

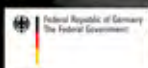
# YDF Manual for Sports Event Management

Guidelines for the Organization and Management of Development Events

Youth Development through Football



Implemented  
by GIZ



On behalf of the  
German Government



Co-funded by the  
European Union



In partnership  
with SRSA



Youth Development through Football (YDF) is a project dedicated to educate disadvantaged youths in ten African countries.

It is implemented by the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ) in partnership with the Department of Sport and Recreation South Africa (SRSA).

The project is part of the South African - German development cooperation. It is funded by the German Government and co-funded by the European Union.



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 sport & recreation  
Department  
Sport and Recreation South Africa  
REPUBLIC OF SOUTH AFRICA  
In partnership  
with SRSA



The 'Youth Development through Football' (YDF) project has its roots in the 2006 FIFA World Cup™. It was launched in 2007 and will run until 2012. The project is part of the 'South African - German Development Co-operation'. It is funded by the 'German Federal Ministry for Economic Co-operation and Development' (BMZ), co-funded by the 'European Union' (EU) and implemented by the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ). The project partner is 'Sport and Recreation South Africa' (SRSA). YDF is a football project aimed at the youth. At the same time, it far surpasses that description. The aim of the project is to support socially disadvantaged boys and girls in such a way that they are able to take their own lives 'in hand' and shape them positively. Their passion for football facilitates access to these youths. The YDF project will be established in all South African provinces and in nine other African countries.

## YDF Manual for Sports Event Management Guidelines for the Organization and Management of Development Events

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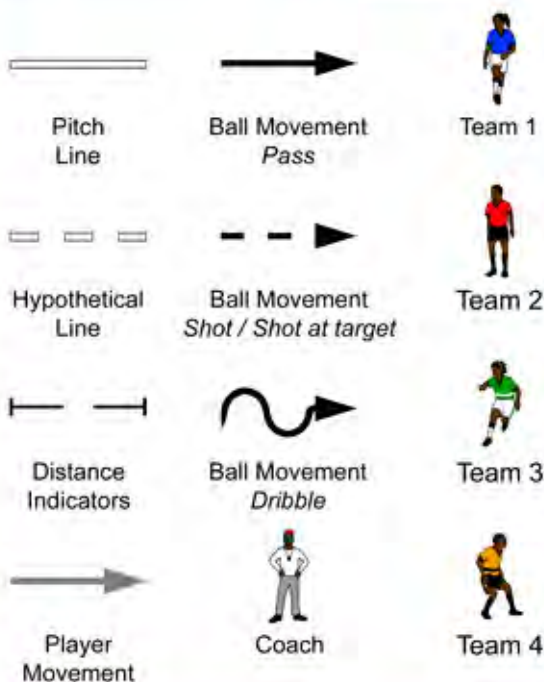
Hi there!

I'm **Edwin**, the Life Skills Meerkat. I'll give you helpful hints concerning Events, Life/Social Skills and Football. So whenever you see me, be sure to take note of what I have to say, as it might just make the difference between a good event and an excellent event!

Together we will **Educate and win!**



## UNDERSTANDING THE DIAGRAMS



## Introduction

More than any other sport, football has the power to unite people and cultures all over the world. As a team sport, football promotes fairness and tolerance, leapfrogs gender boundaries and fosters mutual understanding, thereby contributing to the positive development of personality and character.

Using football as a tool, "Youth Development through Football (YDF)" strives to overcome discrimination, improve health and combat disease, promote gender equality, fight violence and secure environmental sustainability.

To actively tackle the issues mentioned above, YDF compiled two different manuals where football training and life skills are combined: the "YDF Manual for Instructors" and the "YDF Manual for Coaches". In both manuals we have carved out how social behaviours that are significant to the team sport of football can be emphasised and encouraged. The major difference between the two manuals is the inclusion of a didactics module for instructors who are required to understand how learning and teaching works, as they are required to teach coaches after they have completed their instructor workshop.

YDF also strives to offer further education and training for the coaches. For that purpose several short modules were developed.

This short module on "Sport for Development Events" will be the next step to combine football and life skills. The module is a guide to integrate life skills into sports events. It specifically focuses on the combination of football events / tournaments and life skills. It offers event management knowledge, as well as a wide range of exercises to educate youths and to spread the message of sport for development.

Over the past years, YDF gained a lot of experience in the field of "Sport for Development Events". Based on that knowledge, YDF compiled a tool which adds additional value to your sports event.

Depending on demand, need, actuality and age-group, life skills exercises can be directly integrated into the game itself and / or communicated during the event.

You may already know how to plan a training session. But one of your tools should also be the planning and organizing "Sport for Development Events".

In the next chapters you will be guided through the basic points of how to successfully plan and organize an event. But more importantly how to integrate life skills into your sports event so that the event becomes a "Sport for Development Event".

Different exercises regarding a wide range of life skills were compiled, such as fair play, respect, tolerance, teamwork, health and hygiene, and environment.

The first part of this short module will provide you with knowledge of how to successfully plan and organize a "Sport for Development Event".

The second part will provide you with the knowledge of how to integrate life skills into your event and how to bring your "Sport for Development" message across.



## What is an Event?

**Basic Understanding of an Event**

Before you as a coach, teacher, sport assistant or social worker, etc. start to plan an event, it is advantageous to know what we commonly understand under the meaning of an event. Maybe you were already involved in the planning and organizing of a tournament without actually knowing that you were planning an event.

In the scientific community you will find a lot of different definitions about events. Friedmann (1997) states the following regarding events: "Preparing an event is an art and a science. It requires enthusiasm and creativity, but also knowledge, discipline and methodical work."

An event is generally understood as an organized, functional specific happening, with a limited time scale, and the participation of a group of people.

**Basic Understanding of a "Sport for Development Event"**

It is important to understand that a "Sport for Development Event" means that there are specific objectives that need to be achieved through the event. This could be the integration of relevant life skills, and using the event to raise awareness about relevant social issues. Events could therefore carry the themes of HIV/AIDS or Alcohol Abuse awareness, and the event itself would be the vehicle for raising this awareness to the participants and general public.

These themes would be relevant to issues that exist in the particular community / area where the event is taking place. This will assist in ensuring that the event is not just a once-off day, but that positive learning takes place that will be beneficial even after the event.





## Event ABCs

## Characteristics of an Event

Generally speaking, an event has different key characteristics which can be grouped together as:

**Uniqueness**

Each event is different. The same kind of event can be repeated several times. But each time there will be something different. For example the participants, the venue or the message you want to spread!

**Perishability**

If the event is unique, then it is without any doubt also perishable! The event cannot be repeated exactly as the event before.

**Intangibility**

Generally speaking, an event is intangible. If you buy a pair of football boots or a football, it is something tangible: you can see and touch it. When it comes to events it is different. You cannot really see or touch the activity.

**Ambience and Service**

When it comes to events, ambience and service are two very important factors. An event with the right ambience and a good service can be a great success. On the other hand, an event with the wrong ambience and bad service can be a failure.

**Fixed Timescale**

Events follow a fixed timescale: They have a fixed beginning and a fixed end. The timescale can be short (one day event) or rather long (Football World Cup).

**Personal Interaction**

As you can imagine, an event has lots of personal interaction. In a sports event you definitely have personal interaction. First of all the players have interaction. But also the spectators play a crucial role. They are not only watching the event - the crowd is also helping to create a unique atmosphere.



### What is Sports Event Management?

Taking all the facts into consideration event management can be defined as: "The act of organizing something that takes place in a given place at a given time" (FIFA/CIES, 2010).

In addition, you can define sports event management as "the coordination of resources, technologies, processes, personnel and situational contingencies for the efficient production and exchange of sport services" (Chelladurai, 1994)

### Why run a Sport for Development Event?

When you want to plan an event it is advantageous to know why and for whom you want to hold the event. Delivering a well organized event can have a lot of advantage. Some of the benefits of running a well organized event are:

- Raise awareness for your project
- Provide an avenue for competition
- Raise funds
- Educate youth
- Spread a relevant message
- Promote your activity to newcomers
- Deliver benefits to sponsors and members
- Media coverage
- Highlight certain life skills issues



## Event ABCs

## Who is the Event for?

As already mentioned in the introduction, our main aim is to educate children and youth. Therefore, they are our main target group. But nonetheless, you also have sub-target groups like parents, elderly and the local authority. Keep in mind that your event can attract the following stakeholders:



Furthermore, the event is also for you! The planning and organizing will improve your management skills and will empower you to become a better Event Manager!



**Stakeholders** are the individuals and groups that play a role in an organization's event.



## Event ABCs

## Sport for Development Event Implications

As a good event manager it is very important to also know the different implications of your event. Some type of events - especially "Sport for Development Events" - produce a wide range of implications which you should be aware of. The following exemplifies the implications your "Sports for Development Event" can have:



Social community implications



Economic implications



Development implications

## Risks

Right now you should have a basic understanding about what can be considered an event and who to attract with your event.

Nonetheless, practice shows that there are several points which can disturb a sound planning process:

- ⊗ Insufficient consideration of the organising structure, aims and objectives
- ⊗ Not appointing an Event Coordinator
- ⊗ Insufficient planning time
- ⊗ Insufficient staff / volunteers
- ⊗ Poor communication and coordination with subcommittees or individuals
- ⊗ Unwieldy committee, subcommittee or work unit structure
- ⊗ No insurance
- ⊗ Poor relationships with local authorities, governing bodies or competitors
- ⊗ No or bad catering
- ⊗ Lack of hospitality for visitors
- ⊗ Programme running into overtime
- ⊗ No budget
- ⊗ No first-aid

Try to keep these points in mind in order to solve future problems in advance!



## Event ABCs

## Sport Event Management Process

To ensure a good event, you should focus on the so-called Management Process. These points should serve as a helpful guideline on how to plan and organize events.



## Objectives and Getting Started

Before you start with the planning of your tournament you have to ask yourself the following questions:

- ☞ Why do I want to hold an event?
- ☞ When will it be held?
- ☞ Do I have the respective facilities needed for the tournament?
- ☞ Do I know all my stakeholders?
- ☞ Do I have enough equipment (e.g. balls, bibs)?
- ☞ Do I have enough manpower (e.g. volunteers)?
- ☞ Do I and the participants (e.g. pupils) have the time?
- ☞ Do I have enough budget?
- ☞ How can I reach as many participants as possible?
- ☞ How do I review the event?

If you have a **positive answer** to these questions then you can start planning your tournament!



## Event ABCs

One of your first steps has to be the compiling of an event concept. In the following you will be guided through the basic steps on how to reach a concept:

- ⌘ Idea
- ⌘ Nature of the event
- ⌘ Purpose of the event
- ⌘ How should it operate?
- ⌘ What benefits are there for participants?

Furthermore, you can write down the answers to the questions mentioned above. As a result, you will have a good overview of the main points regarding your event.

When you start planning a tournament it is crucial to **set objectives**, as they can serve as guidelines. It is important to set realistic dates, know your budget and know your target group. They serve as reference points to evaluate your objectives or goals for your event. Good reference points are the SMART-objectives as a means to set possible objectives:



- ⌘ **Specific** - You have to be precise about what you want to achieve!
- ⌘ **Measurable** - You have to quantify your objectives!
- ⌘ **Achievable** - Can I achieve my goals and objectives?
- ⌘ **Realistic** - Do I have enough resources to achieve my goal (manpower, budget, equipment?)
- ⌘ **Time-bound** - You have to set a time frame for your tournament (When will it take place? How long will it be?)



## Planning an Event

### Planning

**"Fail to plan and you plan to fail."**  
- General George S. Patton

As you already know, planning is the first step of the event management process. You can define planning as *"the process by which the manager or organizer looks towards the event to discover what various courses of action are available to arrange it, and which course of action would be the best"* (Shone & Parry, 2004, S. 90).

The planning process should involve the following steps:

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- 🔍 **Appointing an Event Coordinator** Pages 11 - 16
- 🔍 **Budget** Pages 15 - 18
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## Planning an Event

### The Event Committee

A very good tool to ensure a sound planning process of your tournament is to appoint an event committee. The members of the committee have to be trustworthy, skilled, committed and reliable. The size of the committee depends on the size and complexity of an event. For events in the community you don't need a big number of members.

To sum it up, the event committee is responsible for strategic decisions about the event. In some cases the event committee is also responsible for appointing and overseeing the event coordinator.



But keep in mind that you do not always need an event committee. The scope and size of your tournament will determine whether you need a committee or not.

Taking all the facts into consideration, the event committee should have a controllable size so that it can act as a team!



The Committee oversees the event. It develops and ratifies the policy and aids / supports the Event Coordinator.





# Planning an Event

## The Event Coordinator

The event coordinator is responsible for the planning, coordinating and monitoring of the event. He or she has to make sure that everyone in the team follows a given time-line. A good possibility to ensure that everyone is on track is to hold regular meetings. Furthermore, the coordinator has to ensure that all people assigned for specific tasks (different committees) perform.

Additionally, the event coordinator has to ensure that the tournament runs smoothly. That includes that the specific tasks are carried out correctly and within the right time-line.

The event coordinator should have the necessary skills to plan and organize the event. He should be a good leader.

A good event coordinator should have the following characteristics:



The Event Coordinator is the person responsible for planning, coordinating, monitoring, controlling and evaluating an event.



## Planning an Event

### Tasks and Responsibilities

The event coordinator, together with the event committee, has to draw up the main tasks which are crucial for the event. It is advantageous to appoint a person or a sub-committee responsible for specific areas. Depending of the size of your tournament you should cover the following areas:



It is not necessary to have a person or sub-committee responsible for each point. Most of the time it is advisable to combine several points, such as Marketing & Communication with Sponsoring.

In order to monitor and evaluate your event and the different tasks and responsibilities, it is necessary to compile a task list with the following points:

Task	Action Required	Responsible Person	Status	Comment

## Planning an Event

Example of such a list:

### Checklist for Visit of Chancelor Angela Merkel

Harare Park, Khayalitsha  
Saturday, 3 July 2010

Task	Action Required	Responsible Person	Status	Comment
<b>Programme</b> - Running order of the day from start to end of event	Programme to be finalized and forwarded to relevant stakeholders	Gerald Guskowski Allan Boesak	To be completed on 02-07-10	First draft to be sent to Gerald
<b>Venue Inspection</b> - Identify / confirm pitch - Identify area for delegation to be seated - Identify entrance point - Delegation route walk-through	Meet at venue at 14h30	Allan Boesak Karl Vosey	To be completed on 01-07-10	Confirmation from Karl on whether we will be able to use the F4H pitch. Alternatively grass patch will be used
<b>Venue Set-up</b> - Overall venue set-up	Confirmation of: - Gazebo - 6 soccer-ball bean bags - Identified parking - Covered chairs - Branding - PR Material	Allan Boesak Karl Vosey	To be completed on 02-07-10	Venue set-up to be completed by 09h00 on event day
<b>Sound / Audio</b> - Identification of power-points - Identification of area where speaker/s will stand	Service provider to be identified and confirmed (including podium and mic-stand)	Karl Vosey	To be completed on 01-07-10	Same service provider utilized at the EU launch to be requested again. Sound should be set up by 09h00 on event day



## Planning an Event

Task	Action Required	Responsible Person	Status	Comment
<b>Catering</b> - Youth to be catered for as well as delegation	Service provider to be identified for kids, as well as delegation	Soccer4Hope - Kids  WPUU - Delegation	To be completed on 01-07-10	Number within the Merkel delegation to be identified by System to be worked out on how and when kids get food. Water to be made available as from arrival of delegation
<b>Branding</b> - Branding for both Soccer4Hope and YDF to be set-up - Gerald to speak to Kirk regarding branding	Branding and PR Material to be delivered  Branding to be set up at entrance of venue and on pitch where speeches will be made	Henning Schick  Allan Boesak  Karl Vosey	To be completed on 02-07-10	All branding and PR stations to be set-up by 09h00 on event day
<b>Toolkit</b> - Toolkit presentation to be exhibited during programme	Kids and number to be identified  Toolkit instructor and coach to be identified  Briefing with kids to take place  Toolkit Manual and handouts to be delivered	Karl Vosey  Henning Schick  Toolkit instructor & Henning Schick  Henning Schick	To be completed on 02-07-10  To be completed on 01-07-10  To be completed on 03-07-10 (07h30)  To be completed on 02-07-10	Meeting to be set up at venue upon arrival of Gerald and Henning on 02-07-10



## Planning an Event

Task	Action Required	Responsible Person	Status	Comment
<b>Guests</b> - Identified guests to be invited as part of the programme	Confirmation of Desiree Ellis  Confirmation of Nia Kumzer (Karl's friend to translate if required)  Confirmation of 2 role models	Allan Boesak  Gerald Guskowski  Karl Vosey	To be completed on 01-07-10	Guests including Chancellor Merkel will be seated on soccer poofs to have a verbal exchange as part of the programme on the pitch

It is crucial to involve the community in your event; e.g. catering, volunteers.



