

GERMAN  
DEVELOPMENT  
COOPERATION  
SPORT FOR  
DEVELOPMENT

# Kicking Youth Competences

# 1 FOREWORDS



## DEAR READER,

Sport can make an important contribution to achieving the sustainable development goals. It is a powerful tool to reach out to young people and to start a dialogue about their life plans and career options. Especially in a region that is characterized by high fragility and an increasingly young society, sport provides a space to reflect, without the pressures of daily life, and an opportunity to impart values and life skills that will help to create new perspectives.

I am proud to present this manual on how to use sport as an innovative approach to support employability and technical vocational education and training. By utilizing the attractiveness of sport to teach competences for employability, such as teamwork, communication skills and perseverance, we support the personal development of young people – the ones who will shape their country's future.

We support youth in coping with difficult circumstances, by providing them with opportunities to strengthen their self-awareness, by teaching them how to interact with others in a playful manner and by supporting them in finding a suitable career path in the labor market.

I would like to thank our very committed partners, who supported us in developing this manual. To those who will work with it, I personally wish you every success with your endeavours to support young people on their way to a successful future.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Gerd Müller', written in a cursive style.

Dr Gerd Müller

Federal Minister for Economic Cooperation and Development



## DEAR READER,

The role of the Ministry of Labor is to provide skilled craftswomen and -men for the labor market and ensure the harmonization of their abilities to a constantly evolving market. One of the tasks of the Directorate of the vocational training is to focus on developing skills of the trainees regarding personal and social skills in addition to professional competences. We have faith that these skills build up the individual and forms his future professional character, to become a positive and active person in the development of the economy, industry and all other aspects of the labor market.

This manual comes as a part of a series of activities that are made in cooperation with our partners from the German Development Cooperation to develop human resources through sport and social activities, because of its positive impact in developing personal and social competences and its attractiveness to youth.

We are hoping to spread this experience more broadly in the future to different institutions and to make it a part of the educational and training philosophy.

We are looking forward to further cooperation to qualify youth to be integrated in the labor market.

With best wishes,



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# 2 INTRODUCTION



The transition to gainful employment is a huge challenge for young people, regardless of their individual socio-cultural background. It means investigating individual interests and strengths, finding out about training and career opportunities, and then making the right choices on the road to a successful future – enormous steps for any young person, no matter where they are in the world. Developing ideas for a future career and taking decisions with a view to entering the labor market are key tasks during adolescence. At this time, the foundations are laid for taking over responsibility for shaping individual lives and to create opportunities for participation in the labor market.

Moreover, working life often places unfamiliar demands on new entrants that are not covered by a school leaving certificate or university degree. Involvement of young people in sporting activities, however, creates opportunities for them to practice and acquire a broad range of the necessary competences in lively and interactive ways.

Just as the challenge of making career choices is a global one, so too is the fascination with sport that knows no boundaries. Sport inspires young people all over the world. Sport establishes a general code of conduct and encourages consideration for others, a tolerant

attitude, mutual support and a sense of fairness. Sport prepares young people for professional life by promoting constructive teamwork between often widely differing personalities on the playing field.

Sport can enhance the personal development of young people. To achieve this requires coaches with appropriate training. This manual sets out ways in which sport can contribute to a holistic model of career orientation and preparation, and can enhance competence development. To this end, the manual provides examples of exercises which put the theory into practice.

## CAREER ORIENTATION

People have a high regard for education in general – and university education in particular. Vocational education and training, on the other hand, is often seen as of lesser value. Young people often start out on degree courses. However, relatively few of them choose fields of study where employment and growth statistics fulfil their expectations of good work opportunities due to lack of demand in the labor market.

Demand for skilled workers is high in quite a number of business sectors, e.g. in the construction sector, in the IT and service sectors. The potential for skilled workers is enormous – though barely developed. As a result, the unemployment rate, particularly among young people, is on the rise. There is a marked difference between the supply of university graduates and demand of the labor market. While qualified graduates of technical and vocational education and training (TVET) institutions are mostly able to secure a job, university graduates of many academic fields are released into unemployment. In consequence, high youth unemployment contrasts sharply with the striking shortage of skilled workers.

One of the major challenges – particularly in regions where TVET is considered of lower value than university education – is gaining access to substantial information on opportunities for training as an alternative to study. While good training opportunities exist at Vocational Training Centre's, Vocational Secondary Schools and

Technical Colleges, the possibilities to access information are limited. Hence, new approaches are required to disseminate information that young people will find inspirational and attractive.

Sport coaches usually develop through sport activities a close relationship with their team and take on a leadership role. They gain trust and respect from the youth and are considered as role models, not only in sports issues but also in other matters and decisions that are of importance to young people.

Hence, career orientation that is provided by coaches will be listened to by young people and can play an essential role in their career decision. Providing sport coaches regularly with information of labor market demands, training opportunities and places to go for further orientation will enable them to integrate initial career orientation into sports programs. To this end, cooperation with trained career counsellors and vocational counsellors<sup>1</sup> from Ministry of Education and Higher Education, Ministry of Labor and Ministry of Social Affairs, as well from UNRWA and many NGOs in Palestine, can add extra value to sport activities. This is certainly a new and promising approach to provide youth with guidance and orientation.

<sup>1</sup> Between 2010 and 2015, more than 1,000 counselors were trained through the GIZ TVET and Labour Market Programme in Palestine.



## CAREER PREPARATION – THE BRIDGE BETWEEN SCHOOL, TRAINING AND EMPLOYMENT

The fundamental key to preparing and planning the future path into training and education and employment is to provide young individuals with the competences they need, allow their unique potential to develop and equip them to make their own career choices and life planning decisions after leaving school.

When it comes to the transition from school to working life, young people are faced with the challenge of assessing and matching their own competences and interests to available training and job opportunities.

The fundamental importance of this decision is clear to most young people (regardless of their personal circumstances or socio-cultural background), but the way they approach this decision can vary widely.

The transition from general schooling to working life is a process which requires young people to show a high degree of capability, self-reflection and self-responsibility. Such a transition is made much more difficult when a key labor market alternative – TVET – is considered as a suitable option only to a limited extent within the immediate social context.





# GETTING READY FOR TRAINING, WORK AND LIFE- DEVELOPING PERSONAL AND SOCIAL COMPETENCES

To be well prepared for training, work and life requires young people to develop and strengthen specific competences which are very similar to those competences demanded by educators, trainers and the labor market.

The Revised National TVET Strategy<sup>2</sup> therefore emphasizes the integration of social and individual development and Life Long Learning into all national training programmes. The TVET Strategy postulates that, additionally to occupational skills demanded by the labour market, young people should be supported to develop social and life skills, including critical and entrepreneurial thinking, problem solving and teamwork to increase their employability.

Based on these demands, competence development is an essential element of the newly developed and imple-

mented standard for competence-based curricula. The curriculum standard integrates four key competence categories in a holistic way: personal competence, social competences, methodological competence and professional competence. Sport encourages in particular the development of social and personal competence, as well as methodological competence. With adolescence and increasing independence, social and personal competence take on increasing importance. At the start of their professional careers, young people regularly face challenges that render self-confidence, emotional stability, communication skills and belief in one's own capabilities of vital importance. Methodological competence, such as organizing and planning skills and the ability to solve problems, is no less important at the start of working life and forms the basis for Life Long Learning.

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<sup>2</sup> National TVET Strategy, 2010, PNA, supported by GTZ

## LIFE SKILLS AND CAREER ORIENTATION THROUGH SPORT

Sport is a well proven method for gaining access to young people through the world they live in. Existing sporting relationships, such as those between coach and athlete, can be capitalized on and developed, since relationships provide the basic foundations for effective educational work. Coaches should be made aware that their role is not just to hone specific sports skills, but that a key element of their work is also to support the development of personal, social and methodological

competence. Coaches actively contribute to shaping the work and life chances of young people – and modern advanced training for coaches needs to take this aspect into account. If competence development through sport activities is additionally supported with counselling and career guidance knowledge and skills, the role of coaches will add the often missing link between life skills development and career orientation.

## FASCINATION WITH SPORT

Sporting heroes have always embodied values that are hugely important to performance-related societies: a positive winning mentality, determination and courage. Furthermore, team players serve as special role models for the key qualities they bring to teamwork. This fact is also transferable from the example of the individual athlete to the world of work. The sporting context provides opportunities that are appealing to young people and which enable them to discover their worth as individuals. When played in groups, sport engenders the feeling of solidarity and esprit de corps, allowing individual players to find a place to use their specific

competences and strengths in pursuit of a common goal. Sport develops teamwork and communication skills between participants. But it is equally important for players to remain focused as individuals, aware of their strengths and able to apply these strategically. Role models are of great importance to young people during the phase of life when they need to find orientation and develop a moral compass. Sporting idols not only encourage young people to play an active role in sport, they also have a formative influence in terms of personal motivation that goes beyond the realm of sport. (cf. Chapter 3. The coach as a role model)

Sport gives rise to educational situations which give young people an opportunity to practise handling different social situations in a fun and engaging way. Such situations may include the experience and appraisal of performance, working in teams, competition, communication and verbal solutions to conflict resolution, taking risks and shouldering responsibility. Sport therefore has a dual educational function: it teaches about physical exercise and healthy active lifestyles on the one hand, and promotes personal development and the acquisition of social values on the other.

Let us return for a moment to the competences which are needed by young persons to set out for making career decisions and enter the world of training and work. Compared to the competences which can be developed and enhanced by guided sport activities, we find considerable areas which overlap. Sport

demands and continuously trains specific competences that are also necessary if a person is to learn and pursue a career, including self-awareness, endurance and responsibility, participation in sport develops capacity for “independent action” by encouraging young people to take responsibility for their own health and to put information gleaned from exercise role models and exercise descriptions into practice in the form of physical activity.

Sport also promotes diligence and concentration, good communication skills and the ability to resolve conflicts. Learning, accepting and systematically applying rules within the fabric of society is a basic requirement for many different types of sport. Sport calls for analysis not only of individual exercise patterns but also those of one’s teammates, and any failures or shortcomings must be analyzed and dealt with.





## SPORT AND CAREER PREPARATION

Awareness of one's own competences and interests plays an essential role in the career selection process. The more comprehensive a young person's knowledge of their competences, the greater their chances of choosing the right training and successful path for joining the labor market. But, young people do need support in assessing their own competences and guidance to connect these competences meaningful to training and work opportunities. In this regard, sport can help at various levels.

When young people participate regularly in team sport, they develop competences that will have a positive impact on their professional career. Indeed, the broader the sports education and the more varied and demanding the sport is on the participant, the more positive its impact on personal development and social participation.

Sportsmen and sportswomen need several distinctive qualities to be deemed successful, among them following the rules of fair play, showing a high degree of tolerance and the ability to handle conflict, as well as acting responsibly even in stressful situations – all of these valued qualities are elements of socially competent behavior.

In addition, all athletes need to develop personal competence to reflect on their performance and gain awareness of their own capacity, to develop endurance and self-confidence. Not least, sporting activities – both individual and in groups – require methodological expertise if sporting goals are to be achieved as a result of planning, performing and evaluating training sessions and sport events.

## PERSONAL DEVELOPMENT THROUGH SPORT

Sport in teams strengthens self-confidence and belief in one's own capabilities through praise and shared success. Rituals such as high fives and team debriefings following a training session strengthen the sense of community. The cornerstone for promoting specific competences is a fear-free atmosphere within the team. No one should fear sanctions or ridicule following a poor performance.

At the same time, the formation of peer groups can also be hugely beneficial, since it ensures that every member of the team feels socially supported. Through the shared responsibility carried by each team member towards achieving a common goal, participants learn not only how to work as part of a team, but also how to handle social responsibility. Every team member needs a certain measure of discipline, learns how to abide by rules and is required to put his own interests below those of the team. This process enormously boosts an individual's willingness to help and cooperate.

Setbacks involving criticism or failure are also a key part of personal development. Experiences such as these require individuals to accept their weaknesses to

some extent and to learn to show composure despite the setbacks. Conflict situations can also arise in teams. Speaking out in such situations with the aim to solve problems jointly without being hurtful strengthens communication skills, empathy and self-confidence. All these competences are key competences required for success at work and in life; and sportive team activities can largely contribute to develop, train and achieve them.

The need to provide sports coaches with specific training is therefore of considerable importance. Coaching staff must be motivated and encouraged to discover the possibilities for personal development through sport and to implement these appropriately. Sports coaches are able not only to raise the sporting performance of individual players, they also have the unique opportunity to influence the long-term careers of young people by promoting key competences. This handbook provides a guide to teaching young people valuable competences by using the instrument of sport in ways that are both stimulating and fun.

# 3 THE COACH & THE PLAYER





# THE COACH AS A ROLE MODEL

Young people are looking for something they can relate to. They see the behaviour of people in their personal surrounding or in public and often they adopt this behaviour unreflected. Role models pass their manners and attitudes mostly unknowing further to young people.

The coach of a football team obviously is a role model for his players and in his community. The coach is required to provide a positive and encouraging learning environment. The emphasis should be on a maximum participation, skills improvement and social interaction for the individual player, and fostering good team spirit within the team. The way a coach acts and the way he behaves is very important for how his players attitude and behaviour will become.

The coach not only wants his players to become good players, but also positive and responsible persons. Therefore, he should act and behave, as he would like the youth to act and behave. What you expect from the youth you must show to them.

## Lead by example!

**REMEMBER:** It is more important how you act and behave than a theoretical talk about topics. Please show the positive behaviour and values, because you are a role model for your players. Avoid to come too late. Be in time! Also show the interpersonal manners like:

- Fairness
- Helpfulness
- Patience
- Respect
- Self-criticism
- Tolerance
- Trustworthiness

## Be upfront with the youth

- Listen to the players and speak to them regularly.
- Show your players that you are interested in each of them. Try to find out about their private background like family situation, school, friends, challenges, hobbies, etc.
- Give special attention to the discriminated and handicapped players and include them in the game.

## Interact and communicate with your players in a right way

- Show your players that you accept all of them. This is the condition for an open and interactive exchange.
- Be aware that it is more important how you say something than what you say. Especially your way of speaking, your facial expressions and your gestures are important!

**AVOID:** Shouting at your players and accusations

## Increase participation

- Respect wishes, suggestions and ideas of your players as often as possible during your training session.
- Depending on age, you should confer duties and responsibilities to the players, for example to manage the warm up for the training, etc.
- Point out to every player how important motivation, initiatives and self-criticism are.

## Be positive

- Compliment your players while training, because this makes them accessible to constructive criticism.
- Point out individual progress of performance to your players.
- Show the fun and pleasure you are getting through football and pass it on to your players.
- Show your players that it is possible to stay positive in stressful situations by e.g. solving a challenge or a stressful situation with a funny and spontaneous slogan.

## Let the players participate

- Solve problems with group involvement. Ask questions about reasons, facilitate the problem solving process.
- Let your players talk in an open way so they can express their own suggestions for solutions.
- Make decisions involving your players and explain your reasons.
- Try to solve problems before they escalate.
- Tell your players that interpersonal conflicts are normal and organize conflict-solving discussions, if necessary.

## To review is good

- You should always criticise the way of acting but you should never criticise the players in a personal or private manner!
- Avoid pointing fingers. If you have a problem with the behaviour of one of your players, try to show how you think about it. Rather use “I have a problem with the way you behave/act” than “Your behaving/acting is wrong!” It will give the player space to think about it and respond.
- You should always tell the players concrete points of criticism while using youth-friendly language and try to use examples.
- You should always start and finish a dialogue with a positive note.





# CAPABILITIES OF A COACH

What are the basic capabilities that a coach must internalize to perform his function? According to modern understanding of teaching with focus on participant orientation there are five areas of capabilities which must be balanced constantly to ensure a successful functioning training.

## These five capabilities are:

- Technical Capability
- Methodical Capability
- Organisational Capability
- Social Capability
- Personal Capability

## Technical Capability – The coach as an acknowledged expert.

The coach knows a lot about football, properly he has been playing in the past. He can show the players how to play and understands how they feel in specific situations. He is an expert in techniques, tactics and conditional training. He sees mistakes and knows how to correct them. However, a good coach must not be the leading practitioner in the training.

## Methodical Capability – The coach as a teacher.

The coach knows how to build up a single training, a training week or a complete seasonal training and prepares them accordingly. He knows methodical and didactical principles and how to use them. He knows in which order he must arrange the exercises and games for that it will be a good and purposeful training. He also knows which kind of exercises he has to choose in order to reach the trainings aim.

