Girls and Football

Philo.sophy of Children’s Football and Girls’ Football - then and now

Girls can benefit as much from football as boys do. They acquire leadership qualities, learn rules, participate in sports and learn team capabilities.

Problems in girls’ football:

- Lack of recognition in society.
- Many prejudices towards girls’ football.
- Wrong training techniques: instruction according to adult football.
- Exercises and games monotonous instead of stimulating.
- Lack of qualified coaches and personnel.
- Girls’ huge potential for development is underestimated.
- Girls’ (and women’s) football does not receive much attention in the media.
- Promotion of girls’ football is lacking.

Requirements in girls’ football:

- Clarification of the advantages that playing football gives to girls.
- Instruction of qualified coaches.
- Organisation of media presence.
- Remove the apprehension that girls have towards playing football.
- Create teams and supporting infrastructure.
- Do not instruct according to adult football!
- Impart the sense of fun and enjoyment that the sport can provide!
- Promote sporting versatility!
  ▲ Train with varied movement-related exercises.
  ▲ Train football-oriented movements and techniques.
  ▲ Play football.

Goals in girls’ football:

- Promotion of the popularity of girls’ football.
- Acquaint many girls with sport and awaken an interest in football.
- Give girls a good football-related training.
- Promote the development of the personality of young players.
- Interesting and diversified training
  ▲ Small games.
  ▲ Small football matches.
  ▲ Skill-related technical instruction.
Basic Information

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

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

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

Girls play Football in a Different Way

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th><strong>GIRLS</strong></th>
<th><strong>BOYS</strong></th>
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<tbody>
<tr>
<td><strong>POSITIVE</strong></td>
<td><strong>NEGATIVE</strong></td>
</tr>
<tr>
<td>✗ Have a greater sense of rhythm</td>
<td>✗ Larger differences in skill levels between girls</td>
</tr>
<tr>
<td>✗ Are more flexible</td>
<td>✗ Are slower than the boys with increasing age due to handicapping lever movements / ratios.</td>
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<tr>
<td>✗ Are more elegant in their movements</td>
<td>✗ Have difficulties learning to kick the ball</td>
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<tr>
<td>✗ Good coordination</td>
<td>✗ Are easily distracted</td>
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<tr>
<td>✗ Skill when handling the ball</td>
<td>✗ Are emotionally more dependent on others (especially the coaches)</td>
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<tr>
<td>✗ Are more patient during exercises</td>
<td>✗ Receive less financial backing for the sport</td>
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<tr>
<td>✗ Have quick comprehension</td>
<td>✗ Have few opportunities to earn money from the sport</td>
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<tr>
<td>✗ Understand complicated exercises more quickly</td>
<td>✗ Few female role models</td>
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<tr>
<td>✗ Implement tactical instructions more quickly</td>
<td>✗ Regard football as an unusual pastime</td>
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<tr>
<td>✗ More pronounced sense of justice and fairness</td>
<td>✗ Lack of support from parents, trainers and society</td>
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<tr>
<td>✗ Social competence</td>
<td>✗ Play is less physical</td>
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<thead>
<tr>
<th><strong>POSITIVE</strong></th>
<th><strong>NEGATIVE</strong></th>
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</thead>
<tbody>
<tr>
<td>✗ Physically superior with increasing age</td>
<td>✗ Have little patience for lengthy exercises</td>
</tr>
<tr>
<td>✗ Have more power when kicking the ball.</td>
<td>✗ Sometimes lack a sense of rhythm</td>
</tr>
<tr>
<td>✗ Enjoy kicking the ball more</td>
<td>✗ Do not listen as attentively</td>
</tr>
<tr>
<td>✗ Are quicker than girls</td>
<td>✗ Struggle with new instructions regarding tactics</td>
</tr>
<tr>
<td>✗ Are more athletically active than girls</td>
<td>✗ Often more aggressive, and therefore prone to unfair behaviour</td>
</tr>
<tr>
<td>✗ Try to emulate professional football players</td>
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Importance of Girls’ Training

The primary goal in training girls is developing a joy in playing football and maintaining and intensifying the enjoyment. Constant variations in training, new game ideas, as well as group and team exercises serve this goal.

Inexperienced girls should be supported by simple and beginner-friendly exercises. Especially during the initial stage and in mixed teams, girls require more attention so that they enjoy the sport and do not immediately give up again.

Exercises and ball games must be the focal point of the training, e.g. exercises and games with different sized balls, games with small teams and rule variations regarding the pitch, goals (large goals!) and permitted or forbidden game moves. The players should be able to start with familiar exercises, e.g. dribbling by hand.

Every training should be variable and varied and contain the unexpected. The girls should be motivated to help organise the training and to bring in their creativity.

Girls, who are interested in varied forms of exercise, can be won over with fitness training concentrating on versatile movement interpretations, e.g. gymnastics with music or ball, forms of modern dances and other possibilities of co-ordinative training. They increase their flexibility, thereby preventing possible injuries and can easily handle difficult game situations.

It is important for girls that their capabilities in general game experience, fighting spirit, speed, or good orientation on the pitch are promoted. They must be encouraged to move more space grabbing and physically. Recognition, praise and less concentration on the “not able to” should be standard for girl appropriate training. Corrections should always contain a noticeable positive tendency.

Children and girls learn especially well through imitation. This form of training requires that the coach has the competence to correctly demonstrate the technical and playing process.

Knowledge of the normal growth of body height and body mass and about the maturing of the organism are essential preconditions for the evaluation in each case. From childhood to puberty the body height and growth of both sexes are more or less the same. On average, the puberty of girls starts at about 10 years, of boys at about 13 years. The growth spurt of girls also begins approximately 2 years earlier as with the boys.

It is of particular importance that two-footed training is also observed in girl’s football.
Girls and Football

Athletic Performance Indicators for Girls

Only seldom do the developmental phases of children and youths take a linear course. They go up and down, forwards and backwards, they contain more or less noticeable progresses, but they also reach standstills and presumed setbacks.

The knowledge of developmental physiological characteristics allows the trainer to organise his training units according to the development of the girls.

Body Height and Body Mass

- First phase age up to 9 years: only minor differences between girls and boys.
- Second phase age from 9-13 years: in the girls this phase is characterised by a strong growth in body height, in seat height, in body mass. The growth of the extremities does not increase in the same proportions. Up to the age of 13 years, the girls clearly grow to gender-specific proportions.
- Third phase age from approx. 13-20 years: the girls’ relative growth slows down and during the second half of this phase stops. The further increase in body mass results in unfavourable body proportions and thereby lever ratios.
- Physiologically viewed 13-14 year old girls are on average heavier than boys are.
- The ratio of muscle mass to total body mass increases steadily from birth, where it is between 20% and 23%, to adulthood, where it is between 40% and 44%. Up to the beginning of puberty there is hardly a difference between the muscle mass of girls and boys. Depending on the body mass, it is approx. 27%.

Co-ordination Capabilities

- The rhythmic capability develops particularly well during the early and late school age, especially towards the end of the late school age of the girls. This capability peaks at the beginning of puberty.
- A continuous increase in the orientation capability is noticeable.
- The balancing capability is particularly good at the end of the schoolchild age.
- The reaction capability shows the highest increase during the early schoolchild age, the girls show a lower increase.

Speed Capabilities

- A first peak of the yearly increase in speed is with the 7-9 year old girls.
- The increase in speed of the 9-11 year old girls is slightly less.
- Then the speed increases again with 12-year-old girls.
- A continuous performance increase in reaction capability is noticeable in girls from the early schoolchild age onwards.

Strength Capabilities

- There is a continuous slight increase in strength capability during childhood.
- Then a steep increase follows during puberty. Differences in performance and strength increases between girls and boys begin to show and are quite significant towards the end of puberty.
- After that, it is only a slight increase.

Stamina Capabilities

- The stamina capability of the girls develops continuously until the age of 11 years, and then it stagnates.
- The better performance capability of the boys as opposed to the girls, the trained as opposed to the untrained, becomes especially clear from the age of 11 years onwards.
Girls and Football

* Temporarily stopping the stamina training quickly decreases the stamina capabilities.
* During the early childhood, girls show a high increase in their running performances, and then their performance stagnates. That is why from the end of the early school age phase the stamina development in general versatile training - especially through many interesting games - must increase in importance.

Current Trends

The successes of the Women's National Team and the carrying out of the Men's Football World Championship in our own country, leads many girls to discover football as a sport for themselves. That is why pointers are of particular importance to the coaches, who have to now not necessarily trained and looked after girls. Every team, also in girls' football, has a right to a qualified coach and an appealing and age related training.

"The Future of Football is Feminine!"
- Sepp Blatter

Football is not only a sport for boys and men. Girls and women are catching up. The growth rate is considerable. There is already talk of "Trend Sport Girls' Football".

This boom has many challenges:

* Not enough equipment, changing rooms, pitches and qualified coaches for girls
* Football is too seldom a topic during gym
* When the children play football at school, it is usually just kicking about. The boys kick the ball back and forth and most of the girls only sit on the bench and watch.
* It would be helpful to offer girls' football training at schools and set up teams. Generally, schools are happy to receive such co-operation.
* There are hardly any methodically skilled introductions for beginners.
* Many and therefore also less talented female players are enthusiastic about gender-separated football playing.
* There are far too few trained female coaches.

