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SPORT BUILDS GENERATIONS A PRACTICAL GUIDE FOR SPORT AND LIFE SKILLS

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CODE OF CONDUCT

I understand and accept the responsibility that accompanies my role as a trainer. I promise to be a role model for my players and for the community and to promote high standards of behavior in and outside the game. Through my position and my abilities, I pledge to satisfactorily observe and implement the Code of Conduct. Inside and outside the pitch and during work with the players, I commit to the following statements:

- ☐ I must respect the rights, dignity and worth of each and every person and treat each equally within the context of the sport.
- ☐ I must place the well-being and safety of each player above all other considerations, including the development of performance.
- ☐ I must adhere to all guidelines laid down by governing bodies.
- ☐ I must develop an appropriate working relationship with each player based on mutual trust and respect.
- ☐ I must not exert undue influence to obtain personal benefit or reward.
- ☐ I must encourage and guide players to accept responsibility for their own behavior and performance.
- ☐ I must ensure that the activities I direct or advocate are appropriate for the age, maturity, experience and ability of players.
- ☐ I should, at the outset, clarify with the players (and, where appropriate, parent) exactly what is expected of them and also what they are entitled to expect from their trainer.
- ☐ I must co-operate fully with other specialists (e.g. other trainers, coaches, officials, sports scientists, doctors, physiotherapists) in the best interests of the player.
- ☐ I must always promote the positive aspects of the sport (e.g. fair play) and never condone violations of the Laws of the Game, behavior contrary to the spirit of the Laws of the Game or relevant rules and regulations or the use of prohibited substances or techniques.
- ☐ I must consistently display high standards of behavior and appearance.
- ☐ I must not use or tolerate inappropriate language and violence.

I understand and I will act accordingly to this Code of Conduct.

Signature

Town / City

Date



“We, JFA believe that anyone can play football; whether in the bustling capital Amman, or in a small village in the South. In Jordan, football is about the people, the players and the fans. It is a celebration of our culture, our beliefs and our connection to the global community”.

Jordan Football Association

FOREWORD

Dear esteemed sports colleagues and all who see sport as a way of life.

As President of the Jordan Football Association (JFA) and the West Asian Football Federation (WAFF), I have witnessed firsthand the power of football in promoting growth and generating peace.

Football can bring people together, create values, and foster team spirit and feelings of community belonging. It can also educate people and

promote development; it can help curb violence and has a positive impact on the physical and emotional well being of children and young adults.

Football dignifies the individual as it can influence social change based on principles and ideals. Finding joy in football, as well as self-discipline, dedication, and sportsmanship in the realm of healthy competition changes expectations and influences how we relate to others. Football can form idealistic and dedicated people with clear life goals and the ability to coexist peacefully in society.

We are thus not primarily concerned with the development of qualitative results but more so the social aspect of the game. I support work that promotes personal development, improves the quality of life, and ensures social cohesion between members of a community.

I am very pleased with the efforts, dedication, and research compiled in this manual. The proposed methodology uses football as a tool for the physical and personal training of our youth. To this end, the JFA works strategically alongside GIZ, the German Agency for International Cooperation in Jordan, in the promotion of life skills through qualitative football training in Jordan.

Yours in football,



A handwritten signature in dark ink, consisting of a series of fluid, connected strokes.

HRH Prince Ali Bin Al Hussein

President of the Jordan Football Association



The Ministry of Education is the political partner of the GIZ Sport for Development program in Jordan. It supports the program in the adaptation of the Sport for Development methodology to the Jordanian context and actively promotes its implementation in schools. Accordingly the MoE identifies schools and teachers all over Jordan that can benefit the most from the Sport for Development concept and enables them to learn and proactively use the Sport for Development approach in- and outside their school classes.

The Ministry of Education

Dear esteemed colleagues who educate children and youth,

The values that can be learnt through sports and other games and activities such as trust, dependability, discipline, honesty, respect, fair play and self-awareness are valid both on the field and beyond.

Sports unite children and young people regardless of their age, gender and cultural and social background.



It empowers them to become confident, open-minded and supportive members of their community and to function as role models for others. Moreover, sports play an important role in increasing and supporting gender equality.

By utilizing the attractiveness of sport to teach competences for employability, such as teamwork, communication skills and perseverance, we support the personal development of young people – the ones who will shape their country's future.

Behind every successful player is a committed trainer. Since children look up to their elders, teachers and trainers, it is our duty to take full responsibility for fulfilling our duties as role models. Therefore, it is not only the children who are in need of training and guidance but also us. As trainers, teachers, mentors, partners, friends and more, we are also in need of steady guidance and support.

It is for this reason that we support this manual as it provides an all-encompassing guide for both trainers and the trainees. The values and skills conveyed can be adapted to all aspects of life, which consequently leads to a more promising future for us all.

A handwritten signature in black ink, consisting of a long horizontal stroke followed by a series of loops and a final flourish.

Dr. Omar Ahmad Al-Razzaz
Minister of Education

Project Description

Sport has played an increasingly important role in development cooperation in the last few years as its social and integrative impact can significantly contribute to the prevention of violence, conflict management, peace promotion and international understanding. Sport can help people gain self-confidence and reduce the sense of paralytic helplessness; these characteristics improve an individual's capacity to manage stressful and conflictual situations. An exchange of experiences through sports, games and movements is enabled. This exchange is mutually beneficial to local citizens, refugees and internally displaced persons and counteracts possible conflicts and violence through this shared experience and learning. The experience to date has shown that sports promote competences, encourage dialogue and can contribute to relevant development goals and potential cooperation.

The aim of the project is to use "sport for development" in host communities in Jordan more intensively to promote psychosocial support, violence prevention and conflict management. Additionally, it aims to tackle other relevant societal matters—such as gender equality, integration, education, conflict transformation—and to convey life skills, particularly to children and young adults. Fostering life skills through sport can help individuals to master difficult situations and to develop perspectives. The project will be implemented throughout Jordan and will target children and youth who reside in areas with a high percentage of refugees, most notably the northern provinces.

On the individual level, the project and the manual aim to promote the practice-oriented qualification of an adequately high number of female and male teachers, trainers, social workers and multipliers through "sport for development" so that sufficient school (formal) and non-school (informal) educational institutions implementing this project can offer it in their respective sport facilities, municipalities and in the participating schools. By adapting sports activities that are based on scientifically acknowledged pedagogical methods and the "Do No Harm Concept", the project can also integrate disadvantaged and disabled young people into greater society – those who are commonly regarded as having little chance of success in life. It also encourages girls and young women to get more involved in society.

The GIZ Sport for Development project collaborates with the Ministry of Education (MoE), the Jordanian Football Association (JFA) and the Asian Football Development Project (AFDP). It also works closely with the German Football Association (DFB). These collaborations ensure the qualitative development and implementation of the project.

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The Trainer

Chapter II
Fundamental Knowledge

Chapter III
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INTRODUCTION

Football is the most popular sport in the world. As a universal sport with no barriers or limits, it does not discriminate against race, gender, social status or age. It can simply be enjoyed by everyone! For these reasons, it has become an ideal tool for developing communities.

The United Nations recognizes the influential role of sport in Resolution 58/5 of 2003, stating that football is a "means of promoting education, health, development and peace" in the world. The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, which promotes international development by order of the Federal Ministry for Economic Cooperation and Development of Germany (BMZ), has been implementing the Sectorial Program (SV) since 2013. "Sport for Development" is a strategy that promotes the use of sport particularly football – to convey principles, values and skills for society in a fun and enjoyable way.

The Regional Program has been present in Jordan since mid-2016. It is a platform for developing and implementing projects that encourage the personality development of children, adolescents and young people. Improved coexistence and social inclusion between refugees and greater treatment of trauma and violence prevention are also key components. Moreover, the program aims to strengthen the alliance between several national and civilian actors around the country. It focuses on vulnerable and disadvantaged populations without distinction.

The methodology presented in this manual is based on the belief that personal development and societal functioning encompass at least five basic principles: empathy, tolerance and respect, fair play, (self-) discipline and confidence. The trainer fosters these principles.



The methodology aims to combine sports training with the transmission of these basic societal principles. Through training and playing the game, children and youth are taught in a practical way and replicate these principles in their daily lives. Ultimately, this process impacts their behavior and coexistence in their community. The present methodology equips the trainer with a set of tools that can be utilized during their training with young people. The focus is to promote the development of social skills along with the techniques of the sport.

The structure of the manual and our training follows the philosophy of the Sport for Development approach, which specifies that the trainer needs certain elements in a certain sequence for working with children and youths. First, he must have social competence, followed by expertise and by methodological competence. This leads to the quality of results. Therefore, the following structure is obtained:

The first chapter of the manual provides the social competences by describing and reflecting on the role of the trainer, his responsibilities and the skills and competencies required for working with boys, girls and youth. This part describes the legal framework, the social and sporting needs of the children, the obligation to protect children, the scope and limits of work and offers practical recommendations about working with children and youth.

The second chapter imparts the sport specific expertise, which includes basic knowledge about training, and presents the concept of integral training. Here we explore the technical, physical, social and psychic skills necessary for training. Teaching methods developed by age range are presented. It describes the basis of an ideal planning of a training session and of the activities developed before, during and after. The topic of trauma and violence is presented. There are indications of trauma, how to recognize it and deal with the topic to improve the situation of affected children and youth. Furthermore, the specific role and responsibility of the trainer for dealing with traumatized children and youth will be discussed. Practical exercises will also be presented.

The third chapter, which offers the methodological competence, describes through images the exercises and activities of each age range that must be taken into account in the development of a training session. Practical examples that guide trainers on how values can be taught through structured training sessions from sensitization to warm-up, main part, conclusion and reflection.

The fourth chapter reviews important issues related to training and play. Here we go deeper into issues such as the regulation, first aid, self-care through nutrition and hydration as well as hygiene.

The fifth chapter gives practical tips, examples of games as well as practical references on organizing of tournaments.

An appendix closes the manual. Templates are presented for the planning of training sessions or the development of excises and games.

CHAPTER I

THE TRAINER





THE TRAINER

INTRODUCTION

Many children and young people in Jordan play sports. Whatever their performance, gender, social background and educational level, they all have one thing in common: they are exceedingly keen on sports. However, they face a wide range of internal and external challenges in this area while growing up. The trainer plays a key role in providing high quality sport instruction to encourage positive social values and cultivate life skills among young people.

The trainer and, in particular, teachers have a very important job. In their daily work, they contribute to the efforts of parents to raise and educate their children. By doing so, they become instrumental in the individual progress of each child and in the healthy development of society.

In working with children and youth, the trainer plays multiple roles and has several responsibilities, which are governed by various contexts: while in the company of young people, while with the families and while in the community in general. The trainer is a teacher, guide, friend and role model for young people and is recognized by the community for his/her work with its children and youth. The code of conduct at the beginning of this manual includes key points for good behavior of the trainer. By following this code, the trainer can fulfil his/her responsibilities and roles and become a positive example for the children and youth and the community.

Every trainer who works with young people has a great opportunity and a great responsibility to actively participate in the athletic and personal development of the children and youth under his / her supervision.

The future success of children and youth is greatly influenced by sport education and socialization. However, this does not happen simply because a child does sport. Participation alone does not contribute to positive community growth. Rather, their active engagement in the game allows them to learn to cope with victories and defeats, to be disciplined, or to understand the concept of fair play.





The success of this approach relies on the trainer. S/He must act as a role model, prescribe rules and ensure their compliance, guide the players, and give feedback on their behavior over and over again. Being a model for the children and youth and for the community implies that a trainer's actions will be recognized as exemplary and that their behavior will be copied. The trainer must recognize his/her influence on the children and youth and the community and act accordingly to promote the positive development of young people and peaceful coexistence. Therefore, being a role model affects the behavior of the trainer. S/he must live the values he wants to convey and act conscientiously to avoid giving a bad example. The trainer should be open to further learning, as s/he will work in a dynamic learning space in which everyone involved, including the trainer, learns constantly. It is your duty to continue to develop your own personality and change your mentality to continue being an effective role model. This requires self-assessment and self-criticism and the will to continue to form one's own person. Understanding and accepting your responsibilities as a role model will help you in this task.

By influencing the behavior of children and youth, the trainer has great opportunities to prevent violence both on the court and in the community in general. The trainer is more than a physical educator. S/he lives, teaches and promotes positive and non-violent forms of behavior without losing authority and control. The trainer supports young victims of violence (e.g. domestic violence), social exclusion, or children at risk of being recruited by actors of armed conflicts or gangs. At the same time, s/he works with young perpetrators to change their behavior to foster feelings of empathy and responsibility.

It is only through the efforts of the trainer that sports can contribute positively to young people's overall development. Without trainers, even negative effects threaten, e.g., the result of the game or victory is more important than fair play.

Nobody expects a caregiver to be perfect and not make mistakes. Nevertheless, you should be aware of the fact that you have great responsibility. You have the power to influence more than just the sport.

This chapter reflects on the rights and needs of children and the basic responsibilities, roles and capacities of the trainer and gives practical recommendations on how to work with children.

THE ROLES OF THE TRAINER - ON AND OFF THE COURT

This chapter reflects on the rights and needs of children and the basic responsibilities, roles and capacities of the trainer and gives practical recommendations on how to work with children.

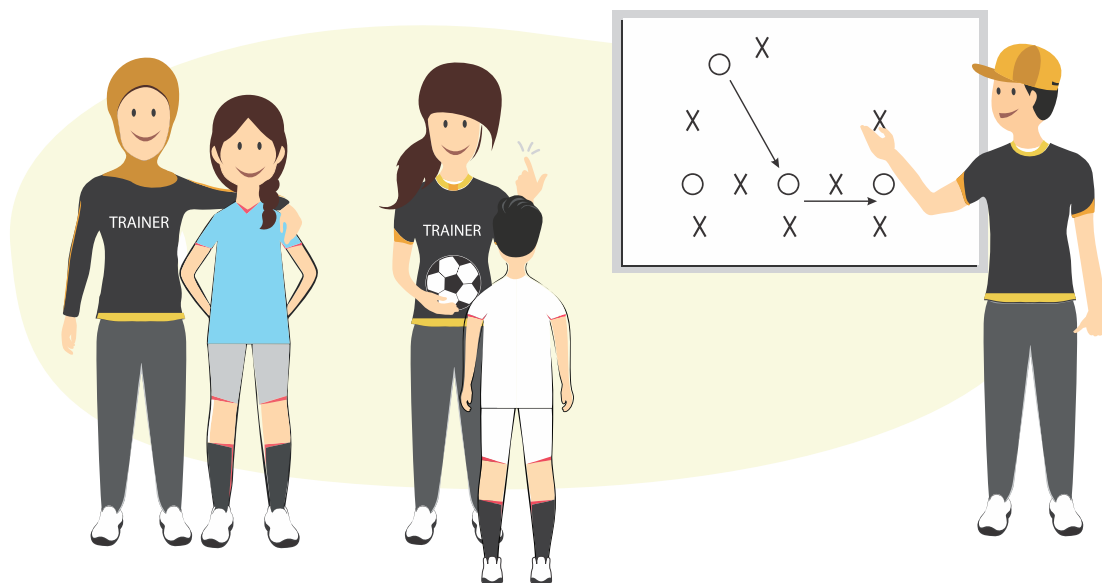
Trainers working with children must always be aware that the care and support of young players transcends victories and championship titles. Trainers accompany young people in their search for identity. In short, the fun and joy of playing and doing sports is the basis for this type of development. That being said, a trainer in children's and youth's sports cannot be stiffened by the role of a "play and training organizer", because youth work in sport always has to fulfill valuable educational and social expectations.

This function as an important reference person and model in sporting situations must always be aware of every youth trainer. More: Nor does he have to direct his whole appearance following this. These social and pedagogical requirements are what each childminder requires further tasks, which at first glance go far beyond the "classic" requirements of a trainer in sports. This includes cooperation with parents and school as well as the planning and organization of sports activities.

Therefore, being a trainer involves much more than teaching sport techniques and organizing a team. Besides the teacher, the trainer represents one of the central 'institutional' resources. His/her performance or behavioral assessments make a significant difference to the player's future academic and sporting careers. The trainer should promote the development of children and youth as players and as individuals both on and off the pitch. A trainer plays multiple roles: s/he is responsible for promoting skills development through instruction and motivation, while analyzing performance in order to offer guidance.

The trainer guides the children and youth in life and in their chosen sport. Consequently, the trainer must fulfill many different roles, including:





Planner, counselor, facilitator, teacher, friend, mentor, advisor, expert, consultant, demonstrator, organizer, mediator, fan, evaluator, supporter, instructor, counsellor and motivator.

In order to complete the various roles, the trainer must always question his own behavior, e.g. in relation to:

- The appearance in front of the own/other team(s)
- Showing interest, leadership and passion
- Knowing the personality of the players and their surroundings
- Dealing with victory and defeats
- Conflict management
- Giving freedom, but also protecting
- Providing opportunities for developing creativity, risk-taking and independence
- Giving rules and sanctions
- Strengthening the self-confidence of the players
- Dealing with your own mistakes
- Providing a pleasant team atmosphere
- Praising and encouraging
- Efforts to further education

The trainer does not have a static role: he has to fulfill different roles and adjust to the needs, expectations and abilities of the children, which change according to their mental and physical development.

Fulfilling changing roles and expectations requires a high flexibility of the trainer. He is able to adapt and respond quickly to different expectations. Learning in children and youth training, moreover, is not unilateral: it is a dynamic learning space in which the trainer teaches, but also learns in interaction with the children. A high willingness to listen and learn is a fundamental requirement for the trainer, as well as the ability to adjust his teaching to the specific needs of children.



THE RESPONSIBILITY OF THE TRAINER

- Ensuring the long-term balanced development of the young people, taking into account the physical, technical, psychological and social needs of the children.
- Ensuring the health and safety of the children involved in the activities you organize and lead. You must be trained in first aid.
- Taking care of the children and youth, which includes protecting them from abuse.
- Planning and evaluating your training classes.
- Offering opportunities for children and youth to play sports and have fun.
- Involving and facilitating the participation of young people in the decision-making about activities.
- Helping the children and youth to develop as young players.
- Being a positive role model for children.
- Taking responsibility for the behavior of the players on the court.
- Undergoing training and updating your own knowledge of the sport and coaching.
- Responsibly managing sports materials, spaces and the environment.



This means that you have to actively promote the development of the technical and tactical skills of the children, their physical state, the development of their mental state or psychological condition, and their social skills.



What trainers can offer in the framework of the rights and needs of children and youth

People under the age of 18 are generally understood to be children. Jordanian law follows this rule. According to the juvenile justice system, children can be divided into three groups. Those up until 12 years of age are considered to be children, those who fall between the years of 13 and 15 are teenagers, and 15 to 18 year olds are considered youngsters. It should be noted that those who fall between the ages of 7 and 18 can be held partially responsible for their actions.

Jordan has ratified the Universal Declaration of Human Rights, which includes two articles that refer to children specifically as well as the Convention on the Rights of the Child, which is explored further below.

In Jordan, children below eighteen years of age constitute a social group of almost 40% of the population. Such a figure highlights the need of having highly qualified trainers to help guide future generations. The need is again highly emphasized since age, as a measure of status, renders children as the most powerless members of a community.

For consideration of refugee children:

As the Committee noted, despite the conclusion of a memoranda of understanding between the Jordanian Government and the United Nations High Commissioner for Refugees (UNHCR), Jordan's decision not to become party to international conventions related to refugees, asylum seekers and stateless persons continues to leave these children without the protection of a specific legal framework. This existing legal difference between Jordanian children and refugee children and youth is an important fact which needs to be taken into consideration when working with this group of children.

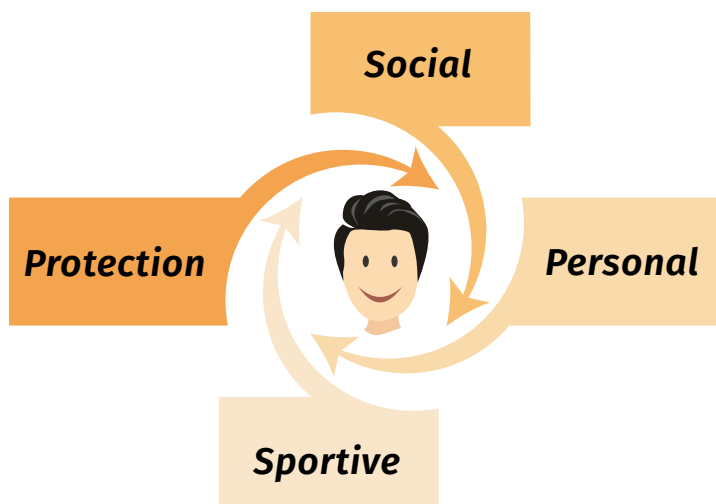
When working with children and youth, trainers should follow the guidelines of the Declaration of the Rights of the Child of the United Nations. The declaration lays down ten principles:

1. The right to equality, without distinction on account of race, religion or national origin.
2. The right to special protection for the child's physical, mental and social development.
3. The right to a name and a nationality.
4. The right to adequate nutrition, housing and medical services.
5. The right to special education and treatment when a child is physically or mentally handicapped.
6. The right to understanding and love by parents and society.
7. The right to recreational activities and free education.
8. The right to be among the first to receive relief in all circumstances.
9. The right to protection against all forms of neglect, cruelty and exploitation.
10. The right to be brought up in a spirit of understanding, tolerance, friendship among peoples, and universal brotherhood.



The responsibility of the trainer to meet the needs of children and youth

Children and young people have social needs, protection needs, personal needs and sportive needs. Trainers can meet these needs through sport.



The sports trainer and the protection of children

Children have the right to be protected from abuse and from any general harm or damage. Trainers have a moral duty to care for and protect children and youth.

A trainer should recognize at least the following types of abuse: physical abuse, emotional abuse, sexual abuse, neglect or abandonment, and bullying.

Physical abuse: A child is inflicted by physical harm by an adult hand or when an adult supplies illegal substances e.g. alcohol or drugs to a child.

Emotional abuse: A child is exposed to persistent criticism, denigration, or confronted with unrealistic expectations.

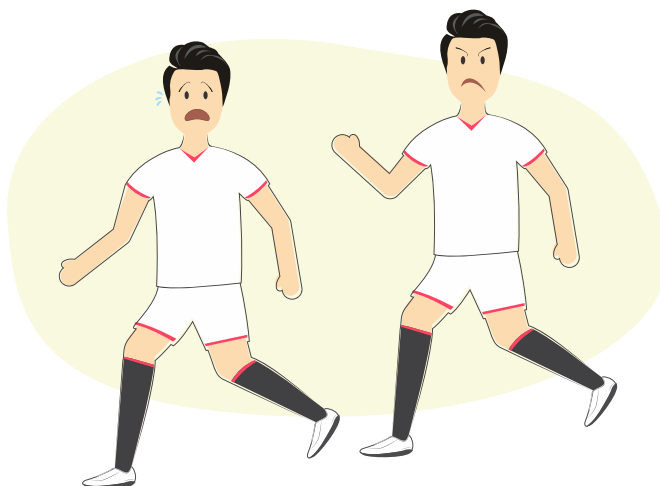
Sexual abuse: A child is used to satisfy sexual needs.

Neglect / Abandonment: A child's basic needs are not met, or the child is regularly left alone or without supervision.



Bullying: Adults or peers show permanent or repetitive hostile behavior or intimidation towards a child or adolescent.

Victim of armed conflict: A child who is physically or emotionally harmed by being subjected to the events of internal warfare, such as the splitting or loss of family members (death or disappearance of the father, mother, brother, sister, etc.).



Children and youth trainers should be able to recognize these five common forms of abuse and should be trained in children and youth protection to know how to respond to situations of abuse.

Children and youth trainers should be aware of their responsibility as role models. They must live and demonstrate good practice and should never abuse their position of trust.

Bad practices of trainers

Bad practice occurs when the basic needs of children and youth are not met or when their well-being is threatened.

Malpractice does not necessarily constitute abuse in itself, but rather creates environments that favor abuse. Common examples of bad practices are:

- Proposing excessive or inappropriate training for the age or stage of development of a young person that can cause injury.
- Focusing training on the most talented players and not involving all members of the group equally.
- Working with children individually without the presence of other adults.
- Ridiculing and criticizing a young player who makes a mistake during training or a match.
- Allowing players to abuse their teammates, opponents, bystanders or referee.



- Neglecting health, hygiene and safety guidelines.
- Intentionally ignoring the needs of the team.



Scope and limits of a trainer's prevention of trauma and violence

The Sport for Development approach follows the “do no harm” principle. Consequently, the trainer should avoid unintended consequences of conflict situations and, therefore, unwanted intensification of this conflict through certain behavior. A trauma-sensitive approach takes into account the vulnerabilities of the people who have been exposed to such experiences. It attempts to avoid re-traumatization and instead focuses on rebuilding a sense of security and trust. For the trainer this means that s/he should take all precautions not to risk causing more harm than good. The trainer should create a positive atmosphere of a general (social) well-being in which children and youth feel safe and comfortable and enjoy doing sports. The term 'well-being' is used greatly to describe mental health, though it can also be applied in a broader context. Psychosocial well-being refers to a positive physical and mental condition, which benefits personal growth. Therefore, the trainer has a direct influence on children and youth. Through coaching, the trainer can change a child's behavior and protect him/her from certain social risks. Creating an environment of general (social) well-being is an important part of working with potentially traumatized children and youth. This topic is addressed further in Chapter 2 under the heading of trauma and violence prevention. The following are within the trainer's reach:

- Influence the behavior of the children and youth on and off the court. Remember that you are responsible for them and for their behavior!
- Control your own behavior. Be a good example for children and youth to imitate.

- Increase the sphere of non-violence on and off the court (e.g. controlling the type of language-both physical and verbal-used on the court). Over time, children and youth will bring non-violent language to their home and community.
- Intervene not only in physically violent but also culturally violent situations expressed on the court.
- Reduce the expression of violence on the pitch by prohibiting the consumption of alcohol and drugs in these spaces.
- Ensure the safety of children (e.g. finish training before nightfall, ensure that children and youth walk in groups, and seek a training space in a lower risk area, such as away from urban areas).

In summary, the trainer should uphold safety standards and protect the children and young people from social dangers by creating a safe environment and encouraging good (social) well-being!



However, there are limits to your influence and action. The following are out of reach:

- Influence and control the behavior of opposing team players, fans, or parents and families.
- Influence or change the socioeconomic environment of children and prevent them from being exposed to social risks.
- Provide expert help (e.g. psychological support) or solve conflicts of the children and youth with the law.
- Avoid threats or direct crimes.



- Provide complex medical care. You must be able to provide first aid, but professional help should be called immediately if a child is seriously injured.
- It is important that you recognize the limits of your actions and seek professional help when situations require it

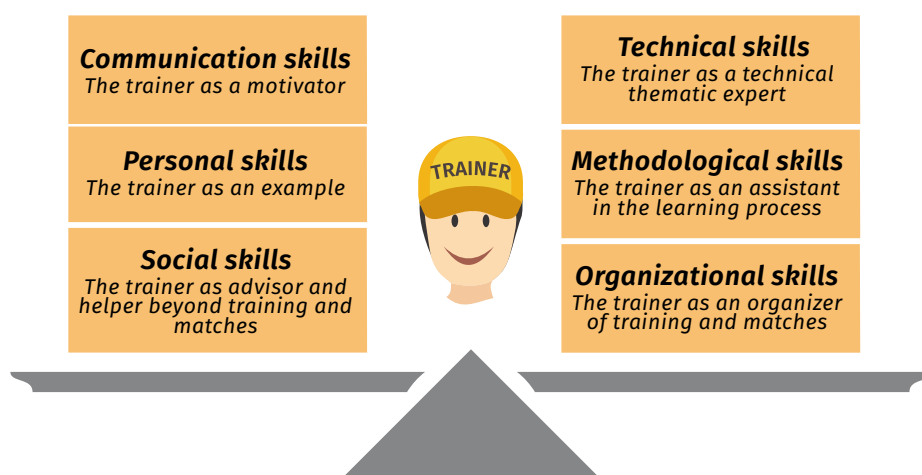


SKILLS AND COMPETENCIES OF A GOOD TRAINER

Capabilities that identify a good sports trainer for children and youth

It is not enough for a trainer to adjust training activities according to the age of the children and youth. Apart from having certain skills related to sport (technical, methodological, organizational), trainers have to have social and personal skills to take care of children and youths beyond training and matches.

A children and youth trainer must master and be able to balance five skill areas to ensure the greatest impact:



Frequently, not enough attention is paid to personal and social skills. Two points emphasize the importance:

- The role of each leader—be it a trainer, young leader, director or other—is exercised in and on a social structure. To apply thematic expertise and to ensure that the message arrives and is accepted by the recipients requires not only methodological skills but also social skills.
- Especially in the area of children and youth training the official collaborators of the institutions become a model for the children and youth. The model cannot decide if he wants to be a model, this is decided exclusively by the children and youth. If the person becomes a model depends largely on how he performs the function of his position.

Studies indicate that the personality of the trainer - especially his social and personal skills - is crucial for the children and youth to enter and remain in the sports institution and follow the chosen sport.

Personal and social skills include:

- Taking all children and youths seriously.
- Showing your human side (demonstrate humor, be a role model, motivate, advise, listen, and express genuine and consistent behavior).
- Promote the autonomy of the children and youth and the spirit of the team.

Technical, methodological and organizational skills include:

Techniques:

To have knowledge of the sport; to be an expert in the sport that the trainer teaches.

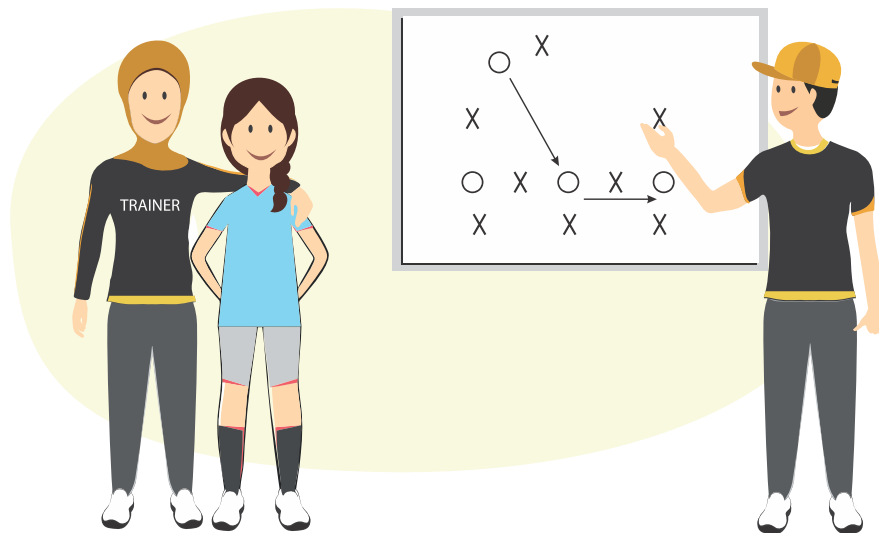
Methodological:

Know how to select and transmit the contents of the training appropriately for the different age groups; support the learning process.

Organizational:

- Implement content with agility; organize the learning.
- Apply the recommendations offered in this manual to the actual conditions in the local spaces. The trainer can creatively adapt and perform recommended exercises, even under non-optimal conditions. It is essential that you look for opportunities and alternative implementation methods. Be recursive!



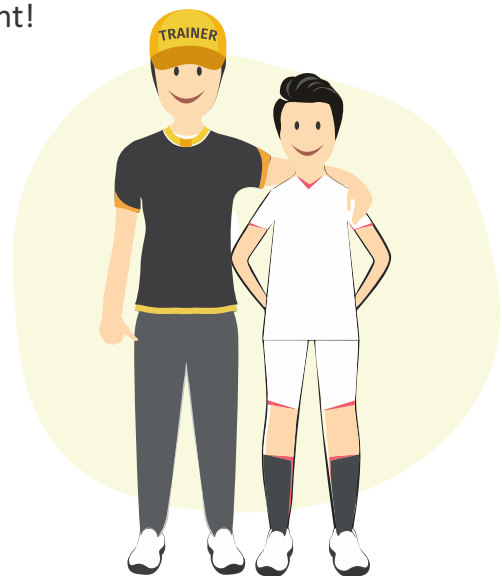


For young players, trainers are not just specialists in different sports but also models of how to exercise and live. Trainers can be role models, confidants who guide in matters of daily life, or adult friends with life experience who understand sports. Trainers convey much more than technical sports knowledge to young players. They also assist and support children in handling situations of their daily lives.

Trainers, do not be scared! The intention is not to overwhelm you. Educational and social activities do not mean extra work, but are always part of training and play. Rather, this is an invitation to further develop the social and personal capacities you already have.

Children and youth trainers should:

- Have a heart for children! - This is a basic requirement!
- Be passionate about the work.
- Convey joy and fun.
- Express recognition and praise for positive acts.
- Demonstrate and live positive values.
- Guide group processes and develop team spirit.
- Establish and maintain contact with parents.
- Work well with children and youth.



The contribution of the trainer in the development of the personality of the children and youth

Promoting child and youth personality development is a central objective of the training. A good educational plan takes into account that:

- Personality development should focus on promoting child self-responsibility. In training, responsibility can easily be fostered through the assignment of tasks (e.g. organization of training parts such as warm-up or the wrap-up) or through the assignment of a role in the team (e.g. team captain).



- Self-responsibility includes recognizing the responsibility and commitment of the individual to the team. It is necessary to put aside selfish behaviors to achieve a homogeneous team performance. Here the trainer can point to good models, such as the national team, for example.
- It is key to promote a child's good personal performance. You have to foster the joy and pleasure of playing a sport within boys and girls, especially by means of offering training that appeals to them. The trainer should help his players set realistic goals that are tailored to each player's own abilities. Behaviors oriented toward health and body hygiene (for boys and girls, adequate nutrition; for young people, prevention of tobacco consumption, alcohol, etc.) should be promoted. Players want to improve their performance, learn new techniques and improve their control of the ball. The trainer can take advantage of this attitude and leave "tasks" to the children and youth (e.g. play exercises or "magic" exercises with the ball) to reinforce and promote self-taught learning of children.



- The construction of a team spirit is affected and sometimes limited by the child development phase. A "we" feeling can be developed with small measures; for example, with repeating welcome and farewell rituals. Realistic analysis of wins and losses, integration and acceptance of players who perform weaker or observation of collective rules are other daily activities trainers can utilize to promote team spirit.
- The trainer must know the background of the children and youth (e.g. relationship with parents or academic standing) and should help players to reconcile their school and sports activities.

Working with young people in the long term is an opportunity to strengthen their self-worth and confidence in their abilities. In addition, it is also important to teach them that talent alone does not lead to success in sports. A player's effort, discipline and perseverance are important too!



Creativity of the trainer

A good trainer knows how to solve problems and inconveniences that arise on the pitch, which might not contain the desired space, materials or situations for training. The pitches may be in poor condition, or perhaps without fencing or proper access. It may even lack basic materials for your sport, such as cones or bibs. As a trainer, you will sometimes have to deal with difficult climatic factors like heat or cold. Many of these conditions are weather-dependent, and so it is not within the reach of the trainer to change them. However, many shortcomings have easy solutions and do not have to hinder training.

Organizing a training session in difficult situations takes creativity. For example, if you do not have access to a professional court, you can look for alternative spaces that serve as a playground. Or, if the court is in bad shape, you and your team can look for ways to improve it. Also, if you lack the basic materials, you can use recyclable or natural materials to replace professional materials.

You will often experience a lack of basic equipment such as bibs, cones, goals or balls. This is where the trainer can become creative and look for suitable alternatives. Empty plastic bottles filled with soil or other material can replace cones; they have a stable stand and can also be painted different colors. Goals can be made out of poles, cones, bags or even stones. If there are only a few balls, the trainer can run group drills or come up with alternatives, such as using other soft and round objects.

The trainer has to adapt his work to the terrain, especially if the conditions are not optimal. It is key that you have a detailed knowledge of the local situation. You have to identify the function of the materials and look for alternatives that can do the same thing. Doing so teaches the children and youth how to solve environmental problems and inspires them to be creative on and off the pitch.



REFLECTION - TRAINER AS ROLE MODEL

The trainer as a model for the children and youth

As a trainer you are a role model for children and the community. You are a vital figure in your community, a natural trainer for young people. The court or field is your classroom. Here you have the opportunity to transmit prosocial values and to shape the personalities of the children and youth with whom you are working.

You have a direct influence on the children. They listen to you and imitate your actions. Following your example, your "team"—children and youth—become responsible and positive people. Your example can transform the lives of these young people and help shape future leaders.



As a trainer you are a role model for children and the community. You are a vital figure in your community, a natural trainer for young people. The court or field is your classroom. Here you have the opportunity to transmit prosocial values and to shape the personalities of the children and youth with whom you are working.



Remember:

- As the basis for everything else: what a trainer promises, he must also hold! This is the only way to gain confidence.
- Be aware of your actions and the impacts they have on children.
- Set a good example: demonstrate consistency between the values you teach and your actions.
- Teach by practice and live values.
- Be genuine! Live the values and be authentic. You can only exemplify the values that you believe in yourself and which you take into consideration. The group notices the lack of authenticity.
- **Demonstrate interpersonal skills like the five principles of:** Empathy, Confidence, Fair Play and Justice, Respect and Tolerance, Discipline.
- **But also values such as:** honesty, patience, willingness to help, reflexivity and self-criticism.

Take the lead and live the values!

The trainer's constant training

In order to fulfill your role as a positive role model and to transmit prosocial social values to the children and youth, you must continue to expand your own capacity by training in pedagogy and techniques.

- Build on your pedagogical skills. This will improve your teaching ability.
- Interiorize forms of behavior and learn how to engage with children and youth to convey the desired values.



Be open to learning from the young. During your daily contact with the children and youth, you do not only teach; you also learn.



PRACTICAL ADVICE FOR TRAINERS

Taking into account the following principles can facilitate your interaction with children and youth and the transmission of the basic values:

Be frank and sincere

- Listen to the children and talk to them regularly.
- Show them that you are interested in all of them. Learn their background and personal situation, such as their home life, school, friends, challenges, interests and hobbies, etc.
- Pay special attention to children with disabilities, who have been discriminated against, or have experienced trauma and try to include them in training and matches.

Interact and communicate with your players appropriately

- Show the children that you accept everyone. This is the basis of an open and interactive exchange.
- Please note that interacting with children and youth it is not only about what you say, but also how you say it. Your manner of speaking, your facial expressions and your physical gestures are important.

Avoid:

- Constantly shouting or behaving aggressively towards the children and youth
- Actions that cause damage
- Accusations
- (physical) Punishment



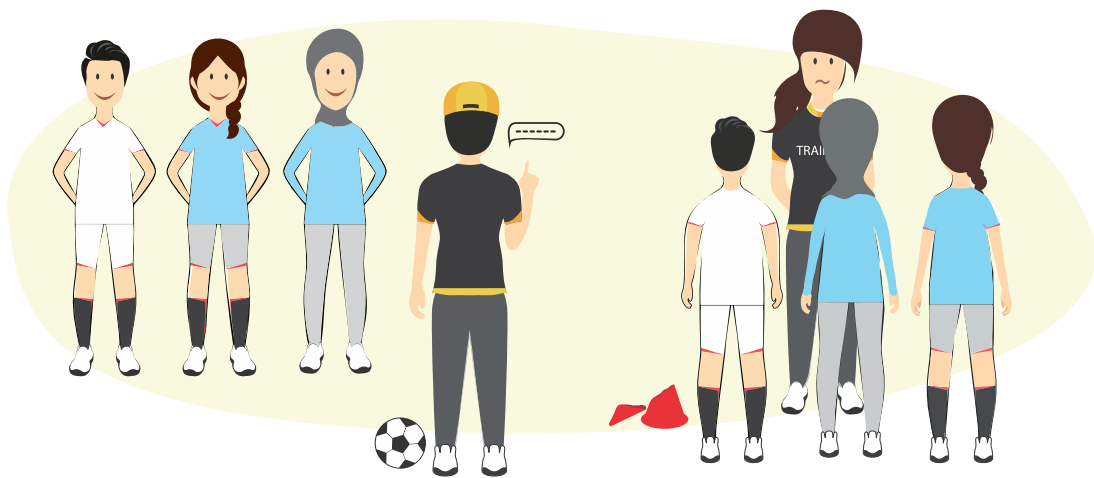


Increase the participation of children and youth in the development of activities

- Respect wishes, suggestions and ideas from players on every possible occasion.
- Depending on the age, transfer tasks and responsibilities to the children and youth; for example, to organize the training warm-up.
- Indicate to all players the importance of (self-)motivation, own goals and initiatives and self-criticism.

Be positive

- Praise the children and youth during training. This will make them open to constructive criticism.
- Clarify and highlight the individual progress of player performance.
- Show the joy and pleasure that the sport gives you and pass it on to the children and youth.
- Show your peculiar sense of humor by solving a challenge or a stressful situation with a spontaneous and fun commentary or action.



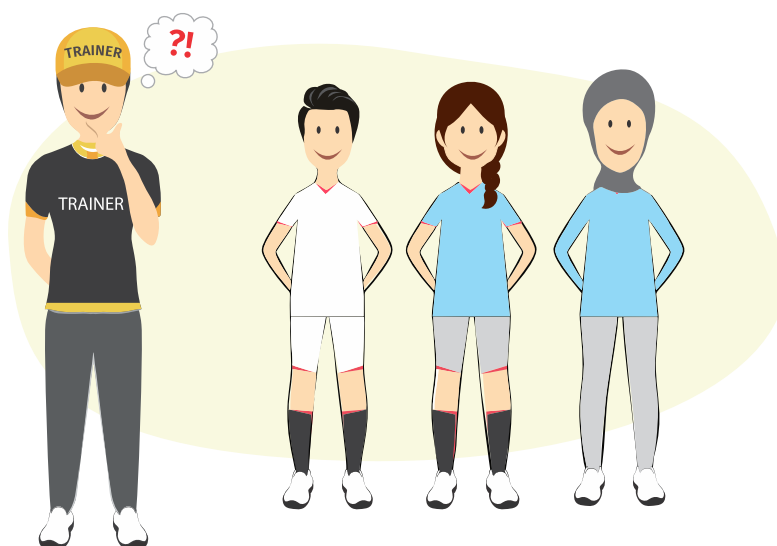
Solve problems together with your team

- Listen to the needs and concerns of the children, and take them seriously.
- Solve group problems. Ask for examples of the causes of the conflict and facilitate conflict resolution processes.
- Organize a peaceful dialogue to solve problems.
- Let the children and youth speak openly. This allows them to express their own ideas for solving the conflict.
- Make a decision to resolve the conflict together with your players.
- Fix problems before they escalate.
- Explain to the children that interpersonal conflicts are normal.

Review is good

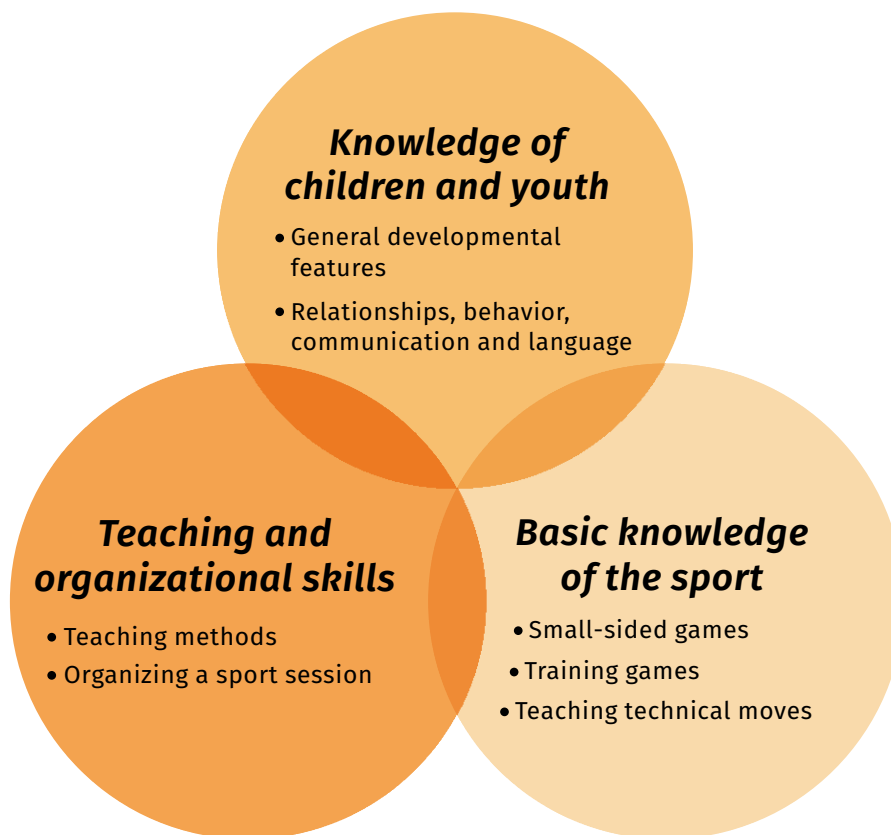
- You should always make objective criticisms of how to act, but NEVER to children either personally or privately.
- Do not point fingers at boys and girls. If you have a problem with a boy, girl, adolescent or youth performance, try to demonstrate to him or her what you think of this. It is better to say, "I have a problem with your behavior or way of acting" than "your behavior is wrong".
- This gives children and youth space to think about their behavior and then respond.
- You should always indicate specific points of criticism using language accessible by your audience.
- Always start and end the dialogue with a positive note or feeling.

Example for football: A player is very stubborn and does not pass to his teammates: "Great to see that your technical skills have improved, but don't forget that football is a team sport. Your skills will help us to make our team stronger as a whole."



The perfect trainer...

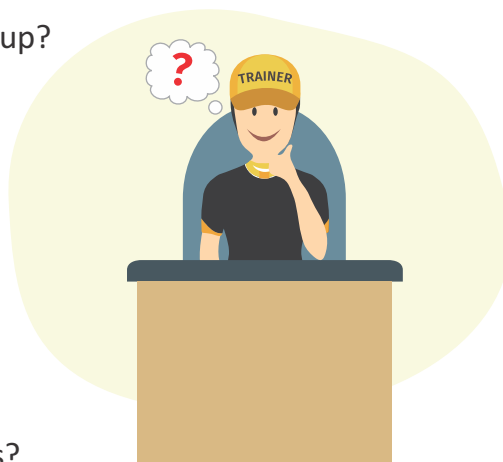
Without being an expert, the trainer must have a certain basic knowledge:



Questions for trainer self-evaluation

A great trainer skill is establishing a balance between sporting activities and social needs. Being a role model is difficult. Therefore, it is important to evaluate one's own performance and that of the entire training team. The following questions guide the self-assessment:

- What is my teaching approach? Do I take into account the human aspect of teaching?
 - How do I address the group? In what tone of voice do I speak? How do I exercise power?
 - How do I appear in front of my own or other groups? How do I behave towards people outside the group?
 - Do I consider my personal behavior outside of training and play? Am I a positive model to be imitated by the children and youth?
 - Am I aware that the care and support of young players will go far beyond victories and championship titles?
 - Do I create a positive atmosphere of a general (social) well-being in which children and youth feel safe and comfortable and enjoy playing sports?
 - Do I demonstrate behaviors that protect children and youth from certain social risks that await them in their environment while growing up?
 - What do I do to improve the atmosphere of the group?
 - Am I willing to listen to the problems of the children and youth?
 - Do I help promote the children's self-esteem?
 - Am I impartial, or do I favor some members of the group?
 - How do I handle conflicts?
 - Have I considered the reality and challenges these children and youth face in their everyday lives? Do I know their (family) backgrounds?
 - How do I establish and maintain contacts?
 - I am a role model in my home, but am I also a role model while training?
 - How do I handle defeats? How do I celebrate victories?
- 





CHAPTER II

FUNDAMENTAL KNOWLEDGE





FUNDAMENTAL KNOWLEDGE

INTRODUCTION

Sport is only effective in developing certain skills if the training is understood and managed as an overall training process.

A trainer's success is not determined by the position of his/her players on the leaderboard or the results of a competition. It is rather the individual development of each player's personality and his/her interaction with the game – on the court and off – that illustrates the true success of a trainer.

The playing field thus becomes a training ground that does not function exclusively for the improvement of sporting skills. Rather, it also becomes a site of experimentation for both girls and boys of all ages and abilities where social forms of proper behavior can be learnt in a protected environment.

Training is much more than "just" preparation for a competition or a "safe" site for children to plan and carry out their free time sensibly. Training also incorporates personal development, the transmission of values and education during the game itself.

Each training session is a step along a long and winding path. Therefore, they must be planned and structured carefully so as to contribute to a long process of learning and development.

Participation and competition are essential methodical elements based on the planning of the training sessions.

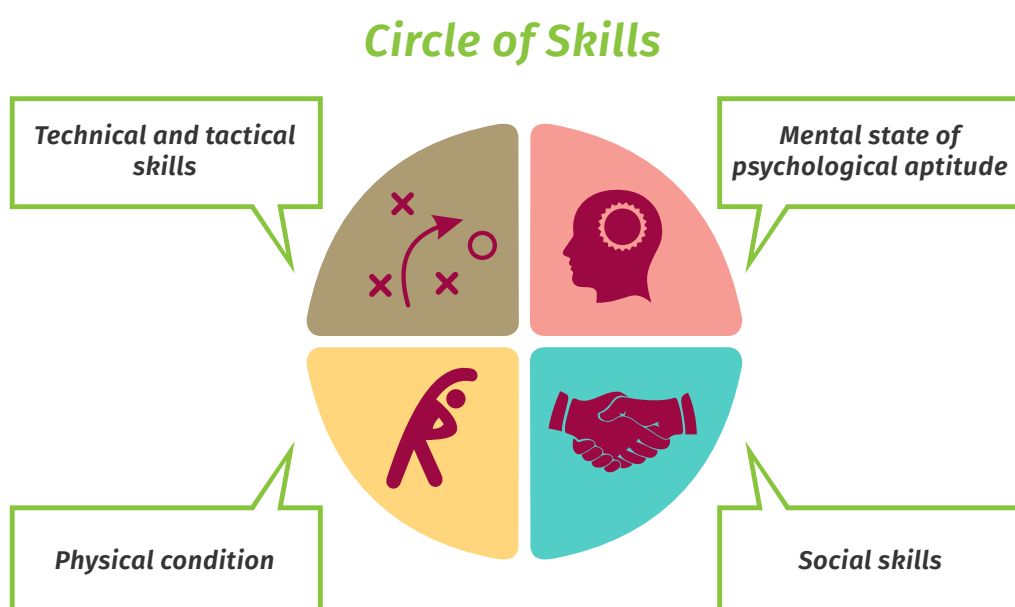
In addition to basic training, this manual contains an essential and very specific content: trauma, violence prevention and conflict resolution.

Managing a trainer on this topic requires specific knowledge. In the context of the Syrian crisis and the resulting refugee situation, the regional framework conditions must be considered. It is essential to understand the causes, dynamics and positions of all actors in this context. Without going into too great of details, the section will explain some basic positions, describe models of behavior and indicate possible reactions.



CONCEPT OF INTEGRAL TRAINING

The basis of this training is to understand how to promote the concept of an integral formation. This means that the development of technical skills, the balanced formation of physical, motor and coordination capacities as well as the conscious development of the mental and social characteristics of young people have the same level of importance. One of the responsibilities of a child and youth trainer is to envision and supervise the player's long-term development. This means developing the youth in terms of their technical and tactical skills, their physical state, their mental state of psychological aptitude and their social abilities. There should be a balance of the below factors, which are illustrated in the Circle of Skills, within the exercises of training.



Physical development: the condition

Training and training for performance enhancement depend heavily on the developmental state of the child's body. The training of the condition includes different aspects that are similar but specific to the different requirements of the sport.



Technical-tactical training

The technical and tactical training, in addition to the training of basic techniques of the different sports (e.g. in football: dribbling, passing, shooting and ball control), is an important aspect to increase the personal skill level and the understanding of the game (tactics) in the different sports.



Social skills

The development of a child towards becoming a responsible and sociable citizen as a member of society is not an easy or automatic process. These skills and abilities must be acquired; competencies must be developed and capabilities must be tested and strengthened.

The ability to communicate is surely one of the core competencies that enables an individual to move in group relationships. The ability to overcome conflicts in a community and to be able to solve them depends on the development of their capacity to respect and attend to personal needs and the opinion of others.



Individual and psychological skills

The development of self-efficacy is of great significance for individual well-being. In addition, characteristics such as self-esteem, confidence, leadership skills, are individual characteristics that, far beyond the sport facilities, are part of everyone's personality. Supporting the development and manifestation of these properties is one of the central aspects of the integral formation.

Integral training also includes consideration of the perspective of time. Each training sessions is embedded in a concept of long-term development, which on the one hand is oriented towards children's needs and on the other towards their level of development.



Needs and rights of children in Jordan

Work with children and young people should also take into account their specific rights and needs. In Jordan, people less than 18 years of age are generally understood to be children. Children have specific needs and rights enshrined in international charters and they are moreover enshrined in the laws and policies governing them. However, the situation in Jordan, influenced by the refugee situation, is particularly marked by the legal difference between Jordanian children and refugee children and youth. This difference should be understood but does not dictate a difference in the children's needs.

These needs can be classified as social needs, protection needs, personal needs and support needs. A properly delivered sport activity should anticipate the needs and rights of the children.

Social needs

- Of playing, practicing a sport, resting
- Family life
- To be a member of an inclusive and safe community

Social needs can be addressed through sports by creating a sportive environment for young people where they can relax and enjoy sports and physical activity while receiving support from their families and the community in general.



Protection needs

- Protected from abuse and harm in general
- Protection against exploitation
- Being kept safe
- Healthy lifestyle

Protection needs can be addressed through sports by providing a safe environment where young people can participate in sport activities and develop their health and well-being, life skills, confidence and self-esteem.



Personal needs

- Good nutrition
- Good health
- Comprehensive education
- Develop relationships with people of diverse backgrounds

Personal needs can be addressed through sports by giving young people access to education services that help them develop life and health skills, positive role models and mentors and the opportunity to participate with a representative section of the members of the community.