### Budget

"A budget is a forecast or plan, which helps to regulate the operation of an event over a given period of time" (Shone & Parry, 2004, p. 113)

The budget is crucial for the event. In order to develop the budget it is very important to start from the beginning and compile a list of essential costs. In case you already planned an event in the past you can use the accounts from that previous event as a guideline.

The budget should be determined with the respective objectives of the event in your mind. It is not advisable to set an event in which a large budget is forecast.

Additionally, it is crucial to obtain actual prices, quotes, receipts and invoices. A good event manager always has everything on paper.



## Planning an Event

The following figure gives you examples of the "Don'ts" regarding the budget:

- ⊗ Ignoring the objectives of the event
- ⊗ Not involving the relevant persons in the budget preparation (e.g. Event Committee)
- ⊗ Failing to identify the full range of activities which have to be paid for
- ⊗ People spending money without getting quotations, receipts and invoices
- ⊗ Not having enough start-up capital to get the event started



For a good event manager it is very important to properly calculate the costs. Therefore, you have to identify all expenditures as early as possible in the planning process.

The budget can be broken down into the following areas:



If you intend on planning a smaller event, it won't be necessary to break your budget down into key areas.



## Planning an Event

If the event is planned professionally, it is possible to generate income:

- Direct income (catering, programmes, car parking, etc.)
- Indirect income (sponsorships, donations, etc.)

The event coordinator has to ensure that income and expenditure are clear and understandable to the person responsible.

The budget should always involve a so called "contingency allowance". This is a specific amount of money which has to be set aside to cover unplanned costs.

Finally, it is advantageous to set a cut-off date, when the final go or no go decision regarding the implementation of your event will be made! If event-income cannot cover the event-expenditures, then it is advisable to cancel the event!

Furthermore, it is very important that everybody involved in the event knows who is spending what, how and why. If you have big events, it will be good if each part of the budget has somebody responsible. Therefore, the event coordinator has to know who is allowed to spend money.



On the following page, a figure gives you an overview about the budget planning. It involves income as well as expenditures.

Please keep in mind that the figure is only an example. In case you are planning a smaller event, you will have fewer points.

A budget is a forecaster plan, which helps to regulate the operation of an event over a given period of time.




## Planning an Event

## EVENT BUDGET (SUMMARY)

Event: \_\_\_\_\_

Date of Event: \_\_\_\_\_ Date of this budget: \_\_\_\_\_

Attendance (Paying guests) Forecast: \_\_\_\_\_ Actual: \_\_\_\_\_

Income / Revenue 	Budget	Actual
Ticket Sales	_____	_____
Catering	_____	_____
Income from concession stand rental	_____	_____
Raffle	_____	_____
Other (Specify) _____	_____	_____
<b>Total Income</b>	_____	_____

Expenditure 	Budget	Actual
Venue Hire	_____	_____
Staff / Labour	_____	_____
Advertising	_____	_____
Printing / Posters / Tickets	_____	_____
Signs / Place Cards / Menus / Programmes	_____	_____
Custom T-Shirts / Uniform / Badges	_____	_____
Equipment Hire	_____	_____
Food	_____	_____
Drink	_____	_____
Entertainment	_____	_____
Music	_____	_____
Decorations	_____	_____
Linen / Linen Hire	_____	_____
Prizes / Complimentary Items	_____	_____
Floristry / Plants	_____	_____
Security / Crowd Control / Guides / Info point	_____	_____
Insurance	_____	_____
Refuse Removal / Cleaning	_____	_____
Power / Heat / Light / Air Conditioning	_____	_____
Ticket Distribution / Stationery / Postage	_____	_____
Licence / Licence application	_____	_____
Audio Visual / Sound	_____	_____
Phones / Mobiles / Radio Links	_____	_____
Photographer / Video Company / Press Kit	_____	_____
Other (Specify) _____	_____	_____
<b>Total Costs</b>	_____	_____
<b>Surplus (Profit) / Deficit (Loss)</b>	_____	_____





## Planning an Event

### Event Marketing Plan

The Event marketing plan is the most important point when it comes to the planning of your event and to attract potential sponsors. Additionally, a good marketing plan shows your stakeholders that you act professionally. Furthermore, you will provide a platform for stakeholders and sponsors to present themselves.

A good marketing strategy involves the following points:



## Planning an Event

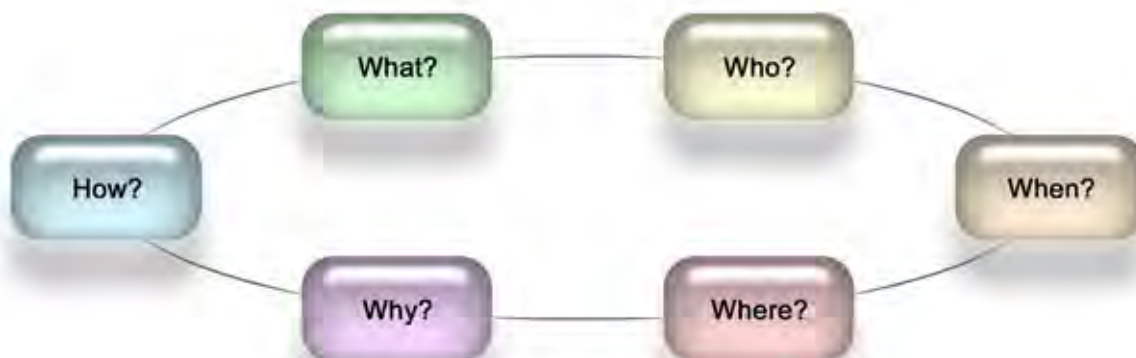
A good marketing plan should cover the following aspects:



### *Publicity*

You have already heard of 'publicity'. It is the coverage given to your event by the media (radio, newspapers, television, etc.). One of the advantages of publicity is that you can spread the message of your event. As a result you will also offer your sponsors a platform for advertising their brand.

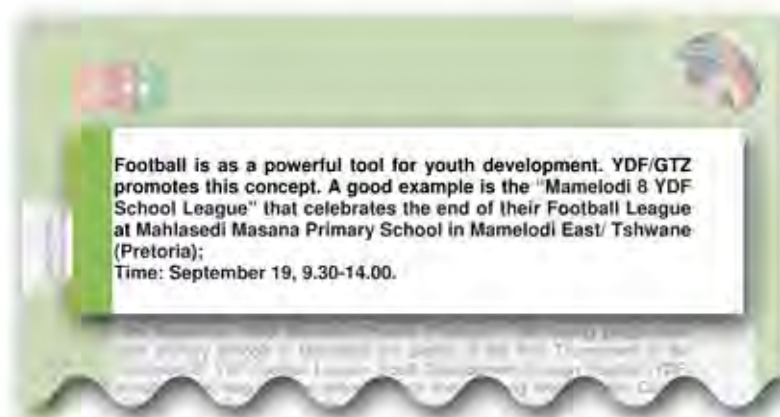
A useful and simple approach is to contact journalists from local radio stations and newspapers in your community. Therefore, it is crucial to prepare a media release to inform the media what your event is about. This release should be short, simple and interesting. The following points have to be included:



## Planning an Event

A press release is arranged like a standard news item:

The most important part is placed at the beginning, preferably in the heading.



Then the five "w"-questions need to be answered:

**Who? What? When? Why? With whom?**

The first sentence should, if possible, answer all the "w"-questions.



Apply the following to the further text:

- ☞ Every item of information, every aspect has to have its own sentence. Take care that the sentences are kept short and to the point. Write vividly and use active verbs, thereby making the text easier to understand.
- ☞ Name the full names (also the first names) of the most important persons, their function and the institution.
- ☞ Give the most important information in direct speech, thereby making the text livelier: "All households in the region XY will be connected to the water network (supply) by the end of the year", says team-leader XY.
- ☞ When you inform the readers about actual projects, always name a few effects in a vivid, tangible and measurable manner / form.

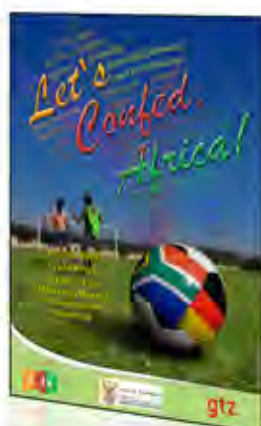


## Planning an Event

### *Promotion and Advertising*

Promotion and advertising are both part of your publicity. In general promotion and advertising are parts you have to pay. Your budget will determine the size and scope of your promotion and advertising campaign.

Any promotion and advertising should reflect the goals and objectives of your event. The two most common promotion tools are:



Posters



Flyers

Furthermore, you also have the possibility to continue with your promotion during your tournament. Good promotion-tools during your event are printed programmes. Also give-a-ways (T-shirts, caps, etc.) are good tools to ensure that your tournament will remain in the minds of your stakeholders.

A very good tool to raise awareness for your "Sport for Development" is the word of mouth!



## Planning an Event

### *Sponsorship*

Sponsoring is another good tool for your event to generate support. That support can for example include money, equipment (balls, bibs, whistles, etc.) or even publicity in the media.

A sponsor is not only limited to a company. Potential sponsors are:



Private persons



Radio stations



Newspapers



NGOs

Turner (1987) defines sponsoring as follows: "Sponsorship is the provision of support by a person or company for some independent activity, usually related to sports, not directly linked to the person's or the company's normal business, but support from which the sponsor hopes to benefit."

You also have to understand why potential sponsors want to engage in a sponsorship with your "Sport for Development Event". The reason is that your "Sport for Development Event" offers uniqueness and identification from which the sponsor wants to benefit. Below is a list of potential sponsor wants to sponsor your event:

- ☞ To increase public awareness for the company, the product
- ☞ To identify the company with the particular market segments
- ☞ To involve the company in the community
- ☞ To build goodwill
- ☞ To generate media benefits
- ☞ To showcase products, features, etc.

Now you know why someone wants to sponsor your event. As a result, it is very important how to approach potential sponsors. The best way to get in contact with your potential sponsor is to write a sponsorship-request-letter.



## Planning an Event

The sponsoring letter has to include the following points:

### Event Description

- ☞ Project idea and title
- ☞ Time and Place
- ☞ Promoters / Promoter
- ☞ Status of event in the local context

### Publicity

- ☞ Expected number of participants / attendance
- ☞ Target Groups
- ☞ Possible media interest
- ☞ Special Guests

### Benefits for the Sponsor

- ☞ Planned promotional activities
- ☞ Other sponsors

### Budget and Desired Sponsorship Monies

- ☞ Possible revenue
- ☞ Type of sponsorship (money, equipment or services)



Keep in mind that the size and scope of your "Sport for Development Event" will determine the number of sponsors. If you plan to have a small "Sport for Development Event", it will not be necessary to have many sponsors. One or two sponsors, who are well known in the community, should be enough.

## Planning an Event

### Sample sponsoring-request-letter:



Keep in mind that sponsorship is not the only possibility to generate income and benefits for your event. Below you can find further information on how to generate income and benefits for your event:

- ☪ Exchanges of goods or activities
- ☪ Volunteer work or donations
- ☪ Grants from local, regional or national governments
- ☪ Grants from charitable bodies and development agencies
- ☪ Fundraising activities related to the event
- ☪ Funding from trust or philanthropic bodies



## Planning an Event

### Venue

You should identify the venue for the event in the early stages of your planning process. Furthermore you should conduct a site visit in order to know if it is the right venue. Keep in mind that it is very important to have the right venue for the right event!



As soon as you have identified the venue, you should know what the key requirements are. These include:

- ⊗ Licence and permit applications
- ⊗ Contact person (School, principal, municipality, etc.)
- ⊗ Insurance
- ⊗ Booking and contract
- ⊗ Emergency procedures
- ⊗ Parking
- ⊗ Dressing rooms
- ⊗ Toilets

A good event manager should bear the following steps in mind:

- ⊗ Venue Booking
- ⊗ Preparation of venue
- ⊗ Access
- ⊗ Access Control
- ⊗ Toilets and dressing rooms
- ⊗ Cleaning service
- ⊗ Signage





## Planning an Event

Below is a list of what you should remember when it comes to the site overview:

- ⊗ Access and transport: road, bus, railway, foot, cycle, waterway links
- ⊗ Parking: public and disabled
- ⊗ Entrances and exits: emergency access
- ⊗ Ticket stands and toilets
- ⊗ Main arena, focal points, stages or competition viewing areas
- ⊗ Catering area, food court, food stalls and catering van sites
- ⊗ Hospitality, corporate or VIP areas\*
- ⊗ Service area: toilets, baby changing, waste disposal, recycling, shower or bathing blocks
- ⊗ Children's area, lost children's point, first aid
- ⊗ Organizer's office and / or emergency control point\*
- ⊗ Public zoned areas, restricted access areas\*, private or secure areas\*
- ⊗ Service roads\*, assembly areas\* and the event trailer park\*
- ⊗ Fire assembly points, emergency crowd overflow areas\*

\* These areas may not necessarily be shown on public maps

(Shone & Parry, 2004, p. 178)

Template to book a venue:

*Mr. Perfect  
Soweto Football Club  
Soweto*

*Dear Mr. Perfect,*

*YDF will be planning an event on "Football and Life Skills" on 28 January 2011,  
from 8:00 am - 6 pm.*

*In this connection, we (YDF) would like to request the availability of your soccer  
pitch to be the venue for the aforementioned event. Furthermore, we also would  
like to request the availability of your toilet facilities and dressing rooms as well  
as relevant parking possibilities.*

*We would be very grateful for your approval.*

*Yours in sport,*

*Mr. 100%*



## Planning an Event

**Catering**

As you may know, catering has to be included in your event. Therefore, a caterer providing food and drinks should be around. As you are conducting a "Sport for Development Event", you should ensure that health food and drinks are provided.

Furthermore, you should plan for a high number of visitors attending your event - imagine running out of food and drinks before the end of the event.

You already learned that the community has to be informed and involved in your event. Catering is a good opportunity to involve the community actively in your event. Therefore, you should try to organize a caterer from your community.



Offer healthy food for your "Sport for Development Event". Don't offer any alcohol!

**Health and Safety**

Health and safety are crucial factors when it comes to your event! Don't underestimate the importance of those two topics. It is your responsibility to ensure that all participants and stakeholders are safe during your event!

Under no circumstances underestimate the importance of health and security!



## Planning an Event

### Health

You have to make sure that your event meets the environmental health requirements. Therefore, make sure that the catering is done properly. This involves:

- Clean surroundings
- No expired food
- Healthy food
- Clean knives, forks and spoons
- etc.



### Safety

You have to ensure that medical services are available during the whole time of your event! It is your responsibility to ensure the following points regarding medical services:

- First aid equipment
- Contact numbers and addresses of and directions to hospitals and doctors
- A person responsible for first aid

These items have to be included in a sport aid kit:



After the event you have to ensure that the content which was used for the event is replaced and that everything is available at the next event.

You can also contact the local police and inform them about your event. They can also assist you when it comes to security.



