



**Football for
protection**

Football for Protection Curriculum Guide

With detailed lesson plan samples



Terre des hommes

Helping children worldwide.

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Background

For 15 years, Tdh has worked with Sports to develop the capacities of youth in emergency and development contexts. After a consultation with youth and coaches from 5 different corners of the world, we identified the need to put together a series of lesson plans that can guide coaches with their planning and implementation. Although this document is specific to complement the Football for Protection methodology developed in Thessaloniki, Greece, the content can be customized to fit any given context and achieve various objectives. This guide is rather a sample for you to create your own. By substituting a life skill for another, or extracting games, exercises, and reflections, any coach can benefit from this document for multiple purposes. Finally, it is up to every individual to critically observe the different sections and proposed exercises in order to adjust the content to their participants' need.

Within this document you'll find 24 detailed sessions, divided into 6 phases: trust building, collaboration, communication, emotional management, creative thinking, and responsibility. Within every lesson, we tried to align the exercises in order to achieve 1 or 2 objectives per session; 1 technical/tactical, and 1 life skill. Although you will find multiple objectives for each session, they are all connected, or they break down one skill that demands multiple sub-learnings.

Although minimum training is needed for coaches or youth willing to conduct Sport for Protection activities, anyone can be inspired by this guide in order to include some protection outcomes within their programming and planning.

We wish you the best of luck with your Football for Protection coaching journey!

The Tdh Team



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Introduction

Before going through the content of the curriculum, the following short paragraphs gives details on how to go about the document, and link it to the content to the F4P methodology.

On the top right of every lesson, you will find icons related to the psychosocial well-being pillars, protection, and ENGAGE skills. These icons are re-produced depending on each phase and lesson, their objectives, and learning outcomes; indeed, a quick reading of every phase is possible through simply memorizing these visual references. On a further note, and as you use this document as a reference to plan your own programs, you can simply use the icons in order to avoid constant word repetition.

The icons will also serve you as a link to different sections of the F4P methodology; practically, all the related topics share icons in common. For example, while planning phase 4 on emotional management it is helpful to review the corresponding parts in the F4P methodology. Repeatedly reviewing other references including the F4P methodology helps coaches to acquire background on the different topics presented in the lesson plans and align the content with their context.

To enable your full potential in implementing F4P programs, it is important to understand self-efficacy and agency, self and peer protection, psychosocial resilience, the well-being pillars and the ENGAGE skills (and life skills in general) through the F4P methodology and other given references. It will enable you, as a coach, to design and adapt short and long-term lesson plans and learning outcomes based on an experiential learning model. These above-mentioned concepts are essential, as they constitute the content of your reflections and feedback during the sessions.

Although we propose specific phases for the implementation of the curricula, based on the ENGAGE skills, every coach can amend the content to suit their context. For example, integration and employability skills can be emphasized in Migration Programs, while emotional management and responsibility can be highlighted in humanitarian settings.

Every session has an overview, this framework gives further details to what has been advised in the F4P methodology. Revise these overviews and contextualize them to your needs.

Other sections include the date, information about the participants; this data will help you during the evaluation and reporting of the project - donors often request the number of participants per session among other data. More guidance on and tools for Monitoring and evaluating your sessions is available in the F4P methodology. In the equipment section, we have included 3 basic requirements for every session; in some contexts you might want or need to find alternatives to this equipment. Upon the unavailability of resources, be creative, what can be the alternatives? Include as much details on materials needed as possible, and when it's unavailable, find solutions to provide it by Doing It Yourself (DIY) with the support of the participants and other colleagues.

Within the exercises, detailed instructions are provided; nevertheless, don't let this stop you from thinking creatively. We do specify sentences to say, or debriefs to finish your sessions with, yet these only serve as a guidance; it is up to every coach to practice their communication style and culturally-appropriate terms for every situation.

Graphic Chart

Phases



Phase 1
Trust building



Phase 2
Collaboration



Phase 3
Communication



Phase 5
Creative thinking



Phase 6
Taking responsibility



Phase 4
Emotional management

Well-being pillars



Feeling safe



Feeling connected



Feeling respected



Feeling hopeful



Feeling worthy



Self protection



Peer protection

Pictogrammes



Gameplay



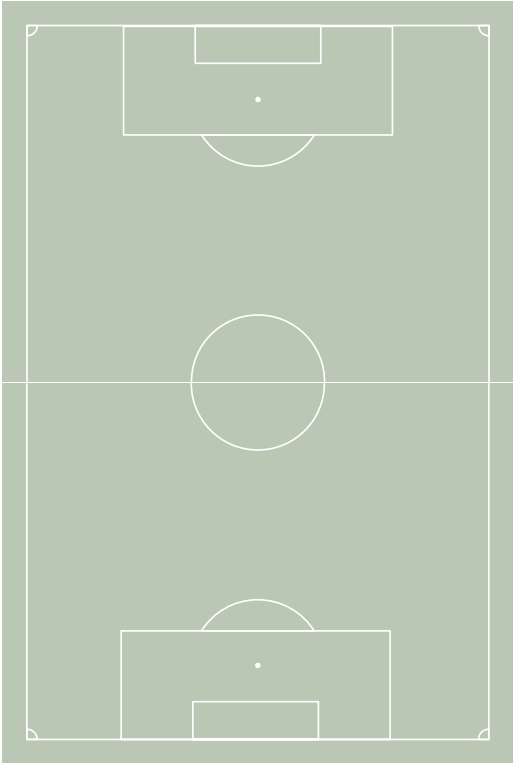
Reflection and wrap-up



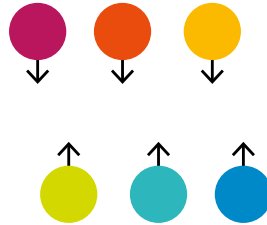
Alterations

Schemes

Football field



Players



Football



Cones



Pass



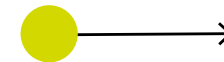
Dribble



Run with the ball



Run without the ball





Trust building

Essential to feel connected and safe



Session 1.1 - Ice Breaker

Proposed Content

1. Introduction and Ice-breaker game;
2. Reflection on rules and regulations;
3. Chain TAG (repeated and altered);
4. Trust-enabling football drill;
5. Breathing exercise.

1.1. Ice Breaker / 80-90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

This is the first session, where most of your players meet for the first time. Besides creating a safe, fun, environment, it is the coach's responsibility to create interest and leverage commitment among the participants. One of the first factors that affect participant enthusiasm is the coach's character and the quality of experiences shared with everyone; did everyone come out with key learning from the session? Did the coach show equal interest in everyone? Was it interesting?

PS: *The first step of building trust is keeping one's word/being credible; as a coach, you have the power to initiate the process, through clarifying expectations, giving promises and keeping your word. E.g. after the first session is done, inform the participants that during the next session you will have a visitor and that everyone will get their football uniforms on that day. If your visitor comes, and the participants get uniforms, you gain credibility and move one step closer to establishing trust.*

Warm-up (30 min)

Introduction

Explain why you are gathered and set expectations: the process of respect, trust, equality/equity and fair play. What will you achieve together? What should the participants do to achieve the expectations?

Equipment

- Cotton t-shirt or football (to spare)
- Marker pens: a wide set of colors
- Notebooks and pens
- Cones - 3 sizes and colors
- Footballs
- Football shirts * 2 colors
-
-
-

Sample opening speech: “We are here to learn skills, not only football skills, but also skills for life; we will learn how to understand others, how to be the best person each of us can be, and how to access our rights while performing our duties. My name is... and I will be your coach for the next few months, if you decide to be engaged and committed to this program. You will turn from a group of individuals into a team, if you decide to commit to our training times and learning process. As I said, we will not just improve our football skills, but learn tricks to develop ourselves, claim a decent life, and help others!” - “Who between you feels like they want to develop their skills and life? Who has goals that they want to achieve? I do; raise your hand if you do as well! I look forward to witnessing how you will apply what we learn here in your daily life.”

Ice breaker

Objectives:

- To get the participants acquainted;
- To create a comic environment.

Aim:

To pass the ball and memorize all the names of the group.

Equipment:

- Football

Instructions: The coach gathers the participants in a circle and introduces himself (and assistants/volunteer if any), and the program. Standing in the circle, the coach explains that the one who receives the pass will say the name of the coach and present themselves, then passes the ball to another participant who says the previous names and presents him/herself, then passes the ball, and the chain goes on; all the group’s names should be repeated at the end by the last player.

The coach then asks, “what are the benefits of standing in a circle?” then introduces the symbolism of this circle after getting answers from the participants; a safe circle where we can share information, creative ideas, hopes, fears, anxieties... Furthermore, the circle allows everyone to be exactly on the same distance from everyone, and see the others equally. All these factors and more enable open active sharing. “Today I would like us to exchange a bit about trust, does anyone have any experience positive or negative to share about this topic, about trust?”

Seated together in the circle of trust, distribute the notebooks to the participants and ask them to bring them along to practice. For those who cannot write, it is important for the coach to encourage them to draw their ideas even if it is only scraps; this will allow them to speak their thoughts through explaining the drawings. E.g. a participant can draw their 4 ideas for rules, situations they’ve been exposed to...

Rules and regulations

Brainstorm with the team on the rules and regulations through writing down 4 ideas for rules and regulations that guarantee cohesion and mutual benefit. Document the players’ ideas on potential rules (time keeping, respect...) and keep the document till the next session where more brainstorming will happen; the final set of rules will be written on a “jersey”, which will then become the team uniform (where there is the possibility). Writing on the jersey can start the first session, where the group can set an aim of coming up with two/three rules and then continue in the following session. Also, the rules can be written on a football or any other object of significance to the group.

Notes:

Some example themes for rules and regulations:

1. Relationships and dynamics,
2. Use of equipment,
3. Attendance and commitment,
4. Attending external events,
5. Safety and security (in and outside the field)...

The participants and coach may brainstorm on a different method/structure to introduce the rules.

Stretching in pairs

Instructions: The coach asks the participants to pair up; each pair gets a ball and after a short 3 min run with balls, participants stand facing each other:

1. Standing at 70 cm distance, hold each others' shoulders and start to slightly and slowly move backwards and thus stretching the shoulders and the lower back. Go down slowly with the lower back while keeping the back straight. Participants should pay extra attention to how their partner is feeling in order not to provoke injury. Highlight how working with others demands extra care.
2. Still facing each other, participants sit with a front split, one of them has the feet inside supporting the other's ankles. Holding hands, while extending the arms, one of the participants starts pulling backwards, thus stretching forward the other's lower back, attention should be put into how much force to exert.

Notes:

Exercise 1: Tag - develop into chain tag (20 min)

Objectives:

- To establish contact between the participants;
- To initiate trust and collaboration.

Instructions

In this version of the game, we add different rules to make it objective-oriented towards collaboration, and self and collective efficacy. The final aim of the game is to tag all the players and have them part of your chain. Keep the connection strong to keep the chain together! When the chain breaks, restart. Create a 25x25 steps box (adapt to amount of players) and choose one player to be the "tagger", tagged players will join him/her to form a chain (link arms - safety first); the chain should hold together in order to continue tagging, if it does not hold; players are free. The coach agrees with the participants on a sign to start and stop the drill; clap or whistle...

Aim:

TAG the famous game, tag others to get them on your chain; in this version of the game, we add different rules to make it objective-oriented towards collaboration, and self and collective efficacy. The final aim of the game is to tag all the players and have them part of your chain. Keep the connection strong to keep the chain together! When the chain breaks, restart.

Equipment:

- Cones (field markers)
- Footballs

Gameplay: As the participants try to escape the tagger they are reminded to use the whole space, avoid bumping with others, and mind their safety first. The coach should notice that the movement of the players is still uncoordinated and as the chain grows, the participants should be reminded of the rules and encouraged to stick together/run away from the chain.

Reflection: How did it feel to be captured? What did the chain represent to you power or being imprisoned? What are the most effective ways to avoid being captured? And to capture?

Gameplay: Add football control, or any other factor or rule.

Reflection and wrap-up: How did it feel when we added the ball? What did you think? Did your strategy change? Address how the participants' teamwork and reactions changed after reflecting on their actions. Wrap-up with asking "What does it take to maintain the chain?" "How can we relate this game to life? How can you protect and be protected at the same time?"

Alterations: If too easy, add the factor of controlling a football.

Exercise 2: Defending outnumbered (20 min)

Objectives:

- To reinforce trust;
- To reinforce emotional control.

Aim:

- To defend while being outnumbered by attackers in front of the goal;
- To steal possession and release the ball.

Equipment:

- Footballs
- Cones (field markers)
- Football jerseys (2 colors)

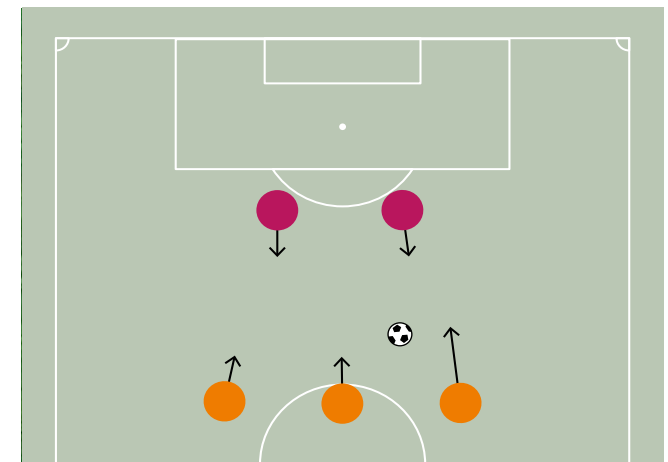
Instructions

Use the external lines of the goalkeeper area to create a small football pitch in front of the goalkeeper. Divide players into 3-5 attackers and 2-3 defenders and assign them a zone to play inside the penalty area. Defenders will be hit by waves of attackers during an amount of time. Switch defenders/attackers so that all take a turn at defending under pressure; Defenders make it clear that defenders "are safe" if the ball exits the perimeter.

Gameplay: Defenders will work together to get the ball under their possession. After the ball is won or lost by defenders, the next team of attackers go in immediately and keep the pressure to regain possession. Remember to switch defending and attacking roles.

Reflection and feedback: How did it feel when the attackers were approaching? Did you think you can successfully defend the goal? Did you have a plan to cover the space? Initiate reflection on trust; my team-mates have my back, they will make sure to cover me and the goal. At the end of the reflection, add a rule: defenders cannot release before making 3 passes.

Notes:





Gameplay: Constant pressure continues on the defenders in order to be exposed to tiredness and some frustration. Switch defenders and attackers, and if the defenders find it too hard to make the 3 passes decrease to 2 or 1.



Reflection and wrap-up: The football field is life, and defending outnumbered is only one of many situations that life can put us through. “Who can tell us about a situation where you had to defend yourself outnumbered?”



Alterations: You can create a goal with cones for defenders to score instead of throwing back randomly the ball, you can limit the attackers’ touches to 3 or 4, before attempting to score, this will accelerate the rhythm of the game and put less pressure on the defensive line.

Notes:

Cool-down (10 min)

Breathing together

Objectives:

- To establish collective rhythm;
- To release negative thoughts and feelings.

Aim:

Participants breathe in the same rhythm.

Instructions

Standing in a circle, participants place their left arm on their stomach; unlike regular breathing when we usually feel our chest is inflating, we should feel our stomach inflating and deflating as we breathe. Together everyone takes a long breath, keep it, and follow it with long exhale until the last breath. If the participants experience difficulty breathing keeping the same rhythm, make breaths shorter and then gradually increase the time. You can also have participants place their right arm on the next person for them to feel their breathing pattern.

Reflection and Wrap-up

Today we got to know each other a little bit, and next time we’ll know a little bit more about each other, and about football. “Who can share what they learned today from this session?”

Has everyone enjoyed this session? Is there anything you would change?

The coach then presents the content of the next session; Coming up with the team rules, games, and physical assessment. Within your training, always remember to leave the participants with a message or a piece of exercise for them to apply during their daily routines. In this occasion about trust the coach can wrap-up with: “Whenever you have some time to think, try to observe yourselves, what would you like to achieve with this program, what would you like to improve in terms of skills and knowledge? I’m talking about everything, not just football.”



Session 1.2 - Baseline assessment

Proposed objectives

To conduct a baseline evaluation

Engage skills and well-being

- To learn about the group formation process and reinforce trust;
- To improve self-knowledge through performing a physical assessment.

Physical/technical skills

- To learn about and conduct evaluation and feedback.

Proposed Content

1. Introduction/Rules and regulations;
2. Game: Arm-wrestling;
3. Physical Assessment;
4. Breathing and stretching.

1.2. Baseline assessment / 90-105 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

This session aims at performing a baseline assessment and solidifying the group bond. This session should reinforce further commitment and engagement. An assessment process informs participants that there is structure; and youths love structure, as long as it's intriguing and exciting for them. They should be able to actively participate in the process, as evaluators themselves.

In addition, the reflections on rules and regulations should be well documented as they will result in a charter that everyone will agree on by the 4th session of trust-building phase. Trust-building happens through knowing the others, information about their backgrounds, their experiences, their family, help in breaking stereotypes and prejudice. For the purpose, it is important to explicitly point out how important trust is for the group formation, and the achievement of the program objectives, but also life objectives. Some of the reflections on trust can include: trusting oneself, fear of others, prejudice... It is always constructive to ask participants to share negative and positive experiences around trusting oneself and others in order to explore what went wrong and what works for building solid relationships.

Warm-up (20 min)

Introduction

Gathered in the trust circle, the coach asks one of the participants to remind everybody of the learnings of last session; then the coach explains that this session aims to evaluate the physical, technical and psychosocial capacities of the participants

Equipement

- Chronometers/cell phones
- Clipboards
- Printed evaluation grids
- Cones (field-markers)
-
-
-
-
-



in order to measure the change and achievement by the end of the program.

The coach should emphasize the importance of peers' and coaches' feedback in order to improve one's performance now and for the long-term personal development. Feedback helps us to set and achieve realistic personal and collective objectives.

Follow-up on the task you gave the participants during the last session, "What do you want to achieve out of this program? What skills would you like to acquire for your life?"

Reflection on rules and regulations

(try to steer towards rules and regulations that work for evaluation as well to tackle today's theme)

Warm-up

General body warm-up: running and functional movement - shoulders, hips and lower back.

Exercise 1: Arm-wrestling (15 min)

Objectives:

To introduce the concept of prejudice, conflict, teamwork, and win-win situations.

Aim:

To win as many times as possible.

Notes:

Instructions

Ask the participants to select a partner each and play arm-wrestling: "the aim is to win as many times as possible during 1 minute, the ones who have the most wins are the winners".



Gameplay: As the participants compete to win, the process usually takes time to beat one another; some participants might figure out the key and start letting each other repeatedly win to reach a tie at the end and both win. "The next task we have in hand has to ensure that everybody wins, it's an evaluation of our physical capacities. This is not a competition, it's a way for us to find out how well we did in our training. We will do this today, and two more times in the middle and end of the program.



Reflection: Once the minute is over, the participants are asked to stop and gather in a circle; the coach initiates by asking the participants about the number of wins that each had. Then asks: "How could we have done this differently?" - The direction of the conversation should go towards collaboration instead of competition. The coach can then continue: "does this happen in life? Do we make others lose for others to win? Do we have to?"

After the reflection, the coach asks everyone to repeat the game with the new strategy for 30 secs.



Reflection and wrap-up: Reflect on the change in the situation and how the whole process and aim of the game changed for everyone. "What does it take to have win-win results?" - wrap-up with thoughts on prejudice and the harm it can cause in a group and how engaging in alternative thinking can change the situation.



Exercise 2: Evaluation Circuit (45-50 min)

Objectives:

To assess the participants' physical fitness.

Instructions

After doing a brief "no-contact run" the coach asks the participants to get into pairs. They are asked to conduct a series of assessment drills that measure different physical fitness components. Each pair will take a designated space from the field and conduct the drills by turn; throughout the process, the coach observes by passing through the participants and asking questions and gives instructions on performance, challenges, and documentation.

1. **Speed and explosive speed:** 15 meters run from point A to point B with timing; measure time.
2. **Endurance:** 12 min running test, both participants and supervisor; count the number of laps.
3. **Agility:** Moving back and forth between point A and point B (4 meters apart) for 30 seconds.
4. **Strength:** Sargent jump (or static forward jump), push-ups, sit-ups, pull-ups... (depending on equipment availability).
5. **Balance:** Balancing on the toes of one foot, measure time.
6. **Flexibility:** V-split (standing and seated) test (measure distance between ankles) and/or learn forward with locked knees from the high spot to measure (reach up to fingertips) flex-down on waist/hip level...

Aim:

To perform 6 physical fitness tests.

Equipment:

- Clipboards
- Printed evaluation grids as per the number of participants
- Chronometers (or smartphones)
- Pens
- Cones (field markers)
- Chalk
- Chair (high spot to stand)

Notes:

Cool-down (15 min)

Exercise: Stretching in pairs with emphasis on breathing together.

Objectives:

- To initiate physical contact between the participants;
- To practice collective rhythm; to practice peer protection;
- To cool-down muscles and cardio-vascular system.



Instructions: In pairs, participants perform the following routines:

1. Maximum v-split facing each other, ankles touching, and holding fore-arms (or hands), one of the participants goes back, while the other stretches forward; remind participants to care for the others' limitations. Hold the final position for 30 seconds then slowly return to the initial position, repeat 3 times.
2. Standing with a 50 cm leg split, facing each other at 50-60 cm distance, participants put their hands on the other's shoulders and start moving back, thus stretching the shoulders and lower back. They should stop at their limits; remind participants to care for others' limitations. Hold position for 30 seconds statically with knees blocked, then rest, repeat 3 times for each; **NB:** *participants might swing while stretching, advise them not to;*
3. Standing back to back at 50 cms, participants turn with their waist in opposite directions and hold hands, hold position for 20 seconds then rest, repeat 3 times.

Throughout the 3 exercises, remind participants to breathe together, slowly, using the whole oxygen that they're inhaling. Getting oxygen into our muscles keeps us going; breathing together allows us to acquire rhythm and mental coordination.

Reflection and wrap-up

Reflect on the assessment process, the difficulties that the participants faced, conflicts, different anecdotal situations they would like to tell by asking questions inspired by your observations during the session. The coach here highlights the importance of trusting our colleagues to assist in our evaluations, and counting on them to objectively and transparently, record their performance. The terms may be unclear to the participants; ask if they understand them. "We took care of each other while performing this cool down; looking at the exercises we did, can anyone tell us how all these can be applied in life?" - wrap-up with thoughts on reflection, self-evaluation and development, feedback from others, and engaging in trust relationships in order to initiate sharing. Advise the participants to think about what it means to take care of others, and how this applies to their lives.