## Organisational Capability – The coach as an organizer of training and games.

The coach knows how to arrange a good training. He knows which material is needed, how many space is needed and how to use it. He also is able to modify his training depending on material, space, number of players, etc. He will not lose time by changing the exercises and will be always in time beginning or ending the training.

## Social Capability – The coach as a team-builder and adviser also outside the field.

The coach supports the development of a team spirit, knows how to interact with people and in difficult situations. He is willing to help his players to become better team-players but also to become better persons. For this the coach needs to deal appropriately with difficult situations and not only react according to his mood. The coach should also listen to the players general problems and support and advise them where he can.

## Personal Capability – The coach as a person.

The coach behaves as a role model. He is fair to his players and handles them equally. The coach is always on time, he is self-critical, willing to learn and able to work in a team. He also is a good example for a healthy lifestyle (e.g. does not smoke in front of youth).

A good coach takes responsibility for growing youth and promotes their personal development the best he can.

## THE PLAYER – YOUTH DEVELOPMENT PHASES

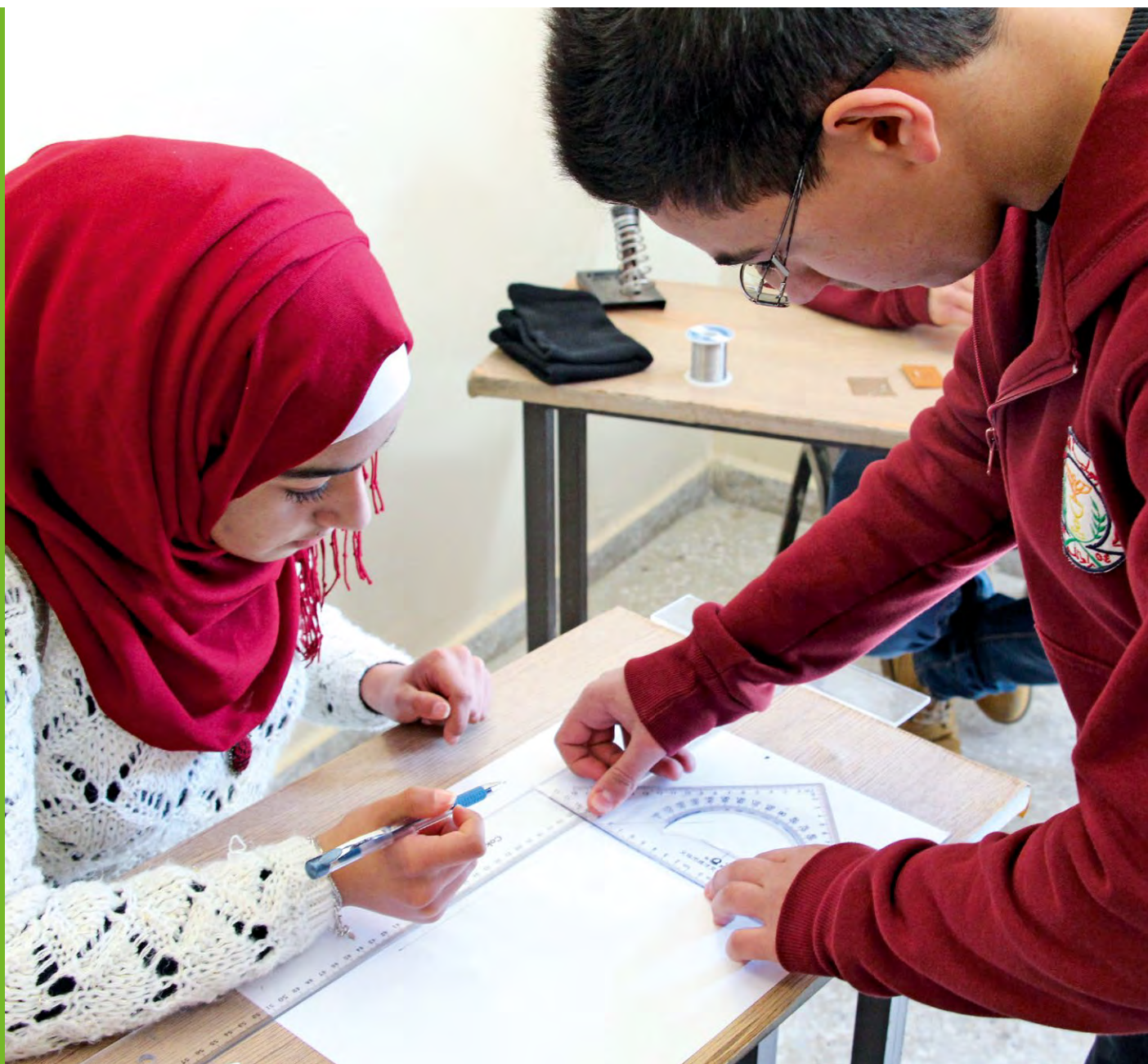
The time between childhood and becoming an adult, is a highly volatile and significant time in life, directions for the rest of the life are set in this stage. The coach has to keep the situation of youth in mind and contextualise their behaviour and reactions.

Increasing environmental challenges such as higher demands in schoolwork, increased interest in new social activities, new and unexplored interest in the opposite gender and the search for the own role in peer-groups and family, are significant factors experienced by adolescents.

Furthermore, maintaining a healthy lifestyle with good nutritional intake and avoiding negative habits, developing strength, speed, and stamina, having adequate rest and sleep, are all criteria to developing the player's personal potential.

### Youth aged 13–16

Youth in this age can go through phases of sensitivity and various changes of personality, it is a formative phase in their life. This change is very individually different. Physically boys and girls become taller in a short time. Changes in appearance are accompanied by psychological changes. Adolescents of this age search for their identity, role models and their own position in the world. The result is often a change of mood and performance. Nevertheless, this phase of new orientation is not just a phase of crisis. This phase gives the players new physical and mental opportunities to increase their performance and develop positive personalities.





Players in this age develop a better understanding for tactical aspects of the game and they are keen to learn how to operate together as a team.

## Player characteristics:

- Child becomes youth/teenager.
- Growing up fast with an imbalance of length between trunk/torso and legs and arms.
- Large, unproportioned and non-agile players with disharmonious movements.
- Psychological instability – youths looking for their identity.
- The players become independent from their protected home life.
- Ups and downs in mood and performance: Youths are sensitive, unstable and easily embarrassed.
- The players have good intellectual grasp.
- Matures into individual personality with own opinions, needs and expectations.
- Youth want to participate and criticize, but they often are only self-critical.

## Youth aged 17–20 years

Female and male youth of this age generally show an improved performance capability. The body proportions are back in balance and the muscular system grows quickly. These are the best foundations to stabilise and refine the technique of the higher requirements of the competition. The balanced body is also an expression of the psychological growth process. The youths of this age group mature to individuals with own needs, views and opinions.

Winning and being successful is one of the most important incentives for young adolescents, as they yearn for recognition and approval within their community as well as on the sports field. Players of this age want to be treated like adults and feel offended if treated like kids.

## Player characteristics:

- The players have a better foundation to learn and perform.
- Good physical balance because of the strength of the muscular system and the adjustment of the internal organs – the physical growth of most players is completed.

- Result: better ability to co-ordinate the body and significant gain in strength and speed.
- The dynamics of the movements are raised because of increased strength.
- Break away from thinking only for oneself – interested in social problems and team members.
- Better intellectual grasp.
- Comes to maturity to be self-confident and independent personality with clear interests, opinions and characteristics.

## Notes for the coach

Therefore, coaches should seek personal contact to each player to give the players also support outside the playing field.

In conclusion, the coach has the responsibility to support the youth to become a respectful, self-confident, positive thinking and healthy adult.

It is important to set and reinforce standards of behaviour and ensure that consequences of inappropriate behaviour are clearly understood by all, including players, parents and officials.

Coaches should always evaluate players on their individual capabilities and performance and not on the result of game or competition.

- Players of that age expect an appealing, interesting, motivating training.
- Educate players during games and training.
- The youth wants to take decisions as well – possibility to take joint decisions or hand out tasks.
- Consider interests and wishes of the player – give individual attention.
- Look for a good team climate, as good contact between players and coach is important.
- The coach should not only look at the football performance.
- The coach should be sensitive and open minded to the problems of the players.
- Coaches should help the players to become independent on and off the pitch.
- Create players with good mental and social skills. (Strong willpower, self-confidence, ability to be self-critical, high team spirit, tactical discipline, etc.)
- The coach must be a good listener.
- The coach must be able to work with different levels of players.



# 4 STRUCTURING A TRAINING





This manual is made for designing a program to work with youth. It can be used by sport coaches, social workers and vocational counsellors. Football exercises are used in this manual, but the exercises are mostly easy adaptable to other sports.

The exercises and games are to be considered separately and not as a whole training. Single exercise can be used in a training or a complete training session can be build out of these exercises. Every exercise is focussed on a personal or social competence. Besides there is always a football or athletic purpose in the exercise. Single

exercises can be used in order to sensitize players for one specific personal or social competence. The coach should reflect with the players about the personal or social competence, where and why it is needed for in their work life and what they have been learning from the exercises or session.

TIME	PHASE	CONTENTS	EXERCISES
5 min.	WELCOME	Gather the players in a team circle Create a warm learning atmosphere by asking about the players well-being Summarize the football and life skills objectives of the training session and the expectations towards the players	
15 min.	WARM UP	Dribbling/passing Competence gain: Communication	Looking for similarities
30 min.	MAIN PART	Technique: Long high passing Competence gain: Decision making Technique: Goal shooting Competence gain: Dealing with pressure	The crosser High speed – double score
30 min.	GAME TIME	Playing/tournament Competence gain: Planning/strategy making	Two games – one result
5 min.	COOL DOWN	Facile body strength Competence gain: Trust building	Swinging the frozen player
5 min.	REFLECTION	Ask for feedback from the players about the exercises (football specific and competence specific) Give the players feedback about their performance The coach has to underline why the targeted life skills are important for the professional (and private) life of the players by asking (or giving) vivid examples (In which context of your life is communication crucial?)	

Each exercise in this manual is marked according to which part of a training session they fit in best.

# THE EXERCISES

## Description

Every exercise has a description. In which it is explained what size the field should be, what the players have to do, which rules are given, how long and how many rounds should be played.

## Age group

For every exercise there is a suggestion how old the players should be in order to get good results. But it is only a suggestion. It depends on the specific stage of development of every single player and the team as a whole. There is always a minimum age given. But you can also practice the games/exercises with older players, perhaps with a little variation.

## Drawing and needs

Every exercise is visualized by a small drawing or a picture. Next to the drawing there is an overview of the needed material and participants. If the material is not available, exercises can be varied and can be done with more or less players, teams, balls, etc. (cf. Chapter 6.)

## Personal and social competences

At the bottom of every description there is a paragraph with explanations why this exercise supports the players to develop their personal or social competence. The coach can use this for the reflection session.

## Reflection

In the explanation of each exercise there are example questions to reflect with the players on what they think or feel during the exercise. It is important, that the players themselves give the answers. The coach needs to moderate this part, so that each player who wants to say something can share his or her point. The participation should be voluntary and the reflection should be limited while the players are motivated to participate. If there are shy players in the team, the coach can give them an easy access question at the beginning. (E.g.: "How did you feel during the exercise?")

## Variations

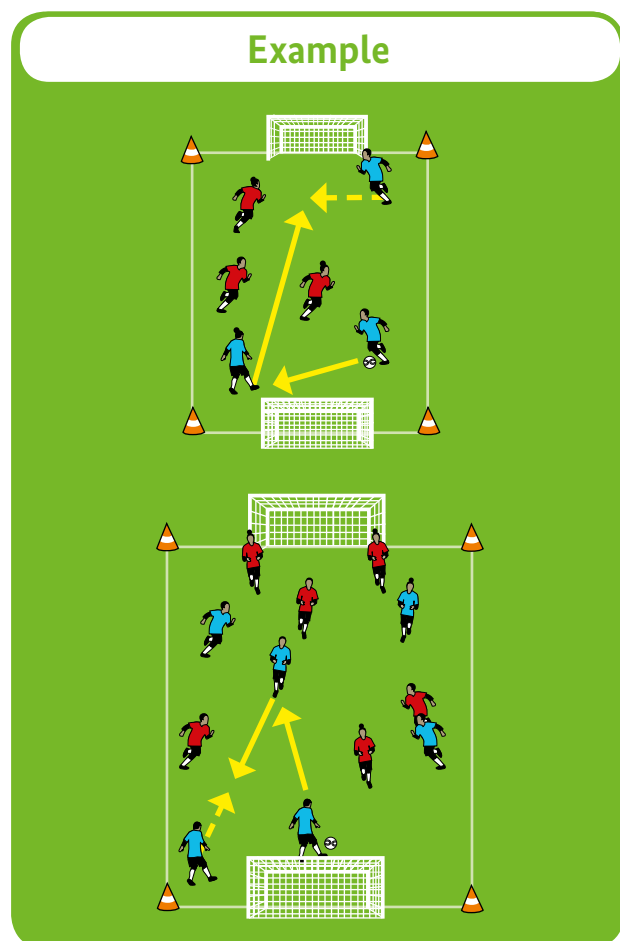
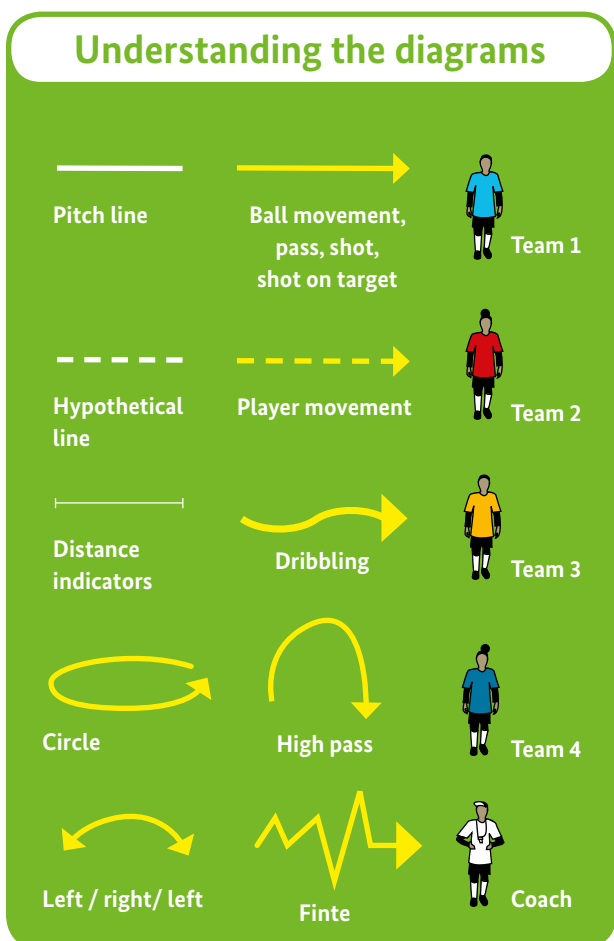
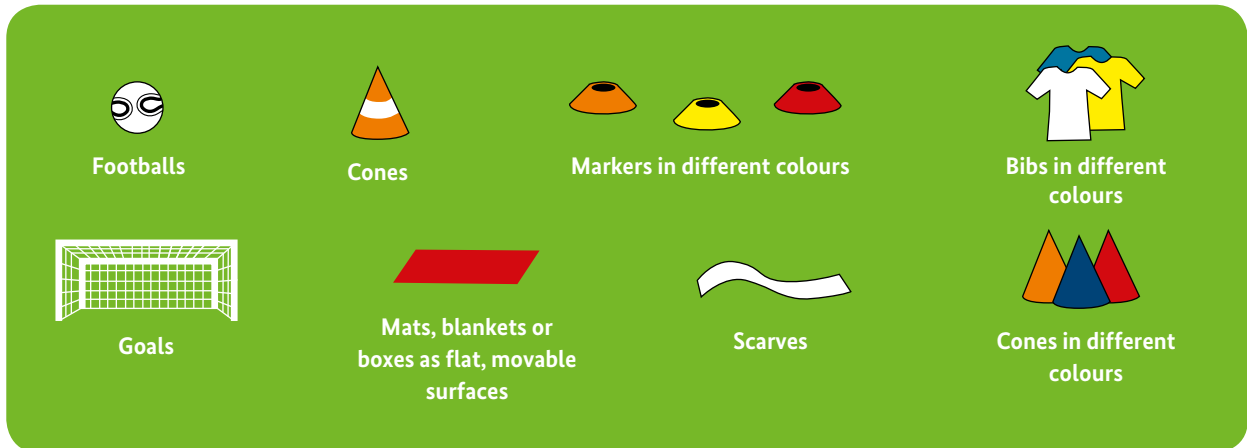
The variations show what can be changed in order to make it easier or more interesting/difficult for the players, how to adapt to different circumstances, etc. Variations can be made also for different ages of the players. Some exercises have open tasks, therefore it is important, that the coach gives the players a little time to talk about options to find a solution on their own. The coach should only support the players through advice to find the solution.