## Planning an Event

### Legalities and Insurance

A good Event Manager should always be up-to-date regarding legalities and insurances! This includes knowledge about

- ⊗ Licensing
- ⊗ Health
- ⊗ Safety
- ⊗ Insurance requirements

When you want to conduct a "Sport for Development Event", insurance is a must! The event insurance has to cover

- ⊗ Cancellation
- ⊗ Damage to properties or premises
- ⊗ Damage to equipment
- ⊗ Injuries of the participants

You can also use an "indemnity form". The indemnity form is a contract where one party agrees not to hold another party liable for possible future claims or losses.

Take for example your "Sport for Development Event". In case children participate in your event, the parents have to sign the indemnity form to accept that the child participates in your event and that they accept all risks. As a result you are not liable for any loss, damage or injury.

Furthermore, depending on the location, size and scope of your event, different permits may be needed. For example for

- ⊗ Food handling
- ⊗ Music
- ⊗ Parking
- ⊗ Signs and banners
- ⊗ Street closure

Sometimes it is even necessary to ask for permission to set up a gazebo. Therefore, it is necessary to know your contact person in advance to solve those questions before the event starts!



## Planning an Event

### Volunteers

Volunteers are common when it comes to events. Therefore, it is very important to know the basic understanding of a volunteer:

**"Volunteers are people who choose to contribute their time, skills, effort and experience, without pay, to benefit a cause or the community in which they live" - (Shone & Parry, 2004, p.218)**



As a result, the motives of the volunteers are mainly personal as well as social. By volunteering the respective persons have different reasons. For example:

- ☞ they may be involved in hobbies they enjoy (e.g. football);
- ☞ they want to meet new people
- ☞ they want to spend time with friends
- ☞ they want to support the community
- ☞ they want to be active in case they are already retired
- ☞ they want to improve their skills

You should take the points mentioned above into account when you want to use volunteers for your event.

Then you should consider the following two questions:

- ☞ Who do you know who has the ability to help?
- ☞ Who do you know who might like to help?

This is also a very good chance to involve the community in your event!



## Planning an Event

It is very important to inform the volunteers of their duties and tasks. For example:



Support of the teams



Refereeing



Be in charge of the equipment



Catering



To take care of the spectators



To take care of the VIPs or different stakeholders



To take care of the parking



Waste disposal



Other

You need to confirm that the volunteers will not receive a payment or salary, but that there are different possibilities to compensate them. These include:



Allowance  
*(reimbursement of travel costs)*



Free meals



Free T-shirt



Free cap



Other

Out of experience we know that volunteers appreciate when you contact them for your next event. Therefore, you should set up a database where you can capture all relevant data of the volunteers (excel sheet). This will make it easier for you to identify future volunteers for your next event. This database should include:

- ☞ Name
- ☞ Age
- ☞ Gender
- ☞ Cell phone number
- ☞ Email-address

Do not forget to take the female aspect into account when it comes to the planning of your volunteers.



## Planning an Event

Regarding the planning and organizing of your volunteers, you should conduct three briefings:

1 - The first meeting should be one or two weeks before the event. It should cover the following points:

- ❖ Get to know each other
- ❖ Exchange contact details
- ❖ Tasks and responsibilities during the event
- ❖ Discussion of the programme
- ❖ Rules (arrival time, etc.)

2 - The second meeting should be at the event itself. This meeting should be before the events starts. It should cover the following points:

- ❖ Tasks and responsibilities
- ❖ To know the programme
- ❖ To solve unanswered questions

It is really important that every volunteer exactly knows what to do during the event!



3 - The third meeting should be a debriefing. Basically, it will be a feedback meeting. There you can discuss what went well, what did not go well and why. Furthermore, you can answer questions and discuss the way forward with the volunteers.



## Planning an Event

### Equipment

As you are planning a "Sport for Development Event", you will require two different sorts of equipment: basic equipment and specific sport equipment!

#### Basic equipment:



Microphone



Speakers



Stationery  
(paper, pens, pencils, etc.)



Tables and chairs



Gazebos



Banners



Pull-up Banners



Etc.

#### Specific sport equipment:



Balls



Bibs



Cones



Ball pumps



Whistles



Etc.



## Planning an Event

### Prizes and Ceremonies

It is always good to have prizes for all participants. Keep in mind that you don't need very expensive prizes. The following list gives you an overview of possible prizes:



Medals



Certificates



T-shirts



Caps



Lanyards



Sports Equipment



Coupons



Trophies



Awards

Ceremonies are important as well. As you are planning and organizing a "Sport for Development Event", special attention must be given to the ceremony!

You should conduct two ceremonies: opening- and closing ceremony. In the opening-ceremony you should mention the following points:

- Reason for your "Sport for Development Event"
- Programme
- Announce the sponsors
- etc.

The opening ceremony is not mandatory, but it is a very good opportunity for you to explain the reason and the idea behind your "Sport for Development Event"!



## Planning an Event

The closing-ceremony will take place after all competitions have finished.

There you have the possibility to thank all involved stakeholders for example:

- ☞ Sponsors
- ☞ Community
- ☞ Municipality
- ☞ Donors
- ☞ Volunteers
- ☞ Participants
- ☞ Spectators
- ☞ Media



Furthermore, you have to announce the winners. Keep in mind that the ceremony is a very good chance to spread the message of your "Sport for Development Event" in front of a big audience! Here you really have the chance to raise awareness for the topic of your event (e.g. fair play, gender equality, environment, health & hygiene, etc.)!



To sum it up, planning plays a key role in your event!

If it is done properly, your event can be a great success. If it is done badly, you have to figure out a lot of problems.

The more time and effort you put into planning your event, the more positive outcomes your event will have!



## Organizing an Event

### Organizing

Organizing is understood as arranging several elements or actions into a purposeful order or structure. This part of the event management process is also very important. If that part is properly done as well, you can deliver a smooth event.

Keep in mind that organizing does not mean that the planning process has been completed. Planning is always an ongoing process.

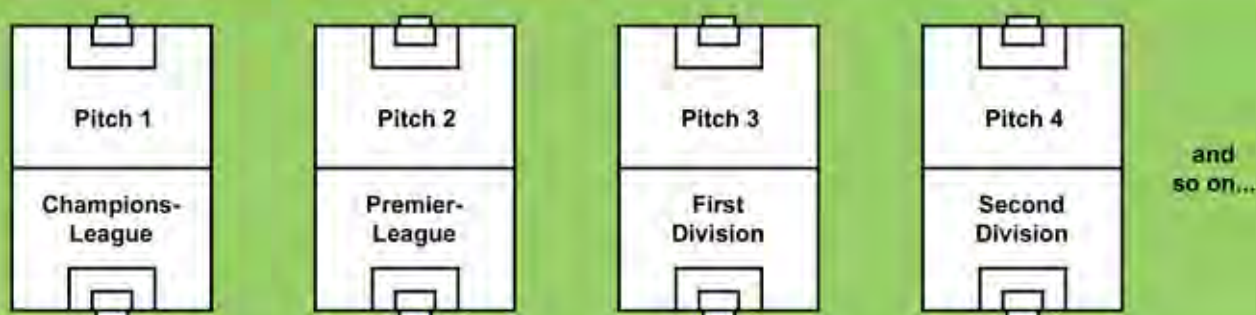
Furthermore - if it was not yet done in the planning process - you have to appoint people who are responsible for specific tasks.

Basically the organizing part is about time-lines and schedules. As you are planning a "Sport for Development Event", also include the programme for the day and the match fixtures.

On the following pages you will find three tournament explanations that can be used as an example to organize an event:

- Champions-League-Tournament
- Tournament Flash
- Changing Teammate Tournament - 4-on-4

### TOURNAMENT EXPLANATION 1



#### Champions-League-Tournament

You need the appropriate number of fields for the amount of teams that are going to play.

Place the teams onto the fields randomly.

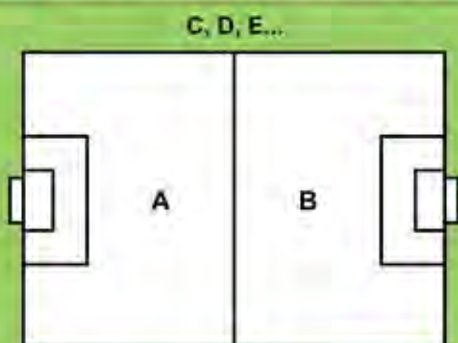
Play several rounds. Take care that the team that is placed on the lowest field gets a chance to rise up to the highest (top) field. (With four fields, you should play five rounds at least.) One round should take 2 - 10 minutes, depending on the number of players. The winning team will rise to the next higher field. The losing team will fall down to the next lower field. The winning team in the Champions-League will stay. The losing team on the lowest field will stay.

Winner of this tournament is the team that has **won the last round** in the Champions-League!



## Organizing an Event

## TOURNAMENT EXPLANATION 2

**Tournament Flash**

Two teams (**A + B**) play against each other on one field. The other teams (**C, D, E, etc.**) sit at the side of the field. Playing time is approx. 2 minutes.

As soon as a goal is shot, the game is over - also if the 2 minutes were not used! The winning team will stay on the field and the losing team has to go off the field. The next team (**C**) goes onto the field and plays against the winner. The winners always stay on the field, the losers have to go off and get back into the waiting line.

If there is no goal shot within the 2 minutes, both teams have to go off the field and two new teams go onto the field.

**Variations**

- ☞ If you see that one team is too strong for the others, you can decide that after three (or four) wins, the winning team also has to pause and another waiting team goes onto the field.
- ☞ Play as many rounds as you consider necessary, depending on the motivation within the teams.
- ☞ Winner of the tournament is the team with the most victories.

## TOURNAMENT EXPLANATION 3

**The basics of "Changing Teammate Tournament - 4-on-4"****Objectives**

- ☞ The coaches will be equipped to handle larger groups quickly and efficiently by organising smaller teams to play football.
- ☞ **Learn to play through play!**

**Contents**

- ☞ Small football tournaments
- ☞ Small football games at goals guarantee an exciting, enjoyable and educational training - they are always a focal point with children!
- ☞ Reduce the demands to be child friendly:
  - ▲ Small teams with a maximum of 5-on-5,
  - ▲ Small pitches / fields (clearly marked)
  - ▲ Simple playing rules (very informal!)



Mix teams,  
boys and girls,  
after every round.

Everybody should  
play together at  
some stage!



## Organizing an Event

- ⊗ Mark off small pitches next to each other so that all players can play in small teams at the same time!
- ⊗ Compensate performance differences by building different sized teams!
- ⊗ Preferably, use bibs to tell the teams apart!
- ⊗ Use all available goals and additional poles!
- ⊗ The coach starts the tournament (marking pitches, erecting equipment, dividing players into teams, tournament plan) and then withdraws from the football games! He only intervenes if there are bigger problems!
- ⊗ Otherwise, he should only assist with the exchanging of teammates!
- ⊗ Football Tournament with additional offers ("Festival of Games")
- ⊗ Organise a football tournament with small teams, at the same time the teams that are not playing football play other games and forms of exercise.
- ⊗ Examples for these additional games:
  - ▲ Small ball games
  - ▲ Leisure time games (badminton, Frisbee, etc.)
  - ▲ Bicycle course
  - ▲ Running- and catching-games
  - ▲ Equipment course (benches, mats, tyres, etc.)
  - ▲ Exercises in coordination (tin stilts, stilts, etc.)



### The game-idea behind "4-on-4"

The idea for the game "4-on-4" was developed in the Netherlands in the mid-80s. The Football Association of the Netherlands (KNVB), whose youth work surely serves as a model for Europe, questioned the traditional training of children aged 12 years and younger. Too often, their training was a copy of the training of adults, where stereotype exercises were added one to the other. The very important idea of playing was not taken into consideration and therefore the children had no fun and enjoyment whilst playing football.

That is why they changed to the informal play world of the children and remembered the street football of the past decades. They tried to integrate the basic features of fun, creativity and motivation into the training of 6-12 year olds. They developed the game "4-on-4" to ensure that the children had a satisfying game experience and that they were therefore motivated to carry on playing football.

With the traditional "11-on-11" the individual player plays a too small and unimportant role within the team, where only a few players are in the foreground. That is why one found it necessary to decrease the size of the teams. The smallest playing unit that contains all the elements of playing football - e.g. shooting goals and defending goals, creative moves (dribbling), and focussed team play - is a group of four active players. The size of the pitch is reduced so that the children are not overstrained by having to run too long distances and shoot too far passes. The game-idea "4-on-4" was born.

In the meantime, this idea has been established so well at the schools in the Netherlands that they have "4-on-4" projects in gym classes that combine the advantages of this play form with the school-educational targets. With the youngest club teams, one concentrates on playing "4-on-4" without a point or table system. The Team players are also regularly exchanged to balance stronger / weaker teams.



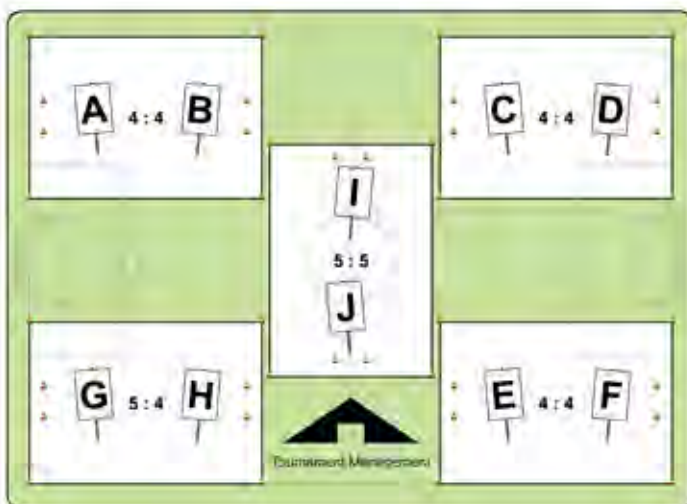
## Organizing an Event

**Advantages of "4-on-4"**

- ☞ It is easier for this age group to have a complete overview of the playing conditions (smaller team, smaller pitch).
- ☞ Smallest possible playing form, containing all the tactical and technical elements of the "big" football game.
- ☞ All the players are constantly involved in all situations of the offensive and defensive game.
- ☞ No frustration, no idling.
- ☞ High learning results.
- ☞ A special requirement in small teams is mutual assistance.
- ☞ No stress and performance pressure.
- ☞ Minimal space and equipment requirements.
- ☞ Can be varied in competition and training.
- ☞ No referee is necessary due to hardly any foul play.

**New match for the youth's football without stress and performance pressure**

"4-on-4" is not a new party game, but a competition that reminds one of street football. One has to kick in confined spaces. Two cones are sufficient as goals, as one has to kick low shots. There are no goalkeepers, defenders, midfield players or strikers - all players are equally busy with attack and defence. The most important is: there is no referee, as the players have to observe the rules of the game themselves.



- ◀ This is what the subdivision of a playing field looks like that has been prepared for a maximum of 50 players in a "4-on-4" tournament: 5 pitches 20m x 40m (not to scale) marked alphabetically for the teams and with distinguishing bibs (e.g. "A"). As per this example, the field was subdivided for 43 players.



## Organizing an Event

### "4-on-4" as the ideal playing form for competitions and training in children's football

Whoever watches youth training on the football pitches will notice that almost everywhere the trainers and coaches show a lot of goodwill and drive. One starts to wonder though at the form of training, which just seems to be a copy of the adult training.

The smallest unit (team) that practically includes all the necessary elements of a football game is a group of four players. The ideal form of competition with children, even the youngest, that comes close to the "proper" football game is therefore the "4-on-4" game idea, because as a form of competition as well as a form of training it is equally effective and varied and perfectly complements each other.