Notes:



Session 1.3 - Reinforcing trust

Proposed objectives

Engage skills and well-being

- Reinforcing credibility through "returning the pass";
- To learn about the principles of trust building and its importance for self and peer protection.

Physical/technical skills

- To reinforce cardio-vascular capacity;
- To tone football-specific muscle groups (legs, core).

Proposed Content

1. Introduction/Rules and regulations;
2. Human pyramid exercises;
3. Trust-enabling football drills;
4. Cool down and debrief.

1.3. Reinforcing trust / 75-85 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

This session aims at getting the participants more and more engaged in the F4P program. Knowing that they can acquire knowledge, skills, and benefits that fit their needs will reinforce their motivation to attend and engage. What are these benefits? What do the participants need: friends, security, services, jobs, education, protection? The coach's knowledge of each of the participants can help them identify these needs and together take steps to fill the latter. The relationship might be superficial at this stage; as a coach, use your emotional intelligence and empathy to create rapport among participants, through showing common interests. Remember, you are not promising the participants to solve their problems; as a group, through skill learning and shared experiences, they will achieve self and collective agency, explore solutions, and bring change to their lives. Introducing the concept of "returning the pass" as an emotional transaction is valuable to the whole program, as it fosters trust and collective effort. The concept is based on gaining emotional points with your team-mate when you return a pass to them, or someone else who was less included, which would finally result in healthy relationships. This concept can be repeatedly reminded to the participants not only to use on the football field, but in life. Returning a favor, doing good to someone else, including others, expressing trust, and many other deeds apply to this concept, "returning the pass"!

Warm-up (15-20 min)

Introduction

Recalling last session - everyone wins and the evaluation process. "We aim to reinforce trust during this session, we will take-on group challenges, aside from the football drills!" - "Did you think a bit about what it means to you to take care of others?"

Equipment

- Cones (field markers)
- Jerseys
- Footballs
- Marker pens
-
-
-
-
-



Reflecting on rules and regulations

Remind of previous agreed rules and open the space for new reflections.

Brief run followed by Human Pyramids

Simple pair hand-to-hand forms, and 3-people 2-layer pyramids. Many references on simple pyramid shapes can be found online. In the reflections on the pyramids, you can refer to trusting and caring for each other; the base should be solid, and the level needs to be agile and take care of the base for their construct to resist - a morale for all the teamwork that we do.

Exercise 1: Maintain your shape (20 min)

Notes:

Objectives:

- To reinforce trust and collective efficacy;
- To develop creative thinking as a group.

Aim:


To do a team race against time while maintaining different shapes as a group.


Equipment:


- Cones
- Footballs (or any other objects)


Instructions

Place two cones facing each other with 20 to 25 steps between both ends and give each team a ball - Each team has to “carry” the ball (or any other object) from start to finish whilst all players are in contact with it. The players collaborate in order to achieve the goal under the time limit whilst carrying the ball.

 **Gameplay:** Give time for players to form their shape, make the run, repeat the process forming different shapes.

 **Reflection/feedback:** Reflect on the formation they chose to hold the ball. Any other shape that can make the team arrive faster? Suggest shapes. “What does it take for all of us to hold the ball and reach the objective?” - After taking some answers, you can add: “among other things, we need to be close to each other, to be in touch; the closer we are, the better we can hold on.”

 **Gameplay:** Using feedback and reflection, identify new shapes and compare completion times.

 **Reflection/Wrap-up:** “Who can share with us what we can learn from this game?” - “How can we apply this in life?” - After taking a few answers, the coach can wrap-up with: “Just like in the game, we should include everyone in life, we should trust them to be close enough and count them to achieve our common goals.”



Exercise 2: Pass through the gates (20 min)

Objectives:

- To initiate collective rhythm between partners;
- To initiate non-verbal communication;
- To develop passing and moving skills.

Aim:

Driving the ball around the football pitch and passing between two players.

Instructions

Mark football pitch with several pairs of cones working as small "goals" or "gates" in a limited area of the football pitch. The area must depend on the number of players that you have so that there is movement in the football pitch. After this exercise, the concept of "returning the pass" should be clear to all the participants.

Gameplay: Initially, a player is static behind each gate. The other players are coming in front of the gate to receive the pass and move to another gate. Change players pass behind the gate so that no pair of players are created. Every player just circulate freely and pass to others.

Reflection/Feedback: Working together and accepting each other, trusting your teammate, running with the same rhythm, all are important for a good performance. Be credible with your team mate, return the pass.

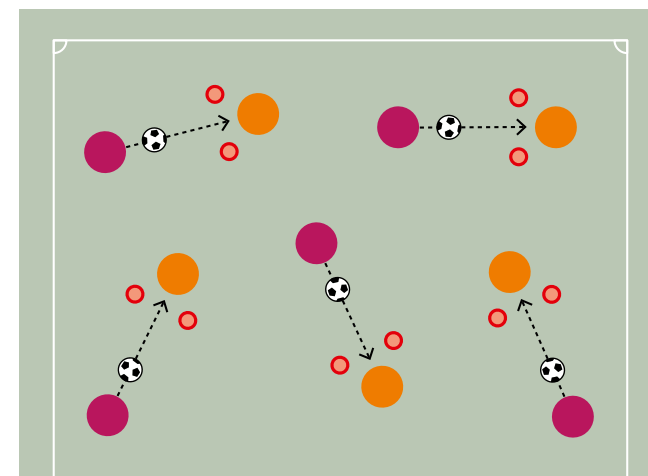
Gameplay: Players dribble the ball around the football pitch passing it to their pair through the gate, with constant movement from all players, they should have space awareness; no queuing at "gate".

Alteration: Separate in teams (even numbers); work in teams to make more passes through the gate than the other team in 5 min. Players can pass to anyone in their team (through the gates).

Reflection/Wrap-up: "How can we compare this to a life situation?", we should trust our team-mate to play as a team, proper decision making comes with trust also. "Work together and accept each other"! "The gate is the safe space where we can share information (the ball) - What are the results of not having a safe space to share?"

Alterations: Separate in teams (uneven numbers) - team with fewer players tries to take control of the ball in order to score points. Rotate the defending players.

Notes:





Cool-down (15 min)

Planks

Jogging and light stretching of the lower body

Wrap-up

“Trust yourselves and people, but be aware of your surroundings; how do you decide whether to establish trust, or not, with someone? Let’s talk about it next time. Until then, practice credibility everyday with yourselves and others.” By the end of the session, announce the next session’s content.

Notes:



Session 1.4 - Establishing common vision

Proposed objectives

Engage skills and well-being

- To finalize and sign the team contract (vision/code of conduct/rules and regulations) - whatever the team has conceived together - on jersey or football;
- To demonstrate knowledge of trust-building principles, stereotypes, and credibility;
- To demonstrate acceptance of and bonding with others.

Physical/technical skills

- To improve agility and speed;
- To demonstrate good passing and positioning skills.

Proposed Content

1. Preparatory game;
2. Trust-enabling football drills;
3. Football match - with altered rules revolving around trust;
4. Cool-down and signing rules.

1.4. Establishing common vision / 75-90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

This is the last session of focus on trust, but not the end of the trust-building process. This session should aim at finalizing the first step of the group formation process “forming”; depending on the group situation, you can move on to the “storming” stage, or not. At this point, you have already experienced positive and negative situations with the participants and aim to reinforce further the trust factor through establishing the group’s common vision. By the end of the session, the team would sign the rules and regulations together, these can be in the form of a paper document, a football, a jersey or any other object that can be representative and constantly available at the practice sessions.

Warm-up (15 min)

Introduction (5 min)

After establishing the trust circle, the coach initiates the conversation with: “do you trust each other? What does it take to really trust someone?” - “Trust is an agreement of preserving each others’ interests within our interactions and most importantly, in times of need.”

Equipment

- Chosen object to sign the rules
- Marker pens
- Footballs
- Jerseys
- Cones (Field-markers)
-
-
-
-



Exercise: No contact runs (10 min)

Objectives:

To reinforce presence, eye contact, and creative movement.

Aim:

Player runs in an area whilst keeping his head up in order to be aware of the space surrounding him/her. Each player should avoid contact with other players at all costs.

Equipment:

- Cones
- Footballs (optional)

Notes:

Instructions

Define an area in which the players will run with space. Divide the area into 4 smaller squares in order to develop the exercise. Explain to players that after the first whistle is blown, the area is divided by two. After another whistle, the area will be again divided into two.



Gameplay: Players have to run in the area without touching each other inside the space of the exercise; players should keep their heads up to avoid collisions and injuries.



Reflection: "What does it take to successfully complete this exercise?" - Keeping our heads up, observing others, coordinating with others to make it work.



Gameplay: Players have to run with the ball inside the area without touching each other inside the space of the exercise; Players should keep their heads up to avoid collisions and injuries.



Alterations: Keep cutting the box as long as players are still able to move around without touching one another.

Exercise 1: Passing and moving score (20 min)

Objectives:

- To introduce the concept of collaboration through a simple drill;
- To understand the principle of common visions (and interests).

Aim:

Pass the ball to a teammate in order to receive it back and score a goal.

Equipment:

- Footballs
- Cones
- Goal

Instructions

Put a cone in front of the edge of the goalkeeping area for the passer, choose the type of run: straight or diagonal and place cones accordingly, each player should follow their ball after shooting.



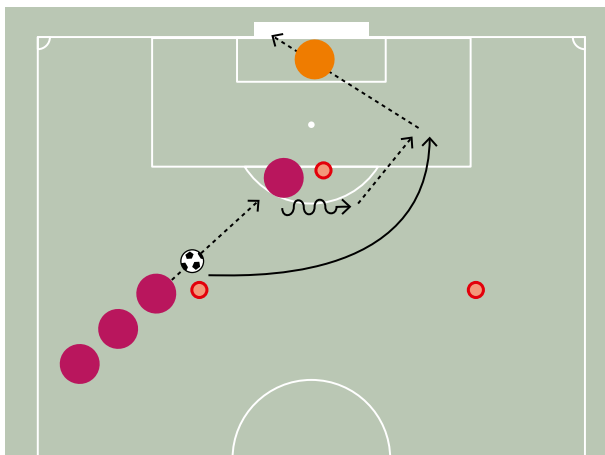
Gameplay: Player passes the ball to another player, receives it back and tries to score, then shooter becomes passer and passer gets the ball back.

Reflection/feedback: What do we have to have in mind when passing? what do we have to have in mind when shooting? What is the aim of the passer? How does this strategy help in matches? And in life?

Gameplay: Introduce the use of both feet for both passing and shooting.

Reflection/Wrap-up: "What is the difficulty for both players in using both feet? How do I know my teammates' "favourite" feet to shoot or pass?" - After taking some answers continue with "How can we relate this situation to our lives?"; "This is a strategy performed by two players, with equally important roles, to get more open and accurate shots; it doesn't matter who shoots and who passes, but the good execution of the pass, and of the shot. Can we agree to set a common vision and work on it all together?"

Alterations: Introduce a defender to introduce fast decision making from the striker.



Notes:

Exercise 2: Football Game (25 min)

Objectives:

- To include all participants in the gameplay;
- To reinforce trust and sharing.

Aim:

While participants play a game, the coach observes how the players are relating to each other on the football pitch.

Equipment:

- Jerseys
- Footballs
- Goals

Instructions

Ask the players to divide themselves into 2 teams, and choose the rule alteration: referee or no, no offside. Document how much time they took, their behavior, who leads, who delays, who distracts, who doesn't participate? These are reflection points for later.

Gameplay: Players play with the rules they have elected for the first half (10/15 min); if the coach observes that the game is too hard or the new rule has no effect, or the game is boring... they may stop the game and start the reflection.



? **Reflection and feedback:** “Did it work well? What would you change?” - “When we set the rules for this game, we set a common vision of how we would like this game to happen, we shall do the same with our football training for us to achieve together.”

⚽ **Gameplay:** Use the alteration that the participants propose.

? **Reflection/Wrap-up:** Did we play well together? Discuss with players the role of having a collective vision of the field and how that applies in life.

♻️ **Alterations:** All alterations here should be made by the players and coach upon discussion

Cool-down (15 min)

Debrief

We set a common vision today, how will that affect our behavior as a team and individuals, during and outside of football practice? “we have reflected a lot on trust, and I hope we all understand this principle in order to build solid relationships among this group and outside of it.”

Announce the next session

Announce the next session as the beginning of the new phase, collaboration;

Write the guiding rules

Write the guiding rules of the team on the football or any chosen object; make sure everybody participates and signs. The coach may use this kind of statement: “We have all set rules and regulations, it’s time to confirm our commitment to the team through signing our chart.” everyone signs with a marker using a colour of choice. “Before the next session, think about what this team can achieve together, let’s set some objectives!”

Notes:



Collaboration

Essential to feel connected and worthy, and reinforce self and collective efficacy





Session 2.1 - Setting common vision

Proposed objectives

Engage skills and well-being

- To experience teamwork through playing simulation games;
- To demonstrate connectedness through active participation in group activities;
- To acquire knowledge on the importance of setting realistic personal and collective goals;
- To learn about common vision setting while working with colleagues;
- To maintain respect while exchanging with colleagues during drills and discussions.

Physical and technical

- To experience playing in different positions;
- To demonstrate the ability to pass, receive, and position oneself effectively;
- To reinforce strength and muscle resistance.

Proposed Content

1. Preparatory game: Setting up the practice field against the clock (repeated over the 4 sessions); make sure to prepare a drawing of the field set up beforehand;
2. Maestro drill: Triangle;
3. Maestro Drill: Possession.

2.1. Setting common vision / 80-90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Equipment

- Footballs
- Cones
- Jerseys
-
-
-
-
-
-

Session overview

At this stage, participants have already acquired basic football skills and have experienced working together throughout the trust-building phase. It is important for the coach to highlight this achievement as a team. This phase aims at developing the participants' collaboration skills on and off the field. In order to achieve a high level of coordination multiple life skills have to be put into play: communication, emotional intelligence, responsibility, and critical thinking. This applies to collaboration as a whole; to coordinate and cooperate in order to collaborate effectively. Coordinating one's body demands to work with different parts in order to achieve a specific movement. Coordination in a group involves transmitting information clearly and correctly among two or more players in order to execute a plan and achieve a common objective.

Extensive gameplay will enable strategic team performance in football, and the organization of the Football for All event will enable them as a mastermind group. In this session, the coach and participants will set a vision together, what is the final aim of their event? What messages do they want to spread? What social need/barrier do they want to address? Indeed, the Football for All event is the space for awareness-raising through play. During the introduction and conclusion parts of the



session, the participants will take the time to reflect on a theme and title for the event. They will be able to assume basic roles in assisting the organizers.

Warm-up (15 min)

Introduction

Standing in the trust circle, ask: "What does it take to work as a team?" - after exchange, wrap-up: "it takes a common goal that everybody desires."

Setting up the practice field

Instruct the participants to examine the field setup plan, and together set up the field through dividing the tasks among the group; make sure everyone participates. (Make sure to have prepared a drawing of the setup)

Exercise 1: 1 touch pass triangle (20 min)

Objectives:

- To develop passing and movement within a collaborative football triangle;
- To introduce the concept of cooperation.

Aim:

Show support for player in possession of the ball by keeping a triangle shape.

Equipment:

- Cones
- Footballs

Instructions

Set 4 cones at equal distance (10*10, in a square perimeter) and allocate 3 players in a triangle with one ball; players should pass between each other with both feet inside of the square while moving and keeping the shape of the triangle.



Gameplay: Players should use both feet and as little touches as possible (1 or 2); the coach should emphasise the importance of receiving the ball across the body to open up options. Emphasize the importance of interacting at different distances.



Reflection/feedback: "Passing in triangles is the most efficient way of playing football as a team. What are we doing in order to effectively perform this exercise?" - "What are the three aims that the players have to keep in mind?"

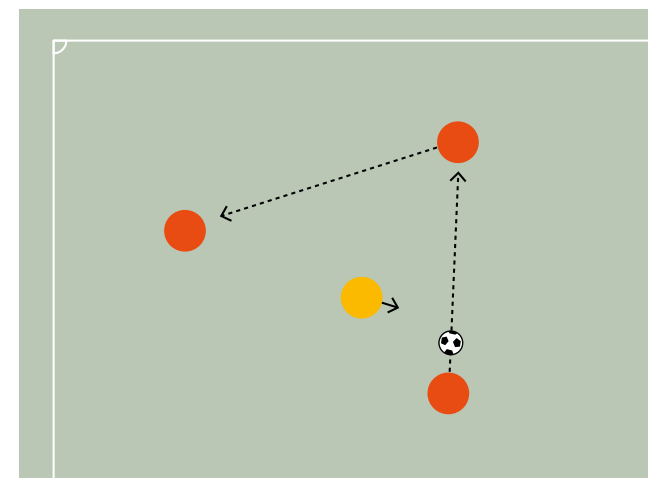


Gameplay: After reflection and feedback, introduce a defender plus resting defender (3 players versus 1) every 60 seconds change defender to keep the intensity of exercise.



Reflection/Wrap-up: "Collaboration is a journey, and results of many efforts, it's not in a snap of a finger that we learn collaboration. Who here has been part of a team before?" - "What is the priority of every team?"

Notes:





Exercise 2: Possession game with external support (20 min)

Objectives:

To reinforce collaboration through using external sources of support.

Aim:

Maintain control of the football for as long as possible with the help of your teammates.

Equipment:

- Cones
- Footballs
- Jerseys

Instructions

Mark a small football pitch with 4/6 cones (as shown in the picture below); assign two teams of 4 players. The teams should attempt to maintain possession for the most amount of time. Two players can be added at two ends of the pitch, they will assist the team that has possession.

Gameplay: Players in possession collaborate with the outside player in order to retain the ball for longer, there are no maximum touches per player at this point.

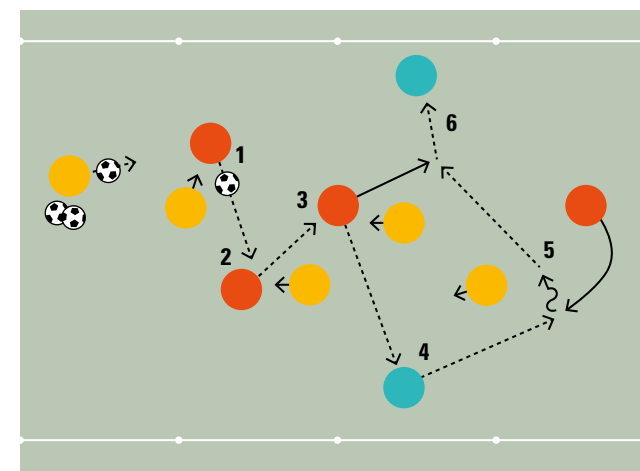
Reflection/Feedback: Talk about space management; “how hard was it to contain 8 players in this small area? What is the role of the neutral player (mediation in conflict management)? What does it take to maintain possession?”

Gameplay: Introduce maximum touches (1, 2 or 3); Players in possession should collaborate with the neutral player in order to retain the ball for longer.

Reflection/Wrap-up: Talk about the touch limit; what changed? How did the neutral player help when we had a limit? Do we need this little extra outside push sometimes in life? When? How can we improve communication further? Wrap-up: “To collaborate we have to first agree on what we’re doing; and most of the times, we need to seek external support in order to be successful!”

Alterations: Play with and without neutral players; the number of touches; the size of the space; Maximum amount of time in possession; movement limits for certain players;...

Notes:





Cool-down (20 min)

Physical cool-down

Walking and stretching abdomen and shoulders followed by series of lunges and squats.

Debrief

“Setting a common vision demands getting over barriers, common ground rules were set in the previous phase, and during this session, we saw how working in a triangle and using external support helps us achieve our interests; how can you practice collaboration in your day to day lives? How will you grow this skill outside the football field?”

The Football For All Event - Social action (Optional)

“Who would like to participate in events? Tournaments? Friendly games?...?” Remember giving realistic options to the group. The coach has to research what’s available and accessible.

Notes:



Session 2.2 - Coordination

Proposed objectives

Engage skills and well-being

- To learn about and practice self-normalization in critical situations (facing barriers with peers, multiple failures...);
- To acquire practical knowledge on coordination with others (sharing, inquiring, and task repartition);
- To demonstrate an awareness of personal challenges in executing drills and exercises.

Physical and technical

- To reinforce agility and speed;
- To successfully position, receive, and pass.

Proposed Content

- 1. Warm-up:** Setting up the practice field against the clock; Questions to initiate a reflection on coordination; can be a ball network and/or relay game;
- 3. Maestro drills;**
- 4. Conclusion and cool-down.**

2.2. Coordination / 80-90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

How do we achieve effective coordination on and off the field? How can we keep others informed of our actions in order to better achieve together?

Learning coordination hands-on demands a clear task distribution, and awareness of how different tasks and responsibilities are dependent on others. In football, a good example is a team member who is aware of the team's strategy and drills, constantly communicates and coordinates with her/his team which ensures the protection of one's area. In contrast, a player who is unaware is unable to position themselves well in order to pass and receive effectively. The coach can divert the reflections towards building-up on others' efforts; information is key to complementing each others' roles.

Warm-up (15 min)

Preparing the field against the clock

To set up the football field for practice, marking different spaces for different drills, as per the instructions suggested by the coach on a map. What are you doing before starting with the setup? (compare time performance to the previous session). While placing the material on the ground, focus on lunges and back-extension.

Equipment

- Footballs
- Cones
- Jerseys
-
-
-
-
-
-



Introduction

Reminder from the last session and Today's program; initiating a conversation on coordination. What is the difference between collaboration and coordination? "Collaboration is working together to achieve something new, coordination is the process of exchanging information."

Exercise 1: Pass back, return to space (25 min)

Objectives:

- To improve coordination among multiple players;
- To improve positioning, reception, and passing.

Aim:


The aim of this exercise is for players to be able to control the ball, change the direction of their run (with ball) and pass it to a teammate on the outside.


Equipment:


- Cones or rope (or just use the middle circle of the field)
- Footballs
- Jerseys


Instructions


Make a circular area (if possible use the central area or reproduce its size); divide the players into two groups: inside and outside (the circle). Switch positions after some time.