# RECOMMENDED MATERIAL

The material listed below is only a recommendation, as access to this material is often limited. Through a bit of creative ingenuity, alternatives can be found for many of the materials: Cones can be constructed by filling empty water bottles with sand.

No bibs for team differentiation? Ask the children to bring differently coloured shirts along from home.





# 5 TRAINING EXERCISES



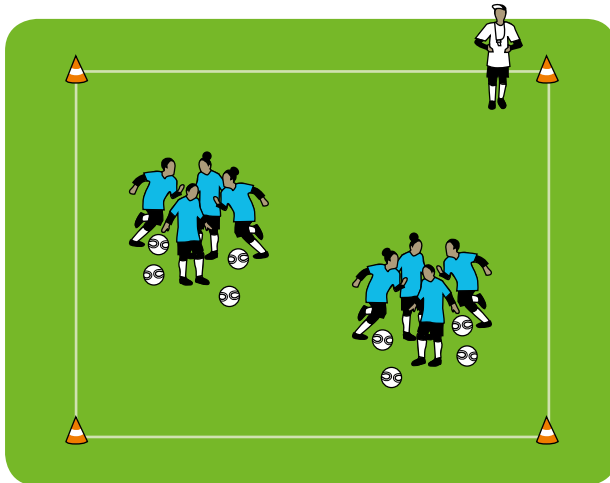


Adaption

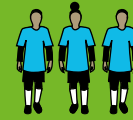
Age: 13 years up

## 5 PLAYERS – 4 FEET – 3 HANDS

## TECHNIQUE SKILLS



1 ball per player



8–20



4



0



0



10 minutes

## DESCRIPTION

Mark a field sized about 15 m x 15 m with the cones.

The players dribble, juggle or pass the ball like the coach wants them to do. Be various by this!

The coach calls out:

- Number of players that have to come together.
- Number of feet that have to touch the ground/the ball.
- Number of hands that have to touch the ground/the ball.
- Number of body parts need to touch the ground/ball.

The group that has succeeded first is the winner. The group that finishes last has to do press-ups, knee-bends, etc.

The next round will start with a new task, e.g. dribbling with the soles of the feet.

Take care of the number of players that shall come together. It should be a number that you can divide by the whole number of players taking part.

If there is an unequal number of players, the last player shall go to any group he wants to. Also in this group the task is the same.

## VARIATIONS

- Different dribble techniques (e.g. left foot, right foot, use only the inner side, use only the outer side, with the sole, etc.)
- The coach shouts out other parts of the body that have to touch the ball/the ground (e.g. elbows, knees, front of the body, back of the body, heads, etc.)
- If you do not have enough balls, you can do the same exercise with passing the ball to each other!

## COMPETENCE GAIN

In life and in your job there will be some situations where you must be flexible. You have to adapt to the new situation, because the circumstances change very fast.

## QUESTIONS FOR REFLECTION

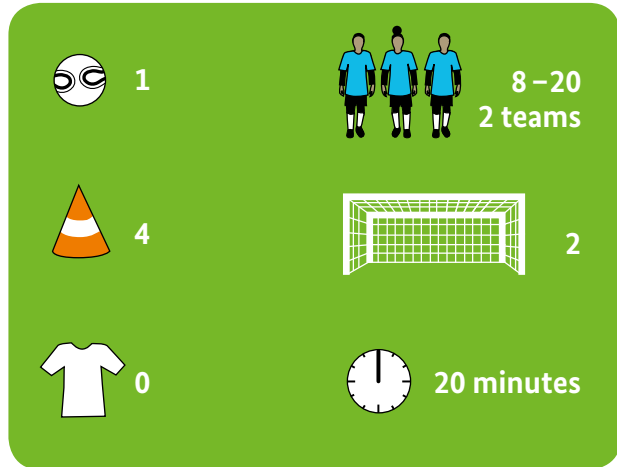
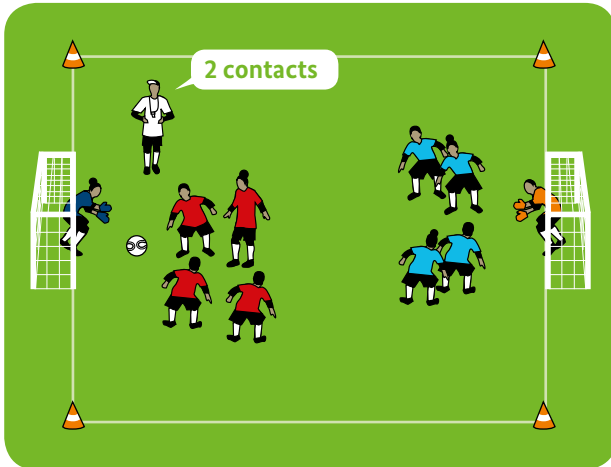
- What was necessary to solve the task? (Working together, communication)
- Was it difficult to complete the task? Why?
- How could it have been easier?

Adaption

Age: 15 years up

# CHANGING RULES

## PLAYING FOOTBALL



### DESCRIPTION

2 teams play against each other. The field size depends on the number of players from 30 m x 20 m (4 on 4) to 50 m x 30 m (7 on 7).

The coach gives one special rule how to score to one of the teams. The other team has to find out this special rule.

In the second half of the match the other team will get a special rule.

Special rules could be:

- Maximum/minimum 3 ball contacts for each player
- Shooting distance minimum 11 meters, maximum 5 meters
- Goals only by headers
- Goals only by direct shots
- Only the two players who scored the first goals, are allowed to score more

The coach immediately declares whether the goal is one or not.

Put the goals close together, so that a lot of possibilities for scoring are given.

### VARIATIONS

- To make it easier: Both teams know the 4-6 rules before the match is starting.
- The winning team can determine the next rule on its own.
- The coach changes the rules very quickly. (Every 5 minutes.)

### COMPETENCE GAIN

In life and in your job there will be some situations where you must be flexible. You have to adapt to the new situation, because the circumstances change very fast.

### QUESTIONS FOR REFLECTION

- What was necessary to solve the task? (Conversion capability, flexibility)
- How did you feel when you had to follow the rules?
- Have there been any problems? (What kind?)

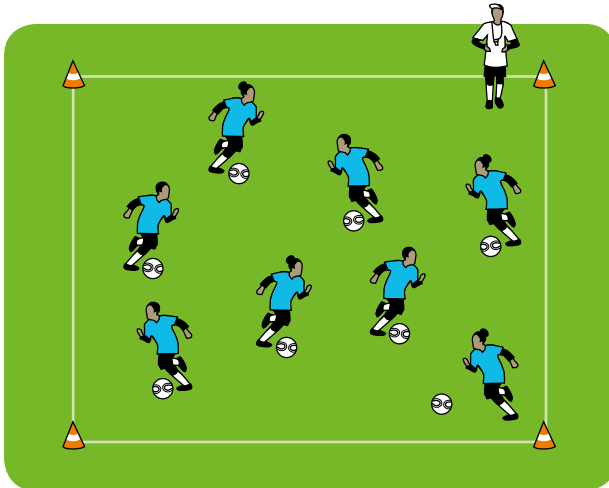


## Communication

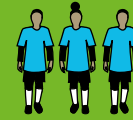
Age: 13 years up

## LOOKING FOR SIMILARITIES

## DRIBBLING



1 ball per player



6–20



4



0



0



15 minutes

## DESCRIPTION

Marking a field with the 4 cones sized approximately 15 m x 15 m, depending on number of players. Every player has got a ball.

All players dribble around in a small playing area in total disarray, while trying not to crash. The coach says the way how to dribble the ball. (Right foot, left foot, twice left then twice right, e.g.)

When the coach gives the signal, all players have to find a partner with whom then they have to find three common interests, e.g. “We love eating Pizza”, “We are both wearing a T-Shirt”, “We both love running”. Then all the players form a circle and communicate their common interests to the others. In the next round groups of three have to be formed. After that groups of four, five or more players have to be formed.

Play several rounds and change the tasks in every round.

Don't play more than 4–6 rounds, so that the game will not lose its attraction. It is better to play it in another lesson again.

**If you do not have enough balls, you can change the topic and the players can pass the ball to each other!**

## VARIATIONS

- The coach only advises the players by showing with his fingers the size of the group. So the players have to rise their head in order to observe the coach and do not only look at the ball.
- With increased playing time the possibilities of common interests are limited. E.g. the outer appearance, sports and favourite food may no longer be taken into consideration.
- With increased playing time the possibility of common interests is limited to only one point, e.g. football. (Or any other.)
- If you do not have enough balls you can change the football topic from dribbling to passing. 2, 3, 4 or more players shall pass the ball to each other.

## COMPETENCE GAIN

Communication is the most important key for living together and solving problems.

## QUESTIONS FOR REFLECTION

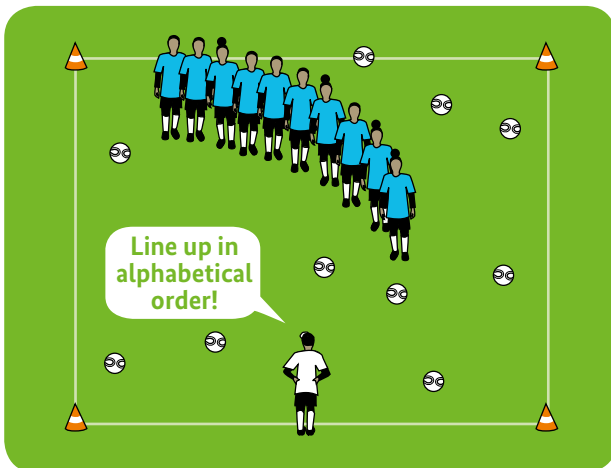
- What was necessary for you to solve the tasks? (Communication, talking with each other)
- How did you get in communication with your teammate? (One of them has to start and the others have to listen and accept or intervene.)
- Have there been any difficulties to start (or during) the communication? (Who starts first? Confused talking?)

## Communication

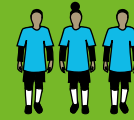
Age: 13 years up

## POSITION PLAY

## TECHNIQUE SKILLS



1 ball per player



6–20



4



0



0



10 minutes

## DESCRIPTION

Mark a field sized approximately 20 m x 20 m.

The players dribble, juggle or pass the ball like the coach wants them to do. Be various by this!

On a sign from the coach (whistle blowing, raise the hand, etc.) the players come together in the middle of the field and line up in a default order. Their communication possibilities are restricted.

They shall line up

- In alphabetical order. (No speaking.)
- In order of their birth date. (No speaking.)
- In order of their body height. (With closed eyes.)
- In order of their shoe size. (No speaking.)
- In order of a number the coach whispered in every player's ear. (No speaking.)

Do not play more than 2–3 rounds. In the next training session you can play this game again with other order-line-ups. This will be more attractive for the players.

If you do not have enough balls, the players can pass the ball from one to another player.

## VARIATIONS

- You can divide the players in several groups so that not so much time is needed to fulfil the task.
- Make a challenge: Which group fulfils the task first?
- Make a challenge: The team has only 1 minute (45 sec./30 sec.) time to solve the task.
- During the whole exercise the players are not allowed to talk to each other!
- If you do not have enough balls, the players can pass the ball from one to another player.

## COMPETENCE GAIN

Sometimes you need communication without speaking. You must be creative to communicate without words.

## QUESTIONS FOR REFLECTION

- What was necessary for you to solve the tasks? (Communication without speaking, eye-contact, body-talking, body-language)
- How did you get in communication with your teammate? (One of them has to start and the others have to accept and follow or have to intervene.)
- Have there been any difficulties to start (or during) the communication? (Who starts first? Confused watching the others?)



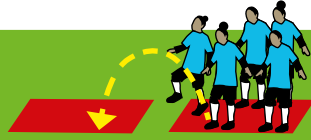
Communication

Age: 15 years up

## VOYAGE THROUGH THE CARIBBEAN SEA

## COORDINATION

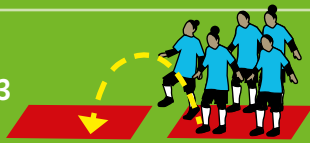
Step 1



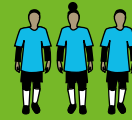
Step 2



Step 3



0



6–20



1–6



2–6



0



15 minutes

## DESCRIPTION

Place the blankets close to a wall or a starting line on the field.

All players lie on their backside on the floor. The coach tells a story and he wants his players to relax.

**Story:** We are the happy winners of a cruise through the Caribbean Sea. We are lying on our deckchairs, enjoying the sun, when all of a sudden the alarm siren sounds. The captain shouts: “We are sinking! Man the lifeboats!” Everybody quickly jumps onto the lifeboats (blankets). The water is however full of sharks. Therefore nobody can put the hand or the foot into the water to paddle to the shore. The supplies of water and food are very tight. But you have to save your lives. So, find the solution!

How can the holidaymakers save themselves and reach the safety of the shore? (E.g. the other side of the hall, goal line)

**Important:** The floor of the hall/field may not be touched!

**Solution:** The players have to work together in the way that they give at least one or two blankets free which they can carry forward then in order to jump on the free blanket and so on...

## VARIATIONS

- Younger children and small groups can use gymnastic mats as lifeboats.
- Children also can be sharks and “swim” around the lifeboats.
- You can also play this game outside by using blankets or flattened cardboard boxes.

## COMPETENCE GAIN

The coach, maybe even the children, will clearly see what also counts for every day: The children and youths realise that they need help to manage life’s difficult situations.

## QUESTIONS FOR REFLECTION

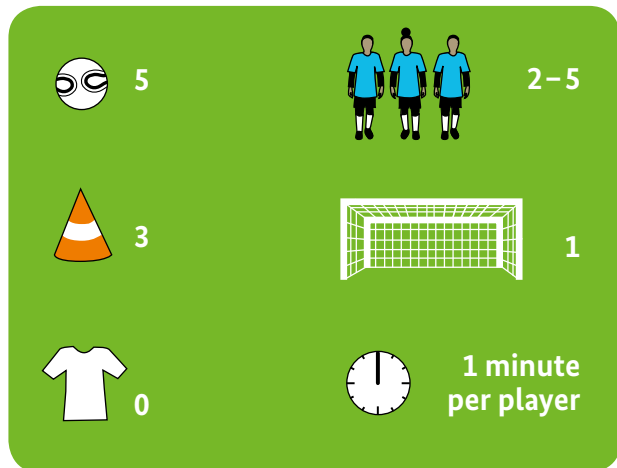
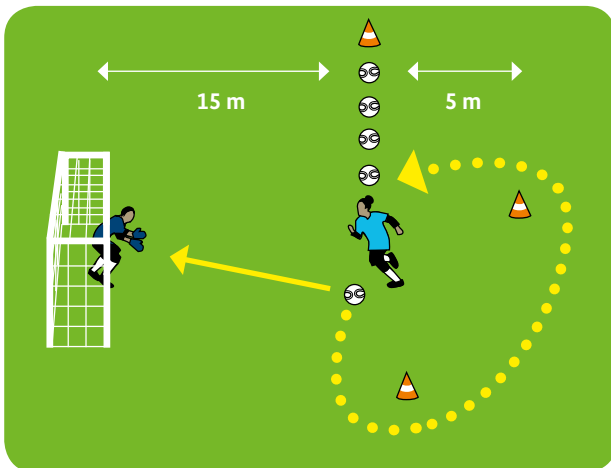
- How did you feel? (At the beginning, when the situation changes, when you find the solution, when you reached the shore) > different feelings!
- Attention! The players might have different feelings during the situation!
- What was necessary for you to solve the problem? (Talking with each other, planning, teamwork, leadership)
- How did you get in communication with your teammate? (One of them has to start and the others have to listen and accept or intervene.)
- Have there been any difficulties to start (or during) the communication?

