Youth Development through Football (YDF)

The Youth Development through Football (YDF) project started in 2007 as a legacy of the 2006 Football World Cup™ in Germany, and will end in December 2013. It is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in partnership with the Department of Sport and Recreation South Africa (SRSA), and is funded by the German Government through the Federal Ministry for Economic Cooperation and Development (BMZ) and co-funded by the European Union (EU). The project uses the popularity of football to promote youth development, particularly that of disadvantaged girls and boys, and to involve them in non-formal education and other support measures. The project’s primary objective is to establish and support youth-development initiatives in selected African countries where football training is combined with non-formal education measures and other development activities. After five years of successful work, in June 2012 YDF entered into a period of consolidation to ensure the sustainability and quality of the YDF approach.
The YDF Toolkit Brochure provides an overview of all the YDF Manuals that form the YDF Toolkit. Each chapter presents one YDF Manual, including example training sessions that are extracted from the respective manual.

| The YDF Toolkit - An outstanding tool for social development | 1 |
| YDF Manual for Coaches | 3 |
| YDF Manual for Disability Inclusion | 6 |
| YDF Manual for HIV Prevention | 9 |
| YDF Manual for Gender Awareness | 12 |
| YDF Manual for Violence Prevention | 15 |
| YDF Manual for Environmental Awareness | 18 |
| YDF Manual for Sports Event Management | 20 |
From concept to implementation

The development and promotion of the tools and methods of Youth Development through Football represent the cornerstone of YDF. Based on this approach, YDF develops and improves coaching methods and approaches in order to reach children and youths through football, impart life skills to them and contribute to positive behavioural changes, thereby epitomising an innovative and fun learning approach. It was precisely for this purpose that the YDF Toolkit was developed.

Addressing particular topics

The foundation of the YDF Toolkit is composed of the generic YDF Manual for Instructors and the YDF Manual for Coaches. The respective YDF manuals for Violence Prevention, HIV/AIDS Prevention, Gender Awareness, Disability Inclusion and Environmental Awareness form the set of short modules that deal with specific social-development topics in a more detailed way.

A tool in motion

The YDF Toolkit was developed using the experience of the participants - who are consciously and purposefully incorporated to ensure the continuous flow of development of the manuals - and in close cooperation with experts from the specific fields targeted in the YDF manuals. The YDF Toolkit deals with complex matters in simple, clear and understandable language, and focuses on football as it is described in the concept of Youth Development through Football; nevertheless, most of its benefits can easily be applied to other sports too.
Implementation process

YDF not only provides the Toolkit, but also promotes, supports and advises on its dissemination and implementation; therefore, YDF facilitates the training of instructors from all its partner organisations. To date, YDF has trained more than 160 YDF Toolkit instructors, who function as multipliers and ‘messengers’ for the concept of youth development through sport. They themselves have trained more than 1 500 coaches from 375 organisations which are implementing the YDF approach.

The coach as role model

Coaches have a unique responsibility as role models and persons of trust for the youths they train. To play their part well, they need to be skilled as both coaches and educators, and they themselves need to commit to positive values. They need to become aware of the huge responsibility they bear and must also learn to live up to it. This is another area where the YDF Toolkit comes into play, providing the multipliers with social competencies and socio-pedagogical skills.

Under the patronage of UNESCO

In 2011, the United Nations Educational, Scientific and Cultural Organization (UNESCO) granted its patronage over the YDF Manuals, prominently emphasising the importance and the potential of sport for youth development and education. The YDF Manual for Sports Event Management provides added value to the YDF Toolkit, offering organisations a handbook on how to organise events with a strong focus on sport-for-development approaches and activities.
The YDF Manual for Coaches is the main tool for realising the youth-development objectives of the project. Its aim is to show coaches and social workers how to integrate life skills into football sessions. This general basic training forms the foundation that equips coaches with all the knowledge they need to implement the YDF Toolkit training.

Key aspects of the YDF Manual for Coaches include:

- raising awareness of the roles and responsibilities of the coach;
- providing coaches with the basics on coaching and training aimed at children and youths of both genders and from different age groups; and
- supplying coaches with knowledge on how to integrate life skills into football exercises by addressing topics such as fair play, health, the environment, violence prevention and youth participation.

This manual contains a wide range of worksheets, training sheets and tournament sheets to provide the coaches with practical methods for integrating the approach of Youth Development through Football into football training sessions.

For more information about the YDF Toolkit, its exciting background and the concept of Youth Development through Football, please also read ‘The YDF Toolkit - an outstanding tool for social development’.
**EXAMPLE EXERCISE 1**

**Greeting Game**
- The players dribble about on the pitch. Whenever they meet up with a dribbling fellow player, they both stop, greet each other by shaking hands and saying their name.