 **Gameplay:** Step 1 - Inside players receive the ball, control and pass back to the same player.

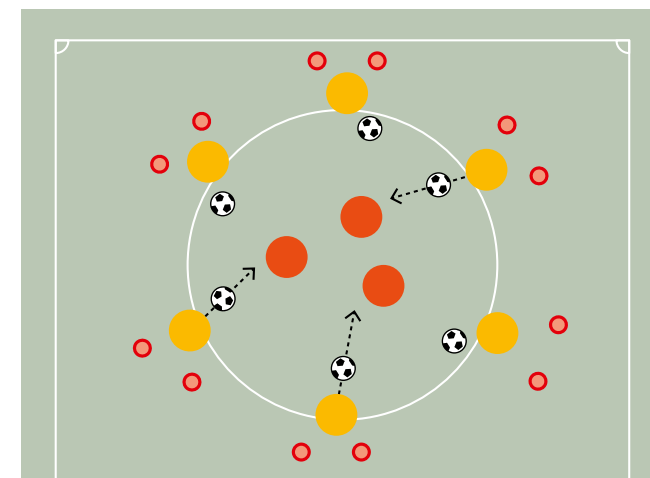
 **Reflection and feedback:** Start the reflection with "What can we learn from this exercise?" - "What does it take to achieve coordination?"

 **Gameplay:** Step 2 - Now the participants have to receive, turn, and then decide which player they want to pass to. Use of communication to make sure not all players pass to the same person on the outside. Inside players receive the ball, control and turn into a different direction to pass to a different outside player. If the exercise is running at a good level, introduce alterations to develop their game.

 **Reflection and wrap-up:** Highlight the Importance of clear communication in coordination; "how do we coordinate effectively in this exercise?" After taking some answers, clarify the importance of looking at the other and confirm readiness, sending clear information; coordinate with internal and external players (stakeholders).

 **Alterations:** Add gate behind outside player - the outside player also receives, controls and turn to pass through the gate to another player. Add gate between players, passes are only possible through gates. Alternatively, the coach can also reflect on communication barriers in coordination by referring to the gates, confusion, blocked channels...

Notes:





Exercise 2: Passing and receiving (25 min)

Objectives:

To achieve coordination part of a complex passing system.

Aim:

Passing and receiving the ball in a certain space and looking for the next pass.

Equipment:

- Footballs
- Cones
- Jerseys

Instructions

Make a 20 per 20-yard box and divide it into 4, 10*10 boxes, 4 players and 1 ball occupy every box, every player has a different jersey color, but shares this color with players in different boxes.

Gameplay: Players in all boxes pass the ball freely between each other; On command, a player in possession passes the ball clockwise to the next square/group. Other 3 players should react in order to receive the ball; after one round, restart the movement but anti-clockwise.

Reflection/feedback: Why is it important to know what others are doing while you position yourselves? Reflect on coordination between many groups; Being present, aware and ready to receive, reacting with proper reflexes to different tasks.

Gameplay: 1 ball per team - they can only pass the ball between players of the same team (same color) - moving the ball to create space for the pass.

Reflection/Wrap-up: "Did you find this variation easier or harder to execute? Were you able to pass as efficiently when passing to the same team? How did it feel to fail this many times?"

It's not always simple to coordinate and transmit information; we saw with the passes. Everyone has different interests (has to position themselves in order to receive passes; while doing so, they might stand in your way. The more players, the more barriers, and the more complex coordination is.

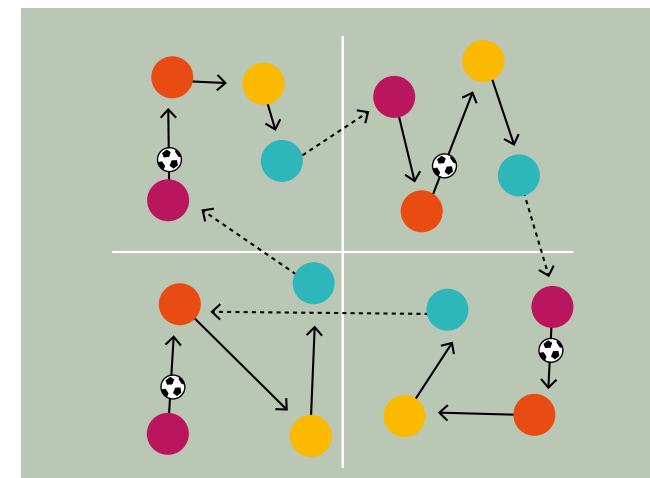
Alterations: Limit number of touches; Player who passes the ball follows it to the next box.

Cool-down (15 min)

Physical cool-down: Breathing and visualization.

Instructions: Together with the group, have the eyes closed, ask everybody to relax and imagine themselves surrounded by football pitches from all sides, until the horizon where they cannot see anymore. "Imagine all green fields, all around. Now breathe deeply all that green, inhale it in, keep it there for 5 seconds, and exhale all the bad toxins and energy inside, visualize them to be black as you exhale." The coach then has the ability to take the participants on victory and defeat journeys: "Imagine you just scored a goal, you're happy! You are breathing faster, goosebumps overwhelm you." or "Imagine you

Notes:





were just defeated, your breath gets heavy... ” The emotions involved in visualization, not only helps the brain to process the specific event we’re relating to, but also other events that the participants might relate to and recall. The coach can recommend the participants to do such visualization exercises for mental conditioning, and relaxing when they are stressed, going to a happy place, returning to nature and visualizing green and sky blue...

Debrief

“What is coordination? What are the main barriers to successful coordination?” - “What was your biggest challenge during the second exercise?” Wrap-up: “positioning and communication are the base of coordination” - In Life: Am I reachable for people to communicate with me? On the field: Am I visible and clear to receive a pass. Coordination is the capacity to organize our multiple efforts in order to function properly together. “How can you practice this skill in your daily lives? Do you have any tasks that need coordination?”

Coordination (Optional) for the social action

Which event is the group attending? Is the group going to organize a small event? (Tournament, friendly meetup...)

Notes:



Session 2.3 - Cooperation

Proposed objectives

Engage skills and well-being

- To experience hope and improved self-worth through planning and projecting forward;
- To experience self-worth through forming part of a system.

Physical and technical

- Successfully perform coordination drills; passing and moving;
- To demonstrate an understanding of and skill in movement and positioning;
- To demonstrate agility and speed in responding to changing situations.

Proposed Content

- 1. Warm-up:** Setting up the practice field against the clock; Introduction: Questions to initiate a reflection on cooperation.
- 3. Maestro drills;**
- 4. Conclusion and cool-down.**

2.3. Cooperation / 75-90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

Positively complying with requests, confirming participation, and agreement to perform tasks that serve a common purpose. The latter are different ways to define cooperation. Although commonly mistaken as a synonym of collaboration, cooperation is only one component of successful collaboration; coordination being the second one. Cooperation is also mistaken for undoubtful compliance. This is not the case here. By cooperation, we mean the critical examination of requests and tasks in order to add value to the process by either complying or proposing an alternative method to achieve the task/objective at hand. E.g. If I'm asked by another teammate to purposefully harass a minority kid on the team, should I comply? What purpose does it serve? What harm will it do? Cooperation should always align with the group's best interests and objectives. By understanding this theoretical basis, participants should demonstrate cooperation skills in the field and during the F4A event planning process. Cooperation implies being directly involved, that's where the coach should keep an eye to make sure that everybody is actively and equally participating in the process.

Warm-up (15 min)

Setting-up the field against the clock

Same procedures as previous sessions

Equipment

- White line marker or cones
- Footballs
- Jerseys (2 colors)
-
-
-
-
-
-



Introduction

Cooperation, why is it that we sometimes cooperate, and others we don't? What's the motive behind it?

Exercise 1: Free your team-mate (25 min)

Objectives:

- To improve dribbling and passing under pressure;
- To introduce cooperation through instilling awareness and will;
- To introduce protection and risk factors surrounding the ball (life).

Aim:

Get in possession of the ball and pass to a team-mate in order to free them.

Equipment:

- Footballs
- Jerseys
- White-line marker (or use the field circle if available)

Instructions

Make a circular area (if possible use the central area or reproduce its size), assign two teams of 4 players, each team has one player on the pitch and 3 on the outside. A feeder throws a ball into the circle, the player that wins the ball, passes it to one of the players on the outside for them to go in. Meanwhile, the other player may try to stop them - if they pass is mistakenly given to the other team, the other team player goes in. To win: 4 players need to be on the pitch and 10 consecutive passes should be made without losing possession (change scoring system based on players' capacities).



Gameplay: The coach feeds the ball into the area, as the ball touches the ground, they have the right to start the hassle.



Reflection/Feedback: In order to achieve the goal of the exercise, how do the player should react?

Are the players on the outside standing/moving? How can the players on the outside show cooperation with the ones inside? What are the risk factors while dribbling? How do you protect the balls?

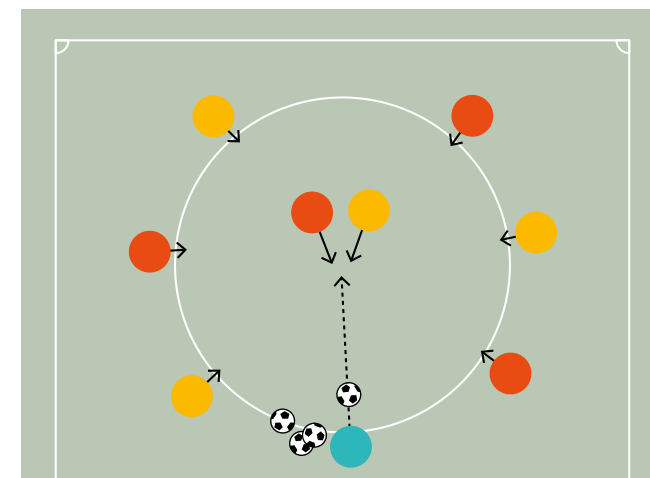


Gameplay: After reflection and feedback, restart the exercise in order to see how the players are reacting after the discussion.



Reflection/Wrap-up: "The will and capacity to cooperate in this game is shown through engaging in the first hassle for the ball. There are many challenges to cooperation, just like the second player trying to gain possession of the ball." - "Can anyone share with us an experience where they wanted to cooperate with others but couldn't?". "How about cooperation for self-protection?"

Notes:





Exercise 2: Passing through the lines (25 min)

Objectives:

- To improve cooperation through reinforcing the participants' will to cooperate;
- To improve precision passing.

Aim:

Creating space in order to pass through the lines, and maintaining possession.

Equipment:

- White marking powder or cones (Harder)
- Jerseys
- Footballs

Instructions

Create a rectangle of 20 per 10, divide it into 4 rectangles of 5*10 and assign 2 teams of 6 (3 players per zone as shown in the figure below red-blue-red-blue) - players can't cross lines.

Gameplay: Minimum of 2 passes before passing into the next zone, players can move inside their zone but can't enter another zone, no maximum of touches.

Reflection/feedback: Cooperation leads to passing the ball through, if I'm not willing to pass to a teammate, gaps cannot be created in the opposite team's line. Same on the defence line; if each player wants to get the glory of intercepting the pass, a lot of gaps will appear.

Gameplay: Minimum of 2 passes before passing into the next zone, one player can move inside the area where the ball is to try to take possession, 2 touches per player maximum.

Reflection/Wrap-up: "How did the game change? Easier or harder for interceptors/passers? How did it feel to fail to pass the ball?" - "How is the will to cooperate expressed in this exercise?" - "How can we make sure that the ball is protected and can reach our team mates?" - "What does that teach us about protection?"

Cool-down (15 min)

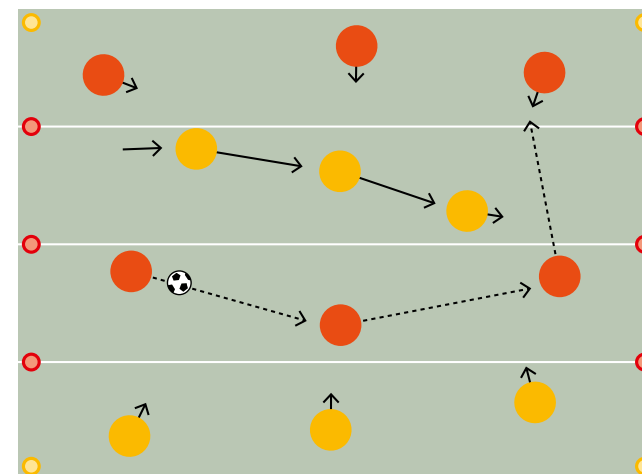
Debrief

Cooperation is not an easy choice; individual and group interest prioritization. Understanding the collective vision is essential to successful cooperation.

Social Action

If no events are being held in the area, is the team ready to play a friendly game? What is the message that the team wishes to transmit to the community? You can ask the participants: "What, in your opinion, are the biggest challenges in your context? What are some relative messages that we can spread?"

Notes:





Session 2.4 - Equality and equity

Proposed objectives

Engage skills and well-being

- To experience the importance of having connections;
- To demonstrate an understanding of equality and equity in collaboration;
- To understand the importance of diversity in collaboration.

Physical and technical

- To reinforce speed and agility;
- To successfully perform counter-attack under pressure.

Proposed Content

1. Warm-up - intro;
2. Counter-attack drills;
3. Cool-down and conclusion; wrapping up the phase.

2.4. Equality and equity / 75-90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

The essential element for developing a harmonious collaboration is that each member of the group enjoys the same rights. Equality is about providing the same service to everyone; fairness is about providing everyone with the service they need. Equality is about impartiality; fairness is about justice. To break down these terms, the coach and participants need to think about diversity and different needs and abilities.

Warm-up (20-25 min)

Introduction

From cooperation to equality and equity, how do these concepts complement one another? "Thinking back on the previous session, who can remind us what cooperation is?"

Game

Human pyramids, try to position the less physically fit members in the base, they will have difficulty carrying the bigger participants; Was the distribution equitable? Engage in the conversation about roles and responsibilities depending on each one's capacities and needs, serving the group's collective interest. Equality is everyone being in the formation, equity is having the correct role in the system.

Equipement

- Cones
- Jerseys
- Footballs
-
-
-
-
-
-



Exercise 1: Team possession from the back (20 min)

Objectives:

- To improve ball possession and recuperation;
- To demonstrate equality in collaboration through assuming a role in a system.

Aim:

Encourage the players to play from the back when in possession of the ball.

Equipment:

- Footballs
- Cones

Instructions

Separate the pitch between Left Back, Centre Back and Right Back - Defensive Midfield; Red cone in the centre (static position); Yellow cone to each side (maximum movement).



Gameplay: Without a ball, Drill Master moves Left, Right, Up and Down, 4 defenders follow his movement to understand their movement limits



Reflection/feedback: Importance of being aware of the other, and working as a group; recognize the importance of the players around you - "everybody moves equally to fulfill a role part of the system."



Gameplay: Introduce the ball; DM passes/moves the ball to the Left, Right, Up and Down; 4 defenders follow his movement to adapt to the shape of their maestro.



Reflection/Wrap-up: Importance of being aware of the other; working as a group; recognising the importance of the players around you; are all players equally important in this exercise?



Alterations: Introduce attackers that try to steal the ball from the defense.

Exercise 2: 4 vs 4 pressing patterns (20 min)

Objectives:

- To improve system execution and explore various methods to approach defense;
- To improve collective rhythm and positioning;
- To understand the importance of diversity in collaboration.

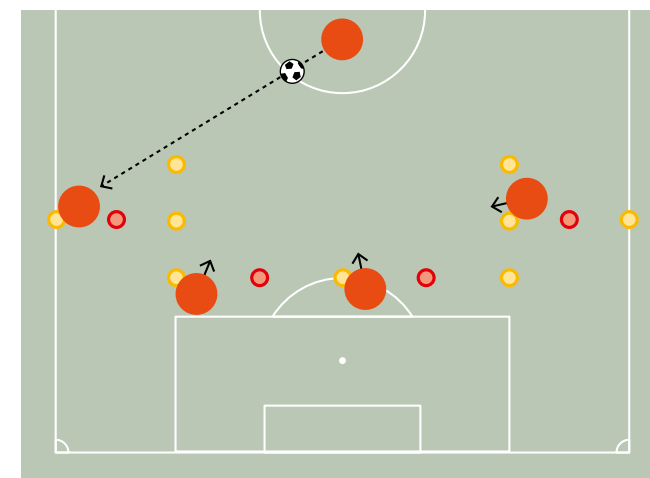
Aim:

Press the team in possession of the ball whilst keeping a well-organized block.

Equipment:

- 3 mini goals
- Footballs
- Jerseys
- Cones

Notes:








Instructions


4 attackers in possession of the ball, 4 defenders defending 3 goals; defenders should prevent the ball from going inside any of the 3 goals.

 **Gameplay:** Start the exercise at walking pace; don't give any instructions regarding the shape.

 **Reflection/feedback:** Discuss rhythm, roles, and perception of shapes. Show different types of shapes in order to show how an organised block can work better than individual marking. "In this chaotic formation, how well are we making the best use of our connections / the other defenders?"

 **Gameplay:** Develop the exercise into game speed, give defenders different shapes to apply.


 **Reflection/Wrap-up:** "Discuss the exercise, what is the importance of playing as a block?" - "What did you notice about roles? - Can only one of you block the 4 attackers?"; After taking a few answers and reflections you can continue with: "How can you relate this to life?"

 **Alterations:** Add extra attacker to make it more challenging for defenders to keep the shape; reflect on equality of players; defending outnumbered under pressure, collaborating smartly.

Cool-down (15 min)

Human Pyramids

Based on an equitable division of roles and weights; references for human pyramids are included in previous lessons, as they are available online.

 **Reflection:** "What made the difference for the pyramid to stand?"

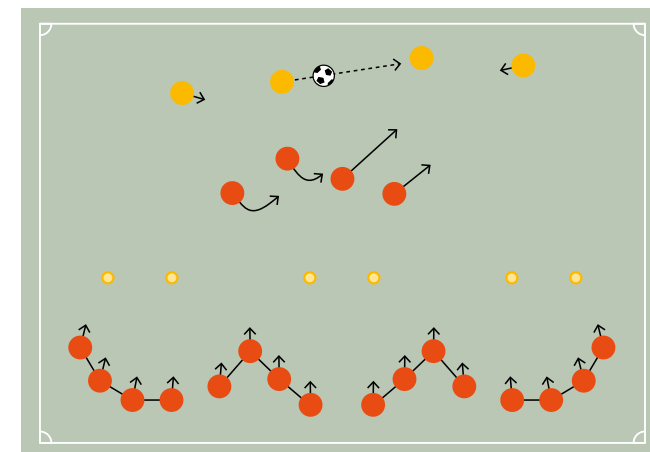
Debrief

How do we apply equity to the field and everyday life? How do you demonstrate it in collaboration? Wrap-up with: "Equity is demonstrated on the field through dividing roles among everyone equally based on each one's willingness, needs and capacities."

Reflection

On the Collaboration phase, and how the next phases will break down collaboration into a bundle of skills; starting with communication and through to creative thinking. "We still have a long way together to reach our goal and take the collective responsibility for our lives. Are you able to apply the concepts of trust and collaboration to your daily lives?" After taking a few answers the coach can ask the participants' feedback: "Anyone would like us to change anything in the training method? How we do things? Would any like to suggest anything?"

Notes:





Communication

Essential to feel safe, connected, and respected





Session 3.1 - Active listening

Proposed objectives

Engage skills and well-being

- To feel connected to the group through experiencing active listening;
- To know the different elements of the communication system;
- To acquire knowledge on body language through drill simulations.

Physical and technical

- To successfully perform short-distance passing and positioning drills;
- To reinforce agility through movement and positioning drills.

Proposed Content

1. Preparatory game and soft warm-up;
2. Passing, receiving and movement drills (short-passing);
3. Physical fitness - speed drills.

3.1. Active listening / 70-80 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

Active listening, inquiry, and clear articulation of thoughts are the foundations of communication. These three functions apply to all communication systems: sender, message, and receiver. Listening actively means engaging all your senses in picking up the verbal and non-verbal signals that a person sends when they communicate a message. In football, just like communication, there's a sender, a ball, and a receiver; let's imagine the ball to be the message. If I cannot properly locate the receiver, I cannot get the ball through. Also, if I don't know how to communicate the ball (pass it), it won't come through. So many factors affect the communication systems, we will explore these throughout the next 4 sessions.

Warm-up (20 min)

Introduction

Standing in the trust circle, go through the last two phases: Trust and collaboration - both are very big words and cannot be achieved unless we acquire some key skills and believe in ourselves. What does it take to build trust? What does it take to collaborate successfully? As participants give their answers, capture whenever someone mentions communication and introduce this phase that you're starting. It is an important activity in collaboration and life. "What does communication consist of?" - give hints if participants hesitate "messages... and?... Who sends these messages? What affects these messages?..."

Equipment

- Footballs
- Cones
- Jerseys
-
-
-
-
-
-



Warm-up

Running in pairs while passing one ball. Exercise 1: Free your team-mate (25 min).

Exercise 1: Rondo (25 min)

Objectives:

- To improve communication;
- To improve resilience;
- To warm up muscles and joints.

Aim:

Defenders to steal the ball from the circle.

Equipment:

☐ Footballs

Instructions

Standing in a circle, 5 players are going to pass the ball while 2 others will try and steal it. Outside players should aim to maintain the circle whilst moving to open space for intelligent passes.

Gameplay: inside players -> defend together in order to intercept the ball while outside players use simple passes (1 or 2 touches) to avoid the inside players' interceptions. Both players inside switch roles with the player who made the pass and the player that lost the ball. Quick transition - no walking. **Remind players to keep their heads up!**

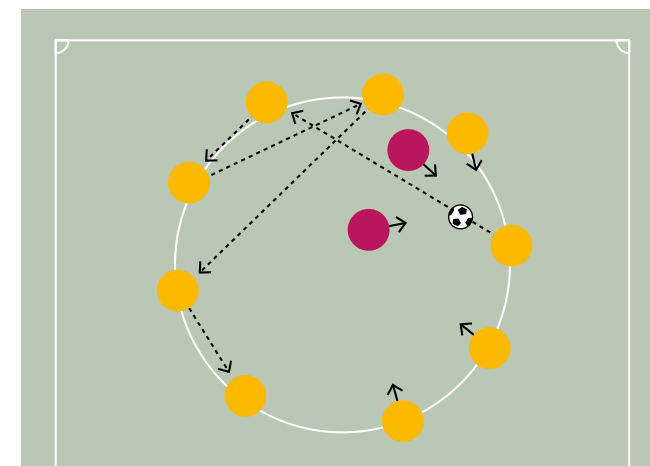
Reflection/feedback: Reflect on the different ways players have passed the ball to each other and how the defense managed to intercept the passes, was there a strategy? Did everyone establish communication quick enough? How? "Why are quick transitions important? What is the physical fitness element that allows us to transit fast? "How does that apply to conversations and communication in general?"