Dealing with Pressure

Age: 15 years up

HIGH SPEED – DOUBLE SCORE

GOAL SHOOTING



DESCRIPTION

One goal with keeper.  
 Prepare a 10 m wide cone-line about 15 m in front of the goal. Behind the cone line another cone is placed centrally at a distance from about 5 m. Place 5 balls on this line.

One player shoots the five balls one after another onto the goal and tries to score. After every single shot he has to run around of one of the two cones before he is allowed to shoot the next ball.

If he scores, he will get two points for every goal.  
 If he gives all five shots faster than 25 seconds, he will double the points for every single goal.  
 If he is slower than 45 sec, the player gets subtracted 2 points or has to do an extra task (like sprints).

The player has to decide if he takes the risk to shoot quick, but perhaps not so precise in order to double his score, or if he takes more time in order to shoot more precise and get more points in this way.

Look at the abilities of your players. If they do not succeed, you can change the shooting-distance. Or you can give them more time in order to double their points.  
 If there are more than 5 players, you should divide the team into two groups.

VARIATIONS

- Make a challenge between 2 players.
- Make a challenge between 2 teams.
- Repeat this exercise every two weeks in order to see a progress.
- More attempts/less attempts.
- Change the shooting distance.

COMPETENCE GAIN

In some situations in life or in your job you have to make a decision if you chose the more safe side or if you go to get more risk and perhaps get more credits. And by this you also have to deal with the normal given pressure. (To fulfil the task of your job.)

QUESTIONS FOR REFLECTION

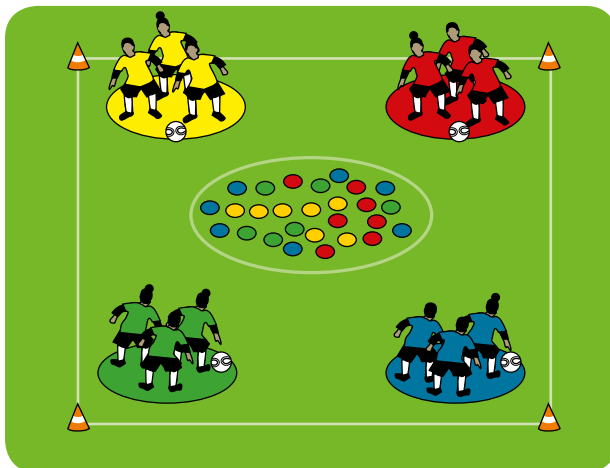
- How did you feel during the exercise?
- What kind of decision did you make?  
 Risk or moderation?
- Why did you decide so?
- Did you change your mind during the exercise?  
 If yes, say why.
- How did you deal with the pressure?
- Makes pressure you more focussing on the goal?  
 (Explain: Why yes or why not.)

Dealing with Pressure

Age: 15 years up

SUPERMARKET CONTEST

DRIBBLING



- 7 blue things
  - 7 red things
  - 7 green things
  - 7 yellow things
- } t-shirts, bibs, piece of cloth, cones, etc.

1 blue gymnastic hoop  
(alternative: 4 blue cones/markers)



1 red gymnastic hoop  
(alternative: 4 red cones/markers)



1 green gymnastic hoop  
(alternative: 4 green cones/markers)

1 yellow gymnastic hoop  
(alternative: 4 yellow cones/markers)



DESCRIPTION

In the middle of the field the coach makes a circle with eight cones. This circle is the wholesale for several supermarkets. In this wholesale there are 7 blue, 7 red, 7 green and 7 yellow things in it. The team is divided into 4 groups. (Blue, red, green, yellow group.) In a distance from about 10m every group has an own small supermarket. (Built with coloured gymnastic hoops or coloured cones.) The small supermarkets are empty at the beginning. Every supermarket is specialised on a specific fruit: blue = plums, red = cherries, green = apples, yellow = bananas.

The aim of the game is to fill their own small supermarkets with their own goods (fruits) faster than the other groups.

Following are the rules for the purchase:

- Only one player from each group is allowed to “buy” thing at the same time.
- The player has to dribble with a ball on his feet.
- The player is only allowed to carry one fruit, not more!
- He is allowed to carry own fruits as well as foreign fruits.
- The player is allowed to get fruits in the wholesale as well as in the small supermarkets.
- Every fruit must be carried to his own supermarket.
- It is not allowed to hinder other players.

VARIATIONS

- Dribbling is only allowed with the left/right foot.
- One player must serve as a wheelbarrow and another player will “push” the wheelbarrow. The fruit must be carried on the wheelbarrow (back of the player).
- A blind folded player must go and get a fruit. His team will lead him with words. (Shouting)
- Other ways of locomotion, e.g. running backwards, jumping, crawling, ...

The teams have to find a strategy to reach the aim. Although it is a stressful situation. You can give younger players a little time to find their strategy before the game is starting.

COMPETENCE GAIN

In life and in your job there will be stressful situations. In this situations you also have to fix your goal and must find a solution (strategy) by making good decisions while you are under pressure.

QUESTIONS FOR REFLECTION

- What was necessary for you to solve the task?
- What was your strategy?
- Why did you choose this strategy?
- Who was the decision maker?
- How did you deal with the pressure?

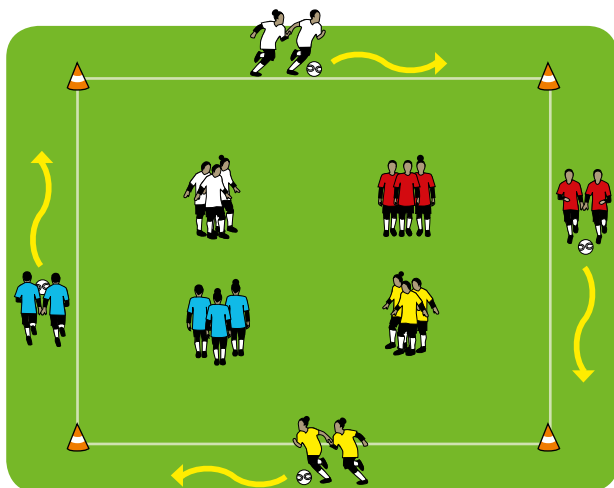


## Dealing with Pressure

Age: 15 years up

# RUNNING & DRIBBLING AROUND THE WORLD

## DRIBBLING



4



4



0



20

4 teams  
with 5 players each



0



20 minutes

### DESCRIPTION

Mark a field sized approximately 15 m x 15 m.

Divide the players up in 4 teams. Every teams starts at one corner point of the field. The teams are running against each other around the field.

The teams have to run 20 rounds each in total. 15 rounds they have to dribble with only one ball on the feet. From these 15 rounds they have to dribble eight rounds single, two rounds as a couple, two rounds as a threesome, two rounds with four and one round with five players. While dribbling they have to grab each other's hand. Five rounds the teams have to run without ball.

The teams shall develop a running/dribbling strategy how to manage the 20 rounds. They have the free choice.

As a help, the teams get a schedule where they can write in the names of the players. So they can plan which player will run in which round. It is also a control tool for the team. By this they do not have to run in the same sequence as in the schedule is written. It is part of the strategy to find the best running solution.

### VARIATIONS

- If you do not have 20 players, you can do this game also with only 3 or 2 teams.
- Changing the number of rounds
- Changing the number of rounds to dribble with ball
- Changing the size of the teams

### COMPETENCE GAIN

In life as well as in your job there could be very complex situations which can put a lot of pressure on you. A lot of such situations you cannot solve on your own. Then you need substitution from your colleagues. Together you will be able to manage it.

### QUESTIONS FOR REFLECTION

- What did you do in this game?  
How did you do it?
- What was your strategy?  
Could you do like you wanted to?
- What do you think?  
Did you work well together? Why?
- How did you deal with the pressure?  
What could you change for the next time?

# Schedule plan

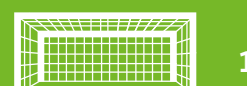
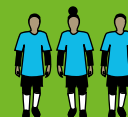
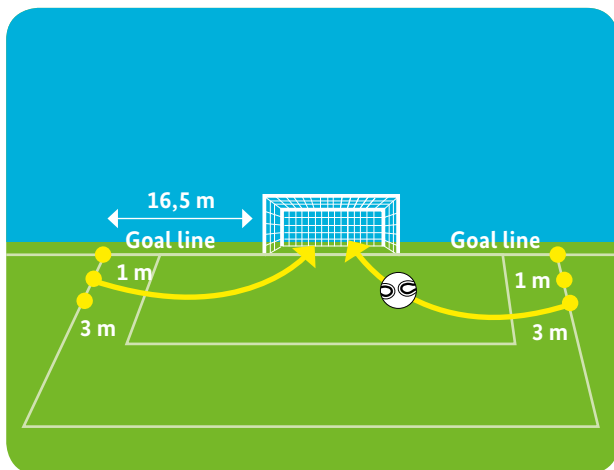
5 x without ball	round no.	15 x with ball				
		8 x 1	2 x 2 players	2 x 3 players	2 x 4 players	1 x 5 players
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					
	16					
	17					
	18					
	19					
	20					

Decision Making

Age: 13 years up

# ART SHOT

## SWERVE PASSING AND SHOOTING



### DESCRIPTION

Set the three markers near the crossing of the goal line with the penalty area like this:  
 Marker 1: direct on the crossing point  
 Marker 2: 1 m inside the field on the penalty area line  
 Marker 3: 3 m inside the field on the penalty area line

Every player exercises for himself.  
 The player shall shoot the ball from one of the marked positions at the outer side of the penalty area line into the goal. Depending on from which position he shoots the ball into the goal he gets a different number of points:

- From goal line: 5 points
- From 1 m: 3 points
- From 3 m: 1 point

The player has five attempts from the left side and then five attempts from the right side.  
 (Max. 50 points)

Before every shot he can decide from which position marker he wants to shoot.  
 Every time he scores a goal, he gets the number of points like shown above. He counts the points together.

How many points will you get?

Give the players some trying shots before they start the challenge. The players can exercise on their own to get better the next time.

### VARIATIONS

- The player must say before how many points he will get in this challenge.
- When the player misses his aim, he has to do some small extra tasks. (Knee-lifts, push-ups, etc.)
- Two players play against each other. Who will win?
- Two teams play against each other. Which team will win?

### COMPETENCE GAIN

The player can decide if he wants to score from a difficult ankle in order to get more points or if he tries to score from an easier ankle in order to get the points nearly safe, but less.

Here the coach can see if the player likes to take the risk or if he thinks more safety. (Big self-confidence or less self-confidence. More or less courage.)

### QUESTIONS FOR REFLECTION

- What was your decision depending on? (Pressure to achieve the set aim.)
- Was there a moment, when you changed your decision? (Explain when and why.)

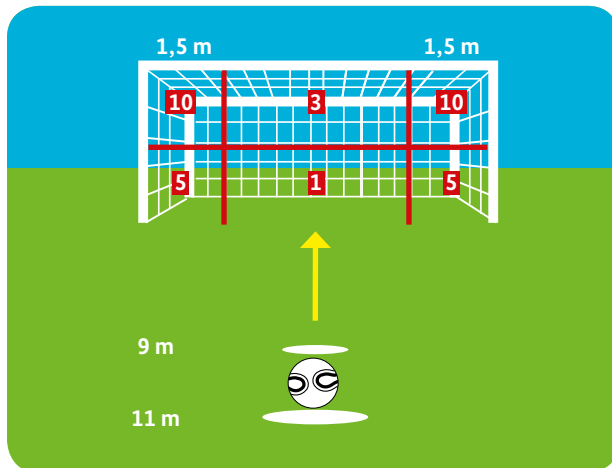


## Decision Making

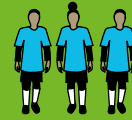
Age: 13 years up

## PENALTY POINTS

## PRECISE SHOOTING



1



1-5



2



1



0

5 minutes  
per player

## DESCRIPTION

Every player exercises for himself.

The player shall shoot the ball from the penalty spot into the goal. Depending on in which sector of the goal he shoots the ball, he gets a different number of points:

High left/right: 10 points

Low left/right: 5 points

High in the middle: 3 points

Low in the middle: 1 point

The player has five attempts. (Place some other players out of the team behind the goal in order to get back the balls if the shooting player fails.)

Every time he scores a goal, he gets the number of points like shown above. He counts the points together.

How many points will you get? (Max. 50 points.)

Give the players some trying shots before they start the challenge. The players can exercise on their own to get better the next time.

Depending on the age and capability of the player you can vary the distance. (11 m/9 m/etc.)

If you do not have a goal, you can paint the target grid on a wall.

## VARIATIONS

- The player must say before how many points he will get in this challenge.
- When the player misses his aim, he has to do some small punish. (Knee-lifts, push-ups, etc.)
- Two players play against each other.  
Who will win?
- Two teams play against each other.  
Which team will win?

## COMPETENCE GAIN

The player can decide if he wants to score into a difficult sector in order to get more points or if he tries to score in an easier sector in order to get the points nearly safe, but less.

Here the coach can see if the player likes to take the risk or if he thinks more safety. (Big self-confidence or less self-confidence. More or less courage.)

## QUESTIONS FOR REFLECTION

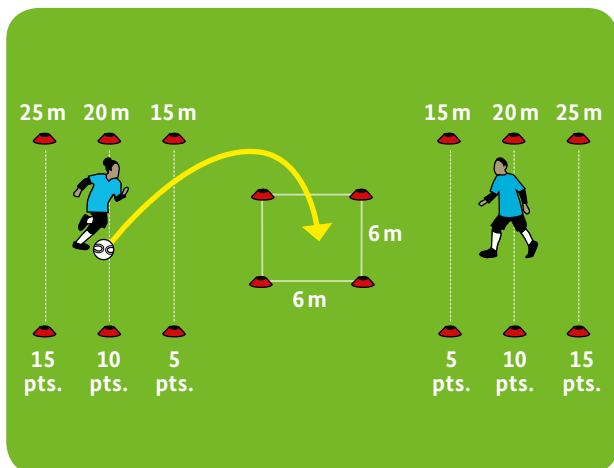
- What was your decision depend on? (Pressure to achieve the set aim.)
- Was there a moment, when you changed your decision? (Explain when and why.)

Decision Making

Age: 13 years up

# THE CROSSER

## PRECISE LONG HIGH BALL PASSING



- 1
- 2-6
- 16
- 0
- 0
- 5 minutes per pair

### DESCRIPTION

Mark the field like in the drawing above.

Two players can practice together at the same time.

The player shall shoot the ball in a high shot into the target field. The ball is not allowed to touch the ground before the field.

Depending on the distance the players shoots the ball into the field, he gets a different number of points:

From 15m: 5 points

From 20m: 10 points

From 25m: 15 points

The player has five attempts.

Every time he scores into the target, he gets the number of points like shown above. He counts the points together.

How many points will you get? (Max. 75 points.)

### VARIATIONS

- The player must say before, how many points he will get in this challenge.
- When the player misses his aim, he has to do some small punish. (Knee-lifts, push-ups, etc.)
- Two players play against each other. Who will win?
- Two teams play against each other. Which team will win?

### COMPETENCE GAIN

The player can decide if he wants to score from a more far away distance in order to get more points or if he tries to score from a closer distance in order to get the points nearly safe, but less.

Here the coach can see if the player likes to take the risk or if he thinks more safety. (Big self-confidence or less self-confidence. More or less courage.)