Sports needs

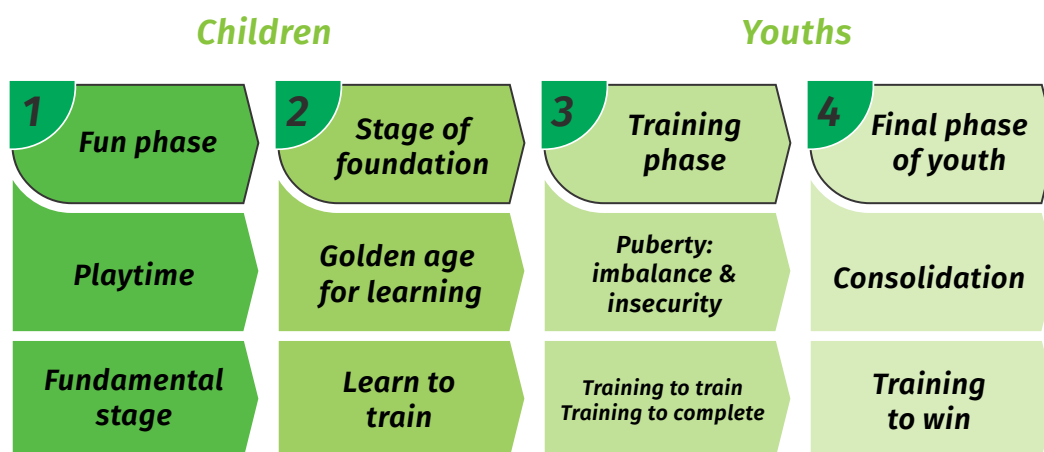
- Develop physical education
- Have experiences in sport and quality play
- Practicing sport throughout life
- Apply and develop talent and skills

These needs can be addressed through different types of sports that provide physical activity and quality play environments where participants can develop their health and well-being, their confidence, their creativity and their abilities as well as pointing out future paths of participation.



OBJECTIVES AND METHODS OF EDUCATION ACCORDING TO AGE

The levels of development of children in the mental, social, physical and technical fields can be roughly arranged in four phases, without necessarily strict limits, taking into account that development happens very differently from person to person:



Starting from these natural levels of development, concrete objectives of the teaching and learning process are molded for both the mental and physical sports fields.

1 DEVELOPMENT PHASES



In addition to the very concrete and specific teaching objectives, which is especially valid and should be the transmission of core principles beyond all levels of training, which should be an essential part of all training:

2 TEACHING OBJECTIVES & PRINCIPLES

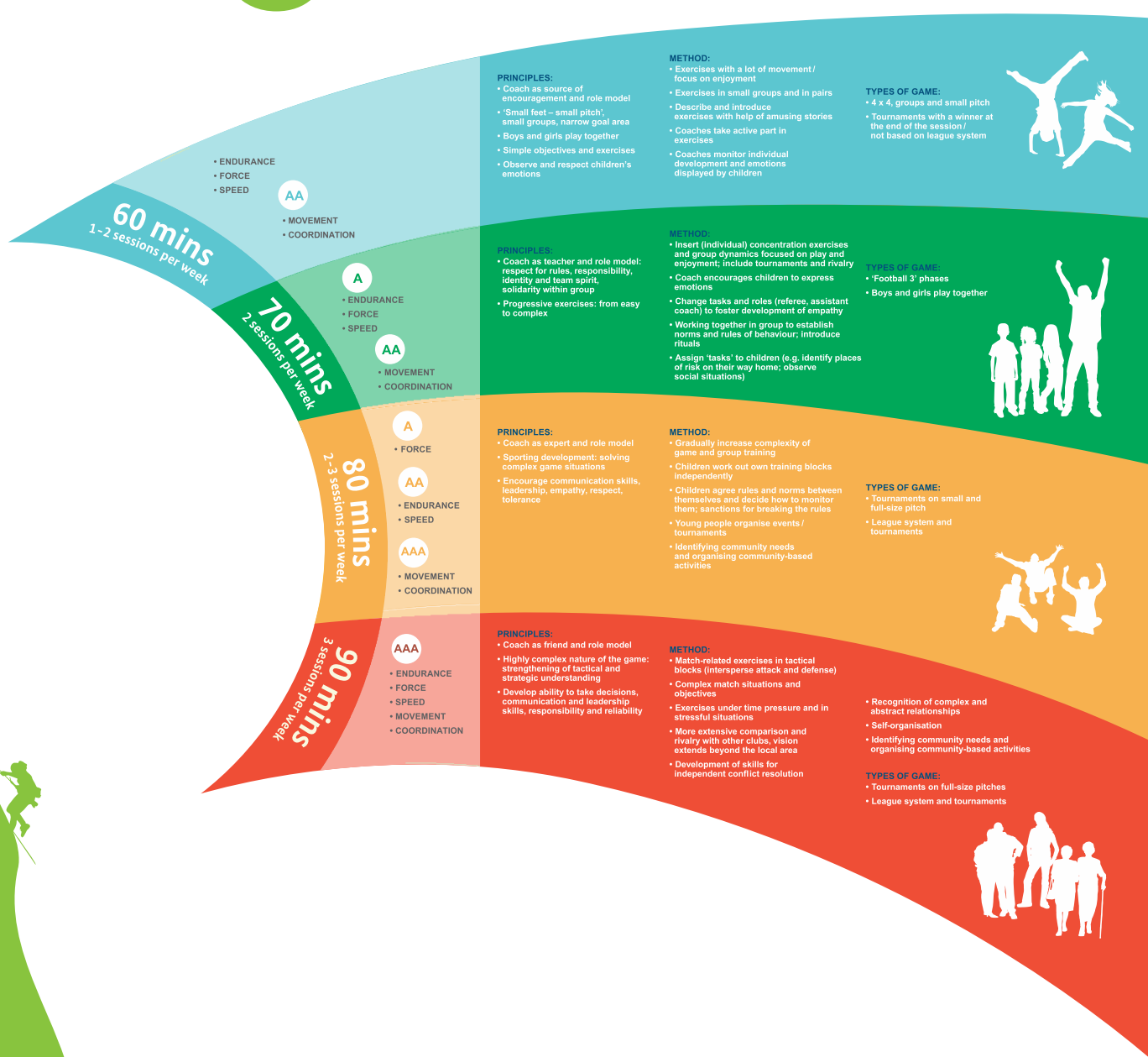


Additionally, we will present the methodology and learn how the training objectives can be realized with the resources and instruments required by the sport. The development of each sport is complementary to the development of individual personalities.

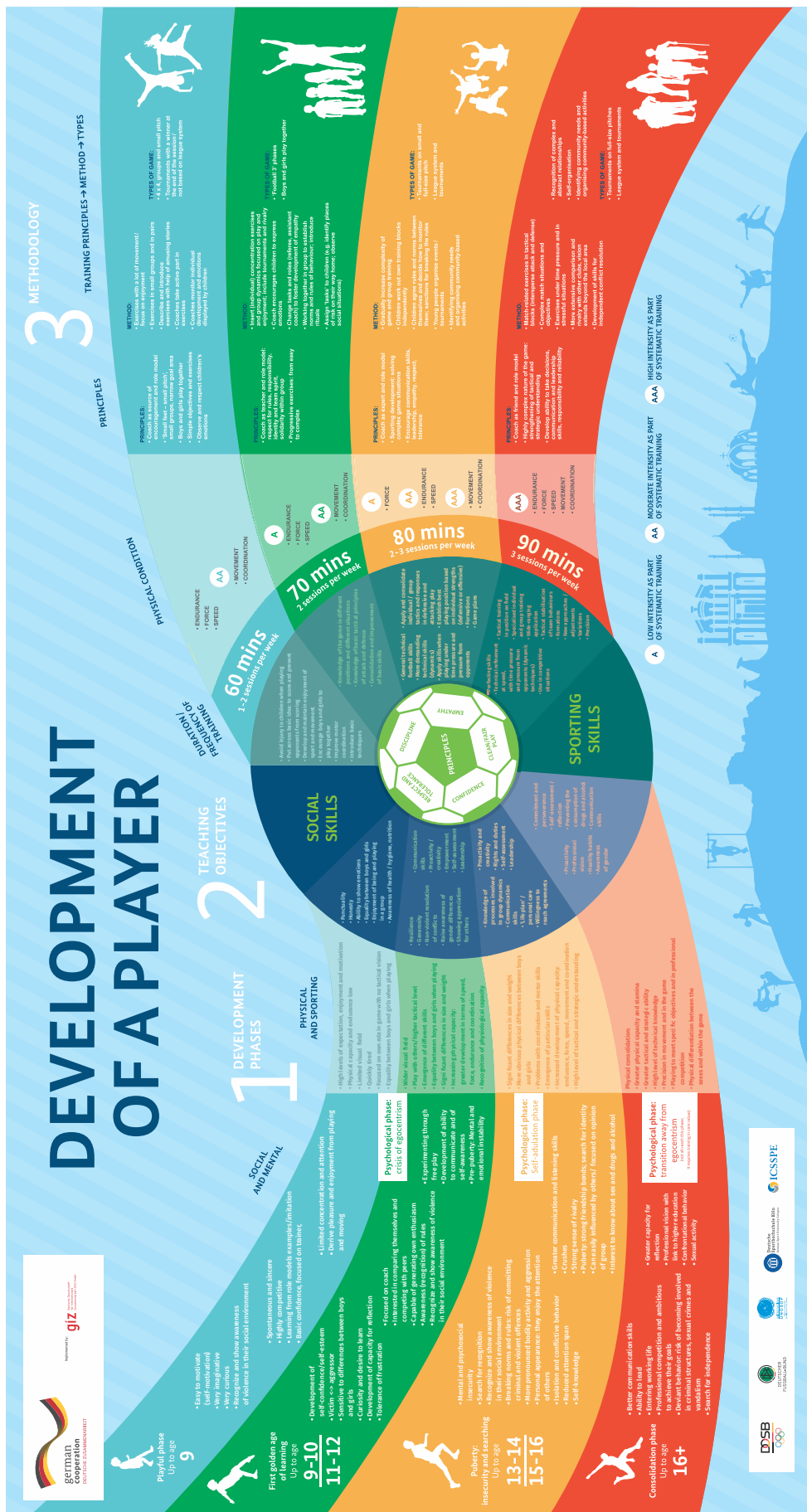
The sport facility thus becomes a field of learning without losing its playful character. The trainer becomes an educator and the educator a trainer.

Therefore, it is relevant to have fundamental knowledge about the structure of a training session.

3 METHODOLOGY



DEVELOPMENT OF A PLAYER



BASIS FOR THE PLANNING OF A TRAINING SESSION

What is "training"?

Training consists of continuous leadership, mentoring and guidance to help an individual or group to increase the level of their skills in a joint manner. It is necessary in most aspects of life but is most pronounced in sports where teams go through structures and training in order to achieve the proposed goals and increasing skill levels.

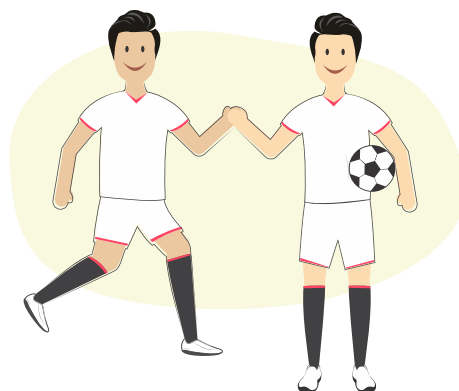
Children gain positive experiences through the support and encouragement given by trainers. However, it is important to realize that young children should not be exposed to unrealistic expectations.

A trainer needs to provide a positive and supportive learning environment during interactions with children. Therefore, the trainer has an important role to play in attracting more young people to the game and getting them involved permanently.

Emphasis should be on maximizing participation, improving skills and social interaction for the individual player, and fostering good spirit of cooperation within the team.

Objectives

- Sport offers opportunities to establish good social values and healthy living habits in young children, and plays a pivotal role in a child's education. The concepts of fair play and sportsmanship are vital elements during any participative sporting activity.
- Trainers are strongly encouraged to put more emphasis on promoting fun and enjoyment rather than focusing on results and winning matches during training and competitions. In addition, when dealing with young children, attention should focus on the development of fundamental skills and understanding of the individual player's game, while particular tactics and positions within the team are not as important.



Finally, trainers should remember that a player's development is a long journey and a process that requires a lot of patience. We must be patient in our approaches and efforts in order to provide children with the opportunity to mature and perfect skills in a place where they feel comfortable.

Tasks in and around training

Objectives

In children's football, for example, participants should compile essential measures and tasks to be completed before, during and after training.

Content

In children's football, important organizational measures are proposed. These can be subdivided into tasks before, during and after training. With older training groups, the measurements will have to be adjusted according to their capacity.

Note: These criteria will also be part of the following training observations.

Before Training:

- Plan the training session
- Arrive on time
- Brief check of the condition of the pitch
- Check that changing rooms are unlocked
- Gather materials
- Mark playgrounds and training pitches
- Update training plan
- Greet players and parents
- Update attendance list
- Depending on the age group, help children to prepare for training (e.g. tie shoes)
- Involve players in the organization of the training session
- Have a telephone for emergencies
- Never leave (especially young) children alone

Plan the training session

Make sure you have enough time to plan your training session. The task is to take a look at the structure and the exercises of the training, always taking into account the adaptation of the exercises to the children's capabilities.

Arrive on time

Arrive at least 15 to 20 minutes before the start of training. This extra time is necessary to take care of the following requirements without hurry.

Brief verification of the condition of the pitch

The trainer evaluates the state of the pitch (e.g. Is the pitch too hard, too soft, is there unevenness or holes?), the necessary goals (Where should the goals be?). If necessary, correct imperfections or discuss with other trainers.



Changing Rooms

The trainer checks that the changing rooms are unlocked.

Particular attention should be paid to whether the changing rooms and showers are clean. Is there any broken glass? Are there any damage or dangerous places?

Gather materials

The trainer gathers the necessary materials and equipment according to the training plan and verifies their condition: balls, cones, posts, etc.

Update training plan

The trainer reviews his/her training plan again and considers the new information (e.g. excused players not to train, missing equipment or materials, wet playground).

**Greet players and parents**

The trainer welcomes all incoming players and parents. If the players arrive too late, he should ask them to arrive on time in the future. He will not rebuke the players because of their continued lack of punctuality. This can be discussed at a later stage.

Attendance

An attendance list allows the trainer to see why players may not often appear for training (e.g. parental neglect, apathy, overlapping appointments, problems within the team and problems with the trainer).

Helping children with the preparation of the training

The trainer should help younger children, with the support of their parents, to prepare for training (e.g. tie their shoes. If the shoelaces are left too long, players can injure themselves).

Involve players in the organization of the training session

Players should be involved in the organization of the training session and in the care of the materials. That means they should help the trainer to take the materials or equipment to and from the pitch or to take care of small jobs (e.g. informing caregivers that something is needed or that it does not work).

The participation of the players in the organization of the training stimulates their creativity and ownership of the sport.

Have a telephone for emergencies

The trainer should know where the nearest phone is on the sports pitch of the institution. If neither a cell phone nor a landline is available (e.g. the building is locked, the public telephone is out of service), the trainer must file a complaint with the responsible person (e.g. youth leader or manager of the institution).

Never leave the children alone

When children, especially younger ones, do not all appear at the same time for training, the players should not run on the pitch while the trainer is busy with other players in the locker room or waiting for the stragglers. Special care should be applied when children need to access the pitch through a complex route or cross a busy street. It is best that the helpers or parents stay in the locker room while the trainer goes to the pitch. Once all the children start arriving on time, these problems will be solved.

During Training:

- Preferably start training with all players at the same time
- Greet players at the beginning of training
- Inform them about the purpose and content of the training session
- Give explanations in simple language that is easily understood by children
- If necessary, also participate in games
- Create free space and encourage creativity
- Do not correct any errors immediately
- Depending on the situation: Choose between individual corrections or corrections in front of the group
- Pay attention to the motivation of children in games and exercises
- Engage in independent activities with individual children
- Changes to the training plan
- End the training session when the children are still excited
- Mantle and dismantle the equipment used for training together as a team
- Children should review the training session at the end
- Inform the children and parents about the time and location of the next training session or event

Preferably start the training with all the players at the same time

If despite everything the children continue to be late for training, the trainer can go to the pitch and distribute the balls so as not to discourage children's motivation to play and engage in movement. This should only be done under the condition that there is an assistant or a parental figure in the locker room. This prevents downtime.



Greet players at the beginning of training

The trainer brings all the children together and asks that the ball be set aside. The trainer asks them how they are if someone has a health problem (e.g. cough, cold or feeling ill), or if there is something new about which the children would like to inform him or her. This phase should not take too long as children are eager to start training.

Inform them about the purpose and content of the training session

With preschoolers, the trainer just has to say a few words (e.g. "I have brought some great games for you and I hope you enjoy them!"). With the older children, the trainer can refer to his last match or his last training, which should be corrected more generally or specifically and regarding the discussion, what they should concentrate on for the new training day.

Give explanations in simple language, easily understood by children

When the trainer gives explanations, s/he should concentrate on the most important aspects only. If necessary, the trainer will bring the children together to explain the next game or the next exercise. To ensure that all participants are paying attention to the instructions, he or she should request the players to pause or set aside their engagement (e.g. children should sit or stand in a semicircle). Demonstrations and simple explanations facilitate understanding for later performance. The trainer must demonstrate the exercise by him/herself.

If necessary, also participate in the games

The trainer should, from time to time, also play along with the players, although s/he should not dominate the game. S/he therefore will demonstrate that s/he is part of the team and is interested in this game as well. If players are not yet familiar with the new game, they will learn faster by 'seeing and doing'. Competing with the trainer motivates the kids and increases fun and enjoyment of the exercises.

Create free space and encourage creativity

Along with the principle of "Learning by Doing," the trainer should also allow children to "Learn Through Homework". Children should find their own solutions to problems. This stimulates creativity.

Do not immediately correct each error

The trainer should pay attention to the children by playing without them feeling like they are being watched as this could cause insecurities, especially for sensitive children. The trainer should only intervene and correct a situation if a child, after repeated attempts, cannot succeed in solving a task.

Individual corrections; Corrections in front of the group

If the children make different mistakes, the trainer should correct them individually. If a few children make the same typical mistakes, the trainer should correct them collectively in front of the whole group. It is always important to use age appropriate corrections. Especially for younger boys and girls, this means using short and simple language and to address the children at eye level (e.g. kneel down) when talking to the child or small group.

- Allow them to make mistakes. They have to feel comfortable to make mistakes.
- When correcting errors, it is better to advise rather than instruct.
- Especially with young age groups, avoid "freezing" the game. Do not interrupt often.

Pay attention to the motivation of children in games and exercises

Younger players can be very anxious. There may be even some apathy or complaints in certain situations. Therefore, the trainer should ask the following questions before making corrections:

Could this exercise be inappropriate for children?

- Are the children being overloaded or, conversely, have low stimulation?
- Are they perhaps too exhausted and therefore unable to concentrate?
- Can exercise requirements be adapted?

The exercise may have to be changed.

Independent activities with individual children

The trainer cannot give the impression that he has favorites. It is of the utmost importance to both encourage the strongest and the weakest children. Praise, compliments and encouragement are important for the motivation and self-confidence of children.

Changes in the training plan

If necessary:

- Training starts later than expected.
- If a game does not work, it must be interrupted to make the necessary changes (e.g. team formation, team size, tasks, size of pitch, equipment, ways to achieve a goal).
- Certain phases of the game – and exercises – require more / less time than expected.
- Keep in mind that children need more / less time to recover, Children need breaks to hydrate themselves.
- Take into account the preferences of the players.

End the training session when the children continue to be enthusiastic

The trainer should avoid finishing the training session after the excitement has faded. It is always a good idea to finish at the peak, while the children are still motivated to continue so they are eager for the next part of the session to arrive.

Assemble and dismantle together equipment used for training

Children should support the trainer. While doing so, s/he should make sure that they are careful with the equipment. During the training period, all children should be involved in assembling and dismantling the equipment (e.g. collecting cones, balls or other equipment). If any of the balls are missing, all the children should look for it together.



Children should review the training session at the end

After all the equipment has been dismantled or picked up, the trainer brings all the children together and asks them how they found the training and what form of play they enjoyed the most. This provides the trainer with important information about preferred training exercises and methodical execution. End the session with cheerful encouragement and praise made by the trainer by giving high fives, clapping, singing, etc.

Inform the children and parents about the time and place of the next training session or event

The trainer gives brief information on the upcoming dates, for example, the next training place, departure or meeting point for the next game or organizational matters.

Care is not limited to training and playing

- Always foster a positive, fear-free environment!
- Know all the origins of children!
- Set an example with positive values and standards!
- Agree on the (game) rules along with the children!
- No performance pressure!
- Show your enthusiasm for the sport!
- Show humor!
- Praise means strengthening self-confidence!
- Show active interest, especially to children!
- The trainer should integrate shy children
- Have a heart for children: that's the best!

As each training session is the result of detailed and concentrated planning, the long-term development plan for each player, for each child, should not be forgotten.

Sports like football, where preparation is geared towards the tournament season, adds an element of motivation.

After Training:

- Leave the pitch in good condition
- Collect training equipment
- Hygiene and health care
- Remind the children of the next training session or next game
- Talk to parents individually
- Speak with the children individually

As each training session is the result of detailed and concentrated planning, the long-term development plan for each player, for each child, should not be forgotten.

Sports like football, where preparation is geared towards the tournament season, adds an element of motivation.

Leave the pitch in good condition

Be careful that children do not leave empty cans, bottles, or other items on the pitch

Take care of the training equipment

The equipment should be in good working order. The trainer is responsible to keep the material in good shape. If something is lost or damaged, the trainer must make a note to communicate with the person responsible (e.g. manager, principal or head of program).

Hygiene and health care

After sportive activities, it is important to take a shower or wash. The trainer should advise the players to do so either at home or in the changing rooms. Directly after the training, the children and youth should at least change clothes or put on a jacket or long pants, especially in bad weather conditions like cold or rain. To prevent embarrassing or upsetting the children, the trainer should not insist that players take a shower in the changing rooms. Rather, importance should be placed on maintaining good hygiene and health care.



Leave the changing rooms in good condition

For example, this means that the players should not go into the changing rooms with very dirty shoes. Instead, they should remove their shoes outside and clean them in the intended place (do not remove the dirt against the wall of the wardrobe or the entrance of the wardrobe). The trainer must make sure that everything – including the shower room – is left in a clean state and that no paper, empty bottles or other items are left on the floor.

Encourage players to be concerned about a clean environment. The way in which you leave the pitch reflects how you take care of yourself!

Remind the children of the next training session or next match

Children are to be sent home with a reminder of the next training session. If some children are picked up immediately after training, the trainer should remind them during the review at the end of the training session.

Speak with parents individually

This could be about possible problems with their children, make arrangements for going to training when the parents are away from home and are therefore unable to drive the kids themselves.

Speak to the children individually

If the trainer observed inappropriate behavior during the training session (e.g. apathy or fights—see Chapter V: Case study box) s/he should investigate the cause and talk in a paternal and friendly way.



Summary:

Boys and girls at all ages want to do something and be challenged. This must take the training into account!

Tasks around the training:

- Planning
- Organizing
- Steering
- Evaluating

Planning:

Only careful preparation of each training session ensures smooth sequences, versatile content and ultimately enthusiastic children and youth!

Organization:

A simple, clear training set-up, which allows many variations of the tasks, is a successful recipe!

Steering:

The trainer is required for practically every second of a training session. Small plans and tried-and-tested tricks help him!

Evaluating:

A completely self-critical review of a training session helps to make it even better. A trainer never stops learning!

Structure of a training session

The structure of a training session is divided into 3 phases (initial, main & final) which are broken down into 5 parts which are described below in detail.

Sensitization (Initial Phase)

Sensitization is the first section of the initial phase. The goal of sensitization is to introduce the social skill of the training session (e.g. empathy). This exercise must be designed to incorporate and teach the importance of the social skill. The sensitization section does not have to be football-based, but does need to be a fun and interactive game that prepares the players for the rest of the training. It is important during this initial phase to reinforce the selected social skill and explain its value so that it becomes ingrained in the mind of the players throughout the training session.

Warm Up (Initial Phase)

A proper warm up needs to work on basic movements (e.g. jogging, skipping, running, side stepping) to increase agility, balance, coordination, warm up the body and prevent injuries. This part of the training also serves to introduce the sportive skill of the training session. The warm up section of the training session is designed to work on ball familiarity and individual and fundamental techniques. The trainer should break down the steps of a skill (example: receiving the ball) to allow players to observe the proper technique. Unopposed drills and focus on technique and repetition allows for players to develop proper technique and muscle memory. In order to enable development of technique, players should work individually or in pairs to allow maximum touches and repetition. An emphasis on technique should be a priority, so it is important that all drills are initially done at a slow pace. When the technique is performed at a satisfactory level, then the speed of the drill is gradually increased.

Main Part (Main Phase)

The main part of the training is target-oriented, that incorporates both the social and sportive skills that were introduced in the initial phase but at a more complex level. A proper training session should progress from smaller to larger groups of players and need to incorporate the social and sportive skills. Main part drills should be more group based and point systems and incentives can be used to create a competitive environment. Creative exercises can be created by adding opposition or having time restrictions which will create a more game-like environment. Each drill in the main section should be used as a building block to build towards a game (slow to fast and easy to hard). Adding physical and competitive elements to the training will challenge the skills learned in the warm up, and adding a tactical component is one way for players to use the social skill to succeed.

Conclusion (Final Phase)

Building on the sportive and social skills of the initial and main phases, the conclusion serves to create a game environment to conclude the practice. The trainer should design a game with restrictions to allow the social and sportive skills to be further fostered. This can be done by changing the field size, number of touches allowed or multiple goals. A game-like situation also allows players to use their creativity along with the skills they have developed in practice,

which leads to learning multiple social skills at once (e.g. leadership and confidence).

Reflection (Final Phase)

The reflection section serves as a tool to look back at the training session, what was learned and the importance of the selected social skill. The trainer can use several methods to emphasize the importance of the social skill. Asking open-ended questions, storytelling and sharing personal examples relatable to the player can help open their minds to the benefits of social skills on and off the field. It is especially important that an environment is created where the players feel comfortable to take part in the reflection and an open discussion.

PLANNING A TRAINING SESSION

Goal-oriented training and structuring of a training session

In this example, the structure of a football training session is presented. The presented content and the different steps can easily be adapted to other sports as well.

Objectives

Participants learn the importance of planning and the basic steps for planning training sessions from preparation and basic structuring to planning the course of the party.

The most important task for a trainer when planning a training session is to adapt the exercises to the ability and (skill) level of the children! You always have to ask yourself the question whether the players are able to perform the intended exercises and games!

Content

Box A shows six systematic planning steps that should be followed while preparing a training session. The following questions about the system are part of the preparation:

- When and where? Depending on the time of year and climate, the size of the training group, the time constraints due to early start in the afternoon: can all be there promptly?
- For which group? The number of players was expected to be 18, but 10 cannot come due to a trip; Is there anything special to do after last week's game? Any mistakes to work on?
- Equipment and necessary equipment? Not only the number of balls and goals, also the cones, the bibs, etc. have to be planned. The best planning with the most motivating exercises is useless if the necessary equipment is not available or is being used by other groups



A:

Preparation of a training session

1. Check the frame conditions
2. Decide on the main points/aspects
3. Design the training lesson
4. Select the exercises and games
5. Decide on training organization
6. Plan training time and breaks

Check the framing conditions for the preparation of a training session:

1. Training place / gym

- What space is available? (One complete pitch, one half of a pitch, etc.)
- What is the condition of the soil? Should certain forms of ground training be excluded?
- How many goals are available? (If necessary, plan alternative goals, e.g. matting or, portable posts).
- Is there another team training at the same time and on the same pitch? (If necessary, make arrangements with other trainers)
- Where is the best place to organize a shooting practice (e.g. fences)?

2. Training / team group containment fences

- How many players are expected to join the practice?
- Consider alternatives to building playgroups and exercise groups!
- Consider performance differences within the group (e.g. combination of equally strong groups)!

3. Training Material

- Is there a ball for each player?
- In children's football, does the trainer have the appropriate balls available for the different age groups?
- Are there enough marking aids (e.g. cones, posts, and backs) available?
- Especially for the gym, what equipment and what balls are available?

4. Other

- Is an assistant or caretaker available? (If not, this should be considered while training is organized)

Decisions made here are dependent on the particular group. Box B shows different methodical guidelines that are used by the trainer during the training of children's football.

The same applies to basic structure of training sessions (Box C).

In addition, there are specific guidelines for structuring (Box D) and organizing a training session (Box E), using children's football as an example, where the contents and planning time of a training session should be considered

B:

Decide on the main points - Example of children's football

- Focus on one technical point per training session!
- Variation of games and exercises from the same focus!
- Change the training of a different technical focus in a certain period of time, not in every training session!
- Allow varied movement exercises in each training session!
- Children will easily learn the tactical fundamentals during playing small (sided) games! Do not conduct isolated tactical training!

C:

Structure of a training session

- | | |
|---|---|
| 1. Initial phase | |
| a. Sensitization | Exercise introducing social skill |
| b. Warm up | Basic movement that introduce sportive skill |
| 2. Main phase | |
| Different exercises that build on the exercise of the initial phase | |
| 3. Final phase | |
| a. Conclusion | Game form with restrictions to test sportive and social skill |
| b. Reflection | Discussion that talks about the social skill learned |

D:

Guidelines for structuring a training session

- Start the training with a bustle phase which includes games that allow the children to bustle in those phases in which the concentration is low!
- Plan breaks to hydrate!
- Every form of training should be fun!
- Focus on the training of both legs!
- Consider space for players (experiment, keep them active with the ball, play creatively)!
- Offer short-term training phases!
- Football games and especially small sided games are the clear focus of the training session!



E:**Guidelines for organizing training**

- Make sure there is sufficient contact with the ball!
- Ensure there is a ball for each player
- Create small groups!
 - Frequent repetitions of technical exercises
 - Frequent contact with the ball during games
- Create possibilities to induce achievements!
 - Competitions
 - Combine exercises with shots on goal
 - Create teams consisting of equal strength!
- Avoid long breaks and waiting times!
- Only one form of basic training per training session!
- Do not forget to always include pauses to cool off in your planning.

Organization of training and behavior during training

Objectives

Participants learn to organize the basic forms of training themselves according to the given instructions. In this way, they must learn the essential methodical indicators in the organization of the training. Some of these indicators govern the trainer's behavior.

Content

On a normal training day, specifically for children and youth, organizational problems experienced during training are often caused by:

- Unenforced targets and goals
- Players being often underused
- Especially children and young people quickly losing interest in training

Beginners have difficulty coping with normal problems such as:

- Large groups
- Restricted space (two teams training simultaneously on a pitch)
- Lack of specific goals and training materials
- Handling groups with mixed performance skills with confidence and still being able to organize effective training

The resulting typical organizational problems and typical errors in training are:

1. Playing and exercising:

- Teams that are too large
- Very little contact with the ball per player
- Few goals scored

2. Shots on goal training

- Waiting times too long
- Very few shooting techniques and chances/repetitions
- Very few challenges

The result is often the loss of motivation and concentration.

Another drawback is that with large groups, often all players train together instead of playing and exercising much more efficiently in small groups.

In the working group, participants should develop and organize effective forms of training for three very central areas of children's football:

- Topic 1: Four-on-four game variation
- Topic 2: Effective training of shots on goal
- Topic 3: Training in small groups / small-sided games



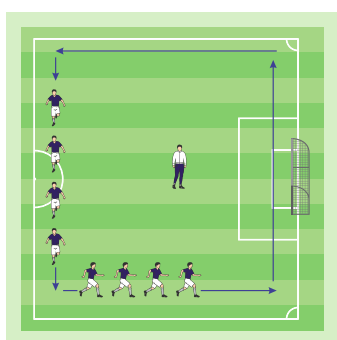
3. Organization and procedure

- Exercises through demonstration and imitation. Do not present with long explanations!
- When dealing with children, only correct serious technical defects. Use child-friendly language (terminology)!
- Only give constructive criticism!
- Pay attention to the trainer's position to the group! Make sure to have an overview of all the players!
- Conduct the planned training session flexibly! Change spontaneously depending on the situation!
- Space! Do not regulate everything!

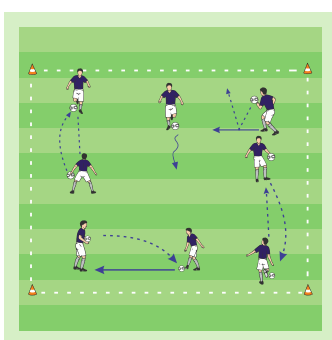
A: Warm-up errors:

Inappropriate warm-up program for children

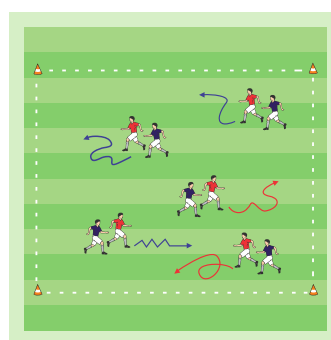
- No ball
- Following an example of adult football



WRONG



RIGHT



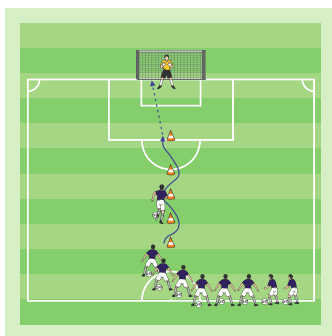
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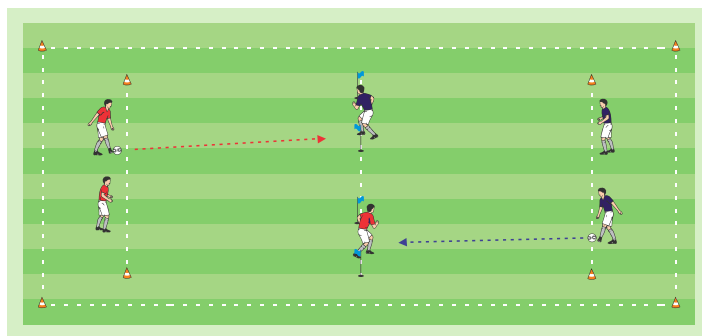
B: Main-part errors:

Shooting training with beginners

- Tactical training not suitable for children
- Too many individual forms of training
- WRONG



WRONG

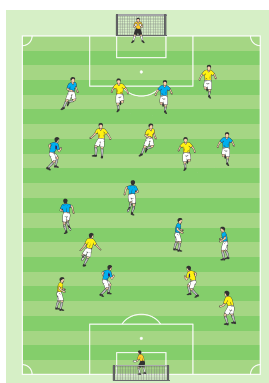


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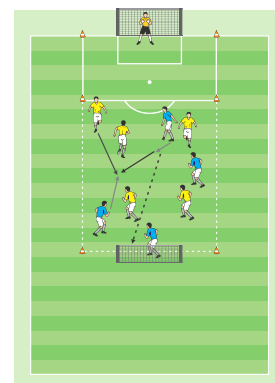
**C: Conclusion errors:**

Games with shots on goal

- Games in groups too large
- Competition in non-delimited areas



WRONG

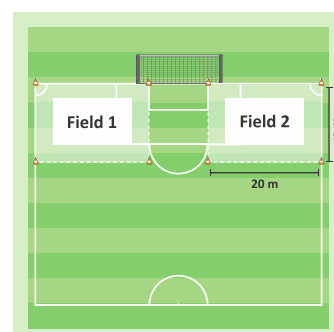


RIGHT

**D: children's football games – Example:**

System

- 16 players participate in this training session
- A half of the pitch is available
- Enough cones and posts are available, as well as two portable goals



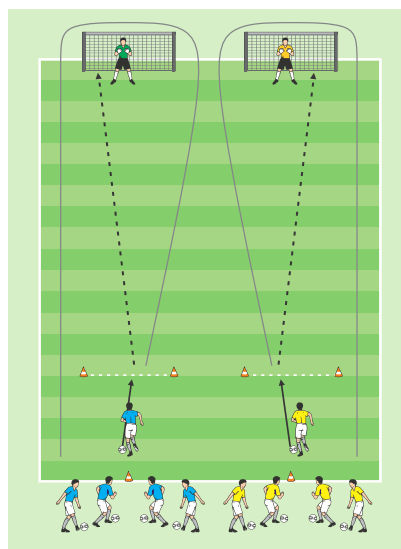
Shooting - example

Organization

- Two goals with the goalkeeper close together (distance: 15 m)
- Divide the players, all with a ball, into two teams and place them in front of a goal
- Mark a line of 15 m distance from each goal

System

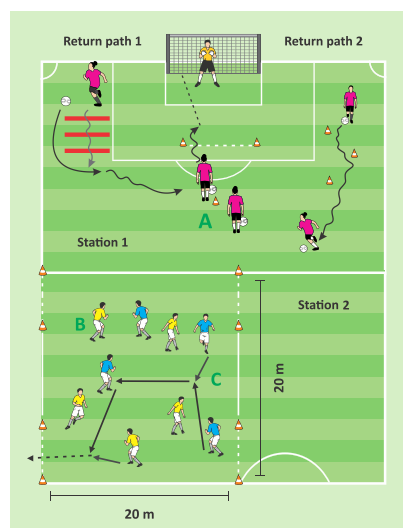
- 16 players



Training in small groups - example

Organization and procedure

- Divide players into 3 groups of 5 players each
- A does shooting (Station 1): the first respective player dribbles to the marked line and shoots the ball into the goal, then retrieves the ball. On the way back, players take turns in performing any of the coordinated exercises (Return Mode 1) or a technique exercise (Return Mode 2)
- B and C play in a pitch with four small goals without a goalkeeper. Every team has to defend 2 goals and can attack on 2 goals. Change stations after five minutes



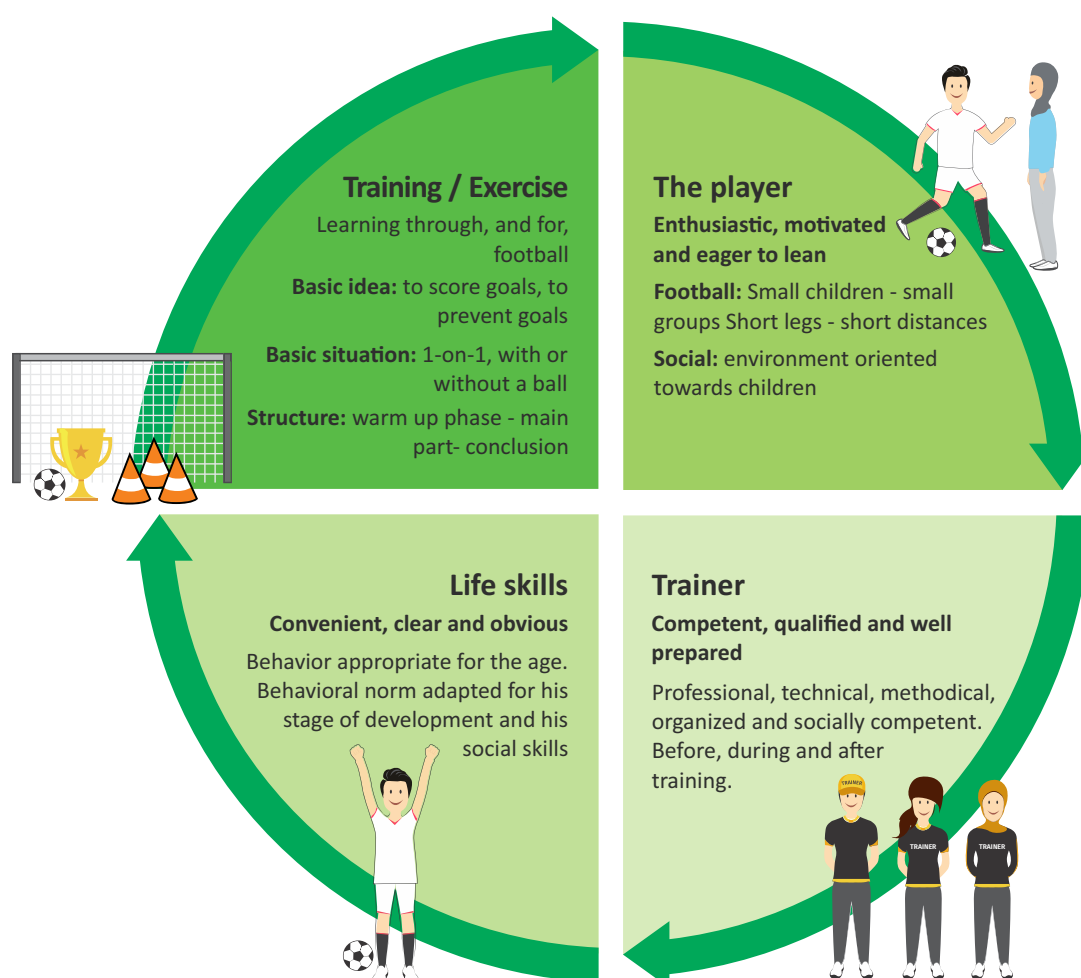
Methodical indicators for organizing / changing forms of training



The Perfect Training Session

In a perfect training session, the following essential criteria have been taken into account:

- Children are having fun and are excited and concentrated.
- Sports exercises are used.
- The training meets the level requirements of all age groups and takes into account the capacities and possibilities of the children.
- The trainer acts as a role model and chooses the language and behavior according to the age level.
- The exercises demonstrate the mental and social skills that have been taught.



Rules for planning a training session

Planning a good training session is a challenging process. As known, especially in children's football the motor and sporting base for future sporting capability is placed. Therefore, this phase is very important. In order to ensure the best possible development, the trainer can orient himself on several points. To simplify planning and to help trainers develop suitable exercises and games, the following rules should work as a guideline for training with kids:

1. Improve the enjoyment, fun and development of young players!
2. Pay attention to (age appropriate) pitch size, balls and easy rules!
3. Form small teams!
4. Each child should have one ball!
5. Pay attention to age appropriate duration of exercises and games!
6. Give only brief statements / explanations and offer demonstrations!
7. Enable as much ball contacts as possible!
8. Offer versatile movement exercises!
9. Let the children play in all positions!
10. Give exercises in a playful manner!

1. Improve the enjoyment, fun and development of young players!

The most important point in training with children and youth is teaching the fun of sports and movement in general in order to encourage a healthy lifestyle. Fun and joy guarantee motivation and thus a long-term commitment to the sport.

2. Pay attention to (age appropriate) pitch size, balls and easy rules!

The general rule is: small feet – small pitch. You have to adapt the basic conditions (ball, pitch, rules) to the age of the children so as not to overwhelm them. Too severe of conditions reduce the motivation and the fun of the children.

3. Form small teams!

Small teams allow each player to have more contact with the ball and therefore they are constantly involved in the game.

4. Each child should have one ball!

If possible, give every kid his or her own ball. This contributes to motivation and fun while having more interaction with the ball.

5. Pay attention to age appropriate duration of exercises and games!

Children are not small adults and are therefore more physically restricted. To take account of this, trainings and exercises have to be reduced and adjusted.

6. Give only brief statements / explanations and offer demonstrations!

Children have short attention spans and can only concentrate for a limited time. While explaining an exercise, the trainer should speak as little and as briefly as possible and give as many demonstrations as possible. Children will be able to easily imitate shown behavior.



7. Enable as much ball contacts as possible!

Giving each child his/her own ball ensures that they participate in the highest possible number of exercises and repetitions. A principle to remember: repetition is the mother of learning!

8. Offer versatile movement exercises!

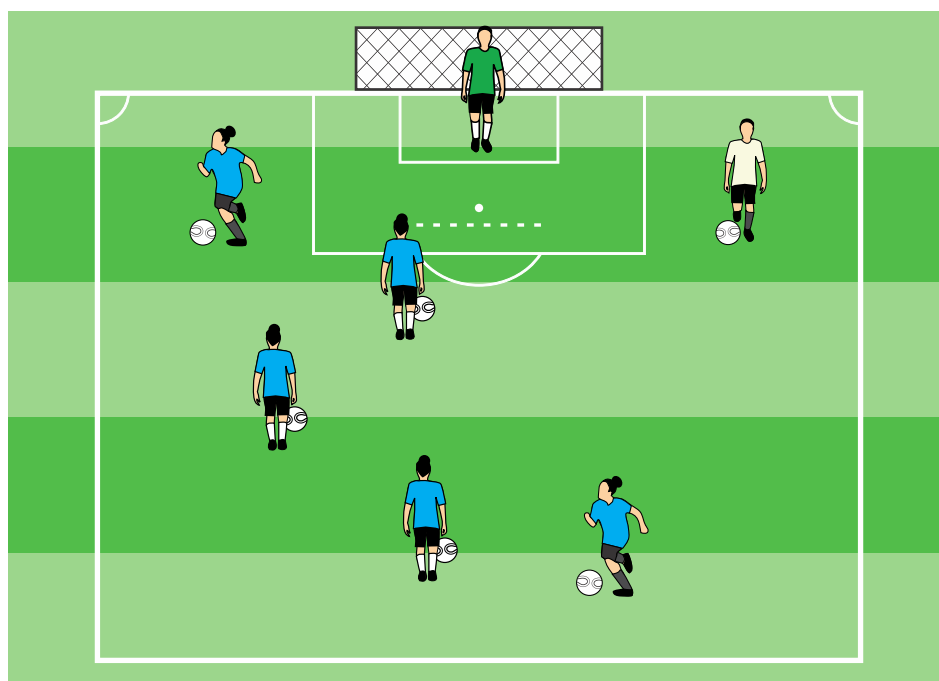
Versatility is key. Basic movements of running, catching, dribbling, bouncing and throwing are the focus here. Use materials while playing and practicing to challenge your players without overburdening them. Good coordination is the basis for further improvement in techniques.

9. Let the children play in all positions!

Children should have the opportunity to experience the different positions. In football, for example, no one player is the goalkeeper because everyone has a turn in this position (for young ages).

10. Give exercises in a playful manner!

Presenting tasks to children in a playful manner is an important for promoting the creativity of the children and their motivation to participate. Here the trainer can teach basic techniques while at the same time creating a fun atmosphere.



“Each child should have one ball!”

To comply with these rules, the trainer must avoid the following:

- Training children or asking them to play as if they were adults.
- Forgetting that the main motivation of children is to play football.
- Giving long explanations.
- Presenting technical tasks that are too advanced for the children's ages.
- Organizing routine exercises that become mundane.
- Focusing on one exercise for too long.
- Continuously interrupting play.
- Criticizing an individual in front of the group.
- Forgetting to balance the teams.
- Placing too much emphasis on the results.



TRAUMA AND VIOLENCE PREVENTION

Basic prerequisites

This part of the manual serves trainers engaged in helping potentially traumatized young people who have experienced war or similar events to improve their mental and social well-being. The recommendations are derived from general experience and adapted to the situation in Jordan.

The Sport for Development approach follows a causal chain:

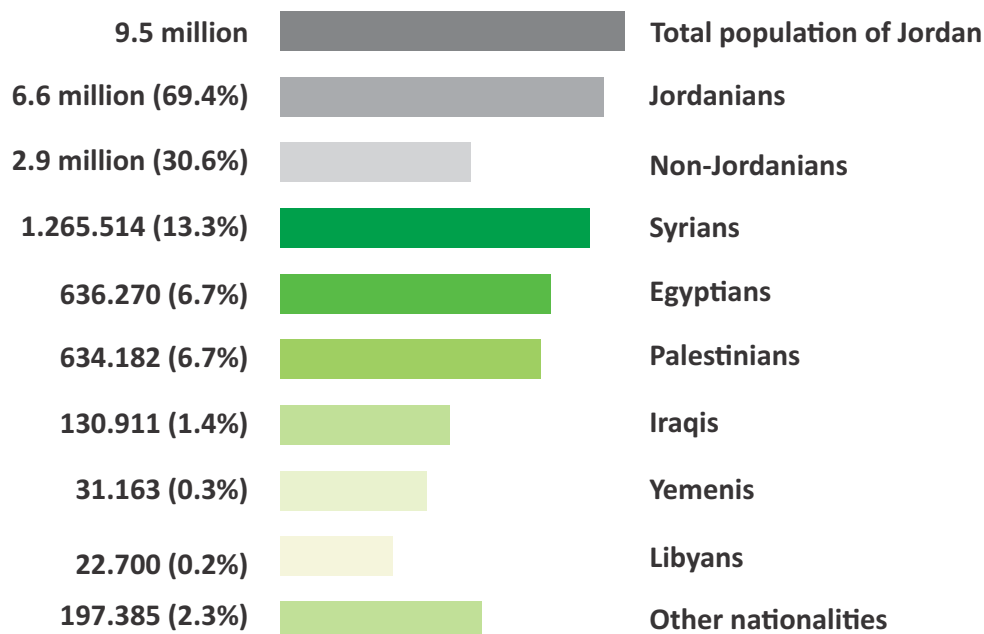


This sequence plays an important role in the context of the Syrian refugees in Jordan. In this environment, trainers have no influence over the Syrian conflict and the experienced violence, but must deal with the consequences, one of which is potentially traumatized children.

As the trainer cannot take action in the case that there is a conflict that causes violence, which results in trauma, this aspect of the causal chain will not be considered.

Trainers can, however, influence the causal chain by assessing trauma as a first instance. A possible settlement strategy for trauma is in violence, which again leads to conflicts. This means that we have to deal with traumatized children but cannot change the violence they have experienced and cannot solve the conflict from which they are fleeing (e.g. conflict in Syria). In this hierarchy, the trainer can exercise influence. This approach is used to interrupt the causal chain and to avoid causes of violence and, ultimately, new conflicts.

Initial position



Jordan's population has grown massively in the last seventy years. While in 1946 the population was about 400,000, in 1997 it reached 4.6 million—a figure twice that of 1981. In 2016, Jordan counts a population of 9.5 million. Armed clashes in the last half of the twentieth century resulted in a sudden and massive influx of Palestinian Arab refugees into Jordan. This group now makes up more than two-thirds of the Jordanian population. In Jordan, there are no official census data for how many inhabitants have Palestinian roots or came as refugees from Lebanon or Iraq. The crisis in Syria has led to an increase of Syrian refugees in Jordan. Native Jordanians are either descended from Bedouins or from the many deeply rooted non-Bedouin communities across the country. The population is young, with a birth-rate double the world average. Some 43 percent of the people are under age fifteen.

Along with flight and displacement, many of those seeking shelter have also experienced physical violence, witnessed the killing of family members, and other human rights abuses which have directly influenced their mental and social well-being. Host countries, however, often lack financial and/or professional resources for coping with these incidents and their consequences. For this reason, a trainer has to be aware of how to deal with this issue.

Trauma

When people are faced with life-threatening events or experience severe anxiety, helplessness, and losses, everyday coping strategies are often no longer sufficient to maintain or restore their mental health. Often the trust in other people is destroyed and the way to see oneself and the world is so negative that the person has a hard time living a normal everyday life again. This type of response is called traumatization.

Trauma occurs when a person experiences or witnesses an event that involves:

- Death or threat of death or serious injury
- Intense fear, impotence or horror
- Believing or knowing that the same person or others may be injured or killed
- Great danger and impotence

These examples show the high importance of this topic within the context of the Syrian refugee crisis, because it is likely that many refugees experienced at least some of the actions showed above.

Not everyone who passes through potentially traumatizing experiences is automatically traumatized. People are and react differently to such situations, so it is not helpful after a potentially traumatizing event (such as war and flight) to assume that all people who have been exposed to violence will be traumatized. Nevertheless, the trainer should be prepared.

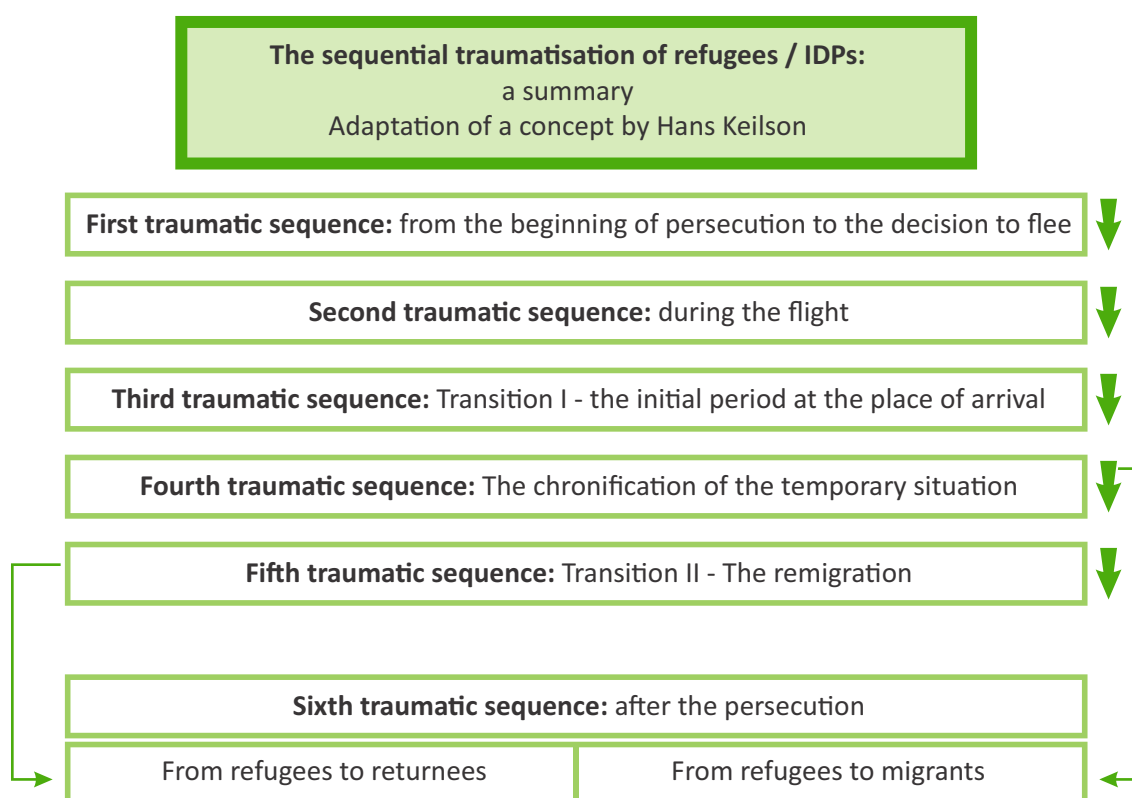


Recovering from trauma is a fairly long process and you as a trainer neither have the skills nor the time to sufficiently help a traumatized person. Your obligation is to refer a trauma victim to professional services in this area.