Open Day Training

The aim of "Open Day Training" is to offer girls the possibility of becoming acquainted with a (new) sports form and to spark enthusiasm for football. If this is accomplished, the girls can become members of a football team.
"Open Day Training" offers the possibility of winning new players for an existing team or setting up a new team.

It is generally a good idea to have a few "Open Day Trainings", offered over a few weeks at the same time of day, so that word can be spread about.
Girls and Football - Mixed Gender Training Session

**Warm Up**
- Balls for half the players
- 4 Cones
- 20 MINUTES

**Main Part**
- 4-6 Balls
- 4 Cones
- 7 Markers
- 2 Goals
- 40 MINUTES

**Conclusion**
- 2-3 Balls
- 4 Cones
- Bibs for half the players
- 2 Goals
- 20 MINUTES
**WARM UP**

**20 MINUTES**

**PHASE 1 - 10 MIN**

"Cross to the Return way"
- A group of boys lines up behind a cone and a group of girls lines up behind the other cone.
- Both groups simultaneously start to run slowly.
- The lines cross each other in the centre.
- They need to run through one after the other.

**Variations**
- Without ball: action on the crossway
- With ball: action on the return way surrender ball in the centre

**Actions with Ball**
- Swing ball between feet
- Guide the ball as normal
- Swing the ball backwards between feet
- Juggle the ball
- Guide ball left / right, inside / outside
- Take along ball sideways with the sole
- Take along the ball backwards with the sole
- Header, etc.

**Actions without Ball**
- Run normal
- Hop
- Sidestep
- Clap
- Clap rhythm on body parts
- Run backwards
- Run with rotation in centre before crossing
- Do a forward roll in the centre
- Jump up, high-five with your opponent in the centre, and sprint to the outer side
- Double rotation in the centre
- Pull up legs
- Walk on tiptoe with arms held high
- Include jumps
- Run according to a certain rhythm

**PHASE 2 - 10 MIN**

"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 - "Criss-cross"**
- 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-five 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.

**These exercises will only work with players that are disciplined!**
**MAIN PART**

40 MINUTES

**PHASE 1 - 20 MIN**

1. Casual passing
   - Without conditions
   - Only with the right foot
   - Only with the left foot

   Pass the ball to the right of the cone with the right foot. Partner accepts the ball with left and at the same time places the ball on the right foot and passes the ball back.

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

   **Note:** Whoever passes to the right of the cone towards the goal shoots with the right foot, left with the left foot. Players have to swap sides after every round through the course.

   ▲ After every successful goal high-five the partner

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

   ♦ Change teams / positions after 5 minutes.

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

**PHASE 2 - 20 MIN**

2-on-1 + 1

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

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

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

20 MINUTES

One team consists of 4 girls and 4 boys.

Respectful body contact creates trust and promotes team spirit!
Furthermore, shared success builds respect!

PHASE 1

Game 8-on-8
- Every team chooses a battle cry that has to be shouted before and after a game, and with every successful goal.
- Prov/ise: 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.

A mixed gender game adds a whole new level of competition.
Goalkeeper Training

About this Training Element

The goalkeeper takes on an exposed position. He is after all the last defending player in his team and in this position has the last chance to avoid conceding a goal by the other team. Every defender is more confident and relaxed if he knows there is a confident goalkeeper behind him. On the other hand, the reliable insecurity and nervousness of a goalkeeper can easily affect his front players - a tight and solid defence depends very much on an above average goalkeeper.

The prominent position of the goalkeeper cannot be stressed enough, to emphasise the importance of regular and systematic forms of training for this particular team position.

Here are the most important methodical principles, independent of the particular game- or age-group:

- The goalkeeper training may not be marginalised during training!
- Adjust the goalkeeper training according to the demands of the game!
- It is a priority to learn and improve on the goalkeeper techniques!
- Pay attention to game related pressure!

Every coach must remember these guidelines when he plans the specific goalkeeper training!

The guidelines of the goalkeeper training (in accordance with the game, technique oriented, appropriate pressure) must be taken into consideration independently of the organisation of this position’s specific training.

For this organisation of the goalkeeper training, which especially in the lower classes seems to be a problem (often there is no assistant trainer on hand), there are feasible alternatives:

- Individual training with the coach
- Combination of players on the pitch training and goalkeeper training according to the motto: “The team trains the goalkeeper”
- Forms of play for “goalkeeper game” focusing on the requirements of the Number 1
- Goalkeeper support training within the institution

The most important objectives in this Training Element

An introduction embracing two learning units cannot convey all the information of the goalkeeper-game and -training in detail.

That is why, in the short time available, detailed correction pointers are only exemplarily for one technical focal point. The participants must particularly be made aware of the fact that the learning and perfecting of the correct goalkeeper techniques is a priority!

Apart from these correct technique schooling principles, they receive further fundamental information:

- Overview over the requirement profile of goalkeepers
- Focuses and contents of the training of goalkeepers
- Organisational support for an attractive, regular and effective training of the goalkeeper within the institution
- Instructive support for an age related advancement of the youth-goalkeepers
Goalkeeper Training

Practical Pointers for the Instructor

- For this training element, it would be a good idea to invite a goalkeeper coach as a guest lecturer, who has additional specialist knowledge and can especially make use of his practical training expertise!
- Possibly, also invite young goalkeepers, preferably from different age groups, as demo-players!
- Otherwise, practice easy techniques with the participants that all can grasp! If the exercises are more complicated, ask the participants if anyone of them is or was a goalkeeper!
- Ask the participants on what focal points of the goalkeeper training they wish further practical pointers!
- Complement all focuses and exercises with additional information on age appropriate use!
- Add short video segments as additional visual illustration of individual points (e.g. requirements of the game, goalkeeper techniques)!

The 10-12 year age group is the earliest correct age to specialise in the goalkeeper position!
Goalkeeper Training

An Overview of Goalkeeper Techniques

Here you will find important movement characteristics and pointers for correcting all basic techniques of a goalkeeper. Remember: Perfect techniques are the essential foundation of effective goalkeeping.

**LOW-BALLS AT THE GOALKEEPER**

Low-balls coming directly at the goalkeeper or slightly to the side:

- Preferably come behind the ball! If enough time, with quick sidesteps!
- Preferably go as far as possible towards the ball, with arms and hands outstretched! Have the hands open; elbows as close as possible together!
- Secure the ball in front of the body!

**LOW-BALLS INTO THE CORNER**

Low and sharp balls into a corner cannot be outrun and picked up with both hands:

- With a quick opening step, always jump with the leg closest to the ball!
- Always keep your eyes on the ball!
- Always catch the ball with the hand closest to the ball and as quickly as possible secure the ball against your body!
- First land on the outer side of your thigh - then via hip, side of body, shoulder, land on your side, not on your stomach!
- Avoid unnecessary actions like kicking the legs into the air or spectacularly rolling over after landing!

**HALF-HIGH BALLS INTO THE HIGH CORNER**

Half-high and high balls into a corner cannot be outrun:

- Decide how many steps are possible before the jump! The last step should be big and diagonally to the front!
- Bring the centre part of the body over the jumping leg and from this position jump directly to the ball (every tenth of a second counts!)
- Secure the ball as quickly as possible against the body!
- Keep the body tense on landing! Land on the outer side of the upper arm!
**Goalkeeper Training**

**Half-high balls at the goalkeeper**

Balls that come fairly directly between hips and breast at the goalkeeper:

- Preferably, move behind the ball with the whole body!
- Stretch arms and hands as far as possible towards the ball!
- First contact with the flying ball through the arms, bring the upper body over the ball, enclose the ball with the hands!

**Cross from the sideline**

Cross from the sideline:

- Reach the ball as directly as possible! Sideways steps cost valuable time!
- Always jump up with the leg closest to the ball! At a cross from the left, jump with your left leg, at a cross from the right, jump with your right leg!
- In that way your swinging leg serves as protection against a jumping striker! Besides, the landing is safer!
- Catch the ball at the highest possible point above or in front of the head and immediately secure it against the body!
- If a ball cannot be caught securely, fist it with one arm as far away as possible to the side!

**1-on-1**

A striker dribbles towards the goalkeeper in a solo run:

- Run as far as possible towards him, but stop in time; keep the hands at the side (fingers spread, palms towards the opponent), to appear as "broad" as possible.
- Wait! Leave the initiative to the striker! React very quickly!
- Watch the striker exactly and cause him to reduce the pace! Focus on the ball the whole time, not the movements and deception attempts of the striker!
- Only after the striker passes the ball too far to the front intervene with determination and lightning-speed!
**Small Tournaments**

**Champions-League Tournament and Tournament-Flash**

**Tournament Explanation 1**

- **Pitch 1**: Champions-League
- **Pitch 2**: Premier-League
- **Pitch 3**: First Division
- **Pitch 4**: Second Division

**Champions-League-Tournament**

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

Place the teams onto the fields randomly.