The most important focal points and advantages of "4-on-4" can be summarised as follows:

- ❖ Advancement of the universal technical and tactical training of the individual youth in a group that is easy to oversee and on a small pitch.
- ❖ Goals, shooting goals and defending goals, are the focus of the game.
- ❖ Dribbling and purposeful team support are prerequisites and are required and promoted.
- ❖ All can play at the same time - no frustration, no idling.
- ❖ The simple rules of the game do not require a referee, only fair play from the children and youths. Their sportsmanship, individual game interpretation and creativity are in the foreground.
- ❖ Due to minimal space and equipment requirements and simple organisation with hardly any staff, the "4-on-4" competitions can be played virtually anywhere anytime.
- ❖ This play idea enables many competitive variants during training and allows the coach unlimited training possibilities.
- ❖ "4-on-4" as a institute overlapping competition or as a form of training promotes the fun of the game and the camaraderie between the youths, their coaches and the institutes.

### The Organisation

A "4-on-4" tournament can be played with 7 to 10 players on a 20m x 40m pitch. It is advantageous, as one can use it for institute overlapping competitions as well as training competitions or for institute internal tournaments with only a few players. Due to its special purpose of randomly changing teams, the number of players really only depends on the number of pitches available.

It would save time, if before every round of the tournament the scheduled team line-up or new line-up would be pre-determined for the pitch / team allocation on a list of participants (see table on following page for 7 to 10 players).



## Organizing an Event

The names of the players can be entered as soon as they are made available, which can also be shortly before the beginning of the tournament. With this entry, one will automatically see what pairings will be playing in the following rounds. If necessary, new players can be added during the tournament. However, their chances of winning the tournament are poor.

As soon as the line-up has been decided on, the organiser either informs the players on which pitch and in which team they will be playing or he puts the list of participants up on the board and the players can inform themselves. (Players, who do not know the rules of the tournament yet, have to be informed accordingly).

Then all the players go to their allotted pitches and the selected teams put on their bibs. When all teams are ready, the whistle for kick-off for the first round follows. Immediately after every game, the bibs have to be returned to the same spot where they were before the game. Then all the players return to the match official and inform him of their score.

The organiser enters the scores and the earned points of the team onto the match schedule. In the meantime the players inform themselves from the list of participants on which pitch they will be playing the next round and go there. This all takes place during an interval of approx. 5 minutes. The whistle for kick-off of the next round will be as soon as all teams are ready.

- Example of a tournament match schedule for the capture of the results of up to 50 participants and five rounds with a total playing time of 50-60 minutes (playing time per round 10-12 minutes) and a tournament duration of approx. 90-100 minutes, including evaluation. (Page 54)

## Points per Team all their Players

Winners = 10 Points  
Draw = 5 Points  
Loss = 0 Points  
Goal Points = 1 Point for every goal scored

## Example



Round	Match	Result	Points
1 <sup>st</sup> Round	A against B	_____	A _____ B _____
	C against D	_____	C _____ D _____
	E against F	_____	E _____ F _____
	G against H	_____	G _____ H _____
	I against J	_____	I _____ J _____
2 <sup>nd</sup> Round	A against B	_____	A _____ B _____
	C against D	_____	C _____ D _____
	E against F	_____	E _____ F _____
	G against H	_____	G _____ H _____
	I against J	_____	I _____ J _____
3 <sup>rd</sup> Round	A against B	_____	A _____ B _____
	C against D	_____	C _____ D _____
	E against F	_____	E _____ F _____
	G against H	_____	G _____ H _____
	I against J	_____	I _____ J _____
4 <sup>th</sup> Round	A against B	_____	A _____ B _____
	C against D	_____	C _____ D _____
	E against F	_____	E _____ F _____
	G against H	_____	G _____ H _____
	I against J	_____	I _____ J _____
5 <sup>th</sup> Round	A against B	_____	A _____ B _____
	C against D	_____	C _____ D _____
	E against F	_____	E _____ F _____
	G against H	_____	G _____ H _____
	I against J	_____	I _____ J _____

No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		
01		A		A		A		A		A			
02		A		B		A		B		A			
03		A		A		B		B		A			
04		A		B		B		A		B			
05		B		A		A		B		A			
06		B		B		A		B		A			
07		B		A		B		A		B			
08		B		B		B		A		B			
09		B		A		A		A		A			
10		A		B		B		B		B			

- ▲ List of participants with predetermined pitch distribution for seven to ten tournament participants (e.g. version for training purposes). Even when some teams are at an advantage due to a greater number of players (3-on-4, 3-on-5, as well as 4-on-4, 5-on-5), the teams will play according to above schedule. At the start of the tournament the names of the participants need to be entered on the list. The last two columns are to determine the winner of the tournament. (Pages 55 and 56)





## Organizing an Event

### Rules of the Game and Pointers

- ☞ Pitch approx. 40m x 20m, mark boundaries with e.g. cones.
- ☞ Goals approx. 4m broad, mark with cones or poles.
- ☞ Suggested duration of tournament: five to six rounds of 10 to 12 minutes, no half time, 3-5 minutes interval between the individual rounds. Total tournament duration approx. 90 to 100 minutes.
- ☞ With the provided forms, one person can prepare, wind up and, shortly after the last round, fully evaluate the tournament. The last part will especially please the participants.
- ☞ All players of a winning team receive 10 points plus one point for every scored goal. With a draw every player receives 5 points plus the goal points. The players of a losing team receive only the goal points. Winner of the tournament is the player with the most points (on the participant list add the points of every player horizontally). Therefore, there will not be a winning team, but an individual winner. The individual evaluation of a player and the changing of the teammates ensure that hardly a player needs to leave the tournament without having an experience of success through having won a match.
- ☞ The basic formation is 4-on-4. But one can also play 5-on-5 or with a numerical advantage or disadvantage, i.e. 3-on-4 or 3-on-5, so that all the present participants are always playing. A football field is enough for 50 participants. If there are more than 50 participants and a second football field is necessary, it would be advisable if the fields have an organiser each.
- ☞ The team- and results-list should be enlarged to A3 so that they are clearly and easily readable.
- ☞ For a better overview, enter the names for the pitch distribution with a different-coloured pen for every round, or cross out the finished rounds.
- ☞ The pitch indicators (e.g. "A") must be on size A4 or A3 sheets, backed by a carton of the same size, and put into a plastic sleeve so that one can also use them in rainy weather. These pitch indicators must be fastened on poles or on large cones.
- ☞ After every round, all the bibs have to be returned to their pitch indicator. The ball stays on the pitch.
- ☞ While the ranking is worked out at the end of the tournament, play an additional game (it will not be part of the tournament).
- ☞ After the final whistle, the participants bring back all the field equipment.
- ☞ There is quite a controversy about prize giving. At the end of the tournament it is suggested that all the participants are complimented on their game and the participants with the most points are especially complimented. One could possibly hand out small prizes.
- ☞ These games are played without referees, (normally) without goalkeepers and without an offside ruling.
- ☞ All games start and stop at the same time.
- ☞ Goals can be shot from anywhere, but not directly after a throw-in.
- ☞ Goal height: cone- or pole-height, depending on the markers used.
- ☞ After an intentional handplay in front of the own goal, the other team can shoot a penalty from the halfway line (no goalkeeper!).



## Organizing an Event

- ❖ Instead of a throw-in, the ball (stationary) may be brought back into the game with the foot.
- ❖ After a goal the ball, lying stationary next to the goal, as also with the goal kick, is kicked back into the game from the goal line.
- ❖ A corner kick is played from the corner arc.
- ❖ Internal tournaments of the institution are suitable for the varying of the rules of the game, e.g. with or without goalkeeper, with broad, narrow, high or low goals, with or without tactical requirements, depending on objectives. This is not only valid for children.



These are possible rules.  
Let the children **participate** - they can also **create** and agree on their own rules before the beginning of a round.

## Expansion-Possibilities

- ❖ Tournament formation with fixed "4-on-4" teams from the same institution (World Championship with country names: e.g. Germany, Brazil, Italy, Holland).
- ❖ Tournament formation with invited "4-on-4" teams from other institutions. One can also play with a substitute player each.
- ❖ If there are enough large goals, e.g. 5-metre-goals, on all the pitches, the fifth player can be the goalkeeper. It would be even better, if one player may handle the ball and at the same time be a player on the pitch.
- ❖ After the individual tournament (e.g. after four played rounds), the last round is played as a team tournament, i.e. the four players with the most points build a team. They play in the finale against the players with the next most points. The following teams are also put together according to the total points of the individuals.
- ❖ If some players from the 1st Team are prepared to act as role models, then one adult can be placed at every letter. The juniors will then be allocated to them.

The following templates (Pages 45 - 56) can assist in a tournament based event.



## Organizing an Event

Division of Teams (1 of 2)

Number of Players	Number of Pitches	Remarks (possible with substitute player)
20	2 pitches @ 5 : 5	(substitute player)
21	1 pitch 3 : 3 1 pitch 4 : 4 1 pitch 4 : 3	(substitute player)
22	2 pitches @ 4 : 4 1 pitch 3 : 3	
23	2 pitches @ 4 : 4 1 pitch 4 : 3	(substitute player)
24	3 pitches @ 4 : 4	
25	2 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
26	2 pitches @ 4 : 4 1 pitch 5 : 5	(substitute player)
27	1 pitch 4 : 4 1 pitch 5 : 5 1 pitch 5 : 4	(substitute player) (substitute player)
28	1 pitch 4 : 4 2 pitches @ 5 : 5	(substitute player)
29	1 pitch 4 : 5 2 pitches @ 5 : 5	(substitute player) (substitute player)
30	3 pitches @ 5 : 5	(substitute player)
31	3 pitches @ 4 : 4 1 pitch 4 : 3	(substitute player)
32	4 pitches @ 4 : 4	
33	3 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
34	3 pitches @ 4 : 4 1 pitch 5 : 5	(substitute player)
35	2 pitches @ 4 : 4 1 pitch 5 : 5 1 pitch 5 : 4	(substitute player) (substitute player)
36	2 pitches @ 4 : 4 2 pitches @ 5 : 5	(substitute player)
37	1 pitch 4 : 4 1 pitch 5 : 4 2 pitches @ 5 : 5	(substitute player) (substitute player)
38	4 pitches @ 4 : 4 1 pitch 3 : 3	



## Organizing an Event

### Division of Teams (2 of 2)

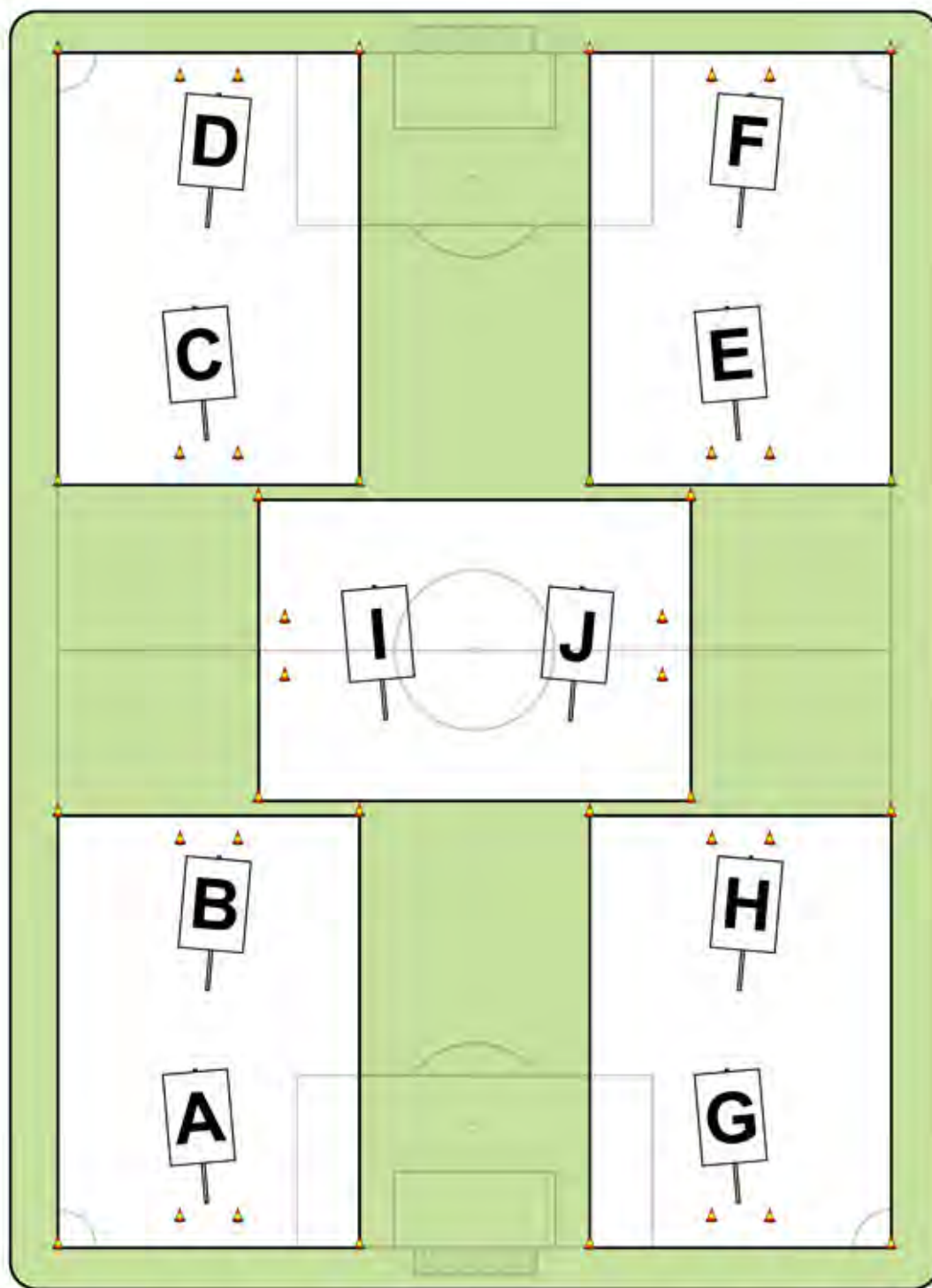
Number of Players	Number of Pitches	Remarks (possible with substitute player)
39	4 pitches @ 4 : 4 1 pitch 4 : 3	(substitute player)
40	5 pitches @ 4 : 4	
41	4 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
42	4 pitches @ 4 : 4 1 pitch 5 : 5	(substitute players)
43	3 pitches @ 4 : 4 1 pitch 5 : 5 1 pitch 5 : 4	(substitute players) (substitute player)
44	2 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
45	2 pitches @ 4 : 4 2 pitches @ 5 : 5 1 pitch 5 : 4	(substitute players) (substitute player)
46	2 pitches @ 4 : 4 3 pitches @ 5 : 5	(substitute players)
47	1 pitch 4 : 4 1 pitch 5 : 4 3 pitches @ 5 : 5	(substitute player) (substitute players)
48	4 pitches @ 5 : 5 1 pitch 4 : 4	(substitute players)
49	4 pitches @ 5 : 5 1 pitch 5 : 4	(substitute players) (substitute player)
50	5 pitches @ 5 : 5	(substitute players)

If there are more than 50 players, a second football field must be made available. Should there be 70 players, 40 players could play on the first field and 30 players could play on the second field. A possibility would also be to divide them into 35 players per field.



## Organizing an Event

Playing Schedule - Pitch Allocation



Field divisions for the "4-on-4" play form.

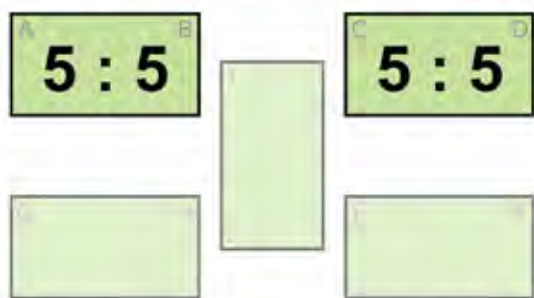
- Arrange four outer pitches of approx. 20m x 40m on the touch lines/goal lines.
- Mark off a further pitch in the centre of the field.
- Use cones to outline the various pitches.
- Place the team names (A, B, C, etc...) well visible **next** to the pitches.
- Place the necessary number of bibs next to the pitch indicators.