Gameplay: Resume the gameplay with potential changes (less or more touches;...)

Reflection/Wrap-up: "What happened during this second round? Was it easier or harder with the change of rules?" "How well did the defenders communicate? and the outside passers? How did we all communicate?" After taking some answers the coach can wrap-up with highlights on the importance of body language and eye contact. A football player communicates with a whole field of players, this also applies directly to in life as we should keep strong varied connections. Active listening is paying attention with all 5 senses, not just using one's ears.

Alterations: You can limit or leave open the number touches for the passers; limited number of touches is harder for them and easier for interceptors and vice versa.

Notes:





Exercise 2: Possession game (25 min)

Objectives:

- To improve ball possession;
- To improve communication by keeping one's head up during play (to show that you're actively listening).

Aim:


To maintain possession in a small area for the most amount of time (or number of passes).


Notes:


Instructions


Make 15 steps by 15 steps area; it's a 5 v 5 players game; make as many as needed depending on the number of players.

 **Gameplay:** Set the rules together - tackles, fouls, touches on the ball, time or number of passes, scoring system.

 **Reflection/Feedback:** Were the rules followed? What can we improve? Are there any other rules that we can add? How do we improve our space management? How does communication apply in this setting?

 **Gameplay:** With the feedback and discussion, potential new rules change the numbers to 6 vs 4 to challenge both teams into working in adversity.


 **Reflection/Wrap-up:** "Were the rules followed? What can we improve? How do we feel when playing outnumbered? How does this apply to communication situations?" After taking some answers, emphasize active listening and being present. Active listening allows us to find out what others are going to do, and communicate it to our colleagues and reacting well to the attackers.

 **Alterations:** Make the space smaller; make the space bigger; work in triangles.

Cool-down (30 min)

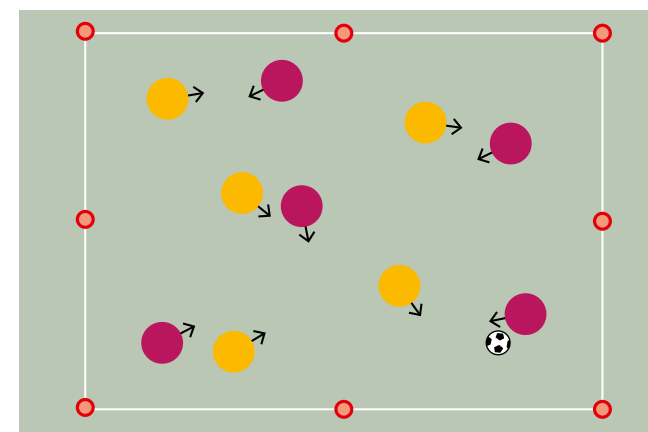
The network game: passing the ball in a network

Instructions: In a circle, distribute footballs to half of the participants, in a way that one gets a ball and the other doesn't. At an agreed signal, everyone is going to pass the ball at the same time in the same direction. The movement should be minimal, participants should keep the circle.

 **Alterations:** Give each participant a ball, which makes it much harder; passing and receiving at the same time.

Debrief

The communication system, sender, message, receiver, clear pass, clear positioning. How does this exercise relate to life? Active listening and being present, how can we achieve it on the field and in life?





Session 3.2 - Perspective

Proposed objectives

Engage skills and well-being

- To learn about the importance of others' opinions and perspectives; the importance of diversity;
- To increase self-confidence through the practice of communication role play and games;
- To positively impact group dynamics through understanding and practising healthy communication methods.

Physical and technical

- To successfully perform mid-range passes;
- To successfully receive and control mid-distance passes;
- To develop agility.

Proposed Content

1. Preparatory game;
2. Mid-range passing drills;
3. Physical exercise: agility.

3.2. Perspective / 70-90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

Every human being is unique, and this uniqueness carries along with values, principles, interests, opinions; the latter are formed through social interaction with family, peers, and the larger community. Perspectives are what unifies and divides people. The multitudes of perspectives create rich contexts, it is the aim of this session to clarify the importance of diversity. Many barriers face diversity like prejudice and stereotypes, these create conflict between "different" groups, especially those belonging to more vulnerable communities. Clarifying these barriers and brainstorming on better communication ways can initiate the road towards tolerance, acceptance, and finally interculturalism. How does perspective affect communication? What should we do bring closer opinions and beliefs that are far away from one another?

Warm-up (15 min)

Introduction

Ask one of the participants to share with the group the learnings from the previous session, wrap-up with some thoughts then introduce the concept of perspective in communication. "Why does perspective matter when discussing with other people?" - "Who knows how we form opinions?"

Equipment

- Footballs
- Cones
- Jerseys
-
-
-
-
-
-



Warm-up

Perform light jogging in pairs while passing a ball, warm up thighs and core for long passing.

Exercise 1: Mid to long passing (25 min)

Objectives:

- To improve accuracy in mid and long range passing;
- To understand the factor of perspective in communication.

Aim:

Achieving mid to long passes with precision.

Equipment:

- Footballs
- Cones

Instructions

Make 4 lines with 5 steps between each of them. Put players in pairs facing each other on the first and second line.



Gameplay:

- Start with simple passes from line 1 to line 2;
- Develop into line 1 to line 3.



Reflection/Feedback: What are the differences between a pass between line 1 and 2 and from line 1 to 3? How do I feel about my skill in passing? How do I feel about my partner's skill in passing? How can we make better passes? How does that apply to communication? Distance communication and clarity (internet, phone...)?



Gameplay: Resume the game with feedback; develop from line 1 to 3 to line 1 to 4.



Reflection/wrap-up: "What are the differences between a pass between line 1 and 2 and from line 1 to 4? Do I feel my partner and I have improved and achieved the passes, and how? How does this game represent emotional distance and different perspectives?" After taking some answers, the coach can wrap-up with thoughts on differences in perspectives, and challenges to communication: "The further the players are, the more skill and power to perform an accurate pass; equally in life, whenever opinions and points of view are different, it is harder to establish communication; it will take more skill, precision, and effort."

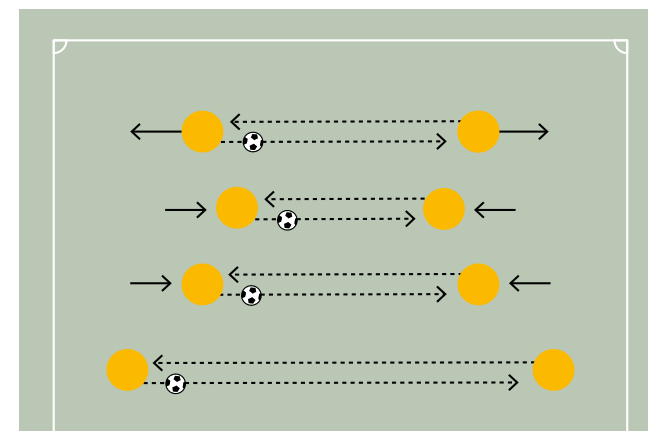


Alterations:

- Put obstacles between players, and address communication challenges (cultural and social barriers, stereotypes and prejudice);
- Define what kinds of passes ground (low) / air (high) and discuss different ways of communication;
- Introduce a gate between the players, and speak about protective environments for communication.

All these alterations can lead to reflections on the different factors affecting healthy communication.

Notes:





Exercise 2: passing behind the defensive line 4 v 4 with an end zone (20 min)

Objectives:

- To improve the players' movement, positioning, and vision of the field from different perspectives;
- To learn about the importance of different perspectives in communication and personal development (feedback).

Aim:

To conduct an active movement game and be aware of the power exerted when kicking the ball.

Equipment:

- Footballs
- Jerseys
- Cones

Instructions

4 v 4 + 2 neutral players on the wide-area; make an area that reflects the ability of the players; make an end zone for the wide players and end zone for players to get in and control the ball the team of 4 should try to maintain possession of the ball for as much time as possible teams are encouraged to use neutral players.

Gameplay: The aim of the exercise is to maintain possession in a small area whilst trying to find a solution to find the space to receive the ball back from a neutral player at the end zone; players should be encouraged to move around the area and to make as little touches as possible.

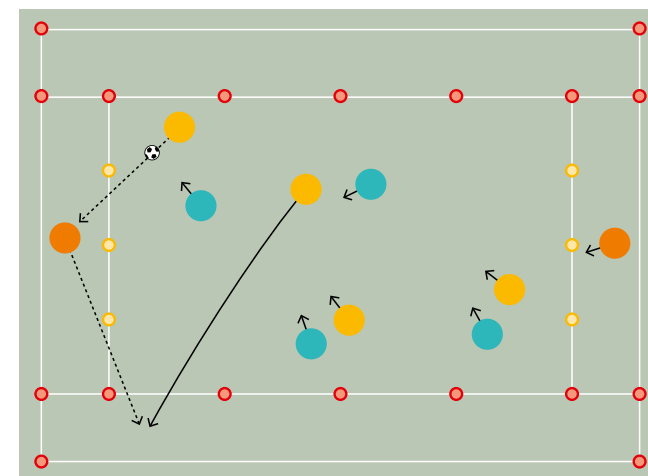
Reflection/Feedback: "What are the difficulties we have faced during this initial part? How can we improve ourselves and our teammates? (after taking some answers refer to feedback); Do you have an advice to a teammate? How do I feel when receiving advice?"

Gameplay: Add restrictions to neutral player (2-3 touches maximum); Only the player that passed the ball to the neutral player can get the ball in the end zone (1 - 2).

Reflection/Feedback: "What are the difficulties we have faced during this initial part? Have we improved ourselves and our teammates?" After taking some answers reflect: "What are the differences between your point of view and your team-mates'?" The coach can wrap-up with: Sometimes we see our decisions (in this case, where and to whom to pass the ball) as the best ones; but depending on our positions, we may see things in a different way. The factors that surround us change our perception, but also our ability to react to different situations.

Alterations: Create a scoring system with the participants, Add more neutral players, introduce passes between the neutral players.

Notes:





Cool-down (25 min)

Physical cool-down

Straight from the second exercise and without taking any rest, get the participants into one line, and instruct them to jog together, and gradually slow their rhythm throughout two minutes to end up walking, while keeping the line at all times. Designate a start and end point for them (using cones if needed). Assign one participant to guide and maintain the rhythm of the group.

Debrief

End the session with the question, “What if someone has another perspective or another opinion from mine? Where’s the problem there?” - “How can we invest in and learn from differences?” - the coach can then wrap-up with thoughts on diversity and perspectives: “We don’t have to always share the opinions of others, but at least, we can try to understand their points of view and work on our common interests.”

Notes:



Session 3.3 - I'm OK you're OK

Proposed objectives

To learn about the importance of healthy communication through.

Engage skills and well-being

- Understanding the importance of word choices;
- Understanding the importance of voice tone and attitude;
- Understanding the principles of equality and equity in communication;
- Experiencing equality and equity through simulations.

Physical and technical

- To successfully perform mid-range passes;
- To successfully receive and control mid-range passes;
- To develop speed.

Proposed Content

1. Preparatory game;
2. Drills addressing speed, passing, and reception;
3. Physical exercise: explosive speed - take-off drills.

3.3. I'm OK you're OK / 70 - 90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

This session aims at clarifying the communication patterns between two people and the dynamics that take place during communication. Within a conversation, one of the respondents might address the other in a condescending, sarcastic, or unserious fashion; in this situation, the communication style is referred to by: "I'm OK, you're not OK". In this case, it is up to the second person to reply and change the dynamics to "I'm OK, you're OK" or accept the situation and position himself at "I'm not OK, you're OK". The healthiest dynamic in this theory is to be on an equal level, "I'm OK, you're OK", which sets an equal power balance and opens the way for a transparent, 2-sided conversation. As a coach, it is important that you fully understand this theory as well as other "transactional communication" theories. The coach should highlight everyone's responsibility to listen, and the right to be heard and respected; it should be clear to participants that equal communication dynamics should always prevail.

Warm-up (15 min)

Introduction

Equipment

- Footballs
- Jerseys
- Cones
-
-
-
-
-
-



Ask one of the participants to remind everyone about the previous session, you can also add a comment about the learning, and how we are going to build-up on them during this session. Perspective is important to understand equality, bring different perspectives closer is an effective tool to achieve equality and equity, in communication and life in general.

Warm-up

Warm-up the neck and shoulders for the coming exercises; you can do a head to toes stretching routine after jogging for 5 min.

Exercise 1: Heading in pairs (25 min)

Notes:

Objectives:

- Improving the communication in pairs through assisting the team mate;
- Demonstrating equality to assuming different lead and support roles.

Aim:

To head the ball in a specific direction with the maximum accuracy.

Equipment:

- Footballs
- Cones

Instructions

Place players in pairs 6 yards apart in front of each other with one ball per pair. The cones should be placed on the floor about 3 yards apart as target markers.

Heading instructions:

1. Body positioning of the player doing a header;
2. Players must have his eyes focused on the ball and keep them open;
3. Strike the ball with the centre of the forehead;
4. Strike the middle of the ball;
5. Follow through and point in the direction you want the ball to travel to.



Gameplay: The player throws the ball to his pair, which heads it back. They each perform 10-20 headers each, then swap.



Reflection/Feedback: "What does it take to achieve these exercises successfully?"; "This kind of exercise shows the importance of other people for our personal growth, no?"; If someone is assisting me, should I undermine them? How should I address everyone?"



Gameplay: introduce attacking and defending headers technique.

Attacking:

1. Attack the ball aiming the cones set 3 yards from the player;
2. Head the top part of the ball to aim it down;



3. Get your body position 'side on' to generate power;
4. Perform 10-20 headers each, then swap.

Defending:

1. Strike the ball aiming at making the ball travel behind your pair;
2. Observe the timing to jump and head the ball to get maximum power;
3. Aim to strike the lower part of the ball in order for the ball to travel in the air for longer;
4. Perform 10-20 headers before alternating.

? **Reflection/Feedback:** "What can we learn from this exercise?" - "How should we address each other?" "Anyone had any communication challenges there? How did you address you colleague?" (During play, observe and identify Top-down communication patterns between the participants to highlight them). After taking some answers, the coach can wrap-up with: "I'm OK, you're OK, this is what we call this theory, I talk to people with a respectful, appreciative way, and that brings out the best in our relationships!"

♻️ **Alterations:** Replace head shots with passes using different parts of the feet.

PS: As an alternative to this exercise, use the exercise at the end of the session "Diamond shooting drill".

Exercise 2: Throw to pass, head to score (20 min)

Objectives:

- To improve vision of the field;
- To improve heading;
- To improve equality in communication.

Aim:

To pass the ball using hands and score with a header.

Equipment:

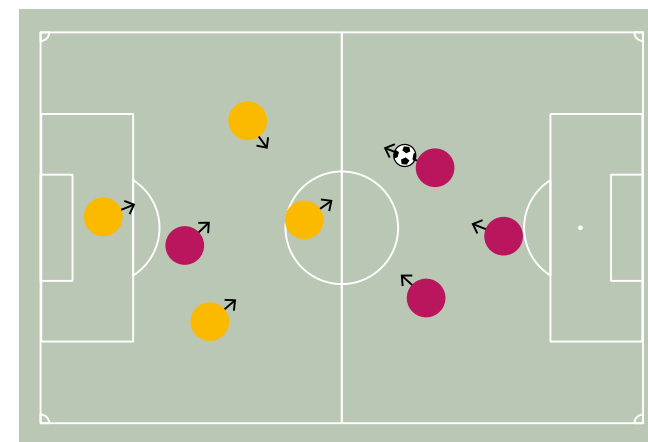
- Jerseys
- Footballs
- Goals

Instructions

1. Define the space used for the game;
2. 4 v 4 (without goalkeepers);
3. Players can't move when in possession of the ball;
4. Players can't hold the ball for more than 3 seconds.

⚽ **Gameplay:**

1. Players can only pass with their hands or heading the ball;
2. passes count as one point.

Notes:



? **Reflection/Feedback:** “What did you notice about the communication flow during the game?” - “During this next round, try to observe your reactions to different events of the game and how you address your team-mates.”

🏀 **Gameplay:**

1. Add goals for the players to score;
2. Players can only score heading the ball; 3. no fix goalkeepers (clap to become one).

? **Reflection/Feedback:** “So now we can score, how did that change the game?”; “Anyone noticed any particular tones if voice during game play?” - “Anyone noticed any cheating? Was it because now it’s a competition?” - “How do all these barriers present themselves in life?” After taking a few answers, the coach can wrap-up with: “We are never sure of the outcome of communication, but what we can ensure is maintaining respect and equality in conversations, especially sensitive ones!”

♻️ **Alterations:** Turn the game into a version of handball by adding more rules concerning touches, defense, and contact with other players; then the coach can link/compare the game to protection - how to protect yourself, how to protect the ball, and the other players (link to everyday life).

Notes:

Cool-down (20 min)

Physical cool down

In a circle, perform a breathing exercise, while stretching the shoulders; inhale and lift arms up, exhale and relax arms down. Perform some exercises to relax the neck and shoulders from the effort.

Debrief

“What are the reasons behind treating someone in a bad manner?”; “Do we really have the right to do so, if ever?” - “Even with words?” - “If I’m OK and you’re OK, then the world is OK; let’s try to apply that when addressing everyone.”

Alternative exercise: Diamond shooting drill (25 min)

Objectives:

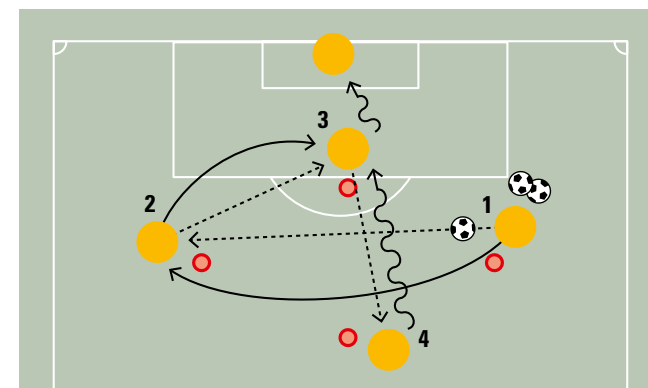
- To improve passing and positioning tactics in attack situations;
- To improve communication.

Aim:

To perform a series of passes in the shape of a diamond, ending with a shot.

Equipment:


- 4 cones
- Footballs
- Goal








Instructions

In front of a goal, on the tip of the penalty area, place 4 cones fifteen 15 meters apart, in the shape of a diamond. Assign 1 player to each post, and the rest wait at post (1). From the right position (1) pass to (2) the left, then to (3) the closest to the goal, who then passes to the player facing him/her (4) who dribbles and executes a shot, picks up their ball, and goes back to the starting point. Instruct the players to run after their passes and take the position of the receiver who will, in turn, do the same. Also, emphasize the fact that they have to look up all the time, use their peripheral view to see the ball and all the surrounding, look your team-mate in the eye when passing, and look at the goal and shooting.

 **Gameplay:** Remind the players to run after their passes, no stopping; they should avoid bumping into and delaying the other players by going slowly.

 **Reflection and feedback:** Some confusions might be noticed at the beginning of the exercise, you can use this situation to emphasize how communication barriers do not always allow us to explain ourselves well, or understand others. Start the reflection with: "What was the hardest part of the exercise?"; "Do you think there is anything that needs to be clarified or changed in the drill?".

 **Gameplay:** Add or change a rule - e.g. (3) becomes a defender once they pass the ball and tries to block the shot without approaching the attacker. Another example is to have a goal-keeper and (4) becomes the goalkeeper after executing the shot, the goal-keeper picks up the ball and goes back to post (1).

 **Reflection and wrap-up:** Most of the times in this kind of exercises you will notice confusions and blame; better players will blame less skilled players for the failure of the efforts. This is a good situation for the coach to demonstrate the lack of equality in communication. Those who are complaining need to understand their role, through well-communicating, in improving their team-mates' performance.

Notes:



Session 3.4 - Standing up, communication for self and peer protection

3.4. Standing up, communication for self and peer protection / 80 - 100 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Equipment

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-
-

Proposed objectives

Engage skills and well-being

- To demonstrate knowledge of communication principles like active listening, questioning and prompting, as well as transactional communication;
- To develop the confidence and skill to participate in conversations;
- To develop the confidence and skill to stand-up for oneself's rights when facing risk;
- To demonstrate the capacity to use communication skills in critical situations - harassment, bullying, risk, and emergency.

Physical and technical

- To successfully perform tic-tac drills;
- To develop speed and reflexes.

Proposed Content

1. Preparatory game;
2. 2 passing and positioning drills;
3. Physical fitness exercises.

Session overview

This is the last session in the communication phase, but the participants' journey with communication doesn't end here; it is the coach's role to keep on referring to this subject within all the coming sessions, as communication is a building-block of successful creative thinking and collaboration. Throughout this session, the coach needs to initiate reflections with questions related to the learning of the whole phase and how to apply this learning to life. A special emphasis should be put on using communication skills in critical situations - harassment, bullying, risk, and emergency. Communication skills as addressed in the curriculum imply: behavior while talking (hesitation, confidence), voice tone, clarity of articulation, speaking-up under pressure (public speaking)...

e.g. In psychology terms: whenever a bully addresses his victim, it's a condescending adult -> child technique; by teaching the participants about different communication levels adult-child / parent-child / parent-adult / adult-adult and I'm OK, you're OK in simplified ways, they will be able to scale up their conversation to adult-adult / I'm OK, you're OK, using the correct mental process and technique.



Warm-up (15 min)

Introduction

Ask one of the participants to remind the group of the key learnings from the previous session; remind everyone of the important aspects of "I'm OK, you're OK".

Physical Warm-up

Lower body light stretching and activation for the drills.

Exercise 1: Robin Hood (25 min)

Objectives:

To improve mental awareness concentration, introducing self and peer protection.

Aim:

To react to changing situations throughout the game while trying to collect as many balls as possible.

Equipment:

- Footballs (or any other objects)
- Cones

Instructions

Create a 10m per 10m area in which you will make four little squares on each corner (1 per team). Put all the balls in the centre of the space. One team per corner. Teammates have to work together in order to grab as many footballs as possible during a short period of time.

Gameplay: Each team runs to the middle and dribbles 1 ball back to their team box. Only one team member can enter the box at a time (no additional defenders) and take one ball from the centre at the time. They high-5 their teammate who can then go and get a ball.