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

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

**Tournament Explanation 2**

- **C, D, E...**
- **A**
- **B**

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

**Variations**

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

**Tournament Flash**

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

As soon as a goal is shot, the game is over - also if the 2 minutes were not used! The winning team will stay on the field and the losing team has to go off the field. The next team (**C**) goes onto the field and plays against the winner. The winners always stay on the field, the losers have to go off and get back into the waiting line.
The basics of "4-on-4"

OBJECTIVES

✧ The coaches will be equipped to handle larger groups quickly and efficiently by organising smaller teams to play football.

✧ Learn to play through play!

CONTENTS

✧ Small football tournaments
✧ Small football games at goals guarantee an exciting, enjoyable and educational training - they are always a focal point with children!
✧ Reduce the demands to be child friendly:
  ▲ small teams with a maximum of 5-on-5,
  ▲ small pitches / fields (clearly marked)
  ▲ simple playing rules (very informal!)
✧ Mark off small pitches next to each other so that all players can play in small teams at the same time!
✧ Compensate performance differences by building different sized teams!
✧ Preferably, use bibs to tell the teams apart!
✧ Use all available goals and additional poles!
✧ The coach starts the tournament (marking pitches, erecting equipment, dividing players into teams, tournament plan) and then withdraws from the football games! He only intervenes if there are bigger problems! Otherwise, he should only assist with the exchanging of teammates!
✧ Football Tournament with additional offers ("Festival of Games")
✧ Organise a football tournament with small teams, at the same time the teams that are not playing football play other games and forms of exercise.
✧ Examples for these additional games:
  ▲ Small ball games
  ▲ Leisure time games (badminton, Frisbee, etc.)
  ▲ Bicycle course
  ▲ Running- and catching-games
  ▲ Equipment course (benches, mats, tyres, etc.)
  ▲ Exercises in coordination (tin stilts, stilts, etc.)

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

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

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

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

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

Advantages of "4-on-4"

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

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

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

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

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

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

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

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

The Organisation

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

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

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

As soon as the line-up has been decided on, the organiser either informs the players on which pitch and in which team they will be playing or he puts the list of participants up on the board and the players can inform themselves. (Players, who do not know the rules of the tournament yet, have to be informed accordingly.)
Small Tournaments
Changing Teammate Tournament - 4-on-4

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

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

Example of a tournament match schedule for the capture of the results of up to 50 participants and five rounds with a total playing time of 50-60 minutes (playing time per round 10-12 minutes) and a tournament duration of approx. 90-100 minutes, including evaluation. (Work Sheets - 15)

<table>
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<th>Name</th>
<th>Round 1</th>
<th>Round 2</th>
<th>Round 3</th>
<th>Round 4</th>
<th>Round 5</th>
<th>Total Points</th>
<th>Rank</th>
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</tr>
</tbody>
</table>

▲ List of participants with predetermined pitch distribution for seven to ten tournament participants (e.g. version for training purposes). Even when some teams are at an advantage due to a greater number of players (3-on-4, 3-on-5, as well as 4-on-4, 5-on-5), the teams will play according to above schedule. At the start of the tournament the names of the participants need to be entered on the list. The last two columns are to determine the winner of the tournament. (Work Sheets - Pages 16A and 16B)
Small Tournaments

Changing Teammate Tournament - 4-on-4

Rules of the Game and Pointers

• Pitch approx. 40m x 20m, mark boundaries with e.g. cones.

• Goals approx. 4m broad, mark with cones or poles.

• Suggested duration of tournament: five to six rounds of 10 to 12 minutes, no half time. 3-5 minutes interval between the individual rounds. Total tournament duration approx. 90 to 100 minutes.

• With the provided forms, one person can prepare, wind up and, shortly after the last round, fully evaluate the tournament. The last part will especially please the participants.

• All players of a winning team receive 10 points plus one point for every scored goal. With a draw every player receives 5 points plus the goal points. The players of a losing team receive only the goal points.

Winner of the tournament is the player with the most points (on the participant list add the points of every player horizontally). Therefore, there will not be a winning team, but an individual winner. The individual evaluation of a player and the changing of the teammates ensure that hardly a player needs to leave the tournament without having an experience of success through having won a match.

• The basic formation is 4-on-4. But one can also play 5-on-5 or with a numerical advantage or disadvantage, i.e. 3-on-4 or 3-on-5, so that all the present participants are always playing. A football field is enough for 50 participants. If there are more than 50 participants and a second football field is necessary, it would be advisable if the fields have an organiser each.

• The team- and results-list should be enlarged to A3 so that they are clearly and easily readable.

• For a better overview, enter the names for the pitch distribution with a different-coloured pen for every round, or cross out the finished rounds.

• The pitch indicators (e.g. "A") must be on size A4 or A3 sheets, backed by a carton of the same size, and put into a plastic sleeve so that one can also use them in rainy weather. These pitch indicators must be fastened on poles or on large cones.

• After every round, all the bibs have to be returned to their pitch indicator. The ball stays on the pitch.

• While the ranking is worked out at the end of the tournament, play an additional game (it will not be part of the tournament).

• After the final whistle, the participants bring back all the field equipment.

• There is quite a controversy about prize giving. At the end of the tournament it is suggested that all the participants are complimented on their game and the participants with the most points are especially complimented. One could possibly hand out small prizes.

• These games are played without referees, (normally) without goalkeepers and without an offside ruling.

• All games start and stop at the same time.

• Goals can be shot from anywhere, but not directly after a throw-in.

• Goal height: cone- or pole-height, depending on the markers used.
Small Tournaments
Changing Teammate Tournament - 4-on-4

- After an intentional handplay in front of the own goal, the other team can shoot a penalty from the halfway line (no goalkeeper!).
- Instead of a throw-in, the ball (stationary) may be brought back into the game with the foot.
- After a goal the ball, lying stationary next to the goal, as also with the goal kick, is kicked back into the game from the goal line.
- A corner kick is played from the corner arc.
- Internal tournaments of the institution are suitable for the varying of the rules of the game, e.g. with or without goalkeeper, with broad, narrow, high or low goals, with or without tactical requirements, depending on objectives. This is not only valid for children.

Expansion-Possibilities

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

Changing Teammate Tournament - 4-on-4 - Checklist

Equipment Requirements

- Balls (quantity depends on the number of players)
- Cones for marking the goals and the sidelines
- Bibs in 2 different colours (quantity depends on the number of players)
- Prepared tournament match schedule (see below)
- Letters for pitch markings (see below)
- Coloured Pens
- Tape
- Whistle
- Watch / Stopwatch
- Small prizes (optional)

Work Sheets - 12, 13, 14, 15, 16 and 17

to be copied

"Division of Teams" 12
"Pitch Allocation" 13
"Pitch Allocation" - Detailed 14
"Evaluation" 15

"Playing Schedule" 16
"Letter Sheets" 17
Football Rules

1. The Pitch
   - The pitch must be rectangular.
   - The measurements can vary, depending on the age group.
   - The pitch has to have a goal of a suitable size, corner flags, and well-marked lines according to the illustrations in the rulebook or the requirements for youth games.

2. The Ball
   - The ball has to be of a size according to the requirements of the age group.
   - The ball must be round.
   - He must be made out of leather or an approved material.

3. The Number of Players
   - No more than 11 players may belong to a team, or less, as the case may be, depending on rules of exception.
   - Up to 3 players can be substituted in an official game. (Exceptions are possible in the different age groups)
   - Substitution of a player may only take place during a stoppage in the match, when permitted to do so by the referee. The substitute player may only enter the pitch once the player being replaced has left the pitch.

4. Equipment of the Players
   - A player may not wear any clothing that could endanger other players.
   - The playing kit of the two teams must be clearly distinguishable from each other.
   - The colour of the clothing of either goalkeeper must be different to that of both teams.

5. The Referee
   - Every referee is responsible for the enforcement of the 'Rules of the Game' during his games.
   - Every referee must inform himself before his games, if there are any special provisions regarding the 'Rules of the Game' that he has to observe during the game he has to control, e.g. youth, old-boys, girls.
   - The language of the referee is the whistle. It indicates various incidents, e.g. kick-off, fouls, disciplinary actions, goals scored.

6. The Assistant Referees
   - The assistant referees assist the referee in controlling the game in accordance with the 'Rules of the Game'.
   - Before every game the referee and his two assistants come to an agreement, where the teamwork incl. the existing abilities are specifically discussed.

7. Duration of Game
   - The duration of the game consists of two periods of equal length, in adult football 2 x 45 minutes. The referee has to inform himself of any deviations hereof before the beginning of the game.
   - The referee decides how much time lost during the game must be compensated for during stoppage time.
   - The players are entitled to a half-time break.
8. Kick-Off and Continuation of the Game

- The game starts with the kick-off, at which the ball is kicked into the opponents’ half of the pitch.
- If the game is interrupted for a reason other than those mentioned in the ‘Rules of the Game’ (e.g. injury, strange person or animal on the pitch, defective ball), then the referee drops the ball at the place where it was located when play was stopped.

9. Ball in and out of the Game

- The ball is out of play when it has crossed the goal line or touchline, or when the referee has stopped play.
- If the referee has erroneously interrupted the match, it is restarted with a dropped ball by the referee.