Furthermore, it is crucial to understand trauma as an interaction of different sequences, instead of focusing on a singular original violent experience. When the time of processing breaks in and the trauma cannot be processed under different conditions, this constitutes a substantial part of the traumatic experience, and is by many described as the most engaging and most painful part of their lives. The level of cruelty involved in the trauma should be considered, as well as the events that took place directly after as well as in the long term.

When we start to assess long-term solutions for victims of trauma, the question arises: What does a refugee experience not only in the country of origin but also in the country of arrival?

This model shows the importance of post-trauma solutions for the refugee context according to Keilson:



Factors influencing reactions to traumatic events:

- Severity and duration of the traumatic event
- Cognitive assessment of the traumatic event and its importance to the child
- How close the child was to the traumatic event
- How the child reacted to the traumatic event
- The quantity and quality of support the child received after the traumatic event from those around him/her
- The child's level of intelligence, skills, beliefs and attitudes
- The child's age and gender
- The social, economic and religious circumstances of the child
- The child's frequency of exposure to traumatic experiences or pre-existing illness

Reactions to traumatic events

The reactions above have negative impacts on a child's (or adult's) cognitive, emotional, behavioral or social well-being (or all together). Children (or adults) have varying reactions to trauma in terms of type, number and intensity. Studies show that some reactions are common to all ages, while others are specific to each age group.

Some people believe that children who fall victim to any type of trauma do not understand what was happening to them and are not concerned about the outcome. This is because children do not have the mental capacity to understand or make sense of what is happening. At the same time, they lack the ability to verbally express their suffering. However, the truth is that they realize what is happening and react to it, but in their own way.

However, the following symptoms have been identified according to the different age groups.

Symptoms of trauma in children 6 to 12 years of age

Children in this age range can experience:

- Feelings of fear, usually when it gets dark or the child is separated from parents (e.g. nightmares)
- Concern for the health of the parents or the loss of family members
- Increased attachment to parents after the traumatic event
- A sense of responsibility for what has happened
- The emergence of childish behaviour, such as bedwetting, thumb sucking or speaking in a manner used by younger children
- Complaining of physical symptoms such as bellyaches or headaches, which have no physical cause
- Hyperactivity, disrespect for the rules, and engaging in patterns of behaviour that capture the attention of others
- Loss of appetite or increased appetite



- Poor concentration when trainers are explaining lessons
- Decline in performance
- Feeling sad, tending towards calm and quiet, and social withdrawal
- Emergence of painful memories that take the form of thoughts or images, or appear through repeatedly playing in a way associated with the type of traumatic event
- Altered sleep patterns (difficulty falling sleep, frequent waking during sleep, difficulty returning to sleep, scary or disturbing dreams that may be associated with a traumatic event or have strange unclear content)

Symptoms of trauma in young people between 13 and 18 years of age

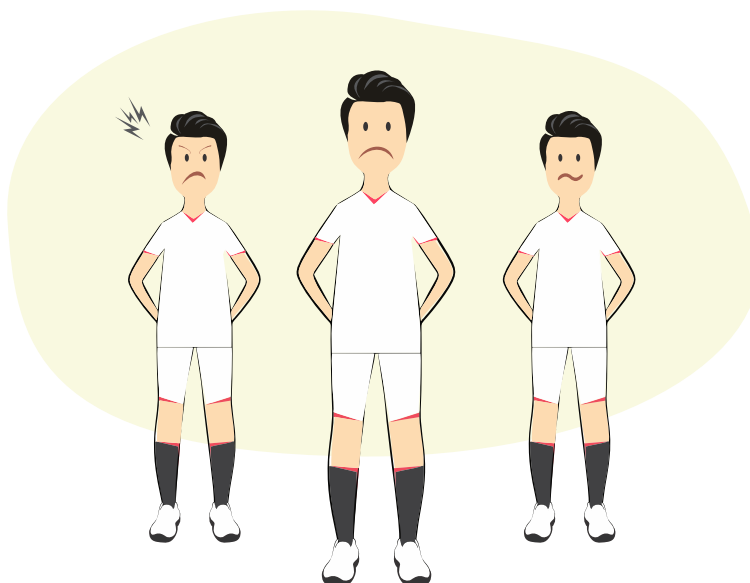
Young people may show similar reactions as adults, including:

- Indifference to what happened, which illustrates their inability to control their behaviour. This subjects them to even more stress, making them susceptible to deviant or harmful behavior (such as substance abuse or smoking)
- Fear and anxiety
- Thinking deeply about traumatic events
- Low interest in social and recreational activities
- Lack of hope for the future
- Lack of concentration and failing educational attainment
- Rebellion, disobedience, and disrespect for the law and rules in general
- Complaints of physical symptoms and pain that have no medical justification
- Emergency depressive symptoms
- Changes in sleep patterns
- Loss of appetite or increased appetite
- Boredom, fatigue and exhaustion without exerting much effort
- Feeling tense and unsettled when something happens that reminds them of the traumatic event

Some reactions may be observed on the pitch in children who have been exposed to traumatic events. For the trainer, it is important to be able to recognize the following signs:

- Difficulties in performance
- Difficulty concentrating when trainers are explaining exercises
- Isolation from the team
- Silence or reduced participation in team discussions
- Increased violence, aggressive behaviour and confrontational attitudes
- Fear of situations or things that did not cause such reactions prior to the traumatic event
- Noticeable sadness

- Irritability and a quick temper
- Reduced confidence in the future. Physical symptoms, such as headaches, body pains and aches, which have no medical cause
- Stuttering in the case of young adults



These are natural reactions to direct or indirect exposure to traumatic events that negatively impact a child's (or adult's) cognitive, emotional, behavioural or social functioning.

The above-mentioned are the most common responses to traumatic events; however, children (or adults) show varying reactions to traumatic events in terms of type, number and intensity. Studies show that some reactions are common to all ages, while others are specific to a certain age group.

To tackle these symptoms and to improve the condition of the children and youth, specific treatments for trauma have been developed.

Keep in mind: a traumatized person needs professional help.

Recovering from a trauma is a fairly long process and you as a trainer neither have the skills nor the time to sufficiently help a traumatized person.

Your obligation is to recommend an institution to a trauma victim who can provide professional help.



Dealing with the trauma

A person's behavior in reaction to trauma can be positive or negative.

- Negative forms

Ways a child deals negatively with trauma (maladaptive reactions in the long-term):

- Dissociation: The child may seem to be unaware of what is happening around him, "lost in his world," or daydreaming. Dissociation allows the mind to distance itself from overwhelming experiences.
- Fantasies, including fantasies of revenge or of the past.
- Social isolation.

+ Positive forms

- Seek support. Ask for help and talk to someone you trust and be heard.
- Expression: speak, draw, express feelings through imaginary play with toys.
Identify and describe feelings.
- Practices and supports rituals in a community.
- Understand the reason for actions. For example, realizing that there is nothing the child could have done to prevent the situation (problem-solving includes the following steps: thinking about alternatives, evaluating the problem, evaluating the resources to solve the problem (e.g. who could help me? I've had similar problems before. What have adults taught me about this problem?). This may be more appropriate for older children.
- Use your body to reduce tension (e.g. relaxation exercises).
- Create a supportive environment with other children. See how children can help each other.

The child's ability to cope with a situation may increase depending on how important people in their environment and community respond to him/her.

* Or after actions to think

- All people have different coping mechanisms.
- There are similarities in the ways people have learnt to cope and so we can learn from the things others have tried.
- Coping strategies can be useful or perceived as obstacles. Something can work in one moment and not in another.

Trauma and its role in violence

Trauma is one of the major psychological effects caused by experiencing violence. However, trauma is not just caused by violence. Trauma can cause violence as well. As mentioned before, we have no influence over the experienced violence but we can avoid further violence caused by trauma. We believe everyone has experienced violence in one way or another; therefore, it is good to know that violence has many faces. Violence involves words and actions that harm people physically, psychologically and emotionally. Violence is the abusive or unfair exercise of power, intimidation, harassment or the threat or actual use of force resulting in harm, fear, injury, suffering or death.

Most violence is intentional and is committed to achieve a certain goal, such as economic gain, political success, revenge, recognition, respect, honor, destruction, exploitation, fear, oppression, etc. Sometimes violence occurs unintentionally, such as when an accident happens, but also when people are unaware of their own behavior and how it may affect another person. Violence and abuse often take subtle rather than physical forms. Gossip or verbal abuse, for example, do not involve physical violence, but often leave the victim feeling violated and with emotional marks. The same is true of neglect, which occurs when a child receives no care or attention from parents or trainers.

Violence caused by trauma is visible in the symptoms of Post-Traumatic Stress Disorder (PTSD). Beliefs, expectations, and assumptions about the world play a critical role in determining the effects of victimization. The experience of trauma shatters three basic and healthy assumptions about oneself and the world: the belief that the world is a place with meaning and order, and that things happen for a reason. The trauma or violence caused by a human destroys a fourth belief: the confidence that other human beings are fundamentally good. These four assumptions allow people to function effectively in the world and relate to others. After a violent experience, the individual feels vulnerable, unaided, and out of control in a world s/he can no longer predict. An unresolved trauma can lead to the feeling of vulnerability growing to the point of being even more victimized, as the victim itself becomes a perpetrator of violence.

Psychological support in terms of individual or group therapy and other processes to deal with the traumatic experience are therefore important means to prevent violence in a society such as ours, where a large part of the refugees has experienced violence in their different forms and in different stages of their life.



In a group challenged by high levels of violence, multi-agent methods of talking about violence are crucial, not only to address the issue of violence but also to allow for any other form of social and economic development. The trainer, like his sports initiative, can play an important role.

After a violent experience, the individual feels vulnerable, without help, and out of control in a world that s/he can no longer predict. An unresolved trauma can lead to the feeling of vulnerability growing to the point of being even more victimized, as the victim him/herself becomes a perpetrator of violence.

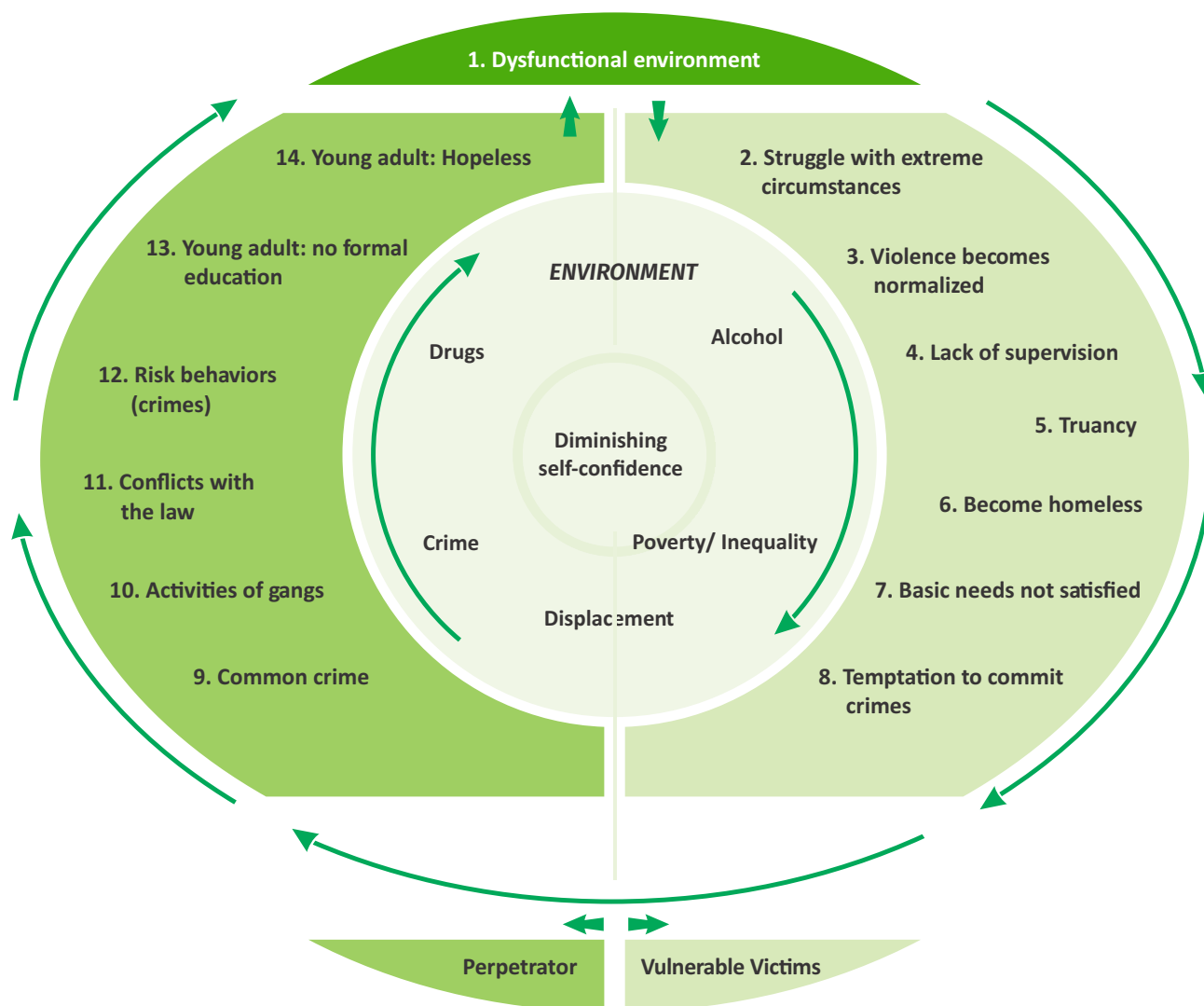
Due to the extent of violence some of the (refugee) players have faced, it is very likely that some of the players have experienced severe physical, psychological or emotional violence. The experience of severe violence may have strong psychological impact on both the victim and the perpetrator such as trauma or traumatic responses. Research indicates that unresolved trauma can lead to both increased vulnerability of the victim to further victimization and to the victim turning him/herself into a perpetrator of violence. Psychological support, such as counselling and other processes to deal with the traumatic experience, are therefore an important means to prevent violence in an environment where the majority of the people have experienced violence in its different forms and stages in their lives. However multi-stakeholder approaches to address violence are crucial to not only address violence but also to allow any other form of social and economic development. The trainer and the sports program can play an important role.



Trauma and its role in violence

Victimization and acts of violence are interrelated. The CSIR (Council for Scientific and Industrial Research) proposes the following explanation of how a person victimized in childhood crosses the boundary to become a perpetrator of violence.

The cycle of crime and violence



Based on
Holtman, B. (nd) Breaking the cycle of crime and violence. In S. Pennington (Ed.),
Action for a safe South Africa, pp. 30-37. Sandton: South Africa - The Good News.

The child as a vulnerable victim:

1. Children are born into a troubled environment or family.
2. They struggle with the extreme circumstances (e.g. war, flight and displacement) and endure rejection or abuse.
3. They encounter violence as a normal part of life (social learning).
4. The daily routine (during and after school) is seldom supervised (weak experiences of education, insufficient family management).
5. They start to leave school (voluntarily as well as forced by circumstances).
6. They may escape from their home, lose their home, be displaced and can become street children.
7. Their basic needs are not met (poverty).
8. They are tempted to commit crimes in order to improve their situation. At this point they cross the line between being victims and perpetrators.
9. They commit a misdemeanor like stealing food or money.
Bear in mind that all that is happening in an environment in which "little trust" is at the center of the child's experiences. They feel useless; they move often and have little stability. There may be firearms, alcohol and drugs in an environment of poverty and / or inequality and materialism, which puts them at greater risk of violence and victimization.
10. It is possible that they join gangs, in which they satisfy their needs of belonging and identity. They can also satisfy their basic needs through performing criminal activities.
11. At this point, they may come into contact and conflict with the legal system, the police, the courts and the justice system. They may enter and leave prison, where they are likely to continue being victimized.
12. They participate in high-risk behavior such as violent crime.
13. They have not received any formal education and are now uneducated young adults, which makes it difficult to find a formal job.
14. They have no hope for the future.

NOT all victims become perpetrators, but most perpetrators have been victimized or rejected

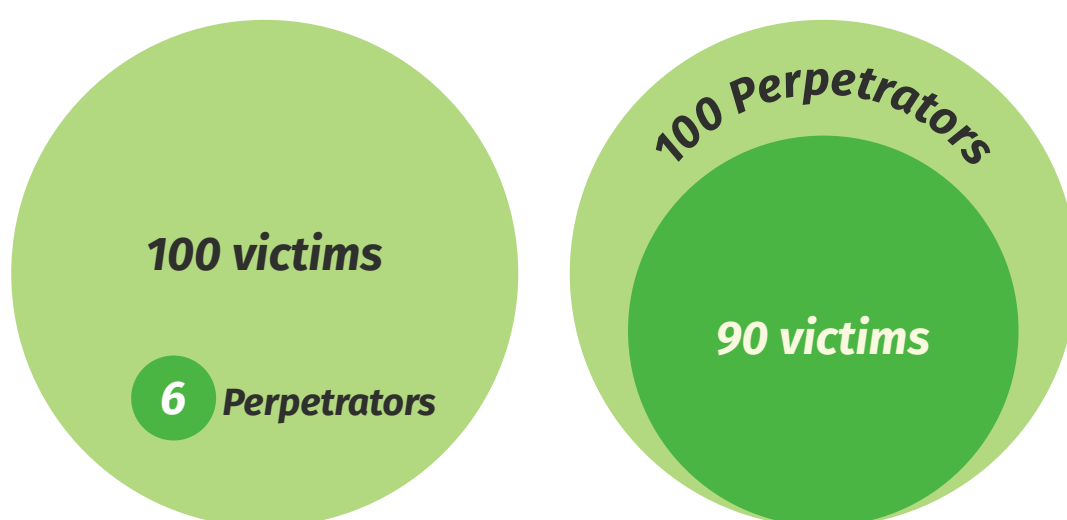
Presentation notes for trainers – how to transport this issue to a group

- Draw a large circle on a flipchart. Write "100 victims" inside the circle.
- Explain that probably 6 of these victims will become perpetrators of crimes.
- Draw a small circle inside the large circle and write "6 perpetrators" inside.

Most victims do not become violent.

- Draw another large circle on the flipchart. Write "100 perpetrators" inside the circle.
- Then explain that MOST of these perpetrators have been victimized.
- Draw a slightly smaller circle inside the large circle and write "90 perpetrators" inside.

Most perpetrators have been victimized



Forms of violence in team sports and in communities

As we know, violence is strongly related to trauma. Therefore, it is important to illuminate the different forms and causes of violence in children and youth's daily life. Many of the attitudes experienced on the pitch have been learned by players over the years. They copy the behaviour of others. Sometimes this means they have not learned peaceful ways to handle negative feelings and conflicts.



Forms of violence in football

- Fouls between players of the same team or the opposing team, including scratching, shaking, pinching, punching, slapping, biting and pushing
- Drug abuse by players
- Pitch invasion by supporters (parents, friends, strangers, etc.)

Forms of psychological and emotional violence between players of the same team and opposing team, between trainers and players, between opposing team trainers, as well as between players / trainers and referees can include:

- Humiliation due to severe criticism or bullying (use of nicknames)
- Embarrassment
- Intimidation through verbal threats
- Pushing or kicking objects
- Contempt or lack of attention

In their homes, schools, neighbourhoods or communities, players may experience more serious forms of physical, psychological and emotional violence such as:

- Long-term parental negligence
- Physical punishment
- Continued fights between parents and other family members.
- Domestic violence and child abuse
- Other harassment and targeted attacks
- Drug abuse
- Robbery
- Violent public protests

Violence in the community can have an impact on your players, such as:

- Players may not feel safe walking to and from the pitch.
- Drug abuse has a negative impact on the health of players and therefore on team performance.
- Players may not be able to form healthy relationships with other players or are impeded from exercising their maximum performance.

Social spheres and levels of violence

As previously mentioned, violence involves different parts and occurs at different social levels. In the context of football, there are three relevant levels of violence:

- Interpersonal violence occurs between two or more individuals.

Examples: Verbal or physical fights between players, foul play, sexual harassment, child abuse, domestic violence, other domestic harassment, and rape.



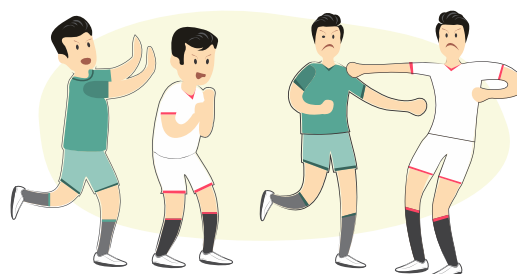
- Intra-group violence occurs between members of the same group (e.g. a football team or political parties):

Examples: Factional fighting and power struggles and control within a group.



- Inter-group violence occurs between social groups, such as football teams and their supporters, organizations, ethnic groups, etc.

Examples: Fan violence, gang violence, xenophobia and political violence (e.g. violence between supporters of different political parties or between civil society and state groups). Intergroup violence can lead to personal injury, harassment, public agitation, property damage and even murder.



- Self-inflicted violence occurs at the individual level or against one's own person. It usually occurs when the person is in a state of confusion, anguish, depression and dissatisfaction.

Examples: Drug abuse, pain or suicide.



The above classifications are useful in understanding the social sphere and the social origin of violence and its actors. As always, the reality is much more complex, it is not reduced to this classification and can have different dimensions. Therefore, it is important to also assess the causes of violence.

Measures to deal with conflicts (based on violence)

The inability to deal with conflict in a constructive way is one of the main causes of violence. In other words, at the root of violent behavior is a conflict of interests and conflict of needs between the parties to the conflict. Your ability to better understand the root causes of each case of violence is therefore important for your successful intervention.

In addition, violence usually does not come out of nowhere. On the contrary, violence is often the last phase of a conflict that has been growing without any intervention.

Effective intervention in conflict situations, as well as teaching children to deal with conflict constructively, is an important part of preventing violence.

Conflict is a normal and inevitable aspect of social life. Since we all have different interests, values and beliefs, they may conflict with each other from time to time. People also deal with conflict differently. It is actually the way we deal with conflicts that determines our progress as individuals as well as society. Conflict transformation is a strategy to address conflict constructively by dealing with social or political sources of a conflict. It seeks to shift the negative energy towards positive social or political change. For this purpose, different approaches to different circumstances can be implemented.

The following lesson will introduce two tools (Triangle of Conflict Analysis and Identification of the parts of the conflict) that will help you to effectively intervene in conflict.

Triangle of conflict analysis

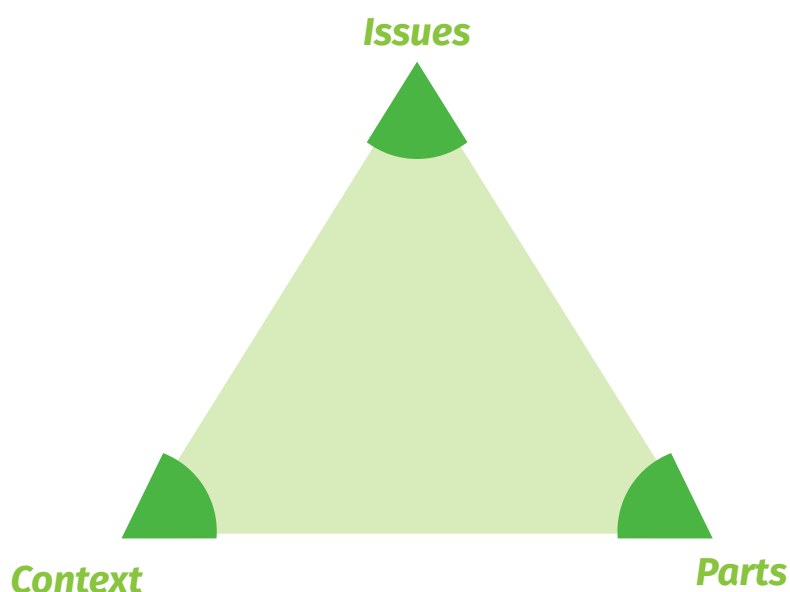
Conflict is a common occurrence in human and social interaction. It is neither negative nor positive. Its consequence (positive or negative) depends on how individuals and groups view and manage their differences.

Our behavior in conflict situations is manifested by our understanding of the conflict itself.

This means that we all perform some sort of conflict analysis in one way or another. However, this analysis is often not understood and is used to justify why we have behaved in a particular way in a particular conflict situation.

The conflict triangle equips trainers with a more comprehensive understanding of conflict and, in the case of violence, an understanding of both sides of the conflict. From here, intervention strategies can be developed.





Conflict triangle

The conflict triangle is a useful tool for analyzing the components of conflict: context, issues and related parties.

Identifying conflict issues

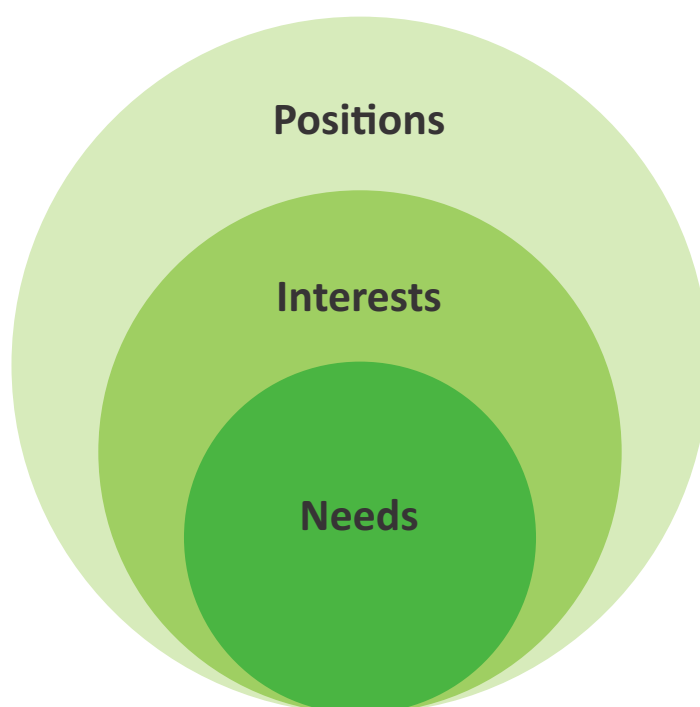
Issues are things that conflict parties disagree with or fight about. Conflict issues can be materialistic or idealistic. Issues that have to do with ideologies are related to perceptions (e.g. values, beliefs, ideology, religion, etc.), while materialistic issues are concerned with resources and power (e.g. access to pitches, refereeing decisions, access to opportunities, money, property, political and social positions, etc.).

In most cases, conflicts include a mix of questions regarding idealism and materialism. Often, what begins as a material matter transforms into an ideological conflict. Unresolved conflict may assume a subjective dimension as the two individuals develop perceptions and emotions (e.g. anger, frustration, etc.) of each other. This can damage their relationship and create a strong sense of division between "us" and "them".

Example: a female and a male football team have a conflict concerning the use of a pitch. The argument begins with differing opinions over the use of equipment. However, it turns out that the male team members have a negative attitude towards the women's team and believe that they are only wasting time and have no right to use the pitch because they are women. They argue that women have no place in sports. In this sense, the real question is about ideals, or the cultural attitude of men.



By applying the metaphor of "The Onion", it is also possible to dig deeper to understand conflict issues:



The term '**positions**' refers to what the parties to the conflict say they want.

Example: "You must leave the pitch because we want to use it now".

The term '**interests**' refers to what the parties to a conflict actually want to achieve or what needs they want met.

Example: "We want more practice time".

The term '**needs**' refers to things that require a certain cost or effort to form or create, such as identity.

Example: A need for recognition and an opportunity to improve your game so you do not lose again.

Conceptualizing these layers helps to understand the issues involved in conflict and the behaviors of the parties involved. Understanding the hidden interests and needs of the parties to the conflict can help find alternative solutions.

Example: In the case of the women's and men's teams fighting for the use of the pitch, it became clear that the men could not use the practice time because some of their players had school commitments at that time. As an agreement, they needed to book the pitch for another time. The women eventually agreed to change training times with the men's team.



Identification of the parts of the conflict

When discussing a conflict, it is also important to identify the interested parties and the areas of disagreement. There are two types of parties to a conflict: main parties, who openly demonstrate their claims and are therefore directly involved in the conflict; and the secondary parties, who do not express their claim openly but who also have interests and are involved in the conflict indirectly. Often these secondary parties act as "instigators," who create animosity or provoke others to become violent. In order to get a clear picture of the conflict, the main and secondary parties must be identified

Example: In the previous example, the main parties are the female and male teams. Secondary parties could be their respective trainers, who may have told their players to practice on the pitch. Possibly, the trainer of the men's team could have even encouraged the players to throw the women's team out the pitch because s/he felt that it was more important for his/her team to prepare for an upcoming match.



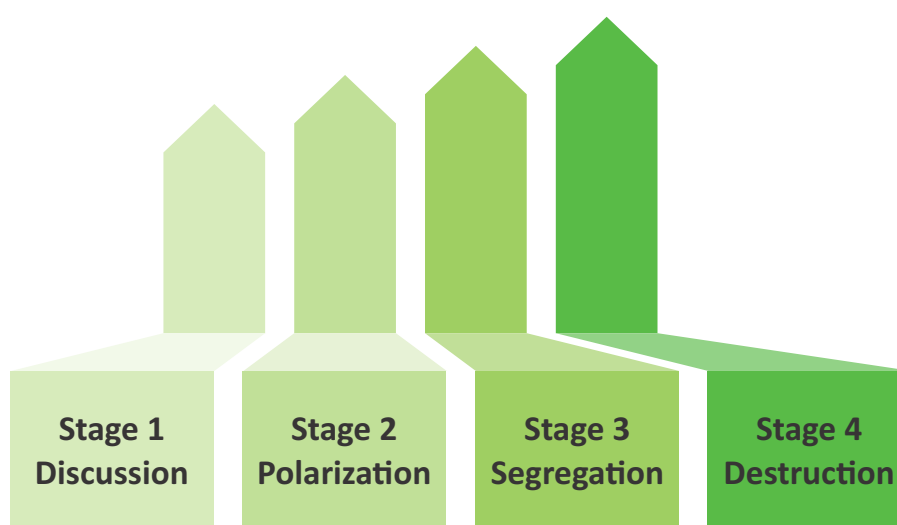
Consider the context

Parties to a conflict interact with each other in a sociocultural, economic and political environment or context. Conflicts can occur in a context with more or fewer social problems, such as drug abuse, teenage pregnancy, separated families, etc. Conflicts also occur in a communities facing economic crisis and with high youth unemployment rates, but also in a highly polarized political situations. Understanding the context is significant because it allows trainers to better imagine the factors that can aggravate an existing conflict. It also helps to identify strategies to intervene or prevent conflict in the future.

Example: The context of the conflict is that the pitch is in a public park, which has recently opened its doors. It is the only playground in the whole neighborhood and there are no other public places that are safe for the young. Nobody is in charge of the park or regulates who can use the pitch and at what time. The pitch has become more and more popular and the number of groups that want to use it has increased.

Measuring levels of conflict - conflict thermometer

Physical violence does not come out of nowhere. Usually a conflict has been growing for some time. It goes through different stages in which the parties to the conflict assume different modes of communication and behavior until it takes the form of direct violence.



Based on the changing modes of communication and behavior between the parties:

I Discussion

Minor disagreement or misunderstanding.

- The relationship is still relatively good in terms of trust and commitment. The parties' perceptions and images of each other are still accurate and positive. The parties believe that joint profit is possible. However, for some reason, difficulty in communication can occur when the interaction goes from a discussion to a debate about the other party's behavior.

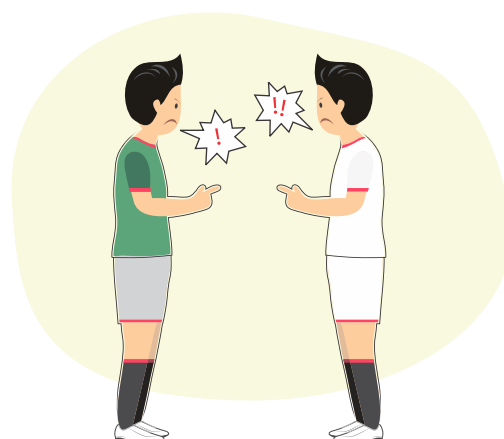
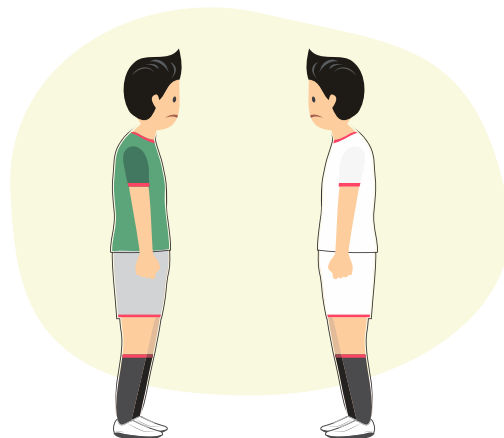
Example: Two players have a discussion about the rules of the street soccer league. They disagree about what counts for a goal or what constitutes a win. Both players repeatedly insist on their position and try to convince each other through arguing and providing examples of previous games.

II Polarization

Openly question and challenge.

Interpersonal issues become a source of concern as trust and respect are threatened. Distorted perceptions and simplified positions begin to emerge.

Example: None of the players are willing to accept the other's argument and they argue in raised voices. A player says, "That's stupid. It cannot be like this. You have no idea how to play the game." The other player gets upset and yells, "No, you are the stupid one. You don't know what you are talking about. You are useless!"



III Segregation

Threats and ultimatums.

- Defensive competition and hostility become major issues. More importantly, the conflict is now threatens basic needs such as security and identity.

Example:

- The first player shakes a lot and shouts, "You never believe me. You always think you know more, but you have no idea!" The other player says, "That's because I do know more, and I'm going to show you that I'm better. You're just a stupid *****. Look at yourself. You're a ***** !!!"



IV Destruction

Aggressive physical attacks and efforts to destroy the other party

- The conflict has escalated to the point where the parties attempt to destroy each other using various forms of violence, manifested in physical fights or war.

Example:

- The first player throws himself on the other and strikes him with all his might. The other player responds similarly, eventually taking a cone from the pitch and throwing it at the other player.

Useful questions to analyse conflict and violence (use these questions to work in subgroups)

Discuss a history of violence through the following questions:

- Using the conflict triangle
 - What issues were the parties fighting about?
 - Which actors are involved in violence? Who are the primary and secondary parties?
 - What is the position of the parties to the conflict? What are their interests and needs?
 - What is the context of the conflict and / or violence? What factors contributed to the conflict escalating to violence? Were there factors that prevented the outbreak of violence?
- Using the Conflict Thermometer
 - What stages of conflict can you identify in the story?
 - What happened at each stage? Identify the different forms of violence in each stage of the conflict.

Specifics in the role/duty of a trainer

From the given information and framework conditions, specifications for the role and responsibility of the trainer can now be derived, since a special awareness is necessary in dealing with traumatized children and adolescents.

To work or to organize trauma-sensible activities means to avoid everything, which creates a traumatic experience and lead to the re-traumatization: feel threatened and delivered, experience extreme anxiety and impotence and lose trust and control. The focus is therefore on the creation of framework conditions (general feeling of well-being) which provide the greatest possible degree of certainty, predictability and trust in order to enable the person concerned to control and self-determination at every step.

Therefore, the focus should be to establish basic conditions that ensure a greatest possible measure of security to make possible predictability and confidence, is located in order control and self-determination concerned of each step. Those working with traumatized individuals should be informed about basic patterns of trauma dynamics (e.g. that “triggers” can release trauma subsequent disturbances).

Basic conditions should be adapted accordingly, which the trainer can do. The following point out the arrangements of the psychosocial support:

- Stability and stress reduction by fulfilling basic needs such as protection, security and the provision of food and water.
- Stabilization and the reconstruction of interpersonal relations, which makes social acknowledgment and mutual support possible.
- Production of a framework within which the individual or the group have the possibility to experience their own effectiveness and to have a positive role in their social environment. Doing so allows for the awareness of strengths and weaknesses.
- Activation of personal and social resources, which support the management of everyday life and the integration of the experienced in the conception of the world and self.
- The recovery of justice, control and autonomy.
- The support with the structure of new goals and life plans in order to experience and live in conformity with the values of life and consider them as meaningful and enriching.

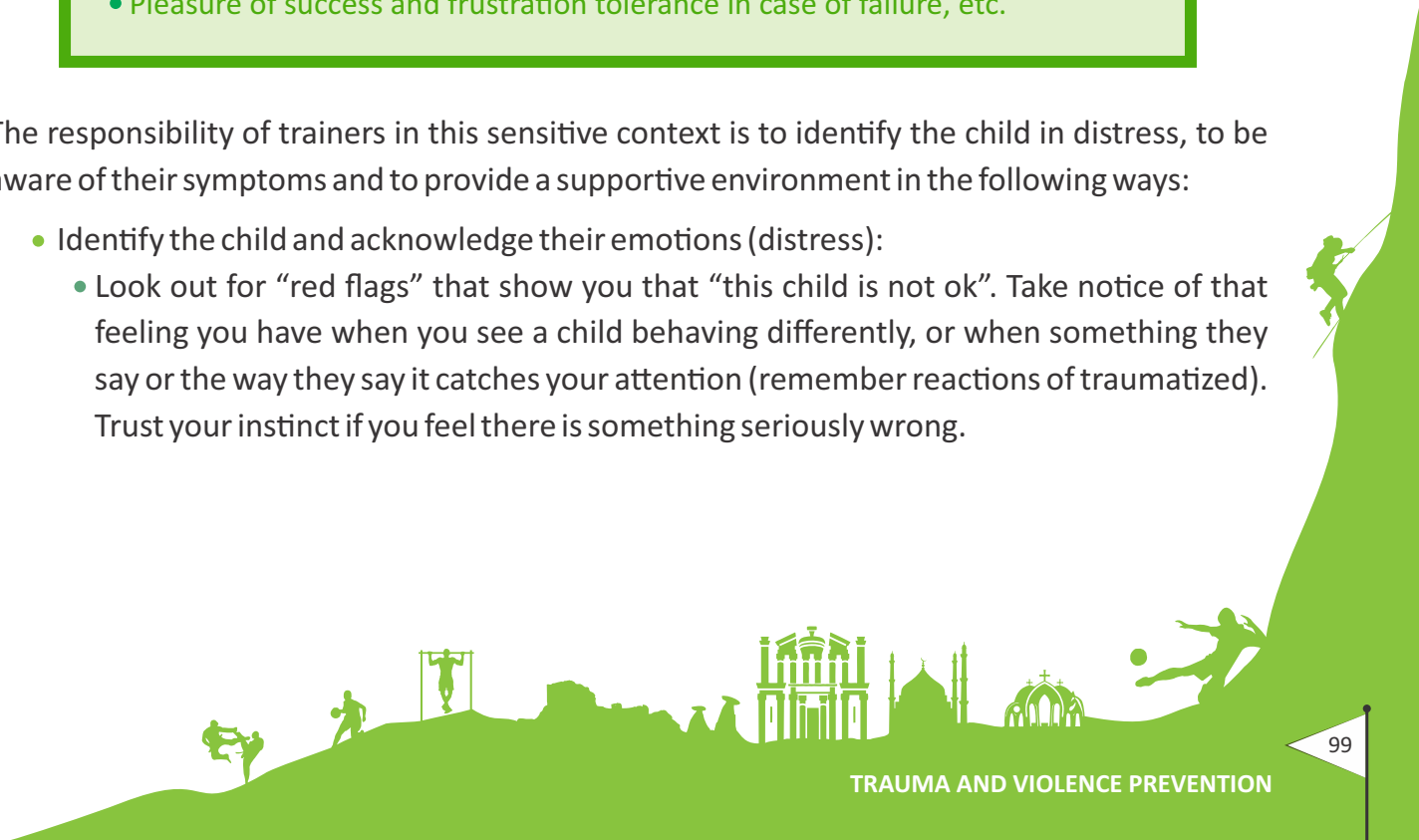
Example "Football as a psychosocial measure":

A football match between young people would be a psychosocial measure (to achieve a general social well-being), for example, if it is conceived, accompanied and designed to provide room for the following experiences of the players:

- Empathy
- Fairness
- Cooperation
- Control
- Authorization
- Affinity and integration into a group
- Regulatory consideration without feeling constrained
- Testing of constructive, non-violent and creative problem solving
- Communication patterns and delivery strategies
- Pleasure of success and frustration tolerance in case of failure, etc.

The responsibility of trainers in this sensitive context is to identify the child in distress, to be aware of their symptoms and to provide a supportive environment in the following ways:

- Identify the child and acknowledge their emotions (distress):
 - Look out for “red flags” that show you that “this child is not ok”. Take notice of that feeling you have when you see a child behaving differently, or when something they say or the way they say it catches your attention (remember reactions of traumatized). Trust your instinct if you feel there is something seriously wrong.



- Be aware of their symptoms:
 - Based on what you have learned in the workshop, you will be able to understand some of the behaviours child present in this context. Rather than scold them, try to understand them.
- Know your limits:

The basis of a good job is your own well-being. When you work in this context, you face day-to-day harm, injustice and sadness. There will be days you feel powerlessness. When this is the case, do not feel ashamed to ask for help.

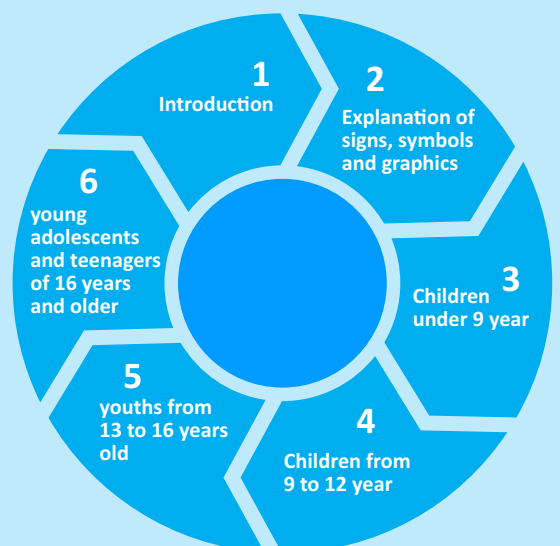
Therefore, it is crucial to develop additional (basic knowledge from Chapter I: “The Trainer”) specific skills and attitudes relating to:

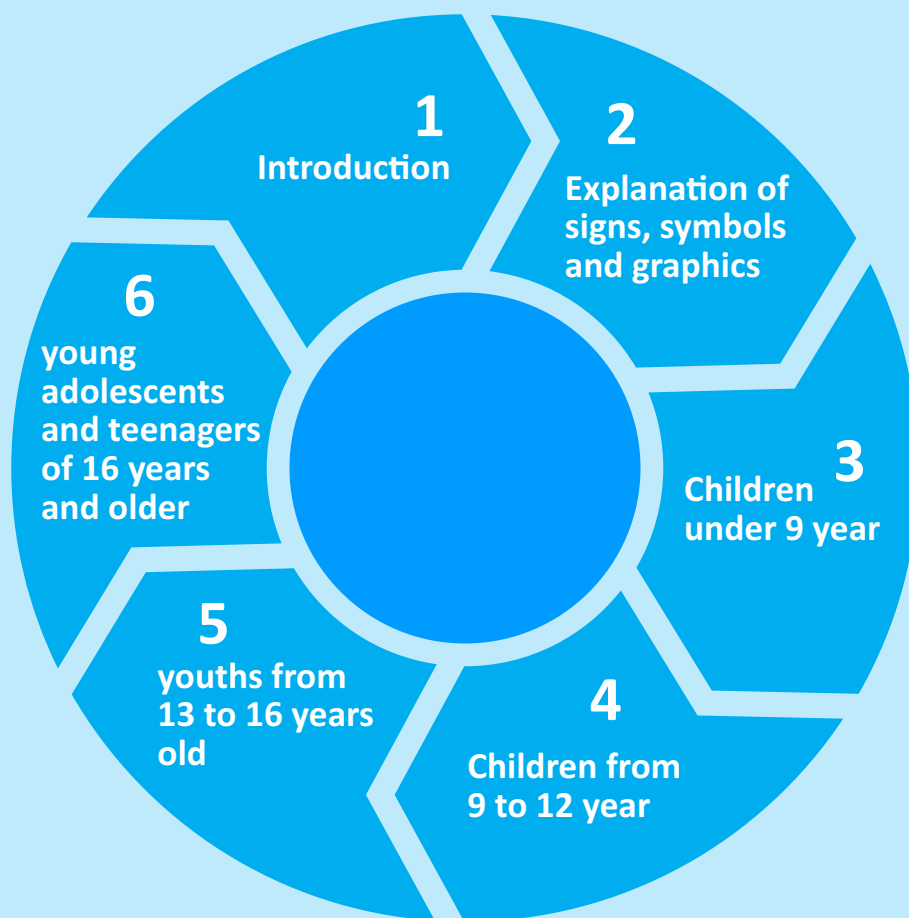
1. Basic idea of physical and psychological education.
2. Enhance the protection of children and provide their basic needs in the sportive environment.
3. Understand reactions resulting from traumatic events in childhood and adolescence, and identify them in the training and games.
4. Communicate with children, and how to effectively talk to them.
5. Provide “psychological first aid” by creating an atmosphere of social well-being.
6. Techniques for providing general support.
7. Self-help to ease the professional, psychological and social tensions and pressures they face in their daily life.



CHAPTER III

AGE SPECIFIC TRAINING





AGE-SPECIFIC TRAINING FOR CHILDREN AND YOUNG PEOPLE

INTRODUCTION

Training sessions in all sports require a certain amount of preparation and should be planned in advance. Long-term planning is required to achieve the best possible progress. In order to carry out this planning, it is necessary to know the previous contents and objectives. While Chapters 1 and 2 established the theoretical basis for the discussion on sports training (social competence and expertise, respectively), Chapter 3 offers an exemplary presentation of three football training sessions per age group. It teaches methodological competence through the presentation of various approaches to sport development. The sessions presented here are intended to encourage the trainer to develop his/her own exercises and games based on this approach but at the same time to always consider the children's abilities and to adapt exercises accordingly.

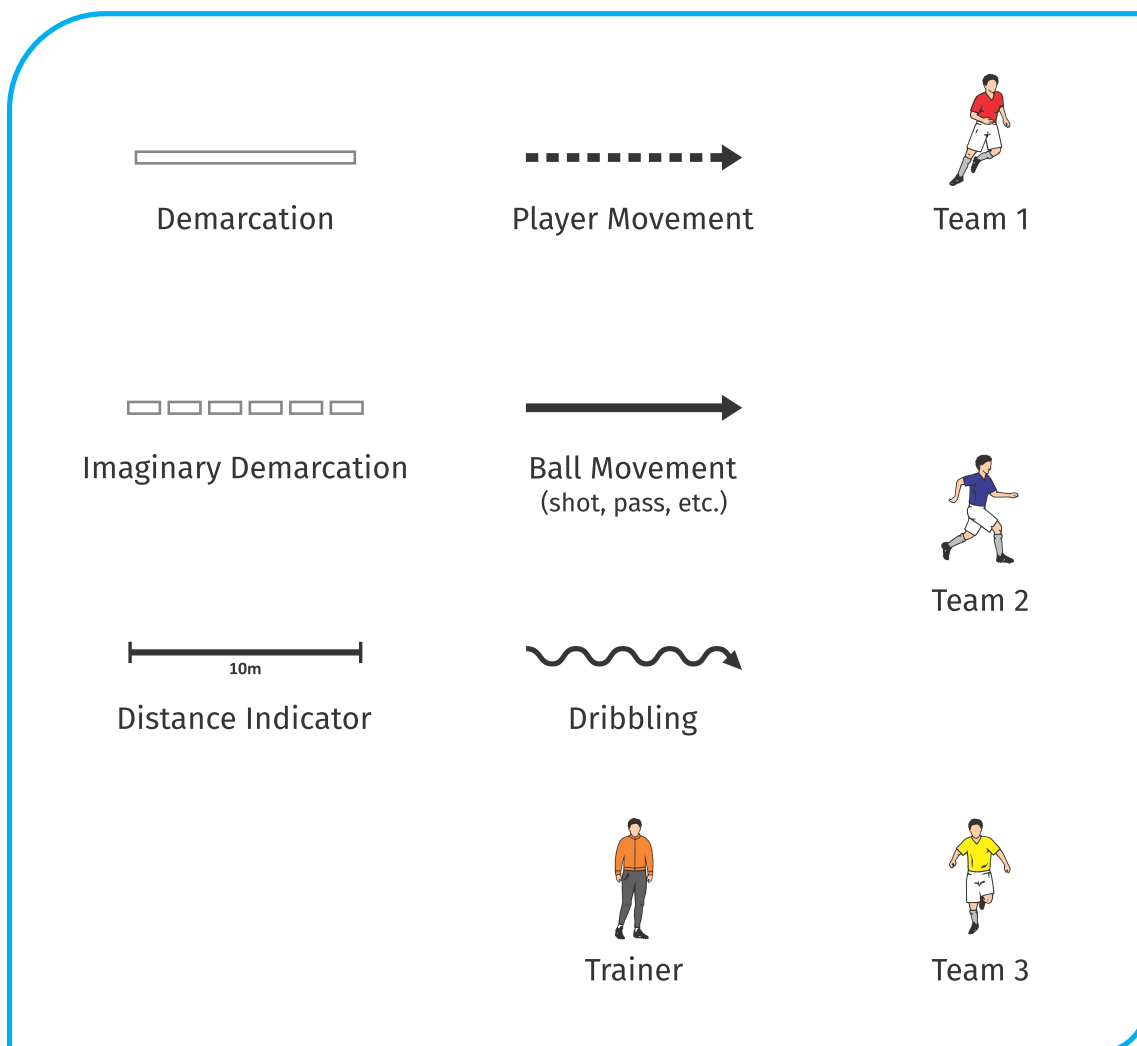
As mentioned in Chapter 2, the Sport for Development approach has five parts apart from a "normal" training session with 3 phases. In this chapter, three complete training sessions per age class are shown. The structure of the training sessions always follows the same pattern. They begin with sensitization through warm up, followed by the primary activity and concluding with reflection. It is important to mention that for the children, the exercises and games have the appearance of a regular training session. The social values should be transported through the organization and the procedure of the exercises and games.

Each phase contains its own goals, which are always mentioned above the games or exercises. A recurring visualization is the Circle of Skills, which shows the respective focus (technical and tactical skills, mental state of psychological aptitude, social skills, and physical condition) of the phases.

All the exercises have the same structure. An illustration shows their organization, which is explained additionally in note form if necessary. Furthermore, variations and tips are available for modifications. The use of "tools" for a trainer, which shows the influence possibilities of the trainer on training, is explained in Chapter V in detail. Included here are possibilities to simplify and aggravate exercises and games according to the abilities of children and youth. The social learning objectives and focus are also described.



EXPLANATION OF SIGNS, SYMBOLS AND GRAPHICS



Each exemplary training session is planned for a number of up to 20-24 players. The exercises and the material requirements (number of cones, balls, bibs, goals, etc.) are designed for this purpose.

The pitch sizes are a recommendation and can be changed. Respective adaptations of the exercises, for example field size or distances within the exercises, must be carried out by the trainer during the preparation of the training in order to be able to continue to train deviant group sizes in a targeted manner. Furthermore, some exercises can be set up as a station operation, in order to deal with all players at the same time. Therefore the trainer can decide how many different stations of one exercise he needs, to train all the players at the same time.

CHILDREN UNDER 9 YEARS



PRINCIPLES I

Characteristics of the age

Childhood is a playful phase for exploring human movement. Children learn through play and imitation. In addition, they are very curious and easily motivated. The desire to move, to live vividly and experience new things is typical of kids this age as well. Boys and girls have wonderful imaginations. They enjoy spontaneity and can be very sincere in their dealings as well. Further, they are characterized by a basic trust in others and therefore trust authority figures, like their trainer.

Childhood is also an egocentric phase in that boys and girls are still very focused on themselves. They have low concentration and great sensitivity. In addition, they have high expectations regarding the game and a great desire to compete; therefore, they are highly competitive and eager to win. At this age, attention spans are short, so they are easily distracted. The boys and girls still do not differ in their physical abilities as their bodies are still developing. Their field of vision, for example, is still limited at this stage. Both have little technical ability or physical endurance and get tired quickly.

Although they have enjoy moving and learning to coordinate, their experiences are limited in terms of movement and they still show partial deficits with coordination. Despite having a weakly pronounced musculature, they are absolutely capable of doing certain things and are very motivated to explore new things.



Philosophy of the game

The game at this age requires versatile and diverse movements. Playful exercises that encourage creativity are ideal for motivating children and increasing their interest in the game. Sports training have to respect the physical capacities of the boys and girls. The philosophy of "small feet - small pitch" resonates here. At this age, it is advisable to promote the joint play between boys and girls, who still do not distinguish themselves in their physical capacities.



PRINCIPLES II

The Trainer's Role

Trainers for children under the age of 9 must be both animators and role models for their players. The kids have a strong tendency to imitate authority figures. Instruction has to be very practical and fun. The trainer should actively participate in the exercises and grab the players' attention by appealing to their creative sides. For example, introducing exercises that tell a story are quick to engage. It is essential that the trainer is attentive to the individual and emotional development of the children and observes and respects their emotions.

During games or training sessions, many trainers run around the pitch, frantically trying to coach their players. However, the main objective in children's football is to offer the opportunity to explore different types of movement and enjoy the game. The trainer is simply a supervisor and motivator, as rigid coaching does not take place at this stage. One of the primary roles of the trainer is to encourage the players. For example, s/he can promote teamwork and passing through positive reinforcement, which will encourage the child to act similarly in the future.



Teaching objectives

Training children of this age seeks to develop joy in sports and movement, convey the idea and basic techniques of the game and strengthen coordination and motor development. In addition, the training wants to promote the game between boys and girls and the joy of playing in a group. It seeks to promote the expression of emotions and the development of honesty. Finally, it is an ideal age to raise children's awareness of health, hygiene and nutrition.



OVERVIEW: PRACTICE IN TRAINING AND COMPETITION

A training session of this age class should always contain different elements. This overview is used to guide the planning of training sessions.

