

Football4 Employability Workshop Part I

Hosted by: German Development Cooperation (GIZ) and German Football Federation (DFB)

Target group: Representatives of partner organisation of the Palestinian Ministry of Labour

Workshop venue: Ramallah, Palestine.

Part I: Friday 7th – Sunday 9th October 2016

Objectives of workshop:

- Each participant understands the Football4Employability approach.
- Each participant is able to handle the manual.
- Each participant has prepared and conducted a football training session fostering employability skills (division of participants into three working groups.)
- Each participant has the knowledge and the self-confidence to implement a video-taped football (sport) session.
- Each participant understands the “roles of a sport” and the “youth development phases”.
- Each participant enjoys the workshop and the fellow participants!!!

Friday, 7th of October 2016

Time	Session Title & Intended Outcomes	Methodology	Resources	Outcomes
08h30	Arrival and Welcome			
09h00	<p><u>Introduction & Expectations</u> By the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • Introduce the workshop facilitators and workshop participants; • Describe the Sector Programme Sport for Development; • Describe the workshop purpose & programme; • List the expectations of the workshop participants; • Agree ground rules for the conduct of the workshop. • Introduction of the manual 	<p>Formal welcome to workshop includes overview of sector programme and cooperation with Palestinian Ministry of Labour.</p> <p>Icebreaker that allows participants to meet and introduce others.</p> <p>Programme and housekeeping presented using PPT slide and flip chart</p> <p>Participants list ground rules on post-it notes and place on wall.</p> <p>Participants identify their expectations and these are written up on a flip chart.</p> <p>Introduction of manual. Hand-out of manuals. Short PPT-presentation.</p>	<p>We need to develop a program and content overview for the participants</p> <p>Program for the upcoming 8 months</p> <p>PPT Projector, Screen & Laptop Flip chart & pens Post-It notes Pin Board</p>	<p>Appoint one participant who creates a Facebook group and invites all participants and organisers</p> <p>Instructor creates a Whatsapp group and invites all participants</p>
10h30	Tea/Coffee Break	Facilitators organise expectations on pin wall		
11h00	<p><u>Evaluation of workshop expectations</u> By the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • List their expectations of the workshop; • Explain the purpose of the workshop. 	<p>Review the participant's expectations. Present the expectations of the organizers in terms of the workshop and its contribution to the programme.</p>	<p>PPT Projector, Screen & Laptop</p>	

<p>11h15</p>	<p><u>Introduction of Football4Employabilty approach</u> By the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • Describe the approach of using sport as a development and education tool • Describe the Football4Employabilty approach • List a number of life skills that can be targeted through sport → list typical problems of children and youth in all societies on earth. • Understand why 'sport for development' can be a successful tool for the work of TVET-teachers. • List further soft skills that would be learned through coaching, officiating, administering sport or by organising sports events; • Group soft skills under eight Sport2Work themes. • Describe the application of soft skills in the TVET college/workplace. 	<p>Introduce concepts of Sport for Development. → definition</p> <p>Working in groups, tasks:</p> <ol style="list-style-type: none"> 1. To list typical problems of youth in Palestine (and the rest of the world). 2. To identify sectors where sport (training for or playing sport) can contribute to the solution approach. 3. Give a description of GIZ's experience (different projects) in the field of Sport for Development. 	<p>Flipchart Paper & Pens, Slips of Paper or Post-it Notes, Blue tack, Spray mount Wall, (or Pin Board).</p> <p>Prepared PPP.</p> <p>Specific explanations.</p> <p>Group discussion Name different soft skills</p> <p>Name soft skills used in sport Examples:</p>	
<p>11h45</p>	<p><u>Practical introduction of Football4Employabilty approach</u></p> <ul style="list-style-type: none"> • Structure of training session • Integration of soft skills education in sport activities 	<p>Practical football training session by facilitators</p>	<p>Football equipment</p>	
<p>13h00</p>	<p>Lunch Break</p>			
<p>14h00</p>	<p><u>Second introduction of Football4Employabilty approach</u></p>			
<p>14h00</p>	<p><u>Theoretical Preparation Training Sessions + introduction of video analysis</u></p>	<p>Ice breaker</p>	<p>PowerPoint Projector/Slide</p>	