10. How a Goal is scored

- A goal is scored when the ball has passed completely over the goal line, between the goalposts and under the crossbar, and provided that the team that scored the goal did not breach any of the ‘Rules of the Game’.

11. Offside

- A player is in an offside position if he...
  - is closer to the opponents’ goal line as both the ball and the second last opposing player
  - is in the opponents’ half of the pitch at the moment the ball is being played. He will only then be punished for his offside position, if at the moment the ball is played by one of his teammates.
  - he is involved in active play.
  - he influences a opponent.
  - he has an advantage through his position.
- If the referee has decided on an offside position, he awards the opposing team an indirect free kick.


- In Rule No. 12 infringements by players are recorded that are punished with disciplinary actions.
- A disciplinary action affects the continuation of the game due to an interruption by the referee after an infringement against Rule No. 12.
- After committing extremely unsporting conduct or serious foul play, the referee can decide on a personal disciplinary action by showing a yellow card, a yellow and a red card, or a red card.
- Information that is more detailed can be found in Lesson 3.
- Disciplinary action (e.g. indirect free kicks and direct free kicks) can only be awarded if the ball is still in play and the offence was committed on the pitch.
- The particular form of continuation of play depends on the offence committed, as described in Rule No. 12.

13. Free Kicks

- Free kicks have to comply with fixed regulations.
- If an offence of an opposing team occurs inside their own penalty area, which is penalised with a direct free kick outside the penalty area, a penalty kick will be awarded.

14. Penalty Kicks

- There are fixed regulations for performing penalty kicks.
- More detailed information can be found in Lesson 3.
15. Throw-in

- If the ball crosses the touchline either through the air or on the ground, then a player of the opposing team takes a throw-in.
- The throw-in is always taken by the team that did not touch the ball last.
- A goal cannot be scored through a direct throw-in.
- There are applicable regulations for performing a throw-in.

16. Goal Kick

- If the player of the attacking team kicks the ball across the goal line either through the air or on the ground, without a goal having been scored, a player of the defending team restarts play with a goal kick.
- A player of the defending team executes the goal kick from the goal area. The ball is only back in play after he has left the penalty area.
- A goal can be scored through a direct goal kick.

17. Corner Kick

- If the player of the defending team kicks the ball across the goal line either through the air or on the ground, then a corner kick is awarded to the attacking team.
- An attacking player kicks the ball from the corner arc at the flag post.
- A goal can be scored through a direct corner kick.

Rules are an essential part of any successful society and in terms of football ensure that the game can be played in a fashion that is enjoyed by players and spectators alike.
"The Rules of the Game of Football"

Work Sheets 4
Sport is Healthy - or is it Harmful?

OBJECTIVES

The participants reflect on current statements regarding sport and health, recognizing that sport offers health advantages - if properly carried out.

CONTENTS

There are many opinions surrounding sports and health. On the one side, there is a constant threat of injuries; on the other side, sport promotes health and doctors recommend it, sometimes even prescribe it. So, what is really the truth? PPP 22 Slide B gives a general overview. The advantages cover direct effects (balancing lack of exercise, fitness), as well as indirect effects. This affects the medical area as in toughening and strengthening of the immune system or prevention, as well as one’s total perspective.

According to WHO (World Health Organisation) health is more than just the absence of sickness or disease. Far more factors, often mental, are taken into consideration, e.g. mental-balance, well-being. Exercises, especially in growing children and youths, contribute towards the overall development of their personality (“Educating through Sport”) and strengthen these mental and personal factors over and above the immediate medical factors.

The possible disadvantages point towards the fact that sport can also harbour hidden dangers.

PROCEDURE

Without any further comment, the instructor introduces the contradictory statements by writing them on a board (PPP 22 Slide B); the participants then mention points concerning sport and health. Conclude by using the different arguments as a step towards the next instruction unit (PPP 22 Slide C).
What is our Responsibility as Coach and Caretaker?

OBJECTIVES

The participants recognize the three areas: "Prevention - Inform and Educate - Help" as areas of responsibility that all members of the institution have to work for.

CONTENTS

As on the previous page - 171:

In addition see PPP 23 Slide A

PROCEDURE

Introduction to the three areas in a short lecture, PPP 23 Slide A or a corresponding poster or flipchart can be used as support. (The poster or flipchart could be left hanging and would constantly be visibly available during the lesson.) It can also be pointed out that the specific fields of action in an institution, depending on the position and responsibility, are different.

Coches and Caretakers must know that thanks to a quick first aid treatment, the negative effect of an injury can be minimized!
What is our Responsibility as Coach and Caretaker?

Prevention

OBJECTIVES

The participants learn the essential contents of the subject area “Prevention” and learn to distinguish between the responsibility of the different employee positions.

CONTENTS

The essential contents of the subject field “Prevention” are to be found on PPP 23 Slide B. The different contents will be worked on afterwards.

Warm Up and Cooling Down

Warming up before training or a game as well as cooling down after training or a game are absolutely necessary - not only with a view to the performance readiness, but also (suitable to this topic) with a view to the medical prevention. The warm up has the purpose of preparing the body for the coming strain, thereby preventing injuries. Cooling down actively begins the relaxation and recovery, thereby improving the processing of the preceding strain.

Warm up and cool down should essentially flow into the age related training programme - also at high outside temperatures (high outer temperatures may not mislead one to thinking that the necessary body temperature has been reached) or for example early morning (longer starting time). This means: especially with the training of the younger generation, it is necessary to consistently and right from the start pay attention to suitable conduct. This is also a trainings procedure, for which of course especially the coach, but also the other staff members are important.

Safety during Training

Safety measures in training to guard over ones health are essential. This concerns the players as well as the uninvolved, e.g. spectators. Especially the aspects of safe forms of preparation, secure grounds, safe equipment, as well as the conduct while training require special attention. The coach is responsible for the training and the control of basic conditions.

Organising the framework is the main issue for the institution’s personnel. They have to ensure safe training areas, the provision of undamaged and non-endangering equipment, etc. Apart from the coach, good conduct is also required from the players. See table on PPP 23 Slide D as an example.
Sports medical Check-up / What do I know about the Athlete?

One constantly hears that certain health problems are a direct result from or related to doing sports. It is not that easy. One tends to agree that a healthy athlete is not endangered through correct training. But if there are already problems, then it is a different situation and one will have to have special training measures if not even forgo training altogether. It can only be in the best interest of all concerned (trainer, caretaker, institution management, players and their parents/guardians) to at least check at the beginning of the training that the players are medically fit to play sports, and preferably to repeat these check-ups at regular intervals so that nobody can be reproached and no legal dispute can arise. The criteria on PPP 23 Slide E should be taken into consideration.

Apart from these basic sport fitness examinations, further information about the player might also be significant. Acute or chronic illnesses can restrict the current coping with the pressure and can even totally forbid any active sports. If, for example, someone has a mild cold, he can handle limited pressure, whilst if he has a temperature sport training is not allowed. Allergies can also have an effect, one only has to think of hay fever in combination with training next to a flowering field or running through the countryside. Particular attention must be paid to a last important point with young athletes, where trainers and caretakers have a special responsibility. Important: knowledge about the taking of medication. That does not only affect the direct playing of sports (e.g. with diabetes, which occurs more and more often in childhood), but also other institution measures, e.g. weekend trips, tournaments, camping). See PPP 23 Slide F.

The following should be pointed out to the participants: the handling of medical information is to be treated very sensitively and confidentially. In case of doubt, the player concerned need not divulge any information. Medical personnel underlie a code of silence, unless released by the player/patient. It has to be made clear though that a responsible planning of the various sports is only possible with the applicable information. This should suffice as an argument to receive this information confidentially from the player or his parents or guardian. If necessary, the institution or coach should receive a written confirmation from the player's parent or guardian that the player may participate in sport at his own risk.
PROCEDURE

Collect different points during the lecture discussion and assign them so that a poster can be created, similar to PPP 23 Slide B, as a summary. Deal with the different spheres similarly. The collected points from the participants can be written onto the poster or can be held on cards and arranged accordingly. The instructor is guided the contents of above points to ask specific questions or to discreetly add his own input to complement the above. If necessary, he can give a closing summary using PPP 23 Slides B to F.

Do not wait until it is too late to go to a doctor!

Junior players should go for a yearly sports medical check up!
What is our Responsibility as Coach and Caretaker?

Inform and Educate

OBJECTIVES

The participants are acquainted with the essential contents of the subject field "Inform / Educate" and its age related use. They recognize the responsibility of the different staff positions.

CONTENTS

The essential contents of the subject field "Inform / Educate" are represented on PPP 23 Slide G. The different contents will be discussed at the end.

Clothing

Suitable or unsuitable sportswear contributes to the healthy pursuit of sport. Especially two points are important and should be noted: firstly the functionality of the sportswear, and secondly the correct size (a problem especially with growing children).

Sportswear should be functional. It should conduct moisture, it may not be too big or too wide (typical potential for injury if a too wide t-shirt or tricot hooks onto the sports equipment or during a duel on to an opponent), and it should be suitable for the weather conditions. One often sees the junior players taking off their trainings jackets after training because they are perspiring heavily. This is incorrect, as it can lead to under cooling. It would be better to foresee the potential pressure and choose light clothing and after the pressure to put on warm clothing to protect oneself from under cooling. An example will show that especially during childhood this topic has a high educational value.