### QUESTIONS FOR REFLECTION

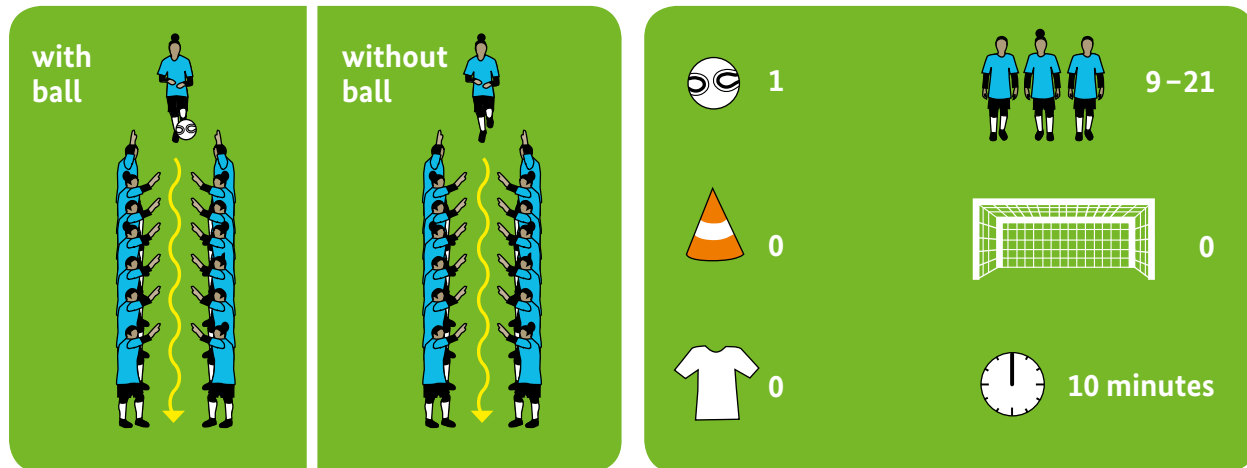
- What was your decision depends on? (Pressure to achieve the set aim.)
- Was there a moment, when you changed your decision? (Explain when and why.)

## Goal Orientation

Age: 14 years up

## DRIBBLING THROUGH THE TUNNEL

## DRIBBLING



## DESCRIPTION

A group of players line up in a two series line. Both lines have a distance from about 1,5 m from each other. Both players reach out their arms so that their fingertips touch.

One player with ball at his feet is standing in front of the tunnel.

On the coaches signal the player with ball runs in a very fast speed-dribbling up to the "closed" tunnel.

The players in the tunnel lift their arms up high right at the moment when the dribbling player is short in front of them. The dribbling player may not be hindered.

Then it is the next players turn to dribble through the tunnel.

The coach has to ensure, that the tunnel-players have to lift their arms not too early and, of course, not too late.

After that the next player is going to run. Change one after another until every player did it.

## VARIATIONS

- Dribbling through the tunnel with ball on the feet.
- Passing the ball through the tunnel first and then running through it.
- Running through the tunnel without ball.

## COMPETENCE GAIN

The running player needs a highly big concentration not to lose the ball. He must only look at the ball and may not be distracted by the tunnel-players.

Also it takes a lot of courage for the running player, because there could be the danger that some players in the tunnel can hit him if they lift their arms too late.

Also in life and in your job you must set a focus on special things and do not be distracted.

## QUESTIONS FOR REFLECTION

- How did the running players feel?
- When was the most important point for them?
- What did you do in order to concentrate yourself not to lose the ball during the dribbling?
- What was the most important thing for the tunnel-players? (Responsibility for the integrity of the running players.)

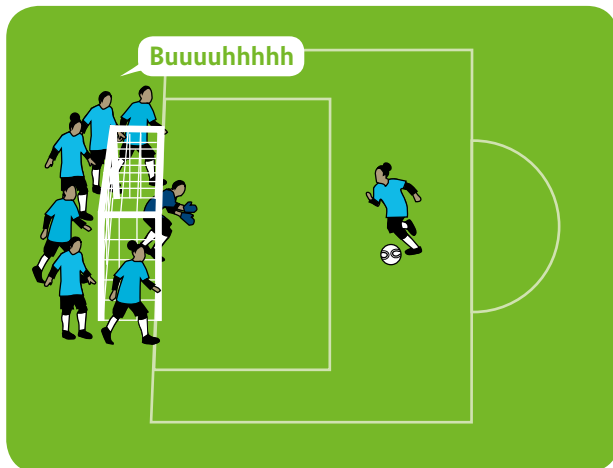


## Goal Orientation

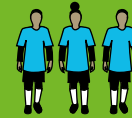
Age: 14 years up

## DISTRACTION PENALTY

## SHOOTING



1



5-10



0



1



0



15 minutes

## DESCRIPTION

One player with ball at the penalty point.  
One keeper inside the goal. All other players behind or beside the goal.

Every player shall shoot a penalty.

Before the player shoots, he can be distracted by the other players behind/beside the goal. They are allowed to shout, to wave with their arms and hands, to make grotesque faces, etc.

Tell the penalty striker that he has to do a small extra task if he will not score. This will set more pressure on the striker so that he really takes the challenge serious.

(Small) extra tasks could be:

- Push ups
- Knee lifts
- Crunchers
- Running around the field
- Etc.

## VARIATIONS

- Shooting with the right foot
- Shooting with the left foot
- Distraction only by shouting
- Distraction only by gestures

## COMPETENCE GAIN

In life there are a lot of opportunities that will distract you from your goal. To be not distracted, you must set a big focus on the goal you want to reach. This also is important in your job.

## QUESTIONS FOR REFLECTION

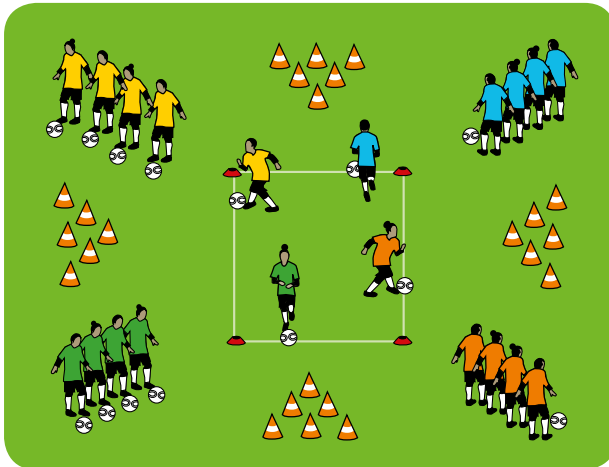
- How did you feel when the other players started their distraction?
- What did you think in this moment?
- What gave you the confidence to succeed?
- Where did you put your concentration on?
- What can you do, if you are in a real playing situation?

Goal Orientation

Age: 13 years up

# FOOTBALL-BOWLING

## DRIBBLING & PRECISE SHOOTING



20



20

4 teams  
with 5 players each

24



4 markers



0



5–10 minutes

### DESCRIPTION

Mark a field sized about 15 m x 15 m

Every team must try to hit/strike 6 cones from a distance from about 6 m. (Shooting or throwing the ball.)

Before shooting the players have to dribble around the field as a whole team. Then every player only has one shot. The number of the not hit cones must be dribbled as penalty rounds (additional rounds).

Winner is the team who has hit all cones first or finished their penalty rounds first.

The order of the cones as well as the running tactics of the penalty rounds will be determined by the team on its own.

There are more cones than try outs. (6 cones but only 5 attempts.) Give the players some time before starting the challenge. They shall find their own strategy.

If you do not have enough balls:

One player after the other starts to dribble around the field. So you only need 4 balls. (One ball per group.)

### VARIATIONS

- Shooting the ball. (More difficult)
- Throwing the ball. (Easier)
- Closer distance (Easier)
- Far distance (More difficult)
- Running more/less rounds (Difficult/easier)

### COMPETENCE GAIN

The players have to be very concentrated under pressure. (Only one try to hit the cones.)

They have to talk to each other in order to find a good strategy. Also in your job you sometimes have to work under pressure and find a good solution with your colleagues.

### QUESTIONS FOR REFLECTION

- What was necessary for you to solve the task? (Concentration, communication)
- What was your strategy?
- Have there been any problems?
- Did someone take the command? Why could this be helpful?

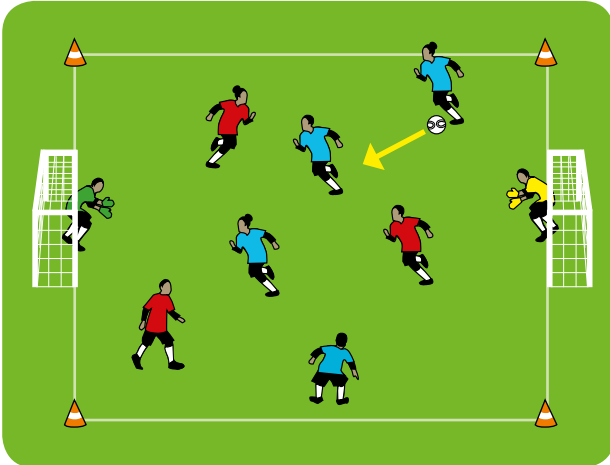


Perseverance

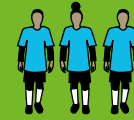
Age: 15 years up

# COMEBACK FROM DEFEAT

PLAYING FOOTBALL



1



8-20  
2 teams



4



2



2 sets



25 minutes

## DESCRIPTION

Mark a field sized 20 m x 40 m (for 4 against 4) or bigger if you have more players.

Team A plays minority with one (two) players less.

Team B plays majority with one (two) players more.

Team A starts with a 2-0 lead and team B starts with a 0-2 residue.

Two teams play against each other. Playing time is 10 minutes.

Team B must try to change his loss into a victory. On the other hand if Team B loses they must do a punishment. (Knee-bends, push-ups, additionally running, etc.)

Give both teams a little time before starting the game. They shall consider their tactics to win the match.

Change the roles after 10 minutes. (Now team A plays majority and team B plays minority.)

## VARIATIONS

- Number of minority/majority
- Leading/residue result
- Playing time

## COMPETENCE GAIN

Even if there are bad circumstances you have always the chance to win. But you have to resist this circumstances and do not give up. Show perseverance!

## QUESTIONS FOR REFLECTION

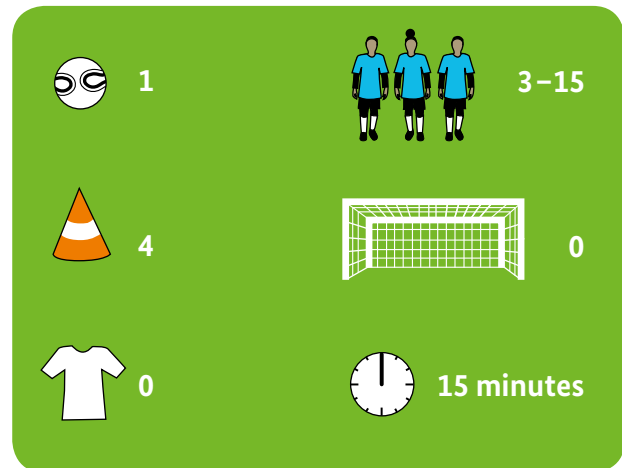
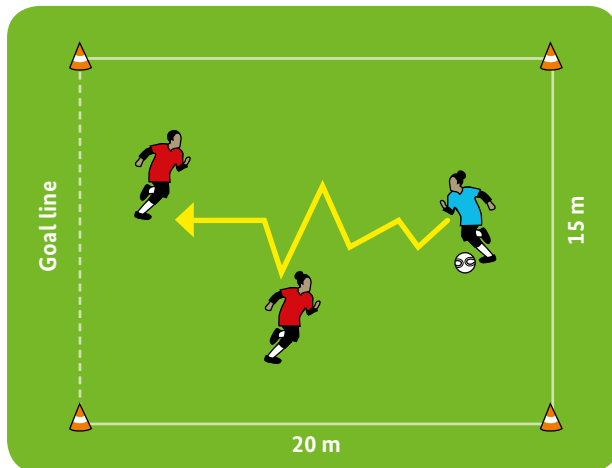
- How did you feel during the match?
- What was your consideration/tactics for the match?
- Why did you see a chance to win the match? Explain! (Believe in my teammates and myself.)

Perseverance

Age: 15 years up

# ONE AGAINST TWO

## DRIBBLING



### DESCRIPTION

Mark a field sized 20 m x 15 m.

1 player with ball (striker) tries to get through against 2 defenders. The striker tries to dribble with the ball at his feet over the goal-line.

The striker has 3/4/5 attempts to get through the 2 defenders. Give the striker a little time after every round to think about how he can get through the next try.

Depending on the strength of the striker and the defenders, the coach has to decide if he gives a little advantage to the striker in order to give him a chance to succeed. If the striker has no chance to succeed, he will be frustrated and disappointed.

### VARIATIONS

- Bigger/smaller goal line
- Striker gets a little advantage (head start, one defender put aside)

### COMPETENCE GAIN

Sometimes you need to accept a challenge although you know that you normally would have less chances to succeed. For this you need courage. Also in job you will find situations where you need courage to get through although it seems that you have no chance. So show perseverance!

### QUESTIONS FOR REFLECTION

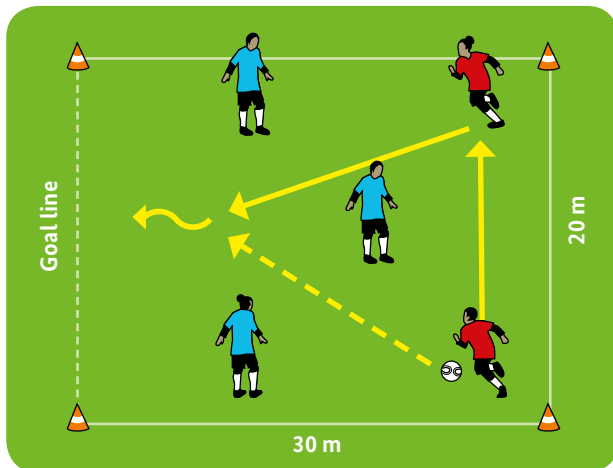
- How did you feel with this disadvantage?
- What gave you the confidence that you tried this challenge?
- How did you feel when you did not succeed?
- Was there a point when you have been frustrated? How did you react then?
- What did you need to go on? (Someone who gives you hope and tells you not to give up.)

Perseverance

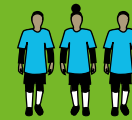
Age: 15 years up

# TWO AGAINST THREE

DRIBBLING & PASSING



1



5-20



4



0



0



15 minutes

## DESCRIPTION

Mark a field sized 30 m x 20 m.

2 players with ball (strikers) try to get through against 3 defenders. The strikers try to dribble with the ball over the goal-line.

The strikers have 3/4/5 attempts to get through the 3 defenders. Give the strikers a little time after every round to think about how they can get through the next time.

Depending on the strength of the strikers and the defenders the coach has to decide if he gives a little advantage to the strikers in order to give them a chance to succeed. If the strikers have no chance to succeed, they will be frustrated and disappointed.

## VARIATIONS

- Bigger/smaller goal line
- Strikers gets a little advantage (head start, one defender puts by)

## COMPETENCE GAIN

Sometimes you need to accept a challenge although you know that you normally would have less chances to succeed. For this you need courage. Also in job you will find situations where you need courage to get through although it seems that you have no chance. So show perseverance!

## QUESTIONS FOR REFLECTION

- How did you feel with this disadvantage?
- What gave you the confidence that you tried this challenge?
- How did you feel when you did not succeed?
- Was there a point when you have been frustrated? How did you react then?
- What did you need to go on? (Someone who gives you hope and tells you not to give up.)

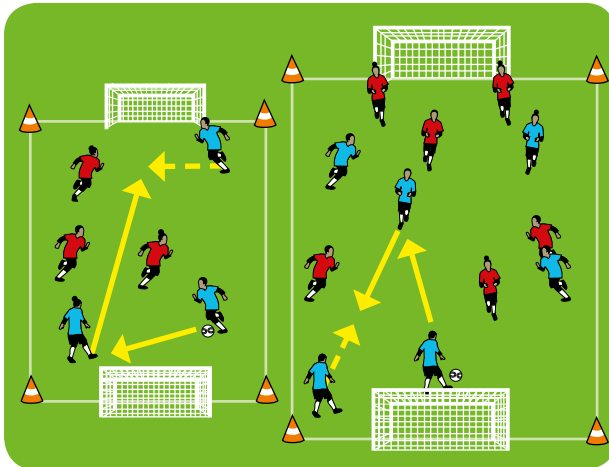


Planning/Strategy making

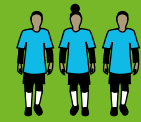
Age: 15 years up

## TWO GAMES – ONE RESULT

## PLAYING FOOTBALL



2

18–24  
2 teams

8



4



2 sets



30 minutes

## DESCRIPTION

Two football fields (one big field, one small field, sizes depending on number of players)

The coach divides the players into two even teams (blue and red). Each of these teams get divided again into a big (6–8 players) and a small team (3–4 players). The big teams compete in one game and the small teams in a second game.

The results of both games get added together.

Now the blue and the red team decide independently which players play in the big team on the big pitch and which players play in the small team on the small field to achieve together the best possible results.