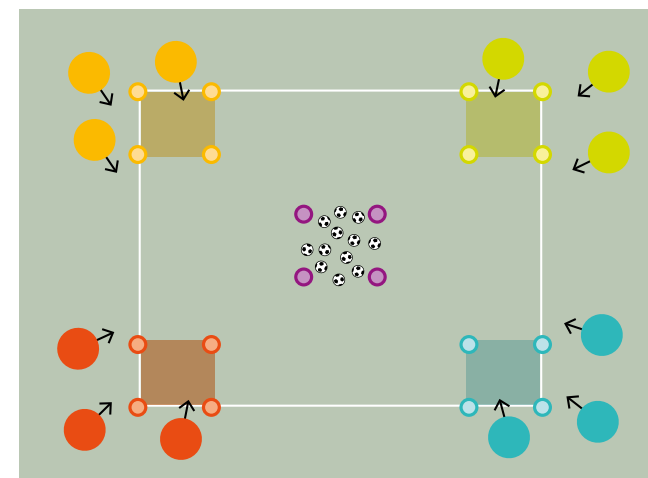
Reflection/Feedback: "Do you know the story of Robin Hood? What did he do?"; "Here you are collecting goods for your team, let's try again, but remember, ensuring the safety of others is more important than the game!"

Gameplay: Instead of running back to team base, the player has to pass the ball back to another player. The player must control the ball inside the box to count.

All players have to go serve and receive - the team has to organise itself so that all do both actions

Reflection/Feedback: "What did you notice in this version?" - "Did you notice that we got a bit aggressive?" This is usually observed in participants during the second gameplay when they are asked to steal balls; record an exact situation to highlight. Wrap-up with "This game is not only about the protection of our interests, but also about protecting others when seeking our interests. What does it take for us to stand up for ourselves and others?"

Notes:





Alterations: Once all balls from the centre are gone, players can steal from others. Allow stealth for 2 minutes and the winning team is the team with the highest number of balls.

Exercise 2: possession game with two balls (25 min)

Objectives:

- To introduce self and peer protection;
- To improve vision of the football field.

Aim:

Protect the ball in order to perform attacking and defending movements at the same time.

Equipment:

- Cones
- Jerseys
- Footballs

Instructions

Make 15 steps by 15 steps area; 5 players v 5 players with two balls.



Gameplay: Discuss the rules; organisation on the pitch, tackles, fouls, touches on the ball, time or number of passes.



Reflection and feedback: Discuss how the rules were followed or not. What can we improve? Are there any other rules that we can add? how do we improve our space management?



Gameplay: With the feedback and discussion potential new rules change the numbers to 6 x 4 to challenge both teams into working in adversity.



Reflection and wrap-up: What can we improve? How do we feel when playing outnumbered? "In this game, we have to try and steal a ball, but at the same time assist our team-mates to steal the second ball. Does this remind you of any life situations you've been through?" - "When facing injustices, like the 6 v 4, what are our possible solutions to counter it? How can we relate that to a life situations?"

Cool-down (15 min)

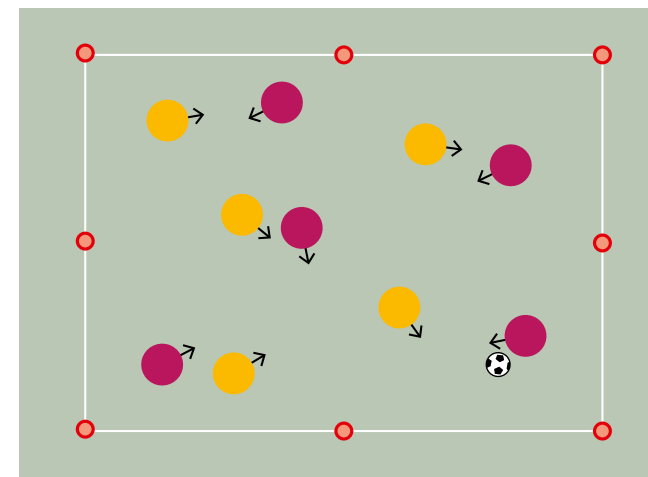
Physical cool-down

Play no contact runs (details available in previous sessions), and tone it down to no contact walks, remind the participants to focus on eye contact and keeping the head up.

Debrief

"We reach the end of this phase, communication! Today we tried to transmit, through playing, the importance of standing-up to oneself through using effective communication. What are the keys to effective communication when demanding rights or countering violations?"

Notes:





Emotional! management

Essential to feel connected, safe, and worthy





Session 4.1 - Self awareness

Proposed objectives

Engage skills and well-being

- To feel safe and connected with oneself;
- To acquire knowledge on healthy living, self-monitoring, and other health-related matters;
- To experience and manage pressure and frustration during gameplay.

Physical and technical

- To tone the body and start a new physical cycle;
- To develop 1 touch-pass skill.

Proposed Content

1. Warm-up;
2. Football drills to introduce self-awareness;
3. Body, mind, and psyche through guided stretching.

4.1. Self awareness / 80-90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

This session starts the second half of the F4P training program. By now, the participants are well-acquainted and have experienced positive as well as negative moments together. It is important for the coach to stay attentive to the group dynamics and how each participant interacts with the group; this ensures a positive experience for the group as a whole. Through the proposed drills, participants will experience pressure and frustration, it is important for the coach to remind the participants about their emotional and physical reactions, for them to be aware of their limits. In this phase of the training, you're going to give insight on the 4 steps of emotional management: Self-observation and awareness, recognizing and processing emotions, accepting emotions, and managing emotions - reacting in a healthy way based on our feelings and the situation. How can you, as a coach, bring out the best out of these topics through sports? Football involves breathing, feeling, and thinking. Breathing: It is important to monitor and maintain a rhythm in breathing, it promotes healthy metabolism, and it gets the oxygen through to the muscles as you stretch them, increased oxygen flow with the increased blood access. Feeling: your muscles and their limits as they stretch, avoid self-injury, knowing one's limits on all three levels. Thinking of the muscle that you're moving and realizing the phenomenon, the effect that this stretching, and has on your system, the good it's bringing in; visualize the muscle/joint stretching and expanding. How does that relate to life?

Warm-up (15 min)

Introduction

Reminder of this new phase: emotional management, and how it relates to communication; instruct the participants to pay

Equipment

- Jerseys
- Footballs
- Cones
-
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good attention to this: "Observing ourselves and others, processing emotions, accepting emotions, reacting based on your feelings and the situation. This is what we are going to do together for the next sessions, this is how we achieve emotional control. Who can repeat these four steps again? Today we're starting with the first step, self-observation which helps us achieve self-awareness. What does it mean to be self-aware?"

Physical warm-up

Brief runs in pairs while passing; instruct the participants to observe how they perform different movements and passes.

Exercise 1: 1 v 1 - (20 min)

Notes:

Objectives:

- To develop dribbling skills, to improve self-observation and awareness;
- To improve emotional awareness in a critical 1v1 situation.

Aim:

To successfully perform defending and attacking roles in a 1v1 situation.

Equipment:

- Cones
- Footballs
- Jerseys

Instructions

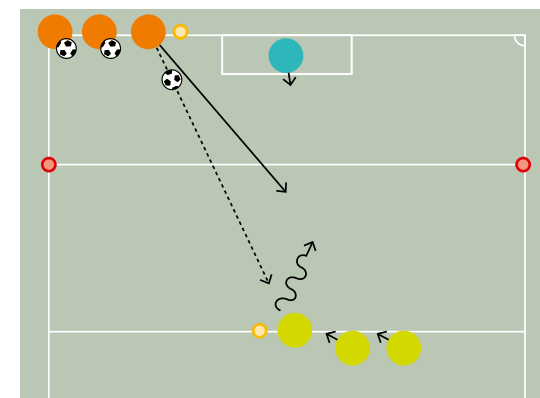
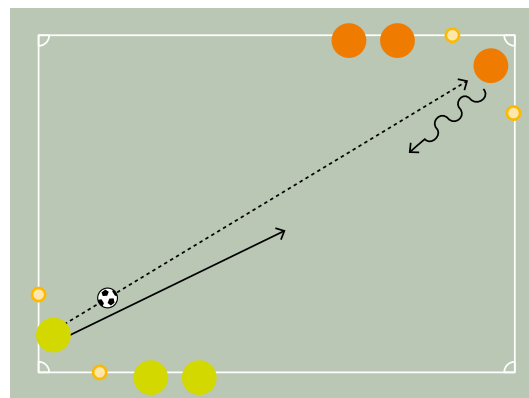
Divide players into two teams and create space for the 1v1; Team (A) is defenders and team (B) is attackers. (A) feeds the ball to (B) who tries to crossover in a creative way and keep (A) from stealing the ball; then team (A) attacks and (B) defends. The hassle ends when the defender gains possession or when the coach gives the signal. Before starting, the coach can give some examples of ways to protect the ball from defenders and crossing-over.

Gameplay: On the coach's signal, (A) feeds to (B), remind the players not to take too much time, 1 crossover then quickly give the signal for the next players. In this first gameplay, no shooting or scoring is required, just dribbling and crossover.

Reflection/feedback: "How did this feel? Who can tell us a bit about what they learned from the experience?"; "What's the best way to defend in such a situation?"; "Are you all now aware of your dribbling, defending, and attacking capacities?"

Gameplay: Add a goalkeeper to the second gameplay, the same process takes place, but now, the attackers have to attempt to score from a specific zone, to improve shooting under pressure technique.

Reflection/Wrap-up: "What changed in the second attempt? Did the scoring affect your performance? How?"; "Who can tell us what they learned from this exercise?" - After taking some responses, wrap up with: "being aware of our skill level is only one part of being aware of ourselves, knowing ourselves. Accepting and processing our capacities, how we feel about ourselves,





and the events that we experience in our lives, are essential to achieving our goals and emotional well-being.”

Alterations:

1. Two defenders to tackle the attacker;
2. Play with no goalkeeper, place a mini goal.



Exercise 2: In the box (25 min)

Notes:

Objectives:

To gain awareness of one's capacities in different positions, to gain an awareness of one's emotions and actions in critical situations. Can also be used to gain awareness on cooperation, focusing on one's objectives while contributing to the collective objectives (self and collective efficacy).

Aim:

To experience different roles: Attack, defence, goalkeeping.

Equipment:

- 4 goals
- Cones (can be also used to set up goals)
- Footballs
- Jerseys

Instructions

Make a square with 4 goals (or 3 depending on the number of players), and gather all the balls in the centre. Divide participants into 4 teams of 4 players (or fewer players depending on the number of goals); goalkeepers, defenders, attackers, and ball catchers (to bring back the balls after the shots). After each round, teams exchange positions: attacker becomes defender, the defender becomes keeper, keeper becomes ball catcher, and ball catcher becomes the attacker. The attackers start the drill when the coach gives the signal (whistle, go, clap...). This is not a competition, but players should try to score as many goals as possible.



Gameplay: Attacking players wait for coach whistle then attempt to score on 1v1 situation; encourage players to shoot after dribbling the player. Remind the players to keep the changes quickly to keep the game dynamic and keep their cardiovascular system active.



Reflection and feedback: “Can anyone tell us what they observed during this exercise?”; “What was the most difficult part?”; “How do 1 vs 1 situation make you feel? - After taking some answers, highlight the idea of self-monitoring; instruct the participants to observe their speed, their skill capacity - dribbling and shooting, capacity to use peripheral view, to look-up and take the open shot...”



Gameplay: Add a task to the process, after shooting, the attacker should turn to the left in order to face a different defender, motivate the players to maintain a dynamic execution while reminding them to take their time in the dribbling part.



Reflection/Wrap-up: “What did you notice?”; “Did you have a change in feeling or motivation when facing different players?” After taking some answers, highlight the participants' main



points and remind them to be aware of their limits as individuals; self-monitoring can lead to self-awareness which results in the ability to consider viable, realistic options for problems based on a knowledge of one's capacities. Self-monitoring can be used to observe: a) one's feelings and emotions, b) one's physical strength, weakness, and pain, and c) one's ideas and mental behaviour - attention and focus, memory... Self-awareness is the first step in self-control.



Alterations:

1. If you have enough balls (at least 16), you may change the process of the drill. Instead of having a team of ball catchers, divide the players into 3 teams of 4; defenders, goalkeepers and attackers. Each round is played until there are no more balls in the centre, or 5 minutes have elapsed. This gives more time for the execution of different roles. In this case, the players collect the balls together at the end.
2. Add attackers who remain in their role to play with the different teams; this way, the pressure is increased on the defending team.

Cool-Down (20 min)

Physical cool-down

Straight from the last exercise, gather the participants in a circle, and instruct them to start breathing as per your instructions when to inhale and exhale. Allow the participants to take long breaths and stop instructing them after 4 or 5 repetitions, instruct them to observe their body, their muscles, joints, any pain or comfort that they're feeling. What are the thoughts and feelings that come along?

Debrief

"Self-awareness is the result of self-observation over periods of time; we always change, with new experiences and learnings, we change! In order to be aware of oneself, we should practice the habit of constant self-observation. Try to exercise it during your daily routines, explore how it can help you." The coach may at this point introduce the theme and content of the next session.

Notes:



Session 4.2 - Recognizing and processing emotions

Proposed objectives

Engage skills and well-being

- To reinforce emotional literacy - processing and analyzing emotions;
- To acquire an understanding of the relation between emotional intelligence and responding to critical situations;
- To learn and practice mindfulness techniques;
- To recognize and process negative emotions through processing in-game frustrations;
- To experience safety and connectedness with oneself.

Physical and technical

- To Develop cardiovascular endurance;
- To reinforce 1 touch-pass skill;
- To effectively defend outnumbered.

Proposed Content

1. Preparatory game and introduction;
2. Physical preparation: fast-paced, high intensity football drills;
3. Group breathing and reflection.

4.2. Recognizing and processing emotions / 70-80 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

Feelings and emotions are what drive human behaviour and relations, attitude towards success and failure, adaptation or self-seclusion in new contexts... when one can recognize and process their own emotions, it opens the possibility to empathize with others. Throughout this session, participants will experience frustration and failure (like many other sessions), but also resilience and perseverance. It is the coach's role to accentuate the importance of not surrendering to tiredness, frustration, and pressure. In the process, it is important not to harm the participants by acknowledging their limits and their sensitivities. Within the reflections, it is important to go through the science of emotions and how our physical structure (glands/hormones) drives the process of feeling and reacting to events. Within the reflections, try to ask the question: How do you feel? You will notice that some respondents will refrain from referring to their feelings and rather refer to what they think or what happened. It is the coach's job to ask again and to dig deeper to enable participants to connect with their emotions. It is equally important to implant a culture of self-monitoring, which drives self-awareness and accordingly, better recognition and processing of one's thoughts, emotions, actions and reactions.

Equipement

- Footballs
- Jerseys
- Cones
-
-
-
-
-
-



Warm-up (15 min)

Introduction

“How do you process emotions and feelings?” After taking a few answers, continue with “Through this session we’re gonna get insight on how to maintain healthy emotional habits! Recognizing and processing them, how does it happen?”

Physical warm-up

5-min jogging with light stretching of core and legs to activate the muscles.

Exercise 1: Rondo (20 min)

Objectives:

- To improve capacity to play with high intensity;
- To develop passing skills; to develop resilience through performing the role of defender.

Aim:

To keep middle player from intercepting passes while performing passes in the circle.

Equipment:

- Footballs

Instructions

Players form a circle and others players remain inside it. The more common sizes of Rondo normally are 4 v 2; 5 v 2;...Players on the inside intercept passes and pressure the outside players who should maintain the circle while moving to open space for passes.

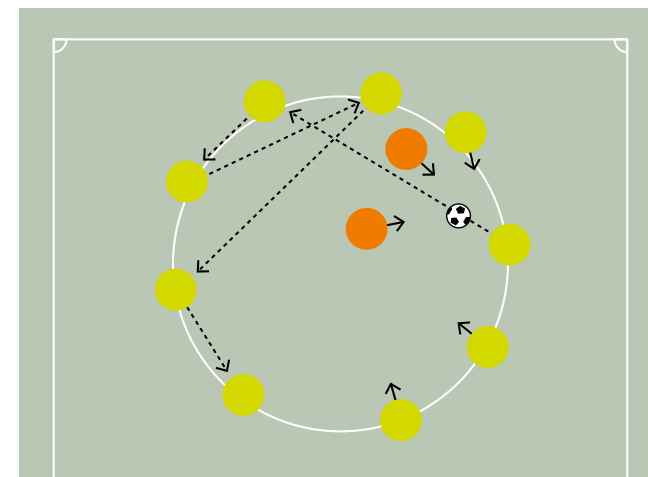
Gameplay: The inside players should defend together in order to intercept the ball; once intercepted, both players from the inside change with two from the outside, usually the sender and potential receiver of the pass. The facilitator must remind the players of quick transitions to maintain rhythm.

Reflection: Reflect on the different ways players have passed the ball to each other; “How did the defense intercept the passes?”; “What did you feel when the defenders approached you? And when they intercepted the passes?”; “When defending, what did you do to cope with frustration?”

Gameplay: Resume the gameplay with one touch only per player.

Reflection and wrap-up: reflect on the resilience of the defender, “what does it take to go on?”; “How did it feel when you were in the middle for a long time? What made you go on?”

Notes:





Exercise 2: Defending under pressure (20 min)

Objectives:

To improve emotional processing when being under pressure as a group.

Aim:

To defend while being outnumbered by attackers in front of the goal and to steal possession and release the ball to other partners.

Equipment:

- Jerseys
- Cones
- Footballs

Instructions

Use the external lines of the goalkeeper area to create a small football pitch in front of the goalkeeper. Divide players into 3-5 attackers and 2-3 defenders and assign them a zone to play inside the penalty area. Defenders will be hit by waves of attackers during an amount of time (5min). Switch defenders/attackers so that all take a turn at defending under pressure. Defenders "are safe" if the ball exits the perimeter.

Gameplay: Defenders work together to get the ball under their possession, after the ball is won or lost by defenders, the next attackers go in immediately and keep pressure to regain possession.

Reflection and feedback: "How did it feel when the attackers were approaching?" "Did you think you can successfully defend the goal?" At the end of the reflection, add rules:

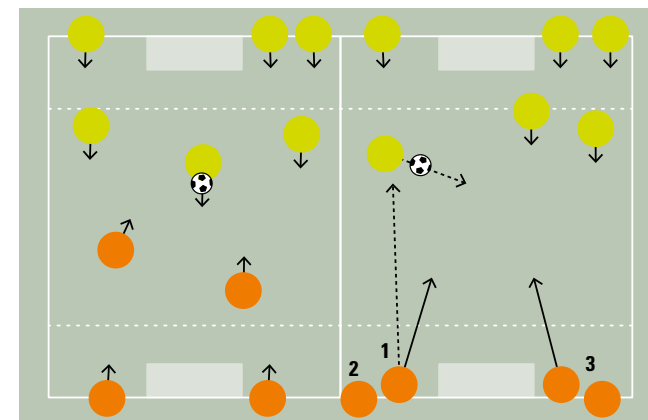
1. Defenders cannot release before making 3 passes;
2. Attackers can only do one-touch passes.

Gameplay: Instruct players to observe what they feel when they get passed or they succeed. Continue the constant pressure on the defenders in order to get to the reflection part of the exercise, and remember to switch between defenders and attackers.

Reflection and wrap-up: The football field is life, and defending outnumbered is only one of many situations that life can put us through. It is important to process our emotions during these pressure moments, these will decide who we will become in the future.

Alterations: Create a goal with cones for defenders to score

Notes:





Cool-down (15 min)

Breathing together

While breathing in a circle, ask the participants to remember the feelings they had during this session, the feelings they had in a situation where they felt vulnerable. After some 30 seconds, ask them to remember a situation where they felt strong and in control.

Debrief

“What does it take to recognize and process emotions in a healthy way?” - The coach can then highlight the importance of expressing and sharing with others in order to get constructive feedback.

Notes:



Session 4.3 - Accepting emotions

Proposed objectives

Engage skills and well-being

- To experience safety, self-worth and respect through building emotional and group resilience;
- To develop emotional processing skills, reinforcing resilience;
- To learn best defence strategies when outnumbered;
- To learn about emotional processing - the emotional bank account.

Physical and technical

- To develop cardiovascular endurance;
- To develop defence skills and strategy while outnumbered.

Proposed Content

1. Warm-up;
2. Looking into the eyes of the partner;
3. **Drills:** Defending outnumbered;
4. Circuit training - Endurance;
5. Cooldown.

4.3. Accepting emotions / 75-85 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

Processing and accepting emotions is a long process that demands perseverance and courage. Though this phase 4 introduces and digs deep into emotional management and self-awareness, it is important to emphasize to the participants that this is only the first step, being aware and acquiring knowledge about the process. It is up to the participants to practice and further develop acceptance and reinforce their resilience. To be aware of their body, feelings, and thoughts as they perform their daily tasks. The reflections will serve to discuss their progress, their experience in reacting to events, and support them to assimilate their emotional objectives. On an equal level, the reflections should serve to emphasize the well-being pillars, as good emotional management will result in increased psychosocial well-being and resilience.

Warm-up (20 min)

Introduction

“Who is practicing self-observation? Do you consider yourselves more aware at this point?”; After taking a few answers, introduce the session: “Do you accept your emotions usually? Do you try to understand why you feel like this how to get over it? If so, what do you do to process emotions?” From last session: recognizing emotions, how will I pass from identifying, processing and acceptance?

Equipment

- Footballs
- Jerseys
- Cones
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-
-
-
-
-



Looking in the eyes of the partner (10 mins)

Standing in pairs, instruct participants to look in the eyes of their partners and try to read what they are thinking. Alternate between the two, where one is the observer and the other is the thinker. Instruct the player to think about a sad memory, and then about a happy one and observe the changes in the others' facial expressions.

Reflections: "How did it feel to look in each others' eyes that long, have you done it before?; "Can anyone tell us what they understood by looking into the other's eyes?"

Exercise 1: Possession, add one (20 min)

Objectives:

- Managing frustration when defending outnumbered;
- Recovering together under pressure.

Aim:

To perform as many passes as possible under increasing pressure.

Equipment:

- Jerseys
- Footballs

Instructions

Players form a circle and others players remain inside it. The more common sizes of Rondo normally are 4 v 2; 5 v 2;...Players on the inside intercept passes and pressure the outside players who should maintain the circle while moving to open space for passes.