Similarly with shoes that have to support the feet (especially here a cheap make will be negatively noticeable) and can only do so if they fit perfectly. Definitely avoid too big or too small shoes. Especially in junior teams, where the individual players grow particularly quickly, this is not so easy, yet enormously important.

PPP 23 Slide H summarises the various points.
Toughening

The human body is definitely capable of adapting to different surroundings and tolerating pressure. That is why it makes sense, observing certain provisos, to train during seemingly unfavourable weather conditions, e.g. cold or rain. The changing requirements on the body in the long run lead to the body adapting and increasing its protection against e.g. colds and infections. This would not happen if one would avoid these kind of situations. One should strive to train continually during the whole year under all kinds of weather conditions. Condition is that one avoids jeopardizing ones health by:

- Clothing suitable for the weather conditions (see PPP 23 Slide H)
- Slow acclimatization to the different weather conditions
- Being generally healthy
- Safe sports venues (criteria for exclusion would be slipperiness and inadequate lighting)

See summary on PPP 23 Slide I.

Hygiene

Being hygienic is obvious to adults, but children and youths need to be reminded every once in a while (PPP 23 Slide J).

Balanced Nutrition

Sport and nutrition have many shared points:

- Through practicing sport, nutrition becomes particularly important: compared to a lifestyle without sport the nutritional intake is not only increased, but an unfavourable combination of foodstuffs could possibly hamper ones performance - also if the actual training pressure is correct.
- At the same time, our society increasingly contributes to an extreme nutritional conduct so that a balanced diet (sufficient for an athlete) is becoming quite rare. That especially includes overeating and the resultant overweight (already increasingly visible in children), unsuitable ideals going towards exaggerated thinness, with the resultant low food intake and diets, as well as fatty nutrition (often caused through fast foods or hidden fats in sweets, etc.).
- Overweight, in sporting situations, causes higher orthopaedic and/or circulatory strain, which can cause injuries.
Accordingly, it makes absolute sense that the players should be supported, with regard to a balanced diet, through information and exemplary conduct at institution events, camping, food stalls at sporting events, etc.

These diverse opportunities show that it is not only the responsibility of the coach at, e.g. institution events, the institution personnel is also responsible for promoting balanced diets.

A balanced diet is generally enough for an athlete. If a balanced diet is ensured, then the nutritional supplements or sports nutrition so often advertised in the sports and fitness-scene are not necessary. These supplements are generally excessively expensive and often do not keep what they promise. On top of that, the question arises if the ingredients in their natural form have the same effect in their isolated form - many reasons to strive for a balanced nutrition.

What does a basic balanced nutrition consist of? - Compare PPP 23 Slide K.

In Work Sheets - 5 you will find a checklist "Sensible Nutrition" that is suitable for athletes, their parents, etc. Apart from important tips (similar to PPP 23 Slide K), you will find pointers to what should be avoided (some of it is directly noticeable and influential in training):

- Too many fatty foods or foods prepared in too much fat (e.g. fries, sausage, pancake, and also chocolate!!!)
- Sugar before or during training or games (sweets)
- Liquid compensation through Coke or Fanta, coffee or even alcoholic beverages
- Eating (esp. a heavy meal) shortly before training or a game (eat at the latest 2,5 to 3 hours beforehand)

Medication

For many people taking medication is very normal, as it is also for members of a sports institution. This is also in order, as long as a doctor prescribes it. But what about self-prescription, the dispensing of medication through adults to children or the children imitating the adults? Often this happens without thought; one does not fight against the actual cause or does not even try to use natural and side effect free methods. To treat a headache with medication is easier than going into the fresh air or striving for a stress free day. According to a survey, 60% of the questioned 14-year-olds took medication, and 20% took medication regularly. The survey showed that the casual use of painkillers, performance enhancers and tranquillisers seemed to be increasing. These phenomena also appear in the sports institutions. Through a good connection, especially to the older youths, and the mediation of the relation between sport and health, it is possible to create an incentive to healthier, more compatible behaviour. In contrast, the danger exists that through the thoughtless use of medication, the inhibition to doping products is lowered or one could already be doped unknowingly through certain medicines (quite a few cold medicines contain e.g. Ephedrine, which is on the doping list).
Football and Health

What can the institution do now? Various possibilities (compare PPP 23 Slide L):

- Educate early enough about thoughtless and inappropriate use of medication and sensitis accordingly
- Have information about necessary medication of individuals (see above)
- Institution personnel must act as role models.

PROCEDURE

The topics clothing, toughening and hygiene should be principally addressed. The in-depth handling of the areas alcohol, medication, and nutrition should be dependant on the group of participants. The procedure is similar to the previous section "Prevention". Collect various points during the lecture discussion and put them in order. Using illustrations, the essential points will be summarised or complemented and introduced through the instructor.

The checklist, "Sensible Nutrition" (Work Sheets - 5), with pointers on nutrition, can also be used by the institution employees to give to their athletes. If necessary, one can refer to the given sources of information, or the instructor can use these sources himself for further information. When the topic "Role Model" comes up for discussion, one can, if so required, refer to the health aspect’s similar problem areas: alcohol and nicotine.

Inform the players about possible dangers and educate them on how to behave correctly!
What is our Responsibility as Coach and Caretaker?

Help

**OBJECTIVES**

Make them aware of the topic "Help".

**CONTENTS**

At this stage give a short reference to the complex theme "First Aid", which will be discussed in detail in its own learning unit (see PPP 23 Slide M).

**PROCEDURE**

Short lecture using the PowerPoint.

Summary

**OBJECTIVES**

The participants receive a summary with references to their fields of responsibility as employees and role models.

**CONTENTS**

Reflect on the complete content of the above complex theme referring to a summarising overview of the practical experience of the participants.

**PROCEDURE**

Give a short lecture on the summary. Either point out the consequences of their actual role as employees, or let them work them out themselves. Focus on the combination of the group of participants.

After the short lecture, allow for enough time for a participant-focused winding-up talk.
Basic Information about HIV/AIDS

Lack of information and misinformation spread HIV

Too little information and wrong information are factors that have allowed HIV to spread in our communities. The fact that HIV is mainly passed from one person to another during sex makes it hard for many people to speak openly about HIV/AIDS. Only through correct information can people learn how to protect themselves and others from HIV. The following section provides correct information that can help us dispel myths and misunderstandings people have about HIV/AIDS that contribute to stigma and people being infected.

The Basics

What is HIV?

HIV stands for Human Immunodeficiency Virus. HIV is the virus that causes AIDS.

Once HIV enters a human body, it multiplies quickly inside the body’s cells and attacks the human body’s immune system, preventing the body from protecting itself against even the most common illnesses.

Most individuals infected with HIV have no symptoms and feel well. Some develop symptoms that may include tiredness, fever, loss of appetite and weight, diarrhoea, night sweats, and swollen glands (lymph nodes) - usually in the neck, armpits, or groin.

What is AIDS?

HIV is the virus that leads to AIDS, but they are not the same thing. AIDS stands for Acquired Immune Deficiency Syndrome. A person is said to have this syndrome once he or she has a certain amount or level of the HIV in the body and shows very regular signs and symptoms of illness. The time between infection with the virus and the onset of symptoms of AIDS ranges from a few months to 10 years or more. Infected persons can spread the virus during this period.

Because a person with HIV has a weakened immune system, he or she is more likely to get sick than other people. The illnesses that people with HIV/AIDS develop are called opportunistic infections. Many of these illnesses are very serious and need to be treated. Some examples of opportunistic infections are: tuberculosis; diarrhoea; pneumonia; candidiasis; yeast infections; lymphoma.

Although there is no cure for AIDS, there are treatments for opportunistic infections that can prolong a person’s life when he or she has HIV/AIDS. Proper nutrition, adequate rest and exercise can also help keep a person living with HIV/AIDS healthy longer.

Is HIV really that big of a problem?

Yes. In South Africa, the HIV prevalence rate is about 18%. That means that 1 in 5 adults (people between the ages of 15-49) in South Africa is HIV positive.
Common Myth surrounding who has HIV

*HIV is a virus that mostly affects people living in small villages, not towns or cities. Anybody can have the HIV virus that causes AIDS.*

HIV Transmission

**How is HIV transmitted?**

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

- Unprotected sexual intercourse - unprotected sex means sexual intercourse without a condom. If the condom breaks during sexual intercourse, you had unprotected sex.
- Blood to blood contact
- Mother to child transmission

**The most common way HIV spreads is through unprotected sex!**

The risk of infection with HIV is increased by:

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

**If I have unprotected sex only once with someone who might be infected could I still get HIV?**

Although HIV is not transmitted every time someone has sexual intercourse with an infected person, it can be transmitted through just one sexual contact and sometimes this will be the first time the person has sex with his or her partner.