Play 3–4 rounds.

Playing time is about 3–5 minutes per game.  
3 minutes breaks to form new teams.

If there isn't sufficient space for two parallel games, one match can be played after the other. Pausing teams should be kept active through alternative exercises (coordination, sprints, etc.) or used as wall-players (*players move along the side lines and return the passes from the team they received the ball from*).

## VARIATIONS

- Each player is only allowed to touch the ball twice/three times at a time
- Goals count only as one-timer (after a long ball, one-two, etc.)
- Each round another player has to divide the teams
- The player responsible for the division has to give tactical instructions (ex. small team starts defending 10 meters in front of their own goal and runs quick counterattacks, big teams play pressing, line-up and positions, etc.)

## COMPETENCE GAIN

To reach an aim (winning the match in whole) sometimes it is necessary to develop a strategy, because the other team wants to reach the same aim. (Competition in the job.)

## QUESTIONS FOR REFLECTION

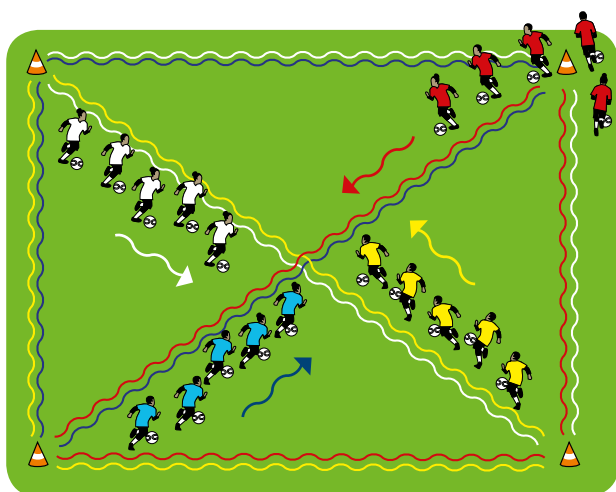
- What was your idea, when you divided the teams?
- Which strategy fitted to a certain rule or pitch?
- What made the teams successful besides the combination of the line-ups?
- What kind of problems were your teams confronted before and during the games?

Planning/Strategy making

Age: 15 years up

# TEAM DRIBBLING

## DRIBBLING



20



20  
4 teams



4



0



4 sets



10–20 minutes

### DESCRIPTION

Mark a field sized about 15 m x 15 m.

All teams run with all teammates at the same time. The players dribble around the field in form of a triangle. (See drawing.) That means that all players meet in the middle of the field and cross their path. It is explicitly allowed to shoot away the balls from the other teams. If one player loses his ball, he is allowed to bring it back to the field. He can start further from that place where he lost his ball.

Winner is the team which comes to the finish after 3 rounds with all players and minimum 3 balls.

The teams have to build a strategy which player takes the part of the ball saviour or to disrupt the other teams. How can the other teams be disrupted? Shall the players get their balls back or not? At what point of time shall they get their ball back or not?

Play one/two/three rounds and see how the teams will get in progress.

### VARIATIONS

- none

### COMPETENCE GAIN

The players have to talk to each other in order to find a good strategy in which way they work together effectively.

Also in your job you sometimes have to work under pressure and find a good solution with your colleagues.

### QUESTIONS FOR REFLECTION

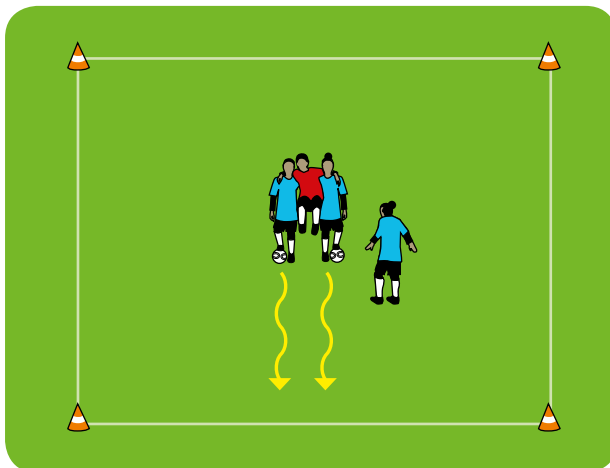
- What was necessary for you to solve the task? (Concentration, communication, teamwork)
- What was your strategy?
- Have there been any problems?
- Did someone take the command? Why could this be helpful?
- Do you think the other teams strategies could have functioned better?
- What do you think went wrong?






Planning/Strategy making

Age: 15 years up

# BACKPACK DRIBBLING

## DRIBBLING



 8	 20
	4 teams with 5 players each
 4	 0
 4 sets	 10 minutes

### DESCRIPTION

Mark a field sized about 15 m x 15 m.

Every team runs around the field two times. 4 teammates are on tour, one of them must be carried the whole round. The carriers have to dribble two balls during the whole round. The teams can change the roles like they want to.

Before starting the game give them some time to think about their strategy. They have to talk about which player takes which part.

### VARIATIONS

- Running 3/4/5 rounds.
- Give the more/less time for making a strategy.

### COMPETENCE GAIN

The players have to talk to each other in order to find a good strategy in which way they work together effectively.

Also in your job you sometimes have to work under pressure and find a good solution with your colleagues.

### QUESTIONS FOR REFLECTION

- What was necessary for you to solve the task? (Concentration, communication, teamwork)
- What was your strategy?
- Have there been any problems?
- Did someone take the commands? Why could this be helpful?
- How could it have been done better?
- Are you pleased with the results? Why?

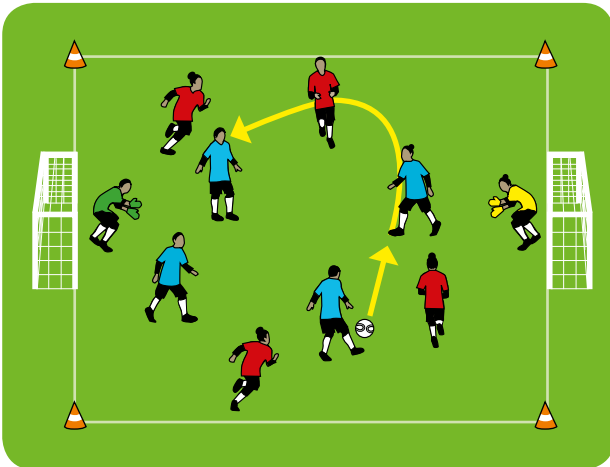


Self-Confidence

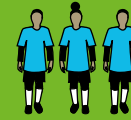
Age: 15 years up

# OUTSIDER GAME

PLAYING FOOTBALL



1



8-20  
2 teams



4



2



2 sets



10 minutes

## DESCRIPTION

Mark a field sized 20 m x 40 m (for 4 against 4) or bigger if you have more players.

Two teams play against each other. For every team the coach will choose one player as an “outsider”. But the chosen player is not allowed to know that he is the “outsider”. The coach must tell it only to the other players but not to the “outsider” himself! The other players are not allowed to play together with the “outsider”. They will not pass the ball to them, so that they are not included in the course of the game. If the “outsider” gets the ball on his own (steal it from the other team) he is allowed to dribble, pass, shoot, etc.

After 5 minutes the “outsider” tells the other players, what kind of feeling it is not getting the ball and being an “outsider”.

The coach has to take care that the chosen outsiders are players who are highly self-confident!

## VARIATIONS

- Tell the “outsider” before the game that **he is** an “outsider” and that his teammates are not allowed to include him into the course of the game. But his team can use him to confuse the other team.

## COMPETENCE GAIN

For the coach: When would you use this game and what for? (When you have noticed that some players discourage one or more other players.)

Sometimes in life you have the feeling that you are an outsider. In case of this the only way to change this feeling is to talk to the people who give you this feeling.

## QUESTIONS FOR REFLECTION

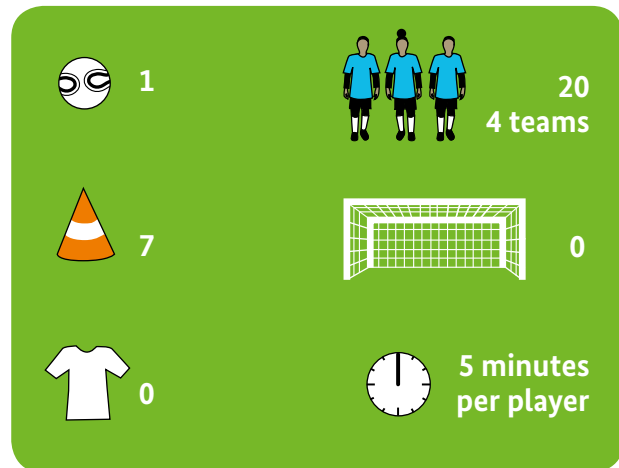
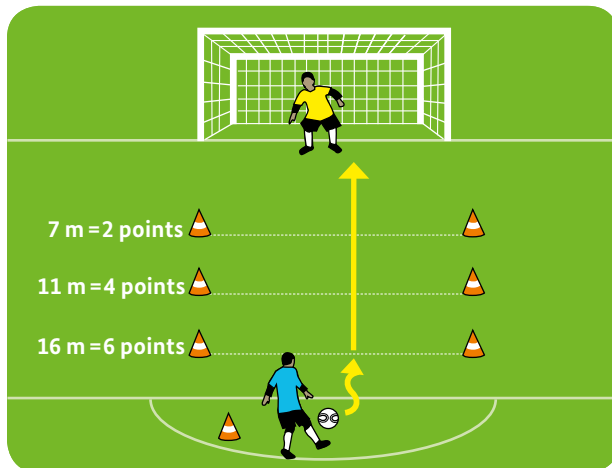
- How did you feel? Explain your feelings. (Anger?)
- Why was it so difficult for you to take part in the game? (No communications from the other players to you, etc.)
- What did you do in order to be part of the game? (Talking to the teammates, etc.)

Self-Confidence

Age: 13 years up

## MORE RISK – MORE POINTS

### DRIBBLING & SHOOTING



#### DESCRIPTION

One goal with keeper.

Put the cones in following distances from the goal:  
7 m, 11 m, 16 m, 20 m.

One player with ball starts a dribbling onto the goal at the far away cone (20 m). The player can decide from which distance he wants to shoot onto the goal. The closer he gets to the goal, the few points he will get if he scores.

Scoring from 16m = 6 points

Scoring from 11m = 4 points

Scoring from 7m = 2 points

The player has 5 attempts. Maximum he can get 30 points.

#### VARIATIONS

- Make a challenge between 2 players.
- Make a challenge between 2 teams.
- Repeat this exercise every two weeks in order to see a progress.
- More attempts/less attempts.

#### COMPETENCE GAIN

In life you often have to take decisions that need more or less courage from you in order to be successful. You can influence the result by minimizing the risk of failure.

#### QUESTIONS FOR REFLECTION

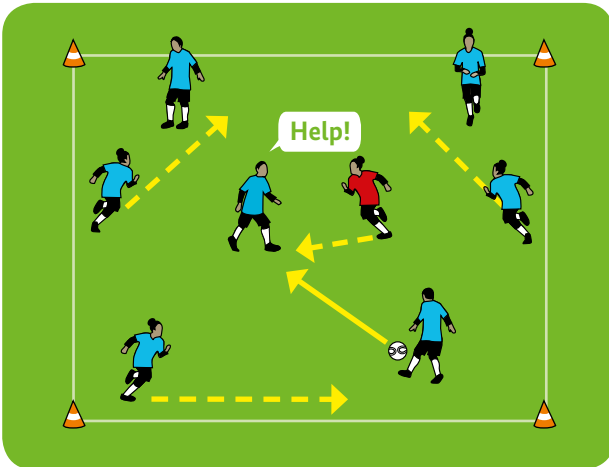
- What was your aim?
- What was your strategy?
- Why did you decide so?
- What circumstances did influence your decision? (Own capability, keeper's capability, shooting distance, results of other players, own courage, etc.)

Teamwork

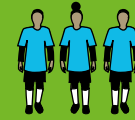
Age: 13 years up

## HELPER'S BALL

PASSING &amp; DRIBBLING



1/2/3



6-10



4



0



1/2/3



10-15 minutes

## DESCRIPTION

Mark a field sized about 15 m x 15 m.

One player tries to catch the other players. He is the hunter and he is marked with a bib. The pursued players have one ball inside their group. They pass the ball to each other. The player, who is in ball possession, is not allowed to be caught. So the players can help each other in the way that they pass the ball to the pursued player.

If one player is caught, he changes the role with the hunting player.

It is not allowed to keep the ball longer than 4 seconds. (The hunter is not allowed to wait until the 4 seconds are over. He has to try to catch another player then.)

Depending on the age and the technical abilities you can pass the ball with the hand first. Better teams can pass the ball with their feet.

The coach has to motivate the players to help the pursued players and do not only think for themselves.

Play several rounds, so that every player has been the catcher at least once.

## VARIATIONS

- Passing the ball with the hand. (Handball)
- Passing the ball with the feet. (Football)
- Use two/three balls. (The more balls, the easier it gets for the pursued players.)
- Two/three hunters. (If you have a big group, you can play with more hunters.)
- How many players can you catch in one minute?
- Play with a constantly catcher (max. 1 min. per catcher). A caught player can be redeemed in the way that another player plays the ball through his spread out legs or crawls through.

## COMPETENCE GAIN

The players have to observe the whole field and their teammates if they want to help them. They must not only pay attention for themselves. This situation is like in job. You have to see the whole thing, not only your own special thing. (E.g. in a big company.)

## QUESTIONS FOR REFLECTION

- Where have been difficulties? (both teams)
- What was necessary for you to solve the task? (Teamwork, communication, overview)
- Did someone take the command? Why could this be helpful?



Teamwork

Age: 15 years up

# PUSH-UP SQUARES

BODY STRENGTH



## DESCRIPTION

Four players work together.

They shall create a figure that looks similar to a quadrangle while they are in a push-up position.

When they finish the figure, not even one foot is allowed to touch the ground!

The bigger and stronger players can help the younger or weaker players first before they enter the group.

## VARIATIONS

- When the quadrangle is built, the group has to do a push-up together.
- Two/three/four teams make a challenge. Which team is first?
- The whole team shall do a big push-up-circle. At the end it is not allowed, that even one foot touches the ground. (Hold the circle for 5, 10, 15 seconds/do as much push-ups as possible)

## COMPETENCE GAIN

Creativity and teamwork is also needed in difficult situations in life or in your job. This exercise will not work, if only one player fails.

## QUESTIONS FOR REFLECTION

- What was necessary for you to solve the task? (Teamwork. All players must do the same thing at the same time. On the other hand it will not work. Also creativity is needed, because it is an open task, where you can find your own solution.)
- Who had the first idea?
- Was there a leader in the group?

Teamwork

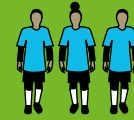
Age: 15 years up

# GUANTANAMERA

PASSING, DRIBBLING & JUGGLING



1 ball per  
player



8–20



4



0



0



10 minutes

## DESCRIPTION

Mark a field sized about 20 m x 20 m with the cones.

The players dribble, juggle or pass the ball like the coach wants them to do.

On a sign from the coach (whistle blowing, raise the hand, etc.) the players come together in the middle of the field and line up in a circle, in that way that the right (or the left) shoulder from every player shows to the middle of the circle. The circle must be so closely, that every player touches the person in front and in the back.

Every player grabs the hip of the person in front of them.

Then every player squats down on the knees of the player behind them so that every player sits down.

Play several rounds with changing neighbours, so that the players get some alternation.

## VARIATIONS

- The group shall try to sit down as long as possible.
- The group shall try to get into position as fast as they can. (Several attempts and every time trying to be quicker.)
- The group shall try to walk around.
- Every player leans a little bit inward the circle and lifts his outer leg. (Standing/Sitting only on one leg.)

## COMPETENCE GAIN

This exercise will only work, if the players work together. If one player fails, it will not work. So this is a lot of responsibility for everyone. Teamwork is absolutely needed.

## QUESTIONS FOR REFLECTION

- What did you need to be successful? (Trust in yourself, your neighbour and the whole group.)
- Did you have any fears that it will not work? (“Yes, because...” or “No because...”)

Teamwork

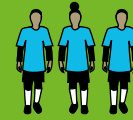
Age: 13 years up

# STAND UP TOGETHER

## DRIBBLING, PASSING & JUGGLING



1 ball per player



8 – 20



4



0



0



10 minutes

### DESCRIPTION

Mark a field sized about 15 m x 15 m with the cones.