	<p>By the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> Describe the structure and flow of a sports training session aimed at developing a sports skill; Describe how a soft skill can be integrated into the sports training session using the sports coach's coaching skills. 	<p>Use presentation to explain the structure and flow of team sport training sessions. Give specific attention to the progression for skills from unopposed to opposed to games situation.</p> <p>Introduce the concept of connected coaching and explain how connected coaching is woven into the fabric of the sports training session to teach a soft skill.</p> <p>Introduce that the participants will be planning and delivering a sport based session on the Tuesday.</p>	<p>Manual</p>	
<p>14h00</p>	<p><u>Sports Training Session Demonstration (session with typical positive and negative examples)</u></p> <p>By the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> Describe how the session was structured and what the focus of each phase of the training was. 	<p>The instructors will conduct a (short) session with examples of positive and negative coaching behaviour.</p> <p>Model football training session with participants is conducted focused on a particular technique and demonstrating progression from unopposed, opposed and games situation. Session organised on basis of Opening-Warm-Up-Main Part-Conclusion-Closing. (instructors)</p> <p>Participants are asked to observe and feedback on the focus of each of the phases of</p>	<p>Football and basketball equipment.</p>	



		the session. Facilitator asks questions during observation to check for learning with the participants.		
15h30	<u>Reflection and Review</u> By the end of this session the participants will be able to: <ul style="list-style-type: none"> Summarise what they have learned from today. 	Participants are organised into groups and asked list what have been the significant learning points of the day for them. Each group to feedback.	Flipchart Paper/Pens	
16h00	End of Day 1	Homework: Preparation of a session	Manual	

Saturday, 8th October 2016

Time	Session Title & Intended Outcomes	Methodology	Resources	Outcomes
08h30	Arrival and daily reflection			
09h00	Video Analysis of show training session	Instructors give positive and constructive feedback	Laptop; speakers	
09h30	<p><u>Age appropriate training</u></p> <p>By the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • Differentiate between different age levels and appropriate regulation of sport training • Need assessment of the target group (LWF-students and youth between 15 to 21). • Answer the question which role could sport play in the daily routine of the LWF-students • Benefits for teachers and students 	<ul style="list-style-type: none"> • Introduction of the GIZ-methodology • Division of participants into four working groups: input on the four age groups. What is relevant in the Palestinian context? • Group discussion around target group 	<p>Banner – Development of a player</p> <p>Flipcharts/Pens</p> <p>Paper/Pens</p> <p>PowerPoint Projector/Screen</p>	
10h15	Tea/Coffee Break			
10h30	<u>Introduction into TVET system and the work of the labour ministry</u>	GIZ representative and labour ministry representative		
12h00	<p><u>Introduction of Connected Coaching</u></p> <p>By the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> • Describe the structure of a training session • Describe connected coaching – how to build a bridge between the learned soft skills on the sports ground to the college environment and the workplace • Differentiate between the opening and closing circle 	<p>Divide participants into four groups:</p> <ul style="list-style-type: none"> - one group acting and other group participates in a role-play. - One person acts as a coach; one person is an assistant coach, the others as players. - The coach talks to the players about the soft skills they have just practiced on the field and asks them to 	<p>Prepared instructions for role-play with a set of interview questions that ask about the interviewee's soft skills.</p> <p>Which soft skills:</p> <ul style="list-style-type: none"> - Adaption - Communication - Dealing with Pressure - Decision Making - Goal Orientation - Perseverance - Strategy Making 	We need to give the participants a break