## Organizing an Event

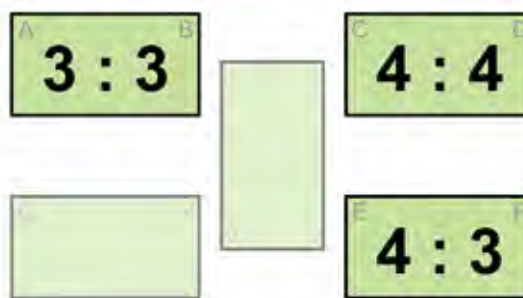
## Playing Schedule - Pitch Allocation (1 of 6)

## Organisation for 20 Players



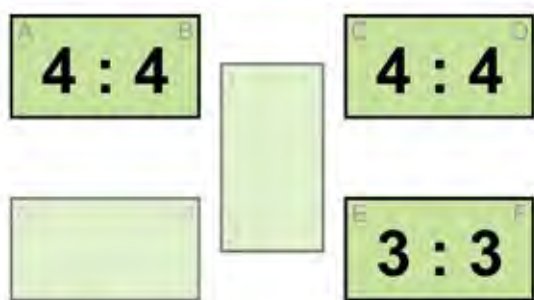
2 Pitches 5 : 5 = 5 x A : 5 x B  
5 x C : 5 x D

## Organisation for 21 Players



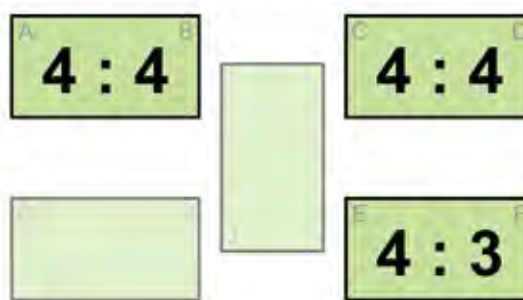
1 Pitch 3 : 3 = 3 x A : 3 x B  
1 Pitch 4 : 4 = 4 x C : 4 x D  
1 Pitch 4 : 3 = 4 x E : 3 x F

## Organisation for 22 Players



2 Pitches 4 : 4 = 4 x A : 4 x B  
4 x C : 4 x D  
1 Pitch 3 : 3 = 3 x E : 3 x F

## Organisation for 23 Players



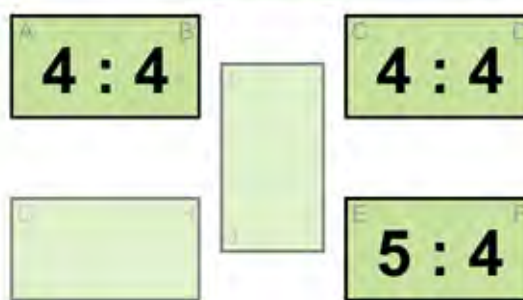
2 Pitches 4 : 4 = 4 x A : 4 x B  
4 x C : 4 x D  
1 Pitch 4 : 3 = 4 x E : 3 x F

## Organisation for 24 Players



3 Pitches 4 : 4 = 4 x A : 4 x B  
4 x C : 4 x D  
4 x E : 4 x F

## Organisation for 25 Players



2 Pitches 4 : 4 = 4 x A : 4 x B  
4 x C : 4 x D  
1 Pitch 5 : 4 = 5 x E : 4 x F



## Organizing an Event

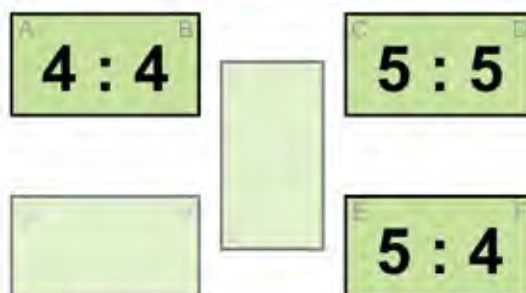
Playing Schedule - Pitch Allocation (2 of 6)

## Organisation for 26 Players



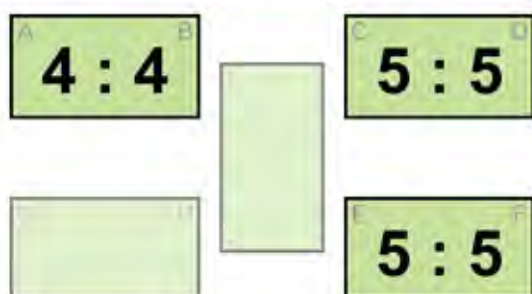
2 Pitches 4 : 4 = 4 x A : 4 x B  
 1 Pitch 5 : 5 = 5 x E : 5 x F

## Organisation for 27 Players



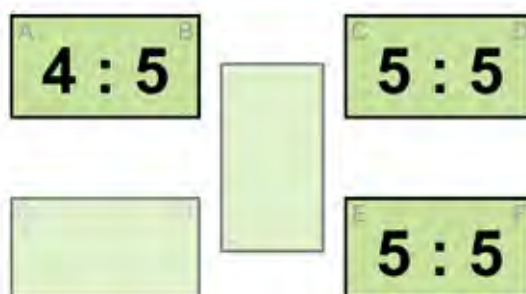
1 Pitch 4 : 4 = 4 x A : 4 x B  
 1 Pitch 5 : 5 = 5 x C : 5 x D  
 1 Pitch 5 : 4 = 5 x E : 4 x F

## Organisation for 28 Players



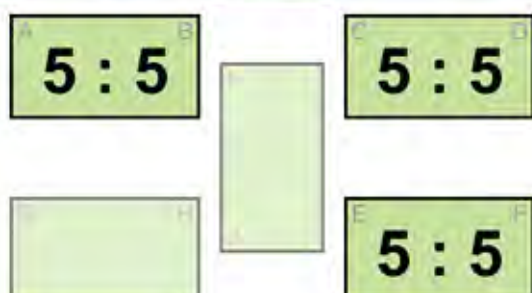
1 Pitch 4 : 4 = 4 x A : 4 x B  
 2 Pitches 5 : 5 = 5 x C : 5 x D  
 5 x E : 5 x F

## Organisation for 29 Players



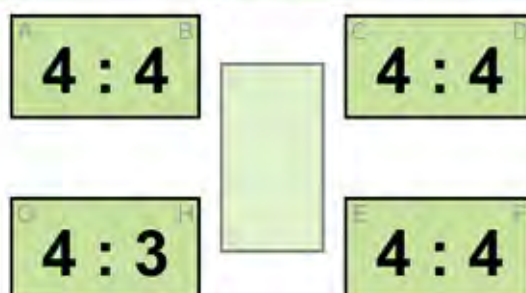
1 Pitch 4 : 5 = 4 x A : 5 x B  
 2 Pitches 5 : 5 = 5 x C : 5 x D  
 5 x E : 5 x F

## Organisation for 30 Players



3 Pitches 5 : 5 = 5 x A : 5 x B  
 5 x C : 5 x D  
 5 x E : 5 x F

## Organisation for 31 Players



3 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 4 x E : 4 x F  
 1 Pitch 4 : 3 = 4 x G : 3 x H



## Organizing an Event

Playing Schedule - Pitch Allocation (3 of 6)

## Organisation for 32 Players



4 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 4 x E : 4 x F  
 4 x G : 4 x H

## Organisation for 33 Players



3 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 4 x E : 4 x F  
 1 Pitch 5 : 4 = 5 x G : 4 x H

## Organisation for 34 Players



3 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 4 x E : 4 x F  
 1 Pitch 5 : 5 = 5 x G : 5 x H

## Organisation for 35 Players



2 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 1 Pitch 5 : 5 = 5 x E : 5 x F  
 1 Pitch 5 : 4 = 5 x G : 4 x H

## Organisation for 36 Players



2 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 2 Pitches 5 : 5 = 5 x E : 5 x F  
 5 x G : 5 x H

## Organisation for 37 Players



1 Pitch 4 : 4 = 4 x A : 4 x B  
 1 Pitch 5 : 4 = 5 x C : 4 x D  
 2 Pitches 5 : 5 = 5 x E : 5 x F  
 5 x G : 5 x H

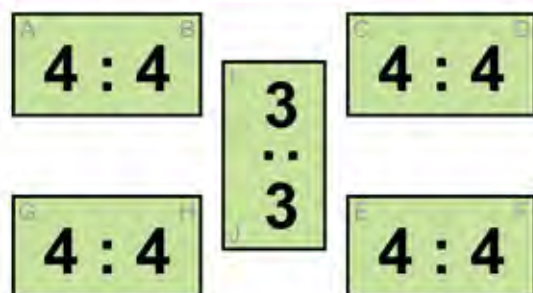




## Organizing an Event

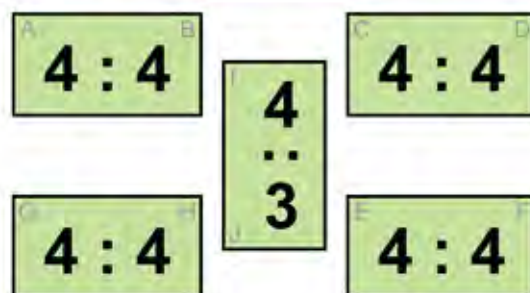
Playing Schedule - Pitch Allocation (4 of 6)

## Organisation for 38 Players



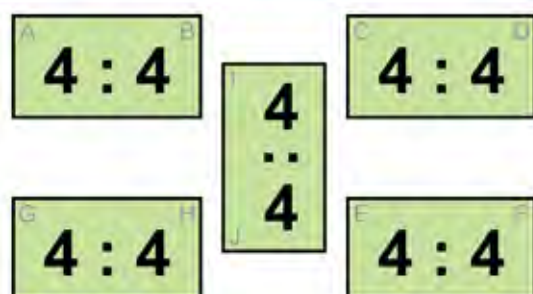
4 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 4 x E : 4 x F  
 4 x G : 4 x H  
 1 Pitch 3 : 3 = 3 x I : 3 x J

## Organisation for 39 Players



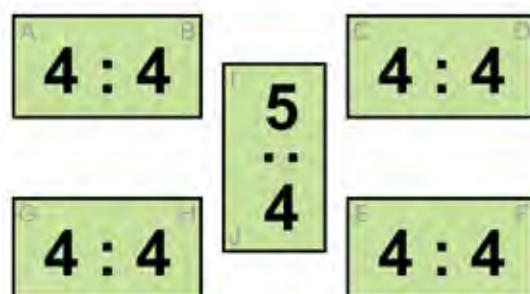
4 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 4 x E : 4 x F  
 4 x G : 4 x H  
 1 Pitch 4 : 3 = 4 x I : 3 x J

## Organisation for 40 Players



5 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 4 x E : 4 x F  
 4 x G : 4 x H  
 4 x I : 4 x J

## Organisation for 41 Players



4 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 4 x E : 4 x F  
 4 x G : 4 x H  
 1 Pitch 5 : 4 = 5 x I : 4 x J

## Organisation for 42 Players



4 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 4 x E : 4 x F  
 4 x G : 4 x H  
 1 Pitch 5 : 5 = 5 x I : 5 x J

## Organisation for 43 Players



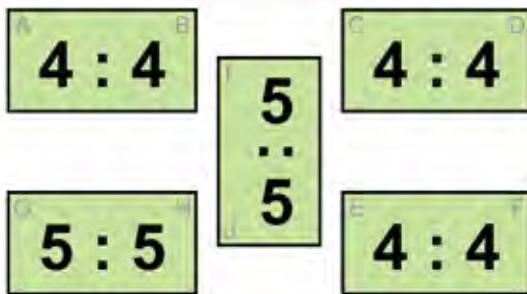
3 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 4 x E : 4 x F  
 1 Pitch 5 : 5 = 5 x G : 5 x H  
 1 Pitch 5 : 4 = 5 x I : 4 x J



## Organizing an Event

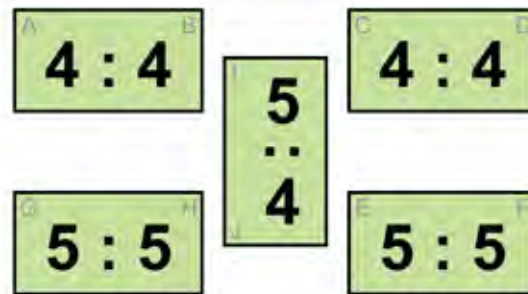
### Playing Schedule - Pitch Allocation (5 of 6)

#### Organisation for 44 Players



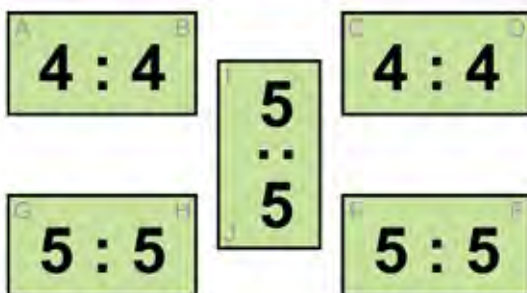
3 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 4 x E : 4 x F  
 2 Pitches 5 : 5 = 5 x G : 5 x H  
 5 x I : 5 x J

#### Organisation for 45 Players



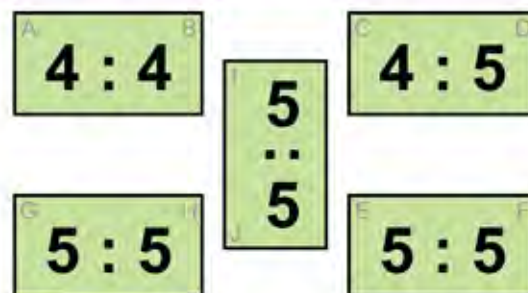
2 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 2 Pitches 5 : 5 = 5 x E : 5 x F  
 5 x G : 5 x H  
 1 Pitch 5 : 4 = 5 x I : 4 x J

#### Organisation for 46 Players



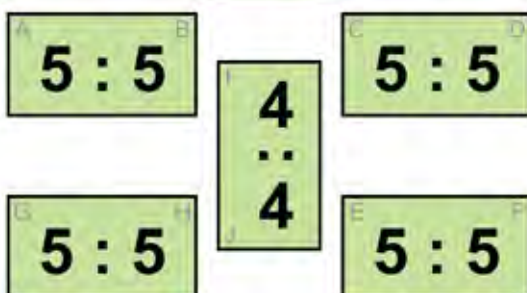
2 Pitches 4 : 4 = 4 x A : 4 x B  
 4 x C : 4 x D  
 3 Pitches 5 : 5 = 5 x E : 5 x F  
 5 x G : 5 x H  
 5 x I : 5 x J

#### Organisation for 47 Players



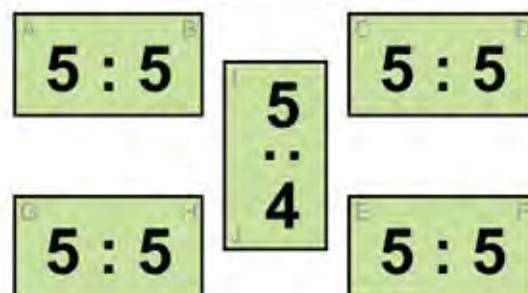
1 Pitch 4 : 4 = 4 x A : 4 x B  
 1 Pitch 5 : 4 = 5 x C : 4 x D  
 3 Pitches 5 : 5 = 5 x E : 5 x F  
 5 x G : 5 x H  
 5 x I : 5 x J