The players dribble, juggle or pass the ball like the coach wants them to do.

On a sign from the coach (whistle blowing, raise the hand, etc.) two players with same size and weight come together and sit down on the floor.

Their knees are slightly bent, the toes are touching each other and they keep their hands held.

Both players try to pull up mutually sure-footed without losing touch.

### VARIATIONS

- The two players sit together back to back. They under hook with their arms. Now they try to stand up together.
- Three/four/five players (the whole team) together.

### COMPETENCE GAIN

This exercise will only work, if both players work together. If one player fails, it will not work. So this is a lot of responsibility for everyone. Teamwork is absolutely needed. Also in life and in your job, you need the help of other people and have to trust them.

### QUESTIONS FOR REFLECTION

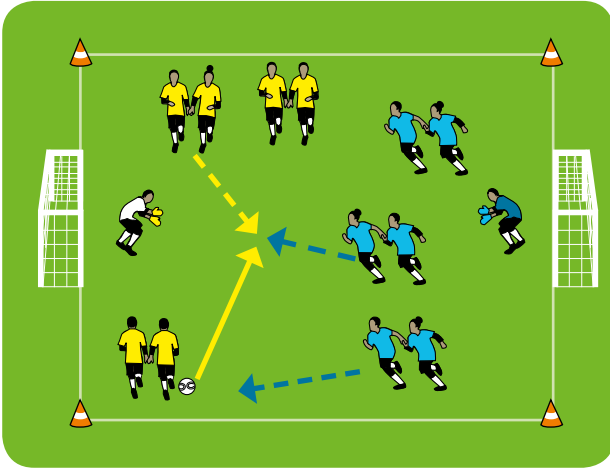
- How did you feel? Explain your feelings.
- What was difficult? Why?
- What was necessary for you to solve the task? (Teamwork. Both players must do the same thing at the same time, or else it will not work.)
- Did someone take the command? Why could this be helpful?

Teamwork

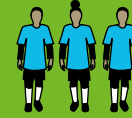
Age: 13 years up

# TWINS FOOTBALL

## PLAYING



1



14–22  
2 teams



4



2



2 sets



15 minutes

### DESCRIPTION

Mark a field sized approximately 40 m x 20 m.  
(Depending on number of players.)

Two teams playing against each other on the field onto two goals.

Two players of each team must hold each other's hand. They are not allowed to run on their own. They have to play together like "Siamese twins".

If they lose their connection, they must try to come together as soon as possible. Only then they are allowed to take part in the game again.

If the connection is broken and one of the twins plays the ball, the other team will get a free kick.

If one pair breaks his connection intentionally, to run faster without keeping their hands, the other team will get a penalty kick.

Take care, that the rope is not overtight, to lower the risk of injury.

### VARIATIONS

- If there are no goals, the teams play for ball possession. (5/7/10 passes will give a point.)
- The twins have to hold a bib (shirt) together instead of grabbing their hands.
- The inner legs of the twins will be tied together. (With a rope or a sight band.) Then they have to work together even more. If they lose their band or if the band is broken, they have to "repair" it first before they are allowed to take part in the game again.

### COMPETENCE GAIN

In life sometimes you have to let yourself into the ideas and thoughts of other people to reach the aim together.

### QUESTIONS FOR REFLECTION

- What was your feeling, when you played together as twins?
- What did made it so difficult to play together?
- What did you need for good cooperation?



Trust building

Age: 16 years up

## BLIND FOLDED PLAYER

COORDINATION



1 ball per pair



2-20



10



2 player – 1 scarf



0



15 minutes

## DESCRIPTION

Set an obstacle course with the cones, 5 cones, distance about 2–3 m between the cones.

Two players with one ball work together. Player 1 will bind his eyes with a scarf. Player 1 has the ball at his feet. With bound eyes and the help of player 2, he shall dribble a certain distance. The players change the roles after every lap.

Make sure that the children do not cheat by deliberately fitting their blindfolds incorrectly.

However, ensure that the guiding player will not abuse this game and will not endanger the blind player!

Change the roles after a few minutes.

## VARIATIONS

- Leading by using the voice.
- Leading by touching.
- Blind folded contest.
- Player 1 kicks off the ball with bound eyes. With the help of player 2 he has to get his ball back as soon as possible.

## COMPETENCE GAIN

The coach, maybe even the children, will clearly see what also counts for every day's life: The children and youths realise that they need help, to master life's difficult situations. And for this they have to trust these people.

## QUESTIONS FOR REFLECTION

- How did you feel? (Ask the blind player as well as the guiding player.) Explain your feelings.
- Why was it so difficult to solve the task? (Could not see where to run to, where the ball is, to find the right words/signals to lead the blind player, etc.)
- What was necessary for you to solve the task? (Communication, talking with each other, teamwork, leadership, trust)

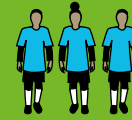
Trust building

Age: 14 years up

# SWINGING THE FROZEN PLAYER

**BODY STRENGTH**


0



3-21



0



0



0



5 minutes

## DESCRIPTION

Three players act together.

The player in the middle is the “frozen person”. He/she has to stiffen his/her body. (Tightens all their muscles.) Then he/she begins to swing back and forth.

The other two players stop the swinging by catching the persons fall at his/her shoulders.

Change the player in the middle after 10 swings.

This exercise strengthens the whole body of the player in the middle.

Strengthens muscles in arms and shoulders of the two other players.

## VARIATIONS

- Swinging with closed eyes.

## COMPETENCE GAIN

The player in the middle has to trust his teammates a lot, especially when he/she closes his/her eyes.

The outside teammates have a big responsibility for the safety of the middle player.

Also at work, your colleagues have to trust in your work. So you are responsible. Also the other way around.

## QUESTIONS FOR REFLECTION

- What did you feel as the player in the middle?
- How did you feel when you had your eyes closed?
- What did you have to do when you were one of the outside players?
- Why was your support important?

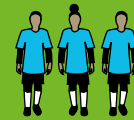
Trust building

Age: 16 years up

# CARRYING THE FROZEN PLAYER

**BODY STRENGTH**


0



5-20



0



0



0



5 minutes

## DESCRIPTION

Five players act together.

Four players carry the fifth player (frozen person) around the field.

The “frozen person” has to stiffen his/her body. (Tightens all their muscles.)

Two players will carry the person at their shoulders and two players will carry the person at the legs.

Change after 30 seconds/1 minute.

This exercise strengthens the whole body of the “frozen person” player.

Strengthens muscles in arms and shoulders of the other players.

## VARIATIONS

- The frozen person should close their eyes.
- The whole team lies on the ground in two rows. The heads of the players point to the centre. Lift one player (frozen person) from one end to the other.

## COMPETENCE GAIN

The “frozen player” has to trust his teammates a lot, especially when the “frozen player” close his eyes.

The other teammates have a big responsibility for the safety of the “frozen player”.

Also at work, your colleagues have to trust in your work. So you are responsible. Also the other way around.

## QUESTIONS FOR REFLECTION

- What did you feel like as the “frozen player”?
- How did you feel when you had your eyes closed?
- What did you have to do when you were one of the players who had to carry the “frozen player”?
- Why was your support important?



# 6 HINTS & MATERIAL





# HINTS FOR TRAINING

This chapter will give some methodical, didactical and mostly organisational hints. Circumstances often change while preparing a training. The coach has to show flexibility and adapt the planned program.

## Methodical principles

- **From well-known to unknown** Start your training with well-known exercises/games. So it is easier for the players to follow the training. You do not have to explain so much and you can start earlier.
- **From slow to fast** In the beginning of an exercise, make the players aware that they should take their time to fulfil the task. Mostly precision is needed not speed. Speed can be increased and in the end you can make a challenge between the players or two teams.
- **From easy to difficult** Start with easy tasks (good foot, as much ball contacts as you like, etc.) and after a while you can increase the difficulty (right foot and left foot, only 3/2/1 ball contacts, etc.)
- **From simple to complex** Start with a simple and clear organisation – Small field, only few players. This makes it easier for your players to understand the game/exercise. After a while you can enlarge the field, include more players or give more rules/tasks/obstacles for the game.

## Dealing with diversity of skilled players

Not all of your players are at the same level. Some players are good, some players have difficulties with some techniques, some players just started playing etc. In order to handle this diversity and to ensure that the exercises/games are not too difficult or too easy for your players, use some of the following hints:

- More players in a field makes playing more difficult.
- A bigger distance (to a target or between two players) makes an exercise more difficult.
- A smaller distance (to a target or between two players) makes an exercise easier.
- You can vary the number of attempts: Better players get less attempts. Not so good players get more attempts.
- Better players are only allowed to dribble/shoot/pass with their second best foot.

## Number of players

- **Dealing with different numbers of attendance per session:**
  - Divide your players in two/three/four groups. Work with one group and let the other group/s play a game on their own.
  - Make more stations where the players can exercise.
  - Divide your players in two groups. Work with one group. The other group shall observe the exercise and shall reflect what group one is doing. After that change the roles.
  - Two or three players work together and rotate.
- **Playing with odd number of players:**
  - Let a bigger team play against a smaller team, if the teams are similar strong.
  - The bigger team is just allowed to play with 4/3/2 contacts per player. Then the ball must be passed to the next player.
  - Smaller team gets an advantage of 1/2/3 goals, etc.
  - Play with a neutral player. This neutral player plays always with the ball possessing team.

## Material

Depending on how much training material you have, you must be able to improvise.

- **Not enough balls:**
  - Two/three/four players work together.
  - Change the technical skill. E.g. not enough balls for dribbling – change to passing.
  - Use other balls, like volleyball, handball, tennis-ball, plastic ball, etc.
  - Divide the players in groups. Work with one group and let the other group/s play football.
- **Not enough cones:**
  - Use other material like empty plastic bottles, filled with sand or water or sticks.
  - Take colourful clothes or plastic bags to set markers.
- **Goals:**
  - If you do not have (enough) goals with a net, take sticks to put goal posts.
  - If there is no net, place the goal close to a fence/wall.
- **Bips:**
  - Use T-Shirts in different colours.
  - Use ribbons to tie it around the body of players.

## FEEDBACK OF A TRAINING SESSION

Observer:	Coach:
Project:	Date:
Location:	Time:
Number of students:    F   M	Ages:

### OBSERVATION

PREPARATION	COMMENTS
Written plan Drawing, variations, explanation	
Did the coach arrive on time? (10 min before) Talk to players/parents	
Preparation of the exercise(s)	
Preparation of the equipment	
WELCOME (INTRODUCTION)	COMMENTS
Gather players (opening circle, half-circle, grouping)	
Creation of warm atmosphere (greeting, welcoming, asking about their feelings/health)	
State objectives of session Life skills objective (daily life examples): Sportive objective Expectation towards players:	
Attendance register	
WARM UP (2 EXERCISES)	COMMENTS
Explanation (short and simple)	
Demonstration	
Play (is the exercise functioning, easy exercises, no of balls, queues, space, etc.)	
Correction – Motivation	
Reflection	

MAIN PART (2-3 EXERCISES)	COMMENTS
Explanation (short and simple)	
Demonstration	
Play (is the exercise functioning, technical exercises, no of balls, queues, space, etc.)	
Correction – Motivation	
Reflection	
CONCLUSION (GAME TIME 1-2 GAMES)	COMMENTS
Explanation (short and simple)	
Demonstration	
Play (is the exercise functioning, no of balls, queues, space, etc.)	
Correction	
Reflection (short! Around 1min)	
REFLECTION	COMMENTS
<p>The final reflection of the session:</p> <ul style="list-style-type: none"> <li>• Coach has to ask for feedback from the participants (first sportive then life skills)</li> <li>• Coach gives feedback of performance of players (first sportive then life skills)</li> <li>• Explain the targeted life skills through vivid examples</li> <li>• Ask questions were the targeted life skills get used in daily life and how the players could benefit in the game or in their private/ professional life</li> </ul>	
Was the training age appropriate	
The use of equipment/handling	

TYPICAL MISTAKES	COMMENTS
Long queues	
Long talking	
No explanation/no demonstration	
Too small pitches for exercises	
Not using the whole pitch	
No correction	
Not having all players together while explaining	
No movement players/coaches	
Enforcement of rules vs positive learning atmosphere	

#### OTHER COMMENTS :

.....

.....

.....

.....

## QUESTIONS FOR THE COACH (FEEDBACK)

QUESTIONS	NOTES
<b>1. Inclusion of life skills during training</b>	(Depends on what was observed)
• What kind of life skill did you include?	
• What other life skills did you touch in this training?	
<b>2. Self-evaluation</b>	
How do you evaluate your training?	<b>1. Organizational</b> <ul style="list-style-type: none"> <li>How did I prepare the session? Written plan; choice of exercises according to sportive and life skills objectives; preparation of exercises before start of the session; set-up of exercises during session without long waiting times for players</li> </ul> <b>2. Tactical</b> <ul style="list-style-type: none"> <li>Tactical aspects of the sessions. Relevant for the main part and the game time (more advanced).</li> </ul>



How do you evaluate your training?	<p><b>3. Personal/social</b></p> <ul style="list-style-type: none"> <li>• Communication with players – friendly; respectful, application of clear rules; allow players to speak and listen to their concerns</li> <li>• Guide interaction between players. The coach has to ensure that the players treat each other with respect and has to intervene in case of misbehaviour</li> <li>• Integration of life skills sessions</li> </ul> <p><b>4. Technical</b></p> <ul style="list-style-type: none"> <li>• Ensure that the basic technical skills of the targeted sport get correctly imparted.</li> <li>• Technical exercises according to age group</li> </ul> <p><b>5. Fitness</b></p> <ul style="list-style-type: none"> <li>• The coach should ensure that the session demand the players sufficiently but according the age group</li> </ul>
• What worked well & what did not?	
• Where do you feel safe and where do you find your self unsecure?	
<b>3. Future prospects</b>	
• Willingness to improve or change in the training?	<input type="checkbox"/> yes <input type="checkbox"/> no
• If yes, which parts do you need support in?	

## 4-ON-4 TOURNAMENT ORGANISATION

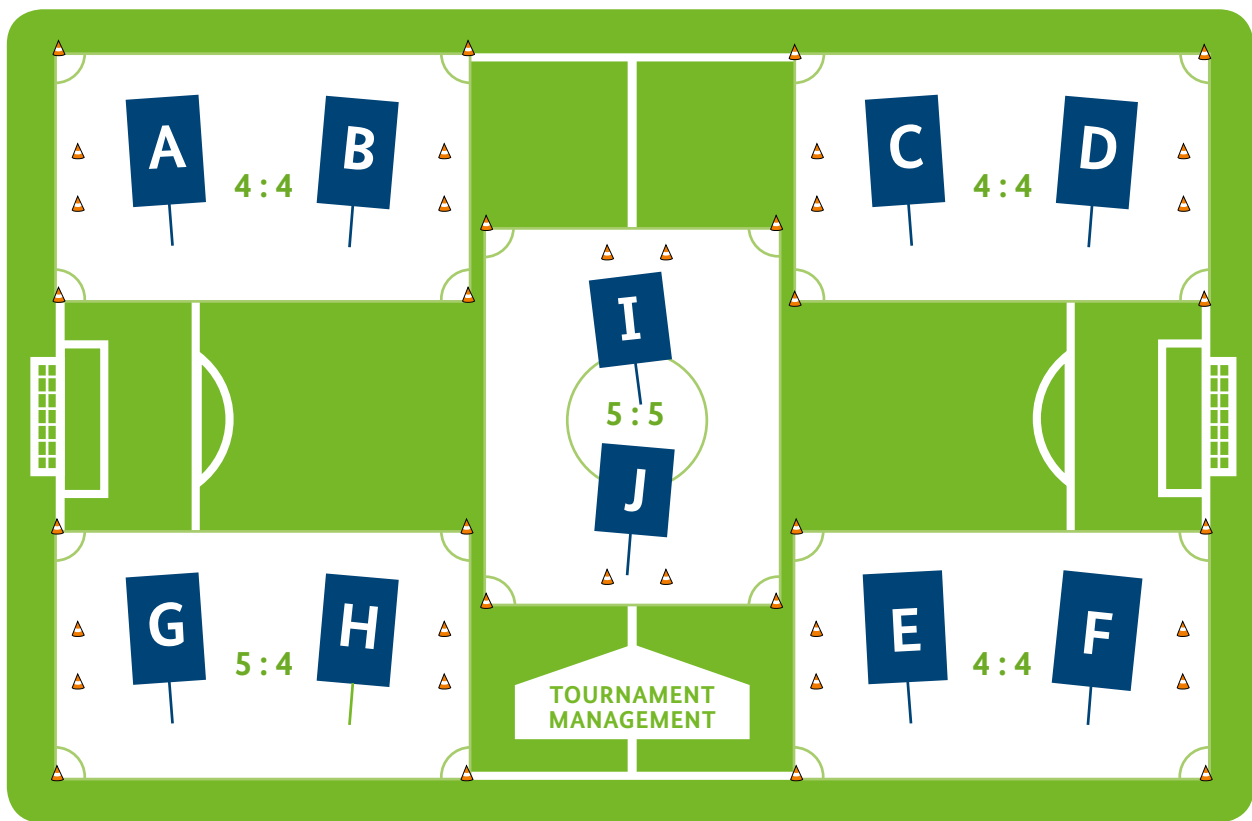
The 4-on-4 tournament originates from street football to involve as many players possible on confined space. Two cones are sufficient as goals, as players have to kick low shots, instead of throw-in, the ball may be brought back into the game with foot, also after a goal the ball can be kicked back into the game. Its not obligatory to have a goalkeeper, defenders, midfield players or strikers – all players are equally busy with attack and defence. There is also no referee, as the players have to agree and observe the rules of the game themselves.