1. Versatile running and moving (10 %)

Versatile movement skills such as running, starting, jumping and falling are the basis for future optimal football performances! This is why the "Coordination" should be further promoted!

2. Versatile tasks and ball games (30 %)

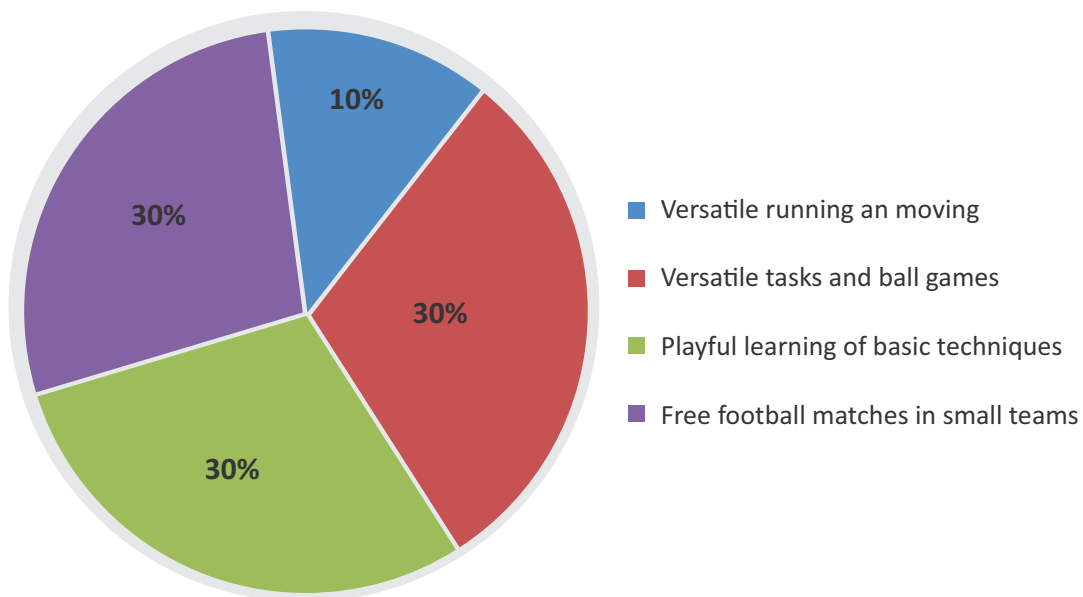
Those who are adroit and creative with the ball can learn the game-specific movements more easily. Versatile coordination tasks with ball are therefore a must in each unit!

3. Playful learning of basic techniques (30 %)

In the age group of under 9, the children learn the most important football techniques: Do not offer monotonous exercises, but playful tasks with competitions and goal scoring!

4. Free football matches in small teams (30 %)


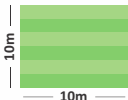



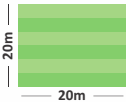




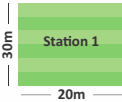
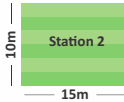





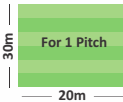







Fun and joy in free football is the basis for everything else! Playing football in small teams ("street football") should therefore be the focus of every training session!



TRAINING SESSION I - CHECKLIST

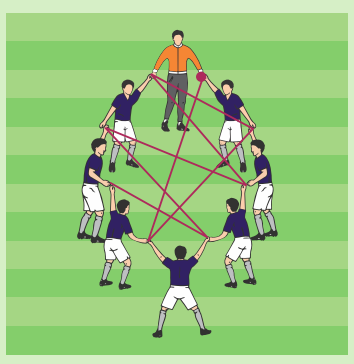
Training Duration

80 min.

GOALS								
Sportive		Dribbling and running with the ball						
Social		Respect and Tolerance						
INITIAL PHASE	Sensitization	 10 min.	 10m	 Ball of wool	 Stopwatch			
	Warm up	 20 min.	 20m	 8 Cones	 Stopwatch	 20 Balls		
MAIN PHASE	Main part	 20 min.	 30m 20m Station 1	 10m 15m Station 2	 20 Cones	 3 Goals		
				 20 Balls	 Stopwatch			
FINAL PHASE	Conclusion	 20 min.	 30m 20m For 1 Pitch	 20 Cones	 20 Bibs	 Stopwatch	 Balls	 8 Goals
	Reflection	 10 min.	 Stopwatch					

INITIAL PHASE

TAGGING MY TEAM WITH RESPECT AND TOLERANCE

**Organization:**

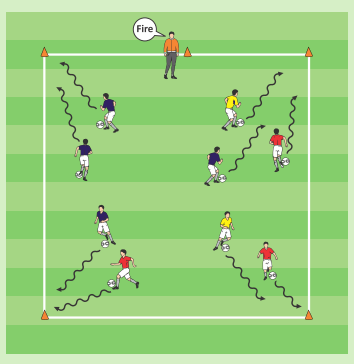
- The trainer arranges children in the form of a circle and participates in the activity.

Procedure:

- The trainer with a ball of wool in hand, using words and gestures says his name and what he likes about his team.
- While holding the end string of wool the trainer rolls ball of wool to another member in the circle.
- Whoever receives the ball says his name and what he likes about his team, wraps the wool around his hand and throws the ball, the game ends when everyone has presented.

SENSITIZATION

FIRE, WATER, STORM

**Organization:**

- Mark a square shaped pitch.
- Place a small square (3 x 3m) in the middle of the pitch.
- Every player has one ball.

Procedure:

- All children dribble throughout the marked pitch.
- When the trainer says "fire", everyone must rescue (dribble) their ball into one corner called the "house".

- When the trainer says "water", the players must "save" themselves in a marked square in the middle of the pitch called the island.
- When the trainer calls "storm", at least two children must hold on and hunker down in order not to be overwhelmed by the pretend wind.

Variations:

- The trainer tries to catch a child after the given command, who then has to do an exercise (e.g. roll sideways, twist on one leg, jump to the ball held up by the trainer, etc.).
- The children hold their ball, throw it in the air and catch it again before doing the task.
- The trainer gives the children one of two speeds with which they have to move: slow or fast.
- "Fire", "water" and "storm" mean a certain exercise with the ball.

Tips:

- Do not introduce the three commands together, but rather one after the other.
- At the beginning, the children are allowed to hold their ball after the command rather than dribble it to the designated spot.
- Depending on the circumstances, other targets or movements can also be added to the three commands.

WARM UP

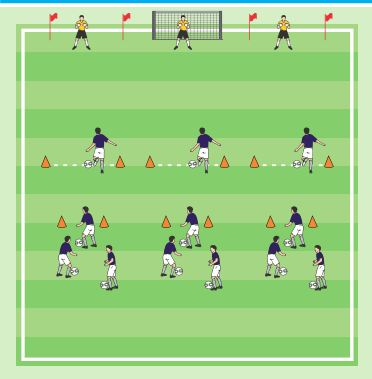
Please increase the level of difficulty slowly in order to challenge the players and to encourage children with rewards when they succeed.

**Coaching Points:**

Players respect and tolerate the other players around them in order to reach the group objective.

MAIN PHASE

SHOTS ON GOAL IN SMALL GROUPS

**Organization:**

- One goal (5m wide) should be established for every four children.
- The goals are relatively close together.
- A shooting line is marked with cones (distance 6–8m).
- Approximately 5m in front of this line, a small cone gate is placed in front of each goal.

Procedure:

- Taking turns, each child places the ball on (dribbles to) the shooting line and shoots. The other children wait at the rear cone gate and move up.

Competition forms:

- The player who scores the most goals. The first group to shoot 10 goals, or the group that gets the most goals in a certain time.

Variations:

- Roll the ball by hand from the start to the cone gate, run and shoot.

Guidelines:

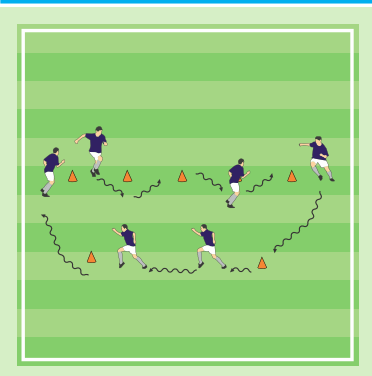
- All players take turns as the goalkeeper.
- If a "real" football goal is used, the groups change the goals after some time.
- Organize small groups, and keep them in mind when preparing training sessions

Coaching Points:

Players must respect the rules of shooting and tolerate the different abilities of their partners.

MAIN PART A

SLALOM DRIBBLING

**Organization:**

- Mark a course according to the illustration (distance of cones adapted to capabilities).
- Every player needs a ball.

Procedure:

- The children dribble around cones with different tasks:
- Dribble with only the favorite leg, the inside of the foot, the sole of the foot, the weaker leg, or the outside of the foot.
- The players should follow an assembly line operation

Competition forms:

- Turnaround relay: Dribble the ball around a marker or cone and back again.
- Pendulum: With ball to the other side. Give the ball to the next player and stop.

Variations:

- Change the distance between the cones, place the cones sideways, dribble around every second cone.
- Relay race: Short distances, few players, short waiting times.

Guidelines:

- Avoid long waiting times.
- Improve ball control with both feet equally.

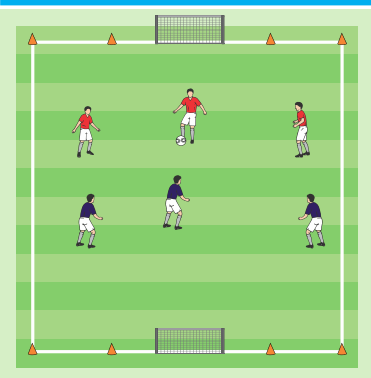
Coaching Points:

Working in an assembly line encourages respect and tolerance between players by adapting to the different speed of players.

MAIN PART B

FINAL PHASE

SMALL-SIDED GAMES: 3 VS 3



Organization:

- Using markers, create 2–4 different pitches with two goals each (e.g. cones, poles, etc.).
- Form teams of three players each.

Procedure:

- The teams play against each other and rotate to the next pitch to play another team (e.g. organize a tournament).

Guidelines:

- Adjust the field size according to the age of the players.
- Goals should also be resized according to age.
- Match duration of drill to age of players.
- The trainer should introduce simple rules and not coach the players.
- It is preferable to play in small pitches with teams of 3 vs 3 to 4 vs 4, which allows a more intense game and more time of contact with the ball.

CONCLUSION

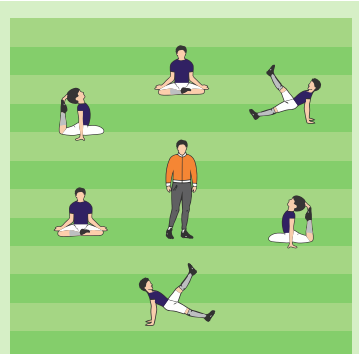
- In this age of children, playfulness is a determining factor in all learning.
- The players should rotate through the positions, including goalkeeper.



Coaching Points:

Show respect and tolerance towards the opponent regardless of the outcome of the match.

REFLECTION



Organization:


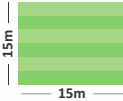




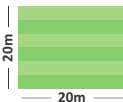





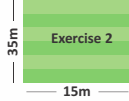





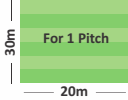







The trainer and the players sit in a circle. The trainer asks these questions to discuss the social skill:

1. Give an example when you used respect and tolerance during training.
2. Give an example on how you feel when another player shows you respect and tolerance.
3. In which other areas, outside of football, can you show respect and tolerance to positively influence your community?

TRAINING SESSION II - CHECKLIST

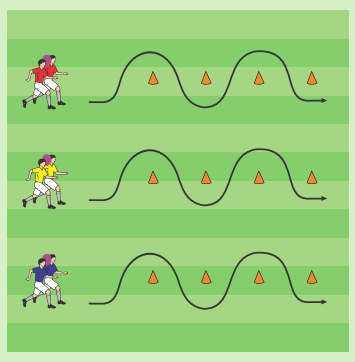
Training Duration

90 min.

GOALS								
Sportive		Dribbling and running with the ball						
Social		Resect and tolerance - empathy						
INITIAL PHASE	Sensitization	 10 min.	 15m 15m	 20 Cones	 10 Balloons	 Stopwatch		
	Warm up	 20 min.	 20m 20m	 4 Cones	 Stopwatch	 20 Balls		
MAIN PHASE	Main part	 30 min.	 10m 20m Exercise 1	 15m 15m Exercise 2	 14 Cones	 1 Goals		
				 20 Balls	 Stopwatch			
FINAL PHASE	Conclusion	 20 min.	 30m 20m For 1 Pitch	 14 Cones	 20 Bibs	 Stopwatch	 12 Balls	 8 Goals
	Reflection	 10 min.	 Stopwatch					

INITIAL PHASE

EMPATHY BALLOONS

**Organization:**

- Form pairs and establish a path according to the illustration.

Procedure:

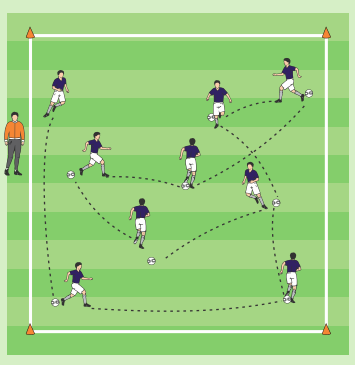
- Each pair gets a balloon which they have to transport using just their heads (foreheads).
- Each pair tries to complete the path with their hands behind their back.
- The challenge ends when each pair finishes the course.

Tips:

- The trainer takes into account the following characteristics to form the pairs: friendship, difficulties to communicate, little cohesion with the group and leaders.
- It is ideal to consolidate the two, combining the criteria mentioned at the beginning, once the challenge has been successfully assumed.

SENSITIZATION

OLD MAID

**Organization:**

- Mark a pitch.
- Every player except one has a ball.

Procedure:

- The players dribble their balls within the marked field.
- The player without a ball is the "Old Maid" and moves without a ball in the field.
- When commanded, they all stop their balls and run to another free ball.
- The "Old Maid" also runs to a ball, so that now a different player does not have a ball.
- The game restarts with a new "Old Maid".

Variations:

- Rather than just one, several players are without a ball and are "Old Maids".
- Players are asked to dribble at one of three speeds: slow, medium or fast.
- The ball has to be stopped with a previously announced body part (etc. buttocks, knee, belly, etc.).
- During dribbling, different predefined dribbling tasks can be requested (e.g. with the weak foot, directional changes 90° and 360°, body swerve, etc.).
- The trainer could ask the players to follow a particular sequence (e.g. your own ball must be stopped, then another ball must be touched with the buttocks and a third ball must be dribbled).

Guidelines:

- The size of the pitch depends on the number and abilities of the players. You should start with a larger field and reduce this during the exercise.
- Small competitions motivate intense training.
- The children of this age group want and can move very quickly and immediately.

WARM UP

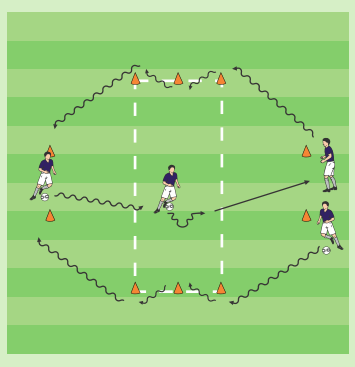
The trainer is a partner, so be involved in all activities.

**Coaching Points:**

Players should have empathy for those who do not have a ball, as they too can be in their situation at some time.

MAIN PHASE

BODY SWERVE ZONE

**Organization:**

- Set up a zone for the body swerves (5 x 5 m) and 2 cone gates according to illustration.
- Place the players at the 2 cone gates.

Procedure:

- The children dribble through a starting gate into the feinting zone.
- After a body swerve, the players pass through a cone gate to the player on the other side.
- The player behind the gate receives the ball and dribbles back to the starting position by slalom on the left or right side.
- Record which team scored 15 goals first.

Competition forms:

- The players try to hit a cone target in the middle of the gate.
- Individual score: Who was the first to hit the target twice?

Variations:

- Change number of players, number of balls (e.g. three players, 2 balls; four players, 2–3 balls; five players, 3–4 balls).

Guidelines:

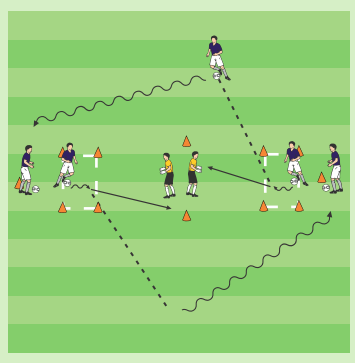
- The children consolidate their achievements, so they need a lot of praise.
- Give the players freedom to choose their own feints or body swerves.

Coaching Points:

Encourage player to show empathy by supporting and giving compliments to their teammates.

MAIN PART A

DIFFERENT SHOTS ON GOAL

**Organization:**

- Using cones and a goal, create a set up according to the illustration.

Procedure:

- The children dribble through a starting gate and shoot from a shooting zone (marked square) on a goal with goalkeeper.
- After the shot, the players switch to the other side.

Competition forms:

- Which player scores five goals first? Which team scores 10 goals first?
- Living clock as parallel setup (see Chapter V: Practical tips for the trainer - Games, variations and exercises for different occasions)

Variations:

- The goalkeeper keeps / brings the ball and rotates to the other players, the scorer becomes the new goalkeeper.
- A secondary movement task should be solved next to the gate (e.g. jumping jack). In the shot zone, the shot is taken out of the hand as a volley.

Tips:

- For large groups: Set up several goals in parallel.
- For large groups and only one goal: Build two stations, including shot on goal station and body swerve exercise parallel.

Guidelines:

- Shorten the distance to the goal when shooting with the weaker foot.
- Use goals from the other side as well.

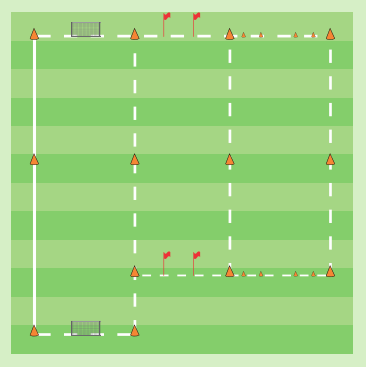
Coaching Points:

Performing with the weaker foot can be difficult for young players; therefore the coach can facilitate the exercise by bringing the shooting lines closer to the goal.

MAIN PART B

FINAL PHASE

CHAMPIONS LEAGUE



Organization:

- 2–4 different pitches: pitch 1 with two big goals and goalkeeper, called the Champions League; pitch 2 with 3m-wide poles as goals without a goalkeeper, called 1st division; and pitch 3 with two 2m-wide cone goals without a goalkeeper, called 2nd division.
- Form balanced teams (2 vs 2 to 4 vs 4) (or draw lots) and assign the teams to the various pitches for the first round.

Procedure:

- All games are played simultaneously. If there is a draw at the end of the game, the team that scored the last goal will be declared the winner.
- The winning teams move up a level in the direction of the Champions League pitch. The losing teams move in the opposite direction for the next round.
- The winning team on the Champions League pitch does not move. The losing team on the 2nd division pitch also does not move.
- Which team is the winner of the Champions League after several rounds of the game?

Variations:

- In the event of a draw, establish a winner through a mini challenge (e.g. pop quiz question or of shooting from a marked line to an empty goal).
- Use alternative pitch labels (e.g. World Champion, Asian Champion, National Champion, etc.)

Guidelines:

- In older age classes, 1–2 goalkeepers can also permanently remain on pitch 1.
- Keep playing times short to allow for more games.
- It is preferable to play in small courts with teams of 4 vs 4, which allows a more intense game and more time of contact with the ball.
- As far as possible, the rules are few and simple.

CONCLUSION

"The rules can be agreed on between children."

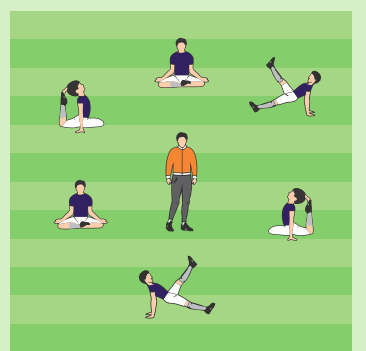
"Send the children for water breaks."



Coaching Points:

Play should stop temporarily if a player is hurt or injured, to see if that player is ok.

REFLECTION



Organization:


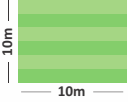



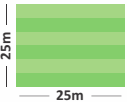




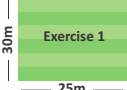
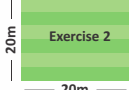






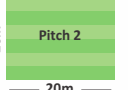







The trainer and the players sit in a circle. The trainer asks questions to discuss the social skill and gives a few examples to illustrate the social skill and to start the discussion.

1. How can showing empathy towards your partner in Empathy Balloons help you complete the task faster?
2. Did you feel the difference when you didn't have the ball to when you did have the ball? Did those feelings change your approach to those that didn't have the ball?
3. Name a situation that helped a friendship improved because you showed empathy towards that person.

TRAINING SESSION III - CHECKLIST

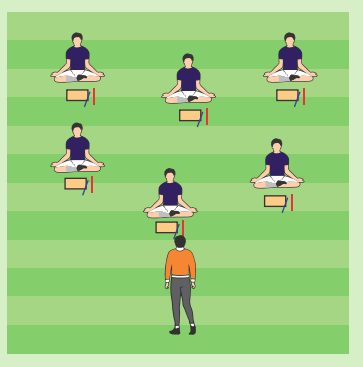
Training Duration

90 min.

GOALS	Sportive	Dribbling and running with the ball		
	Social	Discipline		
INITIAL PHASE	Sensitization  10 min.	  Cardboard  Color Pens		
	Warm up  20 min.	  20 Cones  Stopwatch  20 Balls		
MAIN PHASE	Main part  30 min.	 Exercise 1  Exercise 2  40 Cones  4 Goals  20 Balls  Stopwatch		
	Conclusion  20 min.	 Pitch 1  Pitch 2  20 Cones  20 Bibs  2 Goals  Stopwatch  8 Balls		
FINAL PHASE	Reflection  10 min.	 Stopwatch		

INITIAL PHASE

DISCIPLINE DRAWING

**Organization:**

- All children are sitting together.
- The trainer will give each child a piece of cardboard, colors and a marker.

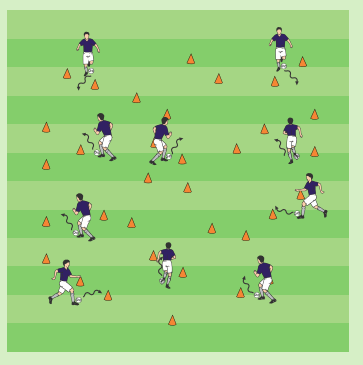
Procedure:

- Each child must draw something they identify with and put his/her first name below.
- The posters are hung on a wall or any solid surface.
- Each child must choose one letter from his/her name and write a quality that begins with that letter.

- The other players must pick different drawings and choose another letter of the name of her/his partner, to write one of the qualities evident in the child.
- The challenge ends, when all children's poster has a quality to each of the letters in her/his name.

SENSITIZATION

FOREST MADE OF CONES

**Organization:**

- The same number of cones as players is distributed throughout the pitch (distances between each other of about 4m).

Procedure:

- The children dribble in the delimited pitch.
- At the command of the trainer, the children have to touch five different cones while dribbling the ball.
- At the command of the trainer, the children have to dribble the ball using

different techniques at certain cones (ask children for suggestions for dribbling techniques).

Competition forms:

- Individual competition: determine who performs the task the fastest.
- Team competition: Form teams and determine which team finishes the task the fastest.

Guidelines:

- Keep in mind the suggestions of the boys and girls.
- Guarantee that each player can make many contacts with the ball.
- Children like to compete with one another in small courts and in small groups, which stimulates the pleasure of the game.

WARM UP

"Design challenges to recognize the potential of your players."

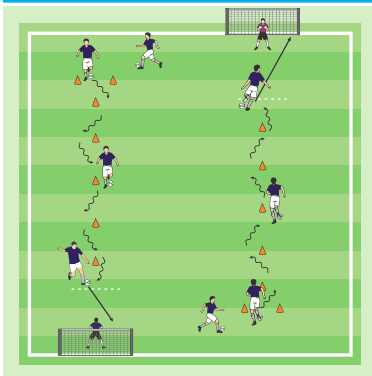
"Different experiences increase self-confidence."

**Coaching Points:**

Players must learn to be disciplined by taking small touches in order to avoid hitting the cones.

MAIN PHASE

SLALOM SHOTS ON GOAL

**Organization:**

- Place two goals diagonally on the pitch.
- Place the cones in a zigzag pattern starting from the goal to the other end of the pitch. A goalie should man each goal.
- Mark a shooting line (last point to shoot) in front of the goals.

Procedure:

- The players will begin the exercise one after another with a certain waiting period in between.
- The players dribble through the course using a predetermined technique (e.g. sole of the foot, inside, outside, left and right etc.) and shoot once they reach the goal.

Variations:

- Change the distances and position of the cones.
- Introduce new moves for the players to try out as they dribble through the course (e.g. do a body swerve in front of each cone or change the dribble leg after each cone, etc.).

Guidelines:

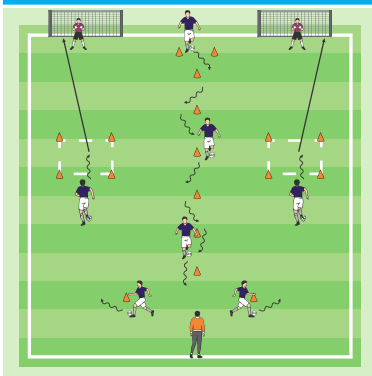
- Change the distances and position of the cones.
- The child can practice with other balls, lighter, heavier, etc.
- Change goalkeepers regularly.

Coaching Points:

The success of this exercise relies on the discipline levels of the players who must respect their turn.

MAIN PART A

SHOTS ON GOAL FROM A MARKED ZONE

**Organization:**

- Place two goals next to each other. Man each with a goalkeeper.
- Mark a "door" through which the players should dribble on their way to the goal.
- Indicate a dribbling path the players should follow before and after passing through the door.

Procedure:

- Players dribble towards the goals in a procession, keeping a certain distance between themselves and the players in front and behind them.
- The players dribble according to the given technique through the course and shoot at the goal from the marked zone.
- The goal (direction at the end of the course) is indicated by the trainer.

Variations:

- Change the distances and position of the cones.
- Shot on the left goal with the left foot, shot to the right goal with the right foot.
- Perform a trick in the "shooting zone" (e.g. step over, body swerve, etc.).

Guidelines:

- When dribbling through the course, children should not step on or kick the cones that mark the path so that nonviolence and respect is encouraged.
- Change the distances and position of the cones if necessary.
- Flexibility and control of the body should be promoted in all training sessions.

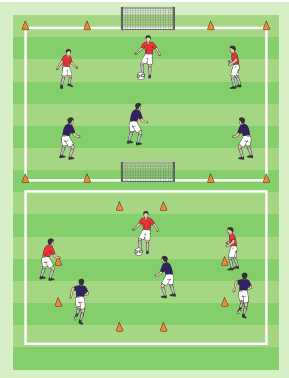
Coaching Points:

Player discipline is required to take good shots from inside the marked area.

MAIN PART B

FINAL PHASE

SIDED GAME OVER DRIBBLING LINES OR PASS GOALS



Organization:

- Establish two pitches: pitch one should have two dribbling lines as goals, and pitch two should have several cones as passing goals (distance between cones approximately 2m).
- Form equal/balanced teams (3 vs 3 to 5 vs 5) and assign teams to the different pitches for the first round.

Procedure:

- Multiple games on the two pitches are played at the same time.
- Goals can be made by:
Pitch 1: dribbling the ball over the opponents byline; and
Pitch 2: passing the ball through a passing goal (made by 2 cones) to a teammate.

Competition forms:

- Individual competition: determine who scores the most goals.
- Team competition: establish a "Home vs Away" game or ask players to score goals with their weak foot for double points.

Variation:

- Goals with the weak foot count twice.
- Make a tournament that all teams can play at least once on each pitch.

Guidelines:

- Increase or decrease the size of the passing goals or dribbling goals.
- The teacher mediates the game to ensure rules are followed.
- A positive intervention of the trainer excites the children to continue training.
- In each pitch different rules for achieving a goal are placed: dribbling, passing, etc.
- The child must identify his/her limits and strive to overcome them.
- Organize a tournament so all teams can play at least once on each pitch.

CONCLUSION

"Pay attention to outbursts of anxiety, screams and bad words throughout the game."

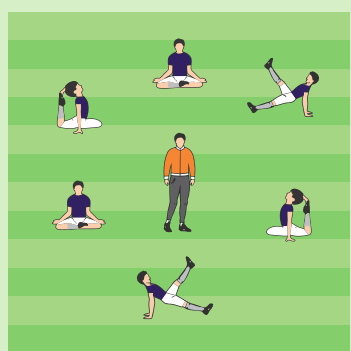
"Form equal groups based on skill level!"



Coaching Points:

Discipline is needed to adapt to the different game conditions.

REFLECTION



Organization:

The trainer and the players gather in a circle. The trainer tells a story on how discipline has helped him become a better football player. Then the trainer asks questions to discuss the social skill further:

1. Who is the most disciplined person you know? Describe him or her.
2. Did you do your school homework before you came to training? Why or why not?
3. Does being disciplined give you more time to play football?

CHILDREN

FROM 9 TO 12 YEARS



PRINCIPLES I

Characteristics of the age

During ages 9 to 12, children experience the first golden age of learning. Boys and girls this age are characterized as curious and experimental. They desire to learn and improve their capacities for reflection and communication. They also develop a sensitivity to the differences between the sexes. At this age, they are competitive yet resistant to frustration. In addition, they are honest and recognize rules. Development of self-esteem at this stage allows them to make them objective decisions. In this prepubertal time, the children go through a crisis phase of childish egocentrism and begin to show mental and emotional imbalances. They still focus on the trainer, or other adult figures, as a role model. Children at this stage begin to reproduce learned violence and can become perpetrators.

In this phase, girls and boys experience an increase in their physical capacity and begin to recognize their physiological abilities and limits. They are much more open-minded and better prepared for a concentrated, step-by-step learning experience because the change from the game to the learning age is accomplished! Their development is usually uneven, and significant differences in size and weight are observed. Girls and boys of this age are characterized by great agility, playfulness and performance. Speed and skills requiring movement are effortless. Concentrated learning, especially “football learning”, is possible!



Philosophy of the game

Games and training with this age group can take advantage of the children's greater physical and mental abilities to increase the complexity of the game without overburdening them. The game is characterized by the trainer's orientation and the increasing participation of minors in making organizational decisions and taking on support roles to convey greater understanding of sport and group dynamics. The game does not differentiate between boys and girls and focuses on the overall enjoyment of the sport, although it includes competitions. Players go through the different positions and forms of play. The form of learning is from the easy to the complex.



PRINCIPLES II

The Trainer's Role

The trainer is a teacher and a model for boys and girls from 9 to 12 years old. S/he demonstrates respect for rules and promotes the creation of team spirit, identity, team solidarity, and player responsibility. The trainer also encourages the players to try various positions during individual and collective exercises. Doing so allows them to express their emotions independently.



Teaching objectives

At this age, teaching objectives are centered on values such as empathy, appreciation of the other and generosity. It is important to strengthen skills in communication, resilience, self-assessment and non-violent conflict resolution for children. It is key that trainers learn to take the initiative and to use their creativity, to participate in the organization, to empower the processes and take to become leaders. The development of sensitivities and respect for gender differences is another teaching objective for this age group.



OVERVIEW: PRACTICE IN TRAINING AND COMPETITION

A training session of this age class should always contain different elements. This overview is used to guide the planning of training sessions.

1. Versatile running and moving (10 %)

Versatile movement tasks (e.g. coordination exercises) are also important. Encourage the children to do sports activities outside the training!

2. Versatile tasks and ball games (20 %)

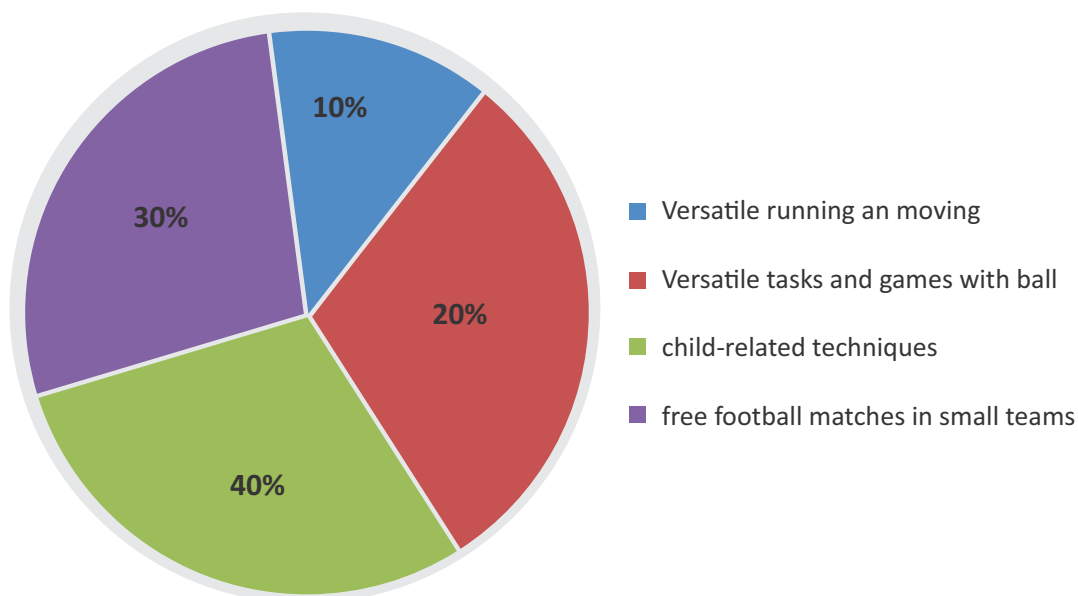
Until now, the ball has been the main learning object through rolling, jumping and shooting, etc. Now the football-specific, safe and skillful handling with the ball gains importance!

3. Playful learning of basic techniques (40 %)

After learning the basic techniques, including dribbling, playing and shooting, all other football techniques will be learned. The technical training is now more methodical. The players in the golden learning age should gradually expand, improve and consolidate already acquired football-specific skills (techniques).

4. Free football matches in small teams (30 %)


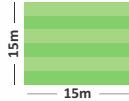



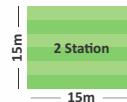





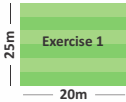
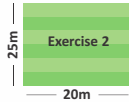





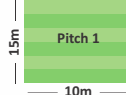






Fun and joy in stress-free football is the basis for everything else! Playing football in small teams ("street football") should therefore be the focus of every training session.





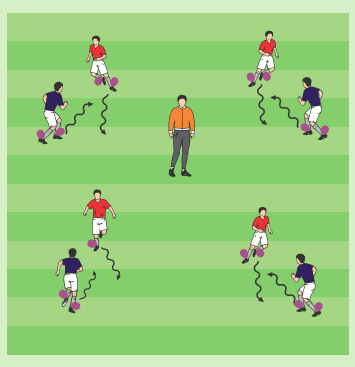
TRAINING SESSION I - CHECKLIST

Training Duration
90 min.

GOALS							
Sportive		Dribbling and running with the ball					
Social		Self-assessment					
INITIAL PHASE	Sensitization	 10 min.		 22 Balloons	 Stopwatch		
	Warm up	 15 min.		 32 Cones	 Stopwatch	 24 Bibs	 24 Balls
MAIN PHASE	Main part	 30 min.			 30 Cones	 2 Goals	
				 20 Balls	 Stopwatch		
FINAL PHASE	Conclusion	 25 min.			 18 Cones	 20 Bibs	 6 Goals
	Reflection	 10 min.	 Stopwatch				

INITIAL PHASE

ASSESS AND PROTECT



Organization:

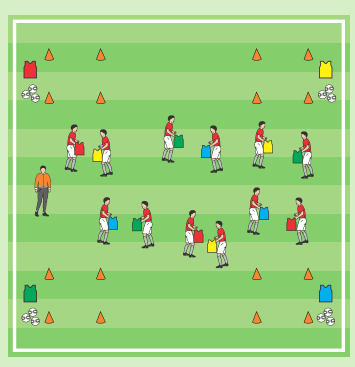
- Two balloons are given to each child for them to inflate.
- Once inflated they will be tied to each ankle.

Procedure:

- In pairs (1 vs 1), the challenge is to try to blow the balloons of your partner.
- Each one protects his balloons so that they do not burst.
- The challenge ends when everyone has popped their partner's balloons.

SENSITIZATION

FIND QUICKLY



Organization:

- Arrange four squares: 3m x 3m in the corners and 15m x 15m in total.
- Three times 4 different colored bibs (cones), balls for each player at the corners as shown in the picture
- This exercise requires 12 players.

Procedure:

- The players move through the pitch holding a bib (or cone).
- Players constantly exchange the colored bibs.
- When the trainer commands, players need to quickly find others who hold the same colored bibs (cones) in their hands. They should gather in one corner.

- A time restriction is imposed. Afterwards, a competition is to be organized.
- The fastest group to collect its colors in the right corner wins.

Variations:

- The squares in the corners are highlighted in color (colored cones).
- The corner squares are freely selectable and not determined by color..
- At the corner squares, tasks can be posed. (e.g. let the players build letters / numbers on the pitch (with their bodies) or give a total number of feet and hands that may touch the ground).
- On the command "quickly find", the colored groups meet in the pitch instead of the corners.
- The players get tasks and exchange only on command "change" (e.g. throw the bibs in the air and catch them, lift the bib and catch behind the back, put the bib on your head and bounce on one leg, spin the bibs around the body).
- The exercise "Find Quickly" is played while dribbling a ball. Most variations can also be converted while dribbling a ball. It is also possible to exchange balls and / or bibs.

Guidelines:

- "Find quickly" can also be implemented with odd number of players.
- Encourage players to be creative and design new forms of play from the initial exercise.
- Teach athletic and coordination fundamentals that increase in complexity in each training session.

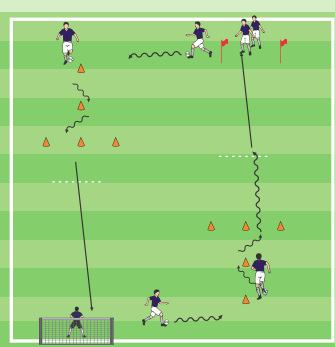
Coaching Points:

Players understand their roles in the group in order to assemble quickly.

WARM UP

MAIN PHASE

STEP OVER CIRCUIT WITH PASSING AND SHOOTING



Organization:

- Create a circuit for every eight players. Players without a ball start at the poles, while players with a ball start at the starting gate.

Procedure:

- The players dribble one after another from the starting gate towards a “body swerve gate”.
- After dribbling, they perform a stepover over a line pass to the next player on the opposite side and run after the ball to the other side.
- The player who receives the ball behind the poles dribbles to the opposite side to the next starting gate.

- With a predetermined starting direction, the stepover is practiced with a shot.

Variations:

- Change the starting direction and command that the stepover be conducted with the other leg.
- Replace the pass through the stadium gate with dribbling.
- Offer other feints (sidestep, Zidane roulette, etc.).

Guidelines:

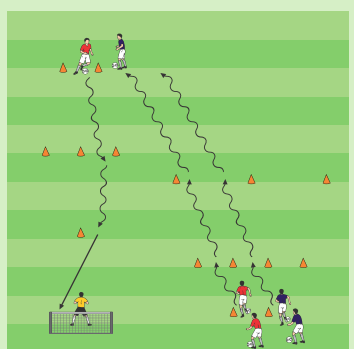
- Repeat exercise often in each training session.
- Promote confidence and discipline and motivate your players through exercise.

Coaching Points:

Combining skills helps players to assess their strengths and weaknesses.

MAIN PART A

STEPSOVER SPEED CHALLENGE WITH SHOT ON GOAL AS WAY BACK



Organization:

- For every 10–12 players, mark a circuit as shown in the figure. Divide the players into two teams.

Procedure:

- The first player of each team starts dribbling from the start position.
- While dribbling, players should stepover with the right leg in the body swerve gate, continue with the left, and dribble over a line.
- The first player to dribble over the target line gets a point.
- Next, both players dribble to a starting cone opposite the big goal.
- With a predetermined start-up direction, the players take the stepover one after the other and shoot at the goal.

Variations:

- After dribbling across the line, pass through a gate to a partner. Determine whose ball goes through the poles first.
- Change the starting direction and train the stepover with the other leg.

Guidelines:

- If there are several goalkeepers, rotate the positions.
- Check and correct the technical movement of the feint.

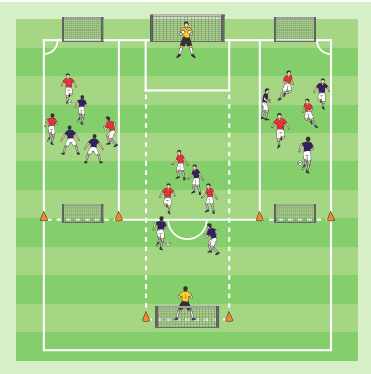
Coaching Points:

Players can assess the appropriate dribbling technique according to the distance they must travel.

MAIN PART B

FINAL PHASE

CHANGING TEAMS



Organization:

- Prepare 2–4 pitches.
- Form equal/balanced teams (2 vs 2 to 4 vs 4) or draw lots.

Procedure:

- Organize a small tournament, with all pitches occupied at the same time.
- After each game, the teams are mixed (by drawing lots or using a table – see Chapter VI: Systems to organize a championship or tournaments - Player Rotation Festival).

- Agree on simple rules. No referee is needed, as the children take care of the rules themselves.
- Start and stop all games at the same time.

Variations:

- In case you have more teams than pitches and one team is forced to take a break, mix the teams on a regular base.
- The teams have to pass the ball at least 3 times before scoring a goal to prevent too much single play.

Competition form:

- Individual competition: Determine who has the most wins.

Guidelines:

- You should have extra balls so the exercise can be continuous. The goals can be used as a deposit place for balls.
- Players can rotate through all positions.
- Promote the importance of establishing and obeying the rules.
- It is preferable to play in small courts with teams of 4 vs 4, which allows for a more intense game and more contact time with the ball.

CONCLUSION

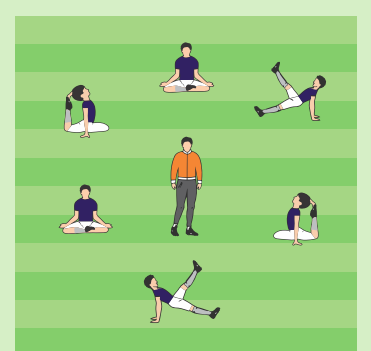
"The rules are agreed upon by the players. They can be adjusted but must always be obeyed."



Coaching Points:

Teams can assess a suitable tactic based on the players' self-assessment.

REFLECTION

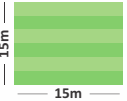





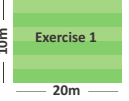
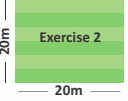



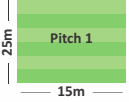







Organization:

Each team from the conclusion exercise sit in team groups and discuss their individual performances and evaluate they can each improve for next time. Then the players discuss the overall performance as a team. Following the separate team discussion, all teams get together in one circle to exchange their assessments from their separate team discussion.

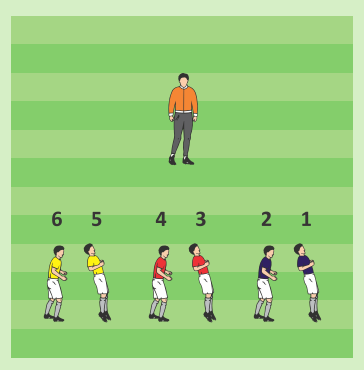
TRAINING SESSION II - CHECKLIST

Training Duration 100 min.

GOALS	Sportive	Shooting and Crossing	
	Social	Resilience	
INITIAL PHASE	Sensitization	  Stopwatch	
	Warm up	    40 Cones Stopwatch 20 Balls	
MAIN PHASE	Main part	   40 Cones	
		  Stopwatch 20 Balls	
FINAL PHASE	Conclusion	     20 Bibs 6 Goals	
	Reflection	 Stopwatch	

INITIAL PHASE

RESILIENCE THROUGH TRUST

**Organization:**

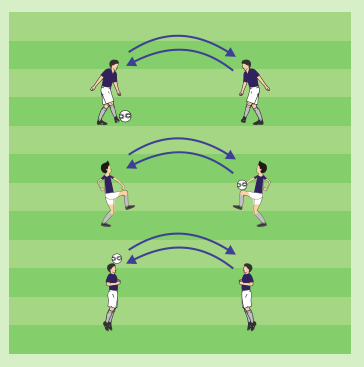
- Form pairs and line them up one after another.

Procedure:

- Ask the children to close their eyes and stiffen their body.
- One partner falls backwards, with the other person catching him/her.
- The child in the back should not drop the partner, holding her/him under the arms.
- Repeat the exercise at least three times and change partners.
- Then arrange them in a row, one meter apart, number them 1 onwards and ask the odd numbers to drop backwards, the children with even numbers catching them.
- Send the child number 1 to the last position in the row and repeat the exercise, letting the even numbers fall backwards, while the odd numbers receive them. Repeat the exercise at least three times.

SENSITIZATION

GUIDED TOUR TO FOOTBALL TENNIS

**Organization:**

- In pairs, players stand next to each other.
- Each pair should be a certain distance from the next.

Procedure:

- The players perform different tasks with the ball. The trainer always demonstrates the new practice and gives a short explanation.

Variations:

- While one player throws the ball, the other volleys it back: with the inside left/right, with the instep left/right, by dropkick left/right/inside/instep, header.
- Both juggle the ball as often as they can and pass/throw it to each other so that the ball does not fall to the ground (vary distances).
- One juggles freely, the other returns the balls directly: with the foot.
- Each player has two use two touches.
- Contact the ball twice only with the foot.
- One juggles freely while his/her partner runs around him/her and then gets the ball. The process repeats with the second player.

Competition forms:

- Two mandatory contacts: Determine who faults five times first.
- Individual competition: Who makes the most successful attempts in series?
- Two-team team competition: Which pair will create the longest series?

Guidelines:

- Adapt the distance between the players according to their ability.
- Demonstrate what an exact throw looks like! The throw should be carried out with both hands and from the bottom up.

WARM UP

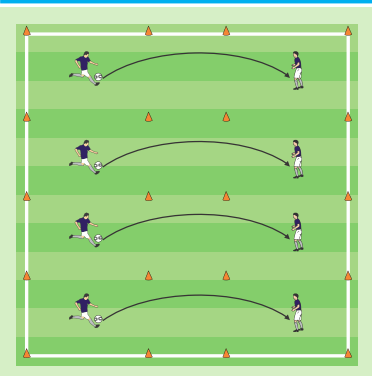
"Be respectful regardless of gender."

**Coaching Points:**

Mastering techniques such as volleying and juggling requires a lot of time and repetition where resilience is needed.

MAIN PHASE

GUIDED TOUR TO FOOTBALL TENNIS



Organization:

- Organize "football tennis" over a 2–3m wide "ditch". The distance between partners should be about 8–12 m. The groups should be lined up in an alley formation if possible with sufficient space between the groups of two or as in the figure.

Procedure:

- Play the ball from the hand with a bouncing ball to the partner, who catches the ball and plays back with a bouncing ball.
- Without using hands, any number of ball contacts, any number of ground contacts, but not two ground contacts in a row!
- One point is awarded for every failure (e.g. out of bounds, too many ground contacts in a row or use of hands)

Competition forms:

- Football tennis, as a competition against each other
- Football tennis, as a competition with each other (count passes)

Variations:

- Request any number of ball contacts, maximum two ground contacts but not in a row.
- Request maximum three ball contacts, maximum two ground contacts but not in a row.
- Request that players let the ball bounce, receive ball, letting it bounce again, play.
- Request any number of ball contacts, maximum one ground contact.
- Request exactly 2 ball contacts, maximum one ground contact.
- Only with the weak foot
- Predetermine a technique: only use instep, inside, etc.
- Vary distances
- Vary team and pitch size (1 vs 1 to 3 vs 3)

Guidelines:

- A handball or volleyball can also be used for this exercise.
- It is always recommended to have additional balls accessible to keep the exercise going in case of a stray ball.
- At certain times, the players themselves should set their own rules.
- Use available material to build a net (e.g. net, cord, barrier tape, etc.).

MAIN PART

"In all training, if there is no discipline there is hardly any progress."

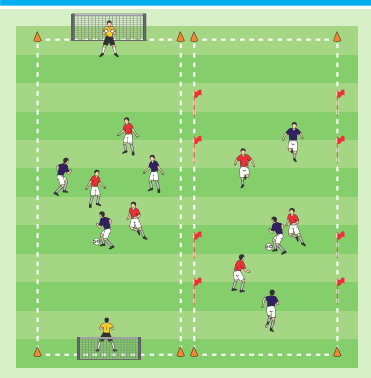


Coaching Points:

The exercise can gradually become more challenging, therefore testing the resiliency levels of the players.

FINAL PHASE

SIDED GAMES WITH DIFFERENT ARRANGEMENTS OF GOALS AND UNEQUAL TEAM SIZE



Organization:

- Using markers, create 2–4 different pitches with goals (e.g. cones, poles, etc.)
- Form equal/balanced teams (2 vs 2 to 4 vs 4) (or draw lots).
- The pitches should have a different number of goals (e.g. 2 goals or 4 goals) and varied arrangements.

Procedure:

- The team with possession of the ball always has a superior number of players.
- The defending team has to assign one of its players as the goalkeeper (depending on the amount of goals).
- The teams adapt accordingly when there is a change of possession.

Variations:

- The teams are allowed to score in any of the goals.

Guidelines:

- The plays must be fast and players should not keep the ball for long.
- Up to eight players can play on the same pitch during a game.

CONCLUSION

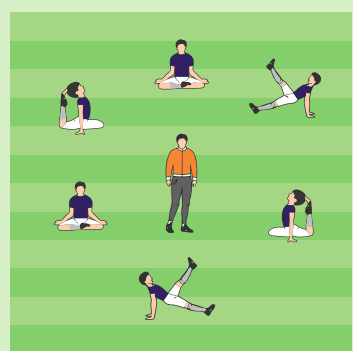
"The spirit of play and the ability to communicate and negotiate are predominant characteristics present in every game."



Coaching Points:

The defending team must show toughness and recover quickly from set backs in order to match being outnumbered by the opponent.

REFLECTION



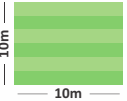

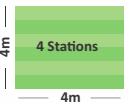



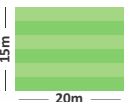












Organization:

The trainer gathers the players and demonstrates an exercise where he resists his body weights (e.g. standing on one foot, plank, etc.). After the players perform the same exercise, the trainer asks players what strategy's they used to perform the exercise longer. Then the players perform the exercise again, and note if the discussion helped them develop more resilience. The trainer then encourages the players to do the same exercise at home to continue to test and improve their resilience.

TRAINING SESSION III - CHECKLIST

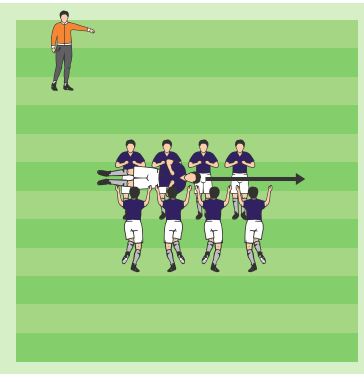
Training Duration

100 min.

GOALS	Sportive	Attack and defense				
	Social	Confidence				
INITIAL PHASE	Sensitization	  Stopwatch				
	Warm up	    20 Cones Stopwatch 20 Balls				
MAIN PHASE	Main part	    12 Cones 8 Bibs Stopwatch   8 Balls 4 Goals				
FINAL PHASE	Conclusion	      12 Cones 10 Bibs Stopwatch 9 Balls 2 Goals				
	Reflection	 Stopwatch				

INITIAL PHASE

THE BRIDGE OF CONFIDENCE



Organization:

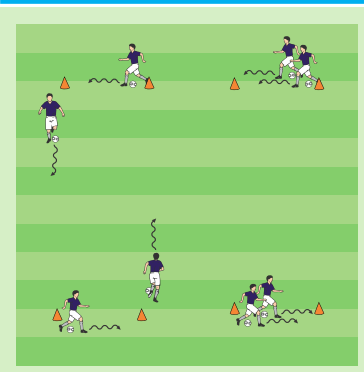
- The trainer divides the group into two rows, facing each other.
- The players must interlock their hands, in pairs with the person in front of them forming a human bridge.

Procedure:

- At the beginning of the bridge a player ("traveler") lies down on the bridge and is transported with soft wave movements of the arms to the end of the bridge.
- Once the player reaches the end of the path, s/he begins to become part of the bridge.
- The challenge is fulfilled when all the members assume the position of the "traveler".
- Be careful when reaching the end of the bridge and help lower the player.

SENSITIZATION

DRIBBLING OF FEINTING IN A SQUARE



Organization:

- Mark several small squares (4m x 4m).
- Assign four players to each square (ideally).

Procedure:

- Everyone starts at a cone and dribbles in a prescribed direction around the square.
- At each cone, the players turn 90° and keep dribbling.

Competition forms:

- Which player is at his/her starting point again?
- Which player will be caught up first?
- Determine which team finished two rounds of their square the fastest.
- Diagonal pairing: determine which pair finished two rounds of their square the fastest.
- Relay competition: In pairs, the first player starts and changes with his/her partner after one lap.

Variations:

- Decrease / enlarge distances
- Change the dribbling direction.
- Change the dribble foot.
- Feint at each corner (in front of the cone).

Guidelines:

- Promote proper technique (e.g. to encourage keeping the ball close to the foot, you could say: "Try to touch the ball as often as possible when dribbling around the square!").
- Encourage players to be creative and choose their own fints or body swerves.

WARM UP

"The feint stimulates the player's self-discipline, self-confidence and allows them to recognize their own abilities."