**Which fluid can pass HIV from one person to another?**

Although HIV can be found in body fluids such as urine, saliva, and tears, the only 4 fluids that can transmit HIV from one person to another are:

- Semen (fluid that carries sperm and is released by the penis)
- Blood - HIV can be found in all blood groups
- Vaginal Fluid (fluids that the vagina releases when aroused)
- Breast Milk

HIV is not spread by casual contact. Casual contact with HIV-infected persons does not place you at risk for getting the virus. There is no risk of getting HIV from daily contact at work, school or home.

HIV infection cannot be spread by: shaking hands, hugging, coughing, tears, sweat, sneezing, social kissing, swimming pools, food, mosquitoes, toilet seats, animals, sharing dishes, or air.
GENERAL DEMANDS

HIV/AIDS

How, specifically, does Mother-to-Child Transmission occur, and how can it be prevented?

Mother-to-Child Transmission (MTCT) is the most common mode of HIV infection in infants and children. The transmission if HIV from mother to child can occur during pregnancy, labour, delivery, or breastfeeding when a child is exposed to his/her mother’s blood or breast milk. The risk of MTCT can be greatly reduced by doing the following:

- Encouraging all women of reproductive age to be tested for HIV so that they know their HIV status and can plan accordingly when they are pregnant. Knowing one’s status is the most effective way to prevent/reduce the risk of MTCT.
- Having HIV-positive women use anti-retroviral (ARV) medicines during pregnancy to increase their health and reduce the risk of infection to their infants. In the case of most of these medicines, the newborn child must take the medication during the first week of life.
- Encouraging HIV-positive women to plan for an elective (non-emergency) caesarean section, which minimizes the amount of maternal blood to which the infant is exposed during delivery. The caesarean must be done before the onset of labour and womb membrane rupture in order to decrease the chance of infection.
- Encouraging HIV-positive women to speak to their healthcare providers about infant feeding options. Breastfeeding a baby only formula or animal milk can eliminate the chance of HIV transmission through breastfeeding. If a mother decides to feed her child formula or animal milk, she must do this consistently (never mix or switch with infected breast milk) and she must keep all feeding materials clean and sterile to prevent digestive problems for the infant. If an HIV-positive mother chooses to breastfeed, she should do so without mixing between other types of feeding, because this will increase the risk of transmission to the infant.

What is the connection between HIV and other Sexually Transmitted Infections?

A person with an STI that causes sores or ulcers on the genitals is at a much higher risk of acquiring HIV from an infected partner because body fluids containing HIV can enter the body through the sores and ulcers. Even STIs that do not result in sores and ulcers (i.e. gonorrhoea, chlamydia) can increase the risk of HIV infection because all STIs increase the number of white blood cells present in the genital tract. This increase in white blood cells will bring genital inflammation and skin damage during sexual intercourse and allow HIV to enter the body more easily.

If you suspect that you have been exposed to an STI, you should go to your local health centre, be tested, and get treatment. Many STIs are easy to treat and cure. You can substantially lower your risk of contracting HIV if you seek treatment for any STI you may have been exposed to.

People are spreading awareness of HIV/AIDS in many different ways.
HIV Prevention

How is HIV prevented?

HIV infection is preventable. You can reduce your risk of infection by:

- **Abstaining from sex.** Abstinence means not having sex at all. Abstinence is the best method of preventing HIV infection.

- **Delaying sex.** The longer you wait to have sex, the less likely you are to get HIV. This is because older people are less likely to get into unsafe sexual situations than adolescents are and are less biologically vulnerable to infection (in the case of women). Also, the longer you wait to have sex, the fewer sexual partners you are likely to have.

- **Being faithful to one partner who is also faithful to you.** If you and your partner have both been tested and know that you do not have HIV, then being sexually faithful to each other is a good way to avoid HIV infection.

- **Using condoms consistently and correctly when having oral, vaginal, and anal sex.** Always put the male condom on an erect penis. Store all condoms in dry places; check the expiration date; carefully open condom package, and if you are unsure about how to correctly put the condom on, go to your nearest clinic, hospital, or testing centre for more information.

Common Myths surrounding condoms

- **Government condoms are less effective than condoms bought in a store.** Just because a condom is free does not mean it is not effective.

- **Only men of 18 years and older can get condoms.** Men and women of all ages can get free condoms at clinics, hospitals or family planning centres. Anyone can buy condoms at the store.

Common Myths about HIV prevention

- **Washing your sexual organs with soap or alcohol soon after sexual intercourse protects one from getting HIV.** Washing the outside of your organs will not prevent you from getting HIV or STDs because the sexual fluids will already have entered your body.

- **I can have unprotected sex and still be safe if I "pull out" before ejaculation.** Before a male orgasm, semen is often released by the penis in smaller amounts, and can still transmit HIV.

- **If two people are both virgins and decide to have intercourse then they do not have to worry about HIV.** They may have contracted HIV from their mothers or through blood-to-blood contact with an HIV positive person.

Can I avoid getting HIV/AIDS?

This is a very important question, because if it were not preventable then we would not be here. It is important to know that your fate lies in your hands in regards to getting HIV.
Voluntary Counselling and Testing (VCT)

How do I know if I have HIV?

The only way to know for sure whether you have HIV or not is to get tested. You can get tested at a voluntary counselling and testing (VCT) clinic in your community or a nearby town.

Common Myths about how you can tell that someone has HIV/AIDS

- **Overweight or healthy looking people cannot have HIV, but if someone is skinny, losing their hair or has bad skin they probably have HIV/AIDS.** Not all people with HIV are thin or lose weight. One may have HIV but still remain overweight. Loss of appetite or continuous diarrhoea that can cause weight loss may occur at a later stage but many people remain their same weight long after infection.

- **If people are virgins, they are HIV negative.** People can contract HIV from blood to blood contact with an HIV positive person or from their mother. The only way to know for sure is to go for testing.

What can I expect if I go for VCT?

If you go to your local VCT centre for HIV testing, you can expect the following:

- **You will receive confidential pre-test counselling, during which a trained counsellor will review your risk with you and help prepare you for your test results, whatever they may be.**

- **You will have a small amount of blood drawn for the test itself.**

- **You will have to wait while the test is being performed on your blood. In some centres, this can be done in as little as twenty minutes. In other centres, you may be asked to come back later in the day, or on a different day, to get your results. The length of time it takes the centre to process your test has to do with the testing methods used at that centre, and not with you or your sample. Rapid tests and icower tests are equally accurate.**

- **You will receive post-test counselling and be given your results by a trained counsellor. Post-test counselling usually involves formulating a plan for the future, regardless of your test results; if you are HIV-positive, you will discuss what you can do to stay healthy as long as possible, and if you are HIV-negative, you will discuss how to continue protecting yourself so you can stay negative.**

If I test HIV negative does it mean there is no chance I am HIV positive?

It can take 6 weeks to 6 months after infection before the test detects the signs of HIV in someone’s blood; however, the person is still infectious to others in this period. There have been exceptional cases where people have taken 6 or even 12 months to develop detectable signs of HIV/AIDS infection.
Positive Living and Support

What can I do if I find I have HIV?

If you find that you are HIV-positive, you will need to live positively in order to stay healthy as long as possible. These days, having HIV/AIDS is not a death sentence: you can live healthily for many years with HIV, as long as you take good care of yourself. This depends on your general health, age, nutritional status and rate of re-infection. Some of the most important things you can do to live positively are:

- Practice safer sex so you do not infect your partners or become re-infected yourself.
- Eat a well-balanced diet.
- Get enough rest.
- Get enough exercise.
- Seek regular medical care and follow your healthcare worker's advice.
- Seek social support: join a support group for people living with HIV/AIDS, stay in touch with your friends and family, etc.

If you can safely disclose your HIV status to your partners (including any former partners), you should - this will allow them to get tested and live positively as well.

You do not need to disclose your status to anyone if you believe that disclosing it will endanger you. However, talking to friends and family about your status can help you develop social support, which is an important part of living positively.

How long do I have to live if I find out I am HIV positive?

This depends on many of the factors discussed above, such as compliance with doctor's instructions for HIV/AIDS medicine (Anti-RetroViral treatment), exercise, diet, and support. A person with HIV can live for 10 years or more if they take care of their bodies and live positively.

Can traditional healers treat some of the infections caused by AIDS?

Some of the infections caused by AIDS may respond to traditional medicine, however, many infections caused by AIDS cannot be effectively treated by traditional medicine and AIDS itself cannot be cured.

Common Myth about how HIV can be cured

- If you are HIV positive, you can sleep with a virgin (someone who has never had sexual intercourse) and be cured. This myth is complete nonsense. Right now, there is no cure for HIV/AIDS, and if someone is infected, they will eventually die, unless they get on ARV treatment.
**Improved Water and Sanitation through Health and Hygiene Promotion via Football**

Every developmental entity needs to play a vital role in ensuring that the number of people lacking proper water and sanitation facilities is reduced. Without safe water and proper sanitation facilities good health and hygiene standards cannot exist. In such a scenario, people face high risks of contracting waterborne diseases as well as other diseases arising from unmanaged waste. Such diseases pose a retarding effect on children’s performance at school and rob them of energy, which they require to live healthy lives as they engage in sporting activities such as football. It is vital therefore for organisations aiming at curbing problems of inaccessibility to safe water and sanitation services to undertake a widespread health and hygiene programme that can awaken the target group’s perceptions and response to their efforts. A starting point for the cooperating partners is to utilise an entry point such as football, which has a high potential of capturing the attention of even the youngest community members.