In the proposed set up all players of the team gain the score of the match they won, and each player gets the points of the team they play in every round (match). Therefore there will not be a winning team, but an individual winner. The individual evaluation of a player and the changing of teammates ensure that every player will leave the tournament with having an experience

of success through having won at least one match and played with a large number of different players. In this way the tournament does not depend on someone's football skills alone, and will give high appreciation of each game for every participant.

### Field organization

Above in the picture is the subdivision of the full pitch into five small playfields, each letter represents a team, players get to play in different teams according to the number of rounds to be played. Ideally there is for each field two sets of bibs of different colours (5 bibs each), each set is put next to the goals of the field. It is also possible to play it with less different types of bibs, e.g. rolling up shirt sleeves of one team.



Example for pitch division with 43 players

## Players' organization

The participants list below is an example for predetermined pitch distribution of seven to ten players. With bigger numbers of players the number of teams has to be expanded accordingly, e.g. if there are 40 players, there needs to be 10 teams (10 letters: A, B, C, D, E, F, G, H, I, J).

As it shows in the following table in case of having 40 players, players names are put in the first column and the order of letters (teams) changes in the second, third, fourth and fifth columns.

In this way players are automatically put in different teams for each of the 5 rounds, after finishing all of the rounds, the table should be ready for adding up the points for each player and filled in the "total points" column, after comparing the points, a rank position is given to each player.

The score count of the games can be registered in a score sheet, as seen below. The winning teams gain their score +10 points, the teams who are equal in goals gain their goals +5 points, losing teams gain their goal points only. Each player of the team gets the gained points of the team they play in, and those points are added to the participants list.

In order to create ownership and have the highest involvement possible, youth should contribute and participate in organizing and implementing the tournament. The coach should explain to the youth the organization of the tournament, what is needed, when and what needs to be done.

Tasks should be divided between the participants, if applicable. The coach should always be available to give guidance. In this way youth can learn also methodological competence of planning and implementing the tournament and immediately see a positive outcome.

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			

Example for participants list and the order of rounds on two teams (A, B)

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			
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		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			

Example for participants list and the order of rounds on ten teams (A, B, C,D, E, F, G, H, I, J)

## POINTS PER TEAM ALT. THEIR PLAYERS

Winner = 10 Points

Draw = 5 Points

Lowser = 0 Points

Goal Points = 1 Point for every goal scored

1st Round	Result	Points
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: _____

2nd Round	Result	Points
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: _____

3rd Round	Result	Points
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: _____

4th Round	Result	Points
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: _____

5th Round	Result	Points
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: _____

*Example score-sheet for 10 teams*



## Steps of Organization

1. Select a suitable pitch, that has enough space for 5 small pitches (20 m x 40 m)
2. In case of using facilitators set an early meeting and describe the tournament and distribute roles
3. Invite players to participate in the tournament
4. Arrive early on tournament day to get the pitch ready
5. Explain the system of the league and how the play sheet works to the participants
6. After telling players which is in which team send them to the pitches
7. Position yourself in a location where you can see the whole pitch to be able to supervise
8. After the end of the final round the participants bring back the field equipment

## Requirements

### 1. Materials

- Minimum 5 Footballs (if there is more, put beside pitches as backup)
- Cones to mark the fields lines and goals
- A whistle (for announcing start and finish of games), used by the time keeper
- A stop watch to be used by the field manager
- 2 sets of different coloured bibs on each pitch (5 each set)
- Papers with big letters on to identify fields (put on cones/beside the pitch)
- Prepared tournament schedules on paper (see playing schedule papers)
- Tape, to hang letter papers on cones, and playing schedule on board, wall etc.
- Colored pens to write on playing schedule
- Small prizes to motivate the players

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.

### 2. Facilitators (optional, if played with beginners)

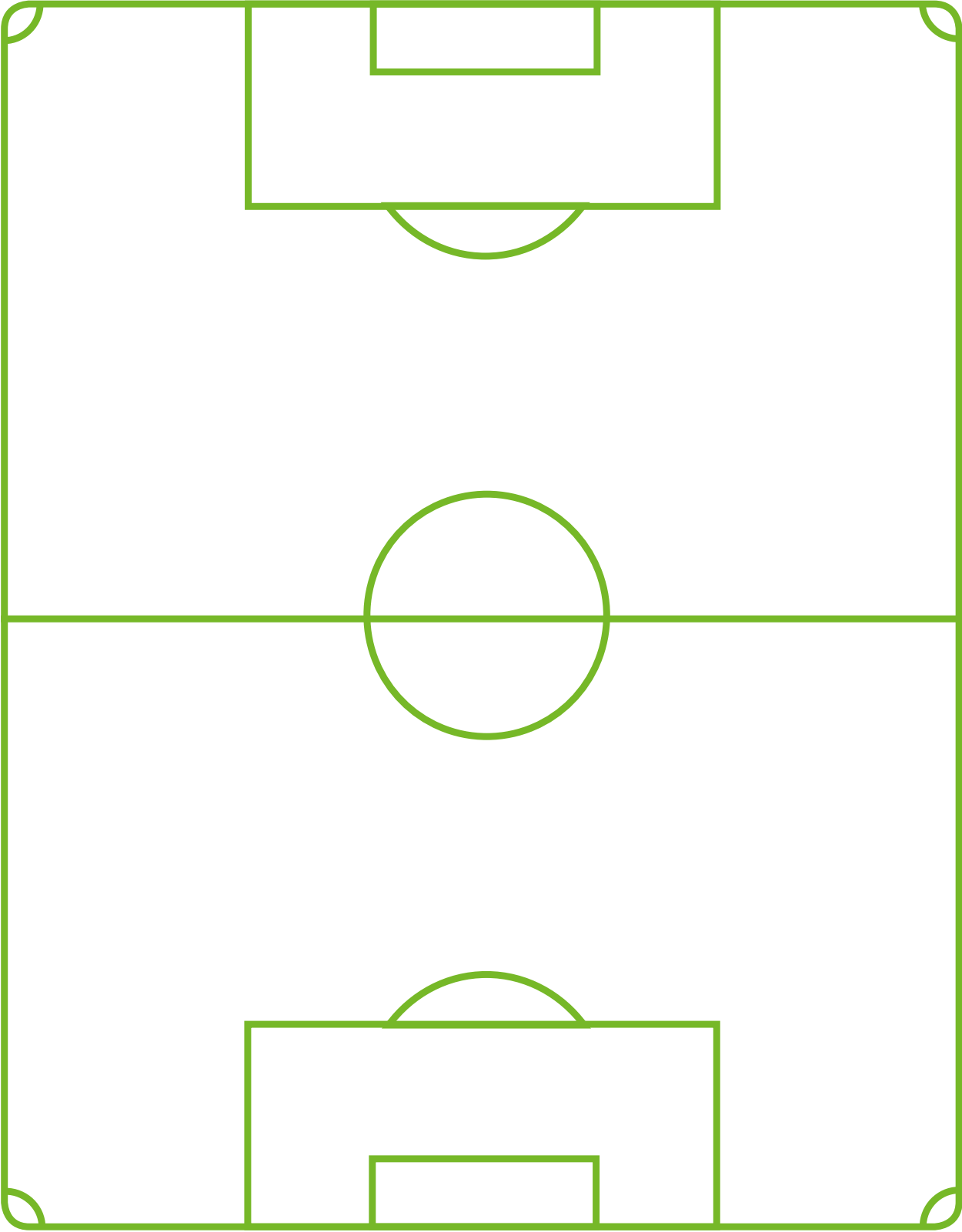
between 5–12 facilitators:

- 1 facilitator at least for each (small pitch) to count points. Make sure field facilitators don't referee.
- 4 facilitators to be responsible for the materials and logistics
- 2 facilitators for the points sheet
- 1 time keeper

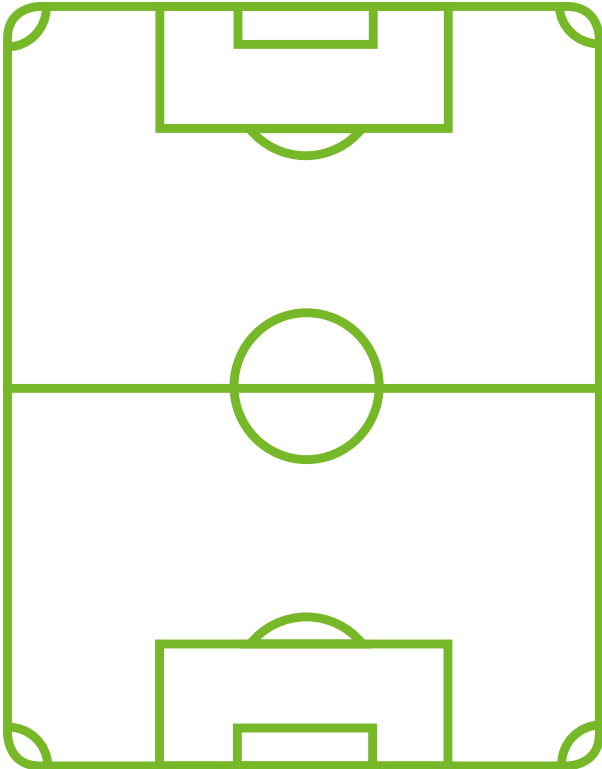
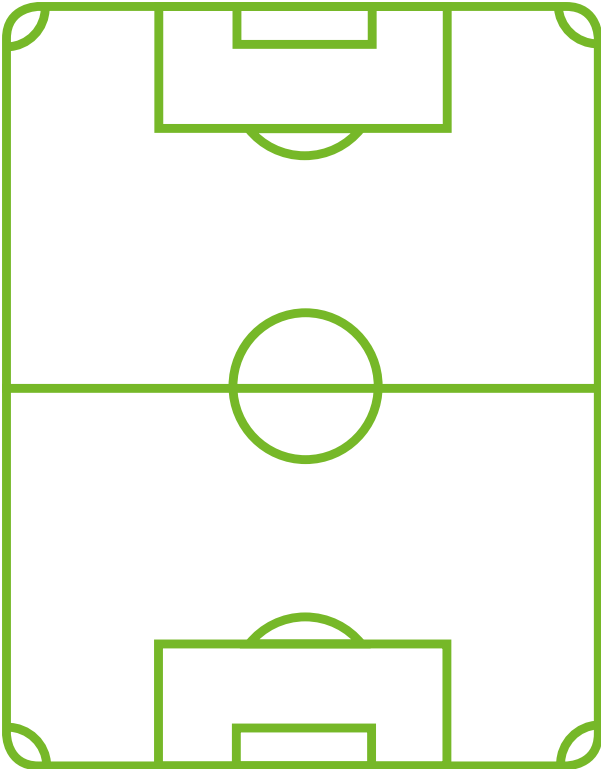
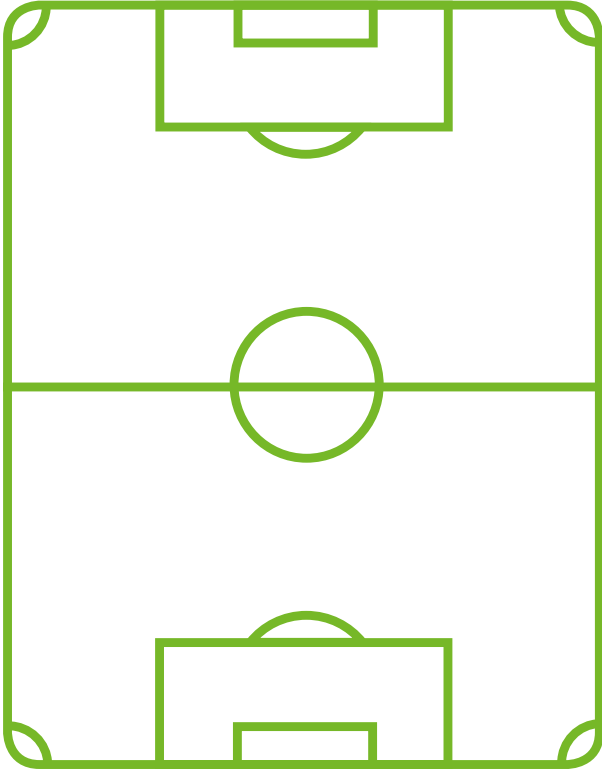
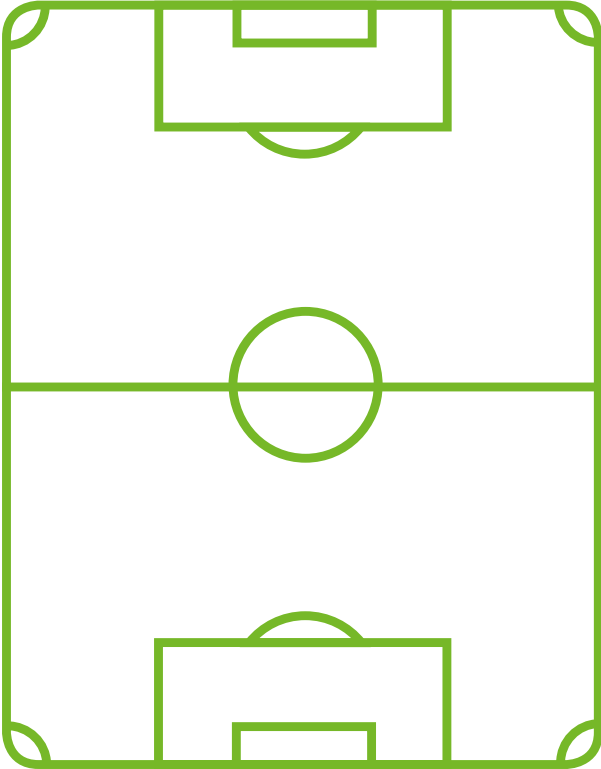
### Variations

- Tournament formation with fixed "4-on-4" teams from the same institution (world championship with country names: e.g. Germany, Palestine, Brazil, Italy, Holland).
- Tournament formation with "4-on-4" teams from other institutions. It is also possible to play with a substitute player each.
- If there are enough large goals, e.g. 5-metre-goals, on the pitches, the fifth player can be the goal keeper. It would even be 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 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 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 replaced at every letter. The Juniors then will be allocated to them.
- The basic formation is 4-on-4. But it is also possible to play 5-on-5 or with a numerical advantage or disadvantage, i.e. 3-on-4 or 4-on-5, so that all the present participants are always playing.
- A football field is enough for up to 50 players, if there are more than 50 participants, a second football field is necessary, it's advisable for the fields to have a different organizer each.

# TRAINING SHEET



# TRAINING SHEETS



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Friedrich-Ebert-Allee 36

53113 Bonn, Germany

T +49 228 4460 3466

[sport-for-development@giz.de](mailto:sport-for-development@giz.de)

[www.giz.de/sport-for-development](http://www.giz.de/sport-for-development)

### **Authors**

Thorsten Westenberger (DFB), Tālis Zvidriņš (GIZ)

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and  
educates!”

