SCORING FOR THE FUTURE
Developing Life Skills For Employability Through Football
Scoring for the Future - Increasing youth employability through football

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Throughout my coaching career, I have worked together with my teams to set out a vision that lays out the path to achieve their dreams and ambitions. On countless journeys that elevated players to a place closer to their desired results, the level of their football skills was, without a doubt, always a crucial factor for success. That said, I have witnessed – time and again – that it is not technical ability alone that sets teams apart from the rest and that there is often another deciding factor when it comes to winning or losing. What I am speaking about is the coach’s ability to think of the sport beyond the technical realm and sincerely commit to develop the personality and other not football-specific skills of the players. Skills that carry well into scenarios beyond the world of football often make the difference when the going gets tough. Not only in football, but also in life. Since the doors to professional football are open only to a lucky few, the other millions passionately engaged in the beautiful game deserve coaches who help them grow not just as players, but also as people.

As a former professional, I have worked with many different coaches. The best of them changed my life. They taught me a myriad of skills to discover my personal values and to remove stumbling blocks along the road to my goals, on and off the pitch. In other words, the best coaches I had taught me many of the skills that enabled me to move forward in life. These life skills have shaped me into the professional coach I am today. In combination with the high quality of care provided by coaches and others, the featured life skills equip young people with the tools to develop a positive view of competencies that will serve their professional future. The Scoring for the Future toolkit transforms one of the most important and toughest journeys of young people’s lives into a series of fun activities evolving from football-based exercises.

The organisations engaged in this project have all embraced football as a tool for personal and professional development. The football activities they offer are not limited to teaching new skills to improve performance on the pitch. They are more specifically aimed at leveraging young people’s potential and creating new opportunities through their own football-based life skills development programmes. In combination with mentoring and support offered alongside a range of workshops, qualifications and courses, these organisations help young people to build the foundation for their future employability.
INTRODUCTION

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I. THE PROBLEM WE ADDRESS

Unemployment continues to pose a massive challenge to young people across Europe. The latest data available from a 2018 EU report shows that unemployment rates for young people in the EU were 14.9 % for people aged 20–24, 17.1 % for those aged 25–29, and 17.3 % for those aged 30–34. This corresponds to approximately 15 million young people.

When a young person is not able to effectively make the transition from school to work or from one level of education to the next, he or she is characterised as part of the NEET (Not in Employment, Education or Training). The consequences of spending an extended period of time with a NEET status is known to have severe short- and long-term consequences for a person’s career and well-being. As well as struggling to secure a job, NEET young people are often affected by a range of social conditions, such as poverty, social exclusion, crime, insecurity and health problems.

II. HOW WE CAN HELP

In light of these issues, a number of organisations in Europe are searching for innovative solutions to bring NEET young people back into the game. All across Europe, sport and, more specifically, football has proven to be a versatile tool to support young people in increasing their employability.

Since 2015, streetfootballworld has placed the topic of employability at the core of its agenda and worked in cooperation with project partners from across Europe to develop a set of tools, based upon existing best practices and expertise, that can be shared widely and that can be used by other stakeholders in the field. In 2017, streetfootballworld joined forces with eight project partners and launched the Team Up Toolkit, a manual of best practices to increase youth employability through football.

The Team Up Toolkit was designed to support football or sports organisations that wanted to develop employability programmes, employability organisations that wanted to begin delivering football activities as an engagement tool, as well as organisations that were delivering neither football activities nor employability activities, but wanted to launch a football-based employability programme.

While the Team Up toolkit provides a set of recommendations to structure and manage football-based employability programmes, additional curricula still need to be developed to support the implementation of these programmes. Particularly, football for good organisations working in the field have acknowledged the importance of developing more practical tools that practitioners, and more specifically coaches, can use when working with young people.

III. ABOUT SCORING FOR THE FUTURE

The Scoring for the Future project aims to promote youth development in and through football with a special focus on life skill development for employability. To do so most effectively, the project partners set about creating a toolkit designed for football coaches, teachers, non-formal educators, social workers and others who work with young people in different spaces. It consists of a myriad of carefully designed football-based exercises, which were developed to train seventeen specific life skills selected by the participating organisations.

The toolkit is the result of a collaborative effort between nine organisations from eight European countries. Over the course of the 24-month project term, the project partners met five times in Berlin, Bucharest, Brighton, Cologne, and Lyon, where the local participating organisations hosted workshops and site visits. The project’s working group of coaches and practitioners reviewed a series of football-based methodologies and programmes to understand what types of tools were available in the field of football-based life skills development programmes for employability. The five visits were designed to foster environments for the exchange of knowledge, increase capacity and for the co-creation of a final Scoring for the Future toolkit.

To find out more about the project partner organisations, readers can refer to the organisational profiles at the end of the toolkit.

IV. ABOUT THE TOOLKIT

The Scoring for the Future Toolkit consists of “three halves”. The three-halves structure is drawn from the football3 methodology used by some 90 organisations in the streetfootballworld network. The central idea of football3 is to use the beautiful game to educate and empower young people. It incorporates key life lessons and a strong focus on fair play into every match that is set out in “three halves”. In relation to this toolkit, the first half lays out the theoretical framework, including sections on the qualities of an effective Life Skills Football Coach and the application of the seventeen life skills in football, educational, and workplace environments.

The second half of the toolkit contains exercises and methods. As outlined in the framework, the seventeen life skills are divided into three zones on the field: defence, midfield and attack. The exercises are set out accordingly in the toolkit. The latter part of the second half contains a sample of methods, which have been designed specifically to support coaches in a broader integration of life skills development into sessions and programmes.

The third half of the toolkit presents the monitoring, evaluation and learning framework (MEL). The MEL framework is mentioned in the first two halves, however, it is this final chapter that offers a more in-depth understanding of the approach. In this section, users will learn about the different monitoring tools, one which assesses the individual youth’s life skill development and the others which are to be used by the football life skills coaches to assess their players and review football life skills sessions.

HOW TO USE THIS TOOLKIT

There is not one single way to use this toolkit. The way you do so will vary depending on whether you are working within an established programme and curriculum, or whether you are searching for new approaches for designing and implementing football-based programmes. We recommend all readers to begin with the theoretical framework presented in the first half, as it offers users a structured way of designing and visualising the development of life skills through football. Using a football tactic board, it is practical and coach friendly.

The practical, ready-to-use content of the toolkit can be found in the second half. You can skim over these exercises and methods to get an idea of what potential sessions could look like. The third half should be reviewed with more detail as it contains tools which can support users in the implementation of the framework and exercises.
1. FIRST HALF: THEORETICAL FRAMEWORK

1.1. BECOMING A LIFE SKILLS FOOTBALL COACH

1.2. LIFE SKILLS FOR EMPLOYABILITY FOOTBALL PITCH FRAMEWORK

1.3. 17 KEY LIFE SKILLS FOR EMPLOYABILITY
1.1. BECOMING A LIFE SKILLS FOOTBALL COACH

The Scoring for the Future – Life Skills for Employability Football Pitch Framework provides coaches with the tools for incorporating life skills development into their sessions. Armed with the exercises and methods in this toolkit, they can act as Life Skills Football Coaches to support young people on their employability journeys. But what, in fact, is a Life Skills Football Coach?

THE ROLES AND RESPONSIBILITIES OF A LIFE SKILLS FOOTBALL COACH

The Life Skills Football Coach is a combination of other roles and their specific skill sets, attitudes and behaviour. He or she is a guiding figure who addresses the needs of young people in challenging circumstances and supports them on their employability journey.

Roles:

- **Football coach:** Any coach delivering football-based sessions must, of course, understand the game at a high enough level. He or she should be able to show players how to carry out exercises, explain why they are relevant to their football development, how they can improve their performance on the pitch and correct mistakes.

- **Teacher:** In order to design, plan and deliver the sessions, coaches will use their knowledge of methodical and didactical principles. The Scoring for the Future - Life Skills for Employability Framework gives coaches the flexibility to design their training plan with the assumption that they will know which exercises and games are suited to the young people in question and the programme context. With these didactic capabilities, coaches will know how to integrate the different exercises and methods into the sessions to meet the football and life skill objectives. They will also know how to modify sessions when necessary and be aware of the required resources and time.

- **Team builder and mediator:** To ensure that young people benefit from the team aspect and social environment of the football experience, coaches will know how to establish a cooperative relationship with young people that empowers them to define the priorities of their development process. As much as the focus is on the individual young person, coaches should be aware that an important part of the developmental journey takes place within the group setting. A coach should not police the environment, but act as a mediator. He or she should listen attentively to the players, supporting and advising them when necessary.

- **Role model:** Young people are looking for positive examples in adults with professional and personal skills to emulate. As role model figures, it is critical that coaches reflect upon their own use of language, gestures, behaviour, decisions and attributes and be constantly aware of how they are presenting themselves to their players. Role models should lead by example. They will most successfully influence young people’s behaviour if they act in accordance to the life skills taught in sessions.

Responsibilities:

- **Create a setting where young people of all genders, sexualities, ethnicities, skill levels, religions feel safe and where safeguarding is a priority.**

- **Cultivate positive and sustained relationships between young people and adults which include all staff and volunteers.**

- **Enforce rules and consequences for deviant behaviour, which are accepted by everyone in the space.**

- **Carry out programmes of ongoing activities as opposed to one-off events or sessions.** Life skills, just like football skills, require practice and are also developed through trial and error.

It is important for the coach to check in with the young people individually to make sure they feel comfortable in the environment. In addition, Life Skills Football Coaches have the responsibility of bridging the life skills learned on the football field with future work and training environments. The Life Skills Football Coach leads this process either through the facilitation of a reflection stage at the end of a training session or intermittently throughout the session.

To facilitate the reflection stage, i.e. the third half of a life skills training session, this toolkit offers Life Skills Football Coaches sample questions that reflect the learning objectives of a particular exercise. This approach ensures that young people are encouraged to think for themselves about how they have trained the football and life skills throughout the sessions. This will also help participants to reflect on how they could use the different life skills in a future setting, whether it is related to training, education or employment. Additionally, Life Skills Football Coaches can try out different methods to facilitate the reflection stage, such as breaking into smaller groups, incorporating writing/performing or including football journals.

By the end of working on a specific life skill, the participant should be able to explain how the life skill contributes to success on the football field and in the work, school or training environment. In other words, the aim is to help the players prepare for their next steps by becoming more aware of the transferable employability competences they possess and how these competences can be demonstrated in the next educational, training or employment opportunity.

What professional and inter-personal skills are important when working with young people?

Being able to take on the various roles that constitute a Life Skills Football Coach requires a mix of professional skills and knowledge with inter-personal competences. The following is a list of skills and competences which have been identified by the Scoring for the Future working group of coaches and nonformal educators. The list is not meant to be directed at one Life Skills Football Coach but rather at the organisation and or the group of coaches/support staff who are delivering the programme to young people. For example, the football coach who leads trainings on life skills development through football has an interest in and knowledge of football and experience in working with youth from different backgrounds. He or she may work with a social worker or a nonformal educator, who has greater knowledge of employability and...
1.1. BECOMING A LIFE SKILLS FOOTBALL COACH

Experience in engaging unemployed young people. The idea is to create a learning environment where adults combine their different skills, competences and knowledge.

<table>
<thead>
<tr>
<th>Professional Skills / Knowledge</th>
<th>Inter-Personal Competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in and/or knowledge of football/sport</td>
<td>Relatability to young people</td>
</tr>
<tr>
<td>Knowledge of employability</td>
<td>Good communication skills</td>
</tr>
<tr>
<td>Experience in working with young people from different backgrounds</td>
<td>Social sensitivity/empathy</td>
</tr>
<tr>
<td>Experience in engaging unemployed young people</td>
<td>Trustworthy/Credible</td>
</tr>
<tr>
<td>Background of social and youth work</td>
<td>Approachable</td>
</tr>
<tr>
<td>Pedagogical education/background</td>
<td>Enthusiastic/positive</td>
</tr>
<tr>
<td>Action-oriented</td>
<td>Charismatic</td>
</tr>
<tr>
<td>Knowledge of local labour market and job prospects</td>
<td>Passionate about working with young people</td>
</tr>
<tr>
<td>Knowledge of local social services</td>
<td>Motivated to work with young people</td>
</tr>
<tr>
<td>Pedagogical education/background</td>
<td>Adaptable</td>
</tr>
<tr>
<td>Action-oriented</td>
<td>Committed to helping young people achieve their goals</td>
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1.2. LIFE SKILLS FOR EMPLOYABILITY FOOTBALL PITCH FRAMEWORK

The Scoring for the Future - Life Skills for Employability Football Pitch is a framework developed for Life Skills Football Coaches and others working with young people to increase their employability. Adopting the structure of a football pitch, it provides an understanding of how to work on life skills development in a systematic way. The seventeen life skills featured in the framework directly address employability by building up a foundation for young people from which they can then develop job seeking skills, hard skills and entrepreneurial skills.

The framework integrates the life skills for employability development process into the thirds of a football pitch. In each third, the focus is on the development of a particular set of life skills. In the defensive third, where young people would normally begin their journey, the focus is on building a foundation through the development of intrapersonal skills (attitude). In the midfield third, young people will then focus on the development of their interpersonal skills (teamwork) to be able to work effectively with others. Young people then enter the attacking third, where they train a mix of intrapersonal and cognitive skills (leadership) in order to transition to the next phase of employability.

This is the recommended pathway. However, alternative pathways are possible and are described in the following sections. Life Skills Football Coaches are not required to deliver all of these life skills at once – the specific context should determine how to compile the most effective game plan.

Pre-designing phase: life skills self-assessments

Even before starting the process of developing life skills for employability in the defensive third, a baseline for the group of young people should be established. In football, before a successful team heads out on the pitch, they set out a game plan – often with the goal of scoring a goal. Similarly, Life Skills Football Coaches are recommended to conduct a self-assessment exercise to understand where the group of young people are in terms of their life skills.
help of a tactic board. The same is true for the successful life skills development journey of a team. Football life skills coaches and their teams of young people should devise and visualise their game plans.

The main tool for achieving this is the Life Skills Self-assessment (page 171) for each individual team member. This measures a young person’s attitude, teamwork and leadership skills. The results provide the necessary information to plan and design the life skills for employability training programme for an individual young person and an entire team. Please refer to the Monitoring, Evaluation and Learning (MEL) section in the Third Half section of the toolkit (page 168) for further information on how to use the self-assessment tool.

### Designing a game plan: For an entire team

For the Life Skills Football Coach, the game plan is the football-based life skills for employability training programme that they will implement. The group’s game plan evolves from the results of the individual assessments. Equipped with the results of the team’s life skills self-assessments, the Life Skills Football Coach will first decide if they would like to design a programme including a full team of eleven life skills, or a smaller team with fewer life skills. This decision not only depends on the results of the self-assessment but will also depend on factors such as the objectives of the programme, available resources and the number of sessions the group will have.

Once the coach decides on the number of life skills to focus on, the formation is selected by considering how the life skills should be divided into the thirds on the pitch. If the coach determines that the team should spend more time on their interpersonal skills (teamwork), a formation such as 3-5-2 could be selected. If, however, the young people need to work on their leadership skills, a formation such as 4-3-3 would be more suitable.

When the formation has been determined, the Life Skills Football Coach will select the life skills specific to each third. The coach should focus on selecting the most important life skills to allow the young people to progress towards employment or education leading to employment. Remember that each of the life skills has a collection of football-based exercises, which can be found in the second half of the toolkit (page 42).

As soon as the formation and life skills have been selected, the Life Skills Football Coach can use the tactic board to visualise the game plan and show the young people how they will progress from one third to the next towards the final goal. If no tactic board is available, the game plan can also be drawn on a large paper sheet or even on the soil of a football field. After taking a photograph or making a copy of the game plan, the coach can share it with the players.

There will always be extra life skills, which are not included in the starting formation. These life skills can be “placed on the bench” and, just as a substitute player in a real game of football, can be called upon to replace another player in a game.

### Designing a game plan: For an individual young person

The Scoring for the Future - Life Skills for Employability Football Pitch also includes the option for an individual young person to devise their personalised game plan. The initial self-assessment tool gives a young person insight into their strengths as well as areas where improvements can be made. Working with the coach, a young person can use the football pitch tactic board to visualise their personalised game plan.

Similar to the team option, the young person should decide on the number of life skills and the formation. After selecting the formation and the respective life skills which fit into each third, the participant will have the life skills which they would like to develop on their journey towards employment, education or training. Carrying out the personalised section plan will be the responsibility of the individual young person and of an organisation provides one-to-one mentoring, the action plan can also be implemented in cooperation with a coach. However, since many of the life skills they would like to develop could be part of the team’s game plan, there is potential for developing many during the football for employability programme.

Some of the life skills will not covered in the trainings, which means that the participant will have to find other opportunities – either workshops or trainings – where these skills can be learned and strengthened. The Life Skills Football Coach can support participants in realising their individual game plan and can also refer them to other supporting adults.

### Progression using the tactic board

The team of young people are aiming to play through the thirds of the football pitch towards their team and individual goals. Using the tactic board or another medium that shows a football field, the Life Skills Football Coach can demonstrate how progress can be made from one third to the next. As in a game of football, it will also be key to show that progression can also go backwards before moving forward, which means that life skills will be revisited or retrained when required. With the tactic board, Life Skills Football Coaches can show the team at regular intervals what stage of the journey they have reached and how close they are to the employability goal.

It should be emphasised that, like football skills, life skills take time and repetition to develop. Life Skills Football Coaches decide how long to train each life skill by observing how the team is developing as well as by using the life skills self-assessment tools. As each life skill has at least two exercises, Life Skills Football Coaches can decide how to use and integrate them into their football programmes. Each exercise has specific learning objectives related to the life skill, so they will have to be reviewed and strategically integrated into the football programme. For example, there is the option of implementing two exercises in one session and repeating that session multiple times, or implementing them in different sessions, making sure to differentiate between the different learning objectives.

### Expected outcomes of the Scoring for the Future - Life Skills for Employability Football Pitch

It is essential for the Life Skills Football Coach to recognise that there are many sequences and pathways leading to the employability goal. The tactic board should be used as a tool to reach the employability outcomes that have been determined by the Life Skills Football Coach and the organisation carrying out the employability programme. For example, if the programme is combined with hard skills training and job seeking workshops, different outcomes can be expected than if it is implemented solely as a football programme. No matter how the tactic board is used, it is key to note that the Scoring for the Future working group designed the framework to lead to an outcome of a positive development in key life skills that lead to improved employability. The topic of outcomes will be discussed further in the Monitoring, Evaluation and Learning (MEL) section of the toolkit in the third half (page 168).
1.3. 17 KEY LIFE SKILLS FOR EMPLOYABILITY

Life skills are the skills young people need to make the most out of their lives and positively shape the world they are living in. In this context, life skills are those abilities that help to promote social and economic well-being, positive health and productive development.

The relevance of specific life skills and the importance of achieving them depends on the personal situation of young people, their educational and professional needs, challenges and dreams.

Life skill development is a key driver of young people’s employability. In today’s working world, almost every employer recruits new staff based upon their portfolio of life skills. Such skills include the ability to handle unforeseen challenges, work in teams and manage diverse situations. To meet the demands of the modern day workplace, an advanced level of life skill proficiency is crucial, while the lack of life skills presents a significant barrier to employment.

The Life Skills for Employability Football Pitch Framework in this toolkit outlines seventeen life skills that have been deemed most relevant to preparing young people for employment. Upon this basis, the young person can then proceed to develop their job seeking skills, hard skills and entrepreneurial skills.

On the following pages, the seventeen life skills are described and their implementation in football for employability programmes is explained.

DEFENCE AREA

GOAL-SETTING

Goal-setting is a learned skill—not something we just inherently know how to do. It is an essential life skill because setting goals is the prerequisite for accomplishing goals. When concerned with the process and not just the outcome, setting goals is a critical point for deciding what action will be taken to reach or accomplish a particular goal. When working with young people, setting goals might be a daunting task and not recognised for its importance in the entire process. This is because it requires breaking down a larger goal into smaller actionable points and, ultimately, requires a structure and a defined plan. In fact, setting a goal without planning and intention can actually achieve negative outcomes and effect the mind sets of participants. For example, if a young person aims to achieve a goal and goes about it by thinking it should be their goal. Goal-setting can also be explained as a tool for young people to use to reach their goals. Setting goals is often defined as the process of establishing a personal direction, setting the desired endpoint and determining how to get there.

Effective goal-setting can lead to more effective goal achievement, better performance and motivation. When we can effectively set our goals and achieve them, we experience a sense of accomplishment, greater self-esteem in our abilities and, as a result, a greater momentum for the next goal. All of this contributes to an improved sense of well-being.

The football environment can be an ideal place to learn about and practise goal-setting. Playing a sport requires learning and constantly improving skills and abilities. If young people are taught to see these processes as tied to specific goals, then they are able to actively experience and be the ones to lead goal-setting and goal attainment. When explaining the process of goal-setting, coaches can focus on SMART goal-setting as a specific approach which can also be used in the work environment. Coaches have identified goal-setting as an essential learned skill in football because it can lead to:

- Concrete training plans for personal development which provide young people with a map of how the physical fitness and technical skills can be achieved.
- A set of specific and bite-sized tasks which can be focused on during the journey to achieve the outcome.
- A tool for adjusting and revisiting goals when there is a roadblock or setback.
- Greater ownership by the player of their own development.
- An entire team able to set and map out their collective goals.

Employers expect young people to have developed this skill before entering the work force and will often ask them about their professional goals and how they plan to achieve them. Similar to the football environment, effective-goal-setting in the workplace can help a young employee structure what they have to do to accomplish job specific goals as well as career specific goals. Specifically for employability, goal-setting is important because:

- It helps to structure work with task-specific action.
- It helps when setting priorities.
- It helps to maintain motivation and focus on a task.
- It helps people to make more effective decisions.

Goal-setting is a skill applicable to all areas of a person’s life. In fact, the entire framework illustrates goal-setting in action, as it takes a larger goal or outcome - such as, increasing employability life skills - and breaks it down into smaller action-oriented steps. The framework is an example of this, as each smaller step requires planning, monitoring and reflection. It is important to recognise that young people have goals, but they might not have the tools, skills or resources to accomplish them. Using the football trainings to practise how they can set, plan and act on their football goals can offer experiences which transfer to their employability journeys.

ADAPTABILITY

Adaptability is defined as a means of understanding a person’s capacity to deal with new, changing, and/or challenging situations (Martin, 2010). Adaptability refers to a young person’s ability to respond to change, challenge or novelty. As opposed to “resilience” or “coping”, adaptability is about more than just “getting by” or “getting through” and enables a person to take the situation into their own hands. These efforts take place in three core domains of functioning: cognition, affect and behaviour (Martin, 2010). Young people who are adaptable are thus capable of effectively adjusting their thought, emotions and behaviour to set them on a path towards targets like learning and achievement (Martin, 2010).

Adaptability is a key competence in all spheres in life. Being adaptable means being able to use the knowledge gained through past experiences in current actions, being able to adjust to unfamiliar conditions. Football coaches look for players who are adaptable and who can play creatively and effectively no matter where they are placed on the field. Many coaches and trainers seek to train their players’ adaptability by asking them to play in different positions or by simulating different challenges in a training session.

Specifically, coaches have identified that it is important for players to be adaptable because it can enable them to:

- perform to a high standard of play no matter their position on the field.
- avoid resisting change or challenges, instead seeing these as times of growth and learning.
- acquire many different tools to deal with situations, making them more creative and versatile in changing situations.
- effectively take on leadership roles, supporting their teammates in the new situations and environments.
1.3. 17 KEY LIFE SKILLS FOR EMPLOYABILITY

In the workplace, where change takes place on many fronts, employers look for employees who can effectively adapt and perform well in these environments. Employers value and the change in the industry or field as a new opportunity for growth or skill development, become invaluable to the employer. Employees who are adaptable are not resistant to new trainings and new ways of doing things in the workplace. Specifically, when young people are able to develop their adaptability skills, they are also capable of:

- incorporating knowledge and competences gained in former tasks into current ones.
- remaining flexible to changed circumstances which can entail constraints or new conditions.
- dealing with pressures and stresses of new situations.
- reacting creatively to generate new ideas to solve problems and fulfil tasks.
- working together to develop and implement innovative approaches and actions.

As a social skill, adaptability on the football pitch and in the workplace means being able to find ways to work effectively on teams with people of different backgrounds and personality types. On the football pitch, players can work with all types of playing styles and in the work environment, all types of social and professional styles.

**SELF-CONFIDENCE**

Self-confidence is defined in different ways. One common definition is that an individual believes in themselves, whereas others extend to an individual’s trust in their own abilities, capacities and judgments to successfully be able to face day-to-day challenges and demands. The term is often understood to express an individual’s level of motivation: with higher levels of self-confidence a person is more likely to be committed and persevere towards achieving a goal. With more motivation to try out different experiences and to rise to new challenges, a person can gain more self-confidence in different areas contributing to a greater overall level of self-confidence. Self-confidence is often associated with self-esteem. However, as much as they are interrelated it is important to note their distinct definitions and recognise that they do not necessarily go hand in hand. Self-esteem refers to an individual’s perception or subjective appraisal of their own worth, feelings of self-respect and self-confidence and to the extent to which the individual holds positive or negative views about themselves.

In sport, players who are self-confident know what skills they have and how to use them. Additionally, they are more likely to have the courage to test out new skills, and challenge themselves and others to become better players and teammates. Self-confident players can also trust their skills and abilities within the team, whether when organising and coordinating the team, leading a warm-up drill or speaking up when issues arise.

Specifically, coaches have identified that self-confidence is important for football because:

- it allows players to move past being afraid of making mistakes in trainings and games.
- it gives players more motivation to persevere despite adversity.
- it gives players motivation to constantly improve their skills.
- it can give a player a certain level of dignity and self-respect.
- it can be a key factor enabling a player to perform at their best.

This is closely linked to a young person’s prospects of employment and relates in the following ways:

- It gives young people the courage to take initiative to apply for employment and study opportunities.
- It leads to more confident language, tone of voice and body language.
- It leads to positive self-presentation about skills, qualities and potential.
- It helps young people to deal with job rejections and adversities in the work environment.
- It can be an asset in the work environment, influencing productivity at the individual and team level.

Having trust in your own abilities, qualities and judgements to be able to succeed is critical to both the playing field and the work and classroom environment. When young people strengthen their level of self-confidence, not only do they become more self-aware about their strengths and weaknesses but also more equipped to try new experiences and seek out new opportunities.

**SELF-MOTIVATION**

Self-motivation is often replaced by concepts like “willpower”, “drive” or “determination”. How we motivate ourselves to act, achieve goals and continue despite adversity are questions of great interest in all fields. Self-motivation is often categorised as a self-management skill. Being considered a part of self-management, it also relates to self-esteem, self-awareness and self-evaluation. Motivation is defined as the reasons that underlie behaviour characterised by willingness and volition. Motivation is often broken down into intrinsic motivation, animated by personal interest or pleasures, whereas extrinsic motivation is driven by external rewards, such as money, fame, grades or praise. As young people are performing in both the football and workplace environments, it is interesting to discover what motivates them to perform.

In the school environment, intrinsic motivation has generally been regarded as being more desirable and as resulting in better learning outcomes than extrinsic motivation. This is considered to be the case because intrinsic motivation comes from within and does not rely on the different types of external reinforcers. Motivation is understood as a constellation of beliefs, perceptions, values, interests and actions that are all closely related. In the sports environment, self-motivation is often connected to a player’s will to try something new or something which they have previously not succeeded in doing. When a young person demonstrates a strong self-motivation, they are seen as having a reason or drive to undertake, continue and complete a task, even in the face of challenges. The ‘self’ component of self-motivation is tied to personal initiative. This means that it is the individual who acts and takes charge. When young people show initiative, it can also be inferred that they have a sense of control over their performance.

In the football context, self-motivation is an important concept to consider because:

- each player will have their own motivating factors underlying their behaviour. When coaches and teammates can understand what motivates others, it can lead to a more effective team environment.
- when players do have a high level of motivation, they will be able to not only set their individual and team goals but act on them with perseverance.
- if players are consistently motivated, they are willing to make sacrifices in order to meet their personal performance goals.
- highly motivated players will be able to inspire and help not only themselves but also the entire team.
- players with a high level of self-motivation will be able to acquire resources and the knowledge to achieve their goals.

Research has shown that intrinsic motivation in the sports environment provides the most lasting effect on participation and achievement because players have control over their own intrinsic rewards. In the work environment, a high level of self-motivation is important for employability because it not only indicates to an employer that an individual is driven to succeed in their role but also that this person is someone who is able to:

- maintain a positive and optimistic attitude even in the face of challenges.
- figure scenarios out on their own and if unable to do so, have the courage to ask questions to find a solution.
- take pride in their work.
- bring value to the company, organisation or overall team.
1.3. 17 KEY LIFE SKILLS FOR EMPLOYABILITY

Being able to learn and continue to learn is one of the most sought-after skills in the workplace. Without the self-motivation to learn, young people will avoid putting themselves in different learning situations. Self-motivation is connected with goal-setting as an integral skill to initiate it. If a young person sets goals and makes an action plan but has low self-motivation, it will be difficult for them to take the steps necessary for achievement or to deal with setbacks during the process. When young people take initiative, they are taking ownership of their self-development, which can support them in staying self-motivated throughout their employment journeys.

WILLINGNESS TO LEARN

Willingness to learn on and around the football pitch requires willingness and capacity to listen, observe, practise and reflect. Making improvements on certain aspects of the game demands attention to detail and an openness to new ideas and coaching assessments. The game of football is filled with learning experiences, so young people must have the ability and willingness to listen and learn from others or seek out knowledge, is another. Learning about a new topic and trying to pick up a new skill can be intimidating. Willingness to learn is therefore tied to open-mindedness, or the quality of being willing to consider ideas and opinions that are new or different from your own.

As an employability skill, employers consider a willingness to learn important for the following reasons:

- It is a trait that ties closely to a person's ability to adapt to change and to taking on new work responsibilities.
- It demonstrates how someone plans and takes their professional growth seriously.
- It can be the driver behind gaining expertise in a certain field.
- It can signify that a person is coachable and teachable.

The world is changing at a rapid pace and the workplace and sports environments are no exceptions. To succeed in these dynamic times, young people must have the ability and willingness to continue to learn in all types of situations and environments. When companies and organisations adapt to the changes, employees of all levels must adapt with them. When teams change their style and have to adjust how they are playing, players not only have to be adaptable, but willing and able to learn the new skills, techniques and strategies required for success.

- be honest about what they can or cannot do.
- maintain a strong mind set which can be a positive influence on their teammates.
- step out of their comfort zones to challenge themselves in new areas of the game.
- see the football journey as a long-term process where an individual's personal development moves in different directions.

Demonstrating willingness and capacity to learn in the workplace environment is key because it not only indicates an interest in acquiring new knowledge and skills, but an honest approach to your own strengths and limitations. Recognising that you have gaps in knowledge is one thing, but showing that there is a true desire to fill this gap and learn from others or seek out knowledge, is another. Learning about a new topic and trying to pick up a new skill can be intimidating. Willingness to learn is therefore tied to open-mindedness, or the quality of being willing to consider ideas and opinions that are new or different from your own.

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MIDFIELD AREA

COMMUNICATION

Our entire lives, we have been practising and perfecting our communication skills. A significant factor to developing effective communication skills is feedback from others. To be a good communicator means not only being able to clearly convey your ideas and opinions to your audience, but also knowing how to listen to others, understand their main points and be able to discuss and negotiate on different topics.

Communication skills are essential in all spheres of life, from the football field to relationships to the work environment. In football, verbal and nonverbal communication skills are essential, as it is a team sport where many individuals must work together towards common goals. During trainings, young people can continuously hone their communication skills as they train their ability to listen to instructions and to their teammates, and observe their environment. Asking questions when you don't understand the task at hand or giving instructions to another teammate are also examples of ways to train the skill. Becoming a better communicator on the football pitch can enhance performance and supports players in being able to:

- share their football knowledge and skills with others.
- provide positive encouragement and motivation to teammates during trainings and games.
- support others in key decision-making moments on the field.
- take charge of their learning process by asking questions and seeking what is needed.

In order to work effectively on any team, communication skills are vital to success. In the workplace, not only verbal and nonverbal communication, such as eye contact, body language, listening skills are key. It is also important to be able to share knowledge and ideas in writing and to actively engage and listen to others, understand the content and respond accordingly. Listening is more than simply hearing. Active listening entails a process of understanding the messages of the speaker. Non-verbal signs of listening are connected to nonverbal forms of communication, i.e. gestures, facial expressions, tone of voice, eye contact, body language and other ways people can communicate without using speech. Strong communication skills increase a person’s employability because they demonstrate to potential employers that you are able to:

- discuss challenges and problems with the team and actively listen to other people's viewpoints.
- work effectively in processes which require a transfer of knowledge and information in a clear and structured manner.
- handle personal feedback by asking questions to gain full understanding; delivering constructive feedback to others.
- present on specific topics and areas of knowledge in a logical and clear way to a wider audience.

Proficient communication skills are linked to many of the other skills and competences needed in social environments. In order to work on a team, its members must be able to communicate effectively with one another. To be able to act on your willingness to learn, it is critical to know how to listen, ask questions and ensure that you have understood correctly. This also enables a person to lead others effectively, as it facilitates decision-making, problem solving and conflict resolution.

CONCENTRATION

Concentration and focus allow us to complete tasks at hand swifter and more effectively. Focus refers to attention and involves being alert and orientated towards something. In order to maintain concentration and not get distracted requires a great amount of self-discipline, particularly in environments with a lot of stimuli. Different tasks require different levels of concentration. When they are very challenging, higher levels of self-discipline are required to carry them out effectively.

