The 'Youth Development through Football' (YDF)

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

The YDF Manual for Coaches

is the YDF-tool to realise the football-targets of the project. It is aimed at Footballers and Social Workers. Target of this Manual is to combine the different perspectives of both, to make social workers out of football coaches and football coaches out of social workers.

To realise this, the Manual combines football basic training with life skills. The first part of the Manual contains training sessions for the target groups: children, youths / teenagers, girls and goalkeepers. The second part focuses on general demands like football and health (HIV/AIDS, Water Sanitation), football and environment, youth participation, and violence prevention, and shows how to combine these topics with football exercises.

The ‘YDF Manual for Coaches’ is not a finished product, rather a developmental process, which follows from the experiences of the football coaches and all people who have contact with youths in Africa. To advance this process, please fill out the enclosed evaluation sheet.

The YDF will start to apply the 'Manual for Coaches' in May 2010. The first step is to qualify football-instructors. During the second phase of implementation, these instructors will educate football coaches. In the context of coach training, the future coaches will be familiarised with the 'Manual for Coaches'.

Are you interested in the 'Manual for Coaches' and a coach-training?

To get to know your local contact person, please send an e-mail including phone number and your address to: ydf@gtz.de

This Handout of the Example Training Lesson

consists of exercises, which are an extract of the 'YDF-Manual for Coaches'. In addition to the instructions of the exercises, this handout contains worksheets and an evaluation-sheet concerning this example training lesson.

We hope our example training lesson handout is helpful for your work and can give you an overview of our intentions and targets.

Now, enjoy our programme during the 'Strong Youth - Strong Africa' tour!
**WARM UP**

- **20 MINUTES**
  - 60m
  - 50m
  - 20 Balls
  - 20 Cones
  - Blindfolds for half the players
  - 1 Rubbish bin
  - "True or False?" List A3 (two pages)

**MAIN PART**

- **20 MINUTES**
  - 60m
  - 50m
  - 10 Balls
  - 12 Cones
  - 12 Corner poles
  - 2 Goals
  - Bibs for half the players
  - 7 Markers as obstacles
  - 10 Wooden Planks as obstacles

**CONCLUSION**

- **20 MINUTES**
  - 60m
  - 50m
  - 2-3 Balls
  - 1 Whistle
  - Bibs for half the players
  - 2 Goals
  - 1 Bucket / Changing Room
WARM UP

EXAMPLE 1: EXERCISE 1 - 10 MIN

Cleaning up the Pitch

- The players clean up the pitch during warm up.
- They walk in two rows, one after the other, over the pitch.
- If somebody from the first row finds rubbish, he gives it to the person behind him.
- This person has to run to the goal, where a rubbish bin has been placed and has to put the rubbish in it.
- After that he runs in front of the person who gave him the rubbish and they continue.
- Play 5-10 minutes or until the pitch is (nearly) clean.

EXAMPLE 1: EXERCISE 2 - 10 MIN

To develop Trust

- A player leads another player, whose eyes are blindfolded, through the cones.
- They do several rounds from easy to more difficult.
- First round is without a ball, the second round is with a ball.

Variations

- fast, slow, goal shooting, etc.

Social Targets:

- To advance environmental awareness.
- To ensure that when rubbish is thrown onto the pitch (street, city, country, world), somebody has to pick it up.
- On a clean pitch (street, city, country, world) you can play (live) more successfully.

Football Targets:

- Warm up.

Targets:

- The exercise builds trust between the players.
- Football (life) is based on trust, because you can only play (live) successfully, if you can trust your teammate (fellow man).
- You have to treat the person who trusts you well. If you do not, the game (life) will not work.

