ACHIEVING GOALS BEING PREPARED

13. Staying at home to be ready for the next day's game, even when there is a big party is an example of...

- BEING AWARE OF YOUR SURROUNDINGS DISCIPLINE SPEAKING UP

14. Having at least one person in your life that you can always ask for help is an example of...

- SPEAKING UP DISCIPLINE SURROUNDING YOURSELF WITH PEOPLE WHO SUPPORT YOU

START OF SEASON - Player Survey - Continued

What do you think? Carefully read the statements below. Do you agree or disagree with them? Mark your answer .

15. In a relationship, partners should take important decisions together. AGREE DISAGREE NOT SURE
16. In some situations, a man/boy has the right to hit his partner. AGREE DISAGREE NOT SURE
17. A girl can have a boyfriend without having sex. AGREE DISAGREE NOT SURE
18. I feel comfortable around people that I know are HIV positive. AGREE DISAGREE NOT SURE
19. In a group, I feel I have to do what everyone else does. AGREE DISAGREE NOT SURE
20. When I make a decision, I can stick to it. AGREE DISAGREE NOT SURE
21. I can set goals for myself and reach them. AGREE DISAGREE NOT SURE
22. I am comfortable asking for help if I do not know how to handle a situation. AGREE DISAGREE NOT SURE
23. I would feel shy to ask to use a condom. AGREE DISAGREE NOT SURE
24. I would feel comfortable to talk to a nurse about how I can prevent unwanted pregnancy. AGREE DISAGREE NOT SURE
25. If I tested positive for HIV, I could tell my family about it. AGREE DISAGREE NOT SURE
26. When I go out with my friends, I can have fun without alcohol. AGREE DISAGREE NOT SURE
-

And finally... We would like to ask you some questions about yourself and the Football4Life programme.

REMEMBER: Your answers are completely anonymous, so please be as open as you can. Again, mark your answer .

27. Have you already played football last season? YES NO RATHER NOT ANSWER
28. Has your team taken part in organised football activities last season? YES NO NOT SURE
29. Is your football coach a positive role model for you? YES NO RATHER NOT ANSWER
30. Does anyone in your family home support you in playing football? YES NO RATHER NOT ANSWER
31. Do you have a boyfriend or a girlfriend? YES NO RATHER NOT ANSWER
32. Has anyone ever asked you to have sex? YES NO RATHER NOT ANSWER
33. Have you ever been tested for HIV? YES NO RATHER NOT ANSWER
34. Did you have sex with anyone in the last 12 months? YES NO RATHER NOT ANSWER
35. If you had sex:
Did you and your partner use a condom the last time you had sex? YES NO RATHER NOT ANSWER
36. Do most of your friends drink alcohol? YES NO RATHER NOT ANSWER
37. Did you drink any alcohol in the last month (30 days)? YES NO RATHER NOT ANSWER
-

Thank you for completing this questionnaire!

END OF SEASON - Player Survey

2

POST

This questionnaire helps us understand whether Football4Life meets your information and health needs. Please answer truthfully. If you are not comfortable with a question, leave it out or mark the appropriate box.

All answers are confidential. DO NOT PUT YOUR NAME ON THIS SHEET.

Date (dd/mm/yyyy)	<input type="text"/>	Region	<input type="text"/>
Name of your School	<input type="text"/>	What grade are you in?	<input type="text"/>
Name of your Team	<input type="text"/>	What league do you play?	<input type="checkbox"/> Under 13 <input type="checkbox"/> Under 15 <input type="checkbox"/> Under 17 <input type="checkbox"/> Under 20

What do you know? Carefully read the statements below. Are they TRUE or FALSE? Mark your answer .