**Variations**
- Every time one meets a fellow player on the pitch, one has to:
  - Hook arms and turn around twice
  - Jump up and high-five with the partner
  - Jump up and connect shoulder to shoulder or breast to breast
- Vary the dribbling as follows:
  - Right / left foot
  - Dribble backwards, sideways
  - Only inner side, only outer side
  - Only with the sole
  - Swing the ball to and fro between your feet (forwards, sideways, backwards)
  - Go faster, go slower

**EXAMPLE EXERCISE 2**

**Shout out the Risks of HIV/AIDS**
*Fight against the risks of HIV/AIDS*
- Depending on the number of players, you need 1 or 2 goals (see above).
- Mark a shooting zone (10m-20m distance from the goal, depending on the players age and ability).
- Only the goalkeeper is able to get points!
- The player dribbles into the shooting zone and tries to shoot a goal. If he succeeds, he will go into the goal as the new goalkeeper. If he misses, the goalkeeper gets 1 point and the player has to line up behind the other players.
- When a player reaches the shooting zone, he has to shout out a risk of contracting HIV/AIDS (e.g. unprotected sex). The goalkeeper has to prevent this risk from getting into the goal and tries to catch the ball.
- Vary the statements - do not repeat! (see list)
- Whenever a player does not score a goal, the goalkeeper gets a point. If the ball gets into the goal, the goalkeeper has to leave the goal and line up behind the other players. Which player gets the most points?

**Variations**
- You can also turn this game around.
  - The scorer has to shout out how to protect himself against HIV/AIDS (e.g. safe sex).
  - For every goal he scores, he will get a point.
**Example Exercise 3**

**Game 8-on-8**
- One team consists of 4 girls and 4 boys.
- Every team chooses a battle cry that has to be shouted before and after a game, and with every successful goal.
- Proviso: they all have to stand in a circle and have body contact, e.g. hook arms, embrace, hold hands, all hands to the centre.

**Variations**
- After a positive action, the player gets high-fived by the other players on the pitch.
- Reducing ball contacts so that as many players as possible have ball contact, also the girls.
- Goals by girls count double.
- Corners and free kicks may only be shot by girls.

Respectful body contact creates trust and promotes team spirit!

Furthermore, shared success builds respect!
The foundation module - the YDF Manual for Coaches - still constitutes the first introduction to the complex topic of inclusion, whereas the short module on Disability Inclusion builds on the different forms of reaction that are possible and elaborates in detail on tips for taking action. YDF is convinced that every coach needs to build on general basic-training skills in order to implement the YDF Manual for Disability Inclusion successfully and, as such, needs to be familiar with the content of the YDF Manual for Coaches.

Key aspects of the YDF Manual for Disability Inclusion include:

- providing coaches with the knowledge to understand their own perceptions of disability and learn how the whole team can benefit from following an inclusive approach;
- providing coaches with the social model of disability, as well as information about different physical and intellectual impairments and safety and medical considerations for people with disabilities;
- examining how communication skills can be used to create positive and safe environments so that people with disabilities can be included in football sessions; and
- providing coaches with the knowledge on how to involve people with hearing, physical, visual or learning impairments, complemented by a wide range of practical sessions.

In line with all the other YDF manuals, this manual is also equipped with case-study boxes and with training and lesson worksheets.

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EXAMPLE EXERCISE 1

**“Number Passing with Goals”**
- Add between 6 and 8 small goals (cones) to the pitch.
- Every pass has to cross a goal.
- Move the goals around as they play.

**Variation**
- Use between 2 and 4 balls.
- Ground passes inbetween cones.

Making Session Inclusive

VIP: Sighted players are made responsible for VIP player passing through the goals by positioning themselves and verbally communicating their position. Use flat cones so that VIP players do not trip over if they stand on them.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Avoid using too large a playing area. CP/A players may need more recovery time.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

VIP: Replace with a passing activity that requires VIP players to pass ball to different member of their own team.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Avoid using too large a playing area. CP/A players may need more recovery time.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

VIP = Player with a Visual Impairment (Partially Sighted or Blind)
HIP = Player with a Hearing Impairment
CP/A = Player with Cerebral Palsy or Amputee Player
I/ED = Player with an Intellectual or Emotional Disability

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
EXAMPLE EXERCISE 2

“Goal Shooting Game with Long Balls”
- 2 goals on a small pitch.
- Players of both teams waiting next to the posts.
- Long ball from player A to player B.
- Player B controls the ball and passes it back to player A.
- Player A shoots at target.