When we are not able to hold our concentration...
due to an interruption or distraction, we can lose our attention on the activity we are trying to accomplish in sports, in work and in other spheres of life. To concentrate, even when there are distractions and interruptions, requires practice, learning strategies and training effectively in different types of environments. Coaches emphasise the importance of concentration skills in football because it is linked to how a player is capable of:

- making fewer mistakes due to a lack of focus.
- being committed to making and acting on decisions made on the field.
- dealing with different distractions on the field in order to meet larger objectives.
- reacting effectively to different game-like and training situations.
- refocusing on the task and reorienting themselves to the present situation.

The work or school environment is also filled with many distractions and stimuli to interrupt our concentration on a specific task. When this is the case, our ability to accomplish tasks effectively, contribute to a team or learn skills to succeed, can suffer. Being able to concentrate is an important skill for young people seeking employment because:

- it can support them in their learning processes when entering the work environment.
- it can allow them to prioritise and complete different tasks according to relevance.
- it helps them to be alert to new information and able to adapt when necessary.
- it assures their colleagues that they are reliable and able to complete their tasks for larger-scale projects.
- it can allow them to make informed decisions based on accurate information.

Accomplishing predefined tasks and goals in an effective way can result in a feeling of pride. Young people should have these moments of accomplishment, however small, along their journeys to employability, because this can increase self-confidence, as well as feed into the motivation required to make progress. Concentration is necessary for achieving these small tasks and goals and can continuously be trained in different environments, such as in football training where it has a strong connection to better performance.

RELIABILITY

Put simply, being reliable means that if you say you will do something, you will do it. Following through with the little things makes people have greater trust in you when you commit to getting something done. In order to be reliable, you must stay committed and focused on the task, be able to prioritise and also sacrifice when the process gets challenging. Being reliable also means that you are able to take responsibility and ownership for what you say and do. Once people are able to demonstrate how reliable they are, the level of trust in them will often increase; and vice versa, when someone is not able to honour a commitment.

In football, reliable teammates are those who follow through on personal and team goals that they have committed to. In order to be reliable to others, you must understand what you are capable of doing and how to manage the task or responsibility. Being reliable on a team is not just about doing something you have said you will do, but doing it to the best of your abilities. Being reliable also entails teammates being honest about what they can or cannot do. Coaches have identified reliability as a key skill for football because it not only improves the team culture, but it can also be attributed to better performance. Specifically, players who are more reliable demonstrate the following behaviour or attitudes:

- They are on time for practice and games, making sure to be prepared with the necessary resources to perform.
- They are disciplined in their actions, taking each task seriously.
- They show their hard-working mentality to others, rather than just talking about it.
- They remain focused on their tasks, encouraging others to do the same.
- They give clear instructions to their teammates.

Just as a reliable teammate is one who shows up on time and is prepared, a reliable employee should do the same in all situations. The reliability of an individual worker has a tremendous impact on the performance of the individual employee as well as the rest of their colleagues. Meeting deadlines, reaching performance standards allows others to also work in a planned way, leading to a more productive work environment. When it becomes clear that a deadline cannot be met, it is critical to acknowledge this, learn from the situation and be honest with yourself next time. Reliable employees are invaluable to all work environments because it indicates that they are also more likely to:

- be consistent with their behaviour and act, not work in a distracted or disorganised manner.
- have a strong track record on previous projects or tasks.
- be ready to support others and follow through with commitments to others.
- form strong relationships with others in the work environment.
- be respected by co-workers, clients and employers.

There are many advantages of being a reliable teammate and colleague. Reliability is a skill that can be improved by managing commitments, communicating proactively, being truthful, respecting the time of others and your own and sticking to your values.

SELF-CONTROL

Self-control commonly refers to someone’s ability to delay gratification, control impulses, direct and focus attention, manage emotions and regulate behaviour. Considerable evidence has documented the beneficial effects of self-control on a wide range of behaviour types. Specifically, when focusing on impulses and immediate desires and habitual responses, self-control entails the mental capacity of an individual to alter or change an impulse; i.e. not only dealing with the impulse, but managing it. Self-control is the ability of an individual to focus on long-term goals, while inhibiting immediate desires and replacing them with behaviour that aligns with their goals. Self-control is connected closely with self-discipline, self-regulation and willpower.

In a sports environment, self-control is considered as an important skill for different forms of behaviour related to sports and exercise. For example, it has been found that for optimal performance, athletes must control their cognitive, emotional, and motor processes, as well as their behavioural tendencies (Englert & Bertrams, 2012; Wagstaff, 2014). Athletes need to regulate their anxiety levels in high-pressure situations or force themselves to comply with work-out plans over an extended period of time (e.g., Martin Ginis & Bray, 2011). Research points to the following benefits tied to high self-control in the sports environment. In the football context, in particular, players who can practise self-control will also have the capacity to:

- be deliberate in their practice and training over time.
- focus on long-term goals and resist short-term gains.
- maintain high levels of concentration in challenging trainings and games.
- develop and sustain strong interpersonal relationships with their teammates, coaches and opponents.
- control negative emotions and behaviour that can have serious implications on their individual and team performances.

Achieving optimal levels of athletic performance requires high self-control, regulation and willpower. The same can be argued for achieving optimal performance in the workplace environment. In fact, according to Workforce Connections (2015), self-control is regarded by employers as one of the most critical skills leading to success in the workplace. In the workplace environment, employees that are able to better control their thoughts, regulate their emotions and inhibit their impulses, are able to work more effectively within teams, focus on their specific tasks, control their first reactions and emotions and follow the rules and norms. For young people seeking employment, practitioners and
strengthening self-control is important because it can indicate that they are:

- less likely to have incidents and accidents in the workplace.
- able to take control of the training and learning processes.
- able to deal with stressful environments.
- able to make more informed and effective decisions with controlled emotions.

When young people train their goal-setting skills and are ready to take action, self-control enables them to regulate their behaviour in order to meet the goal. The benefits of being able to do this will be felt by the young people themselves, as it increases their self-confidence. It will also be acknowledged by their teammates and colleagues. The benefits of having a strong sense of self-confidence will spill over into all areas of a young person’s life.

**SOCIAL SENSITIVITY**

Social sensitivity is the ability to perceive and understand the feelings and viewpoints of others. It is a critical skill for individuals to have as they navigate social interactions and contexts. It gives them the ability to understand cues from conversations and observations. Social sensitivity demonstrates that you are aware of other people in social and work situations. It is often tied to empathy because it involves the experience of understanding another person’s thoughts, feelings and conditions from their point of view, rather than from only your own. When studying social sensitivity, some researchers view social sensitivity as an element of emotional intelligence, finding that socially intelligent people have the ability to admit mistakes, to accept others for who they are, to enhance other people’s moods, to solve social problems, to be flexible thinkers and to have an interest in the world around them. Socially intelligent individuals are thus able to perceive nonverbal and verbal expressions to lead to smoother interpersonal cooperation.

When working with teammates and coaches from different backgrounds, it is important for players to be socially sensitive. Sports, including football, provide different backgrounds, it is important for players to be flexible thinkers and to have an interest in the world around them. Socially intelligent individuals are thus able to perceive nonverbal and verbal expressions to lead to smoother interpersonal cooperation.

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For the overall effectiveness of the team, higher levels of social sensitivity amongst the players will contribute to a respectful playing environment and greater likelihood of performing well when completing a variety of specific, short-team, collaborative tasks.

At a higher work level, in situations where you are doing business with someone from another country, social sensitivity is even more important. As more firms and companies stress diversity amongst their workplace environment, where employees are often working on different teams to successfully complete projects. Teamwork is a social competence that is tied to many other interpersonal competences, such as communication, collaboration, respect, fair play, among others.

On an individual level, having strong teamwork skills and being a good teammate go hand in hand. As teams are made up of individual team members, the strength of the collective team corresponds to the behaviour and skills of each member. This is why it is important that individual team members not only contribute their own unique skills and knowledge, but also their teamwork skills and style. A team can consist of a group of very talented athletes, but success will only follow if they all foster teamwork. A good teammate with strong teamwork skills will be an asset to any team because they will be capable of:

- positively mediate teamwork tasks and member satisfaction.
- effectively navigate team conflicts by being aware of the various interests at play.
- communicate respectfully with teammates, opponents and coaches.
- effectively lead the entire team by understanding others in social interaction.
- treat teammates from different social and cultural groups with respect and sensitivity.

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- listening to other members of the team, encouraging others when needed.
- considering their teammates’ ideas and concerns when making decisions on and off the field.
- working for the success of the team, not just their own successes.
- taking on responsibility and being able to self-manage these responsibilities for common goals.
- trusting their teammates and being trustworthy.

Overall, higher social sensitivity levels are very beneficial to teams in the sports, as well as the workplace environment. It is a skill that can constantly be trained when joining a new team, whether the purpose is to finish a project or score a goal. To train the skill, it is important to be open to situations when you are on a new team, so that you can learn from others.

Teamwork is an essential part of workplace success. Increasingly, the complexity of today’s problems cannot be solved by an individual and require the resources of a team. On effective work teams, there is a high level of interdependence, where each individual’s tasks contribute to the success of the other team members’ tasks. Employers look for people who not only know how to work well with others, but who also understand that each team member has their own style and skillset. Effective team members are able to use soft skills to navigate interpersonal relationships and negotiate social interaction. Effective teams are built upon strong relationships which can be strengthened through collaborative projects, open channels of communication, clear roles and responsibilities, a high level of respect for different perspectives and a transparent mode of decision-making.

There are many reasons why teamwork skills are often one of the most desired skills in the job market. Good teammates in the work environment are more employable because they are capable of:

- working with others to solve team conflicts and problems.
- respecting their teammates for their styles and contributions.
- communicating with collaborative language that creates new opportunities.
- ensuring that teammates focus on the important issues and tasks at hand.
- being open to critique and feedback.
When all team members are able to bring their strengths, voice and potential to the group and use them to work towards collective goals, the team will have greater chances of achieving success. As teamwork skills are about building relationships, they should continue to be refined and developed through different projects, challenges and experiences. Young people should be encouraged to join different types of teams, take on different positions within the teams and to learn from each collaborative task to find out what they can bring to the group and how they can most effectively support others.

ATTACK AREA

CONFLICT RESOLUTION

Conflict is a common, inevitable part of life and manifests itself in all domains of life. Interpersonal conflict can arise and hinder progress in almost any sphere from organisations, teams to personal relationships. In order to be able to manage and resolve conflicts effectively, it is important to possess conflict resolution skills. Young people can learn different types of approaches and tools to resolving conflicts. Those with good conflict resolution skills can help their organisations and teams work more effectively. The development of social skills such as conflict resolution skills is important for socially vulnerable youth because those skills may help them to decrease social disconnectedness, which is one of the major indicators for social vulnerability (Haudenhuyse et al., 2014). Being able to resolve conflicts effectively brings many benefits, such as accomplishing goals and strengthening relationships. If not handled or managed correctly, it can result in the opposite: relationships break down and lower cohesion and performance.

Learning conflict resolution requires an individual to adapt their attitudes, mind set and approach to conflicts. It is a process that can improve with small steps and skills training. The first step in the process is understanding how to manage ourselves, and this entails understanding our emotions, expectations and behaviours. In sport, in order to be a strong teammate, you must possess conflict resolution skills, because it is inevitable that conflict will arise and that you will have to work with others with whom you might normally not get along. Research on the effects of conflicts on sports teams found that sources of conflicts are negatively associated with team cohesion and performance.

If, however, conflicts are handled with strong conflict resolution skills, they can be opportunities for the change and growth of a team. When young people possess these skills, they can be an asset for their team. As conflict resolution skills are closely linked with good communication skills, many of the benefits of the two skills are similar. Young people who possess these skills are able to:

- use effective and non-threatening verbal and nonverbal communication skills in trainings and games;
- actively listen to all perspectives to manage and defuse conflicts within a team;
- support the team in developing stronger team cohesion and team dynamics;
- assemble and implement a conflict management plan on the team so it is understood as a process including everyone;
- take responsibility for maintaining and strengthening the team bond.

When more individuals on a team improve their conflict resolution skills, the team is able to build a stronger foundation for success. The team will not shy away from conflicts, but work through them while also focusing on their common goal. In the workplace, being able to see, manage and solve a conflict can have a significant impact on a person’s career and professional journey. In working environments where there are various interests and positions at play, conflict is inevitable. Being able to resolve conflicts will depend on a person’s ability to manage stressful situations, interpret verbal and nonverbal communication, control emotions and behaviour and be aware of and respectful of differences. When you are able to employ effective problem solving skills in the workplace with colleagues, superior and clients, you will be able to contribute to a healthy work environment by:

- avoiding disrespectful words and actions;
- finding common areas of agreement;
- demonstrating strong leadership, problem solving and decision-making skills;
- monitoring the follow-up plan and emphasising implementation;
- promoting a collaborative work environment.

Conflict can be productive when managed and understood by all stakeholders. When conflicts are not properly addressed, they can be very destructive. It is important that young people understand that managing conflict is a skill that can be enhanced through deliberation and practice, and that it can improve relationships, communication and performance, and build trust in various domains.

DECISION-MAKING

In its simplified definition, decision-making is understood as the process of making choices amongst competing courses of action (Raffa, 1968; von Winterfeldt & Edwards, 1986). It is a skill which requires many steps in a process consisting of a decision or choice and the resulting consequences. Decision-making is one of the central activities of management and is a critical part of any process of implementation (Reason, 1990). Decision-making is a fundamental element of any sport, especially open, fast, dynamic team sports such as football. In football, players are often given decision-making designs and strategies. The football environment provides a unique interaction of important elements that influence the way decisions are made by the players individually and within a team. In order to make a decision, a player must first be able to evaluate the situation, assess which options there are to choose from, weigh up the pros and cons of each option and, through rational and logical assessment, select an appropriate course of action. The process does not necessarily end with the action, as it requires an assessment of the consequences of the action through a reflection stage. Additionally, decision-making in the sports environment is unique because players naturally encounter decisions related to tasks they are often familiar with, while the situation on the sports field is always changing.

Coaches have identified making accurate decisions as being a key skill to be trained especially as the sports environment becomes highly complex, due to a mix of cues and interactions. Training the decision-making process is beneficial to players because it enables them to:

- learn from mistakes to refine their ability to make good decisions;
- take responsibility for their actions and consequences, and justify them;
- manage situations of intense pressure, limited time and space in games;
- make their movements in the right direction, at the right time;
- realise they can make a decision even in off-the-ball situations.

Even if players are not aiming to reach the elite level of their sport where optimal decision-making is required, the skill is still relevant at all levels and will lead to better performance. Effective decision-makers must be able to identify the best solution in the workplace environment and, similarly to the sports environment, often in uncertain conditions and with time restraints. These conditions can lead to situations where the decision-maker is required to assess the potential outcome of each option, whether they are willing and able to deal with the consequences, and whether these maximise individual or team goals. When applied to a young person’s employability, effective decision-making takes place when young people are able to:

- analyse information, synthesise it and apply it in a value-oriented way;
- be oriented towards the future and know their long-term goals;
- understand how their decisions not only affect their own lives but also have an impact on other people;
- gain and use feedback to make a proper decision at the right time in the workplace.
Overall, improving decision-making is a process of trial and error. On the football field or in the workplace environment, it requires real-life situations with real life consequences. When young people are able to gain more self-confidence in their decision-making skills, they will be better equipped to shape their own futures.

**PROBLEM SOLVING**

Problem solving is a very important everyday life skill that is necessary in both professional and personal life. The skill is defined as a process: identifying the problem, generating alternatives or potential solutions, evaluating and selecting a solution and implementing the selected one. Since effective problem solving is seen as being critical for success, there are many different approaches, tactics and tools that can be used in the process.

Coaches across sports value problem solving skills in their players and teams. Being able to solve problems on the pitch is key. Not only does it allow you to play the next pass or make the next decision, it can also lead to greater levels of confidence when you are able to address and deal with problems on your own. This also entails dealing with the selected solutions and the resulting consequences. Problem solving and decision-making are closely related as, once a problem is identified, the different solutions are analysed and decision-making comes into play. Sports provide for countless problems to solve, with decisions or solutions generally falling into two categories: systematic and spontaneous. Spontaneous decision-making comes from situations where problems are related to adjusting to in-game challenges or trainings. There is not as much time to address these problems, their solutions and implementation. The systematic decisions and solutions are ones which result from problems that require more time and deeper thought. When figuring out these problems, young people practise brainstorming multiple solutions, weighing up options, seeking mentoring and guidance and committing to a final decision.

**RESILIENCE**

Resilience has become an increasingly researched form of behaviour and skill examined across a range of contexts, including work environments, education, sports and communities. The term resilience in its most basic form refers to the ability of a substance to regain its shape following deformation (Geller et al., 2003). Resilience in relation to humans refers to either a trait or a process. Despite different conceptions of the term, it is generally agreed that for resilience to be demonstrated, both adversity and positive adaptation must be evident (Fletcher & Sarkar, 2013). As mentioned above, resilience can also apply to more complex work environments. In such cases, it is defined as a complex multi-dimensional and dynamic ability embedded in an individual or complex system that emerges in times of shock, stress and trauma.

At the individual level, research has found that resilience can be learned. It involves developing thoughts, behaviour, and actions that allow you to recover from stressful or traumatic events in life. In the sports domain, promoting resilience in young people is often tied to the development of positive coping mechanisms through the context of person-environment interactions. It is conceived of as a process whereby individuals strengthen their capacity for resilience over time. In the sports domain, the development of a young person’s resilience is supported by safe and trusting relationships with peers and adults. However, the sports environment can also create stress in athletes, especially when there are high stakes at play. In such environments, resilience refers to the young athlete’s ability to overcome failure and ‘bounce back’. The degree to which you are able to do so relates to your personality type, level and type of motivation, self-confidence and cognitive reactions. Important to note in most discussions on resilience is the presence of stress or stressors, which surface due to major changes, challenges, setbacks, adversities, disappointments and failures. Specifically, coaches have focused on the development of resilience in players as well as in teams because adversity in sports is inevitable and must be managed in a balanced way. When young people are able to develop resilience in the sports domain, they are more capable of:

- staying committed to their personal or collective goals
- recognising the limits of their control
- forming close, secure attachments to others
- bouncing back from adversity quickly and efficiently

There will undoubtedly be barriers and challenges on a young person’s pathway in football and their professional development. Developing resilience in both domains will be critical to facing the setbacks and putting one foot in front of the other to keep moving forward towards the future.

**SELF-ORGANISATION**

Self-organisation is an important life skill. Students who are able to be more self-organised at school tend to do better academically. It takes time and effort to master self-organisation. It is learned through modelled behaviour and trial and error. Young people can learn the different strategies and tools for developing an effective approach to organising tasks and becoming more self-sufficient. Self-organisation requires keeping track of time, information, tasks and overall goals. When someone is not able to be consistently self-organised, they will struggle to meet deadlines, work under stress and work on a team.
1.3. 17 KEY LIFE SKILLS FOR EMPLOYABILITY

Self-organisation in the sports domain allows athletes to have a sense of control over certain areas of their athletic performance. Organised sports can expose an athlete to differing ability and circumstances that can cause stress and anxiety. If a person is able to maintain an organised sports lifestyle, it can lead to a more effective approach to handling stressful situations. Although it has been argued that some types of personalities as well as learned habits from childhood can cause variance in organisational abilities, it is still considered a skill that can develop over time through training and practicing of routines. Self-organisation or self-management is a skill with many subskills including time management, punctuality, discipline, and responsibility.

In relation to the sports domain, self-management, self-organisation and all of the connected skills are essential to working and being a committed team member. Being part of an organised sports team is more than just a past time as it entails responsibilities. It requires a time commitment, a sense of discipline and an adherence to the team’s rules and norms. When young people have multiple roles and responsibilities, showing up and performing in the sports domain, they automatically cultivate time management skills, punctuality, discipline and responsibility. As a member of a team, you want to work with your teammates to efficiently maximise the whole team’s time and productivity. In order to do this, players have to be punctual and present. Being self-organised benefits the team in many ways, as the player is able to:

- respect the group’s rules and consequences.
- commit to and fulfill commitments in the correct way.
- support the team in planning its approach to goals and employing the right tools and strategies for achieving these goals.
- balance different commitments to ensure the fulfilment of responsibilities.
- plan ahead and have alternatives planned to train more efficiently and productively.

Self-organisation in the workplace means being able to take the steps needed to fulfil your responsibilities. It is often discussed in relation to self-management in the workplace environment which, in addition to self-organisation, includes taking initiative and being accountable. As mentioned above, being self-organised in the workplace entails prioritising and assessing what will take different amounts of time, what resources are required and creating a plan of action. Young people who are able to demonstrate their self-organisation skills in the workplace show that they are also capable of:

- completing work tasks on time and in an efficient way.
- caring enough about their tasks to see their effective completion.
- having the ability to solve problems that arise along the way.
- showing a commitment to continuous learning and growing.
- documenting and understanding the steps taken to accomplish work projects and tasks.

Self-management is about preparing for the future, owning your present and learning from each step. Self-organisation is an essential subskill to self-management as it gives young people the tools to organise their skills, energy, time and resources to meet their present objectives and future goals.

SELF-REFLECTION

Self-awareness and self-reflection are considered key elements of emotional intelligence which is understood as knowing your emotions, your personal strengths and weaknesses and having a strong sense of your own worth. Self-awareness is a cognitive process whereby the insights gained through self-reflection are actively combined to form an idea about the self. Self-awareness can be considered as a skill, as people vary in their ability to manage their emotional reactions to critical performance feedback (Kaiser & Kaplan, 2006).

Self-reflection is an internal dialogue during which you ask yourself questions in order to gain a deeper understanding of your behaviour as well as its impact on others. Self-reflection is not the same as self-criticism and critical self-assessment, because it is a process that is focused on learning from experience with the aim of informing your behaviour in future. The ultimate aim of self-reflection is learning, i.e. being able to act more effectively in the future (Daudelin, 1996; Kolb, 1984). In order to engage in self-reflection, you must make a conscious effort to think about experiences.

In relation to the sports domain, self-awareness and self-reflection are major processes and mechanisms influencing personal development. In most cases when awareness is discussed in a sports context, it refers to situational awareness. However, it has been argued that self-awareness is just as or more important to an athlete’s success. They are fundamental to developing excellence in performance and can be essential for helping athletes to build self-confidence, take more responsibility for their actions and make more effective decisions. Being more self-aware as an athlete and teammate means having more knowledge and perception of your own strengths and weaknesses, thoughts, behaviour, drivers of motivation, values, and beliefs. When you are self-aware in the sports domain, you are able to:

- regulate your thoughts, feelings and behaviour when needed.
- avoid getting distracted by negative thoughts or anxiety.
- be alert to cues that can lead to a positive change in performance.
- be alert to triggers which can hinder performances.
- be aware of your strengths and weaknesses.

Self-awareness is not only vital for sporting success but also in many other aspects of life, including work, school and further education. People who lack self-awareness can end up in situations that make them uncomfortable, e.g. by staying in jobs that are unfulfilling or which make them unhappy. When a person is self-aware in the workplace, they have a sound understanding of who they are and how they relate to others in their work environment. Because they are aware of their strengths and weaknesses, they know what they are capable of doing in the workplace. Being more self-aware and prioritising self-reflection allows you to:

- relate better to colleagues and superiors.
- look at issues more objectively.
- be mindful and aim to be and act in the present.
- constructively ask for and receive feedback.
- move away from being reactive to proactive.

Like any other mental skill, self-awareness requires regular practice and should be used in different ways or settings. Doing so requires self-reflection which takes time, motivation and a willingness to honestly examine what you think, do and believe.
IMPACT STORIES

YOUonis KAMIL ABDULSALAM

34, COACH
RHEINFLANKE, GERMANY

How and why did you become a coach for your organisation?

Football is my passion and, after university, I worked on an integration project and started to use football as a tool to foster team mentality. This was the initial impulse for the development of SouveränPlus, a programme that uses football in order to deliver social, emotional and mental skills. This is what I have been doing for about 10 years and I always try to improve the programme and to develop it further.

Why do you believe football is useful to foster personal development?

Football is an easy way to motivate everyone to take part because it’s fun and the rules are easy to understand. Football also gives me the opportunity to create real emotions among the participants and afterwards to talk about these “real situations” on the pitch. Football is a mirror of personal behaviour. The way players behave on and off the pitch are often the same. Someone who is not able to receive criticism on the football pitch is probably also someone who rejects criticism in daily life. This applies to nearly all of the competences we work on.

Which skills do you believe are equally important for football and employability?

It makes no difference if you are a football player or an employee: The better you deal with your emotions, the more aware you are of social competences and the stronger your mental skills are. This will help you equally on the pitch and at work. The life skills that matter in football are often even more important in a work setting.

Can you share the specific example of one participant who benefitted from your programme? How did you support the participant?

Davut was a participant of my programme in 2011. He dropped out of school, was addicted to gambling and was very overweight. He was interested in football and wanted to understand the game better, but he didn’t want to play football himself. So, at first he only joined the sessions from the side line and watched. After a while, he started taking part in the sessions and was the first one to understand that all of social, emotional and mental skills you need to become a good footballer are also required off the pitch to live a good life. He started to use the skills we learned in his life and today, Davut has a university degree, weighs 95 kg and has a full-time job. He has a girlfriend he wants to marry in the near future. The SouveränPlus programme helped him a lot to change his life situation and after many years, we are still in touch.

Do you have any advice for other coaches who want to foster the personal development of their participants in their programmes?

It is not football that improves the life of your participants, but your pedagogical work around the football sessions. Find further trainings to develop yourself and your knowledge as a pedagogue so you can also help others to develop. Internalise the values you want to deliver before you start teaching others.

FURY MARTIN

27, PARTICIPANT
ALBION IN THE COMMUNITY, UNITED KINGDOM

How and why did you get involved in your organisation’s programmes?

I was originally referred to Albion in the Community’s football inclusion programme when I was 17. I had been homeless, and I was not in college. Albion in the Community had started to do weekly football sessions in my neighbourhood. One of my mates invited me, and I thought it would be a good thing to get along as I had a passion for football.

Which activities of your organisation have you attended?

In the early days, I attended the weekly football sessions, and Albion in the Community then started organising buses to go to tournaments in Brighton. It got me away from our housing estate and it was a brilliant day out. I was also invited to a stay at a residential football course at Ardingly College where the Brighton first team were training at the time. We got to train with some top coaches and I loved it.

Later on in life, I lost my job through over-drinking, so I started to attend the Albion Goals programme to keep myself busy. I came along to the weekly football sessions and, as part of that, I did a Sports Leadership course where I had to lead sessions in front of people.

As well as attending the football sessions, I started going along to the Albion Goals’ Cook and Eat programme post-match where I developed a flair for cooking recipes from scratch, often using ingredients donated by supermarkets.

What did you learn by joining the activities?

On the football pitch I became a better team player. I’m not a “crowd person” but I was able to get chatting with new people. When I first came back to cook and eat after football, I sat in the corner, but the next time I turned up I got involved, and started cooking in a relaxed environment. People start seeing a huge difference in me. I also signed up for a number of Albion courses – I hated school, but this was a different environment, and I was able to get qualifications in a relaxed space.

How has your life changed by attending the activities?

It’s helped me and many others to open up a lot more: I remember going to a mental health workshop run by Albion in the Community and sharing some stuff, and that really helped me to deal with it. Since doing Cook & Eat where I began to cook for homeless people, I have gone on to find employment as a team leader in the restaurant business. Through Albion Goals I developed the confidence to try things like serving food to 60 people a night when I then got a job at my local pub! I love my job, and I love cooking for my family.

How did the coach support you and contribute to this change?

The Albion coaches were really friendly, and I think that helped me to get along with people better. After a while, your confidence skills go through the roof.
2. **SECOND HALF: EXERCISES**

2.1. **DEFENCE AREA**

2.2. **MIDFIELD AREA**

2.3. **ATTACK AREA**

2.4. **METHODS**
INTRODUCTION TO THE SECOND HALF

Having worked through the First Half, a Life Skills Football Coach will be familiar with the structure of the toolkit as well as The Scoring for the Future - Life Skills for Employability Football Pitch Framework. With an understanding of a young person’s potential employability journey through life skills development, the Second Half provides the Life Skills Football Coaches with the practical tools to deliver and guide a team through a football-based employability programme. These practical tools include the life skills exercises and methods for delivery, all of which have been designed for youth football coaches to be delivered on a football pitch.

Entering into the Second Half, the Life Skills Football Coach will be equipped with a game plan for his or her youth team. This game plan will turn into an action plan with the support of the life skills exercises. The life skills exercises are divided into thirds of the football pitch: DEFENCE AREA, MIDFIELD AREA and ATTACK AREA. How the life skills coaches decide to use which life skill exercise in each third will depend on the game plan.

Things to keep in mind when using the second half of the toolkit:

- All of the life skill exercises have the same structure: in the First Half the relevance and objectives of the life skill are explained, in the Second Half there are instructions on how to implement the exercise, and in the Third Half questions are provided to guide the reflection phase. Life Skills Football Coaches can decide which ones fit the best within their football-based employability programmes. It is suggested that Life Skills Football Coaches review the exercises before implementing them so that they are comfortable speaking about the life skills relevance in football as well as in the workplace and in life.

- Life Skills Football Coaches can also refer to the cover pages created for each life skill. The cover pages will support a coach in leading discussions about the particular life skill. Additionally, before implementing the exercises, the Life Skills Football Coach can refer to the MEL tools in the third half of the toolkit as they also can be implemented alongside the exercise and methods.
LIFE SKILL RELEVANCE
In the sports and also the work environment, self-motivation is often connected to a player's will to try something new or to persevere when he or she has not yet succeeded in accomplishing something. When young people have strong self-motivation, they have a reason or drive to undertake, continue and complete a task, even in the face of challenges.

OBJECTIVES
› Players will be introduced to the differences between intrinsic and extrinsic motivation.
› Players will identify their individual drivers for completing tasks when they confront obstacles blocking their path to success.
› Players will be encouraged to move into a day-to-day work life that is rewarding or satisfying to them (i.e. intrinsic).

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Create four 10 x 10-metre grids with cones as seen in the diagram. Set up two small goals in two of the grids, opposite each other. The other two grids will be where the teams are playing. Have enough balls on the outside of the grid, so that when a ball is played out of the grid, another one is available.

SECOND STEP: Form two teams. Team A will go into one grid and Team B into the opposite one. Instruct the teams to play possession. They have to move and pass. Encourage them to not be stationary. When a signal is given, both teams should send two players to the other grid to try to win the ball. The teams are trying to keep possession. When they complete ten passes, a point is earned. If the defenders steal the ball, they can try to regain possession and score a goal in one of the goals. A goal earns them two points. Play this round for ten minutes.

THIRD STEP: Keep track of the points and make sure that all players have a turn at playing defence. Explain that if the defenders need more support, they can call in one more player from their team, which means one less in attack. Play the round for ten to fifteen minutes.

POSSIBLE VARIATIONS:
› Move the small goals out of the box to the outside of the grid. Let the teams use both grids to play and instruct them that once five passes have been completed; the attacking group moves the ball into the next clockwise box.
› Change the size of the grid, making it bigger or smaller.
› Instead of having small goals, have one player from each team as the target player. This player should be available when the defence gets the ball and can also be available when the offense needs an outlet pass. The one rule is that this player has to only stay in the grid where the team is not playing.

TIPS & TRICKS
› If the players in defence are getting too tired, encourage them to switch with one of their players in the opposite grid.
› This exercise can be played in two halves. Give the players a few minutes of half time to discuss strategies.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together for a brief reflection round either directly after the exercise or, alternatively, at the end of training, if it is best not to interrupt the flow. Use the following questions to stimulate a discussion:

1. Where did you enjoy playing most? Were you more motivated to serve your team on the side where you had more numbers (easy way) or where you were outnumbered (more challenging)?

2. Do you feel more self-motivated when you have a team behind you? Or are you also able to be motivated when working alone towards a goal?

3. What can motivate you on the field and in life to work towards a goal despite challenges and not just take the easy route?

4. What motivates you to do well in other environments?

5. How are you able to channel that motivation into self-initiative? Do you have any examples from school or the work environment?
PARTNER IT UP
SCORING FOR THE FUTURE WORKING GROUP

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
The ‘self’ component of self-motivation is tied to personal initiative. This means that it is the individual young person who acts and takes charge. When young people show initiative, it can also be inferred that they have a sense of control over their performance. The locus of control is often closely related to motivation, as it is argued that individuals should be more motivated to the extent that they feel they are in control of their own successes and failures.

OBJECTIVES
› Players will test out their own self-motivation as they will have to find the strength to get a task done.
› Players will be asked to compete against themselves to see what they are capable of doing.
› Players will reflect on the differences between intrinsic and extrinsic motivational factors in their own lives.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Set up a 15 x 15-meter square. Randomly place ten cones around the square. Ask players to find a partner.
SECOND STEP: Explain that players have one minute to jump over as many cones as possible. The partner will count the number reached. Time the first group for one minute. At the end, the partner counting should say the jumping player’s score aloud. Now, the other player does the exercise and the partner counts.
THIRD STEP: The first player should now do the same exercise but, this time, sets a goal before starting. The partner will again count the jumps. After, ask pairs what their total was. For the last one-minute round, pairs should set a goal and say the number aloud.
FOURTH STEP: Continue the rounds, adding new types of exercises, doing a football move over a cone, jumping over and back two times, touching the cone with a body part.
FIFTH STEP: Increase the space a bit. Put cones down as goals. Tell players to shoot as many goals as possible in one minute by passing the ball to the other through the goal. After, ask pairs what their total was.
POSSIBLE VARIATION:
› Include footballs to do individual exercises. Each player gets a ball and must dribble or juggle over the cone to get a point.
› Have players state aloud the number of points they are trying to achieve.