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**The Join-In Circuit Health and Hygiene Learning Stations and their Objectives**

<table>
<thead>
<tr>
<th>STATION</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Football and Safe Water Use</strong></td>
<td>To educate children on the importance of drinking treated water from a reliable source such as a water kiosk; the importance of fetching water with a clean container; and the need to avoid contamination after the water has been fetched through safe storage and use of clean containers.</td>
</tr>
<tr>
<td><strong>Football, Solid Waste Disposal and Stagnant Water</strong></td>
<td>To promote understanding of the health risks of rubbish in yards and neighbourhoods (diarrhoeal and eye infections) and eradicate the impact of waste disposed of in open sewers and toilets.</td>
</tr>
<tr>
<td><strong>Football and Hand Washing with Soap</strong></td>
<td>To promote understanding of the importance of always washing hands with soap after contacting stools, e.g. after defecation, cleaning a child’s bottom, and before handling or eating food.</td>
</tr>
<tr>
<td><strong>Football and Worm Infestation</strong></td>
<td>To educate community members on the high risk of contact with worms (hookworms, roundworms and whipworms) and snails that cause anaemia, bilharzia and retard the growth and increase vulnerability of children to carry highest load of worms and cause them to often be sick and absent from school.</td>
</tr>
<tr>
<td><strong>Football and Toilet Usage</strong></td>
<td>To promote understanding of the benefits of having a toilet and to promote behaviour change, e.g. refraining from throwing stones, cardboard and other rubbish into the toilets.</td>
</tr>
</tbody>
</table>
WARM UP

25 MINUTES

1 Ball for every player
8 Cones
1 copy "True or False?" answers WS 18

MAIN PART

35 MINUTES

1 Ball for every player
8 Cones
Bibs for half the players
2 Goals
10-20 obstacle-course items (depending on difficulty)

CONCLUSION

15-20 MINUTES

2-3 Balls for every pitch
4 Cones for every pitch
Bibs for half the players
2 Goals for every pitch
HIV Papers for every goal WS 29H, I & K
WARM UP
25 MINUTES

PHASE 1 - 10 MIN

Whisper down the Lane

- The coach whispers a phrase (e.g., "On Sundays, the big Lion likes eating tasty Zebras after his nap.") to one of his players and passes the ball to him. This player passes the ball on to another player, runs up to him and whispers the same phrase (given by the coach) into his ear. The next player follows as before.
- After a player has whispered the message, he/she changes over to the next pitch and goes on passing the ball, but no longer whispers the phrase.
- The coach tells the players what to do on pitch B (left/right foot passing, short/long ball passing, etc.)
- After every player has whispered the message, the last player shouts the message out loud to all the others. (It is normally a very wrong message!)

Variations

- The coach instructs on how to play the ball, the way the players should move, certain tasks they should solve while changing to pitch B, etc.

PHASE 2 - 15 MIN

"True or False?"

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

Use this game to emphasise the fact that it can be very easy to misunderstand what someone has said.
Therefore, there is also a lot of misinformation about HIV/AIDS.

Then lead over to the next game: "True or False?"
The players should make their own decisions and stick to them.
MAIN PART
35 MINUTES

PHASE 1 - 20 MIN

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

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

PHASE 2 - 15 MIN

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

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

15-20 MINUTES

PHASE 1

Final Match
- Depending on the number of players, you need 1, 2, 3... pitches (e.g. 40m x 30m).
- After many HIV/AIDS details during the training session, the players shall just play football.
- To keep the theme going, the coach can hang up printed/copied papers with the initials of HIV and put them on the goalposts and the crossbar.

Variations
- If there are enough players, you can organise a small tournament.

1 2 3

Prevent & Protect

Get tested

Be strong
Help others
Help yourself
AIDS is not a death sentence!
Violence Prevention

Introduction

The analysis of the topic “violence” and especially with steps to stop and avoid violence is a very complex undertaking. Whoever devotes himself to this topic will quickly learn to distinguish between the different expressions and manifestations of violence (structured, openly physical, emotional, economical, personal, or violence between different groups, and many other forms), will then quickly try to get to the bottom of it and last but not least, will have to tackle the different views (victim / culprit). The use of force is often justified by the missing ability to solve conflicts peacefully.

This basic course for coaches cannot and will not deepen this subject any further. Anyone who is interested in going into more detail is referred to the “Short Instruction Course - Violence Prevention”.

In this introduction, we will concentrate on the direct violence- and aggression-potential in football and get to know and test responsive and preventative measures.

Potential Conflicting Parties in Football

Everybody actively involved in football can be a potential starting point or object of more or less aggressive conflicts.

- Coach / Coaches
- Players
- Opponents
- Referees
- Spectators / Parents

_The coach can only directly influence and control his own conduct and the conduct of his players. Focus on the lines of conflict coming from these parties._

Potential Lines of Conflict with Examples

- Coach - Coach: aggressive style of playing by the opposing team and the call for foul play
- Coach - Player: team composition, performance evaluation
- Coach - Opponent: provocation of player, brutal foul play
- Coach - Referee: wrong decisions
- Coach - Spectator / Parent: disregarding own child
- Player - Player: competing for the position, conflicts from school
- Player - Opponent: provocations, differences in performance, foul play
- Player - Referee: decisions

Research has shown that most of the violent transgressions are following decisions by the referee. Furthermore, provocations by the opponents are often the first triggers of a spiralling escalation. Conflicts between players and opponents during competitions are to be expected. It is important to find the correct measure between acceptable aggression and intolerable brutality: criterion must be the consideration for the health of the opponent. The risk of injury must be largely ruled out.
**Football and Fair Play**

**Side-course: Glass's Nine-Stage Model of Conflict Escalation**

- Stage 1: Hardening
- Stage 2: Debates and Polemics
- Stage 3: Actions, not words

- Stage 4: Images and coalitions
- Stage 5: Loss of face
- Stage 6: Strategies of threats

- Stage 7: Limited destructive blows
- Stage 8: Fragmentation of the enemy
- Stage 9: Together into the abyss

Win - Win Level

Win - Lose Level

Lose - Lose Level

Intervene as soon as possible. Make them aware of the danger of non-intervention especially in a team relationship.

**Examples of successful intervention- and preventative-strategies:**

1. **Recognise conflicts**
   - Pay attention to verbal provocations and immediately stop aggressive behaviour!

2. **Intervene**
   - **Coach / Coach**: Meeting of all coaches of a league and agreeing on fixed rules (rituals): greeting, also of the teams, pay attention to fair play by the own team, ...
   - **Coach / Player**: Set up a team counsel that is trusted by the individual player and can mediate between the coach and the player
   - **Coach / Opponent**: See Coach / Coach
   - **Coach / Referee**: The players watch the conduct of the coach and especially here he is a role model. Insulting the referee has never led to a decision being revised.
   - **Coach / Parents**: Frank conversations and reasons supporting the decisions, in quiet surroundings.
   - **Player / Player**: Self-binding declaration: all agree on rules and control the upkeep of them responsibly and unaided – do your own wording, write it down, hang it up. The team counsel will settle cases of conflict.
   - **Player / Opponent**: The coach forbids provocations (verbal, foul play) and exchanges the player irrespective of the strength of his performance – deal with it during training: he is detrimental to the team.
   - **Player / Referee**: Regularly appoint players during training as referees: they will recognise the difficulty of taking quick decisions from a poor perspective.
Prevention: Education in Fairness / Fair Play

1. Basic understanding of Fairness

- **Formal fair play**
  Strict adherence of the rules, making the best use of all advantages

- **Informal fair play**
  Acknowledging the spirit of fair play

- **Restricted fair play**
  Fairness only when one can afford it

The aim of football training should be to teach and to live the "Spirit of Fair Play".

**RATE:**

- Respect also for the opponent
- Acceptance also of the weaker players
- Tolerance also with wrong decisions by the referee
- Empathy while evaluating ones own conduct

Appreciation of the opponent’s performance, thereby improving ones own performance and not trying to win through unfair play.

Rules are necessary to enable a mutually peaceful social life. That means that the rules must be followed, and not only when the expected punishment is a deterrent or the risk of being caught is too great.

2. Practical Examples

- **Fair Play Cup**

  During the league games, all the teams are called upon after every game, to evaluate the conduct of the opposing team concerning fair play. A central message centre will collect the evaluations and add the results. At the end of the series, there will then be a sporting winner and a fairness winner (the winning team is not seldom also the fairest team). The effect is that during the whole season the children must intensively tackle the topic fairness and meticulously watch their own conduct as well as that of the others.

- **Tournament**

  Before the game, the referee is requested to especially check fair conduct of the players and to give "Fairness Points" to the teams after every game. At the end of the tournament, the fairest team will be honoured in the same way as the sporting winners.