Variation
- Direct passing.
- 2 contacts.
- Vary the distance for the set ups.
- Goalkeeper is allowed to catch the second pass.

When conducting shooting practices with visually impaired footballers keep the set-up of the session the same, but condition the session by having all shooting on the floor or below the waist.

Making Session Inclusive

VIP: Shorten distances between players. VIP player passes ball to sighted player who then calls for the VIP player to move towards them. Sighted player passes a ball with bell, VIP player locates and traps ball. Coach calls from behind the goals and VIP player shoots towards coach’s voice.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CPI/A: Practice remains the same. Shorter distances for the passes.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

VIP: Shorten distances between players. VIP player passes ball to sighted player who then calls for the VIP player to move towards them. Sighted player / coach passes a ball with bell, VIP player locates and traps ball. Coach calls from behind the goals and VIP shoots towards coaches voice.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CPI/A: Practice remains the same. Shorter distances for the passes.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.
The foundation module - the YDF Manual for Coaches - still constitutes the first introduction to the complex topic of HIV prevention, whereas the short module on HIV Prevention builds on the different forms of reaction that are possible and elaborates in detail on tips for taking action. YDF is convinced that every coach needs to build on general basic-training skills in order to implement the YDF Manual for HIV Prevention successfully and, as such, needs to be familiar with the content of the YDF Manual for Coaches.

Key aspects of the YDF Manual for HIV Prevention include:

- examining the coach’s roles and responsibilities together with the needs and entitlement of young people in the context of HIV/AIDS;
- learning how the coach helps to protect young people from HIV infection and addressing the issue of HIV/AIDS in their communities;
- providing information about HIV/AIDS, its stages of infection, the origin of the virus and about the impact the pandemic has globally and in sub-Saharan Africa;
- getting to know the facts on how HIV is transmitted, how to prevent the virus from being transmitted and how to deal with myths; and
- providing the coach with methods of applying the information gained in previous lessons, complemented by a large number of practical HIV-education sessions through football sessions.

In line with all the other YDF manuals, this manual is also equipped with case-study boxes and with training and lesson worksheets.

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EXAMPLE EXERCISE 1

"True or False?"
- Players dribble around in the mixed zone, each with their own ball. The coach, from outside the playing area, gives advice on how they should dribble.
- The coach then shouts out a statement. As quickly as possible, the players have to dribble with their ball to the "correct-answer-field". After every player has reached a field, the coach gives the right answer and a short explanation. The players, who got the answer wrong, have to do an additional exercise as a penalty (push ups, knee-bends, etc.).
- The last player to have reached a field, even if it was the correct field, also has to do the additional exercise.

Variations
- At the beginning of the game, every player has 3 points. For every wrong answer, or being last on the answer-field, he loses a point. Players with 0 points will be dropped from the game. All players who still have all 3 points at the end of the game are the winners.
- Juggle the ball (strong foot, weak foot, both feet, head, etc.). Two players have to pass the ball between them.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

EXAMPLE EXERCISE 2

Cone-Duel
- Distance from starting cone to cone square = 5m. Cone square = 4mx4m. Distance from cone square to goal = 20m.
- Each of the differently coloured/marked cones represents something different: HIV, Health, Fact and Myth.
- By calling out, the coach gives the signal to start and the two first players dribble onto the pitch.
- When they reach the cone square, the coach calls out for example: "Sex without condoms!". The players then have to dribble to and around the cone for HIV as fast as possible, come back to the middle of the square and wait for the next question. If a player responded correctly three times in a row, he/she may then shoot at the goal.
- The player, who is the first to score a goal, wins an extra point.

Variations and Pointers
- Appoint a player, who has to suddenly start dribbling. He/she will be the signal to start.
- The player, who manages to complete the cone square first, tries to outplay the goalkeeper in a 1-on-1. The other player must shoot from a distance.
- The players have to pass the ball to the coach before entering the cone square. Only the winner of the cone square gets the ball back.
- If no goalkeeper is available, make two small goal (1m) instead of one big one with goalkeeper and reduce the distance from the cone square to 10m.
- The competitive nature of the game guarantees maximum pace.
- Do not mark the cone square too big, otherwise the exercise may be too exhausting.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
**EXAMPLE EXERCISE 3**

**HIV Crossover**
- Mark off a 60m x 60m square, with two goals at one end.
- The game starts with ten defenders, three attackers and one ball - no goalkeepers.
- The defenders must defend the goals from the attackers. Every time a goal is scored the attackers gain another player taken from the defenders. Over time it becomes more and more difficult to defend the goals.
- If the ball is in the possession of the defenders for ten passes, it is considered save-behaviour and counts as a goal. However, they do not receive an additional player for this. The only way to win is to keep possession of the ball.
- Explain that this process of defenders being attacked and turned into attackers, thus weakening the defence, is exactly what happens when someone is infected with HIV.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

**EXAMPLE EXERCISE 4**

8-on-8 + 2 Goalkeepers
- Two teams with a goalkeeper play 8-on-8 on one half of the pitch (Zone1 = 10m; Zone 2 = 5m; Zone 3 = 10m).
- In zones No. 1 and 3 the teams can “free play”.
- In zone No. 2 they are only allowed to dribble the ball across the opponent’s line. No passing is allowed in this zone!