LENGTH: 20 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 10 players
MATERIALS NEEDED:
Balls
Cones
Sheets of paper

TIPS & TRICKS
› Use either a watch or phone to time the players in the different rounds.
› Give the players pens and paper or journals to record their results.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together for a brief reflection round either directly after the exercise or, alternatively, at the end of training, if it is best not to interrupt the flow. Use the following questions to stimulate a discussion:
1. When you arrive at football training, what motivates you to give your best?
2. When you were doing these exercises, what is it that encouraged you to keep going and, when possible, do better?
3. What motivates you to show up at school or work and do your best?
4. What factors within and beyond your control can stand in the way of these motivations?
5. How do you overcome or move past them and why do employers consider that skill a great asset?
GET OUT OF YOUR COMFORT ZONE

RHEINFLANKE

LENGTH: 25 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 8 players
MATERIALS NEEDED: Training bibs
Cones
Footballs

HOW TO PLAY

FIRST STEP: Create the learning zone model on the football field as shown in the diagram. Use cones of different colours.

SECOND STEP: Explain that there are three zones to learning. Exercises in the inner circle, the comfort zone, will be those which are familiar to us, we do them to feel good, and to not have to take risks. Demonstrate a couple of comfort zone football exercises to the players. Select one for them to use during the exercise.

THIRD STEP: Stand in the learning zone. Explain that this zone lies outside the secure environment. It is where we can grow and learn, and live out our curiosities. Eventually the comfort zone should expand, taking over some of the learning zone, as we become familiar with the different exercises. To make players experience how it feels to be in the learning zone, choose a football exercise for them to do which is challenging but achievable.

FOURTH STEP: Explain that the outer zone represents the panic zone as a space which is very challenging. Select an exercise which fits these criteria. Put emphasis on the fact that in this panic zone, learning is often blocked out by a fear of failing, lack of confidence, and other factors. Demonstrate your difficulties attempting the exercise you select for the exercise.

FIFTH STEP: After demonstrating the sample exercises one more time, starting from the comfort zone and moving to the panic zone, instruct the players to start in the comfort zone and explore the exercises for about fifteen minutes.

POSSIBLE VARIATIONS:
- If there is time for a second round, ask the players to come up with their own examples of exercises which can be done in pairs or in groups.

LIFE SKILL RELEVANCE

A willingness to learn on and around the football pitch requires a willingness and capacity to listen, observe, practise and reflect. Making improvements to aspects of the game demands an attention to detail and an openness to self and coach assessments. It also requires a readiness to try out new skills and an openness to making mistakes.

OBJECTIVES
- Players will test their willingness to persevere when attempting to complete challenging exercises that take them to the limits of their current capacities.
- Players will be asked to be open minded to new situations and seek new learning opportunities.
- Players will estimate their own skills and try to find the right “learning zone”.

TIPS & TRICKS
- Remind players that there is not one correct way to go through the zones, they are allowed to go through them as they feel most suitable.
- For more information on the “learning zone model” model, please visit the following source: http://bit.ly/2lTsBff

QUESTIONS
- Bring all the players together for a short reflection round. Use the following questions to stimulate a discussion:

1. How did you feel when trying to do the exercises in the comfort zone, learning zone and panic zone?
2. Which attitude and mind set is needed to turn the panic zone into a comfort zone?
3. Why are emotions important in the learning process and how did the emotions you felt during the exercises help your learning?
4. What are the zones that take you ahead in life and in your personal development? What are the reasons for this?
5. Which zones will you mostly be thrown into when you work and how can you manage the challenges that are likely to emerge in a professional environment?
**FIRST HALF: INTRODUCTION**

**LIFE SKILL RELEVANCE**
Individuals who recognise that there is always room for improvement will aim to make learning processes as effective as possible. They will take charge of these processes and not wait for others to lead the way. In order to take charge of the process, people need to know which behaviour supports their learning and which should be avoided.

**OBJECTIVES**
- Players will get an understanding of what inhibits them from learning; what the barriers are to learning.
- Players will practise habits that favour and foster learning.
- Players will learn ways to avoid passive leisure.

**SECOND HALF: DESCRIPTION**

**HOW TO PLAY**

**FIRST STEP:** Create a large playing field marked with four safety zones in each corner. Set up a dribbling station outside the playing field which will be where players who are tagged are asked to do a ‘punishment’ of dribbling through the cones.

**SECOND STEP:** Explain that the four zones should represent spaces or activities to be learned. Ask the players for their suggestions from school, work environment, during a hobby, etc. Decide what each zone represents based on the players’ input. Ask the team for two or more volunteers to be the taggers. These taggers have training bibs on. Explain that the two (or more) taggers are blockers of learning. Ask the players for their ideas giving suggestions such as mindless browsing, inappropriate social behaviour or excessive video gaming. Select two ideas (or more) for the taggers to represent. The objective of the game is for the taggers (blockers of learning) to prevent the players from moving and learning. Players can run into the safety zones, where they won’t be tagged, for only five seconds. If the players do get tagged, they have to exit the game, do a dribbling exercise through the set-up station and then return to the game.

**THIRD STEP:** Play the game for five-minute rounds, then change taggers. Come up with new ideas for the blockers of learning to represent. Other suggestions for learning spaces: sports, online programmes, clubs, independent learning, independent reading. Suggestions for blockers: excessive use of mobile, idleness, lack of concentration or motivation.

**FOURTH STEP:** After the pair has gone through the course, ask the players to switch roles.

**POSSIBLE VARIATIONS:**
- If players get tagged, they can remain frozen until another free player ‘saves’ them.
- It is also possible for the players who are tagged to then become catchers and see how fast the catchers get catch all the players. How you decide to run this warm up also depends on the message you hope to transmit.

**TIPS & TRICKS**
- Come prepared with ideas of ‘blockers’ to learning for all age groups.
- Come prepared with ideas for learning spaces for all age groups.
- Come prepared with the dribbling exercises to be done as ‘punishment’.

**THIRD HALF: REFLECTION**

**QUESTIONS**
Bring all the players together for a short reflection round. Use the following questions to stimulate a discussion:

1. How did the blockers prevent you from learning and what did this do to your willingness to learn?
2. What are some examples of activities or objects which prevent you from learning and that limit your development?
3. What makes a place a safe learning environment in which you can flourish? Is it the actual space, the others in the space, the resources?
4. Apart from in class, where else do you learn? What kind of knowledge do you develop in these environments?
5. Why is it important to be ready to learn when you enter a new job, want to remain in a job, or take up a new role at work?
FUTURE SKILL LEARNING
GIVE IT A GO!
ALBION IN THE COMMUNITY

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
When people are willing to learn, they are able to: be honest about what they can/cannot do, maintain a strong mind set which can be a positive influence on their teammates, step out of their comfort zones to challenge themselves and envision the learning journeys as a long-term process where personal development moves in different directions.

OBJECTIVES
» Players will be supported to understand the importance of their ambition to learn if they want to master new skills on the pitch and in life.
» Players will realise that being part of their teammates’ learning processes can have a great impact on their own willingness to learn.
» Players will be motivated to learn more and work on their own development when receiving recognition from others with whom they share their own knowledge.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Divide the playing field into a number of stations. Build groups of three. Instruct each group to find a station.
SECOND STEP: Give the players a couple minutes to come up with an exercise for the others. Next, take half of the groups and have them stay at their stations to teach the exercise while the other half of the groups go from station to station doing the exercise.
THIRD STEP: Switch roles. Groups who led stations are now participants. At the end, everyone should have taught a new exercise and taken part in new ones.
FOURTH STEP: Include a short break. Set up cones (follow the diagram) around the goal on both sides of the field. Each number in the diagram stands for a cone. Every player needs one ball and uses it throughout the exercise. The round will be played without goalies. Players will practise shooting from various angles. Let players try the exercise based on these instructions:
» Cone 1—right foot into goal
» Cone 2—left foot into goal
» Cone 3—right foot into goal
» Cone 4—left foot into goal
» Cone 5—right foot into goal, no bounce (on the ground)
» Cone 6—left foot into goal, no bounce (on the ground)
» Cones 7, 8, 9—hit the crossbar
FIFTH STEP: After going through each cone once, ask for two volunteers to be goalies in this last round.
POSSIBLE VARIATIONS:
» If some of the players are doing well, stop and use them as examples for others.
» If players forget the instruction at each cone, be there to remind them.
» Encourage players to keep track of how many shots they can score and which ones are more challenging for them.

THIRD HALF: REFLECTION

QUESTIONS
Bring all the players together for a short reflection round. Use the following questions to stimulate a discussion:

1. What mind set or attitude did you observe among other players during the exercise that indicates a willingness to learn?
2. What indicators did you identify that prove that the other players really wanted to learn something new?
3. What benefits can you get out of your football practice and other type of learning exercises if you have a strong will to learn?
4. What are the consequences for a team if one player shows less willingness to learn than others?
5. How do you learn new skills best and why is willingness to learn a key to increasing your chances in life and especially your employability?
FIRST STEP:
Mark out a playing field depending on the number of players. Set up two sets of memory cards side by side in the centre of the playing field. Divide the players into two teams, distribute training bibs, and give each player a number. The images on the memory card pairs should not be the same, but be related to each other thematically. For example, one can depict rubbish, the other a rubbish bin.

SECOND STEP:
Ask all players of both teams to move around the area with a ball. When their number is called out, one player of each team dribbles the ball to the centre. Both of these players have one attempt to find a match from the set of cards prepared for each team. The other team of players continues to dribble the ball. At the same time, they must concentrate on what their team player at the centre does and where they place the memory card before leaving the centre again. Make sure that both players in the centre uncover the cards simultaneously. When the players turn over a card, they should shout out the image on the card so their teammates know. If they don’t uncover a match, they have to turn the cards over and continue moving. When they do uncover a match, the player of the successful team is allowed to try to find another match. Both players only return to the field after the attempt is finished. Continue the game until all matches have been uncovered. Each player should have had a chance to find a pair. The team that finds the most matches wins the game.

POSSIBLE VARIATIONS:
› The memory cards prepared before the training session should be larger than A4. Players can also be involved in creating the cards.
› An assortment of cards can be used, starting with basic football cards where one card can be the country flag or club sign and the other with the name of the country or club. When exploring topics, think of how to make the connection clear. If necessary, show the cards before the game, so players will be able to discuss the connections and know which cards match and why.

TIPS & TRICKS
› The memory cards prepared before the training session should be larger than A4. Players can also be involved in creating the cards.
› An assortment of cards can be used, starting with basic football cards where one card can be the country flag or club sign and the other with the name of the country or club. When exploring topics, think of how to make the connection clear. If necessary, show the cards before the game, so players will be able to discuss the connections and know which cards match and why.

QUESTIONS
Bring the players together for a brief reflection round either directly after the exercise or, alternatively, at the end of training, if it is best not to interrupt the flow. Use the following questions to stimulate a discussion:

1. Why is it difficult to stay focused and observe in detail what is going on around you over a longer period of time?
2. Why is it important to stay focused and not lose concentration during a certain task?
3. What strategy did you use to be able to know which cards had been turned over and where they were placed? Did your team communicate with one another?
4. Why do you think employers search for people who are able to maintain a high level of concentration at work?
5. How will you be able to do this when the situation is often changing?
CONCENTRATION
MANAGING DISTRACTIONS
RHEINFLANKE

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
In order to remain concentrated and not get lost in distractions, self-discipline is required, particularly in environments with a lot of stimuli. Different tasks require different levels of concentration and when they are very challenging, higher levels of self-discipline are required to see them effectively carried out.

OBJECTIVES

- Players will have to concentrate to follow the coaches’ instruction and to make quick responses in order to meet their goals.
- Players will train how to filter relevant information from that which is not useful for their task.
- In order to remain concentrated, players will quickly have to recognise what distracts them and how to avoid these distractions.

SECOND HALF: DESCRIPTION

HOW TO PLAY

FIRST STEP: Set up cones about five meters from each other on one side line. This is where the teams will line up. Ask the players to form groups of even numbers. Each group has to find a cone. Across from these cones, set up four cones around ten meters away. Each team will have a distinct sequence for the cones. For example, use the following sequences:

- Team 1: 3-4-1-2
- Team 2: 1-2-3-4
- Team 3: 4-1-2-3
- Team 4: 2-3-4-1

SECOND STEP: Call out the number of a cone to warm up. The first person in each line will run to the cone and return to his/her line. Finish a round just with jogging and then running faster, so each team gets a chance to understand the exercise. Call out each number at least once.

FOURTH STEP: Ask the teams to shift to a new line. They will have to learn the new sequence of the line, so each team will have to communicate with the next group and learn a new sequence. Play a few more rounds and vary what the player has to do with the ball, e.g. dribble with the outside of the feet, do a juggle at each cone, etc.

POSSIBLE VARIATIONS:

- Use different colours of cones and connect a specific exercise with each cone, for example, when running up to the red cone, always skip.
- Vary the distance between the starting cone and the line of cones.

LIVING ORDER

2-1-3-4

FIRST HALF
THEORY
SECOND HALF
EXERCISES
THIRD HALF
M&E

TIPS & TRICKS

- Make sure that each team remembers their own sequence for the cones.
- Write the sequences down on small notecards for each line. This will also make it easier for players who might be having difficulties remembering them. These cards can be removed after a couple of rounds.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together for a brief reflection round either directly after the exercise or, alternatively, at the end of training, if it is best not to interrupt the flow. Use the following questions to stimulate a discussion:

1. How did you all adjust when you had a new sequence of numbers?
2. How is the situation comparable to the reality you are facing in school or at work? Do you face similar distractions in these environments?
3. How did your team adjust when you had to incorporate the ball into the exercise? Why is this strategy transferable to other environments?
4. In order to complete the exercise, how were you able to deal with distractions?
5. Why is focus and concentration important when you have to adapt to changing scenarios? What does it take to become successful in this effort?
FRINGE TO FRINGE
KICKEN OHNE GRENNZEN

**LENGTH:** 25 to 30 minutes
**AGE GROUP:** 10 years +
**NUMBER OF PARTICIPANTS:** minimum of 12 players
**MATERIALS NEEDED:**
- Blindfolds
- Cones
- Footballs
- 3 different coloured sets of training bibs

**HOW TO PLAY**

**FIRST STEP:** Create a pitch with three zones, one centre zone and two fringe zones. Divide the players into three teams. Distribute training bibs. Each team should be in one of the zones.

**SECOND STEP:** Start the ball in one of the fringe zones. The team with the ball passes it at least four times and then kicks it to the other side. Only if they kick it over the centre zone to the other fringe zone, can they stay in their zone. If the centre zone intercepts the ball, they switch with that team. The other team will control the ball, do the same sequence and try to pass it over the centre zone. Play in this way until each team gets at least two goals in the fringe zones.

**THIRD STEP:** Now, the team in the centre zone can send a defender into the fringe where the ball is being played. This defender tries to steal the ball. The defender is successful when he or she is able to touch the ball. When the defender is able to touch the ball, his/her team switches with the fringe team.

**POSSIBLE VARIATIONS:**
- Depending on the ability of your team, more players can wait in the centre zone in order to provide a more comfortable pass-play.
- You can change the number of successful passes required, such as seven passes before a longer pass to the other zone.
- Require the teams in the fringe zone to only use one touch passing.
- To distract the teams in the fringe zones, ask the team in the centre to think about other forms of distraction.

**LIFE SKILL RELEVANCE**
Coaches stress the importance of concentration skills in football, because they mean a player is capable of: Making fewer mistakes due to lack of focus, being committed to making and acting on decisions made on the field, dealing with different distractions on the field in order to meet larger objectives, reacting effectively to different game-like and training situations, refocusing on the task and reorienting to the present situation.

**OBJECTIVES**
- Players will understand the importance of high levels of concentration for optimal football performance and teamwork.
- Players will recognise that when executing an unfamiliar and challenging task, focus and concentration are critical success factors.
- Players will reflect on other types of tasks that require a high level of attention and accuracy.

**TIPS & TRICKS**
- Play all rounds for approximately five minutes.
- When you introduce the exercise, tell your players that they can also pass the ball more than four times.
- Remind players that they should move a lot in the zone in order to give the player with the ball good options for passing.

**QUESTIONS**
Bring the players together for a brief reflection round either directly after the exercise or, alternatively, at the end of training, if it is best not to interrupt the flow. Use the following questions to stimulate a discussion:

1. How did your level of concentration and focus have to change as more pressure was added?
2. How did your teams’ level of concentration change as the points were introduced?
3. How did you prepare yourself and your body before the ball arrived in your zone? Why is preparation important when concentration is required e.g. in school and at work?
4. How can someone help their teammates to focus more on the task at hand?
5. How can a good teacher or a leader at work support people to stay focused?
ADAPTABILITY
FOOT RUGBY
RED DEPORTE

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Adaptability seeks to reflect young people’s adaptive regulation in change, challenge or novelty. It is distinct from resilience or coping that predominantly focus on getting through and getting by. Adaptability is focused on active regulation that allows people to move beyond just getting through a situation.

OBJECTIVES
› Players will learn to think about different approaches when having to deal with new circumstances in the game.
› Players will experience that adapting to new situations often creates unexpected opportunities.
› Players will be able to transfer their learnings to dynamic scenarios in school or at work.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Divide players into two even teams. Both teams receive training bibs.

SECOND STEP: Inform them that they will be playing a game of adapted football. Ask the players if they ever played rugby before and see if anyone has any experience with the rules. Explain that the game will be a normal football game with the following new rule: players are only allowed to pass the ball backwards. As in rugby, where the players must move the ball up in ‘phases of play’, teams can only move forward by dribbling or driving the ball forward, but not with a pass.

THIRD STEP: Let the teams decide on the penalty for when a player does break the new rule. Make sure to officiate the game to help enforce the new rule. Let the teams play for ten to fifteen minutes.

FOURTH STEP: Give the teams a couple of minutes for half time. Encourage them to strategise and adapt their tactics for the second half. Resume the game and play for another half of ten to fifteen minutes.

POSSIBLE VARIATIONS:
› For the warm up activity before playing this exercise, allow the players to practice this adapted rule.
› As a ‘teachable moment’ before the game begins or during the game, decide amongst the players whether throw ins can go forward or whether they also have to go backwards.
› Another alternative is to allow heading to be played forwards.

LENGTH: 30 to 40 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 10 players
MATERIALS NEEDED:
Goals
Training bibs
Footballs

TIPS & TRICKS
› If possible, have a video clip of a rugby match (either on a phone or laptop) to show the players examples of passing in rugby.
› If players have difficulty deciding on a certain penalty, coaches can suggest some examples such as giving the ball back, free kick or 10 push-ups.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together for a short reflection round. Use the following questions to stimulate discussion:

1. Was it challenging to adapt to this rule? If yes, please describe the challenges you faced?
2. What helped you to adapt well to dealing with the different circumstances?
3. Why can it be beneficial in football to move forward by playing sideways or backwards?
4. Have you ever had to adapt to a sudden change in your life? If yes, please share why you had to do so.
5. How did you deal with it and what are your learnings from this situation that will help you to cope with new challenges in school or at work?
**ADAPTABILITY**

**FAST FOOTBALL**

**CHAMPIONS OHNE GRENZEN**

**FIRST HALF: INTRODUCTION**

**LENGTH:** 30 to 35 minutes  
**AGE GROUP:** 12 years +  
**NUMBER OF PARTICIPANTS:** minimum of 10 players  
**MATERIALS NEEDED:** Cones Footballs

**LIFE SKILL RELEVANCE**

Football coaches look for players who are adaptable and who can play effectively no matter where they are placed on the field. Many coaches seek to train their players’ adaptability by asking them to play in different positions or by simulating different challenges in a training session. Similar approaches can be found in working environments to develop employees.

**OBJECTIVES**

- In order to adjust to new situations in a timely manner, players will have to be clear with how they adapt the communication with their teammates.
- Players will learn how to effectively respond to unexpected challenges in new situations.

**SECOND HALF: DESCRIPTION**

**HOW TO PLAY**

**FIRST STEP:** Create three goals with cones, each about five meters wide. The goals should be spaced apart from one another as seen in the diagram. Create two teams of similar size.

**SECOND STEP:** Inform the players that their aim is to try to score goals by completing passes through any of the three goals. Explain that if a goal is scored in one goal, the next team has to score in one of the other two goals. If a team scores a goal, they retain possession. Let the teams play for about ten minutes.

**THIRD STEP:** In the next phase, add more goals and make the field bigger. Give the teams a couple of minutes to think of their strategies for defending and attacking in the next phase. Let the team play again for ten minutes.

**FOURTH STEP:** After the pair has gone through the course, have the players switch roles.

**POSSIBLE VARIATIONS:**

- Put extra challenges on the teams. For example, when passing through the goals, the ball must be chipped, so passed off the ground.
- If two people are involved in one goal, another two have to do the next goal.
- After a while, add one more goal.

**TIPS & TRICKS**

- As a warm up activity to this exercise, form two groups of players, one with and the other without footballs. All players will move in the space and, when the whistle is blown, those with a football have to pass the ball through the cone to a player without a ball. Then the players switch possession and continue dribbling until the next whistle/signal.

**THIRD HALF: REFLECTION**

**QUESTIONS**

Bring the players together for a brief reflection. Use the following questions to stimulate discussion:

1. What distinguishes the game you just played from a normal football game? How did you have to adapt to play it?
2. How did your team decide which goal to go towards?
3. How well was your team able to attack and defend more than one goal?
4. In what other part(s) of your life do you have to juggle different situations to find a balance? Share with us what you have to adapt in such situations e.g. behaviour, attitude, and more.
5. Why is being able to adjust to different situations an important skill for employment?
ADAPTABILITY

SWITCH PITCH
RHEINFLANKE

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Coaches have identified that it is important for players to be adaptable because it enables them to perform to a high standard of play no matter their position on the field, avoid resisting change or challenges, instead of seeing these as times of growth and learning, acquire many different tools to deal with situations, making them more creative and versatile in changing situations, effectively take on leadership roles, supporting their teammates in new situations and environments.

OBJECTIVES
› Effectively take on leadership roles, supporting their teammates in new situations and environments.
› Players will respond with their decisions and behaviour to an environment in flux.
› Players will have to think a step ahead of the current situation and adapt to potential scenarios in the future.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Create a small sided football field with two main goals and two smaller goals on each of the side lines, so four in total. Divide the player into two teams, with a minimum of four players on each team. If there is a large group, make more than two teams. Teams will receive training bibs.
SECOND STEP: Instruct the teams to start playing a normal small sided game until an instruction is given. When the instruction is given, the teams have to change the playing direction and each has to defend the two smaller goals on their side line. If there is a large group, make more than two teams. Teams will receive training bibs.
THIRD STEP: Give the instruction at different points to switch back to playing on the bigger goals. Allow the players to play the first half of the game and then call for a half time. During half time, give players time to discuss strategies for the game.
FOURTH STEP: Resume the game and play another half or up to four ‘halves’

POSSIBLE VARIATIONS:
› If you change pitch directions to four goals you can add a second ball into the pitch. There should be enough players and wait for scoring of both balls before switching directions again. The second ball can be used as a tool to demonstrate a new situation.
› In the last half of the game, you can put a second ball or not and the teams have to adapt to the entering situation and can rely on their developed strategies to adapt faster.
› You can change the pitch direction by an instruction or after a goal. For the beginning, it is best to change direction with an instruction.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together either after the exercise or at the end of the training session to discuss the following questions:
1. Was it challenging to change directions with a short notice? What gives us the ability to get used to these changes?
2. Did you have any team strategy while playing and how did you change your strategy after each half of playing?
3. What do you need to do when you have to analyse a new situation?
4. Would it be difficult for you to work in a situation when there are a lot of changes?
5. What have you learned in this exercise that will help you to adapt well in such a scenario?

LIFE SKILL RELEVANCE
Coaches have identified that it is important for players to be adaptable because it enables them to perform to a high standard of play no matter their position on the field, avoid resisting change or challenges, instead of seeing these as times of growth and learning, acquire many different tools to deal with situations, making them more creative and versatile in changing situations, effectively take on leadership roles, supporting their teammates in new situations and environments.

OBJECTIVES
› Effectively take on leadership roles, supporting their teammates in new situations and environments.
› Players will respond with their decisions and behaviour to an environment in flux.
› Players will have to think a step ahead of the current situation and adapt to potential scenarios in the future.

TIPS & TRICKS
› Decide ahead of time which two goals on the side line the teams will defend.
› When playing to the smaller goals, goalies are not necessary.
SELF-CONFIDENCE
GIVING COMPLIMENTS
POLICY CENTER FOR ROMA AND MINORITIES

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Individuals and teams that are self-confident know what skills they have and how to use them. Additionally, they are more likely to have the courage to test out new skills, and challenge themselves and others to become better players, students and workers. Self-confident players, students and workers also seek out feedback as a way to progress.

OBJECTIVES
- Players will develop a sense of accomplishment when they are able to master a specific football skill set.
- Players learn to think through the meaning and implications of received feedback that focuses on their strengths.
- Players overcome false beliefs and low levels of self-confidence not matching their real competences.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Prepare the envelopes, pens, and sheets of paper. Place them outside the playing area. Use cones to set up a two-meter wide goal. Set up a starting cone for each team about eight meters away from the goal.

SECOND STEP: Start a discussion about whether or not players believe that we thank and give compliments to each other enough. Ask for examples of when they gave or received a compliment and how it affected their experience in this situation.

THIRD STEP: Form two groups. Hand out the envelopes and pens. Tell players to write their names on the envelope. Collect each team’s envelopes and give them to the other team.

FOURTH STEP: Hand out paper. Ask players on the one team to write down at least three positive statements, compliments or thank you notes and place them in the respective player’s envelope. Ensure the teams have their own envelopes with their name and place them on the team’s starting cone. The sequence of the players must match the sequence of the names on the envelopes placed on the starting cones. The first player reads his/her statement and then passes the ball through the goal across to the other team. Do this until everyone has gone once.

FIFTH STEP: Have a first player read his/her statement and then dribble the ball to the other side, guessing which player from the other team had written the statement. He/she returns to the other side but leaves the ball with the team. Continue until everyone has guessed the correct player.

POSSIBLE VARIATIONS:
- Instead of a two-meter wide goal, set up a smaller one to increase the challenge.
- At the end of the game, ask players to read aloud the statements they received.

TIPS & TRICKS
- Only run this exercise after the players practiced at least two or three times together.
- Make sure that everyone has received at least one compliment by the other team.
- Within the teams have each person choose one person on the other team for whom to write a compliment. This will help to make sure everyone receives a compliment.
- In case of more than six players in a team divide the group into four teams of at least three players. Avoid taking too much time to identify who wrote the statements.

THIRD HALF: REFLECTION

QUESTIONS
Bring all the players together for a short reflection round. Use the following questions to stimulate a discussion:

1. How did you feel having to give a compliment and was it difficult to think about what to compliment someone on? How did it feel to hear something positive about yourself?
2. On a normal day, how often and in what way do you give compliments and what do you observe in others when you do it?
3. Why is it important to receive compliments by your teammates, teachers, coaches, or colleagues?
4. What is the effect on your behaviour and how does it help to achieve goals in life, school, and at work?
5. Can giving yourself positive compliments or ‘self-talk’ build up your self-confidence? How does it compare to compliments from coaches, teachers, colleagues and family?
SELF-CONFIDENCE

GREAT SHOT!
ALBION IN THE COMMUNITY

FIRST HALF: INTRODUCTION

LENGTH: 25 to 30 minutes
AGE GROUP: 15 years +
NUMBER OF PARTICIPANTS: minimum of 5 players
MATERIALS NEEDED:
Goals
Cones
Footballs

HOW TO PLAY

FIRST STEP: Set up one goal. Place cones as it is shown in the diagram. Ask one player to play goalie.

SECOND STEP: Ask the players to stand in lines at one of the cones (A, B, C and D). Demonstrate and explain the following sequence: Player A makes a one-two (give and go) pass with player B, receiving the ball going forward to pass to player C. Player C receives the ball, passes it to player D, who shoots at goal. The player moves to the cone he/she passed the ball to. Once the shooting phase has finished, the next player at cone A begins the sequence.

THIRD STEP: After each player has had a chance at each cone, add cones in front of player D, so that he/she has to dribble through the cones before taking a shot at the goal. Instruct the team to go through the exercise again, each player going through the sequence once.

FOURTH STEP: Set up a cone at the penalty spot, the penalty line and somewhere outside the box. Explain the same sequence as before but when player D is shooting at the goal, he/she has to select from which cone to shoot. Each cone (distance) has a distinct point value. A goal from the penalty spot is one point, from the penalty line is two points and outside of the box is three points. Players have ten shots and have to keep track of their own points.

FIFTH STEP: Players will do two rounds of the exercise, each round including ten shots on goal. Encourage the players in the second round to try to improve their previous scores.

POSSIBLE VARIATIONS:
› Alter the passing sequence.
› It’s possible to have different forms of competition: players against each other, players in teams of two against each other or to have two team challenges.

SECOND HALF: DESCRIPTION

TIPS & TRICKS
› Model positive behaviour by encouraging players when they do or don’t score a goal.
› Encourage other teammates to cheer each other on during the exercise.
› Remind players to get their ball before getting back in line.
› Encourage players to take a challenge, so if they took the shot at twelve yards, challenge them to take a step back for the next distance.
› Repeat the exercise weekly to see the progression.

THIRD HALF: REFLECTION

QUESTIONS
Bring all the players together for a short reflection round. Use the following questions to stimulate a discussion:

1. How confident did you feel taking a shot on goal?
2. Did you observe any changes in your confidence throughout the exercise?
3. How did you challenge yourself in this exercise and what was the effect on your self-confidence? Did your confidence level go down or improve taking on the challenges?
4. Which opportunities did you have during the exercise to boost your teammate’s self-confidence and support them?
5. How can the experience you made in this exercise help you to respond to situations when you don’t accomplish what you set out to do in school or at work?
CELEBRATE YOUR SUCCESSES!

SPORT DANS LA VILLE

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
With more motivation to try out different experiences and to rise to new challenges, it is possible to gain more self-confidence in different areas contributing to a greater overall level of self-confidence. With the support of a team or colleagues, people can gain more motivation and support for their goals and, importantly, to celebrate their achievements with others.

OBJECTIVES
- Players boost their confidence through collaboration and the sense of belonging to a group of players aiming to reach similar goals.
- Players will understand how important it is to recognize and celebrate their individual and team achievements and how this can lead to greater self-confidence.
- Players develop the ability to take pride in their successes in a meaningful and respectful way.

SECOND HALF: DESCRIPTION

HOW TO PLAY

FIRST STEP: Ask the players to think of how they would like to celebrate after scoring a goal or winning a game. Each player should have a way to celebrate, if players want to work together in pairs, that is also possible.

SECOND STEP: Get all the players in a circle. Go around the circle asking the players to show their choice of celebration.

THIRD STEP: Both teams receive training bibs. Play a small-sided game. Decide if goalies are needed or not. Instruct the players to play a normal game. When a goal is scored on the team, the celebration from the goal scorer should be done. Everyone on the team should join the celebration and celebrate the goal in the same way. Play for a seven- to ten-minute halt.

FOURTH STEP: Play the second half and, this time, when a goal is scored players from both teams must take part in the celebration.

FIFTH STEP: When the game is finished, bring both teams together to decide on a group celebration to celebrate their experience of playing together.

POSSIBLE VARIATIONS:
- Instead of having the players think of individual celebrations, have the team design a celebration at halftime which they can do after scoring a goal.

TIPS & TRICKS
- Make sure that the celebrations are respectful.
- Briefly discuss with the players celebrations which have become popular with fans and are used by others.
- Briefly discuss with the players celebrations which have been seen as controversial.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together after the training session to briefly reflect on the exercise and the overall training. The following questions can be used to stimulate discussion:

1. How did it strengthen your self-confidence when others were doing your celebration?
2. What other types of football achievements, besides scoring goals, can boost self-confidence and be celebrated?
3. Why is self-confidence important in football and in your life? What difference does it make when you are self-confident?
4. Can you share an example of when you proudly celebrated an achievement outside of football?
5. How can you support others in school and at work to develop more self-confidence? What will change in these settings if people around you gain more self-confidence?
PLAY S.M.A.R.T
RHEINFLANKE

LENGTH: 45 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 8 players
MATERIALS NEEDED:
Training bibs
Cones
Footballs
Goals
Flipchart
Paper and pens

HOW TO PLAY

FIRST STEP: Set up a small sided playing field with two goals and create the centre line with cones. Divide the group into two teams and distribute training bibs to both teams. Explain to the players that they will play three halves, each for seven minutes. The teams will have to select the strategy they will use to score a goal from one of the following three options:

› Everybody (not the keeper) is above the centre line before scoring
› Only a one-touch shot is allowed for the final shot on the goal
› Every player has to touch the ball before scoring

SECOND STEP: Give each team a minute to decide which strategy they will use for the first half and inform you of their decision. Play the first half for seven minutes.

THIRD STEP: Give the team a short break to discuss their next strategy for the second half. Ask the teams to come up with two specific goals for the development of certain football skills relating to the next half of play. The teams can change tactics and rules for the second half.

FOURTH STEP: Once the second half has been played, give the teams a minute to reflect and decide on a strategy that aligns with their team goal. Play the last half of the game.