- **Street Football Tournament**

  Before every game, the teams themselves agree to some "special" rules. (Giving the opponent a high-five on a scored goal, consideration, ...). After the game, the teams meet and jointly decide on the allocation of "Fairness Points" and thereby choosing the fairest team at the end of the tournament.
Football and Fair Play - Violence Prevention Training Session

**WARM UP**
- 20 MINUTES
- 15m x 15m
- 1 Ball per player
- 4 Cones
- Blindfolds / Scarves

**MAIN PART**
- 25 MINUTES
- 30m x 20m
- 1 pitch for every 8 players
- 2-3 Balls per pitch
- 4 Corner Poles per pitch
- 4-5 Bibs per pitch
- 2 Goals + Letters (WS 29) per pitch
- Prepared playing field
  - roaster - WS 00

**CONCLUSION**
- 30 MINUTES
- 30m x 20m
- 2-3 Balls per pitch
- 4 Corner Poles per pitch
- Bibs for half the players on the pitch
- 2 Goals per pitch
**WARM UP**

20 MINUTES

**PHASE 1 - 10 MIN**

**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

**PHASE 2 - 10 MIN**

**Confidence Game: “Guide the Blind”**
- Pair up two players. Cover the eyes of one player per pair. He is now “blind”.
- The second player must now guide the “blind” player around the pitch and take care that nothing happens to him (make him aware of uneven patches on the ground, of other players coming towards you, etc.)
- After 1-2 minutes, they swap positions.

**Variations**
- Guide the partner through your voice only without touching him.
- Take the partner by the hand and guide him without saying anything.
- Guide him through agreed upon touches only without saying anything.
- Let the “blind” player dribble a ball.

**Safety First**

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

PHASE 1

- Depending on how many players there are, arrange an appropriate number of pitches marked 30m x 20m
- Mark the goals with letters

4-on-4 Tournament
- Three rounds of 7 minutes each as per example of 4-on-4 Tournaments.
(see "III.1.7 Small Tournaments" pages 181 - 187)
- The playing rules can be varied after every round and must be agreed upon by the teams.

Value and respect your opponent, as your opponent could be your team-mate in the next round.
CONCLUSION

30 MINUTES

- Two or four teams
- Play without referee
- The teams have to decide on the rules for the game before kick-off (Communication!), e.g. throw-in/kick-in, fixed goalkeeper/flying goalkeeper, corner kick/three corners = one penalty, etc.
- Both teams have to agree on a Fair-Play-Rule (e.g. no foul play, congratulate your opponent on a successful goal, publicly praise positive action of the own team, etc.).
- Both teams decide on an arbitrator each, who in critical situations (e.g. foul/no foul) together try to find a solution to the problem.

Variations
- Play a further round, but first shuffle the teams.
- If there are more teams, play a tournament.

Football Game with own Rules
- Play according to the previously agreed on rules.
- The game time should be 10-15 minutes.
- Additional to every goal, reward every fair play action with a further goal. The two arbitrators decide if the fair play action should be rewarded or not. Winner is the team with the most goals at the final whistle.

Players must not break the rules they come up with as a group. Rules are rules! If anybody has a problem with a rule, they should say so before the game.
Football and the Environment

Sport is intimately connected to nature. A healthy environment is necessary for healthy sport. For many athletes, it is this intimacy with nature that motivates and inspires them.

Use the popularity of sports to promote environmental awareness and respect for the environment among the public, especially young people; and promote the development of environmentally friendly sports facilities and the manufacture of environmentally friendly sporting goods.

Taking care of the environment is EVERYBODY's responsibility!
**WARM UP**

- 15 minutes
- 1 Bell per group
- 4 Cones per group
- 1 Rubbish Bin per group

**MAIN PART**

- 15 minutes
- 1 Ball per player
- 2 Goals
- 10-12 Cones / 10-12 Pieces of Rubbish

**CONCLUSION**

- 30 minutes
- 1-2 Balls per pitch
- 6 Cones per pitch
- Bibs in four different colours depending on number of players
- 2 Rubbish Bins per pitch
WARM UP

15 MINUTES

The group should consist of 6-8 players - one defender in the middle, 5-7 strikers around.

PHASE 1

Shooting the Rubbish Bin
- The strikers (blue) pass the ball around, trying to get into a good position to shoot the ball onto the target (the rubbish bin in the middle of the pitch).
- The defender (red) tries to prevent the strikers from hitting the rubbish bin.
- After the rubbish bin was struck by the ball, another player will replace the defender and try to prevent the rubbish bin from being hit.

Variations
- The strikers only have one minute to try to score a hit on the rubbish bin.

Ensure that the rubbish that was in the bins being used in these exercises was thrown into another bin and not just emptied on the ground somewhere!
MAIN PART
15 MINUTES

PHASE 1

Rubbish-Drill-contest (Throuugh the Junkyard)
- Two teams (A and B) have a dribbling contest against each other.
- The goalkeeper from team A will block the goal from team B and the goalkeeper from B will block the goal from A.
- After dribbling through the ‘Junkyard’, the player tries to score a goal.
- If the shot results in a goal, the player is allowed to remove a piece of rubbish from the ‘Junkyard’.

Safety First
Take care not to include sharp, poisonous or otherwise harmful material in the ‘Junkyard’.

- The next player starts once the previous player has shot at the goal.
- Which team will clear the ‘Junkyard’ first?

When asking children to collect rubbish for Training Sessions, you should tell them to avoid certain types of rubbish.

They should avoid all medical waste like old medicine or used needles and bandages.

Also using spoiled food is not a good idea, because it can carry disease.

Sharp or rusted material should also be avoided.
### CONCLUSION

#### 30 MINUTES

**Environment Tournament**

<table>
<thead>
<tr>
<th>Team Set Up</th>
<th>Match Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four teams play in a tournament</td>
<td></td>
</tr>
<tr>
<td>on two pitches.</td>
<td></td>
</tr>
</tbody>
</table>

- **Green Team** - Green Forest
- **Blue Team** - Clear Water
- **White Team** - Fresh Air
- **Yellow Team** - Fertile Soil

The teams play against each other. The winner of the tournament is the team with most victories.

**Playing Time** - Ten minutes per match = 30 minutes total tournament time.

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**Environment Tournament**

- Playing on an open goal (two rubbish bins) with a neutral goalkeeper in it
- Both teams are allowed to score from either side!
- Ten minutes per match playing time - 30 minutes in total.
Youth Participation Training Session

**Checklist**

**INTRODUCTION WARM UP**
- 10 MINUTES
- 15 MINUTES
- 1 Ball per player
- 4 Cones

**MAIN PART**
- 30 MINUTES
- 2-3 Balls per pitch
- 4 Corner Poles per pitch
- 4-5 Bibs per pitch
- 2 Goals per pitch
- Prepared match schedule - WS 28

**CONCLUSION COOLING DOWN**
- 30 MINUTES
- 5 MINUTES
- 2-3 Balls per pitch
- 4 Corner Poles per pitch
- Bibs for half the players on the pitch
- 2 Goals per pitch
INTRODUCTION

10 MINUTES

Duties of the participating children / youths

The coach selects two players to lead:

- Warm up
- Main Part
- Conclusion
- Cooling down

He will then give them a short introduction of the expected duties of their respective sections.

WARM UP

15 MINUTES

PHASE 1

Kids doing it for themselves

- The coach decides on two children who have to lead the warm up. The children can make use of their own ideas.
- The coach only assists them if he feels it is necessary. (He can possibly give them a few tips.)

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

The coach chooses two players to be responsible for:

- Pitch setup
- Team selection
- Equipment
- etc.

The coach will remain on hand in case his assistance is needed.

There are no referees in these games. The teams have to decide at the beginning of each new round what the rules are going to be (e.g. throw-in or kick-in, etc.).

PHASE 1

Champions-League-Tournament (4-on-4)
Depending on the number of children, mark off sufficient pitches for the following games: 4-on-4 (4-on-3 / 4-on-5 / etc.)
The winning team will move up to the next level, the losing team will move one league level down. The winner of the Champions League stays there, the loser of the lowest league also stays there. Play a few rounds. (The playing time per round depends on the total number of rounds played.) The winner of the tournament is the team that wins the last game on the Champions-League pitch.

"Tournament Flash" is also an option for a game. (see "III.1.7 Small Tournaments" page 197)
CONCLUSION
30 MINUTES

PHASE 1

Youth Participation
The non-playing team has to fulfill the following roles:

- Referee
- Linesman
- Trainer (for the playing teams)

Tournament with three Teams
Depending on the number of children, select three teams (5-on-5 / 7-on-7 / 9-on-9 / etc.) Play on a pitch that can handle the number of players. Play the game according to FIFA rules (including offside). The playing time per game is 8 minutes. The winner of the tournament is the team with the most points (Win = 3 Points, Draw = 1 Point).

If there are many children, also fill these roles:

- Timekeeper
- Goal referee (he must decide if the ball was in the goal or not)
- Ball fetchers (as many as you want)

COOLING DOWN
5 MINUTES

PHASE 1

Kids doing it for themselves
As with Warm up, 2 children are nominated / requested to lead the cooling down. The trainer assists if necessary.

Do not forget to praise the children / youths on a job well done. This builds self-confidence.
Thank you for participating in the training course for football coaches. We hope you have enjoyed it and will apply the skills you have learnt successfully.

Feel free to contact us about any recommendations and questions concerning the course and this manual.