Safety First

Arrange a warning signal in case the situation gets tight, e.g. two players could collide.
**EXAMPLE 2: EXERCISE 1 - 10 MIN**

**Targets:**
- HIV/AIDS prevention
- To learn facts about HIV in a playful way
- To take the right decision during a football match (life) is essential, because this decides between success or failure - especially in terms of HIV
- If you have background knowledge about HIV, you will be more successful and you can reach your own goals

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

**EXAMPLE 2: EXERCISE 2 - 10 MIN**

**Social Targets:**
- Boys and girls can play together successfully
- Boys have to consider girls. When they do, both will benefit

**Football Targets:**
- To play focused
- To develop co-ordination and consideration

**Criss-cross**
- Boys line up on the one line, 4 with ball
- Girls line up on the other line, 4 with ball
- On command all of them run to the opposite side

**Variations**
- One boy and one girl team up. They all run around.
  - The pair passes the ball to each other
  - Dummy, then pass ball to partner
  - Pass, and then take along ball behind leg
  - Surrender ball, take over ball with a high-live of the partner

- The trainer shouts out a number, e.g. 7
- Groups have to form that have exactly that number of arms and legs on the ground.
Social Targets:
- To advance self-responsibility
- You have to work hard to reach your goals in life
- If there is no referee (parent, friend, somebody who helps you) you have to take care of yourself.
- If you have reached the "CL" (higher living standard) you have to play (work) continuously to stay there

Football Targets:
- Learn to play on different levels
- Learn to play through play
- Rules must be obeyed

EXAMPLE 1: EXERCISE 1 - 20 MIN

Champions League (CL)  Premier League (PL)  Soccer League (SL)

- winner
- winner

play with only two ball contacts  normal match  without referee / disabled

loser  loser

5 minutes per round

Champions-League-Tournament
- This game is played on half a pitch, which is subdivided into three fields
- The players are divided into three groups of two teams each: CL, PL & SL
- Take care that the team which is placed on the lowest field gets a chance to rise to the highest (CL) field. (You should play at least four rounds.)
- The winning team will rise to the next higher field, the losing team will fall to the next lower field

The winner of this tournament is the team that wins the last round in the Champions League.
EXAMPLE 2: EXERCISE 1 - 10 MIN

Running Co-ordinates
- The players of group A play the ball past the poles, run through the pole lanes by side-steps, control the ball briefly and shoot at the goal. After that, they line up behind group B.
- The players of group B lift the ball over the poles, overrun the poles by skipping and, after a brief ball control, shoot at the goal. After that, they line up behind group A.

Variations
- The players of group A also lift the ball over the poles.
- The players of group B cross the poles running with their knees raised high.
- Competition: Which player can shoot the most goals in 10 minutes?

Social Targets:
- Exercises can be realised with boys and girls.
- Only if girls and boys play together can they achieve the goal (targets).
- To advance equality between the genders.
- To advance trust in each other.

Football Targets:
- To develop running co-ordinations.
- To improve goal shooting under normal conditions.

EXAMPLE 2: EXERCISE 2 - 10 MIN

Team reduced through HIV/AIDS Circumstances
- 2 teams (4-on-4 to 6-on-8, etc.) on a pitch with 2 goals plus goalkeeper.
- Beside the pitch a dribbling/running course.
- 2 teams (A + B) play football against each other.
- As soon as a goal is shot, the game will pause.
- The scorer has to send a player from the other team off the pitch. The coach explains that this chosen player is out of the match for a certain time, because he has to mourn an HIV/AIDS infected member of his family - and this takes time. During this time, he is not able to play football for the team. So now his team is at a numerical disadvantage.
- The chosen player has to dribble through the course beside the field. After he has successfully passed through the course, he may rejoin his team.
- Whenever a goal is shot, the scorer chooses a player from the other team to leave the field. Do not choose the same player twice!

Variations
- Nearly 20% of the South African population is infected with HIV/AIDS, therefore, every fifth goal means that the chosen player cannot return to his team. He is out of the match.
- After passing the course, he may only assist the goalkeeper.
EXERCISE 2 - Cooling Down

After every training session (except the 6-9 year old players), you have to do a cooling down after the conclusion. Cooling down is important to lower the strain of training. The heart rate has to be brought back to a normal pulse rate of approx. 70-90 beats per minute. This is the beginning of the regenerating phase. The players will then be able to do the next training session more regenerated.