POSSIBLE VARIATIONS:

› You can use other rules or tactical instructions for the three options.
› Teams have to play by each rule at least once, so they get experience in trying out the different tactics to see which fits them best.

LIFE SKILL RELEVANCE
Before starting this exercise, explain the importance of planning goals in a SMART format. Write down on a flipchart what the SMART letters stand for and briefly go through the following:

› S–pecific: A goal should be clearly formulated.
› M–easurable: A goal should be measurable.
› A–chievable: A goal should be achievable. If not, it will be hard to persevere.
› R–ealistic: A goal should be realistic. If not, achieving it becomes frustrating.
› T–ime-bound: A goal should be time-bound to focus efforts.

OBJECTIVES

› Players will practice finding a realistic and attractive goal, depending on various factors on the team, such as teammates and skill levels.
› Players will learn to estimate performance in terms of setting a SMART goal.
› Teams will make plans to reach their agreed upon goal. In this process, they will try, reflect, adapt or change if necessary.

SECOND HALF: DESCRIPTION

HOW TO PLAY

FIRST STEP: Set up a small sided playing field with two goals and create the centre line with cones. Divide the group into two teams and distribute training bibs to both teams. Explain to the players that they will play three halves, each for seven minutes. The teams will have to select the strategy they will use to score a goal from one of the following three options:

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› Teams have to play by each rule at least once, so they get experience in trying out the different tactics to see which fits them best.

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› Teams have to play by each rule at least once, so they get experience in trying out the different tactics to see which fits them best.

LIFE SKILL RELEVANCE
Before starting this exercise, explain the importance of planning goals in a SMART format. Write down on a flipchart what the SMART letters stand for and briefly go through the following:

› S–pecific: A goal should be clearly formulated.
› M–easurable: A goal should be measurable.
› A–chievable: A goal should be achievable. If not, it will be hard to persevere.
› R–ealistic: A goal should be realistic. If not, achieving it becomes frustrating.
› T–ime-bound: A goal should be time-bound to focus efforts.

OBJECTIVES

› Players will practice finding a realistic and attractive goal, depending on various factors on the team, such as teammates and skill levels.
› Players will learn to estimate performance in terms of setting a SMART goal.
› Teams will make plans to reach their agreed upon goal. In this process, they will try, reflect, adapt or change if necessary.

SECOND HALF: DESCRIPTION

HOW TO PLAY

FIRST STEP: Set up a small sided playing field with two goals and create the centre line with cones. Divide the group into two teams and distribute training bibs to both teams. Explain to the players that they will play three halves, each for seven minutes. The teams will have to select the strategy they will use to score a goal from one of the following three options:

› Everybody (not the keeper) is above the centre line before scoring
› Only a one-touch shot is allowed for the final shot on the goal
› Every player has to touch the ball before scoring

SECOND STEP: Give each team a minute to decide which strategy they will use for the first half and inform you of their decision. Play the first half for seven minutes.

THIRD STEP: Give the team a short break to discuss their next strategy for the second half. Ask the teams to come up with two specific goals for the development of certain football skills relating to the next half of play. The teams can change tactics and rules for the second half.

FOURTH STEP: Once the second half has been played, give the teams a minute to reflect and decide on a strategy for the last half of the game. Ask teams to determine a strategy that aligns with their team goal. Play the last half of the game.

POSSIBLE VARIATIONS:

› You can use other rules or tactical instructions for the three options.
› Teams have to play by each rule at least once, so they get experience in trying out the different tactics to see which fits them best.
**DEFINE YOUR OBJECTIVES!**

**SPORT DANS LA VILLE**

**FIRST HALF: INTRODUCTION**

**LIFE SKILL RELEVANCE**
Effective goal-setting starts with young people spending time on what it is that they are really interested in pursuing and being able to eventually narrow it down to be as specific as possible. The goal should always be one which is owned by the young person, not imposed on him/her by others who think it should be his/her goal.

**OBJECTIVES**
- Players will recognise their strengths and weaknesses in order to prioritise the skills which they want to improve.
- Players will practise defining and applying different strategies to reach development goals.
- Players will take ownership of their goals and align with the purpose to improve them.

**HOW TO PLAY**

**FIRST STEP:** Set up a small sided field for the first phase of free play. Create two teams and distribute training bibs to both teams.

**SECOND STEP:** Play a ten-minute game. Ask players to pay attention to their defending, shooting and passing skills. After the game, they should identify one SMART development goal for each of the three areas.

**THIRD STEP:** Set up and demonstrate three exercises. One passing, one shooting and one defending exercise. Then ask the players to share any of their football-related SMART goals that pertain to the particular skills. Support players to fine tune their SMART goals. Explain that in each space, players will have the opportunity to improve specific football skills.

**FOURTH STEP:** Ask the players to decide for their first exercise. As they are doing the exercises, ask the players to be aware of what they find challenging, what comes easier to them. Every three to four minutes, ask the players to move on to the next exercise.

**FIFTH STEP:** Now, ask players to choose one of the three and to work on a specific goal defined earlier for the next ten minutes. For example, related to shooting, the goal could be to be able to hit the target 90% of all attempts. For defending, a goal could be to prevent the players from getting a clear shot on goal by forcing them to the outside. For passing, players could decide to pass accurately with their left and right feet. Ask players to turn to a teammate to share their goal.

**SECOND HALF: DESCRIPTION**

**HOW TO PLAY**

**FIRST STEP:** Set up a small sided field for the first phase of free play. Create two teams and distribute training bibs to both teams.

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**THIRD HALF: REFLECTION**

**QUESTIONS**
Bring the players together for a round of reflections. Use the following questions to stimulate the discussion:

1. Why is it important to set goals for yourself in each training session?
2. How did you identify your strengths and weaknesses to set goals for improvement?
3. After today’s training, what kind of plan can you create to work towards your identified goal?
4. Why is it important to monitor and evaluate progress towards goal achievement?
5. What are the lessons learned from the exercise for your personal and professional development?
GOAL-SETTING

CHOOSING PRIORITIES

INEX-SDA

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE

The football environment can be an ideal place to learn about and practise goal-setting. Playing a sport requires learning and constantly improving on skills and abilities. If young people are taught to see these processes as tied to specific goals, they are able to actively experience and be the ones to lead goal-setting and goal attainment.

OBJECTIVES

› Players understand that goal-setting is a process of deciding what a person wants to achieve over a certain period or in a particular context.
› Players develop an awareness that a goal involves different working stages. Goals require smaller steps to be achieved.
› Players learn how to define priorities once the goal is set. Goal-setting must be aligned with an action plan.

SECOND HALF: DESCRIPTION

HOW TO PLAY

FIRST STEP: Divide the pitch into two grids and put a goal on one side. Design a set of five to seven stations that lead up to the goal. Place a flipchart next to each goal.

SECOND STEP: Discuss with players a personal objective related to employment. Explain that the stations are key points in reaching a goal consisting of a set of exercises. Next to each goal, place a flipchart, showing a list of key life moments. Identify with the players a list of possible key moments to reach their specific objective such as securing a job interview. Players should define a process and priorities to achieve their final objective.

THIRD STEP: Form two teams. Ask them to agree on an objective and a list of key life points and write them on the flipchart. Each station represents a step relating to the life moment / objective. Tell teams to think of steps relating to each life moment. For example, in order to secure a job interview, it is necessary to research about the company, study the job profile, and write an application. Write the ideas on the flipchart, cluster them into categories, and ask players to vote their five to seven tasks.

FOURTH STEP: Demonstrate the different station exercises. Keep in mind that each station features one step and a specific exercise which should be the same for both teams. Examples can include: Dribbling from one cone to the next, Juggling the ball to the next cone.

FIFTH STEP: Instruct players to devise their own plan for reaching the goal. Give them time to go through the stations. Players can start at different stations, but have to go through all of them successfully before reaching the goal.

SIXTH STEP: In case of an employability-related key life point, ask them to include a favourite move they feel confident about. Explain that in the context of employment e.g. during a job interview, they also have to show their strengths and skills. Ask a volunteer to demonstrate the exercises.

MATERIALS NEEDED:

Goals
Cones of different colours
Footballs
Flipchart boards
Coloured markers

LENGTH: 30 to 45 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 4 players

TIPS & TRICKS

› Prepare cards to give to the teams, where the stations will be written on, making it easier for the players to remember the station exercise and the step.
› Depending on the group’s background, try to make the key life moments and related tasks as simple and relatable as possible. If it is easier to start with football key moments, try that way before speaking about school and getting a job.
› Make sure that the maximum number of tasks is not less than five and does not exceed seven. If the team is not able to come up with the required number of tasks, put forward a few suggestions which players can choose from.

THIRD HALF: REFLECTION

QUESTIONS

Bring the players together to reflect on the exercise. Use the following questions to stimulate discussion:

1. How did you choose the order of the tasks and what criteria informed your decision?
2. Would you change the order of the tasks completed now that you have more time to think about it?
3. What are the lessons learned from this exercise that you can transfer to think of your profession-al future?
4. How does it feel when you achieve a task that takes you closer to achieving the goal you set?
5. What are the lessons learned from this exercise that you can transfer to think of your profession-al future?
BLINDFOLDED CHALLENGE
KICKEN OHNE GRENZEN

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Being reliable means that you are able to take responsibility and ownership for what you say and do. Once you are able to demonstrate how reliable you are, often the level of trust others have in you will increase. The reverse is the case when you are not able to stick to commitments.

OBJECTIVES
» Players will experience a situation where they have to trust their partner and rely on others in order to reach a specific goal.
» Players will have an increased awareness of personal responsibilities and roles on the pitch and other environments.
» Players will actively demonstrate commitment to show others that they can rely on them in challenging situations.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Before the training begins, arrange the set of cones on the field in the shape of a star.
SECOND STEP: Ask the players to form pairs. Each pair needs a blindfold and a ball. If there are uneven numbers, form groups of three.
THIRD STEP: Each pair will start at one end of the star. One player will have a blindfold and the other will be the guide. If there is a group of three, one will be blindfolded and the other two will guide. The player with the blindfold has to dribble the ball through the course. The guide will direct the blindfolded player through the course either by putting a hand on the shoulder of his/her partner or by using instructions and vocally leading the player through the course. When the pair reaches the opposite side of the cones (the opposite point of where they started), they have to turn left/right along the other axis of the start. The aim of the exercise is for the blindfolded players to touch as few of the cones as possible and to keep their eyes closed the entire time.
FOURTH STEP: After the pair has gone through the course, ask the players to switch roles.

POSSIBLE VARIATIONS:
» In order to make it more difficult, obstacles (cones, balls, clothes) can be added to the pitch.
» Players can decide to only use sounds but not words to guide their partner.

LENGTH: 15 to 20 minutes
AGE GROUP: 10 years +
NUMBER OF PARTICIPANTS: minimum of 4 players
MATERIALS NEEDED:
Blindfolds
Cones
Footballs

TIPS & TRICKS
» When introducing the exercise, ask players for situations in football when they had to take responsibility for others.
» Have two examples ready for when you had to take on responsibility for a teammate, classmate, and also a colleague at work. For example, if a colleague needs help understanding a new programme or task.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together and have them sit in a large circle. Use the following questions to stimulate a discussion on how being reliable is important in football and in getting a job or securing a job.
1. How did you feel when you were being led by your partner and how did it feel to rely on somebody?
2. How did it feel to be responsible for another person who is supposed to achieve a specific goal?
3. What are instances in football where you have to take personal responsibility for your teammates?
4. What characteristics do the people you trust demonstrate? Why you can rely on them?
5. In which situations can you train your own reliability and why will that be helpful for your future professional life?
**RELIABILITY**

**PERFECT TIMING**

**ALBION IN THE COMMUNITY**

**FIRST HALF: INTRODUCTION**

**LIFE SKILL RELEVANCE**

In order to be reliable to others, a person must understand what they are capable of doing and how to manage a task or responsibility. Being reliable on a team isn’t just about doing something you have said you would do, but doing it to the best of your abilities. Being reliable also entails teammates being honest about what they can or cannot do. Coaches have identified reliability as a key skill for football because not only does it help with the team culture but it can also be attributed to better performance.

**OBJECTIVES**

- Players will connect their ability to be timely and prepared in football with tasks in the workplace environment.
- Players will learn that being on time, accurate, and trustworthy, has a great effect on how they are perceived by others.
- Players will realise that in an interdependent environment e.g. at work or the football field, reliability helps to ensure that things run smoothly.

**SECOND HALF: DESCRIPTION**

**HOW TO PLAY**

**FIRST STEP:** Set up two goals, three mannequins and three larger cones. Split the group into three teams of at least three players. Ask two players to be the ball feeders in the corner near the two goals. Ask two players to begin in goal as goalkeepers.

**SECOND STEP:** Explain the flow of the game: the ball feeders will kick the ball firmly into the white group (team 1) where the first player will take a shot at the first goal. Then the player will break into the penalty area around the two mannequins. While the white team’s player takes their first touch prior to the shot on goal, instruct the yellow team’s player to start the run up the touchline with a ball at their feet, where they will then cross the ball to the runners moving into the penalty area. At the same time, the red players will be moving around the middle mannequin, and the white players make timed runs into the penalty area, to receive the cross and score.

**THIRD STEP:** After each group goes through a station, rotate so that each group has a chance at the three stations.

**POSSIBLE VARIATIONS:**

If it is appropriate to make it more difficult, make the following changes:

- Pass the ball in with extra speed for the first group player to control
- Slow the crosser down with a slalom run in-and-out of cones
- Remove mannequins and add defender(s) to spring offside traps

**TIPS & TRICKS**

- Remind the players about the importance of the timing of their runs. At the beginning, demonstrate a bad run vs a well-timed run.
- Emphasise the importance of timing for making an effective first touch and how a lack of control and poor first touch will slow down the team movement.

- Emphasise the quality of the cross and how, without a good cross, timing and control aren’t important.
- Remind players to pay attention to how they finish on goal—are they reliable and consistent?

**THIRD HALF: REFLECTION**

**QUESTIONS**

Bring the players together to foster a conversation on reliability skills in football and how they can relate to the work environment. Use the following questions to guide the discussion:

1. How do you know if you were on with your timing abilities? How did this affect your performance? How did it affect your team’s performance?
2. How does being on time and being accurate with tasks make you more or less reliable?
3. Why is it important to be a reliable teammate on the pitch and colleague at work?
4. What types of behaviour show you are reliable in the workplace environment?
5. How can you work on your own reliability skills? What can you improve upon?
RELIABILITY
SQUARED
BALON MUNDIAL

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Put simply, being reliable means that if you say you will do something, you will do it. Following through with the little things makes people have greater trust in you when you commit to getting something done. In order to be reliable, you must stay committed and focused on the task, be able to prioritise and also make sacrifices when the process becomes challenging.

OBJECTIVES
- Players will learn that reliability indicates that they are true athletes and work professionals.
- Players will understand that they can also support and inspire others demonstrating a high level of reliability.
- Players will experience how reliability, precision, and purposeful effort promotes cooperation.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Create a 15 x 15-meter square playing field. Divide the group into two teams. Depending on the size of the teams, explain that there should be a 2 v 2 or 3 v 3 game in the square and that there should be four supporting players on the outside. Give the teams time to set up who is playing and who is supporting.

SECOND STEP: Explain the rules of the game: the two teams will try to hold possession of the ball. When needed, the players can use the supporting players on the outside of the square. The supporting players can move up and down the side lines.

THIRD STEP: In the first round, the supporting players can support both teams. Once they receive the ball, they always play it back to the same player. Teams get a point when they complete eight consecutive passes, including those passes to the supporting players. Play this round for five minutes.

FOURTH STEP: Explain that in the next round, the supporting players can only play to their specific team and each team will have two supporting players. The teams get a point with eight passes, of which at least two must include the supporting players. Keep track of the points and play this round for between five and ten minutes.

POSSIBLE VARIATIONS:
- Limit the number of touches the players in the square can take to either one or two.
- Limit the number of touches the supporting players can take on the ball to one or two.
- When the supporting player gets a pass, they are allowed to dribble into the space and switch places with a teammate.

TIPS & TRICKS
- Make sure the players change positions so the supporting players are not always on the side lines.
- Encourage the supporting players to move with the play, i.e. to avoid being stationary.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together, using the following questions to stimulate a round of reflections:

1. How do you ensure that you can rely on the people around you if you are under pressure and you have to deliver?
2. How can you support others that matter in the process of achieving the objective of being more reliable?
3. What does it mean to support others, and what behaviour and attitude do you use to be credible in this attempt?
4. What habits can help to make you a more reliable person in your social environment and especially at work?
5. Why does reliability also show your level of dedication to something and why is that valued by the people around you?
COMMUNICATION
INTRODUCE YOURSELF
CHAMPIONS OHNE GRENZEN

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Communication skills are essential in all spheres of life, from the football field to relationships to the work environment. In football, verbal and nonverbal communication skills are essential, as it is a team sport where individuals have to work together towards common goals.

OBJECTIVES
✓ Players will get to know each other as teammates and learn more about one another in a fun and playful manner.
✓ Players will practice making a good first impression on others. This will prepare them for future job interviews or for interactions in the workplace.
✓ Players will better understand that communication skills play a crucial role when cooperating with others.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Set up pairs of cones across each other, with a space of ten meters between them. Place a ball by each pair of cones. Divide the players so there is at least one player at each cone. Allow all phases of this exercise to continue for a couple minutes or rounds.

SECOND STEP: Instruct the players to pass the ball to the player at the cone across from them. Next, tell the players to call out their own names as they pass the ball to the player across from them. If there is more than one player at each cone, make sure the player goes to the back of the line after he/she passes.

THIRD STEP: Ask the players to pass the ball and follow their pass, thereby moving across to the cone opposite them. When they pass this time, instruct them to call out the name of the player across from them, who will receive the pass.

FOURTH STEP: In the next phase, have the players on one side of the cones move to the next cone on the same side, rotating to the next group after each pass is made. This will ensure that the players interact with other players. In this round, ask the group to call out their individual names and say in one sentence what they are passionate about except football.

FIFTH STEP: In a last round, ask players to describe how they found the way to this football programme and what excites them about it.

POSSIBLE VARIATIONS:
✓ If players have known each other for a while, ask players to call themselves after their favourite football player, a famous person, or an animal they like.
✓ Add variation to the type of pass, for example, inside of the foot, only with the weak foot, one or two touches.
✓ If the teammates know each other already, add different types of statements. For example, instead of saying someone’s name, players can say the name of another player’s favourite football club, football player, dream profession, subject in school, etc.

TIPS & TRICKS
✓ During the exercise, pay attention that everybody is shouting out the correct teammates’ names. If not, think about how and when to address the problem you observe.
✓ Pay attention to the different variations in the level of confidence participants demonstrate.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together for a brief reflection. Use the following questions to stimulate discussion:

1. Which introduction did you like most and why did you like it?

2. What is important if you want to make a good first impression in a communication process?

3. What difference does it make if you not only mention your name when you introduce yourself but also share additional information about yourself with your communication partner?

4. When entering a new environment, how can proper communication help to make a good impression on people and to integrate into this environment?

5. Why is it important to understand and address people in the right manner in a social and professional environment?
COMMUNICATION

OBSERVE, LISTEN & COOPERATE

INEX-SDA

**FIRST HALF: INTRODUCTION**

**LIFE SKILL RELEVANCE**

During training sessions, young people can continuously hone their communication skills as they train their ability to listen to instructions, to their teammates and observe their environment. Verbal and nonverbal communication skills are essential in football where different scenarios require diverse forms of communication to work together towards common goals.

**OBJECTIVES**

› Players will develop increased awareness that communication happens also through eye contact, shaking hands, and other forms of interaction.
› Players will learn about the importance to listen to another person in order to establish a good communication basis.
› Players will practise communication within a group, engaging in a collaborative challenge.

**SECOND HALF: DESCRIPTION**

**HOW TO PLAY**

**FIRST STEP:** Set up the exercise according to the diagram. Depending on the number of players, decide how many lines to make. Try to have not more than four players at each set of cones. Make sure that between the lines of cones, there is a middle space. Instruct players to divide themselves into the different lines.

**SECOND STEP:** Instruct the first player in line to dribble towards the middle space where they then look up, establish eye contact and welcome the other player for a few seconds without any words. After, players dribble back to the beginning, where the ball is passed to the next player in line. Point out that players are not allowed to talk to each other in the round.

**THIRD STEP:** After everyone has gone and the first player is back at the front, instruct the players to dribble again to the middle. Here, players should share something about themselves only by means of non-verbal communication.

**FOURTH STEP:** Now, give a three to five-minute presentation about the importance of good communication on the football field. You can also make a connection to the need of effective cooperation at work.

**FIFTH STEP:** Ask players to decide on a technique for how to take the ball to the middle and exchange it. Players should share two main learnings from your presentation with their partner. After all players are done, ask them to share the learnings of their partners with the group.

**POSSIBLE VARIATIONS:**

› Create more rounds of play, changing the cones and patterns of movement. Players are instructed to dribble only with the weaker foot. Movements can be without the ball, either running backwards, skipping or with sideways movements.
› Ask players to come up with new questions to use for the exchanges.
› Direct questions to a specific employability-related topic, such as one goal for joining the programme/project or one employability skill they want to improve.

**LENGTH:** 20 to 25 minutes

**AGE GROUP:** 12 years +

**NUMBER OF PARTICIPANTS:** minimum of 6 players

**MATERIALS NEEDED:** Cones Footballs

**TIPS & TRICKS**

› Prepare yourself for the presentation and decide which message you want to pass on. Include the importance of non-verbal communication and listening to each other for good team performance in football and beyond.
› Watch exactly how players interact with each other. Highlight again in the reflection round what good communication is about.
› Use the exercise when opening a discussion on addressing the need to listen carefully to others.

**THIRD HALF: REFLECTION**

**QUESTIONS**

Bring the teams together in a large circle to discuss the following questions:

1. How did you feel engaging in non-verbal communication and what opportunities do you see in this form of communication? Why is it important to have non-verbal communication skills in football, in relationships with others and at work?
2. What did you learn about the need to listen carefully to others?
3. What does good listening entail and what advantage does it give you as an individual or a group?
4. How did you and your partner use non-verbal communication and listening skills when accomplishing the challenge?
5. What can you do to improve your communication at school, home and work?
COMMUNICATION
GIVE FEEDBACK
INEX-SDA

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
When giving each other feedback, young people can strengthen their teammates’ confidence and assist them in their development. Practising this process makes players more skilled in communicating a specific message in a supportive and helpful way.

OBJECTIVES
› Players will learn that giving feedback in a constructive manner helps to support individual and team performance.
› Players will understand that communicating and sharing feedback during a match or a work process is an important skill to ensure the desired results.
› Players will practise communicating what they have observed about their teammates or colleagues without critising or judging.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Split the group into two teams. Each player is given a number (from one to six if there are six players in one team). Ask players to pick one number from one to six.
SECOND STEP: Now instruct players to identify the player with the same number from the opposite team. Tell the players that they have to pay attention to that player and, after the match, share their observations. Then, start a regular football match of ten to fifteen minutes. Explain that players should:
› Provide specific feedback and not be too general.
› Describe what they have seen without judgement.
› Focus on the behaviour/performance, not the person.
› Give encouraging advice that they believe may be helpful for improving in the future.
THIRD STEP: After the match ask each pair of players to briefly give feedback to the player they were asked to pay attention to. Tell players to link their feedback to the performance, behaviour, attitude or something else that they feel is important.

POSSIBLE VARIATIONS:
› Only one team is given the task of observing and giving feedback. The other team shares how players feel about the feedback and how it is helpful.

LENGTH: 30 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 6 players
MATERIALS NEEDED:
Football
Goals

TIPS & TRICKS
› Prepare yourself for the presentation and decide which message you would like to pass on to the players.
› Watch closely how players interact when they give each other feedback. Share examples of how you give feedback to your players as a coach.
› Be sensitive to different cultures and genders and be aware that some young people might feel uncomfortable when feedback is too direct.
› List the feedback rules on a flipchart so players can look at them when the give their feedback another player.

THIRD HALF: REFLECTION

QUESTIONS
Bring the teams together in a large circle to discuss the following questions:

1. What did you personally learn from the feedback you received and how is it helpful for you in the future?
2. What do you have to be careful about when you give feedback to somebody?
3. What is the difference between criticism and feedback?
4. Have you experienced feedback in your life that was rather demotivating for you than motivating? Why was that?
5. Why is giving feedback a key communication skill in an environment that depends on good cooperation?
INVISIBLE FOOTBALL
ALBION IN THE COMMUNITY

LENGTH: 25 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 12 players
MATERIALS NEEDED: Small sided goals Training bibs

HOW TO PLAY

FIRST STEP: Create two teams. They will receive training bibs. Set up a pitch for a small sided game. Explain that the game will be played with an imaginary ball. When a player has the ball, she will indicate this by placing a hand on their head. A team can score when the person with the ball (hand on head) runs through the goal. The other team can tag the person with the ball and when this happens, the ball changes possession.

SECOND STEP: Instruct each team to warm up, practice passing and moving with the imaginary ball. It is essential that everyone knows each other’s names. After a two-minute warm up, start the game using ‘rock, paper scissors’ to determine who starts with the ball.

THIRD STEP: Play the game for about ten to fifteen minutes. This can be followed by a ‘normal’ ten-minute game with the ball.

POSSIBLE VARIATIONS:
- It is necessary to have a referee because conflicts may arise during the game.
- Break the game into two halves so the teams have time together to strategise for better performances.
- It could become necessary for the team to decide on rules, such as not allowing anyone to stand in goal as goalie.
- Select groups of two with a boy and a girl to introduce players to the idea of gender equality.

TIPS & TRICKS
- Make sure the players pronounce their teammates’ names correctly before passing the ball.
- During the exercise, make sure all players get involved in the game and that not only a couple players in a team pass the ball to each other.
- As a referee, if necessary, stop the game when it’s not clear who has got the ball.
- Be sensitive to different cultures and genders and be aware that some young people might feel uncomfortable with physical contact.

QUESTIONS
Bring the teams together in a large circle to discuss the following questions first relating to the icebreaker and then to the main exercise:

1. What was challenging when not playing with a visible ball?
2. Did you discuss these challenges with your team?
3. Why is it important to communicate challenges when working in a group?
4. What makes effective group communication that ensures better performance of everybody involved?
5. Why is it important to engage in clear communication when you have to manage settings where tactics, plans, and approaches towards goal achievement often require changes?
WAYS TO COMMUNICATE
RHEINFLANKE

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
To be a good communicator means that you not only have to clearly transmit your ideas and opinions to your audience, but also that you must learn how to listen to others, understand their main points and be able to discuss and negotiate on different topics.

OBJECTIVES
» Players will recognise the importance of communication to reach a common decision and settle disputes.
» Players will have to apply different communication techniques when certain ways of communication reach their limits.
» Players will further develop the capacity to be more in control and aware of what they are communicating to others, directly and indirectly.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Set up a football pitch with two goals and marked side lines. Create two teams of equal size and distribute training bibs to them.

SECOND STEP: Explain that three halves of football will be played in this exercise. The first two halves will last for seven minutes, the last one for ten minutes. In the first half, no restrictions are given. Tell the players that there is no referee and, in case of controversial situations, they must engage in communication to solve them. Start the first seven-minute half.

THIRD STEP: Now, instruct players that no talking or any other acoustic signals are allowed. When the rule is broken, the team will be penalised. Possible penalties include the player having to run around the football pitch at least once or only using their weaker foot for the rest of the half. Act as referee in this half.

FOURTH STEP: Before beginning the last half, inform players that this game counts. Tell the players that this half is played for ten minutes. Decide for the teams on the communication method to play by, talking and not talking. Inform the teams that, after five minutes, they must use the other communication method. One team is allowed to talk while the other one is not. The half is played again without a referee. When decisions need to be made, each team has to communicate with the method it plays by, talking or not talking. Ask the teams to decide before the third half starts what the consequence should be for the losing team. This should be something fun, for example one minute of jumping jacks or two laps around the field.

POSSIBLE VARIATIONS:
» Teams can reach a consensus regarding the communication method for the last half.
» Encourage the teams to challenge themselves by not allowing communication in the last half.

LENGTH: 35 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 8 players
MATERIALS NEEDED:
- Cones to make a pitch
- Footballs
- Goals
- Training bibs

TIPS & TRICKS
» Make sure the penalty for talking or making noise doesn’t take too long since this could slow down the game.
» Recap the participants’ experiences in between the halves in order to see what difficulties they have encountered. Consequently, they will understand the essence of clear communication.

THIRD HALF: REFLECTION

QUESTIONS
Bring the teams together in a large circle to discuss the following questions:

1. How did you settle disputes in the first half and what can you improve as a team when you have to reach agreement under pressure?
2. What was different between the way you played in the first and second halves? What was the impact on your team’s approach to reach your objectives?
3. Why were you able to reach agreement even if you had to engage in an unfamiliar type of communication?
4. Why will you also have to frequently change the way you communicate in your professional future?
5. What are the benefits for your life when you develop your communication skills to an advanced level?
SELF-CONTROL

CAPTAIN TIME
BALON MUNDIAL

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
In relation to the sports environment, self-control is an important skill for a variety of sport and exercise behaviours. For example, it has been found that, for optimal performance, athletes are required to control their cognitive, emotional, and motor processes, as well as their behavioural tendencies.

OBJECTIVES
» Players will be tested on their levels of emotional self-control.
» Players will learn more about the responsibilities and challenges of taking on the captain and leadership role for which self-control is a key skill.
» Players will learn how to handle their feelings in frustrating situations on and off the field.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Set up a small sided possession game. Divide the players into two teams. Ask each team to identify one captain for their team. Ask the captains to come for a short meeting with you, away from the players.

SECOND STEP: Explain to the captains that, during the game, they have to behave like captains by helping the team, giving suggestions, and making the team feel supported. Remind them that no matter what happens during the game, they should focus on their role throughout the exercise.

THIRD STEP: Speak with the other players (away from the captains). Instruct them that in the game, they should not pass the ball to the captains. Make sure that the players know that they should stick to the rule, no matter what happens in the game. Begin a small possession game. If necessary, remind players during the game not to pass to their captains (but without the captains taking note of it).Continue until it is clear that the captain senses the rule. Then stop the game.

FIFTH STEP: Discuss with the teams the rules which were set. Ask the teams for a new set of rules that put some restrictions on all of them. Examples can include players only being allowed to score one goal each or all of the team having to touch the ball once before a goal is scored. Play with these rules for the next five to ten minutes.

POSSIBLE VARIATIONS:
» Give the teams different instructions relating to their captains. For example, one team should not pass the ball to their captain while the other can, but only after 5 passes with each other.
» Make sure to clarify that the captain is not allowed to know that he/she will not get the ball by the teammates and that the intention of the exercise is to “discriminate” or exclude him/her from the team.

TIPS & TRICKS
» Be aware that for some people this can lead to a lot of frustration, so ensure that aggressive behaviour is controlled.
» It is difficult to do this exercise a second time because the players will understand how it works. Try to either change the name or restriction of the leadership player.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together and use the following questions to stimulate discussion on how the exercise links to self-control both on and off the field.

1. Directed at the captains: How did you deal with your emotions when you realised that nobody was passing you the ball?
2. Directed at the players: Was it easy for you to accept the instructions and advice of your captain and did you have to control yourself to follow him/her? How did it affect the performance of the team?
3. Directed at everyone: What are other situations on the field where we have to be very aware of controlling our emotions?
4. Directed at everyone: Why is it important to learn to control our emotions in the work environment and in our social relationships?
5. Directed at everyone: What can be the consequences of failing to do so?
SELF-CONTROL

CLAP THE BALL

RED DEPORTE

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Research points to the following benefits tied to high self-control in the sports environment. In the football context, especially, players who can practise self-control will also have the capacity to:

- Be deliberate in their practice and training over time
- Focus on long-term goals and resist short-term gains
- Maintain high levels of concentration in challenging trainings & games

OBJECTIVES

- Players will understand that, in order to adjust to their mistakes, they must keep a cool head and not blame others.
- Players will recognise that self-control contributes to personal development and harnesses social relationships.
- Players will recognise the importance of self-control when trying to stay focused under pressure.

SECOND HALF: DESCRIPTION

HOW TO PLAY

FIRST STEP: Form a large circle with all of the players. Explain that the player with the ball can pass it to whoever they want. Before getting the ball, the receiving player has to clap their hands. When players are not able to do this quickly enough or are not able to catch the ball, they have to run around the circle twice to get back into the game. Instruct the players that the first round starts with passing the ball to the hands.

SECOND STEP: Begin the exercise and see how well the players do. When you get a chance to have the ball, try to trick other players, i.e. pretend that you will throw it to one player but throw to another. If any players clap and aren’t the ones receiving the ball, they also have to run three instead of two rounds.

THIRD STEP: The game will continue for ten minutes and now the ball will be played using the feet. When a player receives the ball with their feet, they still have to clap their hands. Remind players to keep track of how many times they had to run around. The game doesn’t have to end with one player as the final winner.

POSSIBLE VARIATIONS:

- If you feel that the level of loss of self-control is rather low during the exercise, the difficulty can be increased, asking that the players clap twice or more times before receiving the ball. You can also ask them to run three instead of two rounds.
- Another rule could be to regulate the direction in which the ball is played. For example, if it goes clockwise, it must go counter-clockwise.

TIPS & TRICKS

- Explain that, in the beginning, players can make higher passes to give the players more time to clap before receiving the ball.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together and use the following questions to stimulate discussion on how the exercise links to self-control both on and off the field.