	<ul style="list-style-type: none"> Theoretical integrate soft skills into the structure of a training session Facilitate a connected conversation with the players enabling them to identify the soft skills practiced during the session and to reflect on how these skills would be used in the workplace. 	<p>discuss how that skill would be applied in the workplace.</p> <p>The coach should ask open questions, direct questions so as to involve as many players as possible.</p> <p>Different person plays role of coach.</p> <p>Groups swap over after a while and first observing group now try role-play</p>	<ul style="list-style-type: none"> - Self-Confidence - Teamwork (Trust) 	
13h00	Lunch Break	Ice breaker		
14h00	<p><u>Preparation for practical Football Session</u></p> <p>By the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> Prepare a football session independently Understand the integration of the “Connected Coaching” Describe how to make an intentional connection between the use of the soft skill on the sports field and its use in the workplace. Draw sport illustration and develop an individual training plan. Write a training plan for their group. Are aware of the responsibility of each member of the group during the sport session. 	<p>Division of participants into three/four groups. Each group must prepare a full training session for youth with different hard and soft skills.</p>	<p>Prepared instructions for the group works.</p> <p>Cards with the 10 soft skills and hard skills.</p>	

16h00	<u>Reflection and Review</u> By the end of this session the participants will be able to: Summarise what they have learned from today.	Participants are organised into groups and asked list what have been the significant learning points of the day for them. Each group to feedback.	Flipchart Paper/Pens	
16h15	<ul style="list-style-type: none"> End of Day 2 	Homework		

Sunday, 9th October 2016

Time	Session Title & Intended Outcomes	Methodology	Resources	Outcomes
08h30	Arrival and daily refelection			
09h00	<u>Preparing for practical training session</u> By the end of this session the participants will be able to: <ul style="list-style-type: none"> Write a training plan for their group. Are aware of the responsibility of each member of the group during the sport session. 	Division of participants into three/four groups. Each group has to prepare a full training session for youth with different hard and soft skills.	Prepared instructions for the group works. Cards with the 10 soft skills and hard skills.	
09h45	Tea/Coffee Break			
10h00	<u>Practical football training</u> By the end of the session the participants will be able to: <ul style="list-style-type: none"> Implement a football training session independently. Lead a connected conversation. Able to prepare a training session. Able to evaluate a training session.	One group is performing the training session. Each group member has a clear role during each exercise. Two volunteers video-tape the session. All other participants will observe the session and prepare a professional feedback.		

<p>11h30</p>	<p><u>Introduction of observation sheet and feedback tools</u> – (feedback talk; videotaping) By the end of the session the participants will be able to:</p> <ul style="list-style-type: none"> • Give positive and constructive feedback to the fellow participants. • Receive and except constructive feedback from fellow participants • Fill out the observation sheet 	<p>Principles of feedback sessions. What is positive feedback and why is it important? What is constructive feedback and why is it important?</p> <p>Explanation of observation sheet</p> <p>Explanation of feedback with videos.</p>	<p>Videos from coaches from the last workshop.</p> <p>PPT for principles of feedback session.</p>	
<p>13h00</p>	<p>Lunch Break</p>			
<p>13h45</p>	<p>Preparation practical session</p>			
<p>14h15</p>	<p><u>Practical football training</u> By the end of the session the participants will be able to:</p> <ul style="list-style-type: none"> • Implement a football training session independently. • Lead a connected conversation. • Able to prepare a training session. • Able to evaluate a training session. 	<p>One group is performing the training session. Each group member has a clear role during each exercise.</p> <p>Two volunteers video-tape the session.</p> <p>All other participants will observe the session and prepare a professional feedback.</p>		
<p>15h30</p>	<p><u>Reflection and Review</u> By the end of this session the participants will be able to: Summarise what they have learned from today.</p>	<p>Participants are organised into groups and have to list the significant learning points of the day. Each group to feedback.</p>	<p>Flipchart Paper/Pens</p>	
<p>15h45</p>	<p>End of Day 3</p>	<p>Homework: Video-taping a session</p>	<p>Homework description in Arabic</p>	<p>Learning how to use videos as a learning tool</p>