Variations
- To be able to shoot a goal the ball must be dribbled through zone No. 2!
- Zone No. 2 can be passed over (without offside).
- Strickers in Zone 1 and 3 have only 1 or 2 touches.

The players have to persevere! They have to get through the dribble zone - no matter how difficult!
The foundation module - the YDF Manual for Coaches - still constitutes the first introduction to the complex topic of gender awareness, whereas the short module on Gender Awareness builds on the different forms of reaction that are possible and elaborates in detail on tips for taking action. YDF is convinced that every coach needs to build on general basic-training skills in order to implement the YDF Manual for Gender Awareness successfully and, as such, needs to be familiar with the content of the YDF Manual for Coaches.

Key aspects of the YDF Manual for Gender Awareness include:

- encouraging understanding and dealing with stereotypes around gender and football, as well as with gender-specific behaviour and gender-specific physical characteristics;

- providing coaches and coordinators with additional ideas on how to promote gender equality in their teams, programmes, leagues and even communities; and

- supplying coaches with methods for designing a complete practice session to raise awareness about or address gender issues that they face with regard to their teams, complemented by a large number of related football exercises.

In line with all the other YDF manuals, this manual is also equipped with case-study boxes and with training and lesson worksheets.

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EXAMPLE EXERCISE 1

A

B

Boys and girls have to take care of the different physical standards. e.g. Boys can dribble and run faster, girls can follow commands very quickly!

“Criss-Cross”
- Half the players line up on the one line, the other half lines up on the opposite line (A).
- Each player has a ball.
- On command all of them run to the opposite side, taking care not to hit any of the other players.

Variations
- All players line up along the lines of all four sides of the pitch (B).
- Each player has a ball.
- On command all of them dribble to the opposite side.
- In this exercise the players have to be very alert not to collide with any of their team-mates. They are coming from all sides: front, the right and the left side.
- Give them different exercises with the ball while dribbling from side to side:
  - Swinging between both feet etc.
- Every line / side is given a number (1 - 4). On command: (1 + 2 or 1 + 2 + 4) these two teams dribble to the other side. You can start a competition: which “team” / side reaches the other side first (first one ⇒ one point).
- + two commands: first one: number and second one: direction (1 + 3 and after a second left or right).
- Right means left and left means right (the opposite)! You really have to be focused!
- Instead of giving them a number, give them a name of famous female / male players!
EXAMPLE EXERCISE 2

Shooting-Contest
- The players start from the starting-zone and dribble towards the goal.
- Boys have to shoot from their shooting-zone (16m) and girls from a lower distance (12m). You have to adapt the distance on the training-level of your group.
- Always train you weaker foot as well.
- Start a contest: girls against boys!

When you have strong female players in your team, group them with the boys so they can develop their skills according to their performance level.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

EXAMPLE EXERCISE 3

Speed-Contest
- Boys have to start from a higher goal-distance.
- When the coach passes the ball in front of the goal, both players can start to run for the ball. The one who reaches the ball first can shoot on goal.

Variations
Variate in the starting position:
- from standing position
- from squatting position
- lying face down
- lying face up etc.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
The foundation module - the YDF Manual for Coaches - still constitutes the first introduction to the complex topic of violence prevention, whereas the short module on Violence Prevention builds on the different forms of reaction that are possible and elaborates in detail on tips for taking action. YDF is convinced that every coach needs to build on general basic-training skills in order to implement the YDF Manual for Violence Prevention successfully and, as such, needs to be familiar with the content of the YDF Manual for Coaches.

Key aspects of the YDF Manual for Violence Prevention include:

- providing background information on violence, understanding its causes and identifying victims and perpetrators;
- serving as a guideline for coaches with training on techniques of conflict resolution, who learn when their immediate intervention is required;
- encouraging understanding of the respective roles of the victims and perpetrators of violence and explaining various supporting mechanisms, complemented by a large number of related football exercises; and
- getting to know the potential inherent in peer education and the power of using learning processes related to group dynamics.