1. How did running around the circle affect your motivation, energy and enthusiasm for the exercise?
2. Why is it important to control negative thoughts in a situation in which you have to cooperate with others and try to achieve something?
3. What difference does it make for you and others if you have a high ability to control yourself?
4. What happens if the level of self-control reduces in school or at work and what are the likely consequences you will have to face?
5. How can self-control over negative thoughts be an asset in the workplace and how does it promote your development in life?


**SELF-CONTROL**

**DANGER ZONE**

**INEX-SDA**

**FIRST HALF: INTRODUCTION**

**LIFE SKILL RELEVANCE**

Self-control is when an individual is able to focus on their team’s long-term goals, inhibiting their immediate desires to replace them with behaviour that aligns with their goals. Self-control is closely connected to self-discipline, self-regulation and willpower.

**OBJECTIVES**

- It is likely that players will make mistakes from which they can then quickly learn and move forward from if they control their frustration.
- Players will learn that self-control is often challenged by penalties imposed from on them by others.
- Players will be able to control themselves better even if they feel unfairly treated.

**LENGTH:** 25 minutes  
**AGE GROUP:** 12 years +  
**NUMBER OF PARTICIPANTS:** minimum of 6 players  

**MATERIALS NEEDED:**  
Cones  
Footballs  
Training bibs

**SECOND HALF: DESCRIPTION**

**HOW TO PLAY**

**FIRST STEP:** Set up a small sided playing field with the size depending on the number of players. Set it up so there are no goals, but instead a space to play possession. In the middle of the field, create a square with the cones. Divide the group of players into two teams and distribute training bibs to them.

**SECOND STEP:** Tell players to will play a regular possession game, where a point is scored when the team achieves six consecutive passes. The only rule is to avoid the square. If a player enters the square or passes the ball through the square, he/she will be penalised. Explain that for the first mistake, players have to put one hand on their head. For the second mistake, players have to put both hands on their heads. For the third mistake, players may only use their weaker foot. The fourth mistake means that they will be ‘frozen’ and unable to play until their team scores a point.

**THIRD STEP:** Start the game and have them play for fifteen minutes.

**POSSIBLE VARIATIONS:**

- The types of consequences can vary, for example, the players have to run one round outside of the field for the fourth punishment to get back into the game.
- Vary the size of the square: at different points in the game, make it bigger or smaller to test the players’ awareness.
- At different points in the game, allow specific players or teams to enter the square.

**TIPS & TRICKS**

- Pay attention to when players break the rules, as it might not always be obvious.

**THIRD HALF: REFLECTION**

**QUESTIONS**

Bring the players together and use the following questions to stimulate discussion on how the exercise links to both self-control on and off the field.

1. What was your reaction when you made a mistake during the game?  
2. Do these reactions already indicate a change in your level of self-control and, if yes, what are the possible implications on your teammates?  
3. What emotions did you experience when you faced different consequences for mistakes?  
4. Why can emotions that even have a funny component, e.g. laughter, also be an indicator of loss of self-control in certain situations?  
5. Why can it sometimes be helpful to control yourself when you face consequences in the workplace or in school?
SELF-CONTROL
FIRST SENSE, FIRST MOVE?
RHEINFLANKE

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Self-control is commonly defined as the ability to delay gratification, control impulses, focus attention, manage emotions and regulate behaviour. When focusing on impulses and immediate desires and habitual responses, self-control entails the mental capacity of an individual to alter or change the impulse, i.e. not only dealing with the impulse, but managing it.

OBJECTIVES
› Players will be able to make a decision not by first impulse or as reaction to emotions and sensory stimulation, but by controlled actions and a rational decision-making process.
› Players will become aware of themselves and their actions, and learn how to control the first impulse of doing something or not.
› Players will become aware of stimuli and signals in their environment and keep their head up while playing.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Follow the diagram to set up the exercise. Divide the group into smaller teams of two to three players. Each team should line up behind the three starting cones (not the coloured cones).
SECOND STEP: Explain to the players that the first round is without balls. You will show a colour to the group, either with an extra cone or a piece of paper. From their starting cones, one player at a time will run to the cone, touch it with their hands and return to the next player in line.
THIRD STEP: Each group will need a ball. This time you will call out a colour which will not necessarily be the colour shown, so the teams will have listen attentively. When the colour has been called out, the first player has to dribble to the cone, touch it with their foot and dribble back to the next player.
FOURTH STEP: Instruct the players that two colours will be shown and that these are the colours that the teams should avoid. They can then choose two of the other cones, dribble to the cone, turn at the cone and pass it back to the next player in line.
FIFTH STEP: End the exercise with a competition, where different instructions are given and the winning team of each round earns a point.

POSSIBLE VARIATIONS:
› Add numbers for the cones to make it more complex.
› Change the type of dribbling and passing.

LENGTH: 10 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 6 players
MATERIALS NEEDED:
Cones
Footballs

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together and use the following questions to stimulate discussion on how the exercise links to self-control both on and off the field.

1. Was it easier for you to follow the visual or verbal instructions?
4. Was it hard to control the first impulse and why you should not always follow your first impulse?
2. How did you support your teammates with their performance?
5. How can the experience of this exercise be transferred to other situations in your life e.g. to your life in school or at work?
3. What effect/consequences did it have when you were under time pressure and the exercise turned into a race?
SOCIAL SENSITIVITY
THREE ROLES MATCH
INDEX-SDA

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Social sensitivity is the ability to perceive and understand the feelings and viewpoints of others. It includes the ability to understand cues from conversations and observations. Social sensitivity demonstrates that you are aware of other people in social and work situations. It is often tied to empathy because it involves the experience of understanding another person’s thoughts, feelings and condition from their point of view, rather than from just your own.

OBJECTIVES
» Players will reflect on the social diversities in their different environments.
» Players will become aware of their own stereotypes and the importance of challenging themselves to think beyond these categories.
» Players will understand the importance of social sensitivity for group performance as they learn to respect others for who they are.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Create a football playing field with three zones. The two side zones on the left and on the right should be smaller than the middle zone. Divide the group into two even sized teams. The players should divide themselves up so that a minimum two players are in each of the outside zones and at least three players in the middle zones.

SECOND STEP: Now, ask players what kinds of zones, or social environments exist in their communities. These zones can be spaces where it is hard to go in and out of. Give an example if there are no ideas brought up by the players. Decide on the types of zones which exist and label each of the three zones created. Define zones that fairly reflect social divisions and certain groups in society. Explain that during the following game players have to remain in their specific zone and are not allowed to step out of it. Every five minutes, ask the teams to move into the next zone. All teams should once play in the zones defined as marginalised and in the zone defined as privileged.

THIRD STEP: For the next round, change what players in each zone are allowed to do. For example, depending on how the zones have been defined, those who are most marginalised in both outer zones can only play two touches or only use their weak foot, while those in the middle zone enjoy privileges and have unlimited touches on the ball using both feet. Every five minutes, ask the teams to move into the next zone. All teams should once play in the zones defined as marginalised and in the zone defined as privileged.

FOURTH STEP: In the last round, make it a point to open the settings, remove the zones and allow the teams to play a ten-minute round without limitations.

POSSIBLE VARIATIONS:
» It is always possible to remove or add another zone, a smaller space in the outside zone for example.
» Change the limitations in the zones.

TIPS & TRICKS
» Be prepared with examples of zones, such as zones referring to different ethnicities, races, education levels, professions, sexualities, etc.
» Pay attention to who is in which zone for the reflection round.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together for a brief reflection round. Use the following questions to stimulate discussion:

1. In which zone were you playing? How did it feel to have more and how did it feel to have fewer opportunities than others?

2. When you think of the group you represented in the game, what limitations do they face in real society?

3. Do you personally experience social divisions in your life and how does it feel?

4. What are the effects of social divisions on your behaviour?

5. Why is it important to be socially aware and overcome social divisions when entering into the work and school environment?
THROUGH YOUR EYES

RHEINFLANKE

LENGTH: 25 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 8 players
MATERIALS NEEDED:
Footballs
Cones
Relay course instruction cards
Blank cards
Pens / pencils

HOW TO PLAY

FIRST STEP: Create relay courses. Each team of four to five players will need a line. Create enough lines of relays.

SECOND STEP: Assign one player in each team as leader. The rest are supporters. Explain leaders only what players will have to do to get around the relay course, either running drills or football drills, or both. Give leaders cards with instructions for different drills. Confirm with the leaders that they understand the instructions.

THIRD STEP: Tell leaders to then lead their players through the course, only with vocal instructions. They should not demonstrate the exercise but simply follow the guidelines on the card. Each player on the team will have a different way of doing the relay, based on the card instructions. Give each team about five minutes to get through the relays.

FOURTH STEP: Have teams swap cards and ask a new person to take up the leader role in each team. Give teams five minutes to go through the new course.

FIFTH STEP: Ask teams to put together a sheet outlining a new relay course and develop instruction cards for drills. This should take five minutes maximum. Do the last round with one team instructing the other and vice versa on how to go through the course, again only with verbal instructions. Give each team five minutes to get through the relays and five minutes to guide individuals in the other team through the course. Before the round form pairs of one leader and one supporter. All players now act as leaders guiding others through their relay course and as supporters while they are led through the other team’s line of relays.

POSSIBLE VARIATIONS:
• Add a goal at the finish to make the exercise more attractive
• Create a competition between the teams for the last round. Relays are decided upon by all leaders

TIPS & TRICKS
• Try to motivate the group to maintain the speed in this exercise. The leader can give these types of instructions to his/her players.
• You can give extra instructions on how to guide the ball while playing around the cones, or how to dribble with the ball.

QUESTIONS
Bring the players together for a brief reflection round. Use the following questions to stimulate discussion:

1. As a leader, what did you have to be aware of when leading supporters through the relay course?
2. As a supporter, what helped you to understand the instructions of the leader and perform the exercise in a good way?
3. In the role of the leader, why is it important to see the obstacle course from the perspective of the supporter? Why is it important in life to look at the world and your environment from different perspectives and not just from your own?
4. How can you train yourself to perceive the viewpoints of others and increase your social sensitivity?
5. Why is this ability an important skill for your personal future in school and at work?

LIFE SKILL RELEVANCE
Football provides spaces for interactions full of various meanings that can be interpreted very different depending on the perspective. When teams are comprised of individuals aiming to work together and confronting challenges along the way, the ability to understand and read one another and their reactions is critical to success.

OBJECTIVES
• Players will train to shift attention away from themselves towards the guidance of their teammates.
• Players will improve their ability to recognise social contexts, and verbal and nonverbal cues in conversations.
• Players will experience how social sensitivity correlates with successful team performance on and off the pitch.

SECOND HALF: DESCRIPTION

SOCIAL SENSITIVITY

FIRST HALF: INTRODUCTION

SECOND HALF: EXERCISES

THIRD HALF: REFLECTION

LEFT-BEYOND BACK!
HANDBALL
KICKEN OHNE GREENZEN

LENGTH: 20 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 6 players
MATERIALS NEEDED:
- Footballs
- Goals
- Training bibs
- Cones

HOW TO PLAY

FIRST STEP: Set up two goals and a field. Form two teams of equal size. Explain that the teams will play a game of handball with the following rules:
- Players are not allowed to run/dribble with the ball.
- Players can only move forward by passing the ball.
- Players can play defence by moving in front of the other players but they are not allowed to foul or touch the player with the ball. If a player is holding the ball out in front of their body, the other team can grab the ball, not the player.
- Players can score a goal by heading the ball into the goal themselves or by passing to a teammate who then heads the ball inside.
- Normally no goalies are allowed but this can be discussed with the teams.

SECOND STEP: Have the teams play for ten minutes, giving them a short break and then resuming the game for another ten minutes.

POSSIBLE VARIATIONS:
- Passing the ball backwards is not allowed. If the rule is broken, possession is switched to the opponent.
- Players can move forward by bouncing the ball. If both hands touch the ball, players have to pass it to their teammates.

Before a goal is scored, every team member has to touch the ball at least once.
- If the ball falls to the ground, the team that didn't touch it last has possession.

SECOND HALF: DESCRIPTION

LIFE SKILL RELEVANCE
Teamwork is a skill that can be developed in many areas of life because it entails being part of a group which is working towards a set of common goals in the most effective way. Teamwork is a vital life skill for sports, particularly team sports and in the workplace environment where employees are often working on different teams to successfully complete projects.

OBJECTIVES
- Players will learn that understanding and trusting their teammates is crucial for successful collaboration, both on and off the field.
- Players will learn that the inclusion of all players brings many benefits to the team, including strengthening the combined efforts towards common goals.
- Participants will acknowledge that in constantly changing scenarios, group problem solving will often require the skills and creative input of the entire group to identify solutions.

TIPS & TRICKS
- Before the start, do an energiser which requires passing the ball with the hands.
- Ensure that all players get to touch the ball during the exercise. If you notice that some players are not involved, stop the game and use it as a teachable moment.
- Remind players that it is not permitted to touch or grab the player to get the ball. If a player holds the ball and another player grabs it, there can be a jump ball.
- Encourage players to play quickly and avoid holding on to the ball for too long.
- The size of the field depends on the number of players. The size of a handball field is 20x40 metres. The goals are three meters wide and two meters high.

QUESTIONS
Bring the players together in a circle to discuss the exercise. This reflection session doesn’t have to be too long and can also take place after the full training session is complete. The coach will ask the following questions:

1. How did your team do collectively and what were the factors that made your team effective?
2. Can making sure to involve everyone also be a challenge? Why is this the case?
3. How does it cause damage for team development and performance if only a few players are included?
4. How do you benefit from involving everybody in your team on the pitch, at work, or in other situations in life?
5. What types of work or school tasks require teamwork and what are the main benefits of good teamwork in such situations?
EVERYONE’S CIRCLE
SPORT DANS LA VILLE

FIRST HALF: INTRODUCTION

LENGTH: 15 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 10 players

MATERIALS NEEDED:
Footballs

LIFE SKILL RELEVANCE
On the individual level, having strong teamwork skills and being a good teammate go hand in hand. As teams are made up of individual team members, the strength of the collective team lies in the hands or behaviour and skills of each member.

OBJECTIVES
◦ Players will acknowledge the importance of the right behaviour when the group is under pressure.
◦ Players will increase awareness of the importance of paying attention to their teammates’ performance and offer constructive support to ensure team success.
◦ Players learn to design, plan and implement a joint solution/approach to a challenge on the football field and in other areas of life.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Create teams with an even number of players. Each team needs a football. Instruct the teams to form circles. The circles can be spread around the football field. The circles should be about the same size when they begin the exercise.

SECOND STEP: Inform the teams about the rules of the exercise:
◦ The team will pass the ball and with each fifth pass, will move back a step to make a larger circle.
◦ The coach will keep the time and at the end of the set time (1-2 minutes) the teams will see how large their circle has become.
◦ The first round will include passes with the hands. During the second round, the feet should be used.

POSSIBLE VARIATIONS:
◦ Teams will be given specific instructions on how to pass the ball: only with the weaker foot, only with two touches, following a two touch then one touch pattern, calling the names of the receiving player before passing.
◦ Each team can send a defender to the other team to try to prevent the passes.
◦ Turn the exercise into a competition, so there is a winner after each round.
◦ Instruct the players to pass and move, i.e. avoid being stationary. This should be the final round.

TIPS & TRICKS
◦ Between rounds, give teams a few minutes to discuss possible strategies to increase speed, accuracy, and inclusion of all players. After the different rounds, ask the teams to apply the discussed strategy and observe if there are any improvements.
◦ When you are running the session, pay attention to how players communicate with one another. In the reflection stage, share your observations with them and ask for their feedback.
◦ When you notice that some players are not being involved in the passing, ask the teams to improve their strategies to be more inclusive.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together, either directly after the exercise or after the training session, and ask the following questions:

1. Which type of passing was the most challenging for your team?
2. How did the time pressure affect the teams’ behaviour, support for each other, and performance?
3. Do you expect similar challenges in work situations? If yes, please give an example of an expectation or own experience.
4. How would you react if a member of your team is not contributing their best to a specific challenge?
5. What happens if someone demonstrates such an attitude on the pitch or at work?
LIFE SKILL RELEVANCE
It is important that each team member not only brings their own unique skills and knowledge but also their teamwork skills and style. A team can consist of a group of very talented athletes but, for the success and experience of the team, it is essential to foster teamwork.

OBJECTIVES
- The team will practise analysing individual and collective resources and deciding on their optimal use to reach the best team performance.
- Players will practise making and carrying out a plan in consideration of the team’s resources and skills.
- Players will learn how to involve all teammates in a group discussion and decision-making process.

HOW TO PLAY

FIRST STEP: Design relay courses for each team. Each relay course will be made up of four different technical exercises. Players will be put into teams of four with each team having their own relay course.

SECOND STEP: Instruct each team to select a starting cone for the relay course (all are the same) and to have one football at their line.

THIRD STEP: Demonstrate the relay course with the four different technical exercises. Instruct the teams that the first round is just a practice run, each player will complete the relay course once. After everyone has completed the course, set up the next round as a competition, where each team is trying to complete it faster than the others.

FOURTH STEP: Instruct the teams that, this time, players must complete the relay course as a team. This means that each player has to do one part of the relay course. Give the teams time to come up with four exercises and decide who should do which exercise. Start and finish the team competition round. Make sure that the exercises chosen by the teams are not too easy and pose some challenge to the players.

POSSIBLE VARIATIONS:
- The following are possible technical exercises without a football to include: high knees, ladder exercises, running forwards and backwards, different types of jumps.
- The following are possible technical exercises to do with a ball: juggling the ball, pushing and pulling the ball with the underside of the foot, dribbling the ball with the outside of the foot, etc.

TIPS & TRICKS
- Do four rounds of the relay race, giving each player a chance to do each exercise once in the team competition.
- Ask each team to come up with the four exercises and then have them demonstrate and lead the competition.
- If players are reluctant to decide on exercises, coaches can provide ideas.

QUESTIONS
Bring the players together in a circle to reflect on the exercise. Use the following questions to stimulate discussion:

1. When completing the team challenge, how did your team decide which exercise each player should do?
2. What are potential indicators to identify best suited tasks for individuals that lead to the desired results of a group?
3. How did your team ensure inclusion of different point of view and approaches?
4. Do you think you found the best allocation of resources? How did you analyse your options to allocate resources?
5. Why is it important to know about available resources and allocate them when you want to achieve something as a group?
TEAMWORK

HOLD MY HAND, PLEASE!
SCORING FOR THE FUTURE WORKING GROUP

FIRST HALF: INTRODUCTION

LENGTH: 30 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 13 players
MATERIALS NEEDED:
- Footballs
- Cones
- Training bibs
- Knots if necessary

LIFE SKILL RELEVANCE
On effective work teams, there is a high level of interdependence, where each individual’s tasks contribute to the success of the other people’s tasks.

OBJECTIVES
- Players will learn that teamwork requires encouragement and support from others.
- Players will learn how to control their emotions even if they are frustrated by the process of teamwork.
- Players will learn that multiple and diverse perspectives improve teamwork.

SECOND HALF: DESCRIPTION

HOW TO PLAY

FIRST STEP: Create a playing field and set up a goal with two cones in the middle. Ask one player to be a goalkeeper. Split the group into two teams and instruct the players to make a pair. Distribute training bibs to each team.

SECOND STEP: Inform the players that they will play a first half of ten minute football while holding hands with their partners. Explain that a goal can be scored at either side and counted only if they score while holding each other’s hands. Tell the players to start and count how many goals each team scores.

THIRD STEP: Give the teams a five-minute break to recover and think of their strategies for the second half. Rotate the goalkeeper so that everyone can get involved in the exercise and let the teams play for another ten minutes.

POSSIBLE VARIATIONS:
- Players can play while tying a knot around their ankles in case you would like to increase the level of difficulty.
- Set up two goals in the middle in case one goal is limited.

TIPS & TRICKS
- Make sure that the players hold their hands during the exercise.
- Encourage the players to not only talk to their partners, but all teammates during the exercise.
- Encourage both teams after the exercise so that both the winning and the losing team can be proud of their teamwork.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together for a brief reflection. Use the following questions to stimulate discussion:

1. What were the challenges you faced during the exercise?
2. What did you like about the exercise?
3. How did you make sure that you engaged in good teamwork during this exercise?
4. What are the lessons learned from this exercise?
5. Which learnings you can transfer to your school or workplace environment?
TRUE OR FALSE

INEX-SDA

FIRST HALF: INTRODUCTION

LENGTH: 15 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 4 players
MATERIALS NEEDED: Goals, Cones, Footballs

LIFE SKILL RELEVANCE
Decision-making in the sport environment is unique because it is naturalistic, whereby the players naturally encounter decisions with some degree of task familiarity while the situation on the sports field is always changing.

OBJECTIVES
- Players will learn about the difference between intuitive decision-making and analytical decision-making.
- Player will realise that in situations when an answer is not known, we choose a solution (using the strong foot) that seems to make it easier to achieve specific objective (shooting a goal).
- Player will reflect on how to improve their decision-making skills.

SECOND HALF: DESCRIPTION

FIRST STEP: Set up cones to create a dribbling route which leads to two goals. The space between the end of the route and the goals should be big enough so players can either touch left or right to prepare for a shot on goal.

SECOND STEP: Explain to the players that you will ask them different questions. For the first five questions, the goal to the left will represent the response ‘yes’ and the goal to the right will represent the response ‘no’. Align your questions with the objectives of this exercise. Instruct the players that they will dribble through the cones and then either take a shot at the left or right goal depending on their response. After shooting, the player will retrieve the ball and return to the line. Now, share the right answer for your question with the player.

THIRD STEP: Change the movement through the cones and also the questions. Explain that one goal represents ‘true’ and the other goal ‘false’. Players should answer the question by shooting towards one of the goals. Make sure you have enough statements prepared for true/false answers depending on the number of players.

FOURTH STEP: For this round, make the movement more complex. For example, one goal can represent male and the other female, or one could be school and the other, work.

POSSIBLE VARIATIONS:
- If there is a larger group of players, set up four goals and two lines. It is best that the players don’t have too much time to think about their decision before their turn.
- This exercise requires a list of possible questions, statements and topics, so come prepared. Make sure to speak clearly when saying them in front of the players.

TIPS & TRICKS
- If there is a larger group of players, set up four goals and two lines. It is best that the players don’t have too much time to think about their decision before their turn.
- This exercise requires a list of possible questions, statements and topics, so come prepared. Make sure to speak clearly when saying them in front of the players.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together to reflect on how the exercise worked on their decision-making skills. Use the following questions to stimulate a discussion:

1. Did you have to answer any questions that were too difficult for you to make a confident decision? If so, which ones and why?
2. What factors affected how you made your decisions, especially when you did not know the answer?
3. What are the advantages and disadvantages to trust your instincts when you make a decision?
4. What are possible criteria for a good decision on the football field?
5. What will be a good decision-making process to decide which education or professional career to pursue?
GATE CONTROL
RHEINFLANKE

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Decision-making is a fundamental element of any sport, especially open, fast, dynamic team sports such as football. Effective decision makers must be able to identify the best solution in the workplace environment. Similarly to the sports environment, this is often under conditions of uncertainty and time pressure. These conditions can lead to situations where the decision maker has to judge the potential outcome of each option, whether he or she is willing and capable to deal with the actions and whether it maximises individual or team goals.

OBJECTIVES
- Players will be able to find the best solution for their individual or team situation when under pressure.
- Players will be able to analyse and assess different types of situations.
- Players will learn how to adapt their decisions when there are mistakes or moments of failure in the process.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Prepare the playing field with two small gates on the same line placed before the goals. Set up the gates with two cones for each gate.

SECOND STEP: Before you start the exercise, tell the players that they will have two different options to score a goal.

Option 1: Explain to the players that in groups of two, attackers will try to score a goal. Before scoring a goal, they both have to run through one of the gates with the ball. They are allowed to pass the ball before passing a gate and then have to make a decision, which gate to run through without getting touched by the defender.

THIRD STEP: Play the game for fifteen minutes, making sure that the two defenders rotate and have a chance to play as attackers.

POSSIBLE VARIATIONS:
- During the first round, players can play without a defender in order to get used to the two decisions to be made. In the second round, include the defender.

SECOND OPTION
Defending Zone

FIRST OPTION
Defending Zone

TIPS & TRICKS
- When introducing the exercise, ask players for situations in football when they have had to take responsibility for others.
- Have two examples ready for when you had to take on personal responsibility for a teammate, classmate, and also a colleague at work. For example, if a colleague needs help understanding a new programme or task.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together to reflect on how the exercise worked on their decision-making skills. Use the following questions to stimulate a discussion:

1. How did you make your individual decisions? How did you make your attacking team decision?
2. Can you name factors which were key to your decision and brought success?
3. In order to make certain decisions, we have to know the options. How do you know the different options available in football and in life?
4. How can we train our group/team decision-making skills at training? How does it transfer to the games?
5. Imagine you are working as a hairdresser and a client asks you to recommend a new haircut. What are possible factors to decide what you will recommend? Describe the different stages of the thought process before you come to a decision what might be the best haircut for your client.
**DECISION-MAKING**

**COLOURED SHOT**

**BALON MUNDIAL**

**FIRST HALF: INTRODUCTION**

**LIFE SKILL RELEVANCE**

Decision-making is a skill which requires many steps in a process which includes a decision or choice being made and the consequences of this selection.

**OBJECTIVES**

- Players will be able to make a decision in an optimal amount of time to then act on it.
- Players will be able to access the situation and resources to make an effective decision.

**LENGTH:** 20 minutes

**AGE GROUP:** 12 years +

**NUMBER OF PARTICIPANTS:** minimum of 4 players

**MATERIALS NEEDED:**
- Goals
- Cones
- Footballs

**SECOND HALF: DESCRIPTION**

**HOW TO PLAY**

**FIRST STEP:** Set up an assortment of coloured cones in one zone. Place four balls in the space between the coloured zones and the goals. Split the players into two lines and have each line start at a starting cone. Assign one player to be goalkeeper.

**SECOND STEP:** Explain to the players that you will call out three colours quickly in a row. The first player in line has to then run, find the three cones in the same order as the colours that were called out, run around each one and then choose a ball to shoot. The shot on the goal is one touch. Each player will retrieve their ball after taking a shot, return it to one of the four spots, and then return to the line. The players should follow the colour order. They have to decide which cones to go to because there are multiple coloured cones.

**THIRD STEP:** Play for fifteen minutes, mixing up the order of the cones in between. When the players get used to the game, make it faster. In the final round, call out three different colours. The players get to decide the order and which cones to go to before shooting a goal.

**POSSIBLE VARIATIONS:**

- Say more than three colours in order.
- Set up more lines so more players go at the same time.
- Vary the movements, not only running around the cones but also shuffling in the space or running backwards.
- Vary the movements over and around the cones e.g. jump over and back.
- Turn the exercise into a competition between the two lines.

**TIPS & TRICKS**

- Explain that it is more important to focus on the movement itself and not only on the competitive aspect, or final shot of the exercise.
- Encourage the players to think of a good strategy to reach the ball. For example: trying not to run backwards, but instead building a path that goes further every time and closer to the final ball.
- If more than one player is going at a time, make sure that the goalie is prepared.

**THIRD HALF: REFLECTION**

**QUESTIONS**

Bring the players together to reflect on how the exercise worked on their decision-making skills. Use the following questions to stimulate a discussion:

1. How did you decide which cones to go to and which ball to shoot at the goal? What factors played a role in this decision?
2. Was it difficult to focus on the final shot when you had to decide on the cones first?
3. How does pressure and the need to quickly adjust influence decision-making?
4. Did you improve each time you did the exercise?
5. How does practice and experience support decision-making?
6. Why does a person with good decision-making skills often make better decisions than a person with a lot of experience in a specific area?
DECISION-MAKING
BASEBALL
KICKEN OHNE GRENNEN

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE

In football players are exposed to many decision-making designs and strategies. In order to make a decision, a player first has to be able to evaluate the situation, assess the possibilities to choose from, weigh up the pros and cons of each possibility and, through a rational and logical assessment, select an appropriate course of action. This also requires an assessment of the consequences of the action.

OBJECTIVES

› Players will be able to estimate whether taking a risk or being more secure will be the better decision to achieve a goal or advance personal development.
› Players will practice how to make a decision based on the analysis of a situation.
› Players will learn that it is helpful to understand the dependencies in an interconnected environment to make better decisions.

SECOND HALF: DESCRIPTION

HOW TO PLAY

FIRST STEP: Build a baseball diamond using four larger cones for each base. In the middle of the diamond, place a small goal or create one with two cones. Set up two teams.

SECOND STEP: Explain the rules of the game. One team is on offense, the other on defense. The offense team will line up at home plate. One player goes at a time. The defending team will be spread out in the field. A defending player will be the pitcher. They must pass the ball to the first player on offense who will then, with one touch, kick the ball in any direction they would like, as long as it stays on the baseball pitch. Once the ball has been kicked, the player will run as fast as they can to first base. The objective for the defense team is to complete runs. Each run counts as one point. The player who kicks the ball can run to the first cone where they are not yet when the ball lands in the goal, and is less than half way there, they must go back to home base and it counts as an ‘out’ for their team. If they were at the cone, they are safe. That player has to then wait until their teammate has kicked the ball again. Only then are they allowed to run to the next cone. A player who can run around all of the cones achieves a home run.

THIRD STEP: Play the round so that everyone on the team gets a chance to kick the ball. Count the number of runs. When everyone has gone once, switch teams. Decide to play the game for innings like in baseball or just against time.

POSSIBLE VARIATIONS:

› If the ball is kicked in the air and is headed by the defence team before it lands, it also counts as an out.

LENGTH: 20 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 10 players
MATERIALS NEEDED:
Small Goal
Cones
Footballs
Training bibs

TIPS & TRICKS

› If the teams know how to play baseball, you can follow the normal rules where the team stays on offence until they get three outs.
› Remind the pitcher to pass the ball slowly to players so that they have the chance to kick it.
› Make sure to point out that the spectators of the attacking team have an important role, namely to observe the game and give advice to the active teammates in the game.
› Make sure to have one player on the defending team playing ‘catcher’ which means he/she stands at the home plate and can get the balls that aren’t kicked properly and go out of bounds and also can pass the balls back to the pitcher.

THIRD HALF: REFLECTION

QUESTIONS

Bring the players together to reflect on how the exercise worked on their decision-making skills. Use the following questions to stimulate a discussion:

1. What was your strategy when you kicked the ball? Did you have to adjust your decision to the specific context? If so, what factors were important?
2. Did you make your decisions individually or did you consult with your teammates?
3. Were some ways of kicking the ball riskier than others? How did you evaluate the risks you identified?
4. Why is the event of failure a great opportunity to improve your decision-making skills in the future?
5. When deciding what you want to learn and do in your life, what will help you to make the right decision?
PROBLEM SOLVING

MOVEMENTS TO CREATE SPACE
ALBION IN THE COMMUNITY

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Refining problem solving skills in football is beneficial not only for the individual young person but also for their team. Additionally, this specific skill can be beneficial in football because it can be associated with how a player is able to: Understand what is within and what is beyond their control; gain more confidence in cognitive as well as physical/technical skills; be a committed and reliable teammate; take on different leadership roles; take responsibility of their own personal development.

OBJECTIVES
1. Players will learn that patience is required when trying to solve problems on the pitch or in the workplace.
2. Players will be able to identify different problem solving approaches and styles.
3. Players will be able to apply problem solving skills when working on a task.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Create a playing field with goals nine metres away from the centre. Ask four players to play on the inside. Three players will be on defence against one player on offence. Four players on offence will be on the sides of the playing field.

SECOND STEP: The four on the sides will start with the ball and try to pass it to the inside player who will try to pass to another on the outside. When the one player on offence is not open, the players on the outside remain in possession of the ball. When the team on defence steals the ball, they should attack one of the goals to score. Four players on defence will be on the sides of the playing field.

THIRD STEP: Allow the teams to play without any other rules and rotate the offensive player in the middle and the three defence players. Pay close attention to the one offensive player’s movement, see how they are able to get open. Remind the offensive player that when they receive the ball from an outside player, they are allowed to play it back immediately to this player. The four on the sides will start with the ball and try to pass it to the inside player who will try to pass to another on the outside. When the one player on offence is not open, the players on the outside remain in possession of the ball. When the team on defence steals the ball, they should attack one of the goals to score. Four players on defence will be on the sides of the playing field.

POSSIBLE VARIATIONS:
- Use hands instead of feet in the beginning.
- Offence players on the outside of the box must play two touch football.
- The midfielder can play one touch passes back to the player who passed them the football in order to get a point.

TIPS & TRICKS
- Challenge yourself to be absolutely silent for at least two minutes of the game and evaluate what effect it has on the players’ decisions when solving problems.
- Remind the defence team that once they have possession, they should act quickly in their transition. The other team has to regroup quickly to defend.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together to reflect on how the exercise worked on their decision-making skills. Use the following questions to stimulate a discussion:

1. What was the problem that had to be solved?
2. Why it is important to have clarity on what the problem really is that has to be solved?
3. What was your team’s problem solving strategy? What would you do differently if you were to approach the same problem again?
4. Can you always apply the same strategy to solve the same problems? If no, why is that?
5. Could the way you reached a solution be helpful for workplace situations and critical situations at school? If yes, how?
**BOX PLAY**

**RHEINFLANKE**

**LENGTH:** 10 to 15 minutes  
**AGE GROUP:** 12 years +  
**NUMBER OF PARTICIPANTS:** minimum of 8 players  
**MATERIALS NEEDED:** Benches and other obstacles  
Cone  
Footballs  
Training bibs

**FIRST HALF: INTRODUCTION**

**LIFE SKILL RELEVANCE**  
Problem solving is necessary in both professional and personal life. The skill is defined as a process; identifying the problem, generating alternatives or potential solutions, evaluating and selecting a solution and implementing the selected one. The entire process requires using a logical process of thinking to figure out the dynamics of the problem. There are many different approaches, tactics and tools that can be used for this process.