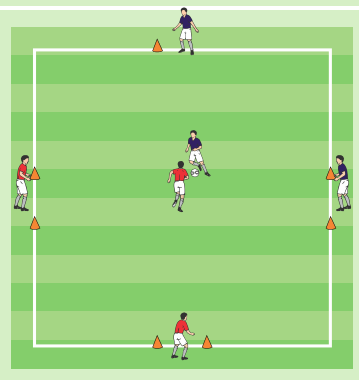
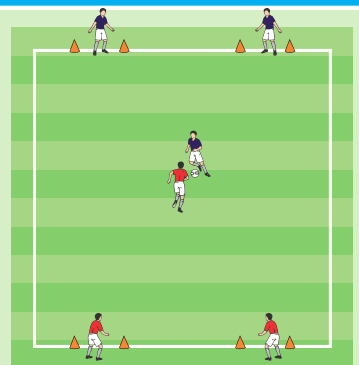


Coaching Points:

Allowing the players to sometimes demonstrate the required technique can boost their self-confidence.

MAIN PHASE

1 VS 1 ON DIFFERENT TARGETS OR GOALS



Organization:

- Mark a pitch (choose one or both from the illustrations) and form two teams.

Procedure:

- One player from each team plays 1 vs 1 with a player from the other team.
- After a goal is scored, the next pair enters the pitch (others can rest).

Competition forms:

- 1 vs 1.
- Create larger teams.

Variations:

- Change field size.
- Balanced/unbalanced couples.
- All players join the game, leaving the goals without goalkeepers but now with 3 small goals per side.
- Increase to a 2 vs 2.
- Players can score in any of the goals of the square.

Guidelines:

- When using cone goals, players can only take low shots to score.
- Intensity is a fundamental component to ensure the training does not become monotonous. It is 100% effective.

MAIN PART

"1 vs 1 is very tiring! Relaxation is fundamental for a child's motor and physical development and must be incorporated into each exercise!"

"Send the children for water breaks."

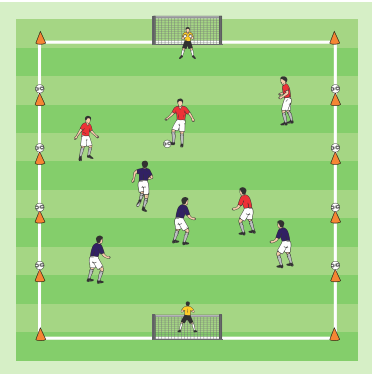


Coaching Points:

The coach can encourage players to test out different skills in this competitive exercise.

FINAL PHASE

GRABBING THE BALL



Organization:

- Set up a pitch with two goals. Form two teams with goalkeeper on each.
- Place cones along the sideline at regular intervals.
- Place balls on the cones.

Procedure:

- The player to shoot the ball outside the pitch must retrieve it immediately.
- Players on the team in possession of the ball can continue the game by picking up any ball from the cones along the sidelines

and immediately continue to play.

- The player returning the ball must place it exactly on the cone where a ball has been taken.
- During this time, the team plays shorthanded.

Variations:

- Place additional cones along the goal lines.
- Make a correct throw-in or simply take the ball and continue.
- Play with a corner kick or take a ball from a cone and play.

Guidelines:

- This game encourages attention and speed.
- It can be played by ages 7 and up.
- Pass on confidence and discipline and motivate your players through exercise.
- If the playing field is small, consider allowing the third team to do exercises in which not much space is needed, for example, passing exercises against the wall.

CONCLUSION

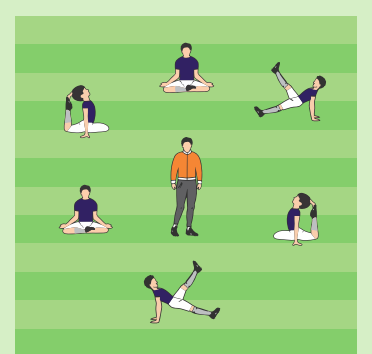
"Trust and tolerance are paramount when it comes to competing."



Coaching Points:

Players must show confidence in themselves and their teammates while outnumbered by the opponent.

REFLECTION



Organization:

The trainer calls the players to sit in a circle. While the players are gathering, the trainer goes around and high-fives and complements a few players, remembering which players he high-fived. The trainer then asked the players he high-fived how confident they feel, as well as the other players whom he did not interact with. The trainer then emphasizes how important it is to compliment someone when you see them do something well, to boost that person's confidence. During the next practice, have the players give sincere compliments to each other and have them note how this affects the confidence and spirit of the whole team

YOUTH

YOUTH FROM 13 TO 16 YEARS OLD

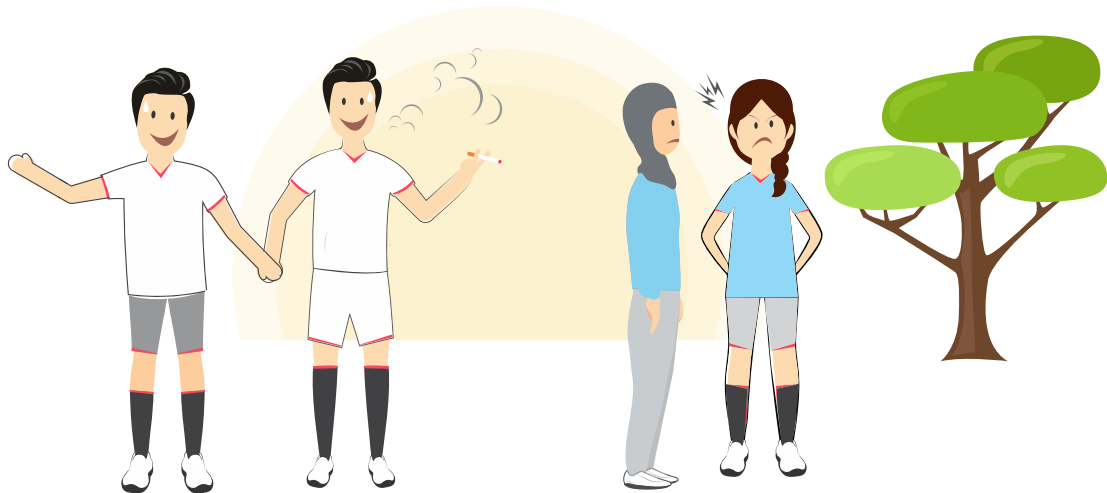


PRINCIPLES I

Characteristics of the age

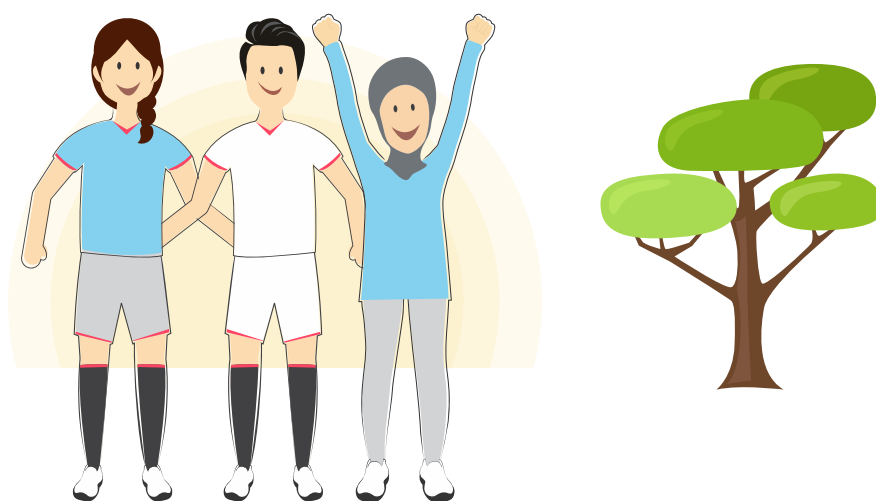
Adolescence is a phase of change characterized by the physical and mental development of children as they move towards maturity. Physical development generates challenges related to coordination and motor skills and highlights differences between the sexes. Psychological and emotional changes bring with them insecurities. The infatuation, but also the possible consumption of drugs and alcohol, are only some elements that contribute to the decrease of the attention that this age group shows.

The search for identity and rule-breaking are characteristic of this age and, in some cases, can lead to violent crimes or acts. Youth are often easily influenced by their peers, but isolation and marginal behavior are also common. At the same time they show better communication skills and are more reliable and responsible.



Philosophy of the game

Adolescence is a period of pronounced bodily activity and competitiveness but also of aggressiveness. Puberty is also a phase of egoism; children this age enjoy exploring their physical abilities and seek recognition of their achievements. Physical and technical requirements must be increased and the game and training should offer a safe space to receive support and recognition. It is necessary that youth this age begin to assume responsibilities in the organization, during training sessions and activities in and with the community. It is a key age to prevent delinquent and violent behavior.



PRINCIPLES II

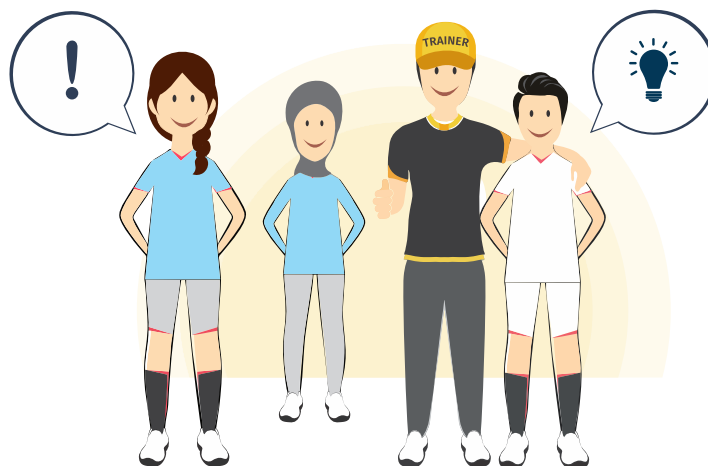
The Trainer's Role

For youth, the trainer is a sports expert and a model for off-court behavior. The youth recognize him/her for his/her expertise and so s/he has to demonstrate his/her mastery of the sport. At the same time, the trainer is real life role model: youngsters observe how they behave and relate to others, how to solve problems and what practical values. The trainer has to act with conscience and live the values s/he wants to convey.



Teaching objectives

The training seeks to improve the players' technical-tactical knowledge and ability. This includes matching the player to a position. At the psychosocial level, adolescents should experience group dynamics and learn how to find agreements, how to lead and how to evaluate conflictual situations. It is important that they know and experience their rights, as well as their duties, and to learn to participate actively, through using their creativity and fine-tuning their communicative skills. Finally, the development of a project of integrated life in society can be the way to prevent criminal and violent behavior.



OVERVIEW: PRACTICE IN TRAINING AND COMPETITION

A training session of this age class should always contain different elements. This overview is used to guide the planning of training sessions.

1. Intensive training of techniques (20%)

Techniques learned through the ages of 11 to 12 are adapted to the improved skill level through systematic practice. "Dynamic techniques" are the goal!

2. Basics of individual and group tactics (20%)

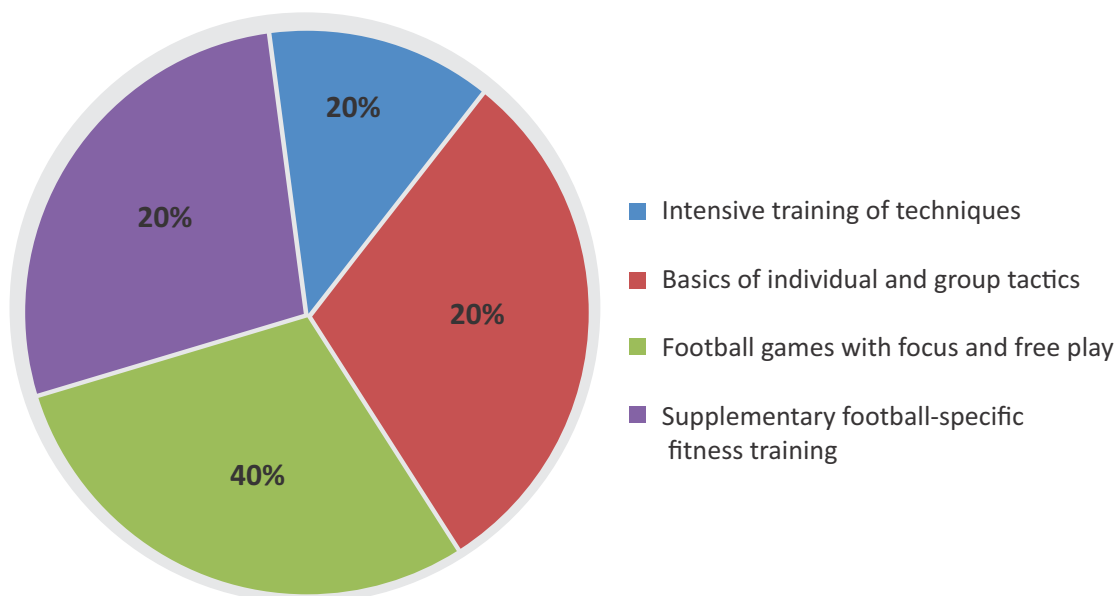
Strengthened mental characteristics such as observation, spatial orientation and logical thinking allow for more challenging content that focuses on the "big game"!

3. Football games with focus and free play (40 %)

Targeted (but dosed) coaching in focus-game forms and e.g. after "freezing" a situation to communicate information directly, clear and learnable!

4. Supplementary football-specific fitness training (20%)


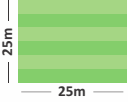



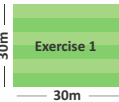
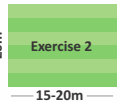






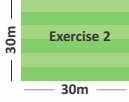







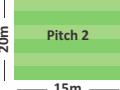







Beginning puberty improves conditions for trainability. At this age, players have the capacity to learn complex football forms!





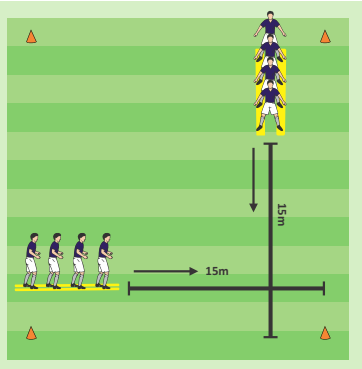
TRAINING SESSION I - CHECKLIST

Training Duration 110 min.

GOALS	Sportive	Passing and receiving	
	Social	Communication	
INITIAL PHASE	Sensitization  10 min.	  4 Cones  4 Boards with loops as skis	
	Warm up  25 min.	   32 Cones  1 Goals  Stopwatch  4 Balls	
MAIN PHASE	Main part  35 min.	   30 Cones  1 Goals  20 Bibs  20 Balls  Stopwatch	
	Conclusion  30 min.	   12 Cones  20 Bibs  4 Goals  Stopwatch  12 Balls	
FINAL PHASE	Reflection  10 min.	 Stopwatch	

INITIAL PHASE

COMMUNICATION TO SAFETY

**Organization:**

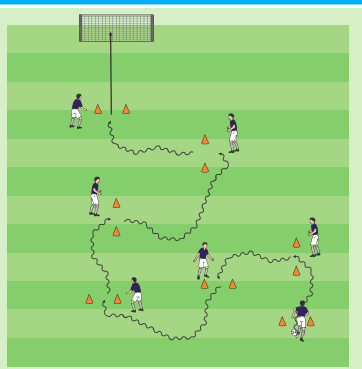
- The trainer numbers the players from 1 to 4; and forms groups of 4 each.
- Place two teams 15 meters away from the finish line so it forms a right angle.
- The teams are standing on 2 skis anchored at their feet.

Procedure:

- The team that first manages to reach the intersection wins the right to pass first and must be respected.
- The challenge is completed when all the members of a team manage to reach the finish line.

SENSITIZATION

SHIP IN THE FOG

**Organization:**

- Set up a parkour (river) with cones or ropes to symbolize the "river".
- The river may have turns and bottlenecks.
- Place a goal at the end of the "river" as the safe harbor.
- The player pretending to be the ship is blindfolded.

Procedure:

- The ship (e.g. possibly a gas tanker so that it is more exciting) has to ship from the sea

up the river to get to the port. The ship has to orientate itself using acoustic signals so it does not run aground.

- The players are so-called acoustic fog horns, who have to work together to develop a signal system in order to be able to safely guide the ship up river.
- The fog horns must be positioned firmly on both sides of the river and cannot move.
- One player becomes the captain. S/he is responsible for communicating the group's signals to the ship in front of the estuary.
- The fog horns must then communicate using only these signals.
- The task is fulfilled when the ship reaches the port without touching the shore.

Variations:

- Facilitate or hinder the exercise: decrease/enlarge distances or reduce/enlarge goals.

Guidelines:

- Avoid long and complex explanations. The players should participate actively in the learning process.

WARM UP

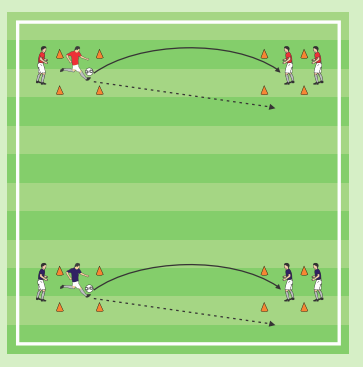
"This exercise helps strengthen team trust and cooperation."

**Coaching Points:**

Players need clear and direct communication from their partners to guide them through the river.

MAIN PHASE

VOLLEY BALL CIRCUIT



Organization:

- 4 groups are formed, each of which has a ball.
- Mark 2 squares (5m x 5m) for each station opposite of each other.
- 2 players from each group stand in a square.

Procedure:

- Each player starts from his/her square.
- The ball is to be volleyed (without touching the ground) so that it can be received in the opposite side's square.
- Every ball that lands in the designated square gains a point.
- After each pass, the player has to rotate to the other side.

Variations:

- The receiving player stands behind the square and lets the ball bounce once in the square. The pass back to the other side has to be done from the square.
- Which 2-man team will first score 15 goals in the zone?
- Circuit with 4 squares: Dribble into the opposite square in a specified direction after the ball is received. The next player in line follows the same sequence
- Each player then "follows" his/her ball and moves to the next position.

Guidelines:

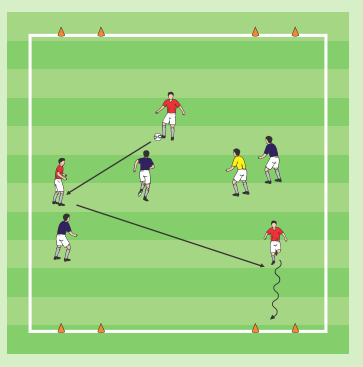
- Have enough balls to avoid stopping the game.
- Encourage the players to play with the left and right foot.

Coaching Points:

Eye contact between the players helps the passer to know that the receiver is ready to receive the ball.

MAIN PART A

3 VS 3 + 1 NEUTRAL PLAYER.



Organization:

- Use cones to mark a 40m x 25m field.
- Mark two dribbling goals on each baseline (8m wide), each 3m from the outer line.
- Divide two groups of three and one neutral player.

Procedure:

- The neutral player always joins the team in possession of the ball.
- This always results in a 4 vs 3 game.
- The ball must be dribbled through one of the opposing goals.
- Since the goals are far apart, the players can volley the ball to the other wing. Therefore, the wing positions must remain occupied.

Variations:

- Pass through the goal = 1 point, dribble through the goal = 2 points.

Guidelines:

- If eight players are available, one player from the defending team must always remain behind his/her own base line.
- Players rotate through all positions.
- The extra goals bring more fun and goals into the game.

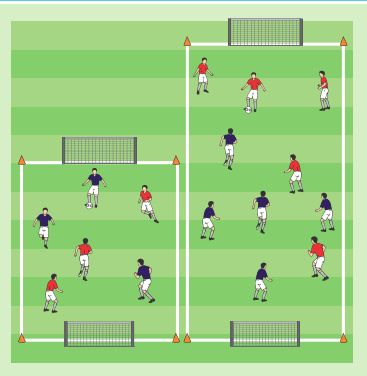
Coaching Points:

Verbal and non-verbal communication between the players is required to select the better scoring option.

MAIN PART B

FINAL PHASE

TWO TEAMS – ONE SCORE



Organization:

- Mark two pitches (one large and one small) with two goals.
- Adjust the goal and pitch sizes to the number of players.
- Form two teams, which turn independently in a large (e.g. 6 or 8) and a small (e.g. 3 or 4) team.
- Games last for 3–5 minutes.

Procedure:

- The 8-person teams play against each other, as well as the four-person teams.
- Add up the results from the two matches and use them for the overall result.
- After every game the teams have the possibility to change the composition of the teams.

Variations:

- Scores from both games are added together.

Guidelines:

- Encourage players to gain control of the ball as soon as possible! Players must learn to look ahead and anticipate the play.
- A good team strategy is important, meaning attention should be paid to the composition of the teams on both pitches.
- Tactical behaviour (attack and defend) is promoted during the game.

CONCLUSION

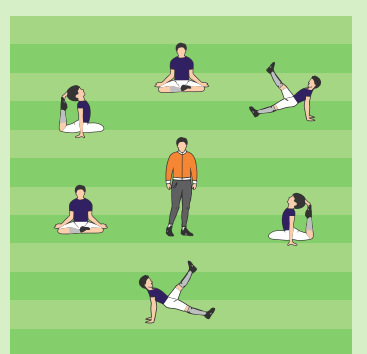
“To the extent that I accept my colleagues with their limitations and defects, I can understand myself.”



Coaching Points:

Verbal communication between teammates on both fields is necessary for the players to know what the aggregate score is.

REFLECTION


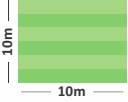



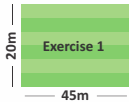
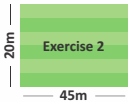





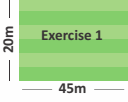
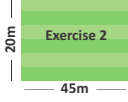





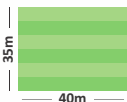









Organization:

The players form into small groups and come up with nonverbal communication signals that the team can use in their next match. (e.g. during a corner kick, raising one arm means the kick will be directed to front post). Have the groups come together to present their nonverbal signals.

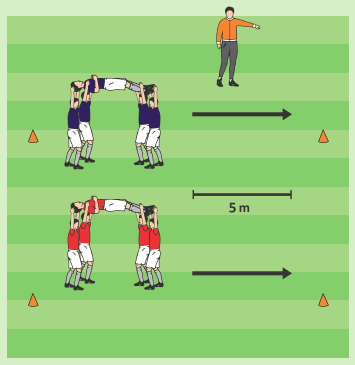
TRAINING SESSION II - CHECKLIST

Training Duration 110 min.

GOALS	Sportive	Passing and receiving			
	Social	Clean/fair play			
INITIAL PHASE	Sensitization  10 min.	 10m  8 Cones  Stopwatch			
	Warm up  25 min.	 20m Exercise 1 45m  20m Exercise 2 45m  40 Cones  20 Bibs  Stopwatch  20 Balls			
MAIN PHASE	Main part  40 min.	 20m Exercise 1 45m  20m Exercise 2 45m  8 Cones  Stopwatch  20 Balls  2 Goals			
FINAL PHASE	Conclusion  25 min.	 35m 40m  6 Cones  20 Bibs  Stopwatch  20 Balls  2 Goals			
	Reflection  10 min.	 Stopwatch			

INITIAL PHASE

THE FAIRPLAY FERRY

**Organization:**

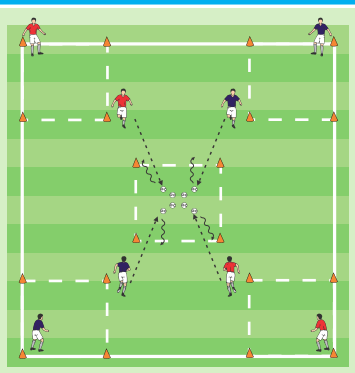
- Form groups of 5 people.
- Mark a 5 meter path for each group.
- In each group: 2 pairs facing each other.

Procedure:

- Four players raise one player over their head
- The challenge is complete when the team moves five meters and loads the player on the ground.
- All 5 players must be transported in a relay system.
- This challenge can be done twice.

SENSITIZATION

ROB THE NEST

**Organization:**

- Mark two 20m x 20m fields.
- Mark five 3m x 3m zones as shown in the figure.
- Place seven balls in the middle zone.
- The teams divide again on two diagonally opposite corner caps.

Procedure:

- When commanded, the first player from each corner starts towards the middle zone, gets a ball and dribbles back to

his/her starting zone.

- Once s/he is back, the next player in his/her team starts.
- The goal is to collect three balls into the player's own zone.
- After all balls from the middle have been collected, the players are allowed to steal the balls of the other teams.

Variations:

- The balls are only transported by hand.

Guidelines:

- Defending the balls is not allowed!
- Pay attention to mutual coaching!

WARM UP

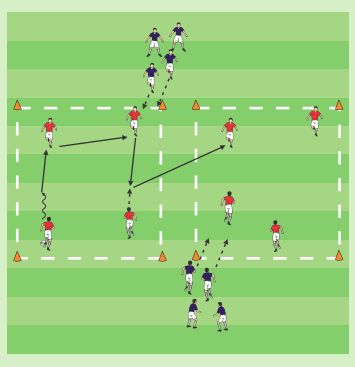
"Competition ensures a high level of motivation and always promotes movement and ball handling under pressure."

**Coaching Points:**

Make sure that the players can only run out of their base after being tagged by the returning teammate.

MAIN PHASE

COMBINATION UNDER PRESSURE

**Organization:**

- Remove the zones from the pitches.
- Keep the same teams.
- One team of four players should occupy each field.
- The other players stand outside the fields.

Procedure:

- The trainer starts the exercise with a pass in one of the fields.
- With the pass, two players from outside start towards the field and try to conquer the ball against the four other players. If they intercept the ball, they pass it to the trainer.

- The blue team is allowed to play after four passes to a team member in the opposite field.
- Two new players from the other team start from the outside immediately, with the goal of conquering the ball.

Variations:

- Play with contact limitation.
- Place defenders in the space between the fields who are allowed to intercept the pass in the other field.

Guidelines:

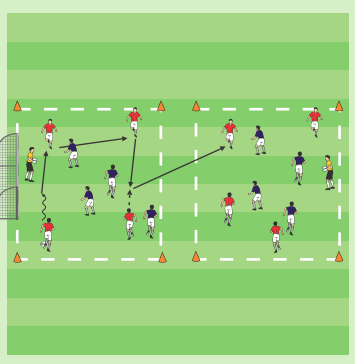
- Emphasize the importance of controlling the ball properly and making fast and strong passes.
- Small teams guarantee that each player can have lots of contact with the ball!

Coaching Points:

Have the attacking team count their completed passes out loud, so that when the ball is switched it is done fairly and correctly.

MAIN PART A

4 VS 4 ON 4 VS 4

**Organization:**

- Keep the structure from the previous exercise.
- Place two goals as shown in the figure.
- Each team has one goalkeeper. There are three players in the “build up” pitch and four in the “attack” zone.

Procedure:

- In the “attack” zone, the teams play with four players, plus a goalkeeper.
- After four passes, the players may pass to a fellow player in the attack area.
- In the attack zone, the players have free play until a goal is scored.

Variations:

- The passer may run into the “attack” zone in order to produce the same number of players.
- One player from the “build up” zone is positioned between the zones. If s/he is played, s/he can turn up without opponent pressure and dribble to 4 vs 4 in the “attack” zone.

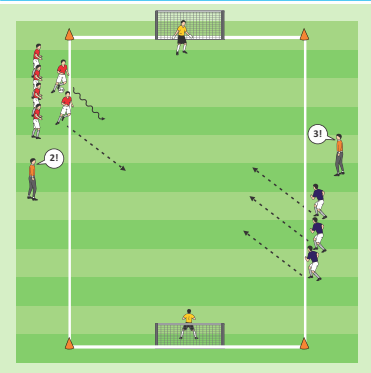
Coaching Points:

Players must respect the rules and game conditions for the goals to count and for the game to be fair for the two teams.

MAIN PART B

FINAL PHASE

POKER FOOTBALL



Organization:

- Mark a pitch (40m x 36m) with goals and goalkeepers.
- Two teams (maximum of seven players per team) and number the players.
- Assign a trainer to each team.

Procedure:

- The trainers 'poker' against each other by successively sending one or more players on the pitch in a given order.
- In the first five rounds, one trainer has the "right to start" determining how many players are going to play. The other trainer is allowed to react. Subsequently, the rollers are exchanged.

players are going to play. The other trainer is allowed to react. Subsequently, the rollers are exchanged.

- The first players of both trainers will compete against each other 1 vs 1.
- Now, the trainer with the "right to start" can send more players to the field, resulting in a superior number.
- The other trainer can react and also send players to the field.
- Alternatively, s/he can also let his/her team continue to play with fewer players on the field.
- Goals made by an outnumbered count for twice the points.
- Both teams may have a maximum of four players on the field at the same time.
- When a goal is scored, the goalkeeper of the successful team starts the next round immediately.
- When the ball is out of bounds, the trainer of the respective team passes a new ball to his/her team.
- The trainer with starting right determines the end of the game.
- After each five player openings, the right to start changes.

Variations:

- Both trainers are free to decide when and how many players to send to the field (up to 4 vs 4).
- The trainer determines the team size of both teams by hand signals.
- The team with more players has to play with maximum three touches.

Guidelines:

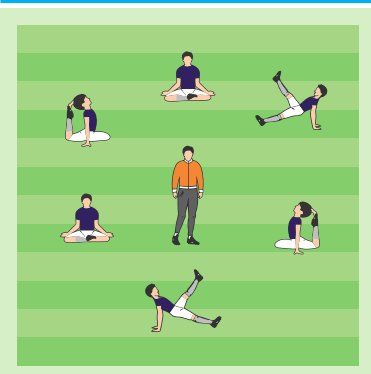
- At the beginning, a trainer is given the right to start. This trainer may first send additional players to the field.
- No players may be taken from the field.
- Players learn to maintain their composure when outnumbered"
- The players learn to adjust to the team strength (2 vs 3, 3 vs 3, etc.).

Coaching Points:

Make the players understand that not all game situations are fair but they must be faced within the rules of the game.

CONCLUSION

REFLECTION



Organization:


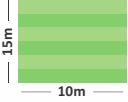



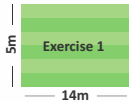
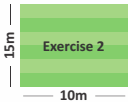




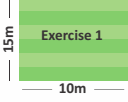
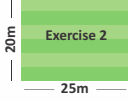





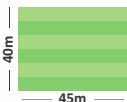







The trainer gathers the players in a circle to discuss the social skill of the training session. The trainer asks the following questions:

1. What are the benefits of fair play?
2. Have you ever cheated on a school test? How did you feel and how did you benefit?

The trainer can conclude the reflection by giving an example on how being fair helped him in life situation.

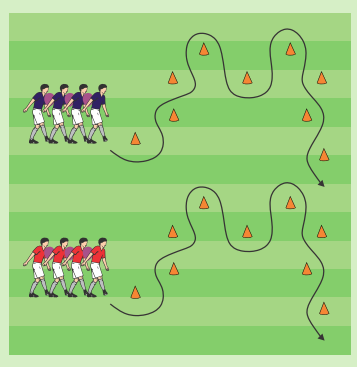
TRAINING SESSION III - CHECKLIST

Training Duration 110 min.

GOALS	Sportive	Passing and receiving
	Social	Knowledge of processes involved in groups dynamics
INITIAL PHASE	Sensitization  10 min.	  18 Cones  10 Balloons
	Warm up  25 min.	   30 Cones  8 Balls  Stopwatch
MAIN PHASE	Main part  35 min.	   22 Cones  Stopwatch  12 Balls  4 Goals
FINAL PHASE	Conclusion  30 min.	  4 Cones  20 Bibs  Stopwatch  12 Balls  4 Goals
	Reflection  10 min.	 Stopwatch

INITIAL PHASE

THE TRAIN OF KNOWLEDGE



Organization:

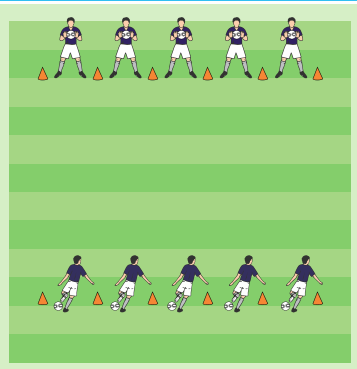
- Form two groups, each in a row each.
- Place a balloon in the middle of every two players between chest and back. Hands are behind the back.

Procedure:

- The first person has as task to orient and determine the movement of the whole group to finish a path around the obstacles without dropping any balloons.
- If one of the team members loses his/her balloon, they must restart the exercise from the starting point.
- The challenge is completed when one of the teams has managed to fully cross the finish line.

SENSITIZATION

DEXTERITY WITH 2 BALLS: FOCUS ON MOTOR SKILLS



Organization:

- Put the players into pairs.
- The players stand opposite each other a distance of about 4m, which is marked with cones.

Procedure:

Exercise collection with two balls back and forth at the same time:

- A and B simultaneously volley one ball to each other and catch their partner's ball with one hand.
- A and B simultaneously play a side volley and catch their balls.
- When A throws to B, B throws the ball up, catches it and throws the ball back and catches the other ball.

- A has both balls in his/her hand, s/he throws a ball up, volleys the other ball to B and catches the second ball. B gets both balls
- A and B simultaneously throw the balls to each other so that they can be played back at the same time with an inside volley.

Competition forms:

- Individual competitions: Determine which player is the most successful out of 10 attempts.
- Team competitions: determine which team will be the fastest to make 10 successful attempts.

Variations:

- Introduce different movements (e.g. lateral volley / hip swing, dropkick, instep volley / side instep volley / hip rotation).
- Ask the players for new variations and own ideas on how to play with the partner and 2 balls.

Guidelines:

- Control the difficulty of the exercise with the distance between the players.
- Players propose variations to the exercises.
- If necessary, demonstrate the technique of throwing. A good throw is crucial for the success of the exercise.

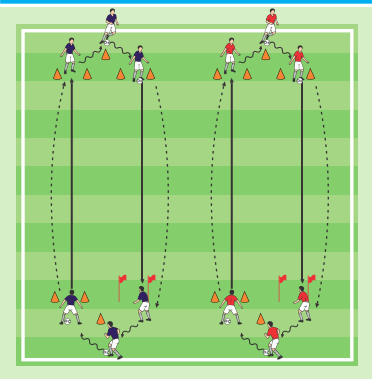
Coaching Points:

Players can agree on a methodology to send the two balls at the same time.

WARM UP

MAIN PHASE

COMBINED PASSING AND DRIBBLING



Organization:

- Set up four goals opposite from each other (using cones / poles).
- Place a cone in the middle behind each two gates.
- 6-8 players, 3-4 balls for each station.
- Vary the distances between goals according to skill level.

Procedure:

- Each team has four players, two of whom have a ball.
- On the other side, the players with ball face the two players on the other side of the pitch who don't have balls.
- The players pass the ball to the player opposite them through the opposing goal. The receiving player takes the ball, dribbles around the cone and plays the ball through the goal on the other side.

- After each pass, players rotate positions, following the direction of the pass.

Variations:

- Alternate passing with left and right feet.
- Have a goalkeeper occupy the marked goals.

Competition form:

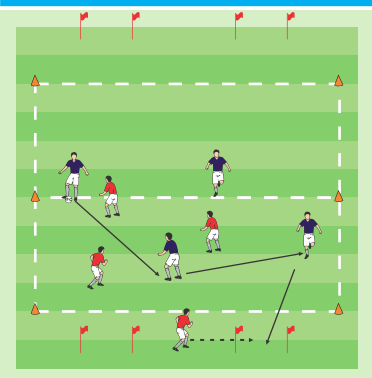
- Focus on "safe, precise and flat passes".
- The important thing is not to be as fast as possible but rather as "correct" as possible.

Coaching Points:

Encourage players to help each other by demonstrating the correct techniques in order to benefit the group dynamic.

MAIN PART A

4 VS 3 + 1 ON 2 SMALL GOALS



Organization:

- Mark a pitch of about 20 x 25 m with 2 pole gates each 5 meters behind the baseline.
- Give each team a side line or 2 goals

Procedure:

- The attackers play in the 4 vs 3 + 1 on the two goals of the opponent. 1 player of the defending team must place himself behind the own base line. He can guard the two small gates there. He is not allowed to enter the pitch.
- After a goal or a steal in the field, the previously defending team may start an attack against the goals in 4 vs 3 + 1. One player of now the defending team has to move behind the baseline to defend the goals.

Variations:

- Play 4 vs 4 (without 1 defender behind the baseline).
- Promote two-footed play by double score when scoring with the left/right.

Guidelines:

- In small, varied football games, young players learn to solve a situation with the right technique and under the pressure of an opponent! Variations of the 4 vs 4 are ideal and emphasize a technique focus, depending on the training goal!

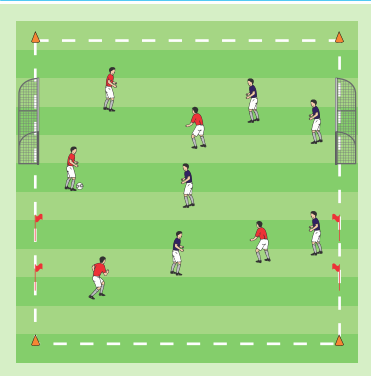
Coaching Points:

Certain skills are required for each situation and applying them correctly benefits the group.

MAIN PART B

FINAL PHASE

5 VS 3 + 2 ON TWO GOALS WITH GOALKEEPER



Organization:

- Mark a 40 x 45 m playing field.
- Mark two big goals on each base line.
- Form two five-man teams.

Procedure:

- One team will start off playing offense while the other plays defense.
- The team on defense: two players are goalkeepers and three players are defenders.
- The attackers should try to score a goal by combination of passes. This often results in

situations that have been practiced in the training forms 3 vs 1 and 4 vs 2.

- After the defenders win the ball, the teams switch roles. Here a goalie must first be passed so the opponent has the opportunity to occupy his two goals.

Variations:

- Play with time limit for an attack (e.g. 10 seconds).
- Play with contact limitation (e.g. a maximum of 2 ball contacts).

Guidelines:

- The exercise is played without offside, as a section from the midfield is simulated here.
- Lineup: two attackers occupy the wing positions and an attacker moves behind the defenders. Two players start as central players.
- Small football games encourage joy of play, creativity, responsiveness and, above all, tactical skills to apply the "right" techniques for solving difficult game situations.

CONCLUSION

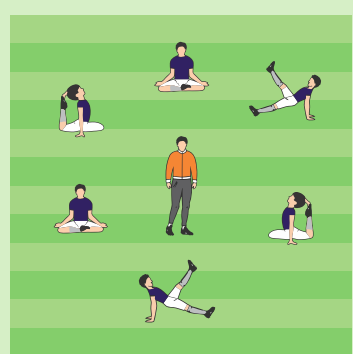
"The world's best teams are characterized by a high level of ball control in the most difficult game situations. Top players from today and tomorrow must therefore be able to combine safety and variability. The technical target is passing. Precise passes must ultimately be mastered at the highest speed and under varying degrees of pressure!"



Coaching Points:

Players can assign roles among themselves and share knowledge on how to reach their objectives.

REFLECTION



Organization:

The trainer forms groups of 4 players. The trainer then gives specific instructions on how many body parts can touch the floor per group. For example, the coach says 3 legs and 2 hands, and the players then have 30 seconds to organize themselves to fit that quota of body parts touching the ground by the time limit. After, the trainer asks each group how they reached an agreement and how roles were assigned. The trainer then explains that different people have different abilities, and why it is important in group work to assess and use each individual ability in order to put everyone in a situation to succeed.

YOUTH

16 YEARS AND OLDER

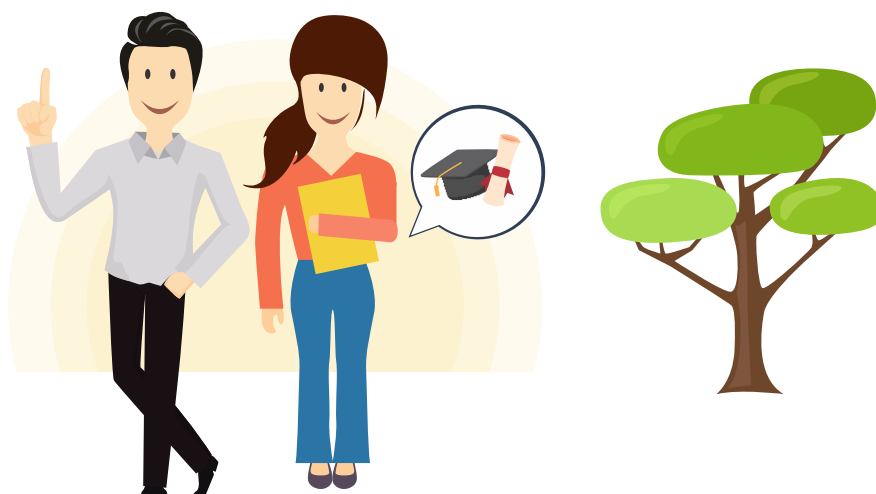


PRINCIPLES I

Characteristics of the age

From the age of 16, young people enter a phase of consolidation: changes affiliated with puberty come to an end and young people improve their sports and social skills. They achieve high physical performance and are differentiated by gender. With proper education, young people manage to overcome egotism and to develop an "other-centrism": a psychological approach that allows them to put their own actions in relation to others, to understand the people around them and to seek solutions to conflicts with the rest.

Young people this age seek greater autonomy. The construction of a professional vision, whether by entering the working life or by linking to higher education, is part of this search. A high capacity for communication and reflection, as well as the ability to lead, allows autonomous and responsible interaction with their environment. They may also claim their autonomy with confrontational or deviant behavior, including through an interest in committing violent offenses and acts or in connection with criminals.



Philosophy of the game

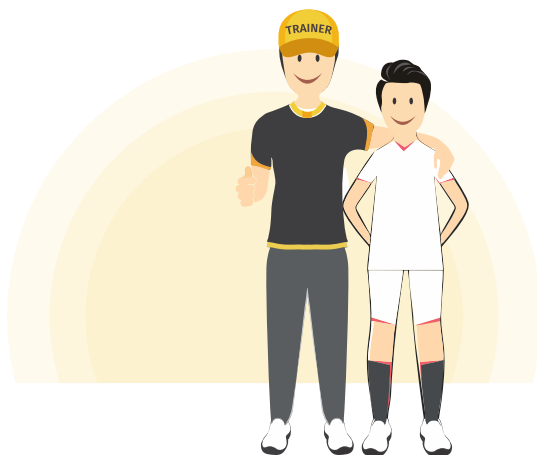
Sports with young people this age is characterized by high technical and physical demands, complex situations and objectives, with a game by objectives and pressure of time, and by a professional competition. The training is individualized and strengthens the profiles of players. The game requires high precision in movement, knowledge and application of tactical behavior and includes new trends and variations.



PRINCIPLES II

The Trainer's Role

From the point of view of the youth, the trainer is a friend and a model for life. Their relationship develops horizontally: the young person respect the trainer for his/her professionalism, sympathy and personal ties. The trainer is an important reference of how to live in the community, how to behave and resolve conflicts, how to pursue their ideals and achieve a full life in difficult situations. It is key that the trainer acts consciously to be a positive role model and to have a positive influence on those s/he coaches.



Teaching objectives

Training this age group means training young people who are proactive and able to recognize situations and complex relationships, to lead and make decisions, to self-evaluate and to reflect. They are responsible and reliable, and are able to resolve conflicts in a non-violent way. It is key that the trainer teaches them healthy life habits, commitment and perseverance with their activities, and to achieve a professional vision and autonomy in the organization. The prevention of violence, crime and drug use is central to this age. The interest in solidarity and responsibility towards the community are additional objectives. The teaching is completed with the perfection of their technical skills and sports precision.



OVERVIEW: PRACTICE IN TRAINING AND COMPETITION

A training session of this age class should always contain different elements. This overview is used to guide the planning of training sessions.

1. Intensive training of techniques (20%)

Starting from 15 years on, position-specific technique training can begin! First and foremost, however, the quality, precision and dynamics of the basic techniques must be right!

2. Basics of individual and group tactics (20%)

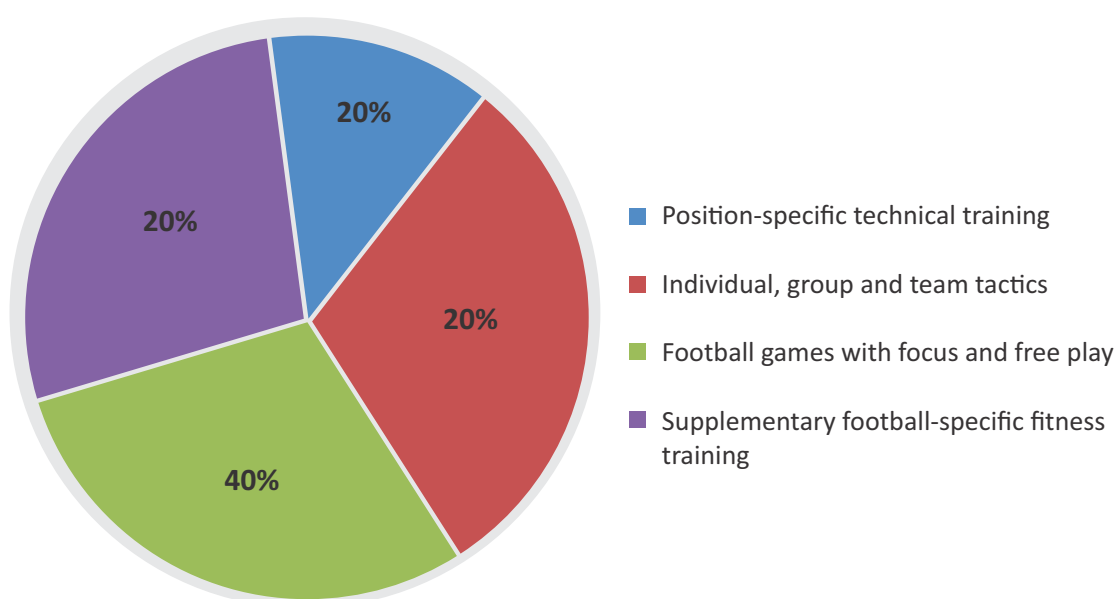
Improved mental qualities such as observation, spatial orientation and logical thinking allow for more challenging content in preparation for the "big game"!

3. Football games with focus and free play (40 %)

Targeted coaching teaches players to communicate directly, vividly and efficiently!

4. Supplementary football-specific fitness training (20%)


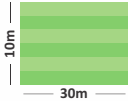

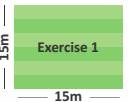
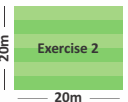


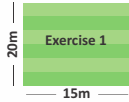
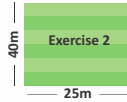

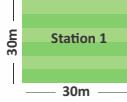
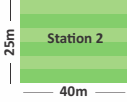

A clear focus remains on game-specific fitness training by means of load-driven football games. Additional tasks for gaining stamina, speed and strengthening supplement this.





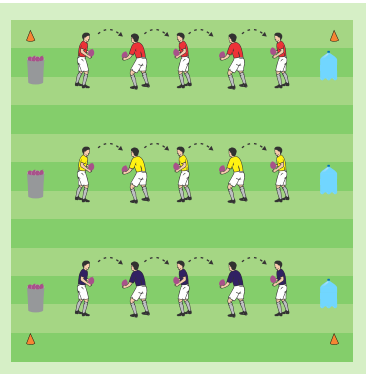
TRAINING SESSION I - CHECKLIST

Training Duration 110 min.

GOALS					
Sportive	Dribbling and running with the ball				
	Social	Commitment and perseverance			
INITIAL PHASE	Sensitization  10 min.	 Water 3 Big Bottles 18 Cones 3 Containers 50 Balloons			
	Warm up  25 min.	 10 Cones  2 Poles  Bench 1 Small Goal Coordination Ladder 4 Hoops Blindfolds Stopwatch			
MAIN PHASE	Main part  40 min.	 26 Cones  20 Bibs Stopwatch 20 Balls 2 Goals			
	Conclusion  25 min.	 12 Cones  20 Bibs 3 Goals Stopwatch 20 Balls			
FINAL PHASE	Reflection  10 min.	Stopwatch			

INITIAL PHASE

THE WATER BALLOON COMMITMENT AND PERSEVERANCE CHALLENGE



Organization:

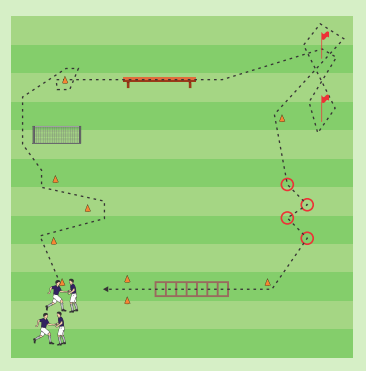
- Form groups of five people each.
- Each team must fill at least 10 balloons with water and deposit them in a container at their starting position.
- Position each team, 2m from the others.
- The members of the teams are placed in a row, at a distance of 5m.

Procedure:

- At the trainers command, the first member of each team must throw a water balloon to his/her partner and so on until the water balloon reaches the last team mate, who must load the water in a large bottle, which is the water for the group for that day.
- The challenge is completed once a team has managed to completely fill the bottle

SENSITIZATION

BLINDNESS



Organization:

- Place several obstacles (cones, bench, small goals, etc.) in a limited field.
- Form pairs (Each 1 "leader" and 1 "blind").
- Cover the eyes of the blind (or close eyes during the exercise).

Procedure:

- The leader holds the blind man by the hand and guides him through the labyrinth without words.

Variations:

- Guide through commands about direction and speed (no holding).
- A leader directs two "blind" players.
- Guide the "blind" player by tapping him/her on the shoulder:
- Press 1 x left / right = 90° rotation, press 2 x left / right = 180° rotation

Guidelines:

- Safety and finishing the course correctly are more important than speed.
- The exercise raises awareness and reliance of your team members.

WARM UP

"Remind the players that they are responsible for the blind player."

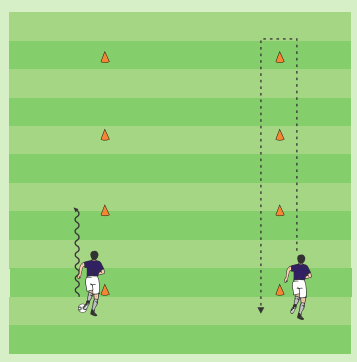


Coaching Points:

The blind player must persevere in order to overcome the obstacles while his partner commits to guide him past the finish line.

MAIN PHASE

JUGGLING TASKS



Organization:

- Mark 2 circuits – juggling and sprinting (adapted to capabilities).
- Juggling distances: 5m = Point 1, 10m = Point 2, 15m = Point 3 (mark with cones).
- Sprint distances : 5m = Point 3, 10m = Point 2, 15m = Point 1.
- Form teams of two. The player A at the juggling course has a ball. Player B at the sprint course does not have a ball.

Procedure:

- Player A at the juggling course starts with a free juggling task.
- If the player drops the ball, his/her partner must sprint to a designated distance (e.g. if the juggling player drops the ball at Point 1 (5 m), the sprinting partner has to run to Point 1 (15 m)).
- After three rounds, the positions are changed.

Competition form:

- The training offers alternative juggling techniques.
- The sprinting player may determine the juggling technique.
- Form two large teams. One player juggles and the rest sprint when necessary.

MAIN PART A

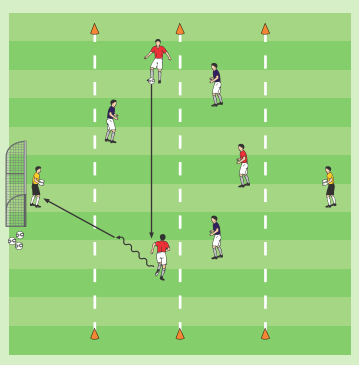
“These challenges become teachings for life ... you have to put them into practice!”



Coaching Points:

The players learn that misconduct has an influence on one's partner. They must commit to and perform the challenge to the best of their ability.

SHOOTING GAMES - 1 VS 2 ON 2 VS 1 ON A GOAL WITH GOALKEEPER



Organization:

- Mark a 40 x 25 m field with a center line.
- Place two goals and mark a shooting line before each goal.
- Make two teams with four players each (including goalkeeper).
- Place substitute balls next to the goals.

Procedure:

- In each half of the field, a defender plays against two attackers.
- Players may not leave their half.
- The goalkeeper starts or continues the game by passing to a defender in his/her own half or an attacker in the other half.
- The two attackers are to play in superior number and shoot quickly before the shot line.

Variations:

- Play offside (only from the moment an attacker has the ball).
- Increase the number of players: two defenders against three attackers.

Guidelines:

- When shooting on the net is a focus of the exercise, the goals should be large enough yet relatively close together and shots should be taken repeatedly.
- Press the opponent from the moment s/he is unable to control the ball properly.

MAIN PART B

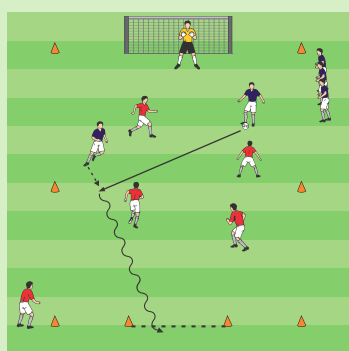
Coaching Points:

Playing in zones and under the pressure of an opponent can sometimes prove difficult, but through commitment and perseverance their efforts will eventually pay off.



FINAL PHASE

2 STATION CONCLUSION GAME



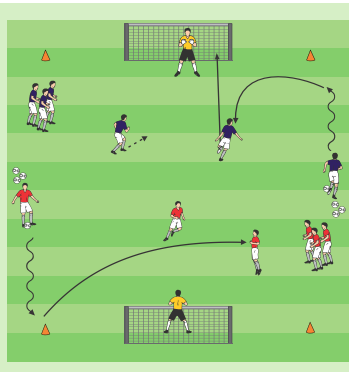
Station 1: Counter attack game

Organization:

- Mark a pitch with one goal and a dribble line.
- Form two teams, 5 players each.

Procedure:

- Trainer determines the number of players playing in one team.
- 5 vs 3 (4 vs 2, 3 vs 1) to a large goal for the team in superior number, counter goals for lower number over a line (field length 25m).



Station 2: Crosses station

Organization:

- Two opposing goals (25m), each with a goalkeeper.
- Right and left wing outside the pitch: two wing players per team.
- Three pairs of players wait in the middle.