#### Organisation for 48 Players



4 Pitches 5 : 5 = 5 x A : 5 x B  
 5 x C : 5 x D  
 5 x E : 5 x F  
 5 x G : 5 x H  
 1 Pitch 4 : 4 = 4 x I : 4 x J

#### Organisation for 49 Players



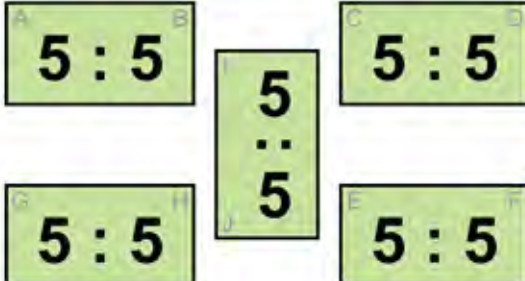

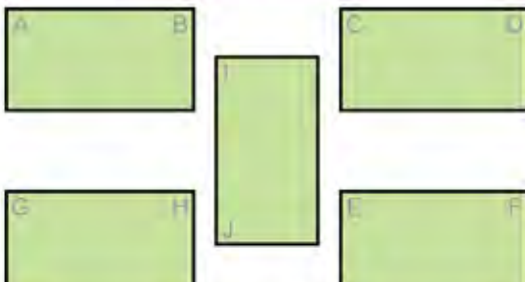
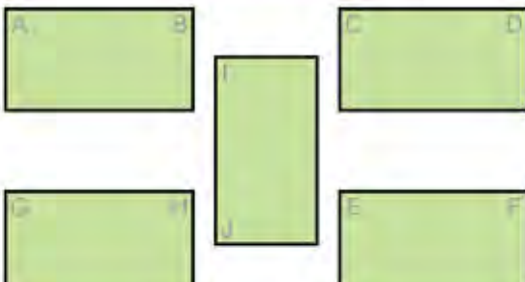
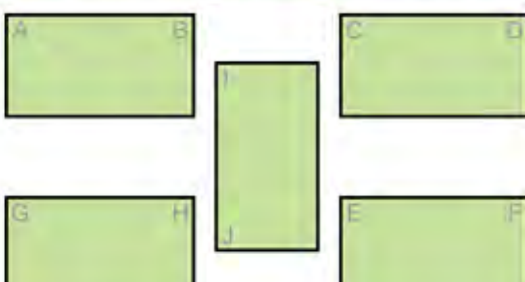
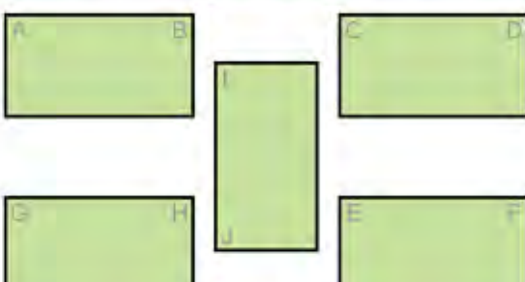
4 Pitches 5 : 5 = 5 x A : 5 x B  
 5 x C : 5 x D  
 5 x E : 5 x F  
 5 x G : 5 x H  
 1 Pitch 5 : 4 = 5 x I : 4 x J



## PART 1

## Organizing an Event

Playing Schedule - Pitch Allocation (6 of 6)

Organisation for 50 Players	Organisation for _____ Players
 <p>5 Pitches    5 : 5    =    5 x A : 5 x B  5 x C : 5 x D  5 x E : 5 x F  5 x G : 5 x H  5 x I : 5 x J</p>	
Organisation for _____ Players	Organisation for _____ Players
	
Organisation for _____ Players	Organisation for _____ Players
	



## Organizing an Event Evaluation

### Points per Team alt. their Players

- Winner = 10 Points
- Draw = 5 Points
- Loser = 0 Points
- Goal Points = 1 Point for every goal scored

### Example...

1 <sup>ST</sup> Round		Result	Points
A against B	3	2	A : 13    B : 2
C against D	1	1	C : 6    D : 6
E against F	4	2	E : 14    F : 2

### 1<sup>ST</sup> Round

- A against B
- C against D
- E against F
- G against H
- I against J

Result

_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____

Points

A : _____	B : _____
C : _____	D : _____
E : _____	F : _____
G : _____	H : _____
I : _____	J : _____

### 2<sup>ND</sup> Round

- A against B
- C against D
- E against F
- G against H
- I against J

Result

_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____

Points

A : _____	B : _____
C : _____	D : _____
E : _____	F : _____
G : _____	H : _____
I : _____	J : _____

### 3<sup>RD</sup> Round

- A against B
- C against D
- E against F
- G against H
- I against J

Result

_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____

Points

A : _____	B : _____
C : _____	D : _____
E : _____	F : _____
G : _____	H : _____
I : _____	J : _____

### 4<sup>TH</sup> Round

- A against B
- C against D
- E against F
- G against H
- I against J

Result

_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____

Points

A : _____	B : _____
C : _____	D : _____
E : _____	F : _____
G : _____	H : _____
I : _____	J : _____

### 5<sup>TH</sup> Round

- A against B
- C against D
- E against F
- G against H
- I against J

Result

_____	:	_____
_____	:	_____
_____	:	_____
_____	:	_____

Points

A : _____	B : _____
C : _____	D : _____
E : _____	F : _____
G : _____	H : _____
I : _____	J : _____



## PART 1

## Organizing an Event

Playing Schedule for 40 Players - 4-on-4 - (1 of 2)

No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		
01		A		A		B		G		C			
02		A		B		C		F		E			
03		A		C		D		E		G			
04		A		D		E		D		I			
05		B		E		F		C		J			
06		B		F		G		J		A			
07		B		G		H		A		H			
08		B		H		I		J		F			
09		C		I		J		I		D			
10		C		J		A		H		B			
11		C		A		C		F		A			
12		C		B		D		G		B			
13		D		C		E		H		C			
14		D		D		F		E		D			
15		D		E		G		D		E			
16		D		F		H		C		F			
17		E		G		I		B		G			
18		E		H		J		A		H			
19		E		I		A		J		I			
20		E		J		B		I		J			



## PART 1

## Organizing an Event

Playing Schedule for 40 Players - 4-on-4 - (2 of 2)

No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		
21		F		A		D		I		C			
22		F		B		E		H		F			
23		F		C		F		G		A			
24		F		D		G		F		I			
25		G		E		H		E					
26		G		F		I		D		J			
27		G		G		J		C		H			
28		G		H		A		B		B			
29		H		I		B		A		G			
30		H		J		C		J		D			
31		H		A		E		B		J			
32		H		B		F		I		D			
33		I		C		G		H		F			
34		I		D		H		G		H			
35		I		E		I		F		B			
36		I		F		J		E		I			
37		J		G		A		D		G			
38		J		H		B		C		E			
39		J		I		C		B		C			
40		J		J		D		A		A			



## Leading an Event

### Leading

When it finally comes to the delivery of the event, it will probably be the most critical part of the whole process. Now it will be shown if the planning and organizing has been done thoroughly, and you will see the outcomes of the planning and organizing process.

In this part of your event very good leadership will be required and expected from you!

A very basic definition of leadership is that it is the art of motivating a group of people to act towards achieving a common goal.

You as the leader in your group are the person that possesses the combination of personality and skills that makes others want to follow your direction.

The following skills are important when it comes to leadership:



Additionally, the following points are very important for a good leader:

- ☞ Make others feel they have an important role
- ☞ Promote a vision
- ☞ Admit mistakes
- ☞ Stay close to the action
- ☞ Don't criticise your staff / volunteers in public

Situations arise which require an immediate decision. On the event day it is crucial that all persons involved in the process know their tasks: manage and coordinate them effectively!

Therefore, briefings play a very important role. The size and scope of your event determines the number of briefings. You should conduct at least two briefings during the day of the event: the first meeting should be before the event starts. It should involve:

- ☞ Confirming tasks and responsibilities



## Leading an Event

- ⊕ Discussing the programme
- ⊕ Solving unanswered questions
- ⊕ Motivating your staff / volunteers
- ⊕ Having an event “walk-through”

To sum it up, the more thoroughly the planning and organizing has been carried out, the fewer problems should occur.

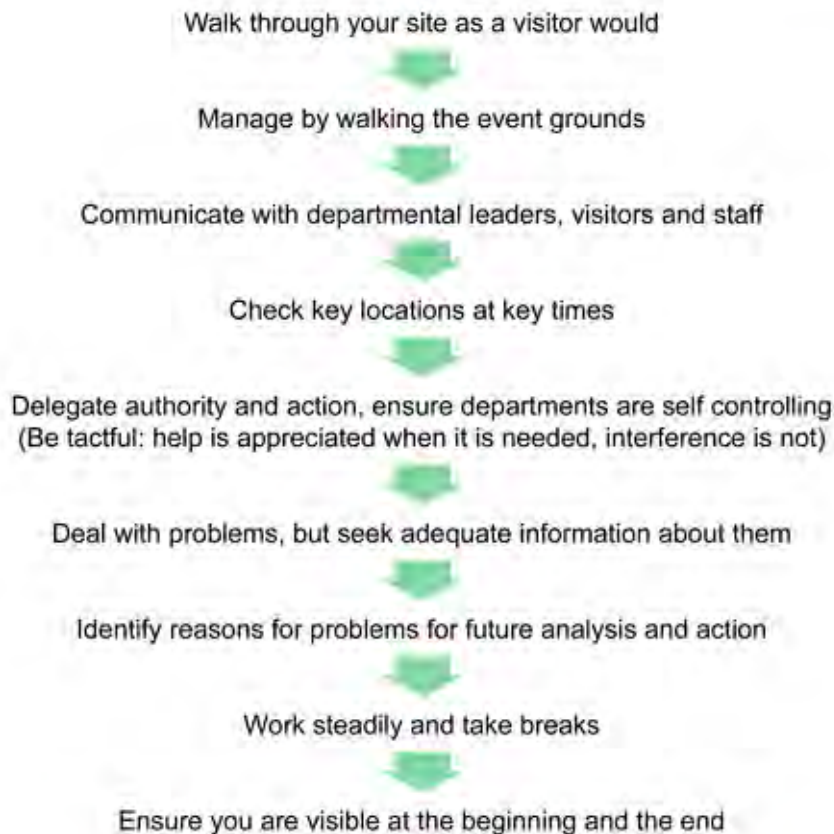
Furthermore, you should always have a contingency plan - **Plan B** - to anticipate and to act quickly.

Last but not least the following point is very important:

- ⊕ You should always try to keep a cool head!!!
- ⊕ Do not panic! Every situation is manageable!!!



A very good tool for you as an event manager to deliver a smooth event is to follow the different steps mentioned below:



(Shone & Parry, 2004, S. 234)





## Controlling and Closing an Event

### Controlling and Closing: Post-event

Unfortunately, a lot of inexperienced event managers believe that the event is over as soon as the final whistle is blown. That is a huge mistake!

Even though the event may be already over there are still several tasks which have to be completed.

For example, sorting out accounts, paying the bills and thanking all the volunteers, staff and even the participants. Therefore, it is crucial to stay focused after the event.

The closing down of an event is generally underestimated. The following figure will give you an overview of the tasks which have to be completed:



#### Physical Close-Down

Ensure that you leave the venue as it was found. This includes:

- Clear small items
- Cleaning and waste disposal
- Removal of utilities
- Site restoration and handover
- Returning of borrowed equipment



## Controlling and Closing an Event

### Administrative Duties

As a good Event Manager it is also crucial to ensure that the remaining administrative duties are done properly. These involve:

- ☞ Balancing the accounts
- ☞ Paying outstanding accounts
- ☞ Sending out reports to sponsors and key organizations
- ☞ Sending out results and media information
- ☞ Thanking and acknowledging volunteers, staff, participants and sponsors
- ☞ Holding a debriefing session

### Evaluation and Recording

The last step of controlling and closing down an event involves the evaluation and the recording of your event. That can be in a form of a final report! You should keep in mind that each event is a good learning experience for you. To learn for future events, it is important to compare the plan of your event to how your event actually went. Furthermore, you can always draw conclusions out of an event.

Therefore, shortly after your event you should start to evaluate it. The evaluation process basically involves two key questions:

- ☞ Did we meet our objectives?
- ☞ What can be improved for the next event?

Please keep in mind that it is very difficult for an event manager to achieve total satisfaction.

But if you follow the different steps mentioned in the different chapters you can ensure that you achieve your goals.



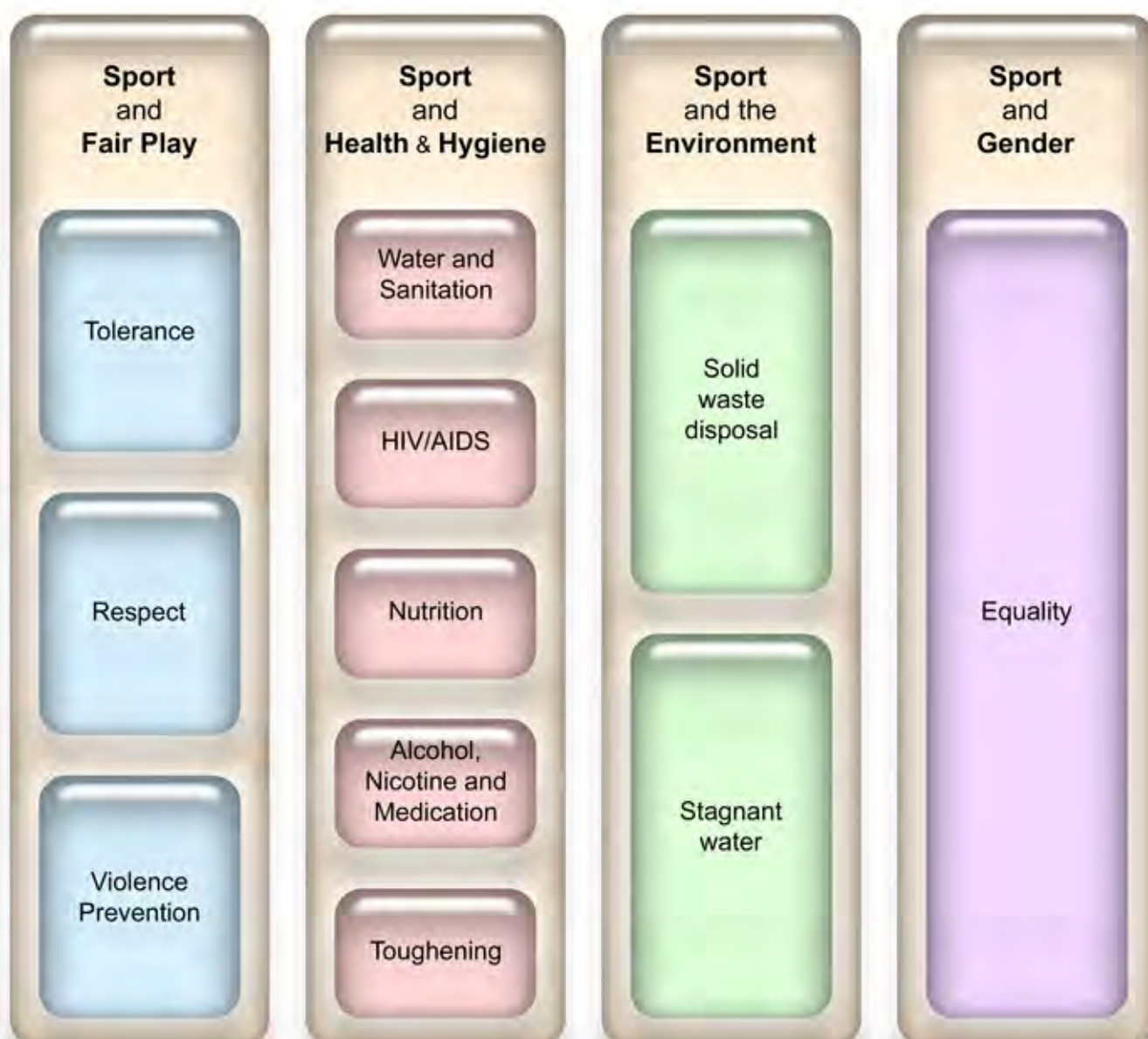
## Integrating Life Skills into your Event

### How to integrate Life Skills into your Event

After having highlighted the major steps of how to plan an event, we now come to the part which makes your sports event a unique "Sport for Development Event". By adding additional value in form of life skills to your event, you now have the possibility to educate children and youth by teaching them social capabilities and life skills which will make them better human beings.

Depending on demand, need, actuality and age-group, life skills exercises can be directly integrated into the game itself and / or communicated during the event.