**OBJECTIVES**  
› Players will learn how to think “outside the box” and find new solutions for old problems.  
› Players will improve their creative thinking approaches to different challenges.  
› Players will be able to overcome traditional, cultural or educational thinking limitations.

**SECOND HALF: DESCRIPTION**

**HOW TO PLAY**  
**FIRST STEP:** Set up the playing field with four cones, two benches and one goal. Each field should have four players.

**SECOND STEP:** Instruct players to place themselves along the side lines where they are allowed to move freely. Explain the rules of the game: each player is allowed one direct pass; each player must pass the ball before they score and all four players work together to try to score a goal after everyone has passed the ball once. The players must avoid touching the obstacles, such as the cones or benches, otherwise it will not count.

**THIRD STEP:** Let the players try to work it out together and play for five to ten minutes. Change it up so that players can get two touches on the ball. Change the obstacles and place the goal in a new corner. Give the player another five to ten minutes to play.  
**POSSIBLE VARIATIONS:**  
› Change the position of the obstacles.  
› Change the size of the obstacles.  
› Change how the players have to play the ball (using weaker foot only).

**TIPS & TRICKS**  
› Encourage players to communicate with one another after an attempt has not been successful. What can they do differently? What could be more effective?

**THIRD HALF: REFLECTION**

**QUESTIONS**  
Bring the players together to discuss the following questions:

1. How did you decide on the strategy to use to effectively reach the goal?  
2. What was your reaction when you hit an obstacle? Did this reaction/behaviour affect your strategy to deal with the problem?  
3. Did you and your teammates have different styles of approaching the challenge?  
4. What can you do as a team when you are not able to accomplish your goal?  
5. Why is it important to try out different approaches to solve a problem in football and other environments?
**PROBLEM SOLVING**

**STAR PATTERNS**

SCORING FOR THE FUTURE WORKING GROUP

**FIRST HALF: INTRODUCTION**

**LIFE SKILL RELEVANCE**

Being able to solve problems on the pitch is key. Not only does it allow players to make the next pass or decision, but it can also lead to greater levels of confidence. This also entails dealing with the selected solutions and the consequences which follow. Problem solving and decision-making are closely related in that once a problem is identified, the different solutions are analysed and decision-making comes into play.

**OBJECTIVES**

› Players will have to concentrate on their task in order to avoid disrupting the flow of the game.

› When mistakes are made, players will have to quickly react to try to solve the problem or the consequences of the problem.

› Players will have to work under pressure and come up with strategies to address different barriers in the way of completing their individual and team objectives.

**SECOND HALF: DESCRIPTION**

**HOW TO PLAY**

**FIRST STEP:** Set up the star figure using cones for each point of the star. Divide the players so that at least one player is at each point. Set up multiple starts if there are a lot of players. Explain to the players that they will follow the sequence with the ball starting at point one. The player at point one will pass to point two and so on until point five. Point five will pass to point one. Start the first round with the ball in the hands. Remind players to follow their pass so they will always be moving to a new cone. Play for a couple of minutes.

**SECOND STEP:** Play with the ball on the ground, starting with the ball at point one. Player one will pass to the player at point two, who will control with one touch and play with the second touch. Encourage players to only use two touches and to focus using their first touch to set up their second touch. Play for a couple of minutes.

**THIRD STEP:** Add a second ball. Remind players that if they do make a mistake, such as not controlling the pass or the two balls colliding into one another, it is their responsibility to get the ball as quickly as possible and restart the exercise. This will encourage good habits of reacting after a mistake is made. Challenge the team to see how many star patterns they can complete with two balls and with clean passes.

**FOURTH STEP:** Add a third ball or even a fourth ball.

**POSSIBLE VARIATIONS:**

› Limit to one touch passing.

› Change the sequence upon a whistle or some sound which indicates the passing should go in reverse: point five to point four and so on.

› After one player passes the ball, they will follow pass, do a double pass with the receiving player and then go into the line.

**TIPS & TRICKS**

› If players make a mistake or if the balls collide when there is more than one, encourage everyone to react quickly, get the ball and resume play.

› Encourage the use of communication when using more than one ball.

**THIRD HALF: REFLECTION**

**QUESTIONS**

Bring the teams together to have a short reflection about the exercise and its possible further implications. Use the following questions to stimulate a discussion:

1. How did you and your teammates react when the passing flow got disrupted?

2. How did you and your teammates avoid making mistakes when the pressure was heightened?

3. What are some solutions or strategies that you could use the next time you do this exercise?

4. Each pass made counted towards a point. Will there be situations in your employment where your part will lead to a team’s outcome?

5. If so, how will you make sure that you play your part effectively?
DON'T FOLLOW YOUR PASS
ALBION IN THE COMMUNITY

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Young people can learn different approaches and tools for resolving conflicts. Those with good conflict resolution skills can help their organisations and teams work more effectively. Being able to resolve conflicts effectively has many benefits such as accomplishing goals and strengthening relationships. Not handling or managing conflicts correctly can result in the opposite: relationships break down and goals are not reached.

OBJECTIVES
- In order to effectively complete the star passes, players will have to train their awareness levels and ability to anticipate conflicts.
- Players will understand that different skill sets are required to be able to resolve conflicts.
- Players will experience how important it is to think of the bigger picture when dealing with a conflict within a team or in the work environment.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Create a pentagon with five cones. Instruct the players to divide themselves evenly between the cones and distribute training bibs to them.
SECOND STEP: Start with one football. The only rule of the exercise is that the player at the cone must pass the ball to one line and run to a different line. A player should not follow their own pass. The ball should be played with two touches, one to control and the second to pass. Let the exercise be played for ten minutes. The most likely scenario is that conflict will arise at some stage: either no one will be at one of the points, or the ball will be passed incorrectly, or a player will have to take more than two touches to complete the pass. Stop the game and use one of these examples as a teachable moment to discuss what could be better. Ask the players for suggestions on strategies to use. Give the team a minute to think of ways to resolve the conflicts and to continue to the last round.
THIRD STEP: Instruct the players that they will continue the exercise and the team will see how many consecutive passes they can make without making a mistake. When the players are able to do so well, instruct them to do one touch passing for the last round. For the final part of the exercise, bring in a second or third ball to see if the team can manage. Do this round for another five to ten minutes.

POSSIBLE VARIATIONS:
- If it is appropriate to make it more difficult, you can add another ball.
- Set a target number of passes to complete without making a mistake and time the team. Give them a second round to improve on their time.

TIPS & TRICKS
- Pay attention to the teachable moments when conflicts start to form within the team. Don’t act on the conflict in the first moment but instead allow the players to reflect and try to resolve them.
- Remind players that there should always be at least one player at all points of the star.

QUESTIONS
Bring the players together to discuss how they addressed the different conflicts and what they can take away from the moments in the exercise. Use the following questions to guide a discussion:

1. When did the first conflict start to arise during the exercise?
2. Did you have any strategies in place that helped to resolve the conflicts?
3. When devising a strategy to improve the performance in the exercise, how was it proposed and carried out?
4. Consider your own style of approaching conflict. How do you react to other conflicts in your life? Do you have a style of managing conflict? How does it differ when working with a group?
5. How can you avoid that a conflict has a negative impact on your relationship with others in school or at work?

LENGTH: 25 minutes
AGE GROUP: 14 years +
NUMBER OF PARTICIPANTS: minimum of 10 players
MATERIALS NEEDED:
- Training bibs
- Cones
- Footballs

PLAYERS MUST PASS THE BALL TO ONE LINE AND RUN TO A DIFFERENT LINE.
**CONFLICT RESOLUTION**

**KEEP IT UP**

**SCORING FOR THE FUTURE WORKING GROUP**

**FIRST HALF: INTRODUCTION**

**LIFE SKILL RELEVANCE**

When conflicts are handled with strong conflict resolution skills, they can be opportunities for change and growth on a team. When a young person has these skills, they can be an asset for their team or employee. Young people who possess these skills are able to:

- Use effective and non-threatening communication skills in trainings and games.
- Actively listen to all perspectives to manage and defuse conflicts within a team.
- Contribute to stronger team cohesion and team dynamics.

**OBJECTIVES**

- Players will learn that different perspectives can exist regarding the same challenge and to consider these when working towards a solution.
- Players will positively take control rather than engage in negative communication and conflict.
- Players will become aware of different ways to deal with conflicts.

**SECOND HALF: DESCRIPTION**

**HOW TO PLAY**

**FIRST STEP:** If there are more than fifteen players, break them into smaller teams of eight to fifteen. Instruct the teams to form a circle. Give each team a football.

**SECOND STEP:** Explain to players that they need to pass the ball (on the ground) twice as many times as there are players in their group (i.e. eight players = sixteen passes). The only rules are that players can’t pass back and forth to each other, the whole team is involved. Do one round without timing and the second with timing the teams.

**THIRD STEP:** Do the same challenge but in this round use your phone or watch to time the team. If they seem up to it, give them a second attempt to improve on their time.

**FOURTH STEP:** Explain the new challenge: the ball must be off the ground, which means that the players have to juggle. The only rule is that the team needs to juggle the ball twice as many times as there are players. Again, players can’t simply juggle back and forth with one another, the whole team is involved. Do one round without timing and the second with timing the teams.

**FIFTH STEP:** Explain the last challenge: The team has to juggle the ball the same number of times as there are players and each player has to have one go at juggling the ball.

**POSSIBLE VARIATIONS:**

- Instruct players to keep the ball in the air, either with their hands, feet or head.

**LENGTH:** 20 minutes

**AGE GROUP:** 12 years +

**NUMBER OF PARTICIPANTS:** minimum of 8 players

**MATERIALS NEEDED:**

- Footballs
- Beach balls (alternative when players are unable to juggle)

**TIPS & TRICKS**

- If working with younger players who aren’t as used to juggling, use larger beach balls instead which are easy to keep in the air.
- These challenges will bring forth conflicts amongst the players. They will have to figure out ways to the challenge and it won’t necessarily come quickly. Give the teams time in the process and encourage group work and that players listen to one another.
- When doing the last challenge, remind the players that even though this is a more difficult version, they should be able to build on what they have already learned to achieve success without conflict.

**THIRD HALF: REFLECTION**

**QUESTIONS**

Bring the players together for a brief discussion on the exercise. Use the following questions to guide the discussion:

1. **How did you feel during the challenges? Did your feelings change with success or barriers?**
2. **Was this activity more difficult than you originally thought it would be? If so, did your assumptions lead to any communication challenges or conflict?**
3. **How did you and your team deal with the conflict? How can you prevent conflicts from arising?**
4. **In what ways can you apply what you discovered in this game to the workplace?**
5. **What are good ways of dealing with conflicts in football and in your social life?**
**CONFLICT RESOLUTION**

**TREASURES**

**SCORING FOR THE FUTURE WORKING GROUP**

**FIRST HALF: INTRODUCTION**

**LIFE SKILL RELEVANCE**

Learning conflict resolution requires an individual to adapt their attitudes, mind set and approach to conflicts. It is a process that can improve with small steps and skills training. The first step in the process is understanding how to manage ourselves and this entails understanding our emotions, expectations and behaviour. In social settings, we must possess conflict resolution skills because it is inevitable that conflict will arise and that it will be necessary to work with others with whom we might normally not get along.

**OBJECTIVES**

- Players will learn how to see the different viewpoints of a conflict.
- Players will be asked to come up with their own ways of eliminating the possible consequences of a developing conflict.
- Players will act on their own conflict management tools to ensure the game is played fairly.

**SECOND HALF: DESCRIPTION**

**HOW TO PLAY**

**FIRST STEP:** Create a 15-meter x 15-meter square. Place four cones at each corner. Make four teams, aiming to reach equal numbers. Place all of the cones, footballs and training bibs in the middle of the square. Place enough items in the middle depending on the number of players.

**SECOND STEP:** Explain to the players that the cones and the bibs are treasures. Each team tries to get as many treasures as possible. The teams have to start at their corner and bring the treasures back to their corners. They must dribble the ball back to their cone and they can carry the cone or training bib. Tell the players that they are allowed to guard their treasures and prevent others from picking them up. Begin the game without rules. There will be a lot of conflict, either more than one player going at once, players protecting their treasures or just overall confusion. Play for five minutes.

**THIRD STEP:** Ask each team to come up with two rules for the game which would make it run more smoothly. Give each team three minutes to come up with their rules. Each team captain (decided by the team) will state their team rules. Rules can include only one player at a time, guarding the treasures, etc. In the end, the group will decide on at least two rules to ensure the exercise can be done without conflict. Play the exercise for ten minutes following the new rules.

**POSSIBLE VARIATIONS:**

- Allow teams to steal treasures from each other in the first round.
- Once the rules have been agreed, ask each team set a goal of how many treasures they want to get. For example, team A has a goal of three balls, three cones and four training bibs. After, check whether goals have been met.

**TIPS & TRICKS**

- If the teams are not able to come up with rules, give some suggestions: only one player goes at a time, only one object can be taken at a time, a team can’t guard the treasures of other teams, players are only allowed to take treasures from other teams when all of the treasures in the middle are gone.

**THIRD HALF: REFLECTION**

**QUESTIONS**

Bring the teams together to reflect on the different conflicts which appeared during the flow of the exercise and how they resolved them. Use the following questions to guide the discussion:

1. How did it feel when there were a lot of conflicts in the game? Did you feel confused or safe? Did you enjoy the environment?
2. Which rules helped to resolve some of the conflicts of the game? Did everyone follow the rules?
3. How can situations change once the rules are decided upon by people involved?
4. What happens if people involved in a dispute don’t respect the rules or there are no rules for conflict settlement in place?
5. What can you take away from this exercise that can be applied at school or at the workplace?
DEFENCE-MINDED
ALBION IN THE COMMUNITY

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
In relation to the sports domain, self-organisation is essential to working and being a committed team member. Being part of an organised sports team comes with responsibilities. It requires a time commitment, a sense of discipline and an adherence to the team’s rules and norms. When young people have multiple roles and responsibilities, showing up and performing in the sports domain requires time management skills, punctuality, discipline and responsibility. Being a member of a sports team and also a colleague at work means working with others to efficiently maximise the group’s time and productivity.

OBJECTIVES
» Players will learn the importance of organising their tasks in a logical order.
» Players will learn how to stay discipline when working on a common task with their teammates.
» Players will take responsibility for their actions and contributions to the team.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Set up two five-a-side goals at the centre line. The goals should be placed to the side, outside of the circle. Divide the players into two teams, one attacking and one defending the bigger goal. Distribute training bibs to them.

SECOND STEP: Explain that the defending team will move as a unit. The attacking team will set up with at least two outside wingers. Instruct the players to play the ball slowly in the beginning. After each pass, stop the play and see how the defending team reacts to the pass and moves to defend the player and space. Continue moving slowly with passes and then stopping the play to see how the defending team responds to the passes. Play for five minutes.

THIRD STEP: Introduce the rope and ask the defending team to all hold onto the rope, although spaced out. They will have to use the rope to make sure everyone is aligned as they move. Continue playing slowly to see how the group moves. Play for five more minutes.

FOURTH STEP: Allow the players to play a normal game without stopping. The team going to the larger goal tries to score in the larger goal which has a goalie while the other team tries to score on the two smaller five-a-side goals. After five minutes of play, have the teams switch sides so each team gets to play to the larger goal.

POSSIBLE VARIATIONS:
» Add a second ball, asking the defending team to divide themselves to defend both attacking situations.
» Restart the play with you in the middle of the play, so to have control over how the game develops.

LENGTH: 15 to 20 minutes
AGE GROUP: 14 years +
NUMBER OF PARTICIPANTS: minimum of 13 players
MATERIALS NEEDED:
Goals (1x full size, 2x 5-a-side)
Cones
Footballs
Training bibs
Longer rope about 3 meters

TIPS & TRICKS
» Work with the goalie to vocally instruct and lead the defending team.
» When the defending team gets the ball, check how the attacking team regroups to defend. Also show the team how to transition to defending mode.
» Pay attention to how individuals approach the ball and whether this aligns with the team’s approach.
» Give the following tactical reminders to the players: Weak side fullback must be aware of winger and retreat as needed - but must communicate across the line, not dropping deeper than centre backs. Goal keeper controls the area behind the restraining line - involved in collective decision to drop as ball is served from nearer.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together for a brief reflection round. Use the following questions to stimulate a discussion:

1. Why was self-organisation important in this exercise?
2. What are the benefits for a team if it is composed of players with well advanced self-organisation skills?
3. How should we organise ourselves as individuals in order to support our team?
4. Was it helpful for one defending player to be the leading voice and what are important skills for self-organisation when you want to lead others?
5. How can this exercise relate to how you build your self-organisation skills that are increasingly required in today’s work environment?
**ATTACK VS. DEFENCE**

**SPORT DANS LA VILLE**

**LENGTH:** 15 minutes  
**AGE GROUP:** 12 years +  
**NUMBER OF PARTICIPANTS:** minimum of 10 players  
**MATERIALS NEEDED:** Training bibs  
Small sided goals  
Footballs

### HOW TO PLAY

**FIRST STEP:** Before the training begins, set up a star shaped form on the field using the set of cones.

**SECOND STEP:** Ask the players to form pairs. Each pair needs a blindfold and a ball. If there are uneven numbers, form groups of three.

**THIRD STEP:** The defending team is now on offense and the attacking on defence. Play again for seven minutes, asking the attacking player to keep track of the points.

### POSSIBLE VARIATIONS:

- On a small pitch (five vs five), the attacking team should start from the goal.
- On a large pitch, the attacking team begins at the centre line.
- To make it more competitive, give the attacking team thirty seconds to one minute to score a goal.

### LIFE SKILL RELEVANCE

Self-organisation is learned through modelled behaviour and trial and error. Young people can learn the different strategies and tools to developing an effective approach to organising tasks and becoming more self-sufficient. Self-organisation requires keeping track of time, information, tasks and overall goals. When you are not able to be consistently self-organised, it can lead to challenges when working towards deadlines, working under stress and working on a team.

### OBJECTIVES

- Players will learn how to get organised while applying different strategies/tactics in order to manage their team to get the best results.
- Players will learn that organisation encourages players to be more productive and that it reduces stress. Players develop their awareness of the importance of being organised in educational and work settings.

### TIPS & TRICKS

- Pay attention to how both the attacking and defending team organise themselves.
- Pay attention to how the teams communicate.
- If there is only one defender, look at how his/her teammate supports from outside the pitch.

### QUESTIONS

Bring the teams together to reflect on the exercise. Use the following questions to guide the discussion:

1. How did you choose the numbers of defenders and what were the reasons for this?
2. How did you feel when you were able to score a goal with a lot of defenders?
3. How were the defenders able to organise quickly to defend? Did the team’s organisation improved as the game progressed?
4. What are the key factors to quickly adapt your self-organisation in unfamiliar and new situations?
5. What helpful insights about self-organisation did you gain from this exercise that you can adopt for scenarios in other environments e.g. in school or at work?
SELF-ORGANISATION

WINDOWS OF OPPORTUNITY
SCORING FOR THE FUTURE WORKING GROUP

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Self-organisation allows individuals to have a sense of control over certain areas of their performance. Organised sports and work settings can expose people to different challenges that can bring stress and anxiety. Maintaining an organised sports lifestyle or work flow necessitates an effective approach in order to get things done.

OBJECTIVES
- Players will have to take initiative to request the ball from a player on the outside of the circle.
- Players will have to organise their time in order to complete as many passes as possible.
- Players will read other people's actions to determine their own plan for action.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Before the training, set up a star shaped form on the field using the set of cones.
SECOND STEP: Divide players. In the middle, they will work for one minute, always keeping moving. On the outside, they will have the footballs either in their hands or feet. The round will be one minute of passing with the ball in the hands. Explain that each time the player checks to a player on the outside, he / she has to call out to the player, either saying 'ball' or 'I am here'. With the call, the players on the outside then turn towards the inside players and pass the ball. Play two rounds in this way.
THIRD STEP: Give the first team one minute to complete passes and then switch players, so those on the outside are now in the middle. Allow them to work for one minute. Return to the original group. After, instruct players to do the same exercise but with the ball on the ground and passing with two touch. Give each group one minute to complete as many passes as possible.
FOURTH STEP: Players with balls on the outside have to turn their bodies away from the circle, so they can’t see the play. When a player on the inside wants to be passed the ball, he / she has to call out to the player, either saying ‘ball’ or ‘I am here’. With the call, the players on the outside then turn towards the inside players and pass the ball. Play two rounds in this way.
FIFTH STEP: Now, players in the middle passes the ball, get it back from outside players, turn with the ball and have the duty to find an open player on the outside. When they make this pass, he / she should change places with receiving players.

POSSIBLE VARIATIONS:
- Start with the ball on the ground. Players on the outside can throw short volleys to the players in the inside.
- Place a cone in the middle of the circle. Instruct players to return to the cone, touch it with their foot and then continue for the next pass.

TIPS & TRICKS
- Demonstrate how players should communicate when they want to receive or pass the ball, so players on the inside see what it should look like when working in the middle.
- Tell players that if someone else has the ball they want, they should continue moving until the ball returns back to the outside player.
- If a mistake is made, encourage players to get the ball quickly and resume play.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together to reflect on how they took or didn’t take initiative during the exercise, how they managed their environments to reach their goals. Use the following questions to guide a discussion:
1. How did you feel working at your own pace towards your own goal and how did you organise yourself accordingly?
2. How did you have to organise and prepare yourself to complete as many passes as possible in the third round?
3. Did you feel that if everybody is self-organised in an effective manner, for an external agent to organise the group?
4. What are the advantages of self-organisation?
5. What did you learn from this exercise and how can you apply it in other situations?
**A CIRCLE OF GOODS**

**RHEINFLANKE**

**LENGTH:** 10 minutes

**AGE GROUP:** 12 years +

**NUMBER OF PARTICIPANTS:** minimum of 10 players

**MATERIALS NEEDED:**
- Training bibs
- Cones
- Footballs

**HOW TO PLAY**

**FIRST STEP:** Create two teams and distribute training bibs to them. Place a cone as the starting point of the teams. Mark two circles or boxes at the same distance to the starting point of the teams. Each team has one circle. This is where the teams should place their items, such as footballs, cones and rings. Create another box a further distance away, but at the same distance to the starting points. In this box, you should put all of the items, including the footballs, cones and rings.

**SECOND STEP:** Explain to the players that the aim of the game is to store as many of the items as possible in their team’s box. Each session will be timed and last three minutes. One person at a time is allowed to go and grab a piece of item and place it into their team’s box. At the end of the three minutes, the team’s items will be counted. Play one round for practice. Return the materials to the items box.

**THIRD STEP:** After two rounds, ask the teams to reflect for two minutes on their own and their team’s performances. Ask them the following types of questions: What worked well for the team? What strategy could we use to get better results? How can we ensure that each player is contributing? After the team reflection, play the game one more time.

**POSSIBLE VARIATIONS:**
- Use other exercises and materials to increase the challenge. For example, with the ball, instruct players to juggle the ball in the air back to their team’s box without making a mistake.
- Players trying to cheat while performing have to run a penalty-circuit.

**LIFE SKILL RELEVANCE**

Being reliable also means being able to take responsibility and ownership for what you say and do. When you are able to demonstrate how reliable you are, the level of trust other people have in you often increases. The opposite is the case if you are not able to honour your commitments.

**OBJECTIVES**

› Players will learn how to estimate their skill level.
› Players will become aware of their weaknesses and strengths.
› Players will learn that working in a team in combination with reflection on performance improves productivity.

**SECOND HALF: DESCRIPTION**

**HOW TO PLAY**

**FIRST STEP:** Create two teams and distribute training bibs to them. Place a cone as the starting point of the teams. Mark two circles or boxes at the same distance to the starting point of the teams. Each team has one circle. This is where the teams should place their items, such as footballs, cones and rings. Create another box a further distance away, but at the same distance to the starting points. In this box, you should put all of the items, including the footballs, cones and rings.

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**THIRD STEP:** Play again but this time with a new rule: for each item, there is a different method for how it must be transported to the box.

› Ball → Dribble the ball back and forth, on the inside/ outside of both feet.
› Cone → Running backwards.
› Ring → High knee movement with larger jumps.
› Ring and ball → Dribble and do high knees at the same time.
› Cone and ring → Do the high knee movement backwards.

**TIPS & TRICKS**
- Pay attention that the players perform the exercises correctly.

**THIRD HALF: REFLECTION**

**QUESTIONS**

Bring the players together to briefly discuss the exercise. Use the following questions to stimulate discussion:

1. How did you select which item to bring to your team’s box during the second step?
2. Did anyone attempt to bring an item back but was unable to do the task associated with it? If so, how did you feel?
3. How did the team’s reflection process before the third step affect the performance?
4. How did you feel engaging in joint reflection about how every member in your team can contribute to the team’s box?
5. After this experience, what do you think you can bring to a team in another environment? What kind of skills, knowledge, and attitude do you contribute?
SAFE AND DANGEROUS ZONES
INEX-SDA

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Self-awareness and self-reflection are major processes and mechanisms influencing personal development. In sports, this also refers to situational awareness and is considered very important to an athlete’s success. It is fundamental to developing performance excellence and can be essential for helping athletes to build self-confidence, take more responsibility for their actions and make more effective decisions. Being more self-aware means having more knowledge and perception of your own strengths and weaknesses, thoughts, behaviour, drivers of motivation and values and beliefs.

OBJECTIVES
› Players will be encouraged to reflect on their problems and how they impact their lives.
› Players will learn good practices from each other through joint reflection and peer observation.
› Players will reflect on the required conditions that promote their development in different spheres of life.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Set up a small sided playing field with four squares on the field, two on each half. In each half, make sure there is one smaller zone and one larger zone. Create two teams.

SECOND STEP: Explain to the players that they will play a normal football match. However, they have to be aware of the different zones. The larger ones represent the danger zones while the smaller ones are safe zones. Inform the players that nobody should enter the danger zones. If they do, there are consequences: the first time they do so, they will have to play with their hands on their heads, the second time, only using one foot and the third, they must remain stationary. The safe zone can only be entered by the players from the respective side. When a player is in a safe zone, no other player is allowed to tackle them or take the ball from them. Players can only stay in the safe zone for five seconds at a time. Play the match for ten minutes. Afterwards, give each team five minutes to reflect together on their play.

POSSIBLE VARIATIONS:
› Vary the sizes of the zones.
› Add different types of consequences or ask the players to think of them.
› As there are more zones you could introduce different playing styles other than punishments. For example, in one zone you have to use your weaker foot, in another zone you are not allowed to pass the ball, so you have to dribble through the zone, etc.
› You can give different functions to the zones, according to the teams. For example, you can have a dribbler vs. a walker.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together to reflect on their experience in the exercise. Use the following questions to stimulate a discussion:

1. Were you able to play the game without entering the larger zones? How did you manage to handle the different rules?
2. How did your team use the reflection time between rounds to change your strategies? Was it helpful to have the time to reflect together?
3. If the larger zones are dangerous spaces, what could those spaces be in your life? In your community?
4. How did you avoid those areas during the game and how can you avoid them in real life?
5. If the smaller zones represent safe spaces, what could those spaces be in your community, in school or at work?
RESILIENCE
STATION TO STATION
RHEINFLANKE

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Coaches focus on the development of resilience in players as well as in teams because adversity in sports is inevitable and it has to be managed in a balanced way. When young people are able to develop resilience in the sports domain, they are more capable of: viewing change as a challenge or an opportunity for personal development, taking an action-oriented approach, engaging the support of others, positively reacting to tough situations or challenging learning processes, learning from previous unsuccessful experiences to come back stronger, coping with the ups and downs in performance.

OBJECTIVES
» Players will learn to recognise that making mistakes helps them to also make improvements.
» Players will learn that when you stay committed to a task and continue to practise it, improvement can be made.
» Players will test out their own personal limits.

SECOND HALF: DESCRIPTION

HOW TO PLAY
FIRST STEP: Set up four stations, each with a separate exercise. You can use the diagram to build the stations. Remember that the level of difficulty should increase from the first to the fourth.

SECOND STEP: Demonstrate each station to the players and explain that everyone has to start at the first one and only after completing the station, can they move to the next station. In order to move on, the player will have to get confirmation from one of the coaches that they completed the exercise of a station correctly.

THIRD STEP: Start the exercise and support the players as they move from the first to fourth station.

POSSIBLE VARIATIONS:
» Once players have gone through the four stations, the second round can be more complex but using the same set up of cones and stations.
» Players can work in pairs with players confirming to each other whether the exercise has been completed correctly.

THIRD HALF: REFLECTION

QUESTIONS
Bring the players together in a large circle. Use the following questions to stimulate a discussion on how reliability is important in football and in getting or securing a job.

1. What motivated you to complete all of the stations? How do you stay motivated when the tasks get more challenging and even cause frustration because of initial failure?
2. When you had to do an exercise more than once, did you recognise improvement with repetition? Why or why not?
3. What helped you to get through all four of the stations and overcome challenges?
4. Do you have an example of when you made a mistake or failed at a task but still continued to persevere? Do you have examples of this resilience from experiences off the pitch?
5. What makes a resilient employee? What are the qualities of a resilient worker or even workforce?
ONE ON ONE CHALLENGE
SCORING FOR THE FUTURE WORKING GROUP

LENGTH: 20 minutes
AGE GROUP: 12 years +
NUMBER OF PARTICIPANTS: minimum of 6 players
MATERIALS NEEDED:
- Training bibs
- Cones
- Footballs

HOW TO PLAY

FIRST STEP: Divide players into groups of a minimum of six players. Split these groups into two teams of at least three players. Set up four cones on the pitch to create a square (10 x 15 metres) for each group. Set up a goal using two small cones at each side of the square. Distribute training bibs to all players.

SECOND STEP: Ask the teams to send one player to the middle of the square and play rock, scissors, paper. The winning team will start the exercise. Now, instruct the players to play One on One against each other. One player from each team will attempt to score a goal against their opponent. If a goal is scored, a new player will enter the field from the scoring team. The players on the outside will encourage their teammates and return the ball when it is out. Play this round for five minutes.

THIRD STEP: Explain that in the last round, players have to shoot on the goal after a maximum of twenty-five seconds. Tell players on the outside to measure the time and shout when twenty seconds have been played. The team that scored most goals in all rounds is the winning team.

POSSIBLE VARIATIONS:
- If there are more than six players, create another team and let the teams exchange their positions after each round.
- If there are more than four teams, start the exercise with a tournament and have all teams play against each other. You can divide the tournament into a group stage, semi-final and final.
- Define other challenges for the teams.

LIFE SKILL RELEVANCE
In the sports domain, promoting resilience in youth is often tied to the development of positive coping mechanisms. It refers to the capacity to deal with disturbances and reorganise while undergoing development or change. Without resilience, people cannot improve beyond their current capacities as this requires stretching personal limits and existing skill limits.

OBJECTIVES
- Players will learn that resilience is an important life skill for staying motivated even when the tasks to be achieved exceed the current capacities.
- Players will learn that to increase resilience they must get out of their comfort zone and try out something new.
- Players will challenge their minds and bodies to be resilient.

TIPS & TRICKS
- Since the exercise is physically demanding, give the players enough time to recover physically when it is finished.
- If the players are easily tired, give them a two-minute break between the rounds.
- Given the number of players, each team can consist of more than three players.

QUESTIONS
Bring the players together in a large circle. Use the following questions to stimulate a discussion on how reliability is important in football and in getting a job or securing a job.

1. How did you stay motivated throughout the exercise and what kept you going?
2. Why do you think people sometimes give up after failing once or twice during the attempt to achieve a specific task?
3. Do you have examples from your own life when, in retrospect, you lacked resilience to pursue your objective? What would you have needed in this situation?
4. What makes a resilient football player and why do you think your favourite player is equipped with high resilience?
5. How do these examples inspire you to overcome the challenges in your life and your professional career?
RESILIENCE

GOALKEEPER WALL

ALBION IN THE COMMUNITY

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE

Being reliable also means being able to take responsibility and ownership of what you say and do. When you are able to demonstrate how reliable you are, the level of trust other people have in you often increases. The opposite is the case if you are not able to honour your commitments.

OBJECTIVES

» Players will learn how to support teammates to manage themselves in stressful circumstances.
» Players will learn that football can be used to help participants manage their relationships even if the group faces challenges.
» Players will learn about the importance of developing the ability to not be discouraged by challenging external factors.

SECOND HALF: DESCRIPTION

HOW TO PLAY

FIRST STEP: Set up one cone outside the penalty area and a set of five cones in a dribbling course outside of the penalty area but leading to the box. Set up either a full sized or a five-a-side sized goal. Ask two players to be goalkeepers in one goal. Goalkeeper one should be on the line of the goal box while goalkeeper two should stay on the actual goal line.

SECOND STEP: Explain to the players that the exercise will consist of various stages. In the first stage, the attackers will line up outside the penalty area. One player will go at a time and they will dribble the ball and try to score past the two goalkeepers. The role of goalkeeper one is to close the attacking space down, narrowing the angle for the player while goalkeeper two will stay on the line and block any shot attempts. Make sure each attacker gets to go at least twice.

THIRD STEP: The players will start at the set of cones and first dribble through the cones and then take a shot on goal but from the right outside the penalty area. After taking a shot, players should get their ball and return to the line to do the same exercise but using the weaker or second foot.