Procedure:

- The pair in the middle is flanked from the outside.
- The players in the middle must shoot the ball as a volley into the goal.
- After a goal, the players rotate and the next pair moves towards the goal.
- Shots are taken alternate between the right and left goals.

Variations:

- The goal must be scored with a certain technique (e.g. header, inside, etc.).
- A shot can only be taken after the ball has been touched twice.

Guidelines:

- Correct the technique (shot and centre).
- If the ball crosses the sideline, the play ends and a new round begins.

CONCLUSION

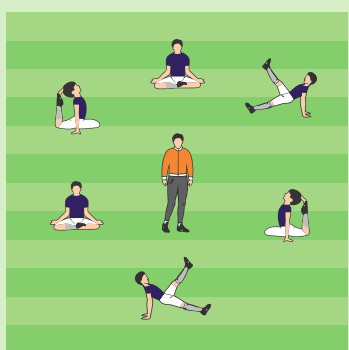
"Do not forget that everyone is a fundamental part of the team and must be able to play with and without the ball!"



Coaching Points:

Being outnumbered by the opponent is a challenge that can only be achieved through group commitment and perseverance of effort.

REFLECTION
































Organization:

The trainer and players sit in a circle. The trainer gives sporting examples when perseverance and commitment paid off (e.g. Leicester City winning the Premier League title). Then the players give personal examples on how they persevered through a tough situation.

TRAINING SESSION II - CHECKLIST

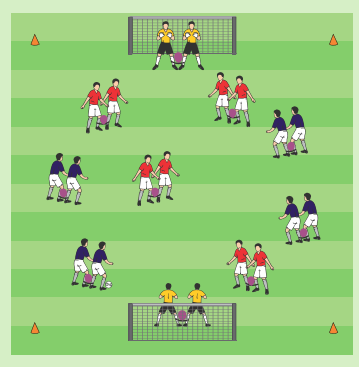
Training Duration

105 min.

GOALS	Sportive	Attack and defense
	Social	Communication skills
INITIAL PHASE	Sensitization  10 min.	  6 Cones  20 Bibs  2 Goals  10 Balloons  Stopwatch  4 Balls
	Warm up  25 min.	  16 Cones  20 Bibs  Stopwatch  20 Balls
MAIN PHASE	Main part  35 min.	  10 Cones  20 Balls  20 Bibs  Stopwatch
FINAL PHASE	Conclusion  25 min.	  4 Cones  16 Bibs  Stopwatch  2 Goals  8 Balls
	Reflection  10 min.	 Stopwatch

INITIAL PHASE

COMMUNICATE IN PAIRS

**Organization:**

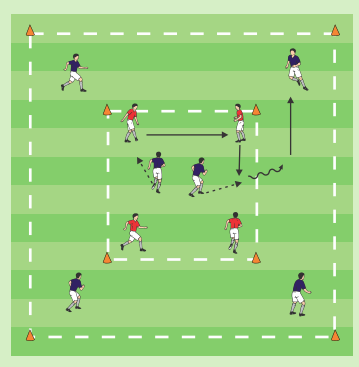
- Assign 2 teams and have each player pair up with player on their team, mix gender if possible Tie each pair together by one leg (ankle) and one hand.
- The pairs hold a balloon between their bodies (hips).

Procedure:

- The team plays regular football game with goalkeepers (also paired up).
- Rules are agreed on by the players, game is played without referees.
- The challenge is completed when all balloons of one team have exploded or one team scored 3 goals.
- Each pair must protect their balloons as they don't want it to explode

SENSITIZATION

4 VS 2 ON 6 VS 4

**Organization:**

- Two playing fields built into each other - inner square 15 x 15 m - outer square 25 x 25 m.
- Inside square a 4 vs 2, in the outside waiting 4 players who belong to the 2 players in the inner square.

Procedure:

- In the inner field a 4 vs 2 is played on ball possession.

- In the event of ball recovery by the team of 2 the play is changed into the larger field and comes to 6 vs 4 on ball possession.
- If the team of 4 gets ball possession, the game starts all over.
- After 3 to 5 rounds the teams and tasks are changed

Variations:

- The team gets 1 point for 10 (15, 20, etc.) passes in a row.

Guidelines:

- Players do not have fixed positions – offer passing possibilities through constant movement.
- Players should be able to execute all plays with the right foot and the left foot.
- Train the speed of reaction and action.
- After winning the ball, have the players change fields. Quick orientation and positioning on the pitch is important.
- After losing a ball, pursue it vigorously until your team regains possession.

WARM UP

“Adapt pitch size to the level of the players! You can also adapt the field size, number of players, time or contact limitation.”

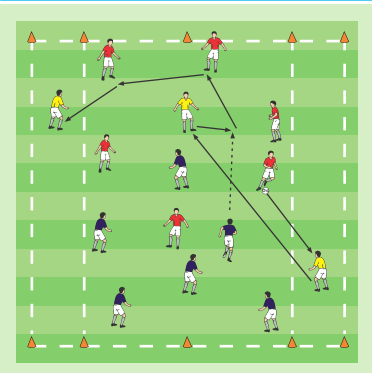
“Players should be alert! They have to concentrate on the ball and keep their eyes on their team and their partner.”

**Coaching Points:**

By calling for the ball and communicating with the team, you are helping your teammate on the ball make a good decision which will help your team keep possession of the ball.

MAIN PHASE

END ZONES



Organization:

- Select a rectangular field with two end zones (EZ) and a middle zone (MZ), size depending on the number of players.
- Zone width approx. 3-5m.
- Form two teams up to max. six players and three players in the end zones (EZ) and the middle zone (MZ).

Procedure:

- Start of the exercise in one end zone

- The goal is to reach the other end zone by playing with the teammate in the middle zone. This gives a point.
- The players play the ball back to the team from whom the pass came. Now the game direction changes.
- In the case of loss of ball, the other team must now reach the other end zone via the middle zone.

Variations:

- Play with neutral player to guarantee superior number of the team in ball possession.
- Techniques can be determined - only flat or high balls allowed.
- Play to the other EZ with the 2nd pass gives 2 extra points.

Guidelines:

- Players in the zones may not be marked or attacked and will be substituted after a certain period of time.
- Increase or decrease speed, depending on the training phase.
- Against the ball: players stand close to each other and relatively close to the ball.
- With the ball: players fan out to allow for passing possibilities.

MAIN PART

"Hydration is key in maintaining optimum sports performance."

"For better results, the team must coordinate work together."

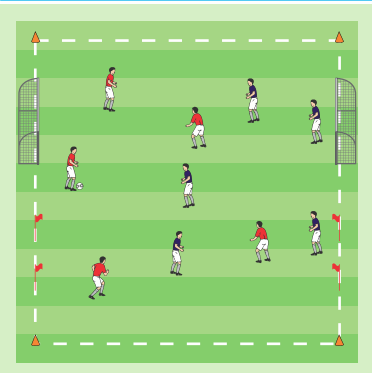


Coaching Points:

When under pressure it is difficult for all players to communicate verbally; therefore it is also important to communicate through body language, to show that you are ready to pass and receive the ball.

FINAL PHASE

CRAZY GOALS



Organization:

- Mark a field (half of a normal playing field).
- Both goals in the middle of the field back to back with goalkeeper.
- Form 2 teams max. 8 vs 8.
- From each team: 1 player is placed on the opposite side (goal line team A - centre line team B).

Procedure:

- Team A plays on the goal with opening to the centre line. A goal can only be achieved if a player on the outside line has been played.
- In the case of loss of the ball, the game changes and Team B tries to score a goal on the goal with opening to the middle line.
- After one team wins the ball, 3 passes are required before the other goal is played (prevent poacher's goals).

Variations:

- After passing to an outside player, the player enters the pitch and continues to play with his team – the passer becomes the new line player.
- 8 vs 8 without players behind opposite lines.

Guidelines:

- Point out accurate passing in order to score.
- Because teammates must play behind the opposite lines, the teams are forced to play deep (vertical) passes.
- Correct the positioning of the players on the pitch so they are distributed well.

CONCLUSION

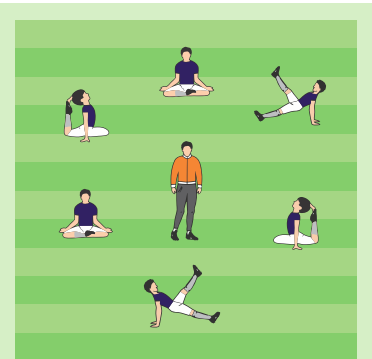
"Limitations generate anxiety, decompensation and frustration. We must overcome these obstacles quickly to succeed in all the things we do."



Coaching Points:

The success of the challenge lies in the ability to agree and concentrate on the team. Teams must communicate through listening, trust and following instructions.

REFLECTION












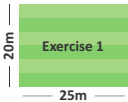
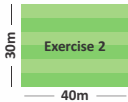







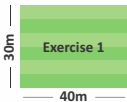
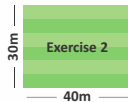







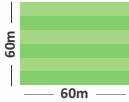










Organization:

The trainer explains the game of Chinese Whispers: The first person in the line or circle whispers a word or phrase into the ear of the person sitting or standing to their right. The game continues as each player in turn whispers the phrase to their neighbors until it reaches the last player in line. The last player must tell the group what he heard. Then ask the first person in line to tell the original whisper, and contrast the beginning and end message. Play the game 2-3 times for the players to understand the importance of communicating clearly and how miscommunication can easily lead to misunderstandings.

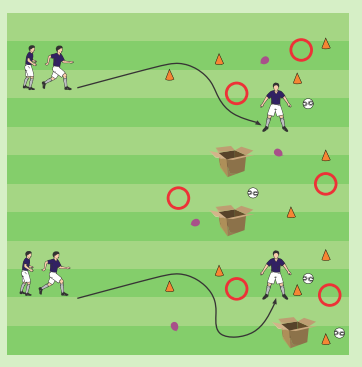
TRAINING SESSION III - CHECKLIST

Training Duration 110 min.

GOALS	Sportive	Passing and receiving			
	Social	Proactivity			
INITIAL PHASE	Sensitization  10 min.	  16 Cones  Stopwatch  4 Hoops  4 Cardboard boxes  20 Bibs  4 Blindfolds  5 Balls  12 Balloons			
	Warm up  25 min.	 Exercise 1  Exercise 2  8 Cones  20 Bibs  20 Balls  4 Poles  1 Goal  Stopwatch			
MAIN PHASE	Main part  40 min.	 Exercise 1  Exercise 2  4 Cones  20 Balls  4 Poles  20 Bibs  Stopwatch  1 Goal			
	Conclusion  25 min.	  6 Cones  20 Bibs  20 Balls  4 Poles  1 Goal  Stopwatch			
FINAL PHASE	Reflection  10 min.	 Stopwatch			

INITIAL PHASE

PROACTIVE PARTNER



Organization:

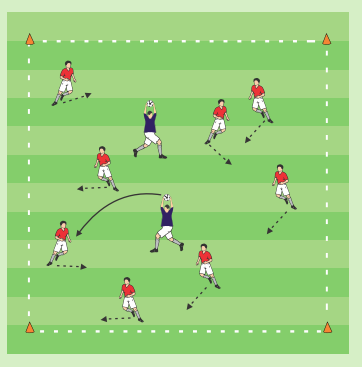
- Organize the players in pairs, mix gender if possible.
- Set up an obstacle course consisting of 5 stations, beginning 10 m behind the starting position of the pairs.
- One member will be blindfolded while the other will be the guide.

Procedure:

- The guide will help her/his partner to complete the challenge by giving commands.
- Throughout the challenge the blindfolded player must collect different materials (balloons, balls, hoops, cones, bibs) that have to be carried to the finish line.
- The path between each station must be mediated by the guides through instructions.

SENSITIZATION

HOT BALL



Organization:

- Mark a 20 x 25 m pitch.
- All players are inside the pitch.
- 2 balls in the pitch.

Procedure:

- The game starts on a command.
- Everyone can throw everyone with the ball.
- Whoever has been hit squats and must remember who hit him.

- Only when this player has been hit, can he get up and continue to play.
- If the ball is in the air, it is "hot", when it has hit the ground it is "cold" and may be taken by everyone.

Variations:

- Play with 3 balls.

Guidelines:

- The catchers should work together as a team to isolate players so they can hit that player with the ball.
- Allow them to make their own rules.
- Change the pitch's dimensions according to the number of players.
- Running and catching exercises promote the agility as well as the awareness of the players, regardless of age. Besides, the participants have fun!

WARM UP

"Always endeavor to be recognized for the good things you do, not the bad!"

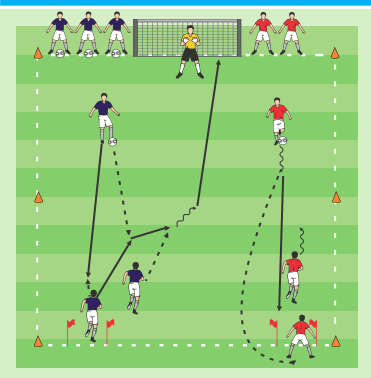


Coaching Points:

The catchers will be working against the clock, so they must act proactively by working as a group and not be distracted from other groups.

MAIN PHASE

SHOOTING PENDULUM



Organization:

- Same organization as in the warm-up plus a goalkeeper inside the goal.

Procedure:

- Group A: Players on predefined positions in front of goal with goalkeeper.
- Group B: Positioning on a pendulum exercise on one side of the field.
- Task and position of the two groups change after 5 minutes!
- Shooting task (group A): 1 passes flat to 2, who layoffs directly. 1 continues after a short dribbling to 3 who shoots on the goal

- Dribbling task (group B): 1 passes after a short dribbling to 2, who dribbles to the other side and gives the ball to the first person waiting there

Competition form:

- Individual competition: determine who scores the most goals.
- Team competition: determine which team scores the most goals within a certain amount of time.
- Team competition: determine how many goals group A can score until group B completes 20 (25, etc.) passes.

Guidelines:

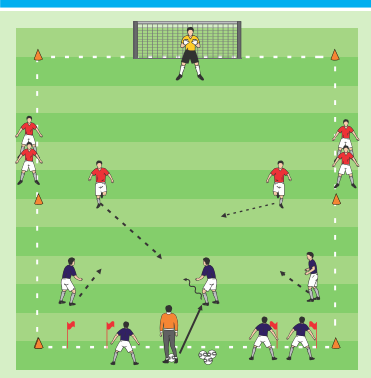
- Encourage the players to play with the left and right foot.
- Have enough balls to avoid stopping the game.

Coaching Points:

The competition form demands players to be proactive and assertive in order to gain as many points as possible.

MAIN PART A

3 VS 2 ON THE BIG GOAL



Organization:

- Same organization as before

Procedure:

- Group A (attacker): divided into 2 x 3 players at the base line opposite the goal with goalkeeper.
- Group B: divided into 3 pairs - both players in front of the penalty area. The first of Group A gets a pass from the backfield, then score a goal from the 3 vs 2!
- If team B recovers the ball, the pair counterattacks the two small goals. After a score - no matter on which side - starts immediately a new 3 vs 2.

Variations:

- Play a 3 vs 3 with the same tasks.

Guidelines:

- Ensure there are enough balls to avoid stopping the game.
- Show the players the importance of a good arrangement of players on the pitch both on the offensive (group A) and on the defensive (group B).
- 1 vs 1 situations require good technique and skills to trick the opponent and get past him/her.
- Mix the couples/teams to have more interaction between the players.

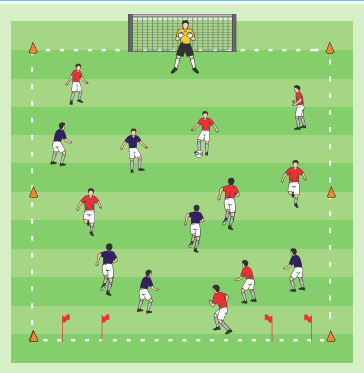
Coaching Points:

Both the attackers and the defenders can score in different ways. The winner is often decided by the player who takes the initiative.

MAIN PART B

FINAL PHASE

6 VS 6 ON GOAL WITH GOALKEEPER OR ON SMALL GOALS FOR COUNTERATTACKS



Organization:

- Enlarge the playing field: move the two small pole goals about 5 meters behind the centre line (at a distance of about 10 meters from the respective side line).
- 2 teams of 6 players each (groups of the exercises before).

Procedure:

- The two teams play 6 vs 6 in half.
- Team A plays on the normal goal with goalkeeper and should score by safe, but purposeful passing.
- Team B interferes the attack game and counter-attacks on the two goals behind the centre line.
- The players of the team A must not exceed the centre line in defence situations and thus do not act as "goalkeeper".

Variations:

- Add a third pole gate in the middle.
- Add a neutral player for the team in ball possession to play 7 vs 6.
- Play with a time limitation for the attack towards the big goal (e.g. 10-15 sec.).

Guidelines:

- Do not lose sight of the aim: to score goals.
- Fast, targeted vertical play and fast switching from offence to defense, and vice versa, is crucial to the success of the exercise.

CONCLUSION

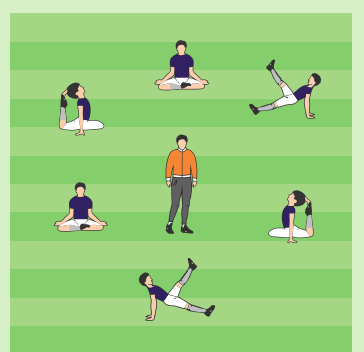
"Don't intervene in the final game! Let the children play!"



Coaching Points:

A proactive player on the pitch can drive his teammates forward. His positivity can be the deciding factor in difficult situations.

REFLECTION



Organization:

The trainer gathers the players on the field and explains how a situation which could be improved in order to run more smoothly: for example, collection of cones after the last exercise of a training. The trainer then explains things which are needed to conduct trainings properly and efficiently, and proactive ways player can contribute to a well-run training. The trainer then asks the players to think of a situation in their life when they were proactive, the results and how their actions made other feel.

CHAPTER IV

SPECIFIC TOPICS





SPECIFIC TOPICS

INTRODUCTION

As a trainer, it is important and at the same time necessary to have knowledge about various aspects of sports. This part shows as an example aspects of football. The knowledge about Laws of the Game, signs of the referee, first aid as well as nutrition, hygiene and health. With the official FIFA regulations, the trainer is able to increase his professional knowledge and understand the game as a whole. However, to play with children and adolescents, the complex set of rules is not necessary, so a summary and application of a reduced rule set is shown here. It is with these rules that people who are new to the sport can organize a game themselves. Furthermore, official dimensions for small side games for play and training as well as duration for matches are mentioned. The first aid covers the most important aspects and simultaneously serves as a refresher of the already known contents. As a role model, not just in sport, the trainer should have a basic knowledge about healthy nutrition as well as the importance of hygiene and health care.

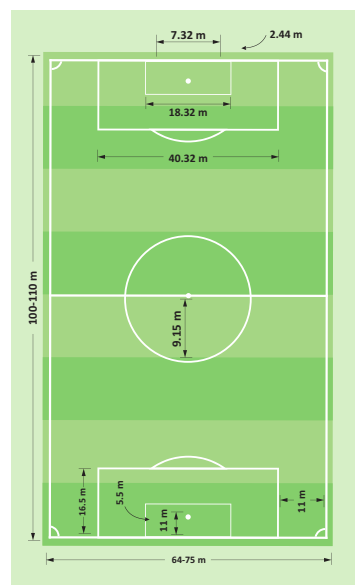
OFFICIAL LAWS OF THE GAME

1. The pitch

- The pitch must be rectangular.
- The standard measure in international competitions is 105 x 68 meters.
- The arches measure 2.44 meters in height and 7.32 meters in length. The small area must necessarily start at 5.5 meters from the crossbar.
- The penalty area is 16.5 meters. The penalty

2. The ball

- The ball must be round.
- The ball must be of a size in accordance with the requirements of the age group. FIFA determines that the circumference is between 68 and 70 centimeters, a minimum variation. The weight should be between 410 and 450 grams. The pressure of the ball is also provided: 0.6 bar are ideal.
- The ball must be made of leather or an approved material.



3. The number of players

- There can be no more than 11 players on a team; The minimum on the court is 7 players.
- Up to 3 players can be substituted in an official match. (There are possible exceptions in different age groups.)
- Substitution of a player may only take place during an interruption of the match, where permitted by the referee.

4. Player Equipment and Accessories

- The standard uniform in the Laws of the Game consists of: shirt or jersey, shorts, socks, football shoes and shin guards.
- The playing uniform of the two teams must be clearly distinguishable from each other.
- The color of the referees' clothing must be different from that of the two teams.



5. The referee is the sovereign

- Arbitral decisions are final. He is the highest authority on the pitch, he is in charge of managing all decisions before, during and after the game, on and off the pitch.
- Each referee is responsible for the application of the "Laws of the Game" during his game.
- The referee's language is the whistle. Indicates several incidents; For example, kickoff, fouls, disciplinary actions, goals in favor.



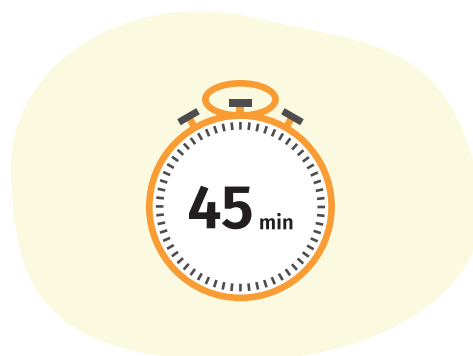
6. The assistant referees

- They are the referees who cooperate with the central referee, marking the offside. Also the field can be incorporated to help the referee in the measurement of the barrier and to mark some faults that the central referee has omitted.



7. Duration of the game

- It is played two times of 45 minutes each with a rest time of no more than 15 minutes, in seniors category; And in the female branch and young people under 17 two 40-minute times.
- The referee decides how much time lost during the game must be compensated during the time of discount.



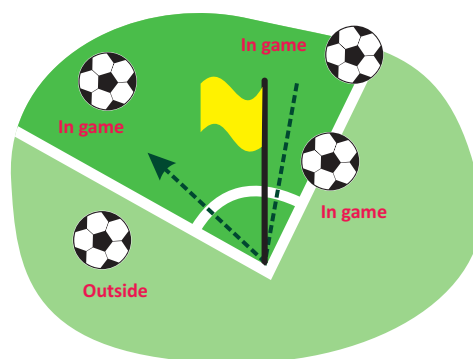
8. Kickoff and continuation of the game

- The game starts with the initial kick-off, in which the ball is kicked into the opponent's half from the central point of the court.
- It is valid to score goal with the kickoff.
- The player who puts the ball in motion cannot touch it again before another player touches it with the foot.



9. Entry and exit of the ball during a game

- The ball is out of play when it has completely crossed the finish line or when the referee has stopped the game.
- If the referee has interrupted the game in the wrong way, the game is restarted with a ball to the ground decreed by the referee.
- Any ball that bounces on the corner flag, post or crossbar and returns to the field of play, is in play.
- The ball is still in play if the referee or assistants do not say otherwise.



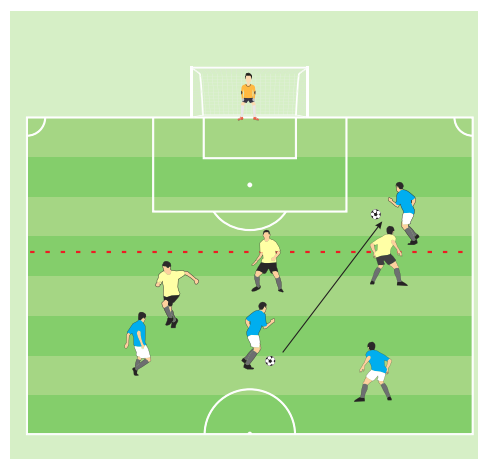
10. How to score a goal

- A goal is scored when the ball has completely passed the goal line between the posts and below the crossbar and provided that the team that scored the goal has not violated any of the "Laws of the Game".



11. Offside

- You find a player offside if...
 - He is closer to the opposing goal line than the ball and the penultimate player of the opposing team.
 - It is in the opponent's field at the moment when the ball is in play. Then only the player will be punished for his offside position if one of his teammates plays the ball.
 - He is involved in an active move.
 - He has an advantage through his position.
- If the referee has decided in an offside position, the indirect team is awarded an indirect free kick.

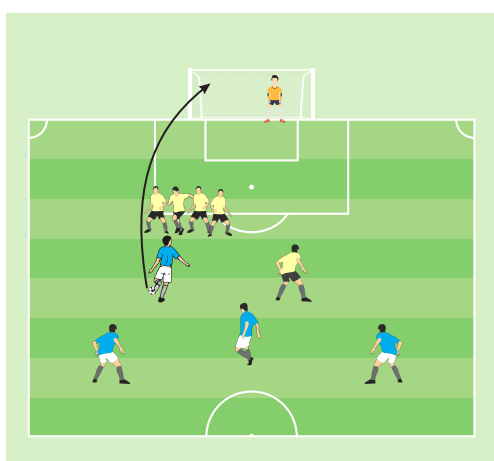


12. Non-compliance with "Laws of the Game" and sports misconduct

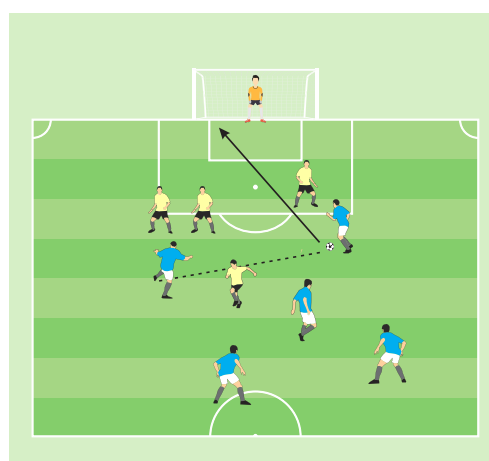
- Rule # 12 records player infractions that are punishable by disciplinary action. There are ten infractions classified by FIFA within the edition of its rules book, ranging from the simple impact to spit.
- After committing extremely unsportsmanlike conduct or serious rough play, the referee may decide on a personal disciplinary action, showing a yellow card, a yellow card and a red card or a red card.

13. Free kicks

- A goal can be validated if it results from the firing of a direct free kick, while the indirect ones require that the ball is first touched by a partner or opponent.
- The goalkeeper may take the ball with his or her hands as long as it does not come from the feet of a partner. Any other part of the body is valid.



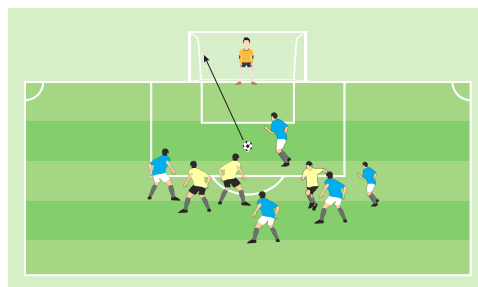
Direct Free Kick



Indirect Free Kick

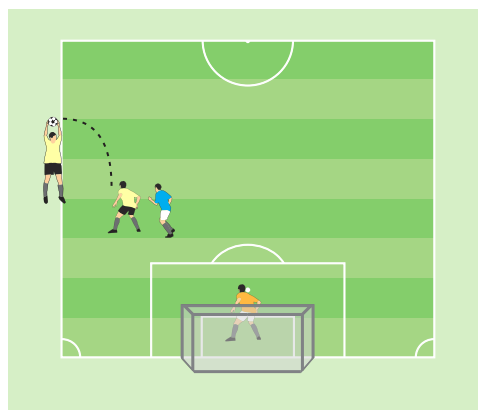
14. Penalty

- A penalty kick is awarded if a foul is made by the opposing team within its own penalty area, which is penalized by a direct free kick from 11 meters.



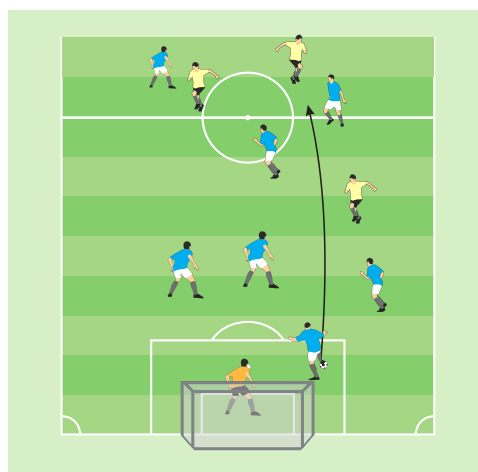
15. Throw in

- If the ball crosses the outline, either through the air or through the ground, a player of the opposing team takes a throw-in.
- The throw-in is always charged by the team that did not touch the ball for the last time.
- NO goal can be scored by a direct-throw.
- Both feet of the ejector must touch the belt line or the outside of it.
- The ball should be sent with both hands throwing on the head.



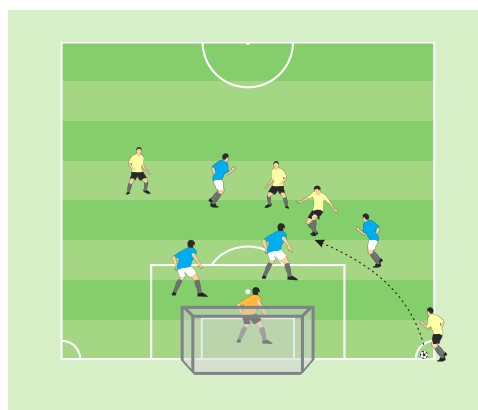
16. Goal kick

- If the player of the attacking team sends the ball out through the goal line, either through the air or on the ground without having scored, a player of the defending team charges a goal kick.
- A player of the defending team executes the goal kick from any point in the area. Only the ball is returned to play once it has left the area.
- A goal can be scored through a direct goal kick.



17. Corner kick

- If the defending team player kicks the ball out of the goal line, either by air or on the ground, a corner kick is awarded to the attacking team.
- An attacker kicks the ball from the corner bow on the flag pole. Poles cannot be removed
- You can score a goal through a direct corner kick.



REDUCED LAWS FOR PLAYING WITH CHILDREN

When playing with children you should reduce the complexity of the Laws of the Game in order not to overburden them. To guarantee a good flow of the game you just need 4 basic Laws of the Game.

Rule 1: Goal

The goals can be made in different ways (long bench, mats, hats, cones etc.) but can also be achieved in different ways: The ball is played, for example, on or behind a long bench, on a mat or between two cones. A goal is scored when the ball hits a defined range or mark. After a goal, the game is continued with passing / dribbling from the own goal (beginner) or by kick-off in the middle (advanced).



Rule 2: Handball

A hand ball occurs when a student intentionally touches the ball with his hand or arm. When assessing the situation, it is crucial whether the hand or the arm move to the ball. Only in this situation we talk about "intention".

The game is interrupted, the deprived team gets the ball and continues the game depending on the performance at the scene: Dribbling (Beginner), Passing (Advanced).



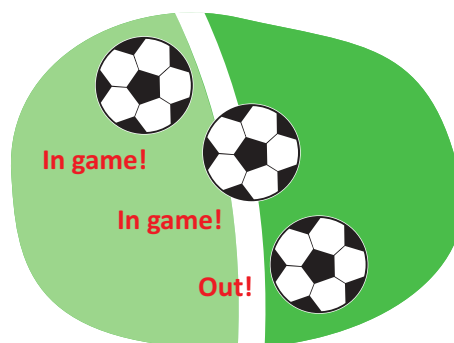
Rule 3: Foul

Forbidden is when a student tackles a player, trips a player, jumps, jostles, hits, bumps, or holds. The game is interrupted, the deprived team gets the ball and continues the game depending on the performance at the scene: Dribbling (Beginner), Passing (Advanced).



Rule 4: Out of play

If the ball goes out, the team who has not touched the ball will continue the game by rolling the ball where he left the pitch. The ball is only out of play when it has crossed the line in full. On the mini-playing pitch and possibly in the hall is played with "cushion". There the ball is out when it goes out of bounds (leaves the pitch beyond the boundary).



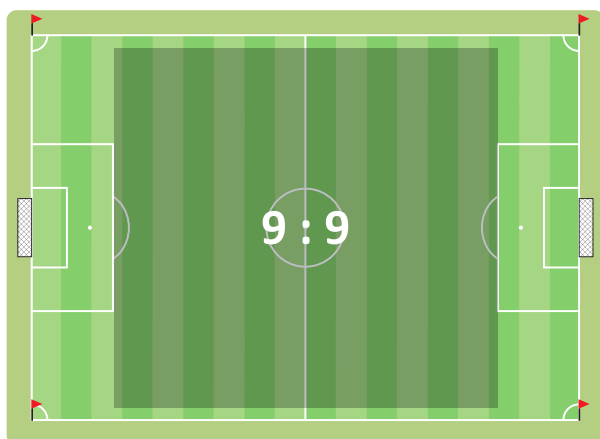
OFFICIAL DIMENSIONS FOR SMALL SIDED GAME FORMATS

When playing with children and youth it is important to pay attention of smaller pitches according to the official FIFA dimensions of football pitches. The recommendations for small sided game formats are:

9 vs 9

Minimum: 45 m x 60 m

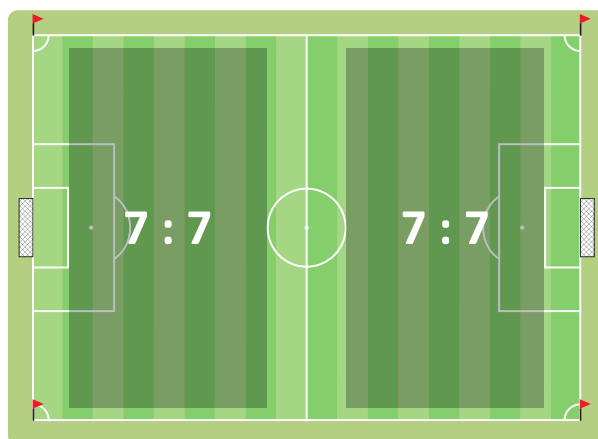
Maximum: 50 m x 67 m



7 vs 7

Minimum: 30 m x 45 m

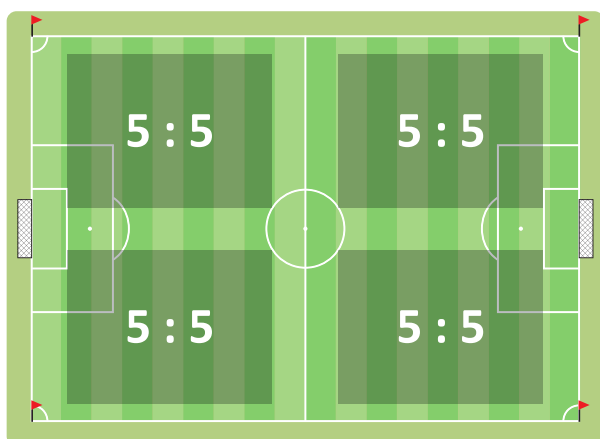
Maximum: 35 m x 50 m



5 vs 5

Minimum: 20 m x 30 m

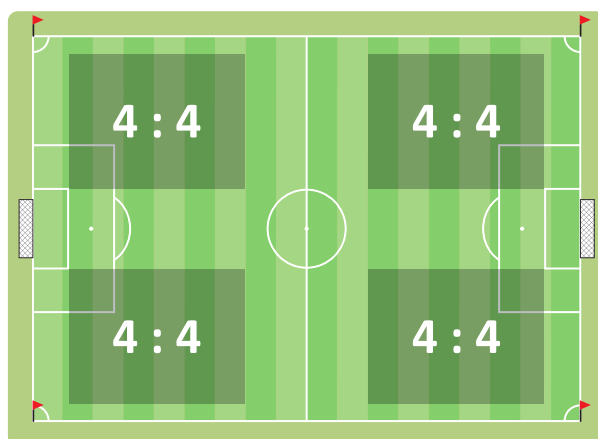
Maximum: 25 m x 35 m



4 vs 4

Minimum: 12 m x 20 m

Maximum: 15 m x 25 m



OFFICIAL FORMATS AND DURATION FOR GRASSROOTS FOOTBALL

Matching format depending on age		Pitch size
6 to 8 years old	4 vs 4 without goalkeeper	From 12 m x 20 m to 15 m x 25 m
	4 vs 4 with goalkeeper (3+1 vs 3+1)	From 12 m x 20 m to 15 m x 25 m
	5 vs 5	From 20 m x 30 m to 25 m x 35 m
9 to 10 years old	4 vs 4 without goalkeeper (4 vs 4)	From 12 m x 20 m to 15 m x 25 m
	4 v 4 with goalkeeper (3+1 vs 3+1)	From 12 m x 20 m to 15 m x 25 m
	5 vs 5	From 20 m x 30 m to 25 m x 35 m
	7 vs 7	From 30 m x 45 m to 35 m x 50 m
11 to 12 years old	4 vs 4 without goalkeeper (4 vs 4)	From 12 m x 20 m to 15 m x 25 m
	4 vs 4 with goalkeeper (3+1 vs 3+1)	From 12 m x 20 m to 15 m x 25 m
	5 vs 5	From 20 m x 30 m to 25 m x 35 m
	7 vs 7	From 30 m x 45 m to 35 m x 50 m
	9 vs 9	From 45 m x 60 m to 50 m x 67 m

Refereeing in younger ages

6-8 years old	No referee (coach-educators at side of pitch – let the children play!)
9-10 years old	Refereeing optional (with and without referees)
from age 11 on	With referees

Duration of matches in a tournament

This depends on the format of the activity and the time available. The total time of play (in other words of all the matches played by a team) must be roughly equal to a full match.

Duration of matches in a championship for children and youths

6-8 years old	2 x 15 / 20 min.
9-10 years old	2 x 25 min
11-12 years old	2 x 30 min.
13-14 years old	2 x 35 min.
15-16 years old	2 x 40 min.
17-18 years old	2 x 45 min.



OFFICIAL SIGNS OF THE REFEREE

Goal kick

To indicate a goal kick, the referee signals the goal with the right arm and the palm open. A team goal kick is awarded to a team if an offensive player sends the ball off the pitch by the goal line.

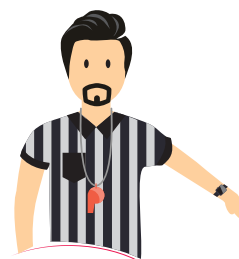


Corner kick

The referee indicates a corner shot pointing to the corner flag, where the shot should be made. A corner kick is awarded when a defensive player sends the ball off the court by the goal line.

Goal kick

To indicate a goal kick, the referee signals the goal with the right arm and the palm open. A team goal kick is awarded to a team if an offensive player sends the ball off the pitch by the goal line.

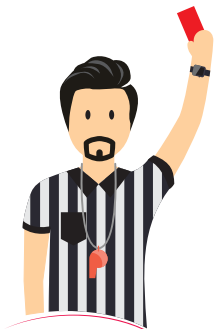


Direct free kick

To make a direct free kick signal, the referee raises his arm diagonally upwards before pointing with the other hand in the direction of the offensive team's goal. A direct free kick is a signal for serious fouls. You can score a goal directly with this type of free kick.

Indirect free kick

To sign an indirect free kick, the referee whistles, lifts an arm upwards and points in the direction of the shot. The referee keeps his arm raised until the ball is kicked and touched by another player, or given the violation of the rules by the goalkeeper.



Red card

When the referee pulls out the red card, he goes to the player who committed the foul and shows him a red card. After making this gesture, the referee gives the signal to execute the direct free kick or a penalty kick if the offense was committed within the penalty area.

Yellow card

The yellow card is displayed in the same way in which a red card is displayed. The yellow card in football is a warning for a serious violation of the rules. If a player is shown a yellow card for the second time in the match, he will be ejected from the game.



Advantage

The referee indicates an advantage by extending both arms in front of his body, with the palms upwards. If the foul by which an advantage is decreed warrants a card, the referee will show it to the offending player on the next stopped ball. An advantage is granted when the referee observes a violation, but allows the game to continue. This happens in cases where it would be more advantageous to let the game continue for the team that suffers the foul, rather than stopping the match.

FIRST AID GUIDE

In any sports organization or training school, it is essential to continuously monitor the processes and procedures of all members; It is necessary to have the resumes of each member of the school, if possible systematized. It is also essential that NNAJs can count on an entrance medical examination, as an initial basis for sports work.

The trainer must take on the task of knowing each of his athletes, at a physical and emotional level, where he lives, who are his parents or attendants, his level of education, etc., with the firm purpose of having a suitable referent, in Case of a physical or mental problem.

When a person decides to be a trainer he accepts one of the main responsibilities that is the care and safety of the children. It is the trainer's job to help them practice soccer with all possible safety standards. When an accident or a child is injured on the pitch, the following recommendations must be taken into account:

- Help only if you are sure you can do so, so avoid aggravating the problem.
- Keep calm, but act safely and quickly, this will give confidence to others.
- Have a kit with the minimum implements
- Always have a contact list of all players on hand.
- Have emergency telephones to transport the injured person, if required.
- Know which of the collaborators has experience in first aid.
- Know who the person who will ask for help and / or an ambulance if required.
- Whenever an athlete is injured, however small the injury, the first thing to do to do the-trainer is to inform the parents or those responsible.
- Trainers should know the medical history of their players, their illnesses, their physical problems, their old injuries.



The minimum that a medicine cabinet should contain

- Ice packs.
- Latex gloves.
- Elastic and adhesive bandages.
- Cotton.
- Gaze.
- Scissors.
- Disinfectant.
- Spray for pain.
- Adhesive surgical tape.
- Bruising ointment.



Injuries

The majority of injuries that occur in football are at the level of muscles or joints, the measures that must be taken immediately are : Put the player in a relaxed posture.

- Place ice or cold.
- Selling with a compressor band.
- Place the affected part on high.
- In case of swelling and severe pain, immobilize the affected part.
- If the wound is bleeding avoid physical contact, use latex gloves.
- Avoid stretching the joint or affected part.
- Remove with care and with the aid of a cool place, while being attended by a professional.

The RICE rule makes it very easy to remember the most important steps to deal with injuries of muscles or joints:

R	I	C	E
Rest	Ice	Compress	Elevate

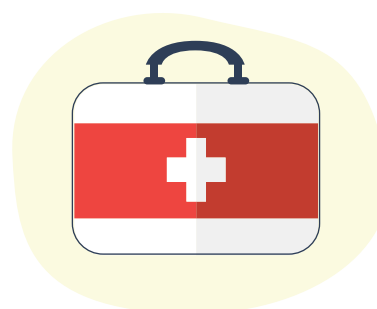
Prevention in emergencies by heat or insolation

Symptoms

- The player is hot and red.
- Do not sweat and / or sweat.
- The pulse is fast and intense.

First aid

- Change activity level according to temperature.
- Take frequent breaks.
- Drinking large amounts of water before, during and after training.
- If possible, dress in comfortable clothes and light colors.
- Remove the player to a cool place.
- Do not give anything to eat.
- Request medical assistance.



NUTRITION, HYGIENE AND HEALTH

Nutrition

The needs of children who play sports are very different from those of sedentary children and adults, these differences lie in the extra need for energy, from the point of view of protein, energy and liquids.

Physical exercise stimulates defenses; however, excessive sports can cause damage to the immune system and facilitate infections, as well as hamper recovery.

- Although moderate physical exercise stimulates the production of growth hormone, a child will not grow more than is established in their genes.
- A child doing sports can stop growing for two reasons: drastic diets that do not meet their needs and the use of unauthorized drugs.

When starting to train you have to take into account:

- **Hydration:** children become dehydrated more easily than adults, so it is important to pay attention to fluid intake before, during and after physical exercise, especially in times of intense heat and / or high humidity. Water must be the drink par excellence
- **Nutrition:** children are in a growing season, which requires them to ingest specific amounts of energy and nutrients, to which we must add the needs of physical activity. The best way to meet these needs for optimal development is, on the one hand, a varied diet and, on the other hand, prevent children from dieting.

There are two very important nutrients for children, especially for those who do sports:

- Calcium to build strong bones. We find it in dairy and dark green leafy vegetables, as well as in foods fortified with this mineral.
- Iron, because the deficit of this mineral causes fatigue and physical decay. We take it with the meat or the eggs.



Breakfast helps to balance the distribution of food for the rest of the day

A good breakfast for children (athletes or not) consists of a dairy, a fruit and bread or cereal, toast.



The cereals are gaining prominence in the breakfasts by:

- Fast and easy to prepare.
- Rich in energy.
- Rich fiber.
- Low fat.
- Versatile (different types can be mixed, with fruit, yogurt, etc.).



The food must have:

- Variety: the body needs several nutrients, so it is important the intake with variety in the products
- Include fruits and vegetables.
- Hydration: more than half of our weight is water, is lost by sweat, urine ... and must be replenished.
- Less sugar: energy we have to obtain from rice, pasta, legumes ... not from sweets.
- Maintain adequate weight for age and condition.
- Avoid prolonged fasts.
- Exercise as a supplement.
- Remember: there are no good or bad foods, only bad proportions.

Summary: The ten rules for nutrition

A good nutrition is not even so complicated! Stick to the 'ten golden rules' and your body is well taken care of. If you manage to keep these points, you are doing a lot right.

1. Pay attention to a varied nutrition!
2. Take plenty of cereal products and potatoes to you!
3. Take '5 a day' - vegetables and fruits belong to every meal!
4. This is on the 'menu': milk and milk products daily, fish once or twice a week, meat, cold cuts and eggs in moderation
5. You should eat little fat and high-fat food!
6. Hold back - a lot of sugar or salt is unhealthy!
7. Fill up the 'tank' - give your body plenty of liquid!
8. Not cooked - prepare your food gently - even uncooked vegetarian food tastes good!
9. No Stress - Take your time and enjoy your food!
10. Do not be lazy - keep moving and pay attention to your weight!



Health and hygiene

In order to maintain a healthy life it is necessary to perform corporal exercises, to have adequate alimentary habits and a sport and corporal hygiene, of this way we will obtain a good physical and mental state, these habits must be realized with maximum guarantee.

Physical activity is a predominant factor in a child's health, development and performance. On the other hand:

- Improvement of living conditions.
- At the psychological level (stress compensator, work ...).
- At social level (helps to relate, to know others).
- It focuses on values and norms necessary for our society.
- Helps to occupy healthy hours of leisure and free time.
- It is an indispensable educational medium for the integral formation of the children.

Hygiene Measures for the sportsman



The dream:

It occurs by passive neuronal fatigue and is essential for recovery both physical and psychic. The following hygiene rules must be followed:

- Sleep at least 9 hours a day.
- Do not change bedtime in more than half an hour.
- Lying an hour after eating.
- As much as possible a hard bed.

Rest:

It is the null period of physical or intellectual activity. In sport it is used as a preventive strategy and rehabilitation. Relative rest exists: it is the decrease of the amount of training and the absolute rest: it is the period of life in white.

How to eat:

- Meals should be taken as slow as possible, without consuming drinks at the same time.
- Establish fixed hours for the consumption of each meal.
- Wait at table for a few minutes, after finishing eating.



Within the habits there are three stages

- Pre-exercise conditions: The starting point for any physical exercise is a medical check-up, to help us detect any possible abnormalities in our body. The practice of the exercise should not be matched with the digestion of the food and always a previous warm up, smooth and progressive.
- Conditions during exercise: use material appropriate to the activity and practice of the exercise with the appropriate intensity at the level of fitness, drinking liquid, before, during and after exercise.
- Post-exercise conditions: the exercise will end with a few minutes of gentle physical activity, stretching work to accelerate recovery, proper hydration and corresponding body hygiene.

The lack of hygiene brings with it the appearance of diseases in all systems; therefore, it is very important to follow the recommended standards

- Bathing or showering daily, before and after physical activity.
- Wash hands before and after each meal or to handle food.
- Brush your teeth after every meal, gargle with mouthwash.
- Dry your feet properly after each wash and apply talcum powder if there is excessive sweating.
- The use of 100% cotton socks is recommended.
- Shampoo should always be used to keep hair in top condition.
- The excessive use of gelatins and hair fixatives should be avoided.
- Sports clothing must be personal, comfortable, lightweight, offering good perspiration.
- Sports equipment must always be completely personal and non-transferable, to avoid transmission of diseases among athletes.
- Maintain in a good state of cleaning personal gaming tools, uniforms, football shoes, socks, etc.

Hydration

Correct rehydration during exercise is important to improve athletic performance and training effectiveness. With the correct hydration can recover energy and minerals in addition to lost water.



The rehydration strategy during the exercise should comply with:

- Adequate glucose in the blood.
- Provide water and electrolytes to prevent fluid imbalance.
- Do not cause gastrointestinal distress.
- Be appetizing.

Consume liquids before exercise:

It is important to ingest an adequate amount of fluids in order to reach a competition or face training with adequate hydration to avoid further dehydration.

Drinking fluids during exercise:

During exercise, players should begin hydrating early and at regular intervals, trying to consume liquids at a rate sufficient to replace all the water lost through sweat.

Consuming fluids after exercise:

The consumption of liquids after the exercise is fundamental for the adequate recovery of an athlete between the training and the competition.

To recover, it is recommended to consume 150% of the lost with sweating during the three hours after exercise.

Simple water does not contain electrolytes or there are in insignificant amounts, and is usually drunk because it has no taste. It is recommended to eat foods such as tomato juice, crackers, consommé, processed cereals and dairy, which provide the sodium needed for fluid balance.





CHAPTER V

PRACTICAL TIPS FOR THE TRAINER





PRACTICAL TIPS FOR THE TRAINER

GAMES AND EXERCISES FOR DIFFERENT OCCASIONS





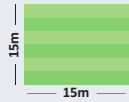

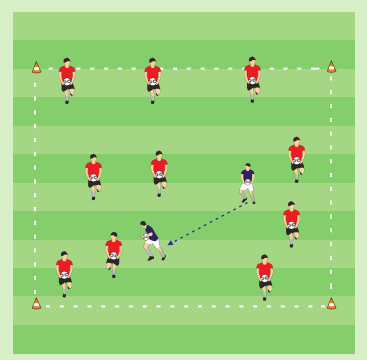
Of course football has many other exercises than shown in Chapter 3. In this chapter more exercises and games are shown.

Collection of exercises and games

The following collection of exercises and games are practical for small spaces and for a variety of children and youth. The exercises include catching games, ball games and coordination games. They can be carried through different sports and are not limited to just football. After reading the manual and participating in the workshop, the trainer will be able to independently name the respective goals and social skills of each exercise, and thus decide on its appropriate application.

The presented games and exercises are suggestions for the respective categories (Running and catching games, ball games, coordination games). The information on field size, group size and material requirements are recommendations. The trainers can orient themselves to this but should also adapt the organization in order to meet a larger group size or, if necessary, build the same exercise several times.

Running and catching games

SWITCH QUICKLY						
Sportive Goals: Fast moving Reaction speed Agility and dexterity	4 12 Per pair	  	All Ages			
	Organization: <ul style="list-style-type: none"> Mark a 15 x 15m field. Choose a catcher and a runner (both with one ball in the hand). All other players squat with one ball. 					
Social Goals: <ul style="list-style-type: none"> They develop the skills of acceptance of rules, belief in oneself and the own abilities. Friendship bonds are strengthened through fun and competition. 	Procedure: <ul style="list-style-type: none"> On a command, the catcher tries to tag the runner with the ball in the hand. The runner can escape the catcher by sitting next to a squatting player. Immediately, the right to attack changes. The squatting player now becomes the catcher. The catcher becomes a runner. 					
	Variation: <ul style="list-style-type: none"> Two catchers and two runners. Play the game without balls. Play the game while dribbling the balls. 					

CATCHING THE BIBS

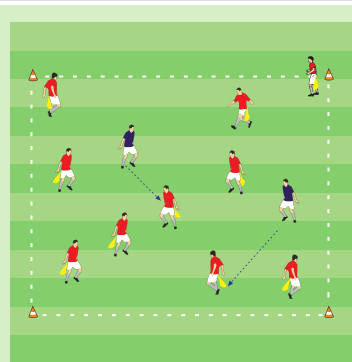
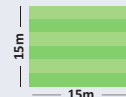
Sportive Goals:

Varied movements
Improvement of coordination
Competing with fun

4



12

All
Ages**Organization:**

- Mark a 15 x 15m field.
- Assign two catchers.
- All other players tuck a bib halfway into their waistband.

Procedure:

- On a start signal, the catchers try to conquer as many bibs as possible within one minute.
- Then two new players become catchers.

Competition form:

- Determine which pair conquers the most bibs.

Variations:

- Assign three catchers.
- Each player tucks a bib into his/her waistband. When commanded, the players can 'steal' each other's bibs. Determine which player conquers the most bibs after one minute..

Social Goals:

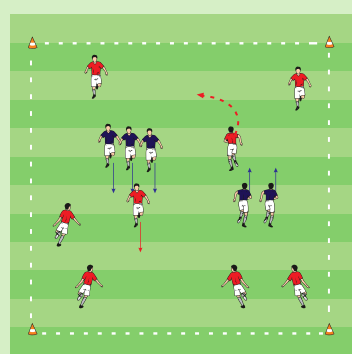
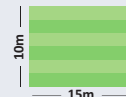
- The values of self-confidence, competitiveness, expression of feelings, creativity, recognition and personal challenge are strengthened.
- It develops the ability of a fair game and teamwork.

CHAIN CATCHING

Sportive Goals:

Cooperation
Fast moving
Act purposefully

15

All
Ages**Organization:**

- Mark a 15 x 10m field.
- Determine one catcher. All other players spread out across the field.

Procedure:

- If the catcher catches a player, they hold hands and chase other players together.
- The next captured child becomes part of the chain.
- Only when a fourth player is caught does the chain break and the players continue to chase as pairs.

Competition form:

- Determine which player is caught last and wins the game.

Variations:

- In pair, one child runs backwards and the other forwards.
- Each captive child remains in the chain so that there is only one 'capture group'.

Social Goals:

- They develop the skills of: Creative thinking, learning to listen and communicating, self-belief, showing friendship and sportsmanship.
- The catchers have to communicate and work together (move in the same direction) in order to act purposefully.

NUMBERS CATCH

Sportive Goals:

Competition
Respect to the partner
Respect the companions

8



12



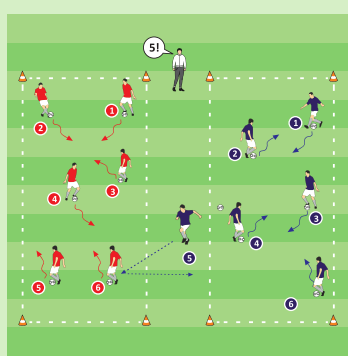
12

All
Ages

20m



12m

**Social Goals:**

- The values of respect, self-control, responsibility, accepting difference and respecting others are strengthened.
- They develop the skills of: group work, ambition and active listening.