The following gives you an overview of which life skills you can integrate into your event:



## Integrating Life Skills into your Event

### Fair Play

#### Fair Play

Fair Play is a good life skill which can be directly integrated into the tournament itself. Another advantage is that fair play does not limit itself to a specific age group. Before you integrate fair play into your tournament, you should have a basic knowledge of what fair play is all about.

#### Basic understanding of Fair Play

- ☞ **Formal Fair Play** - Strict adherence of the rules, making the best use of all advantages
- ☞ **Informal Fair Play** - Acknowledging the spirit of fair play
- ☞ **Restricted Fair Play** - Fairness only when one can afford it

If you want to integrate fair play into your sport event, it is very important for you to communicate the "Spirit of Fair Play" during the event.



#### RATE:

- ➔ Respect also for the opponents
  - ➔ Acceptance also for the weaker players
    - ➔ Tolerance also with wrong decisions by the referee
    - ➔ Empathy while evaluating one's own conduct

Furthermore, fair play is also a very good example of how a life skill can address further life skills, such as

- ☞ Team Work
- ☞ Tolerance
- ☞ Respect
- ☞ Violence Prevention



## Integrating Life Skills into your Event

### Fair Play

#### Practical Examples of how to Integrate Fair Play into your Event

##### FAIR PLAY TOURNAMENT

During the tournament games, all teams are called to evaluate the conduct of the opposing team concerning fair play. The referee will collect the evaluation sheets and add the results. At the end of the tournament there will be a sporting winner and a fairness winner (the winning team can also be the fair play winner).

The effect is that during the whole tournament the kids and youth must intensively tackle the topic fairness and meticulously watch their own conduct as well as that of the others!

Tools:



Evaluation Sheets



Referee

Please keep in mind that you have different possibilities. Another option is that before the game the referee is requested to especially check fair conduct of players and to give "Fairness Points" to the teams after every game. At the end of the tournament, the fairest team will be honoured in the same way as the sporting winner.

Another option is that the referee adds fairness points to the real score after each game. As a result a team which actually lost can also be the winner of the game.

##### STREETFOOTBALL TOURNAMENT

Before every game the teams come together and **jointly agree** on the rules (e.g. giving the opponent a high-five on every scored goal, etc.). That indicates that no referee is needed. After each game, the teams meet and jointly decide on the allocation of "Fairness Points".

By doing so, a Streetfootball Tournament also supports

- ✎ Communication
- ✎ Trust
- ✎ Shared decision taking
- ✎ Tolerance
- ✎ Creativity
- ✎ Respect
- ✎ Affirming rules, accepting them and abiding by them.



## Integrating Life Skills into your Event

### Fair Play

#### Rules

- 1 Fair play is a priority - no fouls or insults (always apply respect, friendship and peace principles)
- 2 Assist an opponent up from the ground after an unintentional tackle - shake hands and play on (friendship)
- 3 Number of players per team = 8, i.e. 3 reserves (5-a-side-playing)
- 4 Mixed gender: e.g. 4 boys and 4 girls
- 5 No referee - team captains and players must discuss and reach consensus on all matters - mediator can assist
- 6 The game is divided into three sections: Pre-match / Match / Post-match
- 7 **Pre-match:** A mediator assists the discussions on Fair play and rules between the captains and team members before the game starts, e.g. throwing the ball in from line-outs or kicking it in; does a girl's goal count double? no goalkeepers? no striking / shooting from your own half? etc  
The mediator explains how the fair play point system will operate (the teams to allocate or not a Fair Play point to the other team during the Post-match discussion - to be motivated)
- 8 **Match:** Playing time - to be determined prior to the game (depends on number of fields, number of players and time available, e.g. 6min-a-side; 10min-a-side; 15min-a-side, etc  
The mediator observes the match and assists if foul play occurs
- 9 Replacement of players - as often as possible
- 10 **Post-match:** The two teams, together with the mediator, discuss the match and negotiate the Fair Play point to determine the winner



## PART 2

## Integrating Life Skills into your Event

## Fair Play

1 - 4      1 - 3      1 - 2

2 - 3      4 - 2      3 - 4

TIME	PRE-MATCH	MATCH	POST-MATCH
	1 - 4		
	2 - 3	1 - 4	
		2 - 3	1 - 4
			2 - 3
	1 - 3		
	4 - 2	1 - 3	
		4 - 2	1 - 3
			4 - 2
	1 - 2		
	3 - 4	1 - 2	
		3 - 4	1 - 2
			3 - 4

MATCH	RESULT	FAIR PLAY	
1 - 4	:		
2 - 3	:		
1 - 3	:		
4 - 2	:		
1 - 2	:		
3 - 4	:		

	1	2	3	4	TOTAL
1					
2					
3					
4					

POINT ALLOCATION	
3 or more goals	4 points
Win	3 points
Draw	2 points
Loss	1 point



## Integrating Life Skills into your Event

### Fair Play

#### Respect and Tolerance

As mentioned before, fair play also fosters respect and tolerance. Nevertheless, there are also several ways to address respect and tolerance in a more direct way. Those two life skills can also be easily integrated in the game itself.

- ☞ **Respect** - for the coach, team-mates, referee, rules, gender, opponents, etc.
- ☞ **Tolerance** - in relation to the coach, team-mates, gender, opponents, other opinions, etc.

#### Practical Examples how to Integrate Respect and Tolerance into your Event

##### MIXED TEAMS

One of the best approaches to foster respect and tolerance is to integrate girls into the teams.

In case you have a 5-a-side tournament, it can be communicated that it is compulsory that each team must have one or two female players.

Additionally, it can be decided that goals scored by girls count double.



##### CHANGING TEAM-MATES

Another very good exercise to foster the understanding of tolerance and respect is the changing of fellow team-mates.



The main factor in this approach must be the indication towards the different teams that the present opponent could be your fellow team-mate in the next game. In every game 1 or 2 players have to play for the opponent!

As a result, one should respect the opponent and accept him or her.





## Integrating Life Skills into your Event

### Health and Hygiene

#### Health and Hygiene

Without any doubt health and hygiene are major topics, which have to be addressed in the “Sport for Development” sector. Those two topics include the following items:

- Clothing
- Toughening
- Nutrition
- Alcohol, Nicotine, Medication
- **Water and Sanitation**
- **HIV/AIDS**

In order to answer all topics properly, it would have been necessary to compile a manual for each topic. Therefore, we will give you hints on how to address several issues in your event. As mentioned previously, some life skills can be integrated into the game itself, where others have to be addressed during the event.

This chapter will guide you on how to address topics such as **Water and Sanitation** and **HIV/AIDS** during your event.



#### Water and Sanitation

Every year more than 3 million people, mostly children, die from diseases due to inadequate water supply, sanitation and hygiene. Over half of the hospital beds in the world are filled with people suffering from water and sanitation related diseases.

Without safe water and proper sanitation facilities, good health and hygiene standards cannot exist. In such a scenario, people face high risks of contracting waterborne diseases as well as other diseases. Such diseases pose a retarding effect on children’s performance at school and rob them of energy, which they require to live healthy lives as they engage in sporting activities such as football.



## Integrating Life Skills into your Event

### Health and Hygiene

Common health problems because of poor water and sanitation include:

- ☛ Water borne diseases (i.e. Cholera)
- ☛ Water washed diseases (i.e. Scabies)
- ☛ Water carrier diseases (i.e. Malaria)
- ☛ Water related diseases (i.e. Sleeping Sickness)

Therefore, you can use football as an entry point to capture attention and to educate youth and community members about water and sanitation through the game itself!

You can use football as a tool to educate youth and the community about:



Football and safe water use



Football and hand washing with soap



Football and toilet usage



Football and worm infection



Football and solid waste disposal



Football and stagnant water

## Integrating Life Skills into your Event

### Health and Hygiene

#### Exercises that integrate Water and Sanitation awareness into your Event

(the following exercises have been adapted from WASH United [www.wash-united.org](http://www.wash-united.org))

#### THE TOILET-CUP

The Toilet-Cup is a perfect approach to educate children and adults about the issue of sanitation in a playful and funny way. Through this game the participants learn about the importance of sanitation for health, safety and the environment.

The Toilet-Cup is a target goal game with the motto "Every poo needs a loo!" In a playful way the participants tackle the issue of the sanitation crisis by kicking as many brown "poo-balls" as possible into the targets - they serve as toilets and latrines!

Participants who perform well can win a prize (T-shirts, caps, etc.).

This game is a very good approach to tackle sanitation in playful manner and to integrate life skills into your event!

Tools:



Goal wall



Brown balls



Prizes

Age Group:

- ☞ Children (6-12)
- ☞ Youth (13-20)

How to integrate the Toilet-Cup into your event:

- ☞ The "Sport for Development Event" can be the Toilet-Cup itself!
- ☞ To bridge the time between the games!
- ☞ To bridge the time after the preliminary round and / or the final.
- ☞ Additional scoring possibilities after the game!
- ☞ For the spectators.



## Integrating Life Skills into your Event

### Health and Hygiene

#### THE BLUE HAND GAME

This game teaches children and youth graphically how germs can spread - namely easily and quickly!

Blue chalk has to be rubbed onto a football. The children form a circle and toss the so called "germ ball" around.

After a while, all the participants end up with blue "germy" hands, which means that they have been infected by germs.



Tools:



Ball



Blue chalk

Age Group:

- ☞ Children (6-12)

How to integrate the Blue Hand Game into your event:

- ☞ To bridge the time between the games!
- ☞ To bridge the time after the preliminary round and/or the final.
- ☞ For the spectators.

## Integrating Life Skills into your Event

### Health and Hygiene

#### THE HAND WASHING CHALLENGE

This exercise tackles the issue of washing ones hands properly. It shows the children that washing your hands with only water is not enough. The Hand Washing Challenge shows the children that they need to scrub with water and soap to get rid of all the germs.

Two children rub their hands with turmeric powder (a symbol for germs). One child will get water without soap and the other child will get water with soap to wash the hands. After approximately 30 seconds you can see who the winner is: the child who washed the hands with soap!

Tools:



Tap or water bucket



Soap



Turmeric powder

Age Group:

- ☞ Children (6-12)

How to integrate the Handwashing challenge into your event:

- ☞ To bridge the time between the games!
- ☞ To bridge the time after the preliminary round and/or the final.
- ☞ For the spectators.



## Integrating Life Skills into your Event

### Health and Hygiene

Those are very good examples of how you can successfully integrate life skills into your event in a very playful way to educate children and youth.

Furthermore, you have the possibility to educate children and youth through different stations. Those stations can for example inform the children about:

- Safe water use
- Solid waste disposal and stagnant water
- Worm infection

You can also educate children and youth about those topics while they are doing their exercises!

#### Safe water use

To educate children on the importance of drinking treated water from a reliable source such as a water kiosk; the importance of fetching water with a clean container; and the need to avoid contamination after the water has been fetched through safe storage and use of clean containers.



#### Solid waste disposal and stagnant water

To promote understanding of the health risks of rubbish in yards, neighbourhoods, as well as sports grounds, and eradicate the impact of waste disposed of in open sewers and toilets.

#### Worm infection

To educate on the high risks of contact with worms and snails that cause anaemia and bilharzia, retard the growth, and increase vulnerability of children to carry the highest load of worms, which causes them to often be sick and absent from school and sports.



## Integrating Life Skills into your Event

### Health and Hygiene

#### HIV/AIDS

Before you educate children and youth about HIV/AIDS, it is important for you to have a basic knowledge of HIV/AIDS.



In South Africa the HIV Prevalence rate is about 18%. Therefore, 1 in 5 adults (people between 15-49) in South Africa is HIV positive!

HIV stands for Human Immunodeficiency Virus. HIV is the virus which causes AIDS. Once HIV enters a human body, it multiplies quickly inside the body's cells and attacks the human body's immune system, preventing the body from protecting itself against even the common illnesses.

As already mentioned, HIV is the virus which causes AIDS, but they are not the same thing. AIDS stands for Acquired Immune Deficiency Syndrome. A person is said to have this syndrome once he or she has a certain amount of level of the HIV virus in the body and regularly shows signs and symptoms of illness.

The time between the infection with the virus and the onset of symptoms of AIDS ranges from a few months to 10 years or more. Infected persons can spread the virus during this period.

Because a person with HIV has a weakened immune system, he or she is more likely to get sick than other people.

#### HIV Transmission

HIV is passed from one person to another in the following ways:

- ⊕ Unprotected sexual intercourse
- ⊕ Blood to blood contact
- ⊕ Mother to child transmission



## Integrating Life Skills into your Event

### Health and Hygiene

The risk of infection with HIV is increased by:

- ⊗ Having oral, vaginal and anal sex without a latex condom
- ⊗ Having sex with more than one partner
- ⊗ Coming into contact with contaminated blood products through transfusions or medical accidents
- ⊗ Sharing needles or equipment to pierce, tattoo or inject drugs



HIV is not transmitted by casual contact! Casual contact with HIV-infected persons does not place you at risk of getting the virus. The virus cannot be spread by

- ⊗ Shaking hands
- ⊗ Hugging
- ⊗ Coughing
- ⊗ Tears
- ⊗ Sweat
- ⊗ Sneezing
- ⊗ Swimming pools
- ⊗ Food
- ⊗ Mosquitoes
- ⊗ Toilet seats
- ⊗ Animals
- ⊗ Sharing dishes
- ⊗ Air

#### HIV Prevention

You can for example prevent HIV by

- ⊗ Abstaining from sex
- ⊗ Delaying sex
- ⊗ Being faithful to one partner
- ⊗ Using condoms
- ⊗ Abstaining from drugs

Since you now have a basic understanding about HIV/AIDS, you can start thinking about how to integrate education about HIV/AIDS into your event!





## Integrating Life Skills into your Event

### Health and Hygiene

Here you have different possibilities and approaches. First of all you can integrate education about HIV/AIDS directly into the game itself.

For example, by asking questions about HIV/AIDS after the game. Each team has to answer two questions about HIV/AIDS which - if answered correctly - then will then be added to the "real score".

Examples for questions:

**1. HIV and AIDS are the same thing.**

**FALSE**



This is not true. HIV and AIDS are not the same thing. HIV is a virus that attacks the immune system and reduces the body's resistance to all kinds of illnesses, including flu, diarrhea, pneumonia, TB, and certain cancers. AIDS is a clinical condition in which a person has one or more illnesses (e.g. pneumonia) or infections due to a deficient immune system caused by HIV. You can be infected with HIV for many years and not develop AIDS.

**2. If a pregnant woman is HIV-positive, she will always have a baby who is infected with the virus.**

**FALSE**



This is not true. About one in six infants born to an infected mother has HIV. Pregnant women who are infected can transmit the virus to their newborns either during delivery or through breastfeeding. However, several recent studies have shown that women who take certain types of anti-viral drugs are less likely to transmit the virus to their newborns.

**3. There is no cure for HIV/AIDS.**

**TRUE**



This is true. Medical researchers in many countries, including countries in Africa, are working urgently to develop vaccines to prevent HIV infections, but even when a vaccine is developed, it will take several years before it can be tested and approved. Prevention is the only sure way to defeat HIV and AIDS.

**4. Condoms break too often to be safe.**

**FALSE**



This is not true. Condoms are very safe and effective. Studies show that condoms are effective 98% to 100% of the time when used correctly. Most condom-breaks occur because of improper use such as opening a package with fingernails or teeth, not storing them in a cool, dry place, unrolling them incorrectly, and using condoms that have passed their expiry date.

**5. If you kiss someone with HIV/AIDS, you will not get the virus.**

**TRUE**



This is true. Kissing is not a high-risk behaviour for HIV transmission. HIV is a virus that spreads through sex - vaginal, oral, or anal - and blood-to-blood contact (e.g. if someone's blood gets into an open wound or cut) with infected people. While there is some potential for contact with blood during open-mouth kissing, the risk of acquiring HIV during open-mouth kissing is believed to be very low. The risk increases only if both partners have open cuts or sores in their mouths.