FOURTH STEP: This last exercise will still include dribbling around the cones but not before shooting. There will be a defender who starts on the penalty line. This defender should try to push the player to one side, creating a difficult angle for the player to shoot. Change the defender every three turns.

POSSIBLE VARIATIONS:

» If it is too challenging with two goalkeepers, just have one until the teams get used to the exercise or just keep one goalkeeper for the three stages.
» Add some extra competition/consequence by extending the third challenge by giving the teams a time limit to score as many goals as possible.
» Those who miss the target or get tackled must take the place of the defender.

TIPS & TRICKS

» Before beginning to speak with the players about ways to develop strategies for dealing with tough shooting situations. How do they still get a shot off when they are off-target or are missing many times?
» Encourage the attackers to work on close control, feinting, and using both feet.
» Players respond to reinforcement. If you notice behaviour that displays the mental skill and strategy to cope with the pressure, encourage the player, to increase the likelihood of them using it again in future.

THIRD HALF: REFLECTION

QUESTIONS

Bring the players together in a large circle. Use the following questions to stimulate a discussion on how being reliable is important in football and in getting a job or securing a job.

1. What did you learn from the mistakes when you were not able to score a goal?
2. What allows you to keep training hard even after not achieving your goal? What encourages you to try again and improve? Why is it important to try things beyond your current capability?
3. What can you do to increase your resilience on and off the pitch?
4. Why does reliance matter for your education and work life?
2.4 METHODS

INTRODUCTION

As part of this project, our partners’ coaches put together a set of useful methods to focus on how the coach and football organisation can enhance their participants’ life skills development by adapting the structure of the sessions. The methods can be used for individual sessions or for an entire football season. Each method has been created with a specific life skill in mind. However, they often touch on various skills. Overall, the methods support coaches to integrate life skill trainings into not only their exercises but more holistically into the young people’s overall experience at the club or organisation.

The following are the methods created by our partner organisations:

<table>
<thead>
<tr>
<th>NAME OF METHOD</th>
<th>LIFE SKILL TARGETED</th>
<th>AREA OF THE FIELD</th>
<th>SHORT DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set and achieve SMART goals</td>
<td>Goal-setting</td>
<td>Defence Area</td>
<td>This method is used to explore SMART goal-setting.</td>
</tr>
<tr>
<td>Step into the shoes of a coach</td>
<td>Self-confidence</td>
<td>Defence Area</td>
<td>Players take on the role of the coach during a training session to get a new perspective on leading a group.</td>
</tr>
<tr>
<td>Get involved</td>
<td>Self-motivation</td>
<td>Defence Area</td>
<td>This method is used to find other engagement opportunities for the players within the club structure.</td>
</tr>
<tr>
<td>Be a captain</td>
<td>Reliability</td>
<td>Midfield Area</td>
<td>This is a longer-term method where each player gets a chance to take on the captain role for part of the season.</td>
</tr>
<tr>
<td>Ground rules</td>
<td>Social sensitivity</td>
<td>Midfield Area</td>
<td>This method asks players to agree upon a set of rules that guides their cooperation.</td>
</tr>
<tr>
<td>Be a referee</td>
<td>Conflict-resolution</td>
<td>Attack Area</td>
<td>Players take on the role of referees in order to learn how to handle conflicts between team members.</td>
</tr>
<tr>
<td>Green card, Orange card</td>
<td>Self-reflection</td>
<td>Attack Area</td>
<td>This is a method to introduce a new set of cards, with one rewarding a player who has done positive behaviours and the other, noting when players have behaved without sportsmanship.</td>
</tr>
</tbody>
</table>
GOAL-SETTING
SET & ACHIEVE SMART GOALS
SCORING FOR THE FUTURE WORKING GROUP

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Goal-setting is a learned skill—not something we inherently know how to do. It is an essential life skill because setting goals is the initial step to accomplishing goals. This process is key for determining what actions will be taken to reach or accomplish a particular goal. The football environment can be an ideal place to learn about and practise goal-setting with many lessons to be learned and transferred to other contexts. Playing a sport requires learning and constantly improving skills and abilities. If young people are taught to see these processes as tied to specific goals, they are able to actively experience and lead goal-setting and goal attainment. When explaining the process of goal-setting, coaches can focus on SMART goal-setting as a specific approach which is also widely used in the workplace.

OBJECTIVES
› Through this method, players will learn how to identify and set the path towards achieving their goals.
› Players will focus their efforts through a specific method that enables them to evaluate if their goals are specific, measurable, achievable, realistic and time-bound (SMART).
› Players will have a clear idea about the required resources to achieve their goals.

SECOND HALF: DESCRIPTION

FIRST STEP: Start a discussion on the importance of goal-setting (see goal-setting description). Let participants discuss with their neighbours for five minutes the benefits and importance of well-defined goals. Then ask them to present their ideas to the group. Write commonalities on a flipchart.

SECOND STEP: Give each player a paper and a pen. Introduce SMART goal-setting (see Play SMART on pp. XX) to the participants. Afterwards, facilitate a session to set SMART football goals for about fifteen minutes. The following sample questions can help when you support the players set their SMART football goals. Before you start, ask the group about their understanding of the five SMART subcategories.

SPECIFIC
› What football skill do I want to improve?
› Where and how often do I want to work on the skill?
› When do I want to train?

MEASURABLE
› What is my current skill level?
› How much improvement am I aiming for?
› How many steps does it take to reach the desired development?

ACHIEVABLE
› Do I have enough capabilities or resources to achieve my football goal?
› Am I taking the appropriate action to improve my football performance?
› Is the goal within my capabilities?

REALISTIC
› Is this goal realistic at this stage?
› Am I fully committed to improving?
› Is this goal likely to be accomplished given the capabilities and resources?

TIME-BOUND
› Do I have a deadline for this goal?
› By when do I want to have improved my football performance?

THIRD STEP: Set SMART goals with participants that relate to their employability. Facilitate this session for fifteen to twenty minutes.

The following questions are examples to guide your facilitation for SMART goal-setting that relates to future employment, training or education.

SPECIFIC
› What kind of education, training, or job am I looking for in the future?
› Where do I want to study, work, and get educated or trained?
› Why do I want to do this?

MEASURABLE
› How do I know if I have improved my educational and professional development?

ACHIEVABLE
› Do I have a deadline for this goal?
› By when do I want to finish my studies or apprenticeship?
› Am I fully committed to improving?

REALISTIC
› Is this goal realistic at this stage?
› Am I fully committed to pursuing this goal?
› Is this goal likely to be accomplished given the capabilities and resources?

TIME-BOUND
› Do I have a deadline for this goal?
› By when do I want to finish my studies or apprenticeship?

POSSIBLE VARIATIONS:
› Develop the guiding questions for SMART goal-setting together with your players.
› Facilitate the goal-setting session with the intention to develop goals for a group and not for individuals.

TIPS & TRICKS
› Make sure to familiarise yourself with the concept of SMART goal-setting.
› After the goals are set, develop an action plan.

THIRD HALF: REFLECTION

Bring the players together to discuss the following questions.

1. How helpful was it to learn about SMART goal-setting?
2. What do you like most about the method?
3. What is different between SMART goal-setting and the way you usually set goals or other people do so for you?
4. Are there any specific indicators to measure the progress?
5. How much improvement is required to achieve my objective?
6. Is this goal attainable for me?
7. Am I taking action in the right way to improve my employability?

Is this goal likely to be accomplished given the capabilities and resources?

Are there any specific indicators to measure the progress?

How much improvement is required to achieve my objective?

Is this goal attainable for me?

Am I taking action in the right way to improve my employability?

Is this goal likely to be accomplished given the capabilities and resources?
2.4. METHODS

SELF-CONFIDENCE

STEP INTO THE SHOES OF A COACH

RED DEPORTE

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE

Players who are self-confident know what skills they have and how to use them. Additionally, they are more likely to have the courage to test out new skills, and challenge themselves and others to become better players and teammates. Self-confident players can also trust their skills and abilities within the team, whether they are organising and coordinating the team, leading a warm-up drill or speaking up when issues arise.

OBJECTIVES

› Through this method, the players will have the chance to take on a new role, thereby developing a new perspective on different football-related situations.
› Players will gain more confidence to lead a group and to inspire others.
› Players will reflect on receiving peer feedback that potentially improves their capacities and connect this exchange of information to education and professional development.

SECOND HALF: DESCRIPTION

Depending on your team and the timing, decide when would be the best time to use this method which consists of players taking on the role of the coach. Should it be during warm-up, the main activity or cool down?

FIRST STEP: Select a pair of players to take on the coaching/leading role for the training session. Discuss with the larger group what qualities and behaviour a good coach or leader should have. When a pair of players has been selected, speak with the pair about the goals of the training session and the specific exercise they will be leading. If you choose to have pairs of players lead a more technical activity, make sure to give them time to understand the activity and ask any questions.

SECOND STEP: During the player-led activity, pay close attention so that you can offer them feedback at the end. When they have finished, organise a small round of feedback with the other players.

POSSIBLE ALTERNATIVES:

› If players are interested in running a warm-up exercise, allow them to come up with their own exercise.
› Use coaching plans (in written form) and request the players to write out and share their training plans.

TIPS & TRICKS

› Ideally, this is a method to use throughout the entire season, so that each player gets a chance to act as a coach.
› It is important you to guide the player coaches at different points while they are acting as coaches.
› Inform the players that at times while they are leading the exercises, you will try to provoke or create different learning situations with the goal of making their experience as close to reality as possible.

THIRD HALF: REFLECTION

First, direct the following questions at the players who took on the coaching roles:

1. What did you find challenging when acting as coach?
2. What did it make you realise about leading a group?
3. How does leading others connect to your self-confidence?

Next, ask the entire group the following questions:

4. What did the player coaches do well when leading the exercise?
5. Did the player coach demonstrate a good level of self-confidence and what was the effect on the coaching performance?
6. Where can they make improvements and which of the discussed coaching skills identified earlier were missing in this exercise/session?
7. Why is it important for the team’s performance that the coach strengthens the self-confidence of individual players and the team?
8. Why is important for a teacher or a senior person at work to demonstrate a high level of self-confidence?
SELF-MOTIVATION
GET INVOLVED
CHAMPIONS OHNE GRENZEN

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Self-motivation is often connected to an individual’s will to try something new or something which they have previously not succeeded in doing. When a young person demonstrates strong self-motivation, they are seen as having a reason or drive to undertake, continue and complete a task, even in the face of challenges. The ‘self’ component of self-motivation is tied to personal initiative. This means that it is the individual young person who acts and takes charge.

OBJECTIVES
❖ Through this method, players will have an opportunity to take on different responsibilities based on their motivation or personal initiative.
❖ Players will have the chance to purposely and effectively use their skills and knowledge and develop them beyond the football pitch.
❖ Through this method, players can demonstrate and follow through with their own self-initiated efforts towards greater involvement and volunteering in their social environment. This carries many features also found in a job setting.

SECOND HALF: DESCRIPTION

After the players have become more familiar with the club or programme, introduce them to the idea that another way of being involved is through volunteering. Explain that volunteers are essential in sports, as they take on various tasks. For example, they support in coaching and running programmes/camps, in administrative duties or on-site tournaments. Highlight that volunteering is a great opportunity to develop important skills. For example, if you are supporting at home games by selling food, you will have to work with money and prices. Also, emphasise that many employees value volunteering experience. In many cases, it adds a decisive building block to a CV that often can lead to employment in combination with other qualifications.

FIRST STEP: Split the players into two groups. One group is in charge of organising a one-day tournament for a certain age group. Give them the task of figuring out all the tasks involved in running a tournament. After deciding on tasks, create a timeline and overall plan. The second group will be tasked with organising a two-day full day camp for younger players in the club. Ask them to come up with a concept for the camp, the tasks involved, and a time line. Give each group twenty minutes to create this plan.

SECOND STEP: Each group will have five minutes to present their plan to the other group. Give each group a couple minutes to have a short Q & A session.

THIRD STEP: Bring all the players together in a circle and ask those interested in being involved in the club to share their ideas for their involvement and how much time they would be interested in contributing. Remind them to match their skillset to a possible volunteer opportunity so they can practise and refine this skill.

POSSIBLE VARIATIONS/RULE ADAPTATIONS:
❖ Ask one or several current volunteers from the club to come in and share their experiences.
❖ Ask players to suggest a different activity or event they would like organise for the practical part of the exercise. This might increase the ownership and commitment of the group of organisers.

TIPS & TRICKS
❖ Make sure that the objective they set is SMART as explained in the life skill “goal-setting”.
❖ Make sure that your club is able to provide resources and support to avoid frustration in case the group faces challenges.
❖ Ask players to document their volunteering time.
❖ Create set volunteering agreements with each individual.
❖ Issue a certificate from your club that confirms their involvement and that can be used as a letter of reference in any future application of the players involved.

THIRD HALF: REFLECTION

Those who are interested in volunteering and begin doing so, should have different scheduled checkpoints to reflect and analyse their experiences. The reflection points should aim to find out how the experience is going, what has been challenging, how they have been able to use their skills/knowledge and if they have any ideas for improving the experience. Make sure to also analyse jointly what players have learned during the process and how these skills can boost their employability.

To assess the volunteering, you and the player can decide on specific skills, such as self-motivation which can be developed during the volunteering process/experience. Relate the identified learnings to specific jobs and sectors so players become confident in order to be able to speak to and own their experiences.
**RELIABILITY**

**BE A CAPTAIN**

**SPORT DANS LA VILLE**

**FIRST HALF: INTRODUCTION**

**LIFE SKILL RELEVANCE**

In order to be reliable, it is necessary to stay committed and focused on the task, be able to prioritise and also make sacrifices when the process becomes challenging. Being reliable also means being able to take responsibility and ownership for what you say and do. Once someone is able to demonstrate how reliable they are, the level of trust in this person often increases. The opposite is the case when someone is not able to stick to their commitment.

In the football environment, reliable teammates are those who are dependable, who commit themselves to personal and team goals. In order to be reliable to others, a person must understand what they are capable of doing and manage that task or responsibility.

**OBJECTIVES**

› Players will increase their self-confidence as they take on responsibilities attached to a specific role at work or in football.
› Players will channel diverse skills, behaviour and characteristics into a promising direction.
› Players will test out the process of taking responsibility and ownership of what they say and do.

**SECOND HALF: DESCRIPTION**

**FIRST STEP:** Start a brainstorming session with the players about the role of the captain. To get them thinking, ask the following questions:

› Why do teams have captains?  
› Who decides on who is the captain?  
› What are the responsibilities of the captain?  
› What are key competences of a captain?  
› What is the role of the co-captain?  
› What shouldn’t a captain do?  
› What makes a good captain?

Take notes on a flipchart.

**SECOND STEP:** Next, discuss with the team the idea of having different players test out the captain role at trainings. Find out which players would be interested in the captain role and create a list of these players. Decide as a team what the main responsibilities of the captain/co-captain will be and for how many trainings they will assume this role. For example, it could be decided that two players are captain for two training sessions.

Put together a list of the training dates with the respective captain/co-captain pair for the training session. Decide with the team if the captain band should be a normal band (would need to be purchased) or specially designed by the team.

**THIRD HALF: REFLECTION**

It is important for the players who have taken on the role of captain/co-captain to be able to reflect on their experiences. Ask these players the following questions:

1. What were your expectations of the role?  
2. How were these expectations met or not met during the experience?  
3. What was challenging about the role? How did you come up with solutions along the way?  
4. How did you work with your co-captain? How did you divide responsibilities?  
5. In what areas of the role did you feel more self-confident? In what areas did you not feel as comfortable?  
6. How reliable were you to your teammates? Do you have any examples of sticking to your commitment?

On the day of the training, ask the other players the following questions to stimulate a feedback round:

7. How did the captain fulfil their role well? Where can they improve?  
8. How can someone’s reliability relate to their ability to lead others?  
9. How reliable did you feel your captain was in the training? What are some examples of them being committed to the tasks?  
10. Where else can you be a captain in life?  
11. How can a captain or a senior person at work be supported by the teams they are working with?
Players will train their capacity to step back, see beyond themselves, and approach a challenge with an open view, rather than from your own. When teams are comprised of individuals aiming to work together towards common goals and confronting challenges along the way, the way in which teammates are able to understand and read one another and their reactions is critical to success.

**OBJECTIVES**
- Players will agree to a set of rules that include and respect the needs, feelings and views of others.
- Players will learn that social sensitivity is one of the keys for performing well when engaging in a collaborative effort.
- Players will train their capacity to step back, see beyond themselves, and approach a challenge with an increased understanding of how members interconnect.

**LIFE SKILL RELEVANCE**
Social sensitivity is the ability to perceive and understand the feelings and viewpoints of others. It is a critical skill for individuals to have as they operate in social interactions and contexts. It gives them the ability to understand cues from conversations and observations. Social sensitivity is often tied to empathy because it involves the experience of understanding another person’s thoughts, feelings and condition from his or her point of view, rather than from your own. When teams are comprised of individuals aiming to work together towards common goals and confronting challenges along the way, the way in which teammates are able to understand and read one another and their reactions is critical to success.

**SECOND HALF: DESCRIPTION**

**FIRST STEP:** Explain to the players the importance of having an understood set of rules and norms for the training pitch. These are rules that go beyond fouls during the game but relate to the need to respect the different capacities, feelings and viewpoints of other people. Explain to the players that it is not only important for football but in every social setting that requires cooperation.

**SECOND STEP:** Inform the players that they will go through a brainstorming session, where they will come up with ideas on the way the football space and trainings should be run so that all of the players feel safe and supported. Divide players into two groups. Give each group a flipchart and ten to fifteen minutes to come up with their ideas for ground rules. Ask one player in each group to facilitate the conversation. At the end of the step, the groups should have a set of agreed ground rules. Tell the facilitators to ensure that every player gets to share their ideas. Highlight that there is no right or wrong during brainstorming sessions. Remind the players that the potential rules should relate to social interaction during football and also in their personal environment.

**THIRD STEP:** Bring the different groups together to form one large group. Ask the facilitator of each group to present their ground rules. Ask one player (or coach/coach) to facilitate the larger discussion and have a flipchart sheet ready to add the rules in different categories. For example, rules relating to the football pitch and overall rules.

**FOURTH STEP:** After each group adds their rules, go through them in a consensual approach to reach a final list of rules. Limit the number of rules so that players will be able to remember them easily. On a clean flip chart sheet, write the final list of rules out for everyone to see. Ask each player to read and sign the agreement of rules by the end of session.

**POSSIBLE VARIATIONS:**
- If there is a smaller group of players, facilitate one larger brainstorming session with all of the players.
- Ask one of the players to facilitate the discussion so that you can take a back role.

**MATERIALS NEEDED:** Pens, Flipchart

**AGE GROUP:** 12 years +

**POSSIBLE VARIATIONS:**
- If there is a smaller group of players, facilitate one larger brainstorming session with all of the players.
- Ask one of the players to facilitate the discussion so that you can take a back role.

**TIPS & TRICKS**
- Do not negotiate about the rules that the group agreed on, even if some participants express their reservations about some of the rules.
- Make sure to cover what happens if rules are broken, so that consequences for the violation of rules are also agreed upon.
- If there is dispute about any of the rules, it is possible to revise the agreement at different points.

1. What will be the benefits of our new ground rules?
2. Why was it important as a group to pay close attention to what was said or done by the different individuals in the brainstorming process?
3. What are the potential consequences for the dynamics within a group if the need to hear all group members’ ideas is ignored?
4. Why is high social sensitivity an aid and low social sensitivity an obstacle when you want to achieve something as a group?
5. What qualities do a socially sensitive leader, teacher, colleague, teammate, boss, and other people in your environment demonstrate?
BE A REFEREE!
KICKEN OHNE GRENZEN

AGE GROUP: 14 years +
MATERIALS NEEDED:
Footballms
Cones
Goals
Whistle
Watch

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Young people can learn different types of approaches and tools for resolving conflicts. People with good conflict resolution skills can help their organisations and teams work more effectively. Being able to resolve conflicts effectively brings many benefits such as accomplishing goals and strengthening relationships. If not handled or managed correctly, it can result in the opposite: relationships break down and goals are not reached.

OBJECTIVES
• Players will learn how to lead the game and resolve conflicts as a referee.
• Players will ensure that the solutions are carried out during the exercise.
• Players will have the chance to see the consequences of their decisions.

SECOND HALF: DESCRIPTION

FIRST STEP: Set up a small sided game with two five-a-side goals. Divide the group into two teams. Ask for two players to volunteer as referees. One player will start the game as a referee and the second will take the role in the second half. Before beginning, discuss the rules of the game with the teams. For example, how to do corner kicks, throw ins or kick ins, etc.

SECOND STEP: Instruct the teams to begin the game like a normal game, with the captains meeting in the middle of the field with the referee. Play a normal small sided game for ten minutes. At half time, allow the second player to get ready to be referee.

THIRD STEP: Play a second ten-minute half with the second player as referee and the first player now playing on the field.

POSSIBLE VARIATIONS:
• Additional players can be linesmen/ladieswomen during the exercise for them, too, to gain a different perspective of the game.

THIRD HALF: REFLECTION

Bring the players together to discuss the method and to specifically speak with the two players who had the experience as referees. Use the following questions to stimulate a discussion:

For all players:
1. What was it like having a teammate as the referee? And the linesmen/women? How did your teammates do in those positions?
2. What were some of the conflicts or situations that the referee had to handle?
3. How were the conflicts handled? Were you happy with how the referee communicated the decisions they made?

For the referees and linesmen/women:
4. How did you feel making the different calls?
5. Were there any challenging moments and what did you do in these situations?
6. Do you see the role of the referee and linesmen/women differently now? If yes, why?

For everyone:
7. What can we take from this exercise and apply elsewhere?

TIPS & TRICKS
• Make sure that the rules of the game are clear to all players, including the players who are taking on the refereeing rules.
• A short briefing about goal kick, off-sides, penalty, etc. may be necessary.
SELF-REFLECTION
GREEN CARD, ORANGE CARD
RED DEPORTE

FIRST HALF: INTRODUCTION

LIFE SKILL RELEVANCE
Self-reflection is an internal dialogue where you ask yourself questions in order to gain a deeper understanding of your own behaviour as well as its impact on others. Self-reflection is not the same as self-criticism and critical self-assessment because it is a process that is focused on learning from experience with the aim of informing your behaviour in future. The ultimate aim of self-reflection is learning: becoming capable of acting more effectively in the future. Self-reflection requires conscious effort to think about experiences.

OBJECTIVES
› Players will learn how to assess and reflect on their own performances.
› Players will learn how to read and understand their mistakes/behaviour.
› Players will learn how to reflect upon their actions in football and how they can transfer the lessons learned to other environments.

SECOND HALF: DESCRIPTION

The essence of this method is to introduce two new coloured cards into the game of football that represent two different categories of behaviour. Use the coloured cards for training sessions so the team can experience the association between the different types of behaviour. You can also hand the cards over to the players and ask them to use the cards whenever they feel it is justified. Explain to the players the following distinctions between the cards:

A) GREEN CARD: Serves to reward a player when they have carried out an act of sportsmanship. For example, throwing the ball out of bounds when someone gets injured, recognising a foul or hand ball and calling it, helping out with cleaning up, carrying the balls away or supporting a teammate to learn a new skill.

B) ORANGE CARD: When a player commits an action that shows bad sportsmanship (arguing with the referee, insulting the opponent, not throwing the ball out when someone is injured, or verbal aggression against a teammate or rival, for example) they are reprimanded with this card. In this case, the player is suspended from the game for five minutes, and must go and sit on the “reflection bench”. As a coach you can discuss with the player what happened and why the player was expelled for five minutes before returning to the game.

POSSIBLE VARIATIONS:
› Ask players to develop other cards that can serve a different purpose than the green and orange ones.

THIRD HALF: REFLECTION

Bring the players together for a brief reflection. Use the following questions to stimulate discussion:

1. What is your experience with the new cards, how do you like the idea of having them?
2. In what other environments can you encounter similar concepts and why do they exist in such contexts?
3. Why is it good to make people aware of their good or bad behaviour?
4. What is important when you discuss the behaviour you received the cards for?
5. How can we avoid people feeling blamed and offended when they are asked to reflect on their actions and behaviour?

TIPS & TRICKS
› Together with the team, come up with specific behaviour which would warrant both types of cards.
› It may be controversial when a player receives an orange card, so decide if it is a teachable moment or one that the player should deal with on their own.
› Keep track of the coloured cards for each player. If appropriate, praise the behaviour for the green card.
DANIEL STUHLPFARRER
32, COACH
KICKEN OHNE GRENZEN, AUSTRIA

How and why did you become a coach for your organisation?
I’d read a lot about Kicken ohne Grenzen in the newspaper. A few years ago, when so many young refugees needed help, I decided to get involved.

Why do you believe football is useful to foster personal development?
In my opinion, football is the perfect tool for teaching social, emotional and mental competencies. It also opens doors to communities that aren’t so easy to reach using traditional educational measures. Many young people just come to play football and only get involved in our education programmes later.

Which skills do you believe are equally important for football and employability?
Similar to work life, in football you also have to be able to use setbacks positively. Many of the young people in our groups often have problems working persistently towards a goal and are easily demoralised by defeats. Targeted training can improve this.

Can you share the specific example of one participant who benefitted from your programme?
For a long time, one player in our team, Malik, wasn’t interested in looking for a job. Fear of rejection had really paralysed him. The programme helped him to develop the confidence he needed for job interviews.

How did you support the participant?
I was able to give Malik tasks inside the team that boosted his self-confidence. He was able to take responsibility for other players and he learnt to talk in front of others and present himself confidently. He was able to transfer this experience to his everyday life.

Do you have any advice for other coaches who want to foster the personal development of their participants in their programmes?
Even as a coach, you have to learn to accept setbacks. There are often many complex factors influencing a young person’s journey. And each one of our participants has their own pace.

KRISTÝNA ZÍTKOVÁ
18, PARTICIPANT
INEX-SDA/FOTBAL PRO ROZVOJ, CZECH REPUBLIC

How and why did you get involved in your organisation’s programmes?
I found out about Fotbal pro Rozvoj thanks to the League of Fair Play Football, which I discovered through the youth centre NZDM “Step” low-threshold club for children and youth in Modrany (East of Prague) and where I have been playing for almost four years.

Which activities of your organisation have you attended?
I have attended football-based development activities and played in the fair play league since it was first established in 2016 and which is played following the principles of football3. The development of specific skills through football turned out to be a great opportunity to do something for my future.

What did you learn by joining the activities?
To be a good player in this league football skills are not enough. Players must also have advanced life skills to be successful and help their team to perform well. It is nice to see football being played in a way that makes players more aware of how to act in a fair way. The league has helped me to develop my life skills and I have discovered the true meaning of football: which for me, is about fun, exercise, friendship and personal social growth. I think the league and the Fotbal pro Rozvoj workshops I attended emphasise that a lot.

How has your life changed by attending the activities?
It helped me personally to communicate better, appreciate teamwork, and adapt to new environments. I think it will be the same for other people. The pre- and post-game discussions encouraged me to express myself clearly and think more critically. When I started to focus on the compromise during the game, I realised that I could also transfer that to my regular life as well. It was a big change and a step forward for me. I am much better now at solving conflicts, as I learned to look at challenges from different perspectives.

How did the coach support you and contribute to this change?
The social workers around the club and during the activities helped me a lot to gain confidence by giving me good advice and supporting me when I was feeling low. My self-confidence, willingness to learn, and motivation have really improved. This helps me a lot in my life outside the world of football.
3. THE THIRD HALF: MONITORING & EVALUATION

3.1. THE MONITORING, EVALUATION & LEARNING (MEL) FRAMEWORK

3.2. INDIVIDUAL LIFE-SKILLS SELF-ASSESSMENT TOOL

3.3. COACHING QUESTIONNAIRES

3.4. SESSION OBSERVATION FORM
3.1. THE MONITORING, EVALUATION & LEARNING (MEL) FRAMEWORK

As mentioned before, the contents of this toolkit have been created in order to be integrated into existing football-based or employability-based programmes. Conscious of the fact that there is not one single approach to football for employability, the framework presents multiple ways of using the life skills exercises and methods. With life skills considered as the building blocks of employability, these exercises and methods have been designed to support their improvement. With the MEL Framework it is possible to systematically evaluate the progress of individual young people in their life skills development, as well as the effectiveness of the overall football-based employability programme. In doing so, the Monitoring, Evaluation and Learning (MEL) Framework prioritises the many points of learning which take place throughout the implementation.

EXAMPLES OF MEL FRAMEWORKS USED IN FOOTBALL FOR EMPLOYABILITY PROGRAMMES:

Typically, two key stages are identified by organisations delivering employability through football where monitoring strategies and tools are planned and executed. These include:

- **Stage one: ENGAGEMENT**: the young person engages in the programme.
- **Stage two: LIFE SKILLS DEVELOPMENT**: through a young person’s engagement and active participation, they gain skills necessary to move forward on their employability journey.

In order to measure stage one – the engagement of the young people – involved in the programme, it is common to record how regularly the young person attends a programme by using attendance registers. Before recording their attendance in a register, young people should first fill out a registration form where they will be asked to provide individual details such as name, age, gender and other personal information.

It is important for Life Skills Football Coaches to monitor attendance, as each training session is designed to target a specific life skill and a young person who was not present for a specific set of trainings will not have improved that specific life skill. In order to measure how the participants have developed the different life skills through their engagement and active participation, a variety of tools can be used, such as self-assessments, coach questionnaires, observation forms, focus groups, interview groups and knowledge tests.

One key aspect to monitor is the connection between engagement and the life skill development stages. For example, the M&E of a programme could assess whether the self-assessment results on a specific life skills differ significantly between young people who attended fewer sessions or who were noted as not being as actively engaged in the exercises. The insight gained from the monitoring tools can also be used to make improvements to the programme in the future iterations, but also to make adjustments to the currently running programme. In order to make these improvements, an analysis stage must take place during which the data from the various data collection tools is collated and analysed. This analysis will support the evaluation of the programme components and whether they are meeting the goals as well as providing evidence for the different successes.

### Key Components of the Toolkit MEL:

The MEL Framework for the toolkit includes the following tools and methods:

- Life skills self-assessments
- Coach questionnaire 1
- Coach questionnaire 2
- Coach questionnaire 3
- Session observation forms

The life skills self-assessments are important tools because they are participatory in nature, involving the individual young person and giving them the tools to lead their development. The questionnaires are important as they measure the actual behaviour demonstrated by participants in the football environment. The session observation forms give coaches the space to reflect on how the sessions went, commenting either on the delivery of the exercises and methods as well as on the participant’s performance. Additionally, one section of the form asks the Life Skills Football Coach how the participant reflected on the various life skills during the trainings. As the reflection segment of the training is necessary so that participants can understand how skills transfer from the field to other environments, it is helpful when Life Skills Football Coaches take note of how this is carried out during the training.

Although the registration forms and attendance sheets are part of this toolkit, we highly recommend that Life Skills Football Coaches use such tools when measuring engagement levels.

The monitoring and evaluation tools are closely connected to how the Life Skills Football Coach uses the MEL Framework. For, in order to progress to the different stages in the framework or, alternatively, to take a step back and spend more time on the previous stage, coaches must be able to measure what level the participants have reached individually and collectively in relation to the set of life skills. Additionally, when coaches use the session observation forms and note that one exercise worked better than the next one for the same life skill, having this information will help to design the upcoming training sessions.

3.2. INDIVIDUAL LIFE SKILLS SELF-ASSESSMENT TOOL

With the individual life skill self-assessments a baseline can be established for each youth participant. Both the participant and the Life Skills Football Coach then have a clearer idea about the starting point of the young person’s employability journey and can identify areas that require most focus. The collection of individual assessments from an entire group of youth participants lays the foundation of the development programme for an entire team. Life Skills Football Coaches will use the results from the individual assessments to decide which life skills will be trained with a group of young people and prioritised through the football-based programmes.

Aside from being used to strategically design football-based life skills development programmes, the later individual assessments will support the monitoring and measuring of the programme objectives. The tools will be revisited at different points of the programme depending on how the Life Skills Football Coach plans and designs the sessions. Doing so makes it possible to assess whether and to what extent progress towards the attainment of different life skills has been made at the individual level. To analyse if and
3.2. INDIVIDUAL LIFE SKILLS SELF-ASSESSMENT TOOL

where changes could be made to lead to better outcomes, Scoring for the Future organisations recommend a baseline, mid-term, and final assessment.

HOW CAN THE TOOL BE USED?

Based on their own experiences of measuring the skill sets of their youth players, the Scoring for the Future partners have identified three options for using the tool and administering the life skills assessment:

Participants fill the self-assessment form out individually: This option is merited as being empowering as it fosters self-reflection and self-evaluation. It will be complemented by the coach questionnaire, which is also used to assess the individual young person’s life skills based upon what the coach observes during the football-based programme. It is important to note that young people sometimes overestimate the achievements they will make when goal setting at the beginning, which is why there may be a noticeable regression when the first assessment is compared to the second.

Participants fill the self-assessment form out in cooperation with the Life Skills Football Coach: Reading and understanding the statements may be challenging for some young people as reported by Scoring for the Future experts. This option will help to ensure that the individual participant understands each life skill as they can consult with the coach. It will require a greater effort from the coach, as they must sit down with each individual participant to fill out the assessments.

Life Skills Football Coach fills out the self-assessment form: Although this option would be faster, it would take the self out of the self-assessment as it would not involve the participants. If the intention is for participants to lead and take ownership of their development journeys, the other options are more suitable. There may, however, be contexts in which this is the most feasible approach.