Organization:

- Mark two pitches (12 x 20 m each)
- Form two teams of the same size.
- Number the players in each team consecutively.
- Each player has one ball.
- The groups are identified as: a catching group (blue) and a running group (red).

Procedure:

- All players dribble freely through their field.
- On a command ('five'), the called catcher leaves his ball and sprints into the other field to catch a (random) red player.
- If s/he succeeds, s/he sprints back into his/her field, and a new player starts. This same sequence continues.
- If the last player returns back to his/her field, the time is stopped.
- Subsequently, assign the teams different tasks.

Variation:

- The blue team also has to dribble a ball when catching.

Competition form:

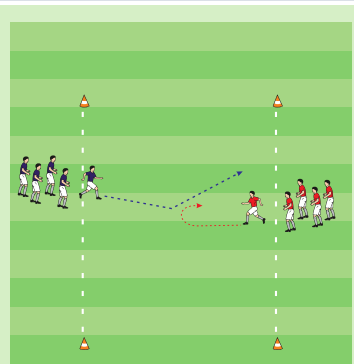
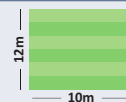
- Determine which team is the fastest to return to the field with all of its players.

REWARD GAME

Sportive Goals:
1 vs 1
Varied movements
Few rules, lots of movement

4
10

All
Ages

**Organization:**

- Mark two hat lines with a length of 12 m.
- Form two teams and post according to pictures.

Procedure:

- The first player from the blue team starts and tries to sprint over the opposite line.
- At the same time, a player from the red team tries to prevent this.
- The player of the team that wins the duel is rewarded and assures his team the next right of attack.

Social Goals:

- The values of discipline, self-confidence and self-control are strengthened.
- The players increase their self-esteem by competing in one vs one situations and learn to recognize differences in the others abilities.

Variation:

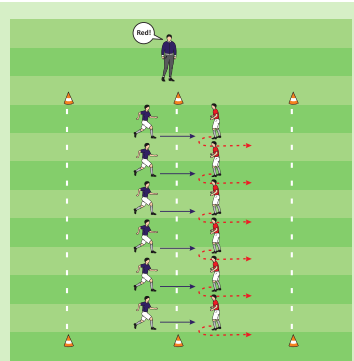
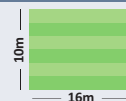
- The player from the blue team dribbles a ball (one vs one).
- Place one gate behind each line. The successful player can then score a volley goal.

RED OR BLUE

Sportive Goals:
Quick reaction
1 vs 1
Strengthening the sprint

6
12

All
Ages

**Organization:**

- Mark a 10m-wide line with two cones.
- On either side, mark a further target line after eight meter.
- Form two teams: the children stand in the middle at a distance of one to two meter from each other.

Procedure:

- When commanded (e.g. "Red!"), the called team tries to escape to their target line.
- The other team tries to catch them before reaching the line.
- One point for each successful sprint.

Social Goals:

- They develop the skills of: self-control, self-confidence and listening.
- The values of coexistence, fair play, respect and acceptance of difference are strengthened.

Variations:

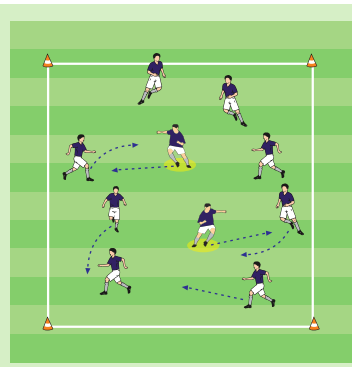
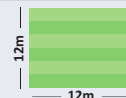
- Start from different positions (e.g. sitting, lying, etc.).
- Reverse roles: the called team catches, the others flee.
- Give the team names instead of colors.

CATCHING WITH LIMITATION

Sportive Goals:
Recognition of limitations
Contact to other players
Varied movements

4
10

All
Ages

**Organization:**

- Mark a 12 x 12m field.
- Designate two catchers (inside yellow spot).
- All other children are spread out freely in the field.

Procedure:

- Both catchers try to catch a child ("tick").
- If they manage to do this, they exchange positions with the captured player.
- The new catcher must now constantly touch the body part (e.g. upper arm) with one hand, where he was ticked until he reaches the next child.

Variation:

- All children must move with a limitation.

Social Goals:

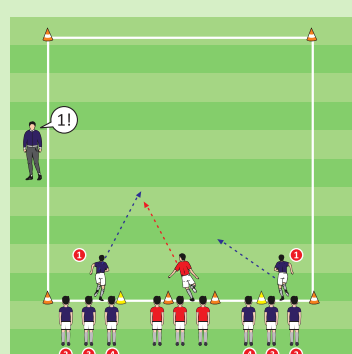
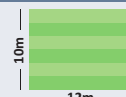
- The values of respect, self-control, accepting difference and respecting others are strengthened.

FIND A PARTNER

Sportive Goals:
Fast decision making
Quick reaction speed
Creativity within the movements

8
12

All
Ages

**Organization:**

- Mark a 10 x 12 m field with cones to mark the starting point (e.g. yellow) and the gates (e.g. red cones).
- Form two teams: blue with twice as many players as red.
- Position the players according to the figure.

Procedure:

- The trainer calls a number (e.g. 1). With the command, the two players (according to the number) of blue (runner) as well as one red player (catcher) start into the field.
- The goal of the blue team is to find and hold hands with the other blue player before the catcher can touch one of the two.
- The successful pair gets 1 point for their team. Determine which team reaches 10 points first.

Social Goals:

- The players are experiencing boundaries and fair play in the group.
- The values of: fair play, accepting difference and respecting others and self-esteem are strengthened.

NUMBERS RUN

Sportive Goals:

Training of acceleration
Quick response to acoustic signals
Time pressure when dribbling

16



8



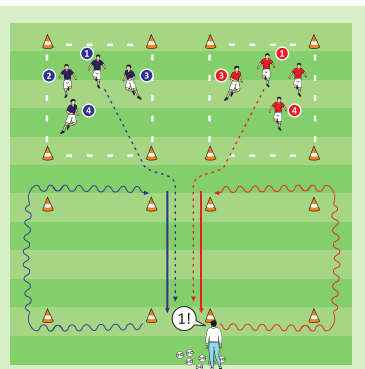
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All
Ages

25m



20m

**Organization:**

- Mark two fields measuring 8 x 8 m.
- Set up two 8 x 8 m squares in front of the fields, as shown in the picture.
- The players of both teams are numbered.
- Sufficient balls at the trainer

Procedure:

- The players move in the square without a ball.
- On the trainer's command (call a number), the player with the according number sprints to the balls and dribbles around two cones in the target area. From there, s/he passes the ball back to the trainer.

Competition form:

- Determine whose pass to the trainer is faster.

Variation:

- Hold the ball with the hands / behind the body.

Social Goals:

- It develops agility as well as the ability to self-knowledge and self-confidence.
- Through the 1 vs 1 competitions recognition, respect, justice and equality are strengthened

CIRCLE CATCH

Sportive Goals:

Teamwork
Reaction speed
Agility and dexterity

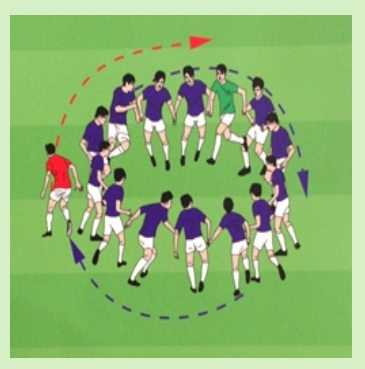
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All
Ages

10m



10m

**Organization:**

- All players form a circle and hold hands.
- Another player (catcher, red) stands outside and looks for someone from the circle (green) s/he wants to catch

Procedure:



- Catch game: The players try to protect the selected player from the catcher by always turning with the running direction of the catcher.
- The catcher must not break through the circle but rather try to trick and catch the chosen player.
- If the marked player is caught, the circle loosens up and new catcher and hunted players are determined

Social Goals:

- The team is responsible for the success of the exercise: the person in the circle is not being caught by the catcher. Therefore, they have to cooperate and work together and think as a team.
- The values of: commitment, responsibility, collaboration, fair play, leadership, respect, commitment are strengthened.

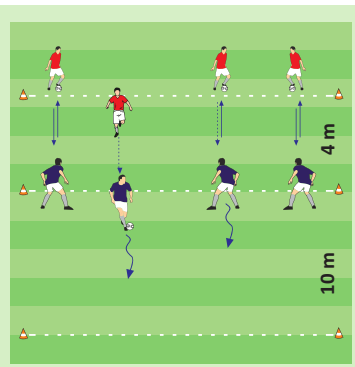
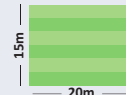
LINE ESCAPE

Sportive Goals:
Healthy competition
Respect to the partner
Mixed movements

4 
8 
Per pair.

Age

9+

**Organization:**

- Mark two rows with cones at a distance of 4 m.
- A further 10 m behind one row, mark a target line.
- Form pairs, which stand opposite each other along the marked lines. Each group has one ball.

Procedure:

- The pairs pass to each other within the marked zone.
- The player with his/her back to the finish line can at some point pass a ball through his legs and dribbles as fast as possible towards and over the target line.
- The partner tries to prevent this and intercept the ball.

Variation:

- Each player has five dribble attempts.
- The trainer determines the dribble foot (left or right) and the passing technique (e.g. inside).

Social Goals:

- The values of respect, discipline, recognition or creativity are strengthened.
- It develops the ability to self-knowledge and self-confidence.

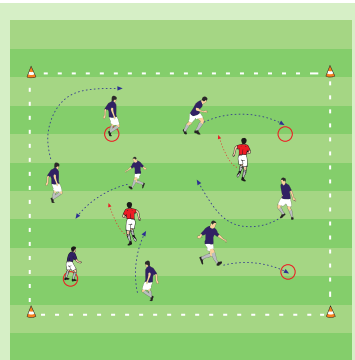
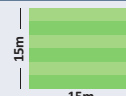
ISLAND RESCUE

Sportive Goals:
Teamwork
Quick reaction
Continuous movements

4 
4 
10 

Age

9+

**Organization:**

- Mark a 15 x 15m field. Place four tires (e.g. old bicycle tire or bibs) in the field.
- Assign two catchers.
- All other players are freely distributed across the field.

Procedure:

- The catchers try to catch the other players.
- Players may 'save' themselves by running into a tire.
- Catchers must not guard the tires.
- The player may remain in the tire for a maximum of three seconds.
- If a player is caught, s/he changes roles with the catcher.
- Each round lasts three minutes.

Variations:

- The players remain in the tires and can only be released by other players.
- The catchers have two minutes to catch as many players as possible.

Social Goals:

- They develop the skills of: self-confidence, accepting rules, creative thinking, respect, self-control.
- They learn to work as a team: by leaving a tire, they allow a persecuted player to get to safety.

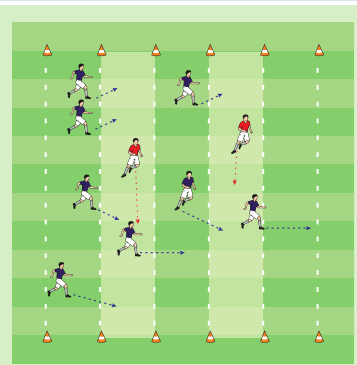
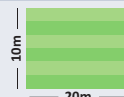
BRIDGE GUARD

Sportive Goals:
Self-confidence
Continuous movements
Body and emotion expression

12
10



Age
9+

**Organization:**

- Mark a 20 x 10m field with two 'bridges'.
- Determine two bridge guards (red) and position as shown.

Procedure:

- When commanded, the children try to move to the other side's baseline.
- Players must cross the bridges without being caught by the guards.
- The bridge guards must not leave their bridge. Caught children become bridge guards.

Social Goals:

- Through sense of achievement the players are motivated for moving and doing sports especially in groups or teams.
- The values of fair play, respect, acceptance of difference, joy, self-esteem and honesty are strengthened

Variations:

- Every player has one ball.
- The children dribble.
- Place two guards on each bridge.
- Change the bridge sizes

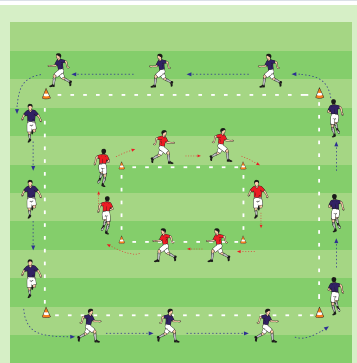
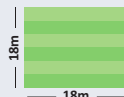
ALL BREAK OUT

Sportive Goals:
Communication
Developing a (team) tactic
Patience and teamwork

8
24



Age
9+

**Organization:**

- Mark an 8 x 8m zone within an 18 x 18m field.
- Form two teams and distribute players as shown.

Procedure:

- A (red) runs clockwise around the inner square.
- B (blue) runs counterclockwise around the outer square.
- When commanded, players from team A try to 'break out' to the outer square line.
- Players from team B can only move along their 'line', and try to catch the players of team A.
- Players rotate after five rounds.

Competition form:

- Determine which team is able to prevent the most breakthroughs

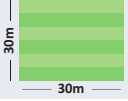
Variations:




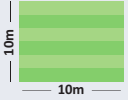

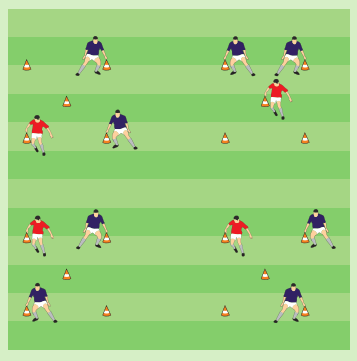
- Different running forms (e.g. hop-run, sidesteps, etc.).
- Change the direction of running when commanded.
- The players from team A dribble and try to break out with a ball.

Social Goals:

- It develops fair play and compliance, patience and team work.
- The teams learn to communicate in order to create a tactic to catch as many opponents as possible.

Coordination games

MIRRORED RUNNING					
Sportive Goals: Wide movement repertoire Quick response to optical signals Concentration training	4  12 	All Ages			
	Organization: <ul style="list-style-type: none"> Mark a 30 x 30 m field. Distribute players in pairs across the field. The pairs stand 1m apart, facing each other. 				
Social Goals: <ul style="list-style-type: none"> The players are broadly developing motor and coordination foundation for football-specific procedures by playing with a partner. This promotes friendship, attention and accepting difference and respecting the other. 		Procedure: <ul style="list-style-type: none"> A player from each pair does different movements in different directions. His/her partner mirrors the exercises and maintains the distance between him/herself and the other player (e.g. a player moves to the left, the partner moves to the right). The task changes after about two minutes. 			
		Variation: <ul style="list-style-type: none"> The trainer specifies a running form. All players must follow the trainer's commands but with ball at his/her feet. 			

CONES KNOCKED OVER					
Sportive Goals: Varied movements Coordination Healthy competition	20  12 	All Ages			
	Organization: <ul style="list-style-type: none"> Place five cones each at a distance of 1 to 2 m from each other. Repeat for each group. Each group has two guardians and one catcher. Put the guardians (blue) between the cones, the catcher (red) starts in front of the pitch. 				
Social Goals: <ul style="list-style-type: none"> Through versatile movement: especially the skillful, easy-running running with fast, sudden change of direction the players develop creativity, self-esteem and self-reward. 		Procedure: <ul style="list-style-type: none"> When commanded, the catcher tries to knock over all cones as quickly as possible. The two guardians set up the knocked over cones as quickly as possible. 			
		Competition form: <ul style="list-style-type: none"> Determine if the catcher is able to knock over all the cones at one time. 			
		Variations: <ul style="list-style-type: none"> Two catchers and three guardians. 			

COLOR SPRINT

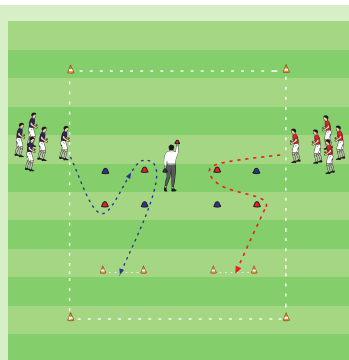
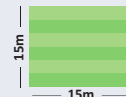
Sportive Goals:

Quick response to optical signals
Concentration training
Training of acceleration and reaction

18



10

All
Ages**Organization:**

- Mark a 15 x 15 m field.
- Divide players into two teams and place according to illustration.
- Mark two squares. Use two cone colors per square.
- Mark a gate 7m behind the square (width: 2 m).

Procedure:

- The trainer carries a pair of cones (same as squares).
- For example, if he raises the red cone, the first few players of each team run around the red cones of their square.

Competition form:

- Determine which team wins the most duels.

Social Goals:

- The young person develops their security, experiences joy and frustration with triumph or defeat and builds their emotions.

Competition form:

- Do the same exercise but with a ball. Determine who dribbles through the gate first.
- Set up a small goal 5m behind the gates. After a player dribbles through the gates, s/he passes or shoots on the small goal. The scores of the teams are recorded. Determine which team scores the most goals.

1-2-3 DRIBBLING

Sportive Goals:

Motor and coordination foundation
Wide movement repertoire
Concentration training

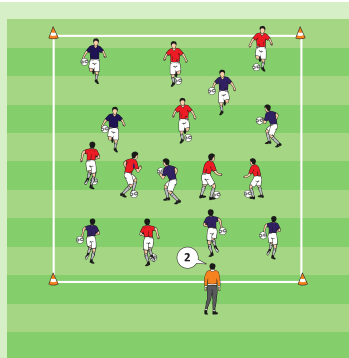
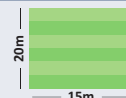
4



16



16

All
Ages**Organization:**

- Mark a 15 x 20 m field.
- Each child has one ball
- Half of the players dribble while the other half bounces (with the hand) the ball through the field.

Procedure:

- Different commands determine the tempo: At "1", the players walk, at "2" they run and at "3" everyone runs as fast as they can. At a whistle, all children freeze with their feet on the ball / ball in their hands.

Variations:

- Display the number with the hand (look away from the ball).
- Ball change: Stop the ball on one command. Rotate tasks: dribblers now bounce the ball and vice versa.

Social Goals:

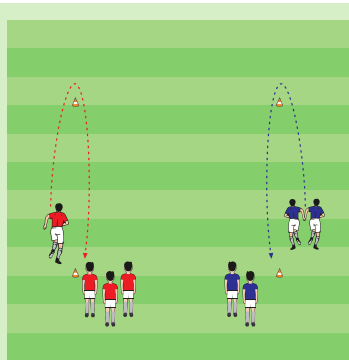
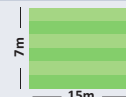
- Quick changes of game situations require awareness and orientation. The game is played together without competition, therefore the group membership is emphasized.

CHAIN RUN

Sportive Goals:
Teamwork
Motivation and fun
Training of acceleration

4  |
8 

All
Ages

**Social Goals:**

- The game requires a good communication within the team to develop a tactic (who runs first, etc.) in order to be successful. Competing together in a team strengthens the self-esteem and the group dynamics.

Organization:

- Form a group up to four players.
- The groups are located about five meters in front of a marker, which indicates where the players should turn around

Procedure:

- The first player runs around the cone and back to the group.
- Afterwards, another player is attached to the start launcher.
- The runners hold hands, run around the turning point again, pick up the third player, and so on.
- If the entire group has run around the marker, the number of runners decreases gradually.
- The run is over when the last runner has completed the track alone.

Variations:

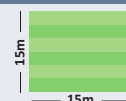
- As a relay race, the groups can compete against each other.
- Form couples who dribble the ball while holding hands.

CONES EXCHANGE

Sportive Goals:
Teamwork
Motivation and fun
Training of acceleration

19  |

Age
9+

**Social Goals:**

- The values of self-control, accepting difference, friendship and self-discipline are strengthened.
- Through the constant change of team mates in every round new bonds will be made and cooperation is strengthened.

Organization:

- Mark a 15 x 15 m field.
- Each player holds a cone (four colors of cones in total).

Procedure:

- All players move through the field with given running tasks.
- When two players meet, they exchange their cones. Uniformly colored cones cannot be exchanged.
- If the trainer shouts "corner", all players with the same cone color have to come together as quickly as possible in one of the four corners of the playing field.
- There may only be one group in each corner. The last group to complete the task has to do a gymnastic task (e.g. jumping jack).

Variations:

- The procedure of the game remains the same. The players dribble in various ways through the field (e.g. with direction changes, rotations, etc.).

STEALING BALLS

Sportive Goals:

Fast, flexible adjustment of movements
Training of acceleration
Quickly capture fast changing situations

4



8

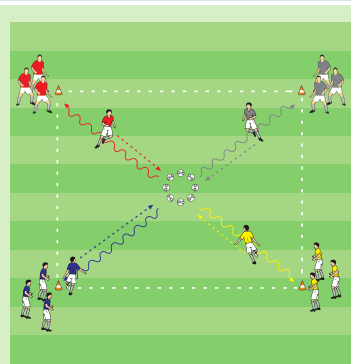
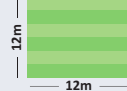


16



Age

9+

**Organization:**

- Mark a field measuring 12 x 12 m.
- Make four teams and assign each to a corner.
- Lay eight balls (or other materials) in the middle of the field.

Procedure:

- When commanded, the first players start towards the middle of the field and pick up a ball, which they place in their corner.
- Then the next players do the same.
- Once all balls are out of the middle, the balls from the opposite teams can be 'stolen'.

Competition form:

- Determine which team collects three balls in its corner first.

Social Goals:

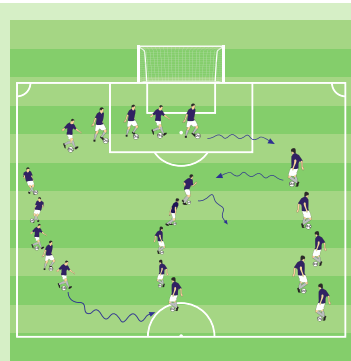
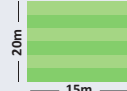
- Skills are developed such as self-control, self-confidence, situation management and decision making.

Ball games

SNAKES DRIBBLING

Sportive Goals:

Cooperation
Responsibility
Varied movements

All
Ages**Organization:**

- Form groups of five and distribute them freely across a pitch. Each group's players should line up one behind the other.
- Each player has a ball.

Procedure:

- One player dribbles ahead of the others, indicating the direction of the game. The others follow.
- The players that follow imitate the leading player's running style and technical exercises (shadow dribbling).

Variations:

- The players dribble at a loose pace. The last group members start with the ball and pass it from player to player until it reaches the beginning of the group leader.
- In a line, the players dribble in a slalom through the group members to the front of the line.

Social Goals:

- The person in front is responsible for the group that they stay together and everybody is able to follow. He also recognizes differences when not everybody is able to copy his movements.

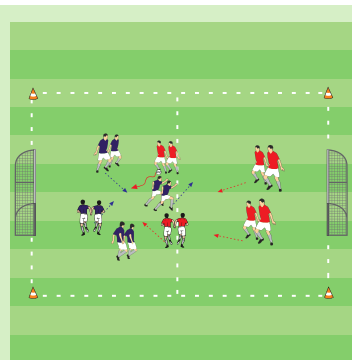
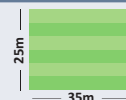
PARTNER FOOTBALL

Sportive Goals:

Accepting differences
Cooperation
Communication

4  2 
1  16 

All
Ages

**Organization:**

- Mark a 35 x 25 m field with two gates and a center line.
- Form two teams. Within the teams, put the players into pairs and have them hold hands.

Procedure:

- Free game without a goalie with a ball: This game can only be played as a "tandem".
- Goals count only when they are scored out of the offensive half.

Variations:

- Use a second and third ball (e.g. football, rugby ball, tennis ball).
- Quickly change partners when commanded.

Social Goals:

- By playing together the couples are experiencing boundaries and fair play in the group.

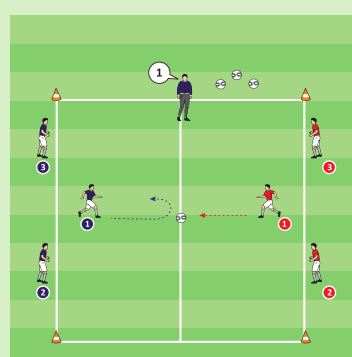
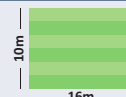
FOOTBALL STEAL

Sportive Goals:

Increase sprints
Motivating 1 vs 1 competitions
Reaction Speed

6  6 
6  6 

All
Ages

**Organization:**

- Divide a 16 x 10 m field with a center line.
- Form two teams and number the players.
- Place one ball on the center line.

Procedure:

- The trainer calls a number. The children with the called number sprint to the ball and try to grab it and bring it back to their side.
- The player to reach the ball first gets one point for his/her team.
- Another point is awarded to players who cross the line.

Variation:

- Choose different starting positions (lying, sitting, squatting, backwards, etc.).

Social Goals:

- It develops agility, speed, attention, concentration; Strengthens self-confidence and group cohesion.

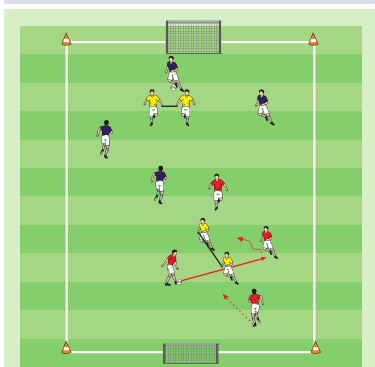
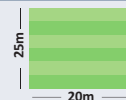
MOVING GATES

Sportive Goals:

Few rules, lots of movement
Precision (passing)
Technique training

4		2	
1		12	

All
Ages

**Organization:**

- Mark a 25 x 20 m field.
- Divide the players into four-player teams (three teams in total).
- One team (yellow) splits again into two pairs. They first play the role of "moving gates" (two children each hold one bar or rope).
- The other two teams (red and blue) have one ball each.

Procedure:

- Yellow moves slowly with the bar (cord), crisscrossing through the field.
- Red and blue try to shoot through the moving gates.

Variation:

- Competition: The three teams compete against each other (red vs blue, blue vs yellow, yellow vs red). Determine which team scores the most goals in their two games. The playing time per pairing is two minutes, then the teams change.


Social Goals:

- Through playing together the participants experience group membership. They have to cope with the new impressions of a moving gate and quickly overcome these impressions and communicate in order to get a chance to be successful.

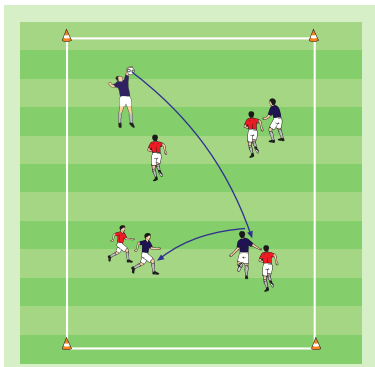
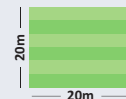
CONTACT BALL

Sportive Goals:

Mentality: "We want the ball"
Continuous play in any situation
Mutual coordination and coaching

4			
1		8	

All
Ages

**Organization:**

- Mark a 20 x 20 m field.
- Form two teams of four players each.

Procedure:

- The teams throw the ball to each other.
- 10 passes = 1 point.

Variation:

- In order to score a point, a child has to throw the ball to a fellow player so that he can forward the ball directly to a third team player (1 point) by foot or head.

Social Goals:

- Through required risk management and determined actions the game assumes high self-esteem as well as knowledge of the own body and abilities.

BALL RELAY

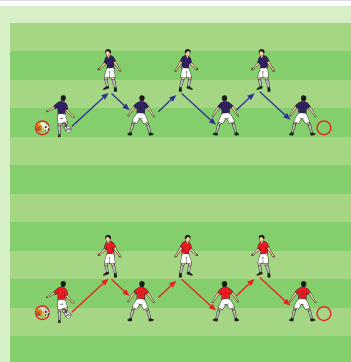
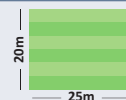
Sportive Goals:

Precise, high-quality passing
Mutual coordination / communication
Concentration training



4

14

All
Ages**Organization:**

- Form two teams. Place the players in a zigzag line with a distance of about 7 m between each.
- Each team has a tire filled with balls (e.g. footballs, tennis balls, etc.) at one end of the line. An empty tire sits at the other end of the line or alley.

Procedure:

- When commanded, the children adjust the balls and place them in the empty tire at the end of the row.
- Determine which team fills the empty tire first.

Variation:

- A new ball may be brought into play once all balls have been moved to the empty tire

Social Goals:

- The game requires the team to develop and use communicative skills, teamwork and self-confidence. communicative skills, teamwork and self-confidence.

1 VS 1 ON YOUTH-SIZED GOALS AND DRIBBLING GOALS ALTERNATELY

Sportive Goals:

1 vs 1
Continuous movement
Scoring goals



8



8



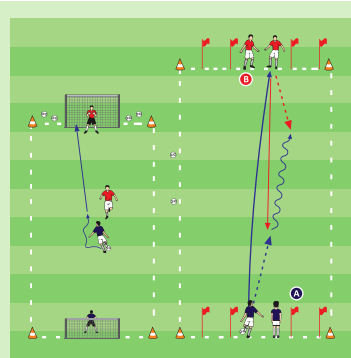
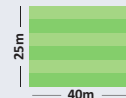
12



8



2

Age
9+**Organization:**

- Form two groups of four (Groups A and B) and distribute them evenly on fields one and two.
- Field one: Mark a 20 x 15 m field with two youth gates and provide additional balls.
- Field two: Mark a 25 x 15 m field with two dribble gates (width four meters) on the baseline.

Procedure:

- Group A: Man each youth goal with one player. The other players play 1 vs 1 on the two goals. Each time a goal is scored (goal, behind the goal line, saved by goalkeeper), the attacker changes with the goalkeeper. Thus, new attacks are constantly being made.
- Playing time is four minutes. Then Group B takes its turn.
- Group B: Two players have balls between the dribbling gates. Group A plays a high ball to its opponent in Group B, who returns to A and then enters the field as a defender. A takes the ball and the players play 1 vs 1 on the dribble gates. After each goal or change of possession, the teams rotate: B plays a high ball to C, etc.

Social Goals:

- The 1 vs 1 situations promote the self-esteem and the acceptance of differences among the players.

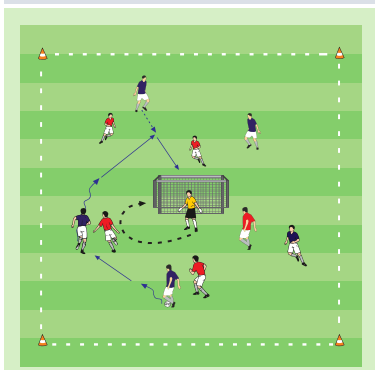
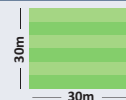
5 VS 5 ON REVERTED GOALS

Sportive Goals:

Vertical play
Good pitch arrangement
Challenge by new requirements

4		2	
1		10	

Age

9+**Social Goals:**

- It develops agility, ball and space dominance; As well as the ability to self-knowledge and self-confidence.

Organization:

- Mark a field measuring 30 x 30 m.
- In the center of the field, place two closed goals (5m). Each should be guarded by one neutral gatekeeper.
- Form two teams of five players each.

Procedure:

- Five vs five.
- Each team can only score on one goal.
- After a team wins the ball, they have to pass at least three times before they can take a shot at goal.

Variation:

- One player per team stands behind the opponent's base line (i.e. in front of the opponent's goal). This player can join the game when his/her team is in possession of the ball. In addition, s/he has to play with two touches, but can also change with the passer and score himself.

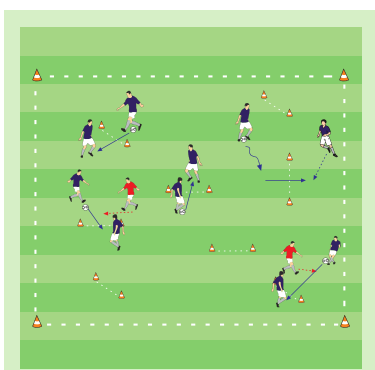
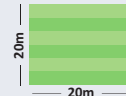
PLAY THROUGH CONE GOALS

Sportive Goals:

Fast passing
Communication
Cooperation of the guardians

20			
5		12	

Age

9+**Social Goals:**

- The players experience integration into the social group and fun through playing together.
- It stimulates the desire to convert and avoid goals

Organization:

- Mark a 20 x 20 m field.
- Mark several gates (e.g. cones/poles) with an opening of two meters.
- Form pairs.
- Each pair has one ball.
- Determine two guardians.

Procedure:

- The pairs should play as many gates as possible within one minute.
- The guardians guard the gates and try to prevent as many plays as possible.

Variation:

- Play with three or four guardians.
- On the trainer's signal, the player with the ball is hunted by his partner until he loses the ball. Play this variation without a goalkeeper.

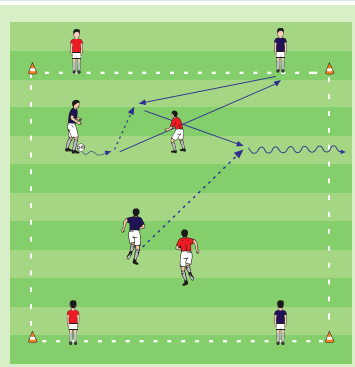
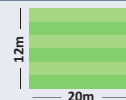
2 + 2 VS 2 + 2 OVER DRIBBLE LINES

Sportive Goals:

Improvement of dribbling
Use of 4 vs 2 situations
Fun through many goals

4 
1  8 

Age
9+

**Organization:**

- Mark a field measuring 12 x 20 m.
- The baselines are dribbling lines.
- Form two teams of four, each divided into two groups.
- One pair from each team is a target player and stands along the sidelines

Procedure:

- 2 + 2 vs 2 + 2 over dribble lines.
- The playing time is about two minutes.
- The rotation of positions takes place either fluently or only after the end of the game.

Variations:

- Increase the field size to 25m x 20m: Three vs three with only two players (one per team) at the height of the central line.
- Fluent change allowed: Either at an out ball or through dribbling of the outside players into the field. Then the passer becomes the new outside player.

Social Goals:

- The values of competitiveness and discipline are strengthened. Through many goals, the players are motivated and enjoy playing.

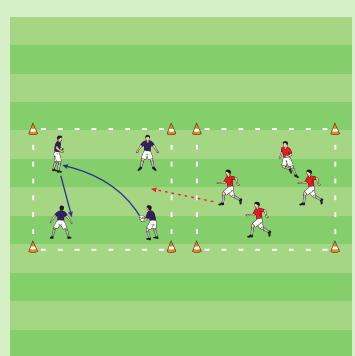
TEAM BALL HUNT

Sportive Goals:

Teamwork
Precise throwing
Smart paths to be open for passes

8 
2  8 

Age
9+

**Organization:**

- Build two 6 x 6 m squares next (distance five meters) to each other.
- Form two teams of four players.

Procedure:

- The first player from the red team runs into the blue team's field.
- The blue team tries to play seven passes (by throwing).
- The red player tries to prevent this by intercepting a pass or touching a player holding the ball.
- If s/he does not, then a second player from the red team tries. A change of tasks takes place during ball conquest.

Variations:



- For advanced players: The teams must pass the ball with the feet.

Social Goals:

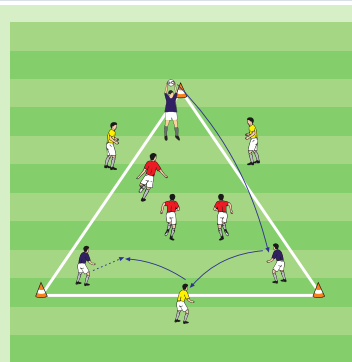
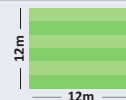
- The players should motivate each other to show team spirit and to motivate the catcher.

3 + 3 VS 3

Sportive Goals:
Promoting joy and creativity
Game Overview
Precise, high-quality passing

3		
1		9 

Age
9+

**Organization:**

- Mark a triangle with 12 m sides.
- Form three teams: two teams are placed in the triangle, the players of the third team stand outside the triangle.

Procedure:

- The team with the ball plays handball. To have an advantage, three outsiders ('Jokers') can join.
- The defending team tries to intercept the ball.
- If the defending team wins the ball, they play with the jokers.
- The team receives one point for every 10 passes.

Variation:


- Play with the foot.

Social Goals:

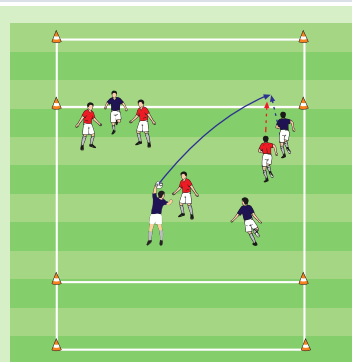
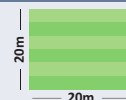
- They develop the skills of: self-confidence, accepting rules, creative thinking, respect, self-control.

END ZONE BALL

Sportive Goals:
Versatile movement
Game Overview
Timely pre-orientation

8		
1		8 

Age
9+

**Organization:**

- Mark a 20 x 20 m field with two 4m-long end zones.
- Form two teams of four players.

Procedure:

- Play freely with the hands. The team with the ball tries to throw to a team member (1 point) in the end zone.

Variation:

- If a player drops the ball, the team in possession of the ball changes.
- After a point is made, a counter-attack on the opposite end zone can take place immediately.

Social Goals:

- Through coping with sudden changing game situations a high degree of communication and teamwork is necessary to be successful in the game furthermore it develops the frustration tolerance because of likely many mistakes.

FIELD CHANGE

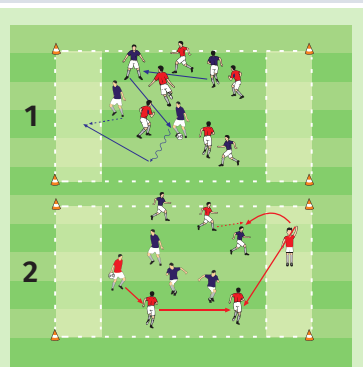
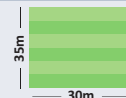
Sportive Goals:

Promotion of reactivity
Timely pre-orientation
Continuous play in any situation

8 
2  20 

Age

9+

**Organization:**

- Create two 30 x 15 m fields with 5m-long end zones according to the figure.
- Two teams form and spread evenly across the fields.

Procedure:

- In Field 1, football is played. Handball is played in Field 2.
- The goal in both fields is to play a fellow player in an end zone so that he can stop or catch the ball there.
- When commanded, the teams immediately change playing fields.

Social Goals:

- Through small competitions the motivation and fun is promoted.
- The players develop communicative skills and self-confidence.

Variation:

- Use different balls and bats (e.g. hockey stick, rugby, handball, etc.).

1 VS 1 IN THE CENTER

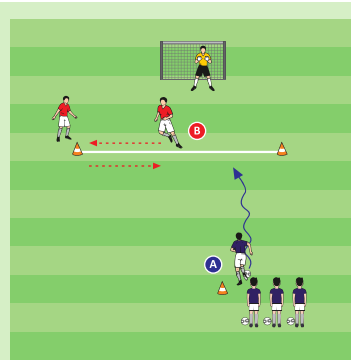
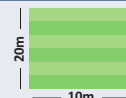
Sportive Goals:

Safety and creativity on the ball
Feints and body swerves
Quick response to optical signals

3 
1  6 

Age

9+

**Organization:**

- Build 12 m meters in front of a goal with goalkeeper a 6 to 8 meters wide cone gate.
- Divide the group into attackers and defenders and position as per the figure.

Procedure:

- Defender B stands in the middle of the cone gate and opens the game by running to either the left or right cone, and touching it with his/her hand.
- At the same time, A starts to dribble.
- A tries to dribble over the side of the cone gate line, to which B is not moving. B can only defend (move) on the line.
- If A spots an opening, s/he should try to cross the line.
- If, on the other hand, B is fast, A could do a body swerve and break through on the other side.

Social Goals:

- They develop the skills of: self-control, self-knowledge and decision making.
- The organization of the exercise requires the development of agility, speed, attention, and concentration

PASSING IN SQUARES

Sportive Goals:

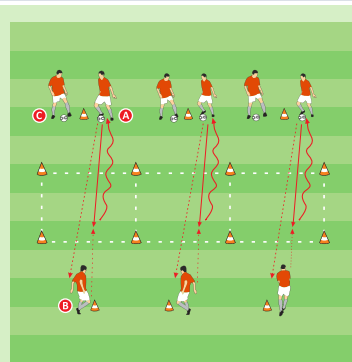
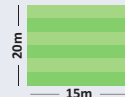
Receive and continue the ball
Small groups, many repetitions
Continuous movements

14
3



Age

9+

**Organization:**

- Divide the group into teams of three.
- Build a series of 5 x 5 m fields seven meters away from the starting positions according to the number of teams

Procedure:

- A passes in the square and runs to the other side.
- B starts, takes the ball forward in the field and dribbles to the position of A.
- C starts the same procedure as before A, etc.

Social Goals:

- It develops the abilities: self-control, persistence, appropriation of fair play and teamwork.

Competition form:

- Determine which group makes the most of the sequences in a given time (e.g. in three minutes).

Variation:

- Dribble only with the weak foot.

PASSING IN GROUPS

Sportive Goals:

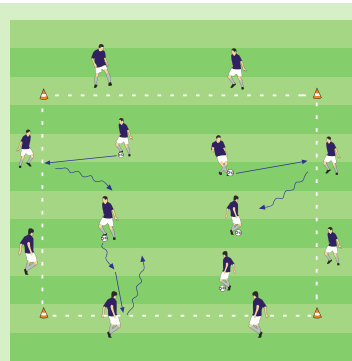
Practice dribbling and passing
Strengthen endurance
Working in reduced space

4
5



Age

9+

**Social Goals:**

- The values of: recognition, friendship, awareness and sports spirit are strengthened.

Organization:

- Mark a 20 x 25 m field
- Assign five players with a ball to the center of the field. Distribute
- all the others players to the side lines.

Procedure:

- The players on the field dribble with certain tasks (e.g. pendulums), perform a sudden change of direction and pass to a player outside the field.
- The player receiving the pass dribbles into the field and continues the task as described.
- The passer changes to the outside position.

Variation:

- Direct play in a group of three; after three to four passes, play outwards; free combination sequence.
- The players in the middle remain on the field after they pass the ball. The outside players act only as a wall players for the one-two pass.

4 VS 4 ON 4 DRIBBLING GATES

Sportive Goals:

Recognition of spaces
Fast combination (passing)
Promote 1 vs 1 dribbling

12



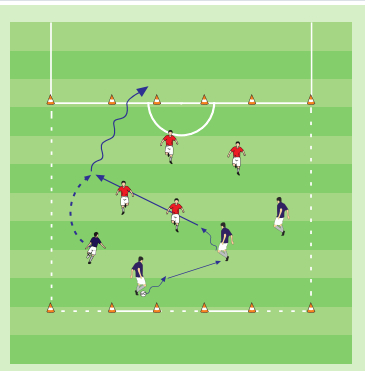
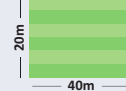
1



8



Age

13+**Organization:**

- Mark a 20 x 40 m field with two dribbling gates at the base lines.
- Form two teams of four players each.

Procedure:

- Free play on two dribbling gates

Variations:

- Use the entire baseline as a goal.
- Play on six goals (e.g. two small ones outside, one big in the middle).

Social Goals:

- Through many successes the self-awareness of the players increases. They learn to play more purposefully as a team and can discuss their own tactics and try them out.

3 + 3 VS 3 ON 1 TRIANGLE GOAL

Sportive Goals:

6 vs 3
Orientation on unfamiliar pitch shape
Playing in unequal teams

6



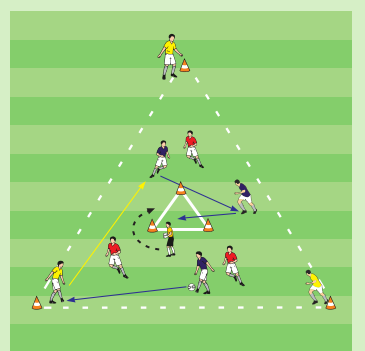
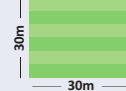
1



9



Age

13+**Organization:**

- Mark a triangle with 30 m side lengths.
- In the center, set up a triangular gate (width: five meters each) with a goalkeeper.
- Form three teams: red, blue and yellow.
- The players from the yellow team start at the corner points of the triangle.

Procedure:

- 3 + 3 vs 3: Players from the red and blue teams play against each other. Players from the yellow team are neutral and play from their designated corners.
- Team yellow players must play directly or with two contacts.
- Team red and blue players have free play.

Variation:

- Yellow players play neutrally in the field.
- 3 vs 3 vs 3: Each team, including the goalkeeper, defends one side of the triangle gate and attacks the other two sides.

Social Goals:

- Through the mixing teams and playing together the players are experiencing group membership.
- The unfamiliar shape of the pitch as well as the neutral players in the corners demand a high degree of communication and willingness to support the team.

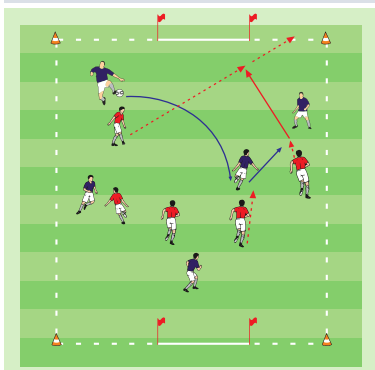
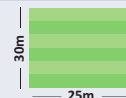
TOUCH RUGBY

Sportive Goals:

Flexible change of direction.
Determined actions.
Moments of surprise and play.

4		4	
1		10	

Age
13+

**Social Goals:**

- The versatile movement: especially the skillful, easy-running running with fast, sudden change of direction promotes creativity and self-esteem. Playing together in a team requires team work and respect for the partner and opponent.

Organization:

- Mark a field measuring 30 x 25 m.
- Set up a 5–7 m wide pole gate on both baselines, as shown in the picture.
- Form two teams of five players each.
- Playing time: seven minutes.

Procedure:

- The team with the ball tries to place the ball behind the opponent's base to the left or right of the pole gate.
- The players can run with the ball in their hands until they are touched by an opponent. Then they can either volley the ball forward or pass it backwards.
- The defensive team chases the ball and tries to stop the opposing players in possession of the ball as fast as possible by tagging them.

Variation:

- The players are not allowed to run with the ball in their hands. Passes to other players are allowed in all directions.

CORNERS BALL

Sportive Goals:

Quick orientation in the pitch
Continuous play in any situation
Consequent conquest of the ball

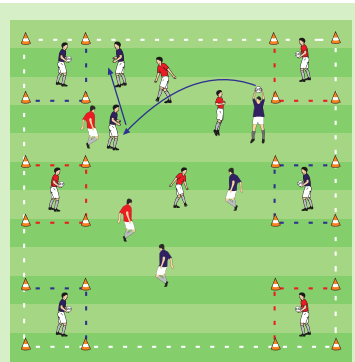
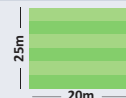
24
1



16



Age
13+



Social Goals:

- Flexible adjustment of the players position play depending on the position of the ball, opponents and teammates requires good coordination within the team and concentration during the game.

Organization:

- In a 25 x 20 m field, mark six small fields (size 2 x 3 m) as shown in the figure.
- Form two teams of right players each.
- Give a ball to three players from each team (Jokers), and have them form a triangle shape (middle, corner right, corner left) in the small squares.

Procedure:

- The players throw the ball to each other. The player in ball possession cannot not run.
- The player's teammates are supposed to skillfully reposition themselves so they can receive passes.
- The goal is to bring the ball so close to the teammates in the corner that the balls can be exchanged (1 point).
- After a short time, the players rotate and new Jokers take possession of the balls.

Variation:

- After a successful ball transfer, directly exchange positions with the corner player.
- Play with a neutral player who supports whichever team is in possession of the ball.

HANDBALL FOOTBALL

Sportive Goals:

Hand-eye coordination
Improving header technique
Communication

4
1



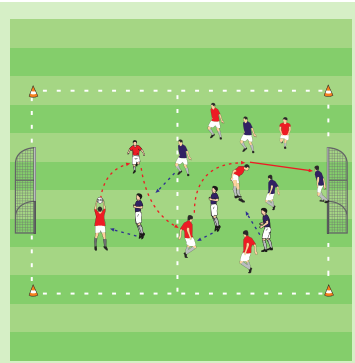
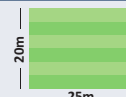
2



14



Age
13+



Social Goals:

- The exercise promotes teamwork, motivation and perception.

Organization:

- Mark a 20 x 25 m field.
- Mark two goals.
- Divide the players into two teams.

Procedure:

- The ball can only be played with the hands.
- Goals count only if made with a header.
- If the ball makes ground contact, the other team takes possession.
- With ball in hand, no more than three steps can be made

Variation:

- Return passes to the same player are not allowed.
- Rotate passing techniques: after a hand pass, the ball must be played with the head to the other player.

THREE COLORS GAME

Sportive Goals:

Small teams, 4 vs 4 + 4
Scoring goals
Orientation on the pitch

4



4

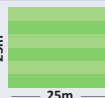
Small

Age

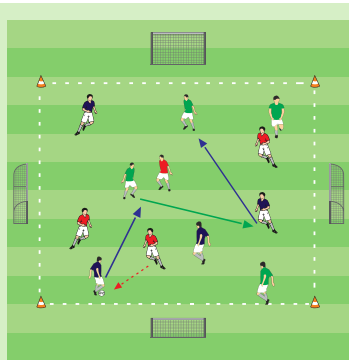
13+



25m



25m

**Social Goals:**

- The teams experience joint successes and team spirit.

Organization:

- Mark a 25 x 25 m playing field.
- Place four small goals three meters behind each side line.
- Form three teams of four players each.

Procedure:

- Eight players (Team Blue and Team Green) play against four (Team Red) to keep the ball.
- Team Blue and Team Green receive one point each for 15 passes.
- If Team Red gets the ball, they try to play it as fast as possible into one of the four small goals (1 point each).
- Change the tasks after a short time (Team Red and Team Blue against Team Green, etc.)

Variations:

- Without small goals: After a team loses the ball, it is immediately becomes the short-handed team.



TOOLBOX FOR TRAINERS

Possibilities of the passive influence of the trainer on games and exercises

In chapter 2, methodical indicators for organizing / changing forms of training have already been mentioned with which the trainer can influence the training and the objectives of the sessions. Here we will go into more detail.

Many trainers define influence only as a verbal means of control and correction of children and youth, which means addressing technical errors, correcting the process and making frequent interventions in exercises and games. During games, many stimuli affect (especially the small) athletes. Young children are heavily involved in the gameplay in that they can implement the trainer's instructions. The requirement here is to let the children play! The many teammates and opponents around them are one aspect, when the ball is added many are only fixed on the ball and its control. It is even more likely that interruptions will irritate the players and thus hinder their actions.

So keep in mind this rule: less is more!

The influence of the trainer on the pitch is not only verbal and corrective. As a trainer, you can be dominant on the pitch even without a loud voice, constant presence and harsh intervention. The key to this is the preparation of the training sessions.

As a trainer, you have a great influence on the training in the creation and selection of the exercises. In addition to the guarantee of a structural process in the (sportive) development of children and youth, the trainer can also decide decisively in the preparation by the choice of the appropriate organization form, pitch size or the goals of the exercises. This careful selection makes it possible for the trainer to avoid problems, to keep out of the exercises, to observe and, therefore, to interrupt less and to let the children and youths play more freely. The trainer can exercise subtle influence and train the children and young people in a targeted manner.

The trainer can influence or change the following things (tools): number of players, number of stations, number of goals (to train) in an exercise, material, pitch size, etc.

The following describes how the trainer can influence the training by changing individual parameters while also taking a look at the overall quality of the training.

The example shows how to organize training with a big group to minimize the waiting time for the players. The color indicates good or bad planning.

	Number of players	Number of stations (Different exercises at the same time)	Number of goals	
Long Waiting Time	24	1	5	
	24	2 - 4	1 - 2	Short Waiting Time

The pitch size is as follows:

The guiding principle "small feet, small pitches" refers to the relationship between age and pitch size. In addition to age, other factors can also be determined, which determine the pitch size. Two main factors determine the appropriate pitch size:

1. Number of players
2. (Sporting) Quality of the players

In general: few players - small pitches. At the same time: the higher the quality of the players, the smaller the pitch size - the weaker the quality of the players the bigger the pitch size.

Simplify or aggravate exercises

As a trainer, you can make almost any exercise easier or more difficult. Depending on the children's abilities, small changes in the organization or the procedure can already make tasks easier or make them more difficult and create effects.

The trainer can influence for example:

- Decrease / enlarge distances in the exercise
- Decrease / enlarge the size of the goals (poles, cones)
- Play with left or right foot
- Trainer predetermines a certain technique to use
- Contact limitation (e.g. max. 2 touches)
- Time

DIFFERENCE BETWEEN EXERCISE FORM AND GAME FORM

Train all requirements

The game itself is the best teacher. Each player contributes to the whole complexity of the football match. S/he will receive direct feedback on whether his/her actions are good or not, successful or not. The most similar to the regular game simulation is the game form.

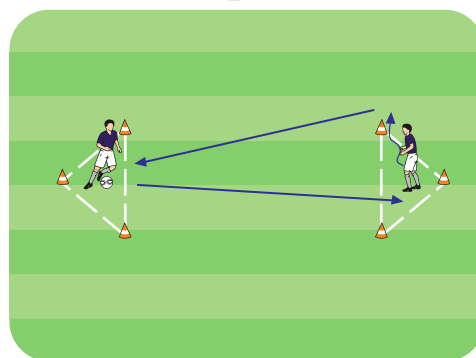
Exercise and game forms

One differentiates between exercise or game forms. When practicing, the football players always have the same isolated actions. For example, the constant passing between two players using the inside of the foot. In exercise forms, individual aspects of the game, in this example the passing technique, can be improved with high number of repetition. In game forms, on the other hand, the players have to react to the developments of the game. They have to perform various actions in a more complex environment. For example, in a 4 vs 4, it is not enough to just pass. Ball movements, short dribbling, tackles or shots on goal are also required - depending on the game situation. In the game form, therefore, all football-specific necessities complement and depend on each other. At the same time, a game form trains technique, tactics, athleticism and psychological characteristics.