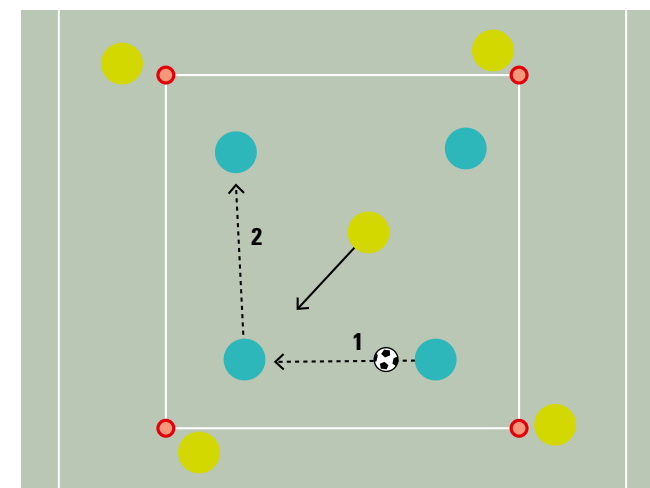
Gameplay: Remind players to make use of the spaces and distances; remind the defenders to communicate and not all go for the ball at once; The passing players must be put under the pressure of getting the highest score possible; To add more pressure on the 1st player, the coach can take more time before calling in the second player to see how the player deals with it.

Reflection and feedback: "Who can tell us a bit about their experience? How did it feel? As a defender? As an attacker?"; "To those who started first, how did it feel to be alone?"; "what did you do to get over being outnumbered?"

Gameplay: Resume the gameplay with attackers only passing with one touch; increase the difficulty depending on the level of the players.

Reflection and wrap-up: "Who tells us what they learned from this exercise?"; "How were you able to manage the frustration when you were alone in there?"; "What does it take to accept our situation or a certain event that occurred to us?" - After taking some reflections, the coach can wrap-up with: "Reacting to any situation in our life demands acceptance; just like getting over the fact that we're alone against 4 players here and drive to steal the ball, we need to accept our feelings facing hard situations, in order to move on and achieve what we seek in life."

Notes:





Exercise 2: 5 vs 5 + 6th (20 min)

Objectives:

- To improve team resilience through passing and defending under pressure;
- To improve coordination and vision of the field;
- To improve emotional processing through seeking external support.

Instructions

Create a 35x25 box; Divide the players into two teams (or more) to play a 5v5 possession game. Meanwhile, 4 neutral players in are stationed around the outside and support the possessing team as frequently as necessary without crossing the box's border. The coach (and/or assistant) is observing from the side with a supply of balls ready to keep the game moving. Remind participants that safety remains the first concern in order to avoid physical contact (especially when playing with handball version).

Aim:

To keep ball possession for the longest time possible - by giving passes with the hand or feet - depending on material and capacities.

Equipment:

- Footballs/Handballs
(any kind of sports ball)
- Cones
- Jerseys - 2 colours
- White chalk powder (if not a field is available)

Notes:

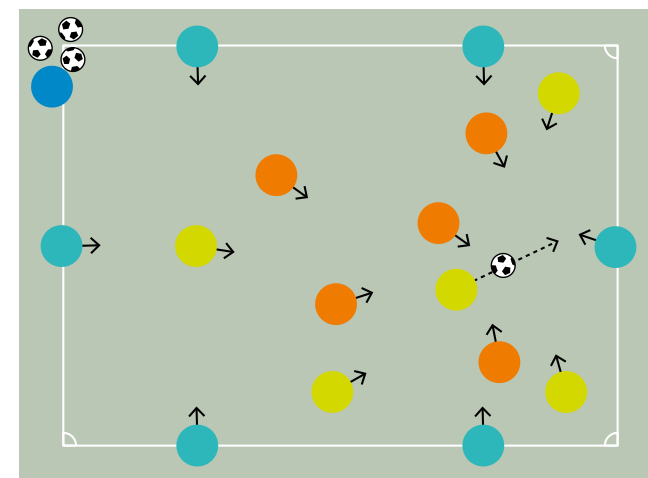
Gameplay: Remind the players to use the whole space and not jam-up in one corner; remind the players to seek external support but also concentrate on playing with their colleagues on the inside.

Reflection/feedback: "How was the exercise? Is there anything you would like to change/add?"; "In situations of attack, what are the keys to performing this exercise well?"; After taking a few answers, the keys to make this exercise work to get out of the situation are Intelligent movement without the ball to create space and/or drag defenders away while utilizing the neutral players effectively! I seek internal support whenever I am under pressure, but also, whenever pressure rises, I am responsible to seek external support in order to get out of the situation. "Does this remind you of any situation you faced in life? (having to seek external support to process a feeling or get out of a situation?"

Gameplay: Coaches may promote competition (and thus create urgency/workrate) by giving rewards. For example: If a team can make 10 consecutive passes they get a point; If a team keep possession for 20 seconds they get a point; If a team can get the ball to every neutral player they get a point.

Reflection/Wrap-up: "How does it feel to succeed at getting the possession back?" - "What does it take to accept the result?"

Alterations: Everybody uses their alternative leg/arm.





Cool-down (15 min)

Physical training and cool-down

1. 12 minutes consecutive running;
2. Jogging and breathing.

Debrief

“How was the session?”; “Is there anything you would have liked us to do differently?”; “What other lessons can we learn today about accepting our emotions?” - After taking some answers, the coach highlights the importance of processing and accepting emotions in order to move on with our lives, and advises the participants to practice acceptance within their daily routines whenever faced with positive and negative feelings.

Notes:



Session 4.4 - Achieving emotional intelligence

Proposed objectives

Engage skills and well-being

- To increase self-awareness and fixate the skill of self-monitoring;
- To learn about emotional bank accounts and transactions;
- To acquire hands-on insight on emotional triggers and the stepping back technique.

Physical and technical

- To successfully defend outnumbered;
- To successfully achieve 5 rounds of the endurance circuit;
- To reinforce proprioception under stress.

Proposed Content

1. Physical warm-up: animal walks;
2. Defending outnumbered;
3. Football game;
4. Mindfulness techniques.

4.4. Achieving emotional intelligence / 85-95 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

By this stage, and due to the deep connection between trust and emotional management, it is important to establish this connection in the minds, but also in the behaviour of the participants. During the different drills, participants will be put under pressure as individuals and as a team; sometimes they might even attempt to push their limits. Managing one's limit is also about knowing one's emotions, in relation to this situation. Participants should ask themselves questions like: "What just happened? Why did it happen? How do I feel about it? Why do I feel that way?" Reflections should highlight the participants' process in accepting their emotions in addition to their colleagues'. Acceptance requires stepping back; the latter is about taking a moment and looking at the situation from the outside, in the middle of the emotional rush. During the exercise 2 of this session, defending outnumbered, as is the case for every gameplay situation, the coach notes the performance of different players in order to reflect on the details and the progress in behaviours and attitudes. E.g. Highlighting the healthy reactions of the players under pressure opens the space for conversation on the capacity to normalize and control one's actions. When defending outnumbered, the pressure is on two players facing 4 or 5 attackers, reflections on this drill can highlight empathy and feeling the other players/team's pressure, weaknesses, and strengths.

Equipment

- Footballs
- Jerseys
- Cones
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-
-
-
-
-



Warm-up (15 min)

Introduction

Reminder from last session: “Who practiced observing and accepting emotions?” - “During this session, we’re going to explore what does it mean to be emotionally intelligent? How do we achieve emotional intelligence? How is it related to emotional management and empathy?”

Warm-up

- Bear, duck, and crab walks (5 min);
- Core work-out (abs, planks, scissors...) (5 min).

Exercise 1: 4v1 add 1 (25 min)

Objectives:

- To improve communication and to raise trust levels between players;
- Understanding how working together can improve our fitness levels.

Aim:

To perform as many passes as possible under increasing pressure.

Equipment:

- Footballs
- Cones
- Jerseys

Instructions

Divide the participants in two teams of four players, one team starts with possession and passes, and the remaining are defenders. The passing team spreads out into the 15 x 15-yard area and begin the game by playing 4v1. After 30 seconds, call-in an extra defender make the game 4v2, and gradually every 30 seconds, 4v3, 4v4. The game is played for 2 1/2 minutes. The passing team counts the number of successful passes made. Then the teams switch roles and the new passing team tries to beat the score of their colleagues.



Gameplay: Remind players to make use of the spaces; instruct the defenders to communicate and not all go for the ball at once. To add more pressure on the 1st defender, the coach can take more time before calling in the second player to see how the latter deals with it.



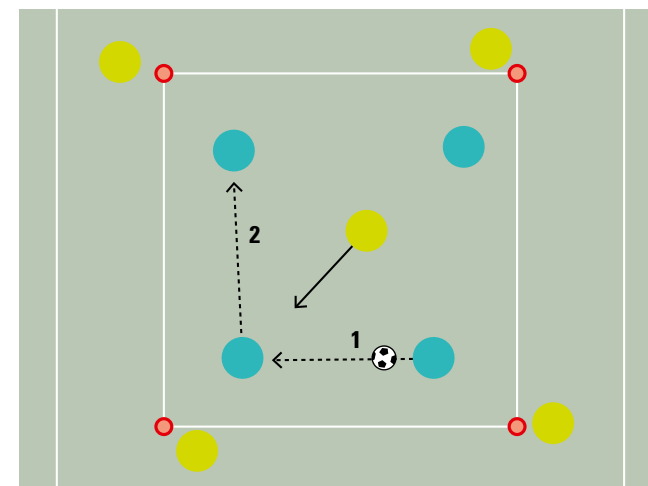
Reflection: “Who can tell us a bit about their experience? How did it feel? As a defender? As an attacker?”; “To those who started first, how did it feel to be alone?”; “what did you do to get over being outnumbered?”



Gameplay: Repeat the game, calling-in defenders every 45 secondes

Reflection and wrap-up: “Who can tell us a bit about their experience? How did it feel? As a defender? As an attacker?”; “To those who started first, how did it feel to be alone?”; “what did

Notes:





? you do to get over being outnumbered?" - Wrap up with: "Emotional control is about reacting in a healthy manner to a situation - we observed that some of you tired themselves out before the second player even arrived, in your opinion, why was that?"; "Emotional intelligence is realizing and processing what you are feeling at the moment, how the other is feeling, and act accordingly; to do so, we need to step back, anyone can tell us what stepping back means?"

Exercise 2: Game of Football (30 min)

Objectives:

- To take decisions and play together as a team;
- To implement and accept self-mediation of rules;
- To react in a healthy manner to the game's situation and result.

Aim:

See how the players are relating to each other on the football pitch.

Equipment:

- Footballs
- Cones
- Whistle
- Jerseys

Notes:

Instructions

Give time for players to:

1. Divide themselves into 2 teams;
2. Choose the rules (referee or no; offside or no;...);
3. Mediate during this time in order to be efficient yet try to observe their interactions, conflicts, intelligent moves...

⚽ **Gameplay:** Players play with the rules they have elected for the first half (10 min) - remind them to observe their reactions and their emotions while observing the football field.

? **Reflection:** "Did it work well? What would you change?"; As per your observation, highlight a situation where there was conflict; "Did you notice the situation where...?".

⚽ **Gameplay:** Resume after feedback and reflection for the second half.

? **Reflection and wrap-up:** Reflect the exercise and different feedbacks; Discuss with players the role of having a collective vision.

♻️ **Alterations:** In this exercise, All alterations here should be made by the players and coach upon discussion.

Cool-down (15 min)

Physical training and cool-down

Jogging and light stretching for 5 minutes with gradual decreasing effort



Self-observation: Standing in a circle, invite the participants to breathe together and reflect on the feeling they have in their bodies, are they tired, drained, energized, pumped, in pain? Does any part in particular hurt? While breathing and having their eyes closed, instruct the participants to express how they feel, one at a time, no two people should speak together; how are they going to manage that? After allowing a few minutes for the participants to speak, ask them to open their eyes.

Debrief

Still standing in the circle, the coach can wrap-up with “Throughout 4 sessions we explored the feelings and emotions that are related to our football and life experiences. Who can tell us what are the steps for us to achieve emotional intelligence?” - Observing ourselves and others, processing emotions, accepting emotions, reacting based on your feelings and the situation.

Notes:



Creative thinking

Essential to feel worthy and hopeful





Session 5.1 - Creative thinking in football!

Proposed objectives

Engage skills and well-being

- To learn about decision-making and fact examination in match situations;
- To develop an awareness of one's thoughts and actions through constant reminders by the coach to be present in the moment;
- To develop the confidence to share one's opinion in a group/lead one's group;
- To experience looking forward through planning.

Physical and technical

- To improve cardiovascular endurance;
- To improve muscle resistance.

Proposed Content

1. Preparatory game;
2. Robin Hood;
3. 7v7 limit game;
4. Cool-down - football wars.

5.1. Creative thinking in football / 85-95 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

Creative thinking in sport depends on one's ability to perform functional skills like running, stopping, looking, passing... ; the latter is used to translate advanced mental processes like analysis, synthesis, making and executing creative decisions based on a multitude of evidence and capacities. Creativity is the ability to examine a task/objective, define options/solutions to achieve it, weigh the options, reach results, then doubtfully (critically) examine the results to make a decision. In the process of Sports for Protection, we will associate decision-making to physical creativity and critical thinking for managing critical situations. The coach will associate situations and drills to the participants' life situations and highlight the importance of emotional intelligence and critical thinking to achieve personal and collective agency, i.e. the capacity to perform as a team. E.g. Thinking critically and creatively about one's rights and how to claim them; examining possible options for accessing support services when in a vulnerable situation; learning new subjects and skills;...

Warm-up (20 min)

Introduction

Ask who would like to briefly remind the group of the steps to emotional management and then ask: "Do you think you are able to apply emotional management to your lives by now?". From there, introduce the relation between emotional management

Equipment

- Footballs
- Jerseys
- Cones
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-
-
-
-
-

and creative thinking in critical situations; identifying alternative solutions to problems demands awareness and clarity.

Physical warm-up

Jogging and activating the core's muscles: lower-back, abs, thighs, hips.

Exercise 1: Robin Hood (25 min)

Objectives:

- Improving concentration within a group;
- To generate alternative solutions to a situation.

Aim:


To work as a group to collect and keep as many balls as possible.


Equipment:


- Cones
- Footballs
- Training tops


Instructions

Create a 10m per 10m area with cones and make 4 little squares on each corner (1 per team). Put all the footballs in the centre of the space and place one team per corner. The players have to work together in order to collect as many footballs as possible during a short period of time.

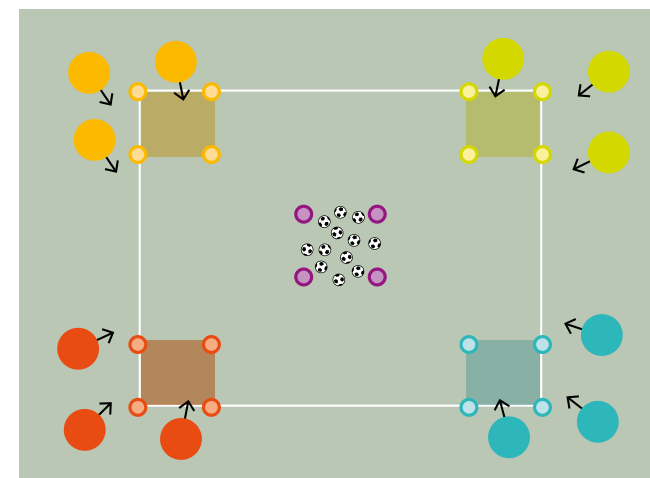
 **Gameplay:** Give the teams some time to agree on a strategy and turns. Each team member runs in turn to the middle and dribbles one ball back to their zone. Only one team member can be out of the box at a time, and take one ball from the centre at a time. The next player moves when their team mate is back fully in the box.

 **Reflection and feedback:** The coach can initiate the reflection with: "How could you have executed this exercise differently? I did instruct you to get the ball back to the zone, but I didn't say precisely how, right?" - "To think creatively, we have to be aware of the rules, and see how the task could be achieved under this rule."

 **Gameplay:** Before starting, *remind the players that the next in turn cannot start running until their partner is fully inside the box.* Instruct the players of these two new variations: 1. Instead of running back to the team base, the player also has the option to pass the ball back to the next player. The receiver must control the ball inside the box for the ball to count (everyone takes turns in receiving). 2. Once all balls from the centre are gone, players can steal from other teams without going out of the playing zone. Give 2 minutes and the winning team is the one with the highest number of balls.

 **Reflection and wrap-up:** "What changed during this second try?"; "Why did you decide to use one technique instead of the other: passing or dribbling back?"; **IF** all the times start attempting to steal, reflect: "I did precise that you CAN steal, right? Why didn't you consider another option, like defending or making treaties with the others?"; After allowing a moment to reflect, you can continue: "If you decided to pass back, what factors did you have to weigh? And if dribbling back?"; After taking some answers, the coach can highlight the key points and wrap-up with: "In this second round, you had the chance to make choices, based on several factors: your skill and

Notes:



accuracy in passing or dribbling, your speed, the speed of the next in line, their skill in reception... Considering these multiple options is what we call creative thinking, in football, we have to make decisions all the time! How does that relate to life?"



Alterations:

1. Use tennis or ping pong balls;
2. Once all balls have been collected instruct players to put the balls back in the middle with the same fashion: one player can deliver a ball at a time.

Make it more exciting by setting a time (deadline), 30 secs, 45 secs,... Depending on the number of balls. The latter turns the game into a collaboration exercise.

Exercise 2: 7 v 7 three-zone small-sided game (25 min)

Objectives:

- To learn how to use disadvantage in your favour;
- To maximise opportunities in a constraining environment.

Aim:

To play a football game without crossing the restricted areas for each player.

Equipment:

- 2 Goalposts
- Cones
- Footballs
- Jerseys.

Instructions

Set up a typical 7 v 7 pitch (30 meters by 45 meters) with goals on both ends. The team is set up with 1 GK; 2 defenders; 2 midfielders; 1 attacker per team. The coach instructs all players to think quickly on solutions and to encourage players to keep possession and maximising the opportunities given by the restrictions.



Gameplay: Players restricted to their area and there are no restrictions on the number of touches. Observe how the players are moving the ball up and down the pitch, and how they are creating spaces with their movement and positioning.



Reflection: "What was your toughest challenge?"; "How is this drill similar to the previous exercise?" Allow the time for some exchange. "In both games we are governed by rules that allow us to think critically, because they are not very detailed. How did you get over your space limitations in this drill? What alternatives have you envisaged to solve this challenge?"

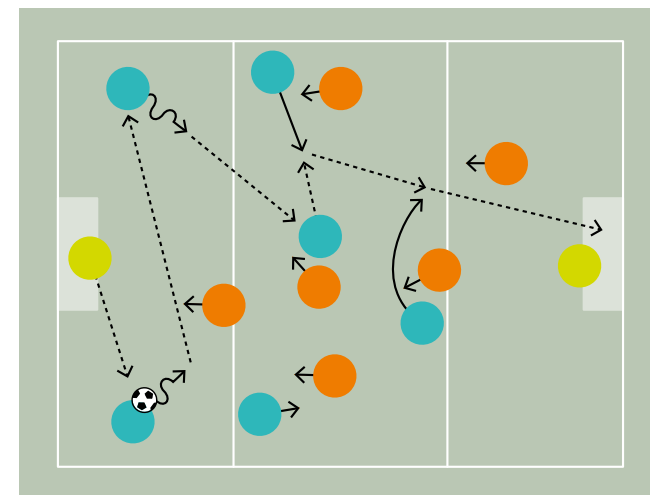


Gameplay: Players can move between areas. Now players have a restriction of touches per area (3 touches in defense; 1 touch in midfield; 2 touches in attack) - Always consider the levels of the players before applying this kind of variation, number of touches may not be applicable.




Reflection and wrap-up: "How did you benefit from the rule change?" - "What does it take to score and defend?"; "Since creative thinking is identifying multiple solutions to a problem, how can we generate the most options in this exercise?" - "It is true that you cannot cross the lines, but you can play close to the line and support others by getting as close as possible."

Notes:





- "You cannot perform more than 1 touch, but this one touch can serve to pass back/forward. It's about how the whole three lines of players move together, not the barriers that have been put in the game. Collective creative thinking leads to collective agency; your ability to act as a team."

 **Alterations:** Depending on the skill level of the participants, you can combine space and limits at a time.

Cool-down (15 min)

Objectives:

- To stimulate creative thinking in using one's body;
- To improve peripheral vision; to introduce the concept of protection.


Aim:


To be the last player holding their football.

Equipment:

- Footballs
- Cones

Instructions: Each player should carry one football with one hand, the aim is to knock off the other players' until we reach a winner. Insist on the players to have minimum physical contact, just like in "no contact runs"; they just need to touch the football. Play 2 rounds, take a moment in between to reflect on some situations (a lot of humor can come out from this drill).

 **Reflection and Wrap-up:** "What are the two tasks assigned by the game rules?"; "What are possible strategies to win this game?"; "One strategy can be working in a pair to eliminate everyone else and then have a final showdown together. No one mentioned anything about alliances. By teaming-up you could've had more chances of winning; one player distracts and the other attacks at the same time."; "What other strategies can you think about?" "What is the key to protecting the ball?" - After taking some answers the coach can wrap-up with: "Creative thinking is generating as many solutions as possible to one problem, can you do it? Try it during the next few days, we all have challenges, we all need to protect the ball, everyday!"

 **Alterations:** Play the game with pairs, both players hold one ball.

Notes:



Session 5.2 - Growth mindset

Proposed objectives

Engage skills and well-being

- To develop rhythm and collective rhythm;
- To experience self-worth and the worth of others in executing team strategy - everyone is indispensable (in life);
- To learn about the principles of living with a growth mindset.

Physical and technical

- To develop muscle resistance;
- To develop reflexes within team strategy;
- To develop strategic movement part of a system.

Proposed Content

1. Self-examination exercise;
- 2 Brainstorming and negotiation exercises (preparing football drills);
3. Freestyle play (What can I do with a Football?);
4. Maestro drills: adapting to circumstances;
5. Cool down.

5.2. Growth mindset / 80-90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

The beginning of the session, the coach perform a self-examination exercise; it is important for the coach to check if the participants are ready to get into this type of conversation. Many factors affect this decision: acquisition of proper communication skills, openness to share, and self-awareness. During the core of the session, the coach and participants should also critically examine the drills being performed, which in turn should put the participants in decision making situations; this process is obvious during the first exercise where the participants design and plan the session. During the drill, the coach should initiate and direct the reflections by asking: how did the ball move? Why did you pass to x, not to y? What was the strategy behind this movement?...

Also, the reflections should highlight the relation between critical thinking and developing a "Growth Mindset", having the ability to always learn with the belief that hard work will enable achievement.

Warm-up (20 min)

Introduction

Check Session outline.