WHAT DOES THE LIFE SKILLS SELF-ASSESSMENT TOOL INCLUDE?

The life skills self-assessment tool consists of five statements for each life skill, which are evaluated on a scale of 1 to 5. The logic behind the statements is that the first statement indicates a low level of attainment of the life skill and the fifth statement indicates a high level. Statements 2, 3 and 4 indicate small increments of change. The participants will be instructed to read all of the corresponding statements and select the one which they consider to most accurately reflect their development. To determine which life skills should be prioritised in the different zones, the coach can aggregate the numbers and decide based on the total scores for each life skill.

**GOAL-SETTING**

1. I currently don’t have future goals or even any ideas about my future.
2. I’m aware that having goals can help my life but I don’t have any tools to recognise them.
3. I recognise and am very aware of my goals, but find it hard to take steps towards achieving these goals.
4. I have the tools to recognise my goals and I work every day to achieve them.
5. I identify and have accomplished many personal and professional goals. I am keen to help others to set and accomplish goals.

**ADAPTABILITY**

1. I avoid new situations.
2. I can be in new situations but I often feel overwhelmed trying to handle them.
3. I am able to find my way in new situations but often with challenges.
4. I am able to easily adapt to new situations, even those involving others, like colleagues, teammates etc.
5. I actively look for new situations so I can test my abilities to adapt.

**SELF-CONFIDENCE**

1. I feel very uncomfortable when people ask me about my current and future plans in life.
2. I have an idea of who I am and what I want to do, but am ashamed to express myself because of the possible criticism of others.
3. I often seek approval from others regarding my behaviour and decisions.
4. I accept that it is okay to make mistakes, as it is a part of my personal improvement process.
5. I know what I want and how to get it and have confidence in my journey.

**SELF-MOTIVATION**

1. I can’t identify what motivates me, neither within myself nor externally.
2. I need a lot of external motivation from others to get my tasks done.
3. When something gets very challenging, I lose my motivation to finish it.
4. When a task is challenging, I am able to complete it with the support of others.
5. My motivation level to complete tasks is high and constant, even when these tasks are lengthy and/or challenging. This enables me to complete tasks independently.

**WILLINGNESS TO LEARN**

1. I know enough and am not interested in learning more.
2. I am interested in learning more but don’t have the energy or motivation to do so.
3. I engage in learning opportunities when they come up.
4. I actively search for learning opportunities.
5. I am curious to learn new things and I want to share my newly gained knowledge with others.
### COMMUNICATION
- 1. I panic when communicating in public and expressing my opinions in a group.
- 2. Before a discussion, I tend to agree with others, for fear of criticism.
- 3. Although it is hard for me, I am able to express myself in public through comments or brief questions.
- 4. I am able to transmit an idea, thought or subject with relative clarity, capturing the attention of the person/people I am addressing.
- 5. I am able to express my ideas and opinions with assertiveness and clarity in private and public situations and, when necessary, defend them.

### CONCENTRATION
- 1. I often get distracted when trying to finish a task.
- 2. I can concentrate on a task but only for a short time.
- 3. I pay attention to when people speak to me but still have a hard time focusing on what they are saying.
- 4. I am able to focus on instructions I receive and try hard to implement them.
- 5. I am able to focus in stressful situations and can even help my teammates/classmates to become more focussed.

### RELIABILITY
- 1. I find it hard to follow through on what I commit to and to meet deadlines.
- 2. When I recognise that I can’t follow through with a promise, I have a hard time communicating this to those involved.
- 3. I try my best to fulfil my commitments on time, although I often still find it challenging.
- 4. I am able to manage my commitments well and turn down tasks I am not able to realistically handle.
- 5. I take stick to my word and people trust me to follow through with whatever I have committed to.

### SELF-CONTROL
- 1. I am not able to control my emotions or behaviour in most settings.
- 2. I am able to notice that I’m losing control but I am not able to stop it from happening.
- 3. Generally, I can control myself and modify my behaviour, but there are some environments and peer groups where I find it more challenging.
- 4. I can consistently control myself regardless of environment and peer group.
- 5. I am able to control myself, and recognise and assist others facing behavioural or emotional self-control issues.

### SOCIAL SENSITIVITY
- 1. I find it difficult to respect my teammates and their points of view on different matters.
- 2. I only need to understand how my teammates play; I don’t need to try to understand more about them.
- 3. I make it a point to understand the personalities, skill levels, and talents on my team, but find it challenging to accept them.
- 4. I believe that, as a team, we are stronger when we embrace and respect our differences.
- 5. I am very capable of acknowledging and challenging stereotypes and am able to manage my social interactions effectively.

### TEAMWORK
- 1. I am not comfortable working with others towards a common goal.
- 2. I am comfortable working on a team, but I find it very challenging.
- 3. I understand the benefits of strong teamwork and am working to become a better teammate.
- 4. I am able to include others on the team to help reach team goals.
- 5. I am more comfortable, feel stronger and am more effective when working with a team than by myself.

### SELF-REFLECTION
- 1. I am unable to identify my strengths and weaknesses.
- 2. I am becoming more aware of my feelings and behaviour.
- 3. I can look back at my behaviour and recognise how it affected others.
- 4. I spend time reviewing how I felt and behaved in situations.
- 5. I can reflect on the consequences of my actions and behaviour and adjust these accordingly in the future.

### SELF-ORGANISATION & SELF-MANAGEMENT
- 1. I always feel disorganised especially with my plans for the present and the future.
- 2. I realise self-organisation is key to getting things done in such a manner.
- 3. I am willing to address and solve different problems, however, I don’t feel like I have the tools to act on this.
- 4. I am learning how to define and identify the root causes of problems, but I am still not able to come up with solutions.
- 5. I understand that solving problems comes with a process and I feel comfortable in the different steps of the process.

### PROBLEM SOLVING
- 1. When I think of problems in my life, I just see big road blocks which are impossible to overcome.
- 2. I am completely reluctant to address problems by myself, so I often go to others for guidance.
- 3. I am willing to address and solve different problems, however, I don’t feel like I have the tools to act on this.
- 4. I am learning how to define and identify the root causes of problems, but I am still not able to come up with solutions.
- 5. I understand that solving problems comes with a process and I feel comfortable in the different steps of the process.

### PROBLEM SOLVING
- 1. I tend to take a very long time to get over setbacks in my life.
- 2. I am able to get over failure but need the support of others to get back going again.
- 3. I usually get through difficult times without much trouble.
- 4. I express compassion for myself when I fail, value myself and continue working towards my goal.
- 5. I am able to bounce back after moments or times of adversity in all areas of my life.

### ORGANISATIONAL PROFILES

### CONFLICT RESOLUTION
- 1. I shy away from conflicts because I don’t know how to handle differing views.
- 2. I would prefer someone else taking over the process because I don’t see any benefits in being part of the process.
- 3. I am able to express my feelings and interests to others when I act in the process of solving conflicts, but still have difficulties understanding other people’s views.
- 4. I see conflicts as a learning process but don’t feel completely comfortable leading the management of these processes.
- 5. I feel comfortable leading my team through conflicts as I know and understand the different stages of the process.

### DECISION-MAKING
- 1. I am afraid of making the wrong choice or making mistakes, therefore I tend to avoid making decisions or allow others to make decisions for me.
- 2. I have a hard time identifying and evaluating my options and deciding what to do.
- 3. I usually make fast decisions without worrying too much about the consequences because I am normally confident with my decision-making skills.
- 4. Before making a decision I carefully and effectively rate all of my options and devise a plan to carry out what I have decided to do.
- 5. I like to be the one to make difficult decisions. When I do not make the best decision, I know I can learn from the experience and re-evaluate for the next decision-making moment.

### RELIABILITY

### PROBLEM SOLVING
- 1. When I think of problems in my life, I just see big road blocks which are impossible to overcome.
- 2. I am completely reluctant to address problems by myself, so I often go to others for guidance.
- 3. I am willing to address and solve different problems, however, I don’t feel like I have the tools to act on this.
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- 1. I tend to take a very long time to get over setbacks in my life.
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- 3. I usually get through difficult times without much trouble.
- 4. I express compassion for myself when I fail, value myself and continue working towards my goal.
- 5. I am able to bounce back after moments or times of adversity in all areas of my life.
3.3. COACHING QUESTIONNAIRES

DESCRIPTION
This questionnaire should be filled out by the Life Skills Football Coach and pertains to an individual youth participant. The questionnaire consists of statements relating to a specific life skill. For each statement the Life Skills Football Coach should indicate his or her level of agreement on a scale from 1 - 3. When responding to the statements, the coach should base answers on his or her observations of the young person’s behaviour, attitudes and skills. Additionally, there is an open-ended question.

HOW TO USE THE QUESTIONNAIRE
In order to ensure that there is enough data to support the coach in filling out this questionnaire for each youth participant, he or she should make sure to become familiar with the questions at the beginning of the programme. If necessary, the coach should take notes using the observation form (also included in the monitoring and evaluation framework). This questionnaire will be triangulated with the results from the individual young person's life skills self-assessment. If the outcomes are similar, the validity of the qualitative data can be considered more accurate or reliable. There are three coach questionnaires, each one including questions that reflect the three different phases of the participant’s life skills development journey: defence, midfield and attack. After the completion of each phase, the coach should fill in this questionnaire for each individual player – regardless of which life skills have been prioritised during the training sessions of that phase.

Once the questionnaire has been filled in, the scores from the statements should be transferred to the “Score Card”.
**COACH QUESTIONNAIRE 1**

**DEFENCE AREA**

Name of Life Skills Football Coach: 

Name of Player: 

**Introduction:** The defence phase of the employability journey emphasises the development of the participant’s attitude. The intrapersonal life skills that make up this area build up a can-do attitude and mind set of the young person before progressing into the midfield area. These initial life skills are the foundation for his or her personal and social development. Please fill out the following questionnaire for the specific youth player. The first part consists of statements where you will be asked to indicate your level of agreement. Please circle your response. Additionally, there is one open-ended question for each life skill. Please write your response in the space given.

<table>
<thead>
<tr>
<th>LIFE SKILL</th>
<th>STATEMENT 1</th>
<th>STATEMENT 2</th>
<th>STATEMENT 3</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SELF-CONFIDENCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The player (named above) is capable of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing a sense of accomplishment when they are able to master a specific football skill</td>
<td>Strongly agree (3)</td>
<td>Agree (2)</td>
<td>Strongly disagree (1)</td>
<td></td>
</tr>
<tr>
<td>Finding confidence in controlling and shooting the ball with both feet.</td>
<td>Strongly agree (3)</td>
<td>Agree (2)</td>
<td>Strongly disagree (1)</td>
<td></td>
</tr>
<tr>
<td>Finding a secure sense of belonging with the team of players</td>
<td>Strongly agree (3)</td>
<td>Agree (2)</td>
<td>Strongly disagree (1)</td>
<td></td>
</tr>
<tr>
<td>Channelling diverse skills, behaviours and characteristics into a promising direction</td>
<td>Strongly agree (3)</td>
<td>Agree (2)</td>
<td>Strongly disagree (1)</td>
<td></td>
</tr>
<tr>
<td>Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for self-confidence while in training: encourages his/her teammates, shows that he/she believes that he/she can improve football skills, uses his/her skills for the good of the team.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **GOAL-SETTING** |                             |                             |                             |             |
| The player (named above) is capable of: |                             |                             |                             |             |
| Setting a realistic and attractive goal for him/herself to achieve through training. | Strongly agree (3) | Agree (2) | Strongly disagree (1) |             |
| Applying different strategies to reach personal football development goals. | Strongly agree (3) | Agree (2) | Strongly disagree (1) |             |
| Taking and owning his/her responsibility in achieving a team goal. | Strongly agree (3) | Agree (2) | Strongly disagree (1) |             |
| Understanding that achieving goals takes smaller steps and an action plan. | Strongly agree (3) | Agree (2) | Strongly disagree (1) |             |
| Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for goal-setting while in training: choosing the appropriate training techniques to achieve a football objective, setting goals with a team member or amongst the entire team or making an action plan to achieve a football-related goal |             |             |             |             |
**CONCENTRATION**
The player (named above) is capable of:

- Staying focused throughout an exercise.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Staying focused throughout an entire session.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Taking in new information to increase their situational awareness on the field.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Listening to and understanding the coach’s instructions.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Acting on various instructions while in play.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for concentration while in training:

- staying engaged in the task to improve his/her performance,
- effectively reading the movements and situation on the playing field, following instructions (and supporting others to understand and act on the instructions).

---

**WILLINGNESS TO LEARN**
The participant (named above) is capable of:

- Being open-minded to new learning situations.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Knowing and practising habits that foster learning in the training sessions.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Being part of his/her teammates’ learning processes.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Having the motivation to improve on his/her weaknesses.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for willingness to learn while in training:

- trying to learn different ways to approach a new football skill, open to supporting others in their learning processes and attempting to work on skills outside of their comfort zones.

---

**SELF-MOTIVATION & PERSONAL INITIATIVE**
The player (named above) is capable of:

- Taking initiative without the instruction of his/her coach.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Identifying his/her internal motivators and using them in challenging situations.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Persevering through difficult exercises and drills.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Effectively taking on new responsibilities and roles within the team.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for self-motivation while in training:

- willing to make sacrifices to achieve an individual or team goal, remaining determined to finish a task, motivating others to reach their goals.

---

**ADAPTABILITY**
The player (named above) is capable of:

- Using different approaches to solve challenges during training or in games.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Using effective communication when adapting to new playing situations.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Quickly responding to new situations with their teammates.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

- Controlling his/her emotions in different playing situations.
  - Strongly agree (3)
  - Agree (2)
  - Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for adaptability while in training:

- acts/appears comfortable when faced with new situations, easily adapts to new styles of play, welcomes new teammates and guests to the team.
**INTRODUCTION**

**FIRST HALF**

**THEORY**

**SECOND HALF**

**EXERCISES**

**THIRD HALF**

**M&E**

---

### ORGANISATIONAL PROFILES

#### 3.3. COACHING QUESTIONNAIRES

**COACH QUESTIONNAIRE 2**

**MIDFIELD AREA**

Name of Life Skills Football Coach: [Name]

Name of Player: [Name]

**Introduction:** The midfield phase of the employability journey emphasises the development of the individual young person’s teamwork skills. Teamwork requires interpersonal competences that enable a young person to work effectively with others. Participants can focus on their interpersonal skills at this point because they have already developed their foundational skills in the defence stage where they trained and reinforced their intrapersonal skills. Before progressing from the midfield phase into the attack phase, it is important to measure the young person’s progress with regards to his/her social skills. Please fill out the following questionnaire for the youth player. The first part consists of statements where you will be asked to indicate your level of agreement. Please circle your response. Additionally, there is one open-ended question for each life skill. Please write your response in the space given.

#### SCORE CARD

<table>
<thead>
<tr>
<th>LIFE SKILL</th>
<th>STATEMENT 1</th>
<th>STATEMENT 2</th>
<th>STATEMENT 3</th>
<th>TOTAL SCORE</th>
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<tbody>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEAMWORK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL SENSITIVITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RELIABILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELF-CONTROL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMUNICATION**
The player (named above) is capable of:

- Listening to the coach’s instructions and asking questions when something isn’t understood.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Using clear language to give instructions to his/her teammates.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Using and understanding nonverbal communication while playing with teammates.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Sharing his/her ideas/opinions confidently in front of teammates.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for communication while in training:

- Communicating with his / her teammates using different strategies, leading his / her teammates with clear instructions and actively listening to the coach’s instructions or feedback.

**TEAMWORK**
The player (named above) is capable of:

- Reading the positioning and spacing of his/her teammates while training or in a game.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Employing different strategies to support the team to solve problems.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Making smart decisions to support the team’s objectives.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Playing to his/her teammates strengths.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for goal-setting while in training:

- Helping a teammate to improve on his/her own skills, including other teammates in decision-making and being able to give and receive constructive feedback.
3.3. COACHING QUESTIONNAIRES

SOCIAL SENSITIVITY
The player (named above) is capable of:

Reflecting on the social diversities of the team.
Strongly agree (3)  Agree (2)  Strongly disagree (1)

Respecting the social diversities that exist on the team.
Strongly agree (3)  Agree (2)  Strongly disagree (1)

Making the effort to understand his/her teammates' feelings and perspectives.
Strongly agree (3)  Agree (2)  Strongly disagree (1)

Using non-discriminatory language and behaviour.
Strongly agree (3)  Agree (2)  Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for social sensitivity while in training: respecting other people's football opinions (even if different from his/her own), recognising and appreciating cultural differences amongst the team and being able to feel and share his/her teammates emotions.

RELIABILITY
The player (named above) is capable of:

Being on time to trainings and games.
Strongly agree (3)  Agree (2)  Strongly disagree (1)

Following through with tasks/activities and commitments.
Strongly agree (3)  Agree (2)  Strongly disagree (1)

Gaining the trust of his/her teammates.
Strongly agree (3)  Agree (2)  Strongly disagree (1)

Being accountable and holding others accountable.
Strongly agree (3)  Agree (2)  Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for reliability while in training: coming prepared to training, being accountable to his/her teammates, showing he/she can be trusted.

SELF-CONTROL
The player (named above) is capable of:

Handling his/her emotions in challenging situations.
Strongly agree (3)  Agree (2)  Strongly disagree (1)

Constructively dealing with frustration and failure during training and games.
Strongly agree (3)  Agree (2)  Strongly disagree (1)

Avoiding situations which could potentially lead to a lack of self-control.
Strongly agree (3)  Agree (2)  Strongly disagree (1)

Supporting others to control their emotions.
Strongly agree (3)  Agree (2)  Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for self-control while in training: regulating his/her behaviour in order to reach a goal, staying calm in stressful situations and dealing with failure and mistakes constructively.
3.3. COACHING QUESTIONNAIRES

**COACH QUESTIONNAIRE 3**

**ATTACK AREA**

Name of Life Skills Football Coach: ________________________________

Name of Player: ________________________________

Introduction: The attack phase of the employability journey emphasises the development of the individual young person’s leadership skills. Being a leader requires a foundation of intrapersonal and interpersonal or social competences that enable a young person to effectively lead him/herself and work with others. At this point in their framework, players and their Life Skills Football Coaches can focus on a mix of skills which include cognitive skills for analysing and using information, interpersonal skills for interacting effectively with others and intrapersonal skills for individually dealing with more complex situations and challenges. The attacking phase is the closest to the goal, where the employability journey doesn’t end but should lead to positive life skills development outcomes. Before progressing from the attack phase into the next phase in the employability journey, either where the focus will be on more specific training, learning hard skills or job seeking skills, it is important that the individual (with the support of the coach) can measure how far he/she has progressed and to reflect on his/her development.

Please fill out the following questionnaire for the youth player. The first part consists of statements where you will be asked to indicate your level of agreement. Please circle your response. Additionally, there is one open-ended question for each life skill. Please write your response in the space given.

**SCORE CARD**

<table>
<thead>
<tr>
<th>LIFE SKILL</th>
<th>STATEMENT 1</th>
<th>STATEMENT 2</th>
<th>STATEMENT 3</th>
<th>TOTAL SCORE</th>
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<tbody>
<tr>
<td><strong>DECISION-MAKING</strong></td>
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<td><strong>PROBLEM SOLVING</strong></td>
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<td><strong>CONFLICT RESOLUTION</strong></td>
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<td><strong>SELF-ORGANISATION / SELF-MANAGEMENT</strong></td>
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<td><strong>SELF-REFLECTION</strong></td>
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<td><strong>RESILIENCE</strong></td>
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**DECISION-MAKING**

The player (named above) is capable of:

- Discussing with others and sharing his/her opinion/perspectives in an effective manner.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Making good decisions during training exercises and games.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Analysing and assessing different situations on and off the field.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Adapting his/her decisions when mistakes have been made.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for decision-making while in training: takes risks at the right moments during play, makes good decisions in stressful situations, takes in information from others but is able to think independently.

**PROBLEM SOLVING**

The player (named above) is capable of:

- Effectively and quickly reacting to mistakes made in order to recover (in football) or make improvements.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Cooperating with their teammates to understand team challenges/problems.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Using different problem solving strategies and styles.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Showing patience and remaining calm when addressing problems.
  - Strongly agree (3)  Agree (2)  Strongly disagree (1)

- Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for problem solving while in training: demonstrates creative and innovative solutions to problems on and off the field, is patient and persistent when dealing with challenges, effectively acts on solutions with teammates.
CONFLICT RESOLUTION
The player (named above) is capable of:

Seeing and recognising other teammates’ perspectives on a common challenge.
Strongly agree (3) Agree (2) Strongly disagree (1)

Not shying away from conflict but seeing it as a natural part of being on a team.
Strongly agree (3) Agree (2) Strongly disagree (1)

Using clear and effective communication skills while working on a conflict.
Strongly agree (3) Agree (2) Strongly disagree (1)

Managing conflict with diverse tools and strategies.
Strongly agree (3) Agree (2) Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for conflict resolution while in training: settles disputes between teammates, forgives his/her own mistakes and tries to learn from them, demonstrates different conflict management styles or approaches.

SELF-ORGANISATION / SELF-MANAGEMENT
The player (named above) is capable of:

Organising his/her football related tasks in a logical order.
Strongly agree (3) Agree (2) Strongly disagree (1)

Taking responsibility for his/her actions and behaviour in the team environment.
Strongly agree (3) Agree (2) Strongly disagree (1)

Organising tasks and activities according to his/her priorities.
Strongly agree (3) Agree (2) Strongly disagree (1)

Taking initiative on the field, demanding the ball when he/she is open.
Strongly agree (3) Agree (2) Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for self-management while in training: is efficient in training with his/her time and energy, behaves according to the rules of the team and shows responsibility for his/her role on the team.

SELF-REFLECTION
The player (named above) is capable of:

Being self-critical on his/her football performance.
Strongly agree (3) Agree (2) Strongly disagree (1)

Asking for feedback from coaches and teammates.
Strongly agree (3) Agree (2) Strongly disagree (1)

Using reflection strategies to improve aspects of his/her game.
Strongly agree (3) Agree (2) Strongly disagree (1)

Identifying areas for improvement in his/her game.
Strongly agree (3) Agree (2) Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for self-reflection while in training: is aware of his/her contribution to the team, reflects on his/her performance in the trainings and games, learns from past mistakes in order to improve.

RESILIENCE
The player (named above) is capable of:

Testing out his/her personal limits during trainings.
Strongly agree (3) Agree (2) Strongly disagree (1)

Dealing with different stressors in the football environment.
Strongly agree (3) Agree (2) Strongly disagree (1)

Staying committed to a task despite many setbacks.
Strongly agree (3) Agree (2) Strongly disagree (1)

Maintaining a positive attitude despite setbacks.
Strongly agree (3) Agree (2) Strongly disagree (1)

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for resilience while in training: bounces back after a poor performance or making mistake, brings a positive attitude in difficult times, learns from his/her mistakes.

Please comment on, giving an example when possible, of how the player either has or has not been able to demonstrate one of the following indicators for resilience while in training: bounces back after a poor performance or making mistake, brings a positive attitude in difficult times, learns from his/her mistakes.
### 3.4. SESSION OBSERVATION FORM

**Name of Exercises/Methods executed:**

**Life skills trained:**

**Phase of the journey (circle one): DEFENCE, MIDFIELD or ATTACK**

<table>
<thead>
<tr>
<th>SESSION REVIEW</th>
<th>FOOTBALL COMPETENCE</th>
<th>LIFE SKILL COMPETENCE</th>
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<tbody>
<tr>
<td>What went well in the session?</td>
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<td>Which objectives were achieved?</td>
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<tr>
<td>What aspects of the session could be improved?</td>
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<tr>
<td>What changes or improvements will you make to the next session?</td>
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</tbody>
</table>

**REFLECTION PHASE**

- Which questions generated good discussions?

- How did the participant describe the transfer of the trained skills into other areas of their lives? One example:

**OBSERVATIONS ON INDIVIDUAL PARTICIPANTS**

- Which participant demonstrated strong football competences?

- Which participant demonstrated strong life skill competences?

- Which participant had challenges with the football components?

- Which participant had challenges with the life skill competences?
How and why did you become a coach for your organisation?

I became a football coach for the organisation because I wanted to make a personal contribution to the educational process of young people that, in the long term, will also support their professional development.

Why do you believe football is useful to foster personal development?

Football is an age-old community game played throughout history, which brings people together, no matter their race or their country. It educates you mentally and physically to become a better you every day because the sport always exposes you to different scenarios. Football helps you to shape specific skills and influence your social life, relations with your peers, both in the game and every day of our life.

Which skills do you believe are equally important for football and employability?

Interpersonal relations, communication, motivation, resilience, social sensitivity, teamwork.

Can you share the specific example of one participant who benefitted from your programme? How did you support that participant?

I had the chance to interact with a young participant with behavioural deficiencies and, thanks to the football programme, I managed to help him understand his problems better by working on his capacities for self-reflection which is an important part of our football-based life skills programme activities. Together, we found solutions to his anger, through different mental and physical exercises that helped him to control his feelings and express them in a rational way. This change not only supports him in his current life but also in his professional future.

Do you have any advice for other coaches who want to foster the personal development of the participants of their programmes?

My advice is to get fully involved in this process and to offer them, all of the time, patience and attention to the needs of young people. These things will influence their life for the better and can have a decisive impact on their professional career.

MIHAI RUS

29, COACH
PCRM, ROMANIA

How and why did you get involved in your organisation’s programmes?

When I first moved to Germany, I lived in a home for refugees. Some of the inhabitants and people who worked there had asked me if I want to join a football team. My roommate told me that there was a special organisation that focuses on football with refugees. So, I went there to see for myself.

Which activities of your organisation have you attended?

I took part in almost every activity within our organisation. It just started with the weekly training sessions and, after a while, our club started to host their own tournaments. One highlight was an exchange programme we did together with Kicken ohne Grenzen. We visited them in Vienna. After a few years with our club, I was elected to the board of our club. During this time, I also represented our team and our work at different social awards.

What did you learn by joining the activities?

First of all, it was a good place to make new friends. That was important because I did not have a big social network when I came to Germany. Then, of course, it helped me to learn the German language. It motivated me to learn a part of it through football – that was so much fun. When my German became quite good, I started to work a little bit as a translator for other refugees.

How has your life changed by attending the activities?

Joining our club CHAMPIONS ohne Grenzen affected my life in many positive ways. I’ve learned how to be a trainer myself, to help other refugees, who are still coming to Germany, I learned the language which is an important hard skill for my new job and, the best of all, I found many new friends.

How did the coaches support you and contribute to this change?

They supported me with nearly everything by being very proactive. After every session, we had a chat and reflected about upcoming challenges in my life so I was prepared to get things done. And, if I wasn’t able to find a solution, they supported me by finding one together. This process advanced so many of the skills I need for my life off the field. Another great thing about it is that my personal development also makes me a better football player and a teammate whose life skills are appreciated by others. I am confident that this will not be any different at work.

JACOB KARIMI

27, PARTICIPANT
CHAMPIONS OHNE GRENNEN, GERMANY
APPENDIX

PROFILES OF ORGANISATIONS INVOLVED IN SCORING FOR THE FUTURE
ALBION IN THE COMMUNITY, UNITED KINGDOM

Albion in the Community is the official charity of Brighton & Hove Albion Football Club, and works to improve the health and wellbeing, education and aspirations of its local community. Albion in the Community (AITC) uses the power of football as a tool to inspire children, young people and adults to achieve their goals and fulfil their potential. As a specialist in the field, Albion in the Community knows that the game of football is particularly effective in addressing some of the most pressing social issues locally. From football employability initiatives providing free weekly football sessions delivered alongside lifestyle and job skills workshops, to working with schools to support pupils’ numeracy, AITC’s work shows how football can engage people and transcend barriers. The charity is based in Sussex, on the south coast of England, and works with more than 46,000 people every year.

BALON MUNDIAL, ITALY

Due to its location in the Mediterranean and membership of the European Union, Italy is a popular haven for refugees and migrants from around the world. With immigrants making up over 10 percent of Italy’s population, social integration resources are increasingly strained. Founded in 2012, Balon Mundial is an Italian organisation created to use football as a tool to integrate refugees and migrants and break down prejudice towards them. Its football-based programmes tackle ethnic and gender inequality, combat exclusion and challenge social barriers as well as strengthen links between local and migrant communities. Alongside its annual tournament the “Balon Mundial Cup: the world cup of migrant communities living in Turin”, Balon Mundial trains a refugee team called “Senza Frontiere”, in which they use football to improve the players’ soft skills, thus opening up job opportunities and helping them find their way in their new country.

CHAMPIONS OHNE GRENZEN, GERMANY

As the numbers of refugees arriving in the German federal states of Berlin and Brandenburg rose dramatically in recent years, the ever-present obstacle of integration has left many newcomers with little or no opportunity for inclusion. In 2012, CHAMPIONS ohne GRENZEN (CHoG) was founded to provide them with the support they need, as well as establish a welcoming and lasting culture of diversity. CHoG promotes exchange and communication and identifies fields in refugee policies which are often overlooked. Football provides an excellent means of affirmative action for sustainable desegregation of any marginalised social group. CHoG holds weekly football practices with players who would otherwise have difficulty gaining access to football sessions in Germany. These training sessions are free and open to any gender and followed by voluntary consulting sessions, in which participants have the opportunity to receive help and advice on navigating life in their new country and exchange experiences and coping strategies with their peers.

INEX – ASSOCIATION FOR VOLUNTARY ACTIVITIES / FOTBAL PRO ROZVOJ, CZECH REPUBLIC

INEX-SDA is a non-profit organisation in the Czech Republic that promotes intercultural education and supports international voluntary work including football for development programmes. INEX-SDA strives to achieve tolerant and open societies, active and responsible citizens, and intercultural cooperation through non-formal education and volunteering activities. Driven by the desire to develop the life skills of children through football, INEX-SDA cooperates with youth organisations and non-formal educational institutions to create a football for good platform for at-risk children and young people in the Czech Republic. The non-profit works with more than 20 organisations from all over the country to organise fair play leagues and tournaments based upon the concept of football3.
FUNDACIÓN RED DEPORTE Y COOPERACIÓN, SPAIN

Due to a sharp influx of refugees coming to Spain, over half of whom are under the age of 18, integration is more important than ever. A large proportion of the young population faces barriers in attaining a higher education due to a lack of financial resources. This leads to issues finding work and becoming financially independent. Fundación Red Deporte y Cooperación uses football as the medium both in Spain, where programmes are primarily aimed at immigrant integration, and in developing countries where projects are delivered in collaboration with existing local partners and implementers. Football sessions are combined with activities that foster young people’s development around topics such as health, employability, education, community leadership and good governance. The organisation also strives to promote intercultural integration through sport in migrant communities throughout Spain by hosting Football For Integration tournaments. Operating in over 20 countries, Red Deporte y Cooperación reaches over 3,600 individuals worldwide.

KICKEN OHNE GRENZEN, AUSTRIA

Kicken ohne Grenzen (“Football without Borders”) is an open football project for young people from disadvantaged communities. It allows young people to take part in regular, free training without any performance-related admission criteria, and later provides educational opportunities that make it easier to enter the school system or working life. The organisation currently supervises four teams, a total of 120 children, teenagers and young adults, in open football training sessions and friendly matches.

Young people who have joined Kicken ohne Grenzen through its football activities, can benefit from additional educational programmes, such as job taster days as part of the “Job Goals” project, the prevocational skill academy #BeASkillCoach, and regular chess training to consolidate various soft skills.

RHEINFLANKE, GERMANY

With Germany a major hub for immigrants from around the world, the ever-present obstacle of integration means many newcomers are left without any job prospects. Founded in Cologne, RheinFlanke has nine site locations in Germany. Its main purpose is to support young people, including many children of immigrants, and allow them to develop working skills and connect with local entrepreneurs and employers. As a means of building trust and enhancing engagement, the organisation encourages young people to participate in a variety of sports initiatives, particularly football-based activities. Alongside these sports activities, RheinFlanke offers one-to-one mentoring, job coaching, language classes, volunteering and internships to young people. With many years of experience coupled with a team of more than 70 staff members, RheinFlanke, assists over 3,500 young people every week using the social potential of football to provide positive employability outcomes.

POLICY CENTER FOR ROMA AND MINORITIES, ROMANIA

Policy Center for Roma and Minorities (PCRM), established in 2008 in Romania, uses football to advance the social inclusion of Roma and other ethnic minorities. PCRM acts to mobilise people to become active citizens of their society. It has created the Alternative Education Club, establishing a safe space for children living in neighborhoods susceptible to trafficking, prostitution, and extreme poverty. Participants receive counselling and guidance with the aim of strengthening community ties through sport and football. PCRM conducts programmes for almost 200 children, aged 7-15, in two schools in the Fărentari area, stimulating school attendance, increasing their self-esteem, and providing education.

SPORT DANS LA VILLE, FRANCE

The rate of unemployment among young people in France is more than double that of the overall population. Perhaps more concerning, the unemployment rate among French adolescents aged 20-24 has not fallen below 16% in almost 30 years. Sport dans la Ville (SDLV) is the leading French non-profit organisation serving disadvantaged boys and girls, aged 6-25, through sports programmes and vocational training. Its free football programmes teach positive values such as teamwork, hard work, self-confidence and dedication, leading young people on the path towards a brighter future. SDLV’s football sessions combined with professional skills training and job placement programmes move youth from unemployment to opportunity. Founded in 1998, SDLV today operates 45 centres in urban neighbourhoods in France, and has over 6,500 young people enrolled in its programmes.
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instagram.com/streetfootballworld