Another reason for the cooling down phase before you let the players off the pitch, is the fact that there is also a psychological effect: The players will not go into the dressing room with the (sometimes negative) impressions of the training or game. They have the possibility to talk about their impressions with the coach during the cooling down phase.

Here are some examples of what the coach can offer his players to cool down:

EXAMPLE: EASY JOGGING

EXAMPLE: PASSING THE BALL

Pass the ball to each other in the form of a 1+1. 4 players together, the whole team together with passing 3 or 4 balls at the same time.
EXAMPLE TRAINING SESSION

EXAMPLE: SHOOT OUT 1-ON-1
- Use cones as goals / targets
- Players are not allowed to defend their own cone

EXAMPLE: JUGGLING

EXAMPLE: FOOTBALL TENNIS
- No-go-zone

EXAMPLE: STRETCHING

DON'T FORGET

Cooling Down
- After the training the players go to the centre circle and, while they are stretching, they discuss the training session together with the coach
- After that the players go to wash themselves, either with a bucket of water or, if available, in a changing room
Please remember to complete the attached Evaluation Sheets at the back of this handout. Your feedback will be very helpful towards improving our YDF Football Manuals.

Thank you very much! I hope you enjoyed this 'Strong Youth - Strong Africa' Example Training Session!
HIV/AIDS - True or False?
Statement List

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

2. If a pregnant woman is HIV-positive, she will always have a baby who is infected with the virus.  
\text{FALSE}
This is not true. About one in six infants born to an infected mother has HIV. Pregnant women who are infected can transmit the virus to their newborns either during delivery or through breastfeeding. However, several recent studies have shown that women who take certain types of anti-viral drugs are less likely to transmit the virus to their newborns.

3. There is no cure for HIV/AIDS.  
\text{TRUE}
This is true. Medical researchers in many countries, including countries in Africa, are working urgently to develop vaccines to prevent HIV infections, but even when a vaccine is developed, it will take several years before it can be tested and approved. Prevention is the only sure way to defeat HIV and AIDS.

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

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

6. Only same-sex couples (e.g. two men) are at risk of becoming infected with HIV/AIDS.  
\text{FALSE}
This is not true. Anyone who participates in unsafe behaviour can acquire HIV. In fact, in Africa, the two most common modes of transmission for HIV are heterosexual sex (sex between a man and woman) and intravenous drug use.

7. HIV is mainly present in semen, blood, vaginal secretions, and breast milk.  
\text{TRUE}
This is true. These four body fluids contain and transmit HIV.
8. You can always tell if someone is infected with HIV.  **FALSE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Participants**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Location:</th>
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**Organiser:**

- I was informed about this training programme through:
- I have the following function:

- I am active as a coach [ ]
- not yet active [ ]

- Active since: [DD/MM/YYYY]
- Male [ ]
- Female [ ]

- Children: [ ] 6-9 [ ] 10-12 [ ]
- Youths: [ ] 13-16 [ ] 17-20 [ ]

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### The contents of the training are helpful / not helpful for my work:

#### WARM UP

<table>
<thead>
<tr>
<th>Activity</th>
<th>helpfulness</th>
<th>Rating 1</th>
<th>Rating 2</th>
<th>Rating 3</th>
<th>Rating 4</th>
<th>Rating 5</th>
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<td>2</td>
<td>3</td>
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<td>6</td>
<td>not helpful</td>
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#### MAIN PART

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#### CONCLUSION

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### My evaluation of the instructor is:

- Expertise: positive [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] negative [ ]
- Lecture Style: positive [ ] [ ] [ ] [ ] [ ] [ ] [ ] negative [ ]
- Personal Appearance: positive [ ] [ ] [ ] [ ] [ ] [ ] [ ] negative [ ]
I think training lessons like these will be successful in the future to develop football and social skills: very 1 2 3 4 5 6 not at all

I have the following recommendations for improvement (organisation, contents, instructor):

- 
- 
- 
- 
- 
- 

I am interested in receiving more information about the "YDF Manual for Coach Training" and the "YDF Manual for Coaches".

Name: 

City: 

Contact number: 

E-mail: 