**6. Only same-sex couples (e.g. two men) are at risk of becoming infected with HIV/AIDS.**

**FALSE**



This is not true. Anyone who participates in unsafe behaviour can acquire HIV. In fact, in Africa, the two most common modes of transmission for HIV are heterosexual sex (sex between a man and woman) and intravenous drug use.



## Integrating Life Skills into your Event

### Health and Hygiene

**7. HIV is mainly present in semen, blood, vaginal secretions, and breast milk.**

**TRUE**

This is true. These four body fluids contain and transmit HIV.

**8. You can always tell if someone is infected with HIV.**

**FALSE**

This is not true. People with HIV can look perfectly healthy. In fact, many people who are HIV-positive do not know they are infected. HIV can live in the human body for 12 years - and sometimes longer - without causing symptoms, even though HIV may be reproducing at a rate of up to a billion new viruses a day inside the person. People with the virus can transmit it to others even if they are not yet showing any symptoms.

**9. You can get HIV from oral sex.**

**TRUE**

This is true. There have been a few cases of HIV transmission from performing oral sex on a person infected with HIV. While no one knows exactly what the degree of risk is, evidence suggests that the risk is less than that of unprotected anal or vaginal sex. The risk increases if:

- You have cuts or open sores around or in your mouth or throat.
- Your partner ejaculates in your mouth.
- Your partner has another sexually transmitted infection (STI).

**10. You can cure your HIV infection, if you have sex with a virgin.** **FALSE**

This is not true. There is no cure for HIV. Having sex with a virgin will in no way change or influence your own status as an HIV-positive individual. However, it is likely that the person with whom you are having sex will contract it from you.

**11. If you test negative for HIV, it is safe to have unprotected sex.** **FALSE**

This is not true. If you test negative for HIV, you are still at risk of contracting HIV from your sexual partners. In addition, tests sometimes produce a "false-negative", meaning the virus was not detected in the blood but it is still present. Unprotected sex always puts you at a higher risk for HIV infection.

**12. HIV is transmitted through sport.**

**FALSE**

This is not true. The only possible risk of HIV transmission in sport is through contact sport where injuries can occur. Even then, the risk is extremely small, especially when certain precautions are taken, such as having first-aid kits with rubber gloves available, removing injured players from the field immediately, changing blood stained clothes, and making sure all open wounds and injuries are covered.

**13. Only people with multiple partners contract HIV.**

**FALSE**

This is not true. While people who have sex with many partners are more likely to acquire HIV, the disease affects everyone. A single partner can infect you if he or she is HIV-positive and you did not use a condom during sex. A spouse can infect you if he or she is not being faithful, even if you have been faithful. Many women and children are infected with HIV each year when they are raped.

**14. Mosquitoes and bed bugs cannot transmit HIV.**

**TRUE**

This is true. Studies conducted by the Centers for Disease Control in the United States and elsewhere have shown no evidence of HIV transmission through mosquitoes or any other insects, such as bed bugs, even in areas where there are many cases of AIDS and large populations of mosquitoes.



## Integrating Life Skills into your Event

### Health and Hygiene

Secondly, you have the possibility to showcase different football exercises about HIV/AIDS during the event. One possibility is to conduct different exercises during the different breaks.

#### EXERCISE 1 - 20 MIN



##### Team reduced through HIV/AIDS Circumstances

- ☞ 2 teams (4-on-4 to 8-on-8, etc.) on a pitch with 2 goals plus goalkeeper.
- ☞ Beside the pitch a dribbling/running course.
- ☞ 2 teams (A + B) play football against each other.
- ☞ As soon as a goal is shot, the game will pause.
- ☞ The scorer has to send a player from the other team off the pitch. The coach explains that this chosen player is out of the match for a certain time, because he has to mourn an HIV/AIDS infected

member of his family - and this takes time. During this time, he is not able to play football for the team. So now his team is at a numerical disadvantage.

- ☞ The chosen player has to dribble through the course beside the field. After he has successfully passed through the course, he may rejoin his team.
- ☞ Whenever a goal is shot, the scorer chooses a player from the other team to leave the field. Do not choose the same player twice!

##### Variations

- ☞ Nearly 20% of the South African population is infected with HIV/AIDS, therefore, every fifth goal means that the chosen player cannot return to his team. He is out of the match!
- ☞ After passing the course, he may only assist the goalkeeper.

#### EXERCISE 2 - 15 MIN



##### Shout out the Risks of HIV/AIDS

*Fight against the risks of HIV/AIDS*

- ☞ Depending on the number of players, you need 1 or 2 goals (see above).
- ☞ Mark a shooting zone (10m-20m distance from the goal, depending on the players age and ability).
- ☞ Only the goalkeeper is able to get points!
- ☞ The player dribbles into the shooting zone and tries to shoot a goal. If he succeeds, he will go into the goal as the new goalkeeper. If he misses, the goalkeeper gets

1 point and the player has to line up behind the other players.

- ☞ When a player reaches the shooting zone, he has to shout out a risk of contracting HIV/AIDS (e.g. unprotected sex). The goalkeeper has to prevent this risk from getting into the goal and tries to catch the ball.
- ☞ Vary the statements - do not repeat! (see list)
- ☞ Whenever a player does not score a goal, the goalkeeper gets a point. If the ball gets into the goal, the goalkeeper has to leave the goal and line up behind the other players. Which player gets the most points?

##### Variations

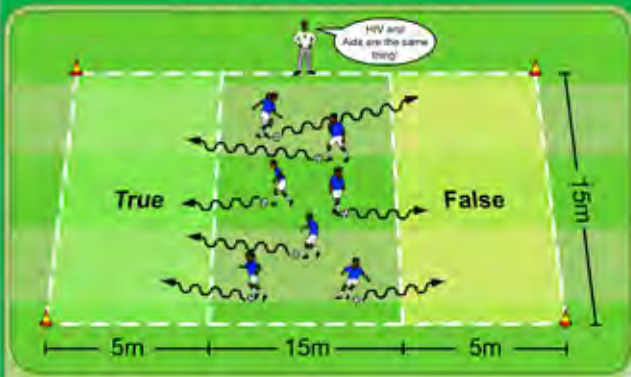
- You can also turn this game around.
- ☞ The scorer has to shout out how to protect himself against HIV/AIDS (e.g. safe sex).
- ☞ For every goal he scores, he will get a point.



## Integrating Life Skills into your Event

### Health and Hygiene

#### EXERCISE 3 - 15 MIN



#### "True or False?"

- Players dribble around in the mixed zone, each with their own ball. The coach, from outside the playing area, gives advice on how they should dribble.
- The coach then shouts out a statement about HIV/AIDS from his statement list. As quickly as possible, the players have to dribble with their ball to the "correct-answer-field". After every player has reached a field, the coach gives the right answer and a short explanation. The players, who got the answer wrong,

The players should make their own decisions and stick to them.



- have to do an additional exercise as a penalty (push-ups, knee-bends, etc.).
- The last player to have reached a field, even if it was the correct field, also has to do the additional exercise.

#### Variations

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

#### Information desks

Last but not least you also have the possibility to have information desks to inform participants, parents and the community about HIV/AIDS!

There you also have the possibility to have a playful approach by asking questions and by having small prizes for correct answers!



## Integrating Life Skills into your Event

### Gender

#### Gender

### "The Future of Football is Female!"

- Sepp Blatter

It is very important to integrate girls into football. As you may know, girls can benefit as much from football as boys. They acquire leadership skills, learn rules, participate in sports and learn team capabilities.

The constantly growing number of female athletes in all fields of sport and their high standard of performance are impressive. The development of female athletics took place incredibly quickly. For the first time in 1900 17 female athletes took part in the Olympic Games. Today the broad base of sport and competitive sport is no longer an exclusive domain for the financially and genetically privileged.

It is noticeable that the turning point for the development of girls and women's sport came at the beginning of this decade. Performance orientated sports for girls and women are no longer just fashionable or due to female emancipation. Different social measures have led to an enormous increase of chances for girls and women in sport.

The achievements of South African women's competitive sport of the 90's have dramatically improved over the last decade. The female athletes receive more attention in public and are more marketable.

#### Girls play Football in a Different Way



The National Women's Football team is held in high regard, due to their successes and their technically good football game played with lots of enjoyment and action.

Girls that are interested in playing football have very different initial experiences and motives for joining up.

If the girls start playing football while they are very young, their learning abilities are the same as with the boys. In fact, their coordination ability is slightly better than that of the boys, due to the interplay of their muscles and nervous system during exercising working excellently.

The differences between the genders are often generalized in football. Boys appreciate and respect female football-players, especially if they give a strong performance. They are accepted on the school playground and the kick about area. They increase their performance through technical and tactical training, and feel especially challenged by playing in mixed teams. It is best to start training football in pre-primary and primary school.

Inexperienced football players want to get to know the game properly. They are often too inexperienced to keep up with the more experienced players. They sometimes appear disoriented on the pitch, prefer to play in the same team as other inexperienced players, yet specifically need support to advance them from their beginner status.

Male spectators, teammates and opponents often rattle female players' confidence through devaluating and discriminatory remarks. Due to their additional difficulties with finding their own identity and self-efficiency, girls need orientation and exercises that connect to their strengths.



## Integrating Life Skills into your Event

### Gender

Men's football is definitely not better than women's football; it is just different. Men have more physical strength and physical presence, while the women's football has a certain gracefulness, something the men's football is totally devoid of. A similar situation can be observed in men's and women's tennis.

With your "Sport for Development" you can help to solve the following problems when it comes to football and girls:

- ❖ Lack of recognition in society
- ❖ Prejudices towards girls' football
- ❖ Wrong training techniques
- ❖ Lack of qualified coaches and personnel
- ❖ Girls' huge potential for development is underestimated
- ❖ Promotion of girls' football is lacking



Furthermore, in case you want to include the leapfrogging of gender boundaries in your event, you have the possibility to tackle the following topics:

- ❖ Clarification of the advantages that playing football gives to girls
- ❖ Remove the apprehension that girls have towards playing football
- ❖ Promotion of sporting versatility
- ❖ Promotion of the popularity of girls' football
- ❖ Promotion of the development of the personality of young players
- ❖ Encourage girls to play football
- ❖ Encourage girls / women to become coaches



### Exercises that integrate Gender into your Event

#### MIXED TEAMS

A very good tool to foster gender equality is the integration of girls into a team. There you have different possibilities. For example, it can be compulsory that each team must have two female players. In order to make this approach interesting you can decide that

- ❖ each goal scored by a female player counts double
- ❖ corners and free kicks may only be shot by girls.

But keep in mind that this approach is only practical and feasible for a specific age group. This is due to the fact that boys are physically superior with increasing age.



## Integrating Life Skills into your Event

## Gender

## Differences between Girls and Boys in Football

	GIRLS	BOYS
POSITIVE	<ul style="list-style-type: none"> <li>☞ Have a greater sense of rhythm</li> <li>☞ Are more flexible</li> <li>☞ Are more elegant in their movements</li> <li>☞ Good coordination</li> <li>☞ Skill when handling the ball</li> <li>☞ Are more patient during exercises</li> <li>☞ Have quick comprehension</li> <li>☞ Understand complicated exercises more quickly</li> <li>☞ Implement tactical instructions more quickly</li> <li>☞ More pronounced sense of justice and fairness</li> <li>☞ Social competence</li> </ul>	<ul style="list-style-type: none"> <li>☞ Physically superior with increasing age</li> <li>☞ Have more power when kicking the ball</li> <li>☞ Enjoy kicking the ball more</li> <li>☞ Are quicker than girls</li> <li>☞ Are more athletically active than girls</li> <li>☞ Try to emulate professional football players</li> <li>☞ Usually want to become professional football players</li> <li>☞ Quicker reaction times</li> <li>☞ Regard football as a natural pastime</li> <li>☞ Could, if they are very talented, earn money from the sport</li> <li>☞ Playing is very physical</li> </ul>
NEGATIVE	<ul style="list-style-type: none"> <li>☞ Larger differences in skill levels between girls</li> <li>☞ Are slower than the boys with increasing age due to handicapping lever movements / ratios.</li> <li>☞ Have difficulties learning to kick the ball</li> <li>☞ Are easily distracted</li> <li>☞ Are emotionally more dependent on others (especially the coaches)</li> <li>☞ Receive less financial backing for the sport</li> <li>☞ Have few opportunities to earn money from the sport</li> <li>☞ Few female role models</li> <li>☞ Regard football as an unusual pastime</li> <li>☞ Lack of support from parents, trainers and society</li> <li>☞ Play is less physical</li> </ul>	<ul style="list-style-type: none"> <li>☞ Have little patience for lengthy exercises</li> <li>☞ Sometimes lack a sense of rhythm</li> <li>☞ Do not listen as attentively</li> <li>☞ Struggle with new instructions regarding tactics</li> <li>☞ Often more aggressive, and therefore prone to unfair behaviour</li> </ul>



## Integrating Life Skills into your Event

### Gender

#### ONE TEAM CONSISTS OF A BOYS' TEAM AND A GIRLS' TEAM

This approach is for example advisable if you want to conduct a school tournament (or if you contact football clubs who have enough girls and boys). As a precondition you need enough female players who can form their own team as well as their own tournament group.

Each school team consists of a male and a female team! That means that both teams form one big team.

Each team plays in its own group - the boys play in a boys' group and the girls' play in a girls group.

As a result, the boys only play against other boys and the girls only play against other girls.



It may seem like you have two different tournaments going on: a boys and a girls tournament! But here is the solution to foster gender equality:

- ➔ Both teams will be assessed together! After the tournament the score of the boys' team and the girls' team will be added to a common score!

Hence, both teams win and lose together! Furthermore, this approach helps to foster the following points:

- ☞ To cheer each other
- ☞ To support each other
- ☞ Team work
- ☞ Respect and tolerance for the other gender

You also have the possibility to showcase different mixed gender training sessions during your event. Very good timeslots are breaks during the games, after the preliminary round or before the finals.

It is advised that each session only takes up to ten minutes!





## Integrating Life Skills into your Event

Gender

## EXERCISE 1 - 10 MIN



1

- ☞ Casual passing
  - ▲ Without conditions
  - ▲ Only with the right foot
  - ▲ Only with the left foot
- ☞ Pass the ball to the right of the cone with the right foot. Partner accepts the ball with left and at the same time places the ball on the right foot and passes the ball back.

The players have to pass the ball very precisely in order to reach the goal.



2

The pair passes the ball through a cone course and shoots a goal.

- Note:** Whoever passes to the right of the cone towards the goal shoots with the right foot, left with the left foot.  
 Players have to swap sides after every round through the course.  
 ▲ After every successful goal high-five the partner

3

A player stands with his back to the goal. A cone behind him simulates the opponent. Kick off through the partner. Pass slightly to the right. Player turns around, wins the ball and shoots at the goal.

- ☞ Change teams / positions after 5 minutes.

**Variations**

- ☞ Play with a real opponent and not a cone.
- ☞ Further variations to outplay the opponent.

## EXERCISE 2 - 10 MIN

**2-on-1 + 1**

- ☞ The teams have to be recognisable through their colour.
- ☞ Four teams belong to one pitch.

- ☞ Team red tries to shoot a successful goal at team blue's goal. If team red succeeds in shooting a goal, team blue has to shoot a successful goal at team yellow's goal, who then steps onto the pitch. In the meantime, team red takes a break behind the goal. Should team blue shoot a goal, i.e. lose the ball, team yellow will shoot a ball at team green's goal.

**Variations**

- ☞ 2-on-2 without a goalkeeper
- ☞ 3-on-3 with a goalkeeper
- ☞ Limit ball contacts
- ☞ Limited time until successful goal



Please keep in mind that we offer you different approaches and tools to foster fair play, to leapfrog gender boundaries, to tackle HIV/AIDS and to educate youth about health and the environment. We hope that this short module on "Sport for Development Events" serves you as a guideline to plan an event and to successfully integrate life skills in the event.

But if you as an instructor, a coach, a teacher, a community worker, a player, etc. have different approaches and exercises on your mind to integrate life skills into your event or to communicate a specific message, you can also integrate them into your "Sport for Development Event"!



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