- If you have only one sexual partner, you are safe from HIV and other sexually transmitted infections. TRUE FALSE
- Young women/girls are more likely to get HIV from unprotected sex than young men/boys. TRUE FALSE
- Young women/girls cannot fall pregnant when they have sex for the first time. TRUE FALSE
- You can live with HIV for many years without feeling sick. TRUE FALSE
- There is nothing a pregnant woman with HIV can do to protect her baby from the virus. TRUE FALSE
- If you are 16 years old, you can get tested for HIV without your parents. TRUE FALSE
- When it comes to HIV, sex with an older man/woman is riskier than with a partner your own age. TRUE FALSE
- I can easily get information about HIV&AIDS, contraception and sexual health. TRUE FALSE

Know your skills! Do you recognise the skills described in the examples below? Read carefully and mark your answer .

- Thinking about what the most important things to focus on are in your life right now is an example of...

 USE YOUR VOICE P-G-P COME TO PLAY
- Thinking about options and consequences before making a decision is an example of...

 LOOK & LIST STAY IN THE GAME BUILD YOUR TEAM
- Taking a stand for what you believe in is an example of...

 COME TO PLAY USE YOUR VOICE STAY IN THE GAME
- Developing a study schedule to help you stay on top of your studies is an example of...

 USE YOUR VOICE P-G-P COME TO PLAY
- Staying at home to be ready for the next day's game, even when there is a big party is an example of...

 LOOK & LIST STAY IN THE GAME USE YOUR VOICE
- Having at least one person in your life that you can always ask for help is an example of...

 USE YOUR VOICE STAY IN THE GAME BUILD YOUR TEAM

END OF SEASON - Player Survey - Continued

What do you think? Carefully read the statements below. Do you agree or disagree with them? Mark your answer .

15. In a relationship, partners should take important decisions together. AGREE DISAGREE NOT SURE
16. In some situations, a man/boy has the right to hit his partner. AGREE DISAGREE NOT SURE
17. A girl can have a boyfriend without having sex. AGREE DISAGREE NOT SURE
18. I feel comfortable around people that I know are HIV positive. AGREE DISAGREE NOT SURE
19. In a group, I feel I have to do what everyone else does. AGREE DISAGREE NOT SURE
20. When I make a decision, I can stick to it. AGREE DISAGREE NOT SURE
21. I can set goals for myself and reach them. AGREE DISAGREE NOT SURE
22. I am comfortable asking for help if I do not know how to handle a situation. AGREE DISAGREE NOT SURE
23. I would feel shy to ask to use a condom. AGREE DISAGREE NOT SURE
24. I would feel comfortable to talk to a nurse about how I can prevent unwanted pregnancy. AGREE DISAGREE NOT SURE
25. If I tested positive for HIV, I could tell my family about it. AGREE DISAGREE NOT SURE
26. When I go out with my friends, I can have fun without alcohol. AGREE DISAGREE NOT SURE

And finally... We would like to ask you some questions about yourself and the Football4Life programme.

REMEMBER: Your answers are completely anonymous, so please be as open as you can. Again, mark your answer .

27. Have you already played football last season? YES NO RATHER NOT ANSWER
28. Has your team taken part in organised football activities last season? YES NO NOT SURE
29. Is your football coach a positive role model for you? YES NO RATHER NOT ANSWER
30. Does anyone in your family home support you in playing football? YES NO RATHER NOT ANSWER
31. Do you have a boyfriend or a girlfriend? YES NO RATHER NOT ANSWER
32. Has anyone ever asked you to have sex? YES NO RATHER NOT ANSWER
33. Have you ever been tested for HIV? YES NO RATHER NOT ANSWER
34. Did you have sex with anyone in the last 12 months? YES NO RATHER NOT ANSWER
35. If you had sex:
Did you and your partner use a condom the last time you had sex? YES NO RATHER NOT ANSWER
36. Do most of your friends drink alcohol? YES NO RATHER NOT ANSWER
37. Did you drink any alcohol in the last month (30 days)? YES NO RATHER NOT ANSWER

Thank you for completing this questionnaire!

“Sport moves
and
educates!”

**Football4Life
Manual**