Equipement

- Footballs
- Jerseys
- Cones
-
-
-
-
-
-



Self Examination

During this reflection time, before starting with the conversation the coach should highlight the objectives of self-examination and how this critical process impacts personality on and off the field.

Example of self-examination statements:

- I am very skilled in passing, shooting, and moving without the ball;
- I am a good team player;
- I control my emotions in difficult situations; Prompt: on and off the field
- I communicate clearly and directly;
- I participate and give my opinion in the group;
- I am an essential part of the team;
- I use creative skills to solve problems;
- I inspire others to perform better.

The coach can also use other statements to initiate the discussion depending on the specific situations.

Exercise 1: Rondo (15 min)

Objectives:

To explore the growth-mindset through examining the change in performance.

Aim:

The players have to play at a high intensity whilst maintaining possession in order to continue to develop their passing game.

Equipment:

- Balls
- Cones

Instructions

Players must position themselves into a circle with players both on the inside and on the outside. The formats that rondo are practised can be of a variety, for example, 4 v 2; 5 v 2;...

The inside players aim to intercept passes or pressure the outside players. The outside players should aim to maintain the circle whilst moving to open space in order to make efficient passes.

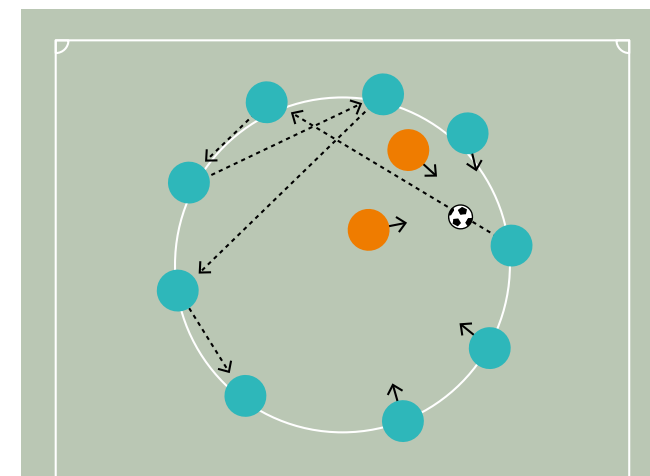


Gameplay: Inside players defend together in order to intercept the ball while outside players use simple passes to avoid the inside players' interceptions. Both players inside change with two outside when the ball is intercepted (the player that made the pass and the player that lost the ball).



Reflection and wrap-up: "This is not the first time we play Rondo together, is it? How did your performance change since the first time you played it? What differences did you notice?"; reflect on the growth that occurred, why were the players able to perform better?

Notes:





Exercise 1: 5 v 2 / 5 v 8 quick transition game with central square (30 min)

Objectives:

- To develop spatial awareness to create more options in gameplay;
- To develop rhythm through rapid transitions.

Instructions

The game is set up to encompass two different zoned games. The smaller space should be large enough for a 5 v 2 ball retention game where the 5 players “passers” are to keep the ball away from the 2 “chasers”. Should the 5 players lose the ball to the 2, the ball should be played out by one of the 2 chasers to any of their 6 teammates positioned in the larger space. The game then becomes an 8 v 5 situation where the whole space is to be used. When the ball is won by the 5, the smaller 5 v 2 game in the smaller central zone is repeated. One point is scored per 5 passes (or fewer if both teams struggle). The transitions of the ball should be left unopposed (the moment that the ball is played back into the smaller zone or out into the larger space).

Aim:

To keep possession within numerical advantage; introduce the concept of “quick transition of play”. The time between having the control of possession, losing that control and how fast you can win it back.

Equipment:

- Jerseys
- Footballs
- Cones

Notes:



Gameplay: Remind the chasers to coordinate and agree on a strategy.



Reflection: Having notes on situations that occurred during this first gameplay, the coach can start by asking: “Anyone noticed any particular situations in this gameplay? What was the hardest part? and the easiest?” - After taking a few answers the coach can highlight the moments where the chasers or passers did creative moves to keep or regain possessions. Transitioning from 5v2 to 5v8 also falls within creative thinking, the capacity to adapt to changing situations; as a coach you’ll notice confusion when implementing this drill.



Gameplay: Add or remove a rule depending on the players’ performance. E.g. Remove scoring, limit to 1 or 2 touch pass...



Reflection and wrap-up: “What went differently during this second try?”; “Were we able to perform better?”; “How does the growth mindset apply to this situation?” - After taking some answers, the coach can wrap-up with: “Having a growth mindset means that you have the capacity to constantly achieve new things; you believe that everything can be achieved through hard work and creative thinking, do you have a growth mindset?”



Cool-down (15 min)

Physical cool-down

Breathing together, in a circle, the coach guides the breathing rhythm, you can detect the rhythm through holding hands or if the group is well-bonded, they can place their arms on each others' shoulders; watch out for cultural barriers. Instruct the participants to inflate their stomach area instead of their chests while inhaling using only the nose. This will help them relax their core and put down the pressure from the last drill.

Debrief

Gathered in the circle, the coach can state: "A growth mindset allows humans to develop their knowledge and skills; some people think that stars sports, arts, and business super stars are born that way, and others who think that talent is something we practice and achieve. Which one do you agree with?" - "This being said, how can you apply creative thinking to make a good life for yourselves?"

Notes:



Session 5.3 - Performing under pressure

Proposed objectives

Engage skills and well-being

- To learn the detailed steps of activity planning;
- To demonstrate an understanding of strategic thinking;
- To face and get over frustration under pressure;
- To realize the importance of peer support in critical situations.

Physical and technical

- To develop reflexes in critical physical states (proprioception and resistance);
- To develop creative control skills;
- To successfully execute strategic offensive drills.

Proposed Content

1. Warm-up;
2. Physical preparation;
3. Double-team drills (defence);
4. Maestro drills: Moving together;
5. Cool down;
6. Session planning.

5.3. Performing under pressure / 75-90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

A successful performance under pressure demands proper psychological and physical preparation. Let's break-down performance into three domains: brain, muscles, and feelings. The brain will make decisions and transmit them to the muscles which will execute movements, passes, and shots. The feelings drive and are driven by the events throughout the match and influence the brain and the muscles to perform as do the mental and physical state influence feelings. It is in this process that participants learn how to normalize their feelings and their physical stress in order to positively invest it in play. Although it's an obvious concept to have, a lot of players tend to forget the relationship between how they feel and how well they perform especially while in gameplay. Critical reflection about participants' reactions to the drills is essential to realizing the emotions and thinking process that drive their actions during gameplay and in life. Creativity counts mostly when we perform under pressure. How will you help the participants realize that throughout this session?

As this is a session about pressure, it is important to keep a high intensity in the exercises. Work the cardio-vascular capacities of the players, and expose them to mental pressure during gameplay.

Warm-up (20 min)

Introduction

"Can anyone remind us what we learned last time? What is creative thinking? How do we protect the ball?"

Equipment

- Footballs
- Jerseys
- Cones
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-
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-



Warm-up

Divide the participants in pairs, each pair has a football. Standing 3 meters apart, the players pass the balls with their partners using their hands, in how many ways can they pass it? Standing back to back using their hips, or passing and receiving under the legs through bending down... Can they do the same with their feet?


Exercise 1: Possession game (25 min)


Objectives:


- To improve creative thinking in passing under pressure;
- To improve creative thinking through setting rules.


Instructions

Make 15 steps by 15 steps area; play a game of 5 v 5 with rules that are agreed between the participants.

 **Gameplay:** Allow the participants to discuss the rules; organisation on the pitch, tackles, fouls, touches on the ball, time or number of passes...

 **Reflection and feedback:** "We've done this exercise together before, right?" - "How was this time different; did you notice any difference in how you decided on the rules? In the game? What changed?"; "Anything you would like to change in the rules before we restart?"; "How will you demonstrate your creative thinking in the game? Throughout this round, I'll add more rules to challenge you!"

 **Gameplay:** With the feedback and discussion potential new rules change the numbers to 6 x 4 to challenge both teams into working in adversity. Add a rule, you cannot pass the ball to the same player twice.

 **Reflection and wrap-up:** "How did the change in numbers affect your game?"; "What did you do to overcome your disadvantage in number?"

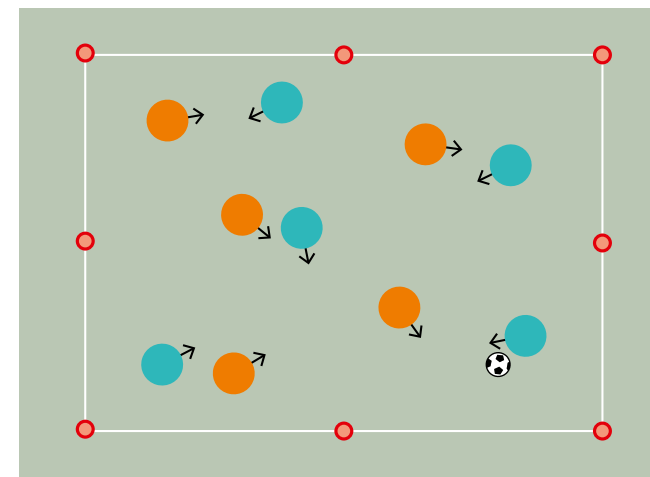
Aim:

- To maintain possession in a small area for the longest possible time;
- To play as many possible consecutive passes.

Equipment:

- Jerseys
- Footballs
- Cones

Notes:




Exercise 2: 4 x 4 pressing patterns (30 min)


Objectives:


- To improve ball possession under pressure;
- To improve creative thinking in blocking as a group.


Instructions


Setup three small goals on the same line, 2 meters away from one another; 4 attackers are in possession of the ball while 4 defenders are defending the 3 goals.

 **Gameplay:** Start the exercise at walking pace. Don't give any instructions regarding the shape of the block, allow the players to self-manage.

 **Reflection and feedback:** "How did this go? What's the biggest challenge?"; "Perhaps some shapes can work better in blocking when you have to cover this much space?" - Show examples of shapes and how they interact with ball movement.

 **Gameplay:** Develop game speed, increase the number of attackers to increase intensity.

 **Reflection and wrap-up:** "How did the game speed affect the gameplay? Were you able to manage it?"; "What is the importance of playing as a blocking chain?" - "How can you apply this in your daily life?" - After taking some answers, the coach highlights the importance of creative thinking while relying on others when in critical situations. "In life, what are the factors that we have to consider when facing a risk?"

 **Alterations:** Add extra attacker to make it more challenging for defenders to keep the shape.

Cool-down

Untying the knot

Gather the participants in one big group, and instruct them to randomly hold each others' hands; each has to hold hands with two different people. Make sure that the participants' hands are well knotted. Once everyone has held hands, ask the participants: "How can you go from this position, into circle formation without letting go of each others' hands?" - Allow them some time, if they find challenges, support them in the process through external observations and advice.

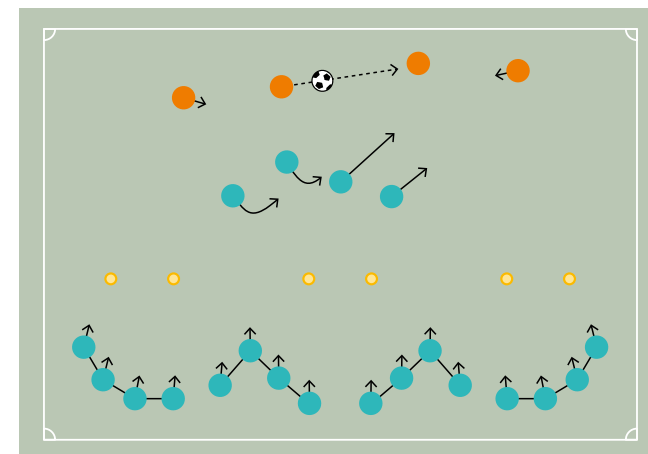
Aim:

Press the team in possession of the ball whilst keeping a well-organized block.

Equipment:

- Jerseys
- Footballs
- Cones

Notes:





Reflection and Wrap-up

Once the circle is in position, the coach can reflect on the steps it took to achieve the goal. Observation, experimentation (considering options), understanding (defining a solution), resolution; for example: "Did anyone feel uncomfortable in the first position? And during the drill?" The coach can ask: "During the game, with every new position you reached, you re-thought about the next steps, no? How does that apply to life? For example makes me think that the world is always changing and we have to adapt to it and constantly rethink our lives, and you?" - The coach can finally wrap-up with: "By thinking creatively, we can transform our chaotic situation into a circle, and that can be applied to life in so many ways; anyone would like to share anything on this topic?"

Notes:



Session 5.4 - Problem solving and decision making

Proposed objectives

Engage skills and well-being

- Accept unexpected events/failure as learning opportunities and cope with the current situation;
- Demonstrate hands-on knowledge of creative thinking through deciding on and leading and exercise;
- Experience hope, thanks to the achievement of a collective objective, part of a group;
- Demonstrate practical knowledge of one's role.

Physical and technical

- Participate in the activities when conducted by others while respecting others' roles and time;
- Conduct activities part of a group while respecting others' roles and responsibilities;
- Invest in previously acquired life skills to implement an exercise.

Proposed Content

1. Warm-up / participatory game (group 1);
2. **Core:**
Exercise 1 (group 2)
Exercise 2 (group 3);
3. Cool-down/ Debrief (group 4).

5.4. Problem solving and decision making / 80-90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Equipment

- Footballs
- Jerseys
- Cones
- Pens
- Papers
-
-
-
-

Session overview

This session is fully implemented by the participants, where the coach only guides the process from afar. The implementing groups have to organize time, field preparation, conduct drills and reflections, and transition to the next group's exercises. This process puts into play all the previously acquired skills: communication, responsibility, emotional management, and creative thinking. This session also highlights the participants' problem-solving skills, as many barriers may (or may not) keep them from smoothly implementing their drill. It is important to note that this session, as well as the whole creative thinking module, prepares participants for effective collaboration and collective agency.

Warm-up (25 min)

Introduction

Through a quick conversation, allow the participants to volunteer for conducting 4 parts of the training. Each group of 2-3 participants (depending on the number) will be in charge of one part: Warm-up 10 min, Exercise 1 20 min, Exercise 2,



20 min, cool-down 10 min. Give detailed instructions: time, objectives, exercise 1, exercise 2, and cool-down, and 10 minutes to discuss and decide on the exercises they are going to conduct. Provide everyone with pens and papers and observe the process of decision-making that different groups go through; write-down notes in detail. Can you observe them identify multiple alternatives? How do they communicate? Is someone imposing their choices?

Discuss your observations of the process and their decisions with them! How did they identify the choices? What factors affected their decisions? Some of the factors to consider are the knowledge of the participants and their skill levels, the knowledge and skills of the facilitators, available time, objectives, and reflections.

Warm-up

The assigned group will perform a quick warm-up, take notes and supervise to avoid injuries (10 min).

Exercise 1 (20 min)

Objectives:

- To evaluate the decision taken to implement this exercise;
- To observe and reinforce problem solving skills.

Aim:

To give the opportunity to the participants to think creatively and lead exercises.

Equipment:

- As needed and available

Notes:

Instructions

Allow the participants to implement their exercise with full responsibility, resist the temptation to correct and interfere. Take notes, and notice their level of attention to detail, communication skills, capacity to give attention to all the participants and support them, and their capacity to lead the group and solve problems (challenging situations).



Gameplay: Supervise the exercise from far, the aim is not to make the exercise to work well, but to learn from what is happening and what the participants thought would happen. Are they able to invest their skills acquired from learning by observing and doing throughout the program?



Reflection: The coach allows some time for the facilitators to make a brief reflection on the game, and then reflects on all the challenges that the facilitators faced, and how well they invested their skills in resolving them: "Did this go as you thought it would?"; "What problems did you encounter?"; "How did you solve these problems? What did you think at the moment?"



Exercise 2 (20 min)

Objectives:

- To evaluate the decision taken to implement this exercise;
- To observe and reinforce problem solving skills.

Aim:

To give the opportunity to the participants to think creatively and lead exercises.

Equipment:

- As needed and available

Notes:

Instructions

Allow the participants to implement their exercise with full responsibility, resist the temptation to correct and interfere. Take notes, and notice their level of attention to detail, communication skills, capacity to give attention to all the participants and support them, and their capacity to lead the group and solve problems (challenging situations).



Gameplay: Supervise the exercise from far, the aim is not to make the exercise to work well, but to learn from what is happening and what the participants thought would happen. Are they able to invest their skills acquired from learning by observing and doing throughout the program?



Reflection: The coach allows some time for the facilitators to make a brief reflection on the game, and then reflects on all the challenges that the facilitators faced, and how well they invested their skills in resolving them: "Did this go as you thought it would?"; "What problems did you encounter?"; "How did you solve these problems?"

Cool-down

Physical cool-down

Allow 10 minutes for the participants to execute their exercise, then reflect with them on alternative exercises they could've used for the purpose.

Debrief

Why did they choose that exercise? Did they communicate with their colleagues from the other teams to know what kind of exercises they're doing, and decide accordingly what parts of the body need more cool-down and stretching? - "This is the end of another phase, who can remind us what it takes to think creatively?"



Annex - On critical thinking

Knowledge is acquired only through thinking, reasoning, and questioning. Knowledge is based on facts.

1. Belief is not knowledge. Beliefs are *opinions* acted upon *as if* they were facts.
2. Opinions are not based on facts, knowledge, or reasoning.
3. Critical thinking is an *active* process based on applying analysis, the synthesis of data, and your ability to assess the information being received.

It is only from learning *how* to think that you learn *what* to think.

1. The unquestioning acceptance of what another says as fact is not learning nor is it part of the skill of thinking critically. It, in fact, inhibits any learning from taking place.
2. Learning *how* to think does not involve rote memorization.
3. To become educated you need to learn how to gather, analyze, synthesize, assess, and apply data for yourself.

Critical thinking is an organized and systematic process used to judge the effectiveness of an argument.

1. It is void of emotional constrictions and is, consequently, unbiased.
2. In order to be most effective as a critical thinker you must have data and facts available for a rebuttal of an argument.
3. Effective argumentation is based on empirical evidence.

Critical thinking is a search for meaning.

1. The meaning is for yourself in what an author or speaker says, implies, and insinuates.
2. It is a way of making sense out of what you are reading or hearing in order to find the validity of the data being presented.

Critical thinking is a skill that can be learned.

1. It is based on active, logical reasoning, on facts and evidence. and a desire to learn.
2. Your attitude toward learning is all-important in being a critical thinker. It is important that a high value be placed on learning in order for learning to be useful.
3. The skill of critical thinking is learned by doing and by an exchange of information and ideas with others who are assessing the same things. In this way one's ideas and arguments can be presented and evaluated.
4. You must be actively involved in exchanging thoughts and ideas in order to become a critical thinker. Sitting passively by is not how any skill is learned.



Taking responsibility

Essential to feel worthy and hopeful, and reinforce collective efficacy





Session 6.1 - Reinforcing awareness and intention

Proposed objectives

Engage skills and well-being

- To reinforce self-awareness (personal strengths, challenges, risks);
- To demonstrate an understanding of different positions on the field;
- To demonstrate a clear understanding of risk;
- To learn about the importance of conscious failure in assuming responsibility;
- To realize the importance of taking responsibility (in both senses blame, and duty).

Physical and technical

- To experience different positions on the football field;
- To successfully perform tactical passing drills.

Proposed Content

1. Preparatory game;
2. 3 football drills addressing roles and responsibilities;
3. Physical exercise: strength.

6.1. Reinforcing awareness and intention / 80-90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

Intention and awareness are the two main factors that initiate responsible behaviour. Indeed, responsibility is taken and not given. It all starts with having the intent to be responsible. "Awareness is the fruit of clarifying expectations and directly feeds into intention" - in order to have the intention to do anything, we need to be aware of what it is first, and in order to foster awareness, we need to clarify what we expect out of this task. The clearer the coach is about what the participants are expected to do, the more aware participants are, and the stronger their intention will be to execute the task well. E.g. In order to assume the responsibility, an attacker needs to be aware of the drill and strategy behind it. Intention and awareness are key for the participants to take responsibility for their own lives first and support others in need. E.g. Once I'm aware of the way to receive free health services, I could support my friend to do so.

Awareness involves being conscious of potential risks present around one's life. While performing an attack drill, or simply walking home from school, the risk is present throughout everyone's lives. By assessing the risks surrounding them and exploring assumptions, participants can make conscious decisions about their actions and assume responsibility for potential results. Being present and aware directly feeds into creative thinking and effectively, performance on and off the field. Awareness also enables conscious failure, realizing that everyone has the right to fail as a natural learning phase, and be accountable for their failures to themselves and their teams. Overcoming the fear of failure often allows individuals to assume

Equipment

- Footballs
- Jerseys
- Cones
-
-
-
-
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-



more responsibilities and venture into learning and growth. Positively highlighting participants' failures along with their successes allows more accurate self-evaluation, behaviour change and personal development.

Key Terminology: Assessment, self-awareness, self-examination, self-assessment, self-monitoring Intention, , accountability, conscious failure.

Warm-up (20 min)

Introduction

"We've already discussed awareness in previous sessions, being present; anyone can tell us what it means to be aware?"

Drill - physical warm-up

Collect all the garbage and dangerous objects from the field.

Exercise 1: Teamplay (20 min)

Notes:

Objectives:

- Thinking collectively;
- Trusting others opinion;
- Reacting with limited time.

Aim:

To do a team race against time while maintaining different shapes as a group.

Equipment:

- Cones
- Jerseys
- Balls

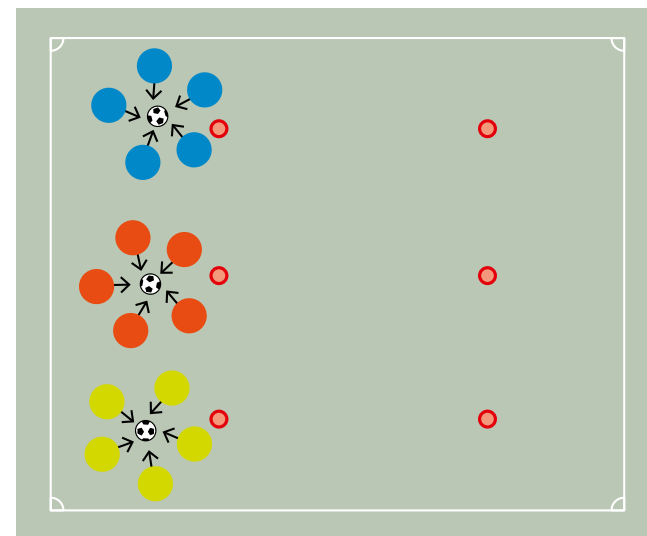
Instructions

Place two cones facing each other with 20 to 25 steps between both ends and give each of the teams a ball. Each team has to "carry" the ball from start to finish whilst all players are in contact with it.