In line with all the other YDF manuals, this manual is also equipped with case-study boxes and with training and lesson worksheets.

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EXAMPLE EXERCISE 1

Kids doing it for themselves
- The coach decides on one player who has to lead the selected session. The player can make use of his / her own ideas.
- The coach only assists the player if he / she feels it is necessary. (He / she can possibly give the player a few tips.)
- Let the player name the exercises he comes up with in this session. He / she could also name the team for the day.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

EXAMPLE EXERCISE 2

The Catching-chain
- All players move about in a marked off area.
- One player starts the game by touching or catching one of the other players.
- Once the ‘Catcher’ has caught another player, he / she will now form part of a chain with the catcher.
- By holding hands the ‘chain’ of two catchers will now try and catch more players.
- Once the chain is ‘four catchers’, it will split into two new chains with two catchers per chain.
- The winner of the game is the last player not part of a chain.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

It is vital to praise the children / youths on a job-well-done. This builds self-confidence.

This exercise will help urge the players to resist being caught up by the circumstances that surround them.
EXAMPLE EXERCISE 3

To develop Trust
- A player leads another player, whose eyes are blindfolded, within a marked-off area.
- The area is littered with random objects.
- The pair makes their way around the pitch touching and/or collecting the objects.

Purposefully misleading fellow players can cause injury as well as emotional damage (mistrust).

Safety First

Arrange a warning signal in case the situation gets tight, e.g. two players could collide.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

EXAMPLE EXERCISE 4

Handicap Football
- Two teams play against each other.
- One team has the handicap that every player of the team has to carry a ball behind their back. Normally they will not have a chance to win the game, due to their handicap.
- After 5 minutes of play, the coach interrupts the game and talks with the players about their handicap.

A handicap reduces your efficiency/power in sports/football.

You will be stronger, more powerful and faster without a “handicap”.

This handicap could be:
- smoking
- drinking alcohol
- taking drugs
- etc.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
The foundation module - the YDF Manual for Coaches - still constitutes the first introduction to the complex topic of environmental awareness, whereas the short module on Environmental Awareness builds on the different forms of reaction that are possible and elaborates in detail on tips for taking action. YDF is convinced that every coach needs to build on general basic-training skills in order to implement the YDF Manual for Environmental Awareness successfully and, as such, needs to be familiar with the content of the YDF Manual for Coaches.

Key aspects of the YDF Manual for Environmental Awareness include:

- providing coaches with methods of contributing to and educating people about a healthy environment through individual practical activities and actions taken by the football team and communities;
- equipping coaches with an understanding of environmental matters and the challenges our environment is facing today, with a special focus on climate change and global warming;
- emphasising the relevance of biodiversity and the variety of life on earth that needs to be protected, with a closer look at the three elements of air, water and soil; and
- learning strategies to address threats to the environment and how to draft a personal plan to support environmental awareness-raising among children and the youth, thereby contributing to a healthy environment.

In line with all the other YDF manuals, this manual is also equipped with case-study boxes and with training and lesson worksheets.

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**EXAMPLE EXERCISE 1**

“Separate your Waste”
- Various items are spread in a square (bibs, balls, cones).
- The task is to collect these items as quickly as possible and bring them to the side-line, sorted!
- The bibs have to be carried by two players, the balls have to be dribbled and the cones have to be balanced on the head.
- Two teams have to fulfill this task one after the other.
Which team is quicker?

Variations
- With ball.

Include in training session: WARM UP  MAIN PART  CONCLUSION  COOLING DOWN

**EXAMPLE EXERCISE 2**

“Circle Game”
- The players try to put all the balls into the circle as quickly as possible.
- Two players try to stop them.
- The players should wear different colour bibs in order to distinguish between the two groups.

Include in training session: WARM UP  MAIN PART  CONCLUSION  COOLING DOWN

**Motivating Story**

The balls symbolise refuse that the children are trying to dispose of lawfully and environmentally friendly. Unfortunately, there are people who want to stop them.

These people need to be defeated.
The foundation module - the YDF Manual for Coaches - and the published short modules, such as those on violence prevention, gender awareness and HIV/AIDS prevention, focus on how life skills and the specific topics addressed can be integrated into football training. The YDF Manual for Sports Event Management provides coaches and managers with the knowledge they need to organise sport-for-development events.

Key aspects of the YDF Manual for Sports Event Management include:

- offering information on events management, as well as a wide range of practical exercises to educate youths and spread the message of sport for development; and

- supplying knowledge on how to plan and organise a sport-for-development event successfully, which will get the intended message across.

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The entire range of 'YDF Manuals' can be downloaded from the YDF website:

www.za-ydf.org/pages/tools_we_offer/