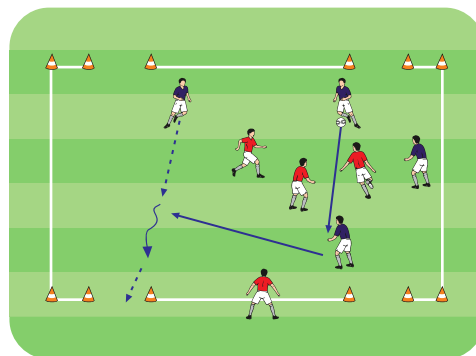
Example: Exercise form (focus on passing with receiving the ball and carrying it forward)

- Pass to the partner, s/he goes from the rear cone towards the ball, receive away to the side, pass back.
- Key aspects: passing techniques, receiving and continuation with the ball.
- Advantages: High repetition rate, detailed practice and correction.

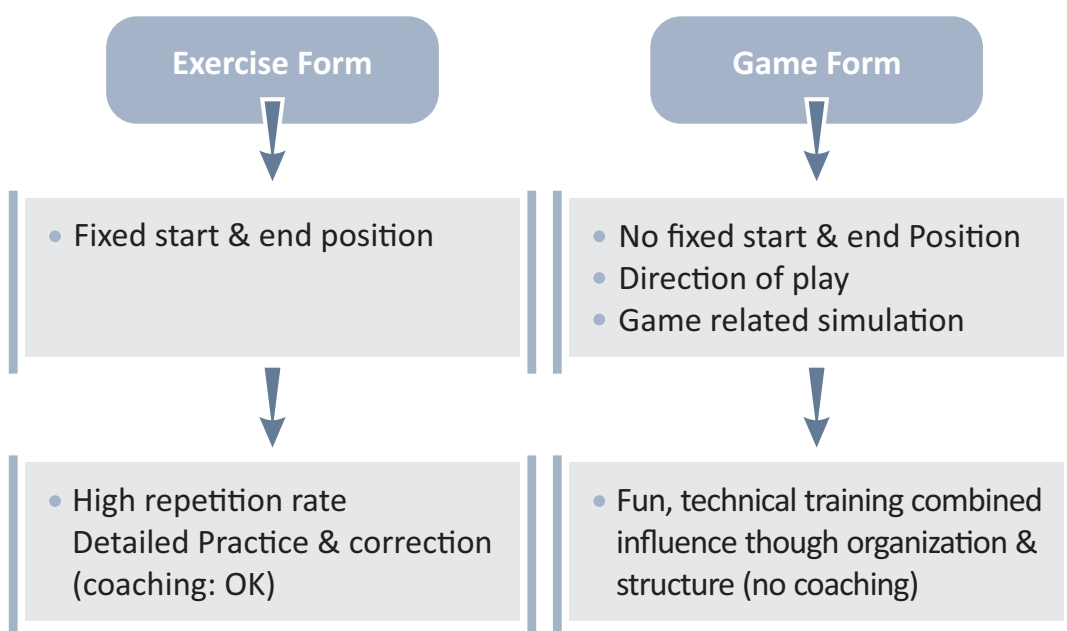


Example: Game form (focus on passing with receiving the ball and carrying it forward)

- Attacker in numerous advantage: A player of the defending team pauses.
- Focus: Pass techniques, receive the pass into the direction of movement.
- Advantages: Fun, technical training combined with tactical and athletic requirements.



Summary:



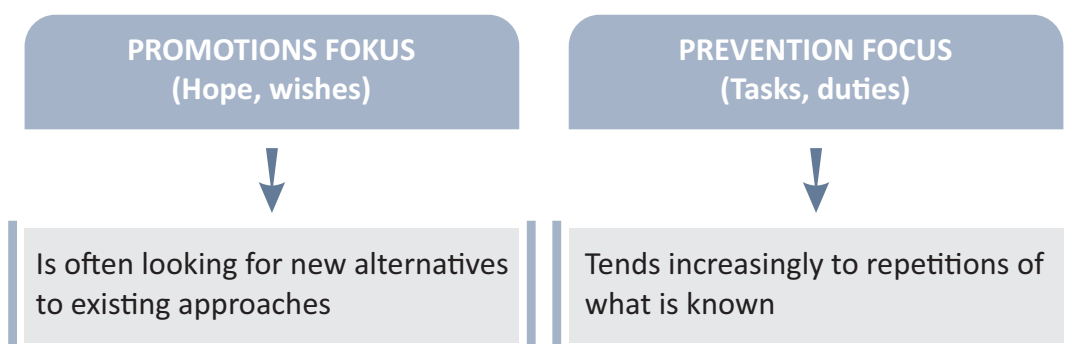
Practical opportunities for communicating and motivating children in training situations

Individuals who really motivate children can help them create more creative solutions for their problems. For this, hope-based coaching is necessary. On the other hand, players who only receive compulsory instructions from their trainer are more likely to be less imaginative.

Positively influence performance

The motivational orientation with which people approach the processing of tasks can have an impact on their performance - such as the handling of certain football situations. Motivation is not directly observable and cannot be directly perceived. Only its effects can be determined. It is therefore extremely important that a trainer understands how to motivate his/her players to positively influence their playful performance. There is a link between creative achievements and instructions which have an influence on the motivational states of persons. A so-called promotion focus can be induced by means of hope-oriented instructions, by means of instructions which are oriented towards a more dutifully oriented behavior, or a prevention focus (see Info 1). Different tasks can be achieved with a promotion / hope focus as well as with a prevention / compulsory focus (i.e. neither of the two regulatory focuses is generally better or more successful). However, the motivational orientation fits better to this type of task, for each task and its associated goal.

Info 1:



Among other things, there are indications that the influence of a promotional focus has a positive effect on creativity development. People with a promotional focus often seek new alternatives to existing approaches, while people with a prevention focus tend to be more likely to repeat. Attentiveness, which is important for the generation of creative solutions, can be optimized by motivational states, whereby a promotional focus provokes a greater visual attention focus than a prevention focus. In addition to this, a high attention focus induced by a promotional focus has a positive effect on the creative performance. Spatially more distant stimuli can be included in the task solutions.

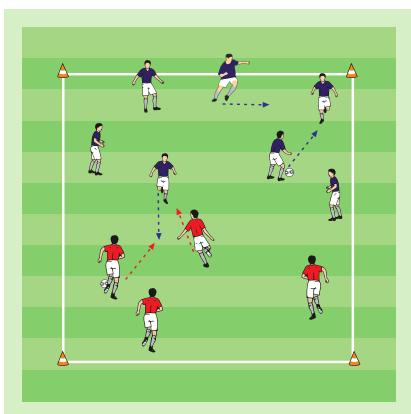


Give the children liberties

In modern football, the creative game is becoming more and more important, so that in the game positions where a creative behavior is relevant, the players should be given a promotion / hope focus by instructing their tasks. Particularly in the area of children's and youths, mandatory instructions should always be avoided, and instructions should be used to create a motivation, such as stressing the search for new solutions, the use of free zones and spaces, and alternative moves. Only in this way can the children's playful creativity, a risky, offensive play behavior and thus the whole game event be improved in the long term.

In the following, training forms are presented which are each formulated with an approach target (promotion focus) and an avoidance target (prevention focus).

COACHING SITUATION 1



Help your fellow-player

2 players (catcher) try to catch the other children. These have 3 balls available. Any child with a ball in his hand must not be caught. The- players have to pass/throw the-balls to each other, in order to escape a catch of the catcher.

After about 40 seconds, the trainer names two new catchers

PLEASE DON'T SAY

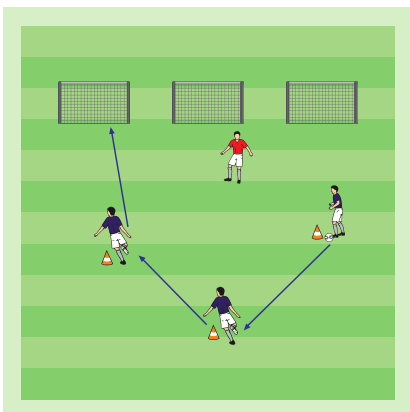
You have to give your fellow players a ball if they are threatened by the catchers!

INSTEAD SAY

Your goal is to pass the balls quickly in your own team to help your fellow players!



COACHING SITUATION 2

**Score a free goal**

The 3 attackers (blue) place themselves at a cone. The goal of the team is to get a score in one of the three small goals. The defender (red) tries to defend the goals by cleverly moving. After a minute, the attackers change positions in a clockwise direction.

PLEASE DON'T SAY

You need the ball in one uncovered gate!

INSTEAD SAY

Your goal is to score as many goals as possible in one

**PLEASE DON'T SAY**

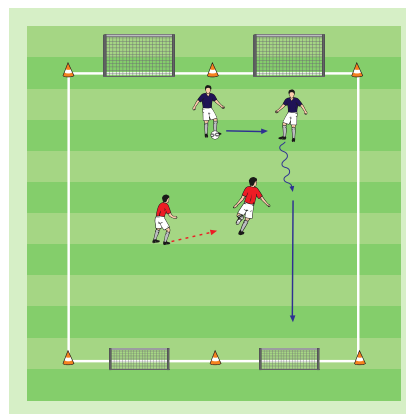
When you have conquered the ball, you have to play fast on the other goals!

INSTEAD SAY

Your goal is to play your opponents and score goals!

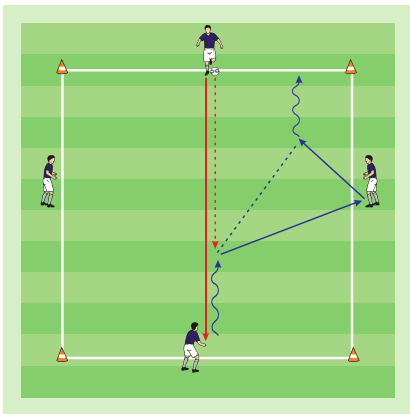


COACHING SITUATION 3

**2 against 2 on 2 goals each**

The blue team is in ball possession and has the task to score a goal on one of the two opposing goals. When a goal is scored, it gets 1 point and team red gets the ball. However, if red conquers the ball, counter-attacks the opposing goals.

COACHING SITUATION 4

**1 against 1 plus wall player**

The red player passes the blue player and becomes a defender. The blue player immediately receives and tries to get over baseline line of red. Blue has 2 options to reach the goal: either in 1 vs 1 against the defender or with the inclusion of the two wall players on the sides.

PLEASE DON'T SAY

You must not lose the ball!

INSTEAD SAY

Your goal is to play your opponent alone or with the help of the wall players and score points!

**PLEASE DON'T SAY**

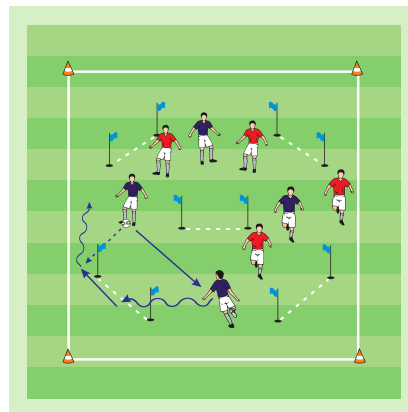
Avoid playing in the running path or feet of the opposing team!

INSTEAD SAY

Your goal is to take advantage of every gap in the opposing team!



COACHING SITUATION 5

**4 vs 4 on five dribble gates in free space**

Two teams play against each other in the field. Both can score points if one of their players dribbles through one of the stadium gates (possible on both sides). After a point, the game continues immediately and the successful team remains in possession of the ball.

CASE STUDY BOX

The ways of dealing with the situations presented in this part are recommendations based on research and experience.

It is important to note however that every situation is unique and therefore this chapter should be used more as a guideline and not as a “rulebook”.

The cases are color-coded to note the urgency of intervention by the trainer:



Red – Act immediately



Yellow – At end of practice / game



Green – At next opportunity / practice



Responding to Verbal and Physical Violence during Games and Practice Sessions

EXAMPLE 1

Two or more players in your team are fighting with each other on the playing field during practice time. They shout at each other and eventually they also become physical and hit each other.



Lesson & Instruction

- Call the players over to you and ask them to stop their fight, let them continue the practice and ask them to come to you after practice.
- If the players start fighting again, ask them to sit on the side till the practice is over.
- After practice sit with both players and ask them to explain why they were fighting.
- Remind them of their pledge and commitment to non-violence and let them identify the codes of conduct that they broke with; enforce the penalty that the team had agreed on.
- Emphasize that violence – be it verbal or physical – never helps to solve a conflict.
- Get an agreement from them to deal with the conflict differently next time.

Time

- The first two steps immediately – since you do not want to interrupt the practice for other players you will only sit together with the players after the practice.
- Tools & Equipment
- Code of conduct / list of un-acceptable behavior.

Notes for the trainer

Fights between players for example over a foul or a shot on the goal, often has deeper cause. The purpose of talking to the fighting parties after the practice or the game is to get to these deeper causes and to prevent that in the next practice session the players start fighting again. To allow the deeper causes to surface and to find a solution you should make sure you follow the rules of a mediation process – see lesson 3.

Responding to Verbal and Physical Violence during Games and Practice Sessions

EXAMPLE 2

Your team is playing a match in your league. The emotions are high, there already have been a lot of fouls and shouting on the field. Suddenly a fight breaks out between one of your players and a player of the opposite team.



Lesson & Instruction

- Gather your whole team at the next opportunity.
- Remove the offending player and eventually substitute or leave the team less one player (trainer's choice).
- Talk to the player(s) involved in the fight, and ask what happened.
- Let them and the whole team know that a healthy competitive spirit does not include breaking the rules.
- Explain that violence has no place in sports and that resorting to violence does not mean that you are a stronger player; also explain that the violence (foul play) of the opposing team does not justify them using violence too.
- Remind them about their pledge to avoid violence and to respect everyone.

Time

- At half time or after the game.
- Allocate at least 10 min for the discussion with your team.

Tools & Equipment

- Code of conduct / pledge

Notes for the trainer

If you observe that the same team again and again uses foul play to intimidate your team you may want to speak to the coach and remind him of the pledge of the league to commit to non-violence; you may also raise the matter at a coordinating meeting of all league coaches.

NOTE: The action to take depends on the setting of the match – are teams playing with or without referee.



Responding to Verbal and Physical Violence during Games and Practice Sessions

EXAMPLE 3

You hear that your players have been in a fight with players from another team. They were fighting about access to the playing field. Some of your players got badly hurt.



Lesson & Instruction

- At the next training session gather your players.
- Ask them to explain to you what happened (how did the fight start, who was the other team, what was the issue).
- In your discussion listen to the deeper issues that may underlie the conflict around access to the playing field.
- Explain to your players that violence is always ugly, and that violence is a bad way to solve a conflict (remind them of their pledge); involve all players and ask everybody to suggest non-violent ways of solving the problem / conflict: e.g. in the described case: come back for practice at a later time when the field is empty (the other team will get tired at some stage!); ask the coach or the field manager to negotiate / mediate; create a timetable for practice times of the different teams.
- It may be useful to meet the coach or players of the other team to solve the conflict. If so, follow the steps outlined in pages 18 – 19, discuss possible solutions to the conflict: e.g. create a time table for the use of the playing field and allocate practice times to each team.

Time

- Next time you see the players as a team, latest before the next practice session – allocate at least 30 min.

Tools & Equipment

- Pledge.
- Piece of paper to make a time for the use of the playing field.

Notes for the trainer

Seemingly straight forward conflicts or fights often have a deeper cause. In this case, if it was a girls team they were fighting with it is possible that your players have a lack of respect for the girls and their right to play football; if they were fighting with a team with players from other cultural backgrounds, it may be that your players have racist or xenophobic attitudes which you need to address. If it was your team that has been attacked by players of another team, you may want to talk to the coach or players of the other team to apologize and to find a long term solution to the problem.

Responding to Verbal and Physical Violence during Games and Practice Sessions

EXAMPLE 3

Your players are in the final phase of a tight game. The referee has given already several yellow cards. Now the referee takes a decision against your team, which seems to be unfair. Your team is extremely upset; they run up to the referee and insult him.



Lesson & Instruction

- Stay calm yourself, even if you are also upset about the referee's decision.
- Call your players and ask them to stop insulting the referee at once.
- Ask the team captain to approach the referee in a calm manner to request an explanation of the decision; your team captain may offer his view in a calm and respectful way.
- After the game gather your players and give them space to share their frustration.
- Explain to your players that even if they do not agree with the decision of the referee they have no right to become violent; remind them of their pledge and explain that violence will even make the situation worse as the referee will get irritated with your team; enforce the penalty players have agreed upon such behavior.
- Encourage your players to understand that the referee is fulfilling his duty by enforcing the Laws of the Game.
- If your players are often unhappy with the referee's decisions, give them the duty of being the referee for a game at practice session. This way they may experience how hard it is not only to judge situations and to make decisions, but also how annoying it is to deal with the complaints of players.
- Explain that they have to use the official way to complain about the decision next time.
- If you have a strong feeling that the referee is acting unfairly or may not have the skills to do his job, you should talk about the incident at the league coordination meeting.

Time

- Steps 1 – 3 immediately when the insulting occur.
- Steps 4 – 5 after the game

Tools & Equipment

- Pledge

Notes for the trainer

In such situations you can teach your players to respect the rule of law, and to use non-violent ways of protest and complaint. You can also use this situation to teach players about anger management. It is important that you act as a good role model, and that you illustrate to players that there are indeed non-violent ways of solving problems (e.g. using the leagues coordination body to lodge a complaint or to make changes to certain league rules).



Responding to Verbal and Physical Violence during Games and Practice Sessions

EXAMPLE 5

One of your players is frustrated and angry; he / she shouts at you and insults you.



Lesson & Instruction

- Stay calm, do not shout back.
- Allow the player to let off steam.
- Ask the player to see you after practice. However, if the player is too aggressive, take him / her out immediately.
- Sit down with the player alone and try to find a solution to the problem. Ask him / her what made him / her so angry. Find out whether the player may have been frustrated by some of your decisions in the past, and whether he collected a lot of frustration over time.
- Remind him / her of the pledge and that he / she has broken the code of conduct; emphasize that shouting at people is disrespectful behavior and no means to deal with a problem.
- Enforce the penalty that the team has agreed upon.
- Encourage the player to speak to you at an early stage of he / she is disappointed, angry or frustrated about any of your actions; remind him / her that is easier to talk about things early when one is not hurt yet.

Time

- Step 1 and 2 immediately when the incident occurs.
- Step 4 – 6 after practice: allow 15 – 30 min for the talk. At half time or after the game.

Tools & Equipment

- Pledge.

Notes for the trainer

In such situations it is important that you reflect on your actions: is there anything that may have been seen or experienced as unfair or offensive and may have contributed to the anger of the player? If so, it is important that you let the player know that you may have made a mistake. Strong leaders are able to reflect their own mistakes.

Responding to Verbal and Physical Violence during Games and Practice Sessions

EXAMPLE 6

One of your players starts fighting with a player from another team. There have been a few fouls on both sides, and now they shout at each other and call each other names. Your team captain and other players run up to the two fighting players and stop them from fighting. The game continues.

Or, one of your players makes a defensive mistake and the other side scores. Some players in your team make some bad remarks about the player who made the mistake, but the captain or another player goes up to him and says: "Good try, you'll stop the next one"



Lesson & Instruction

- Deal with the player who was fighting in the same way as stated in Example 2.
- At half time or after the game praise the captain and the player who displayed the positive action; tell them that you are proud of their leadership and team spirit.

Time

- At half time or after the game.

Notes for the trainer

It is important to praise positive behavior. Do this as much as you can, in particular if you can see that players are trying hard to improve their behavior; your praise will be a big encouragement.



Responding to Sexual Violence

EXAMPLE

You are in a practice session with your players and a group of girls are passing by. Some of the girls are wearing revealing clothing. The players start calling out to them, making lewd comments and sexual gestures.



Lesson & Instruction

- Call all your players over and tell them...
 - That taunting people is disrespectful and is a form of violence that may hurt people.
 - That no matter what girls wearing she does not deserve sexual violence.
 - That most people do not welcome that type of attention and that no one is impressed by that behavior.
 - That their behavior is not gentlemanly.
 - Enforce the penalty that they have agreed upon.
- Have a discussion with players about what makes a man a man.
- Emphasize that strong men do not need to insult women to get their attention.

Time

- Step in as soon as the inappropriate behavior starts

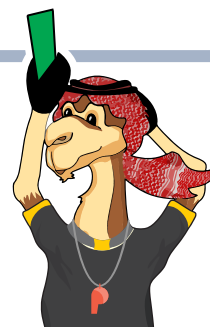
Notes for the trainer

It is important to make players aware that even language can be abusive and can cause damage. With their abusive language they commit sexual violence.

Responding to Xenophobic Violence

EXAMPLE

You overhear a couple of your players insulting another player of a different ethnic background. The player who is the target of their comments is humiliated and either withdraws or reacts aggressively.



Lesson & Instruction

- Call over the players who were making the racist remarks.
- Tell them that...
 - Disrespecting a team mate is not allowed and is destructive to the team spirit.
 - Insulting or taunting someone because of his ethnic background is wrong and will not be tolerated by the coach personally.
- Ensure that the offending players apologize for their behavior.
- Talk to your team about tolerance and respect...
 - Ask them how they would feel if someone was making jokes about them, or calling them names, because they are black, colored, etc.
 - Ask whether they have experienced this before and ask them how they felt in that situation
 - Emphasize that racism is wrong because it degrades an individual and reinforces negative attitudes about an entire group of people

Time

- Step in as soon as the inappropriate behavior starts and stop what your players may see as innocent fun.

Notes for the trainer

Humiliation is a form of emotional violence. The experience of continued humiliation can also cause the humiliated person to resort to violence – either directed towards him / herself (e.g. drug abuse or suicide) or against others (aggression, desire to retaliate).

The same action can be taken if players insult someone because of his / her gender, physical appearance, sexual orientation or religion.



Responding to Fan Violence

EXAMPLE

There has been a match between two prominent teams. After the game it comes to violent clashes between the fans of the two teams: fans of the winning team are roaming through the streets of the city and taunting the losing team. Fans of the losing team attack a group of fans of the winning team and soon the violence spills over. The incidents had been all over the news.



Lesson & Instruction

Gather your team and ask them about their views about the incident; ask them what they think what has caused the violence; in your discussion emphasize that...

- The overexcitement and taunting of the fans of the winning team may have provoked the violence.
- We are all fans (of teams) and it is fine to be passionate about your loyalties, but there is never an excuse for violence.
- Discuss with your team how they can react when they are provoked to be violent.

Time

- At the next practice session following the incident.

Tools & Equipment

- A news article with the report on the violence.

Notes for the trainer

Use such event to discuss fan violence and how to react to provocation. You can transfer this to other life situations, e.g. fights in schools, fights between groups or gangs etc.

Dealing with Overwhelming Emotions of Players

EXAMPLE

Below you find an example how to encourage players to deal with these emotions such as frustration and disappointment in a constructive manner. Having learned this in the context of football, may allow players to apply this on other spheres of life.

A successful team loses an important game.



Lesson & Instruction

- Collect your player(s) after the game and give them space to express their disappointment. Do not brush their feelings away, nor do shout at them or make fun out of them because they are sad.
- Say something like “I can see you are very disappointed / frustrated / angry.”
- Ask the player(s) what caused their disappointment / frustration / anger: “What is making you disappointed / frustrated / angry?”
- Ask the player(s) about how they have coped with this emotion before: “When you have felt this way before, what helped you calm down or feel better?”
- If there are other players watching you can ask them what are some of the things they have done that helped them when they were feeling this way. Involve the other players and encourage to help each other with suggestions of how they deal with these emotions.
- You can say how you are dealing with disappointment yourself.
- Encourage the player of the team to try one of these strategies.
- Lastly you should also discuss what they can do to avoid the disappointed next time (what can they change in their behavior to avoid the disappointment/frustration etc.): this may be an analysis of the technical reasons for the loss (e.g. weak defense, lack of team play, ...), and discuss what needs to be done to improve the play.
- In the next practice sessions focus on exercises that address the identified weaknesses.

Time

- Immediately after the game or after practice when you notice the disappointment.
- Check on players emotions again at the next practice.

Notes for the trainer

Unless players learn to express negative feelings and channel them into positive behavior, they stand a good chance of becoming either victims or perpetrators (or both) of the vicious spiral of violence.



You can use the same steps to deal with other negative emotions such as anger, frustration or jealousy. You will get to know what each player or your team needs to manage their emotions. You can remind players what helped on previous occasions.

It is useful to involve other players in the discussion as described in step 5. Fostering connections with kids on front of other kids is important; it fosters team work and connection between them.



MEDIATION: INTERVENTION IN CONFLICT SITUATIONS

Mediation - Process and Techniques

Conflict is a normal and inevitable aspect of social life. Since we all pursue different interests, values and beliefs, they can conflict with each other over time. People handle conflicts in different ways. In fact, the way we handle conflicts determines our progress as individuals, as well as in society. This depends on our ability to achieve conflict transformation. Conflict transformation is a strategy to deal with conflicts in a constructive way when dealing with social or political sources of conflict. It seeks to divert negative energy towards positive social or political change. For this purpose different approaches can be used in different circumstances.

Mediation is one of the most widely used approaches to conflict transformation. Their goal is to help the two (or more) parties in dispute reach an agreement. What is important in this agreement is that the disputing parties themselves determine, rather than accept, an agreement managed by a third party. The process of mediation is facilitated by one of the parties: the mediator. It uses the skills and abilities to open or improve the dialogue between the parties in dispute, with the aim of helping them arrive at a mutually acceptable solution to the disputed issue. In this way, the interaction of conflicts between the parties is transformed and, as a consequence, the way in which the parties see themselves and the other is transformed. This process gives rise to two important effects, namely: empowerment and recognition. Empowerment in this context means restoring the value of the parts and the strength and capacity to make decisions and manage life's problems. Recognition in this context means the evocation of individual recognition, understanding or empathy for the situation and opinions of the other party. The importance of these two effects of transformative mediation stems from the very nature of the conflict. The negative interaction in a conflict affects the experiences of the people and the groups involved; Thus generating a feeling of weakness and incapacity in the parties, and, at the same time a sense of egocentrism is evoked. In such a circumstance, a process of transformative mediation should not focus on the solution to which the parties agree by mutual agreement, but on breaking the cycle of interactional degeneration. Therefore, mediation must be understood as a process by which a mediator works with conflicting parties to help change the quality of the negative and destructive interaction to positive and constructive, while discussing issues and possibilities for resolving the difference.



The role of the mediator (trainer)

In order for the mediation process to be successful, the mediator must be impartial and not take sides with any of the parties to the conflict. It can be just as important that the mediator being known and trusted by the disputing parties.

The mediator is not a judge, but rather a guide that allows conflicting parties to view conflict through each other's eyes and develop understanding and empathy for the opposing party's needs. The mediator must not find or use the power to impose a solution to a conflict. As a trainer,

You do potentially have the power to impose a resolution (for example, punishing a player's behavior, or setting a new rule, etc.). However, the danger is that your conflict resolution will not be sustainable, since you will only have stopped the conflict, but you will not have transformed it.

Their role as mediator is that the parties find a solution that is acceptable to both and that each one transform or restore their views of the other from negative to positive.

The mediator's main tools to allow the mediation process to succeed are skills and techniques such as:

- Ability to listen, ability to recognize and accept harm, anger and frustration in others.
- Ability to communicate your needs and emotions
- Ability to trade
- Ability to encourage empathy in others, to encourage forgiveness and to make constructive decisions.

A mediation process can take different forms, depending on the social situation and the cultural environment of a particular conflict. However, the following are the general scenarios (from 0 to 4) that tend to occur in mediation processes between different cultures.

Preparation

Purpose: to be informed and to analyze the conflict

- Start the contact, build trust with the parties involved and talk to each part separately to understand their side of the story.
- Collect information on the conflict and decide on the best method for intervention
- Logistics arrangements (e.g., where and when to meet).

Introduction

Objective: to provide security

- Greet, sit and introduce participants. Show respect and give both sides the feeling of welcome.
- Determine objectives, emphasize that it is a voluntary process for the parties to reach mutual agreement, establish confidentiality.
- Describe the role of the mediator:
 - Help the parties to speak, but DO NOT JUDGE or give answers.
 - Help both sides understand the other side of the conflict
 - Help the parties find a solution to the conflict.
- Describe the process:
 - Each party has its turn to speak
 - The mediator then summarizes what each party has said, highlighting the themes presented by each one, but also highlighting common interests.
 - Both parties should agree on basic topics and work on them, one at a time, with their suggestions for resolution.
- Acquire commitment to group rules (do not interrupt, maintain confidentiality and respect).

Report the facts

Purpose: understanding

- Get the perspective of the conflict in part A:
 - Give him / her enough space and time to talk, use in-depth questions so that "real" problems are mentioned and how the Part A feels about the subject and determines their needs.
 - Summarize the version of part A, using phrases such as: "if I understood correctly, you are not satisfied with part B because he / she does ...", in his summary, identify the hopes and concerns of the part TO.
 - Give the parties an opportunity to correct their summary.
- Obtain the perspective of the conflict of part B:
 - Give him / her sufficient space and time to talk, use in-depth questions so that "real" problems are mentioned and the way in which Part B feels about the subject and determine their needs.
 - Summarize the version of part B, using phrases such as: "if I understood correctly, you are not satisfied with part A because he / she does ...", in his summary, identify the hopes and concerns of the part B.
 - Give the parties an opportunity to correct their summary.
- Pay attention to common issues and points.



Problem resolution

Purpose: to build membership

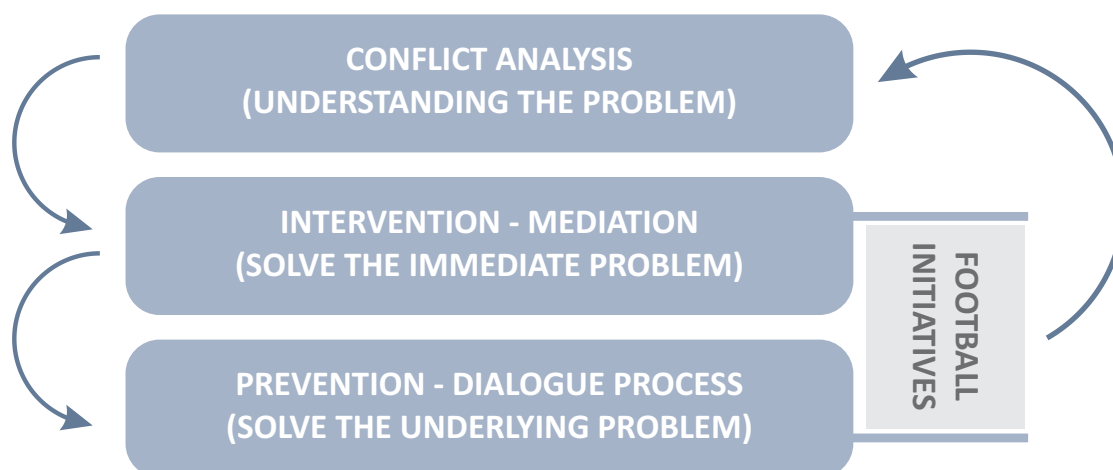
- Formulate in-depth questions in order to clarify problems; Identify common concerns and establish common ground.
- Work on one topic at a time (usually start with the easiest topic to solve to show progress).
- Maintain control by using a list of topics and interview each part in turn.
- Move away from the demands of the parties and focus on the interests and underlying needs of each disputing party.
- Evaluate plan options and execution; Look for opportunities at all times to:
 - Point out common areas and positive intentions.
 - Recognize the pain, anger and frustration.
 - Suggest that the parties speak directly to each other (guiding such direct dialogue).
 - Affirm constructive movements and highlight the progress made.

Agreement

Purpose: the pursuit of sustainability

- Summarize agreement reached
- Ensure that details are addressed: who, what, when, where, how, etc.
- Be realistic, clear and simple.
- Maintain the balance in the responsibilities of the parties.
- Ensure agreement is fair and contributes to the dignity of each party.
- Encourage an agreement on how to handle more problems that may arise.
- Ask the parties to declare their intention to work on the agreement.
- Write the agreement and have the parties sign it (OPTIONAL).

The Cycle of Analysis - Mediation - Dialogue in Conflicts



With the use of the conflict triangle (see Chapter 2) it is possible to gain a better understanding and knowledge about the problem, be it conflict or violence, the parties involved and the context. This helps to design an appropriate approach (mediation) to deal with immediate problems. On the basis of the progress made at this stage, a starting point will be the beginning of a process of sustained dialogue aimed at addressing the underlying problems. This will help prevent the use of violence around the same issue in the future. Football can play an important role in this.

Ensure sustainable solutions in the process of conflict mediation

In the search for sustainable solutions, it is essential to initiate a dialogue process that aims to make the agreement reached through the mediation process sustainable. It also aims to address the underlying issues that led (or may lead to) conflict or violence.

In doing so, try to answer the following questions:

- What are the underlying problems of the conflict?
- What is the best way to make the agreement reached with mediation sustainable?
- Which process should be introduced?
- Who should lead this process?
- Who should be included in the process?
- How can football activities support the process? What football activities would you choose?
- Who should have a role in football activities?
- If you organize a football event: what message should you convey to the players and spectators about the football event?

Once you have found answers to these questions, start applying it step by step.



SYSTEMS TO ORGANIZE A CHAMPIONSHIP OR TOURNAMENTS

When organizing tournaments, it should be recognized that competitiveness and the results for the children and youth are an important aspect but not the crucial issues and the emphasis should always be put on the concepts of play and enjoyment.

For this reason, trainers involved in organizing tournaments should always consider:

- The balance of teams in terms of performance levels;
- The equitable involvement of all participants in terms of playing time;
- The duration of the matches, depending on their number;
- The standard of the opposition from one match to another depending on the previous results;
- The rules of fair play on and off the pitch.

Every tournament must implement a system of elimination in order to gradually select a champion. Various systems allow us to determine contenders, matches, dates, hours, and the development of a tournament or a sport activity.

Factors involved in the selection of a system

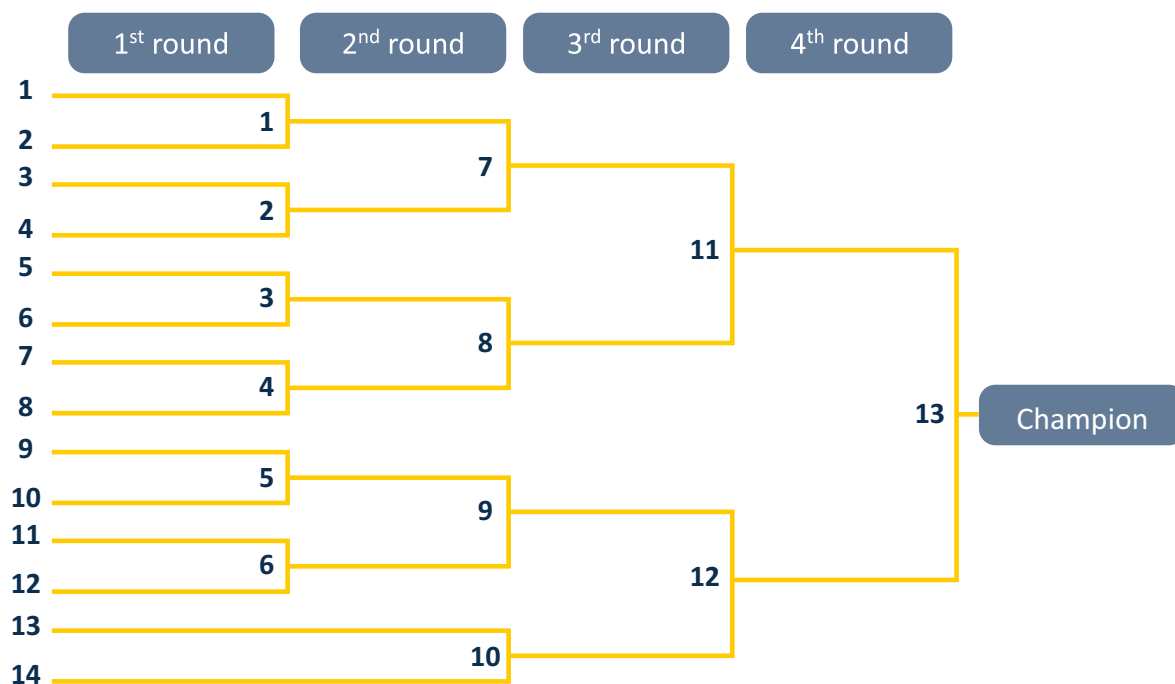
- Total number of participants.
- Determine categories and branches.
- Take into account the time available.
- Facilities available.
- Implementation available.
- Human resources: judges, referees, assistants, etc.
- General and specific regulations.
- Schedules available.
- Budget.

Systems to organize a championship or tournaments

Direct elimination means that the loser of an encounter is immediately eliminated. This system is used in diverse tournaments to determine a champion.

In this type of elimination you must take into account:

- The number of participants.
- The multiples of two are always used to make the table (4, 8, 16, 32, 64).
- When teams are odd, one player must be an exempt.
- If there are more than two, half plus one, they are located in the numbers below and the rest of the exemptions in the numbers above.
- Awarding (hopefully by lot) a number to each participant and then combining all the numbers with each other.

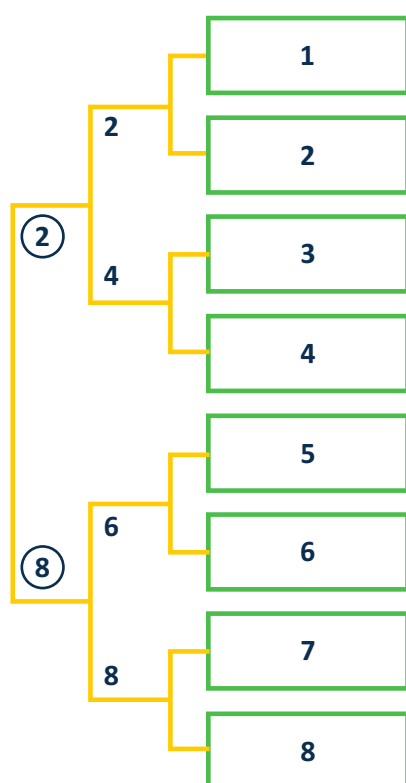
Example with 14 participants:**Double elimination**

This system seeks to give greater opportunity to the participants who, having lost the first game, are not automatically excluded from the contest but have a second option to take the top positions playing on the losing side.

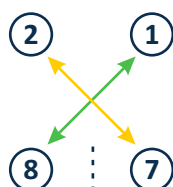
For the location of the participants in the graph, the same principles of simple elimination are preserved.

The graph is derived from simple elimination. Players who lose their first match join the left tier, or “Tier B”. Players who win their match progress in tier two, or “Tier A”.

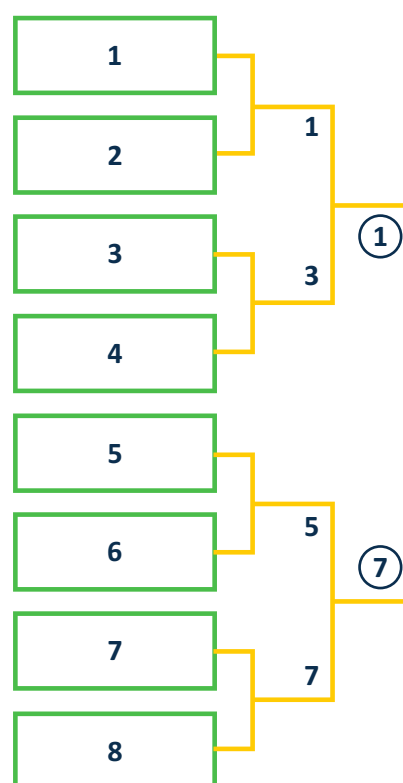
Round of losers



Semifinals

Final
Between
the two
Winners

Round of winners

**System of all against all**

The 'all-versus-all system' or 'league system' is a competition system, in which all tournament participants face each other a predetermined number of times (usually one or two). A tournament of all against all can be called triangular, quadrangular or hexagonal if the number of participants is three, four or six.

During the first rounds, a two-phase system is used. In the group stage, the players are divided into groups of four, and face each other in an all-out system. The best teams in each group move to the second phase, which is usually direct elimination.

The following tiebreaker criteria are used in case two or more teams end up with identical points:

- Higher goal difference.
- Highest number of goals scored.
- Highest number of points obtained in matches played between tied teams.
- Greater difference of goals in matches played between tied teams.
- Highest number of goals scored in matches played between tied teams.
- Organizing committee draw.

An example of a group:

TEAM	POINTS	GAME PLAYED	WON	TIED	LOST	GOALS ACHIEVED	GOALS CONCEDED	GOALS DIFFERENCE
Italy	7	3	2	1	0	7	3	4
Germany	3	3	0	3	0	4	4	0
Spain	2	3	0	2	1	3	4	-1
Brazil	2	3	0	2	1	2	5	-3

So was the group round:

Italy	2:2	Germany
Brazil	1:1	Spain
Germany	1:1	Spain
Italy	3:0	Brazil
Italy	2:1	Spain
Germany	1:1	Brazil

To determine the schedule of the tournament, a simple selection algorithm is performed. Each of the competitors is assigned a number and the numbers are rotated, leaving one fixed. For example, in a tournament with 14 teams:

1st round: (1 against 14, 2 against 13, ...)

1	2	3	4	5	6	7
14	13	12	11	10	9	8

2nd round: (1 against 13, 14 against 12, ...)

1	14	2	3	4	5	6
13	12	11	10	9	8	7

Round 3: (1 against 12, 13 against 11, ...)

1	13	14	2	3	4	5
12	11	10	9	8	7	6

Round 13: (1 to 2, 3 to 14, ...)

1	3	4	5	6	7	8
2	14	13	12	11	10	9

If there is an odd number, a special number can be assigned (to totalize the pairs) to designate the equipment that will be free. For double rounds, simply repeat the previous system, but alternate those that play locals.

Ⅶ	Ⅵ	Ⅴ	Ⅳ	Ⅲ	Ⅱ	Ⅰ
Ⅷ	Ⅸ	Ⅹ	Ⅺ	Ⅻ	Ⅼ	Ⅽ

Elaboration of a fixture

A fixture is a table of matches of teams or players in a tournament per system of "all against everybody".

To manually elaborate a fixture, it is taken into account that the number of rounds is equal to the number of participants minus 1, and the number of rounds per round is equal to half the number of participants. For example, an eight-player tournament requires seven rounds and four rounds per round.

In this tournament example with eight participants, a table of seven rows (rounds) is created by four columns (games). The table is started by writing successively and until the end the numbers of participants to the highest odd; That is to say, that in this example the numbers from 1 to 7 are written:

ROUND	GAME 1	GAME 2	GAME 3	GAME 4
1st	1	2	3	4
2nd	5	6	7	1
3rd	2	3	4	5
4th	6	7	1	2
5th	3	4	5	6
6th	7	1	2	3
7th	4	5	6	7

If the number of participants is even, the last number is alternately written right and left of the number of the first column (if the number of participants is odd, that number is not written and the participant of the first column is free in the round corresponding):

ROUND	GAME 1	GAME 2	GAME 3	GAME 4
1st	1-8	2	3	4
2nd	8-5	6	7	1
3rd	2-8	3	4	5
4th	8-6	7	1	2
5th	3-8	4	5	6
6th	8-7	1	2	3
7th	4-8	5	6	7

Finally, the pairings are completed by rows and columns by writing down the missing numbers starting with the highest odd:

ROUND	GAME 1	GAME 2	GAME 3	GAME 4
1st	1-8	2-7	3-6	4-5
2nd	8-5	6-4	7-3	1-2
3rd	2-8	3-1	4-7	5-6
4th	8-6	7-5	1-4	2-3
5th	3-8	4-2	5-1	6-7
6th	8-7	1-6	2-5	3-4
7th	4-8	5-3	6-2	7-1

Three-stroke system

The methodology of the three times or street football, as it is known, is a pedagogical tool that has been used in recent times to teach football with a social sense, because it facilitates the coexistence and the resolution of conflicts in the sectors and communities more vulnerable, whipped by violence and crime in the world.

The parties are divided in three times, thus: in the first, the teams establish the rules and agreements in a consensual way; In the second the game is played and in the third time, all the players talk about the development of the game and if they respected the rules that had been mutually agreed upon. During the three times, a mediator participates in facilitating dialogue and interaction between teams, but without intervening or regulating the game; nor is there a referee.

In each team is mandatory the presence of two women, the first goal must be scored by one of them.

Thus, in a street football match is not only won by goals, but also obtains the victory by the points that are achieved by respecting the rules that the participants themselves agreed before each encounter, since mediation is the Backbone of this methodology.

Player Rotation Festival

When sports festivals are organized that promote integration, leisure time, recreation, healthy recreation, healthy coexistence, peace and integration, this system is widely used.

Characteristics

- All children, young people wishing to participate are brought together.
- It is necessary to know the time that counts for the festival.
- The number and availability of scenarios.
- The use or not of referees or mediators.
- The presence of at least one organizing committee, composed of a general manager, and a group of collaborators. The total depends on the number of participants. A collaborator is suggested for every 20 participants.
- The number of teams depends on the time available for the festival, the stages and the duration of each match.
- Depending on the number of players, the amount per team is determined.
- As far as possible, distribute them very precisely so that they do not rest for longer, and can be active participants. It is suggested to leave two substitutes per team.
- If you know the population, you can leave a leader in each team, otherwise teams and players will be distributed through a raffle, as public as possible.
- Each team is organized on its own, appoint a captain and team leader.
- Each team places a representative name, mediated by all its members.
- After organizing the game system, the groups and the logistics, the organizing committee has the power to change team members and players in case it deems appropriate, when, according to a sound criterion, there is a very marked difference at the technical level in one of the teams.
- The winning team must be symbolic, all are winners and rewarded for participation.








CHAPTER VI

TRAINING SHEET



STRUCTURE OF A TRAINING SESSION

Training Duration min.

GOALS	Sportive	
	Social	
INITIAL PHASE	Sensitization  min.	
	Warm up  min.	
MAIN PHASE	Main part  min.	
FINAL PHASE	Conclusion  min.	
	Reflection  min.	

PLANNING / MONITORING SHEET

Date: DD / MM / YYYY

Venue:

Organiser:

Number of Players:

INITIAL PHASE

Sensitization

min.

Warm Up

min.

MAIN PHASE

Main Part		<input type="text"/> min.

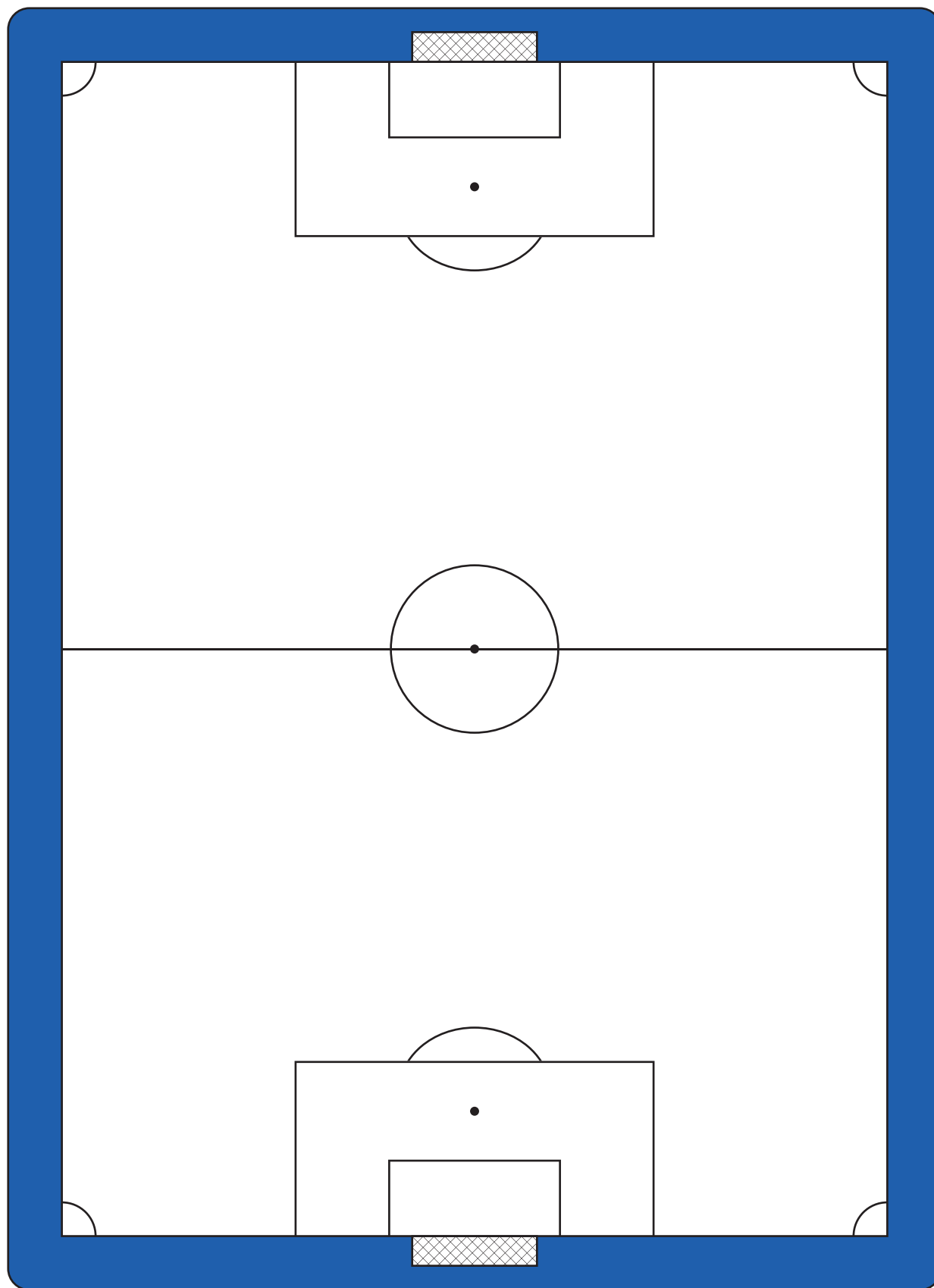
FINAL PHASE

Conclusion		<input type="text"/> min.

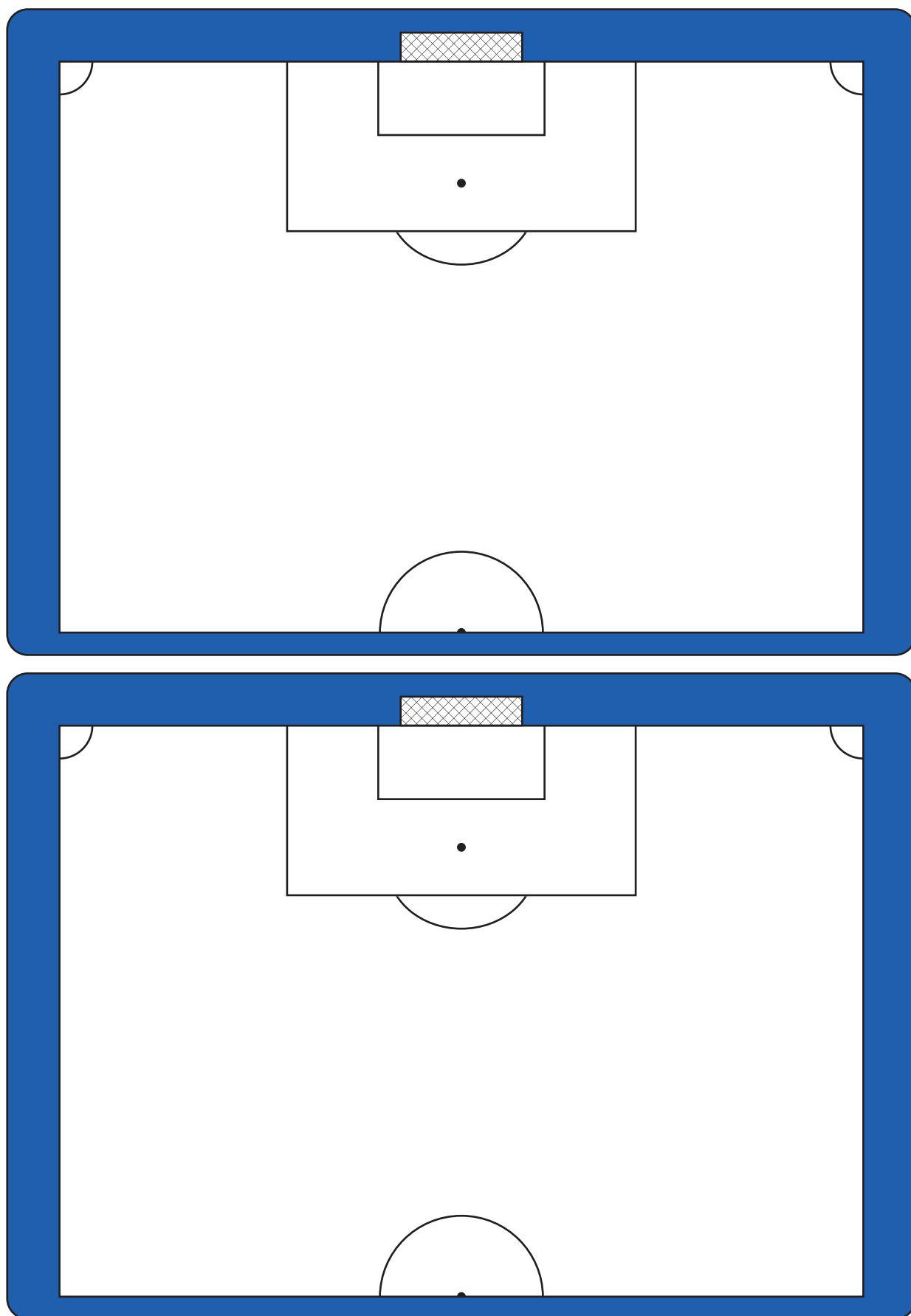
Reflection		<input type="text"/> min.



PITCH - FULL *With lines and goals*



PITCH - HALF x 2 *With lines and goals*



PITCH - HALF x 4 *With lines and goals*