Gameplay: Give time for players to form their shape and make the run; repeat twice.

Reflection: "This is not the first time we do this exercise, right?" - "It's a simple exercise, no?" "How did you keep the ball from falling?"; "What do we have to be aware about for us to do this simple task as a team?" - Some of the answers for this question are "include everyone, be aware of the speed of the group (rhythm), the ball's position, what others are doing, where you're stepping..."

Gameplay: Brainstorm on new shapes and repeat.





Reflection and Wrap-up: After taking some comments on the game, the coach can add “In this exercise, you all have the intention to win, and this motivates your intention to participate and take responsibility, during the decision on the shape, and during the run. What are some examples of responsibilities in your lives?” - After taking some answers, the wrap-up with some more responsibilities that were not mentioned, choose ones that are related to their lives: providing shelter, maintaining hygienic routines, doing health checks...

Exercise 2: Passing through the gates (30 min)

Notes:

Objectives:

- To improve precision passing and positioning;
- To reinforce awareness and intention in reaction to changes.

Aim:

Driving the ball around the football pitch and passing between the gates.

Equipment:

- Cones
- Jerseys
- Footballs

Instructions

Set up a number of gates (4-5) inside a rectangular zone 10 * 10 meters for every 8 players. In pairs, and at all times, players dribble and pass the ball only through the gates.

Gameplay: Instruct the players to be aware of the space in order not to queue at the gates.

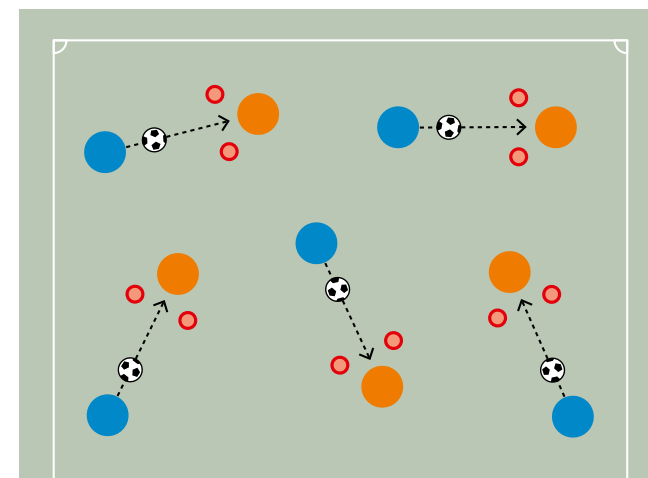
Reflection: “What is the key to the success of the exercise?” - After taking some comments wrap-up with: “Awareness of the surroundings in order to find the gates and the partner, and intention avoiding other teams and intention pass the ball through the gates, are the two keys here. Awareness and intention! This is where responsibility starts.”

Gameplay: Instruct players to change partners whenever you give a signal (whistle or clap).

Reflection/Wrap-up: “What happened when I gave the signal? Can anyone describe in detail? What are the steps? How do you choose your next partner?” - After taking some answers and highlighting key ideas, the coach can wrap-up with: “The first step is to hear the signal and be aware, the second step is to express intention by looking at all the players and see who wants to join, no?” - “How can we identify responsibilities in life? And when given responsibilities, how do we make sure that we are aware and express intention?”

Alterations:

- 1. Divide into teams (uneven numbers)** - team with less players tries to take control of the ball in order to score points. Rotate the defending players.
- 2. Divide into teams (even numbers)** - work in teams to make more passes through the gate than the other team in 5 min; Players can pass to anyone in their team (through the gates); Players can try to intercept passes from the other team.





Cool-down

Physical cool-down

No contact runs, tone down to no contact jogging and walking. In a small designated zone, instruct players to run while avoiding physical contact with others. Remind them to keep their heads up and be aware of their surroundings.

Debrief

“We spoke a lot about awareness today, what should we be aware of?” - Aware that there’s a responsibility to be assumed, something to be done. We employ critical thinking to identify problems (we learned about that in previous sessions). Once we are aware, then the factor of intention plays its role, and we can assume responsibility, think creatively, and identify possible solutions.

Notes:

NB: *If your program includes the organization of a social action with the group (check F4P methodology), take the time instead of the second exercise to organize roles and responsibilities, and prepare for the event. By this time, you are supporting the participants to organize their final social action.*



Session 6.2 - The importance of roles

Proposed objectives

Engage skills and well-being

- To demonstrate knowledge of the different positions and their roles on the football field;
- To link roles on the field to roles in real life;
- To understand the principles of engagement and commitment;
- To feel worthy through understanding the importance of one's role in the group and larger community;
- To initiate a sense of engagement and commitment;
- To demonstrate an improved sense of belonging through positive participation in the group.

Physical and technical

- To successfully perform tactical drills;
- To successfully perform "keeping possession" drills;
- To develop explosive strength.

Proposed Content

1. Preparatory game;
2. 2 football drills aiming at experiencing different roles;
3. Physical exercise.

6.2. The importance of roles / 80 - 90 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Equipment

- Footballs
- Jerseys
- Cones
-
-
-
-
-
-

Session overview

The successful performance of different roles on the field is essential to the success of the team. Being aware of all the players' roles on the field will allow each player to effectively support teammates. All social structures have different roles within. It is important to relate the roles on the field to life, what is each participant's role outside the field? How committed are they to these roles? worker, student, brother, father, mother, child... Throughout this session, the coach should make sure to foster engagement and commitment, the cornerstones of assuming responsibility. The reflections should also address equality and cohesion; it is each and everyone's responsibility to maintain an equal, equitable approach towards others, no matter what role and responsibilities one assumes.

Warm-up (15 min)

Introduction

From awareness and intention, we go into more technical aspects of responsibility; how roles support the division of respon-



sibilities. The football field is the best example to demonstrate the importance of roles and how they complement one another.

Exercise 1: Team possession from the back (30 min)

Objectives:

- To take responsibility part of the last line of defense;
- To learn how to play like an orchestra;
- To recognise the importance of different roles.

Aim:

Encourage the players to play from the back whilst controlling the ball.

Equipment:

- Cones
- Jerseys
- Balls

Instructions

Separate the pitch between left Back, left-centre Back, right-centre back, right back, and defensive midfield as shown in the figure below; place a red cone in the centre to designate the starting position, and a yellow cone on each side to designate maximum movement.

Gameplay: Without the ball - DM moves Left, Right, Up and Down; the 4 defenders follow his movement to understand their position. Perform many repetitions using different styles (side skipping, sprinting, jogging...) and speeds of running to simulate different situations; high and low intensity.

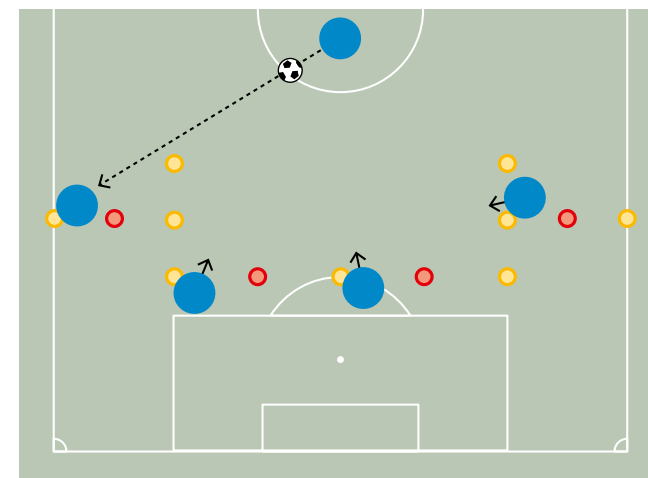
Reflection/feedback: "Why is it important to follow the movement of the DM?"; After taking some answers the coach can highlight the importance of preserving one's role in order to form one blocking chain. "Let's apply that with a ball"

Gameplay: Introduce the ball; DM passes/moves the ball to the Left, Right, Up and Down, while the 4 defenders follow his movement to adapt to the shape of their maestro. Switch the players to to experiment all roles.

Reflection and wrap-up: "What do you need to be aware of when performing this exercise?"; "Why is it important for each player not cross their limits?" - After taking some answers the coach can highlight gap creation which affects the whole formation. "We need to trust our team-mates and give them the space to perform their roles."; "Are all players equally important in this exercise?" - "By dividing roles, we are also dividing responsibilities. By defining the latter, each player can be accountable for a specific objective towards themselves and the whole team."

Alterations: Introduce attackers that try to steal the ball from the defense.

Notes:





Exercise 2: Football game (30 min)

Objectives:

- To apply roles and responsibilities (the previous exercise) in gameplay;
- To reinforce collective efficacy.

Aim:

To defend and attack using triangles and blocking chain formations.

Equipment:


- Jerseys
- Footballs
- Whistle


Notes:


NB: If your program includes the organization of a social action with the group (check F4P methodology), take the time instead of the second exercise to organize roles and responsibilities, and prepare for the event.


Instructions


Give time for players to divide themselves into 2 teams and choose the rules: decide whether they want a referee or not, offside, corners and throw-ins, physical contact, number of touches, scoring pattern.

 **Gameplay:** Players play with the rules they have elected for the first half (10/15 min); constantly remind the players to form triangles while attacking, and blocking chains in defense.

 **Reflection and feedback:** "What is the biggest difficulty in performing one's role? Remember what we learned together before about responsibility...".

 **Gameplay:** Add a rule, when the coach signals it, the players change positions; the coach gives the signal whenever the ball is not in play in order to facilitate things.

 **Reflection/Wrap-up:** "Why is it important to know what all the roles do on the field?"; After taking some answers give the example of the video game: "When playing video games, if we don't know what each button on the controller does, we cannot really understand and play the game, can we? The same applies to teams, if we don't fully understand what the others' players roles are, we cannot play the game in the best possible way."

 **Alterations:** All alterations here should be made by the players and coach upon discussion.

Cool-down

Physical cool-down

Stretching the lower body - hips, thighs, calves, ankles.

Reflection and wrap up

"Being aware of your surroundings is important to football, but more important as you live different aspects of your life. Knowing how to find and assume your role on the football field is essential to position yourselves in life as well. All these drills on roles and tactics that we do, they're here to help us in understanding how to play part of the team, but more importantly how to play through life. Think about it!"



Session 6.3 - Leadership

Proposed objectives

Engage skills and well-being

- Experiencing leadership, assuming the responsibility of the group;
- Experiencing self and collective efficacy and agency;
- To demonstrate knowledge of the relationship between leadership and responsibility;
- To demonstrate knowledge of leadership traits.

Physical and technical

- To successfully perform 4-4-2 drills;
- To successfully perform the captain's responsibilities through staged role play.

Proposed Content

1. Warm-up;
2. Open discussion on leadership;
3. Tactical 4-4-2 drills;
4. Football match: role play where the referee is going to be unfair - this exercise aims at documenting the reactions of the players, especially the captains.
PS: *The captain changes throughout the game;*
5. Cool-down;
6. Organization of Social action (Optional).

6.3. Leadership / 85 - 100 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

Leadership is a trait that's activated through a variety of skills; tolerance, openness, credibility, transparency, decision making, conflict management and more, make a good leader. This session aims at introducing the concept of leadership on and off the field. By the end of the session, participants should have a clear understanding that leadership is meant for each and every one.

Throughout this session, the drills and exercises are putting into play all the skills acquired throughout the F4P program: communication, responsibility, emotional management, and critical thinking. All the latter play a big role in assuming an effective leadership of groups and in carrying out specific tasks. While every member assumes different responsibilities within the team, the leader takes the responsibility for the whole team and supports everyone, while simultaneously achieving their own.

Warm-up (10 min)

Introduction

Ask for a volunteer to remind the group of last session's learning outcomes, and open up the conversation on leadership and how responsibility and leadership cross.

Equipment

- Jerseys
- Footballs
- Cones
- Whistle
- Captain badges
-
-
-
-



Exercise 1: Robin Hood (20 min)

Objectives:

Improving concentration, maintaining focus, develop leadership through practice.

Aim:

To collect as many footballs as possible as possible.

Equipment:

☐ Footballs (at least 10)

Instructions

Create a 10m per 10m area and make 1 little square per team on the corners; if you have a small number of players, play with only 2 teams, with 3 players minimum on each team. Put all the balls in the centre of the space and assign one team per corner. Players work together in order to collect as many footballs as possible until no balls remain in the center. Unlike what the below schema shows, the players should always remain inside the designated area.

Gameplay: Ask for volunteers to be captains and choose their teams. In-turn each player runs to the middle and dribbles 1 ball back to their team box. Only 1 team member can enter the box at a time and take one ball from the centre at a time. High-5 the next teammate for them to play their turn.

Reflection/feedback: "What did you like the most in your captain's behavior? And the least?"; "Captains, did you have a strategy for this drill? If yes, what was it?"; then ask the team members, "was everyone aware of their teams' strategies?"; If none of the teams had strategy, you can comment: "Without a map, a ship cannot reach the port; also in football, without a strategy and a plan, it is almost impossible to reach our goals." Ask the players: "would you like to change teams?";

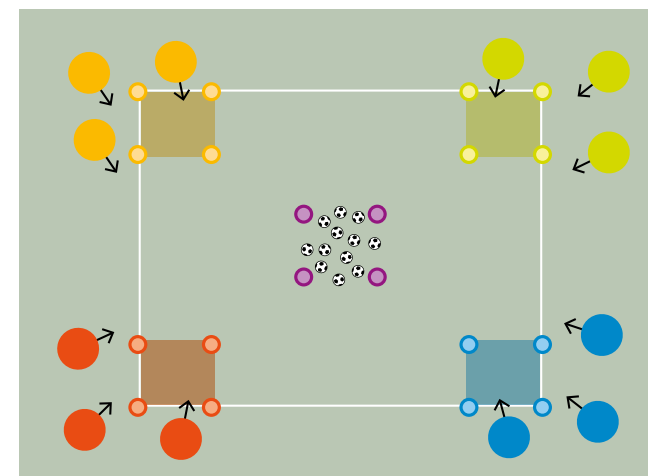
Gameplay: During this 2nd gameplay, instead of running back to team base, the player passes the ball back to their next in line. The receiver controls the ball inside the box to count. All players have to go serve and receive - the team has to organise itself so that all do both actions.

Reflection/Wrap-up: "We've played this game before, no? How was this time different? Did you find any differences between the time when you played without a captain and now?"; "What is leadership in your opinions? And who is a leader?";

Alterations: Once all balls from the centre gone, can steal from others. Run 2 minutes and the winning team is the team with the highest number of balls. What will be the teams' strategies?

Notes:

NB: Make sure to give very clear instructions that the players pass the ball back, there's no other option, in order to avoid confusion with previous alterations of this drill, played within the program.





Exercise 2: Game of football (30 min)

Objectives:

- To improve the leadership capacities of players when guiding team tactics;
- To improve the execution of team tactics.

Instructions

Ask for two volunteers to start as captains and choose teams, and clarify that the captain will change every two minutes during the game. Give time for players to divide themselves into 2 teams and choose the rules. The coach will be the referee for this game, a very bad referee. Throughout the game, the coach will perform explicitly unjust calls; calling a foul when a player did not even touch the other, calling hands when the ball was clearly not... Players have to believe that you are unconsciously committing injustices.

Aim:

To apply the previously acquired defense and attack tactics and drills, with the leadership of a team captain.

Equipment:

- Footballs
- Jerseys
- Whistle
- Goals
- Captain badges.

Notes:



Gameplay: Observe the players' reactions as you commit wrong calls, especially those of the captains. Every 2 minutes give the signal to change captains. Are the players' behaviors changing as they get the captain tag? E.g. Motivating and organizing their teams.



Reflection and feedback: "What did you like the most about this game? And what didn't you like?" "What did you like the most about being captain? How did being captain affect your behavior, what did you try to do?"; Refer to the injustices: "Why did you react that way when I called the bad calls? Who's job is it to negotiate with the referee? Why?"



Gameplay: Add a rule - No one can speak or make sounds on the field except the captain.



Reflection and wrap-up: "How did the new rule affect the game?"; "Were there things you wanted to say and couldn't?" - "Does it work if only the captain takes the responsibility to guide the team? What is the role of the captain?"; After taking some answers the coach can continue with: "A true captain allows every team member to be captain, by trusting and giving them responsibilities; having such leaders is what makes successful teams."

Cool-down (20 min)

Lower-body stretching

Ask for a volunteer participant to guide the stretching.



Debrief

“Who can tell us what they learned today from our conversations and play?”; “How can you apply that to your lives?” - After taking some answers the coach can wrap-up the session with ideas on taking leadership of one’s life and not waiting for good things to come their way. Taking leadership is assuming responsibility.

Notes:

NB: *If your program includes organizing a social action (check the F4P Methodology), play a relatively short (or replace the) football game, and take around 30 minutes to organize the details of the event.*



Session 6.4 - Integrity

Proposed objectives

Engage skills and well-being

- To experience transparency, integrity, and credibility;
- To feel worthy and respected throughout the interactions with peers - assume the evaluator role;
- To apply the concepts of evaluation and feedback;
- To assume the responsibility of evaluating the performance of a peer.

Physical and technical

- To conduct peer to peer physical evaluation drills.

Proposed Content

1. Warm-up - a reflection on ethics and risks during an evaluation;
2. Evaluation.

6.4. Integrity / 85-100 min

Date:

Coach:

Number of players:

Age:

Nationalities:

Medical info:

Session overview

Through conducting peer to peer evaluation participants will experience first hand a sense of leadership within an activity. In addition, traits like credibility, integrity, and transparency can be developed by documenting the performance of others. During rest time, the coach and participants can initiate their reflection with questioning credibility and integrity, their relation to accountability and how that applies to take responsibility for the evaluation process they're conducting. An important component of the evaluation is the feedback process; positive, clear feedback should be conducted by participants to their peers develop their skills and realize their set-backs.

What does it mean to be accountable and responsible? How do I show credibility and integrity in my work? How is this applied to the field and in life?

Warm-up

Introduction

If you have been following a program where all the participants have been highly committed, this is a good opportunity to celebrate their achievements. By performing the evaluation, they will observe the positive change they had in their physical fitness, but also in the way to deal with situations and challenges. Throughout this session, the coach should highlight the positive change that the participants have achieved as individuals, and as a team.

Equipement

- Chronometers/Mobile phones
- Pens
- Clipboards
- Evaluation sheets (when available)
- Footballs
- Jerseys.
-
-
-



Physical warm-up

Light jogging and stretching of key joints; Head to toe active warm-up to get the muscles and joints active before the evaluation. Ask for a volunteer to lead the stretching.

Exercise 1: Evaluation circuit (40-45 min)

Objectives:

- To assume the responsibility of evaluating a colleague's performance;
- To perform constructive feedback.

Instructions

For this exercise, coaches should bring some clipper boards so that players support each other throughout the assessment. Players should do this in pairs. Setup the field with the support of the participants in order to perform different drills, create multiple stations for the same drill.

Aim:

To support a colleague by objectively documenting their performance.

Equipment:

- Clipboard
- A tool for timing the performances (chronometer, mobile phone...)
- Cones

Notes:

Process: In pairs, the participants are asked to conduct a series of assessment drills that measures different physical fitness components. Each pair will take a designated space from the field and conduct the drills by turn; throughout the process, the coach observes by passing through the participants and asking questions and gives instructions on performance, challenges, and documentation.

- 1. Speed and explosive speed:** 15 meters run; setup cones for start and finish and measure the time;
- 2. Endurance:** 12 min running test; precise a running circuit and measure the time;
- 3. Agility:** Side skipping between point A and point B for 30 seconds; Setup two points 4 meters away from one another and count how many laps the player performs;
- 4. Strength:** Sargent jump, push-ups, sit-ups, pull-ups... ; depending on equipment;
- 5. Flexibility:** V-split test or learn forward with locked knees; measure distance between toe and finger tips;
- 6. Balance:** Balancing on the tip of 1 foot; measure the endurance time.



Reflection and wrap-up: "Thank you for assisting each other in the evaluation; I hope you were all objective." - "When helping someone with an evaluation, we need to preserve our integrity in order to support them with their personal development. Assuming your responsibilities will help you and others to maintain integrity and credibility, and foster mutual trust with your communities. Who knows what it means to have credibility and integrity? How did they apply during this evaluation?" Integrity is the quality of maintaining high moral values, while credibility is the quality of being trusted. Your colleagues trusted you to record their performance, and honor this trust by preserving your integrity and credibility. Anyone would like to share with us a relative experience from their life?"



Exercise 2: Game of Football (20 min)

Objectives:

To apply all the life and technical skills learned throughout the program.

Aim:

To play a friendly football match.

Equipment:

- Jerseys
- Footballs

Instructions

Allow players to volunteer for captain, choose teams and set rules.



Gameplay: Observe the players' performances in order to give them constructive feedback on the improvement they have made throughout the program; in terms of technique and behavior.

Cool-down

Reflection and Wrap-up

"Together we have completed a whole training program, I hope you have enjoyed it as much as I did!"; "Who would like to say anything in this occasion?"; After taking some contributions the coach can wrap-up with: "I have seen the positive change you have made in yourselves throughout this time. Your journey does not stop here, in fact, it is just beginning and I hope we can continue to work together in the future to spread this knowledge in our communities and support others who have not been as fortunate as us to learn all these skills."

Notes:

NB: If your program includes the organization of a social action with the group (check the F4P Methodology), take the time instead of the second exercise to organize roles and responsibilities, and prepare for the event. By this time, you are supporting the participants to organize the final social action where they will spread awareness about a challenge that their community is facing.



Annex - Simplified evaluation sheet

Station 1. Speed and explosive speed

15 meters run: Time: _____ seconds

Station 2. Flexibility

V-split test, lean forward with locked knees measure distance between fingertips and toe tips.

Distance from fingertips to toe tips: _____ cm

Station 3. Agility

Running back and forth between point A and point B for 30 seconds - count how many repetitions/laps are performed.

Number of laps: _____

Station 4. Strength

Sargent jump, push-ups, sit-ups, pull-ups... (depending on equipment).

Number of Push-ups: _____

Number of sit-ups: _____

OR - Reach height: _____ cm

Station 5. Endurance

7 min running test: Number of Laps: _____

Station 6. Balance

Balancing on the toes of one foot: Balance time: _____ seconds

Name of performer: _____

Name of evaluator: _____

Date: _____

Notes:

Impressum

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