**Health**

You have to make sure that your event meets the environmental health requirements. Therefore, make sure that the catering is done properly. This involves:

- Clean surroundings
- No expired food
- Healthy food
- Clean knives, forks and spoons
- etc.

**Safety**

You have to ensure that medical services are available during the whole time of your event! It is your responsibility to ensure the following points regarding medical services:

- First aid equipment
- Contact numbers and addresses of and directions to hospitals and doctors
- A person responsible for first aid

These items have to be included in a sport aid kit:

After the event you have to ensure that the content which was used for the event is replaced and that everything is available at the next event.

You can also contact the local police and inform them about your event. They can also assist you when it comes to security.
Legalities and Insurance

A good Event Manager should always be up-to-date regarding legalities and insurances! This includes knowledge about:

- Licensing
- Health
- Safety
- Insurance requirements

When you want to conduct a “Sport for Development Event”, insurance is a must! The event insurance has to cover:

- Cancellation
- Damage to properties or premises
- Damage to equipment
- Injuries of the participants

You can also use an “indemnity form”. The indemnity form is a contract where one party agrees not to hold another party liable for possible future claims or losses.

Take for example your “Sport for Development Event”. In case children participate in your event, the parents have to sign the indemnity form to accept that the child participates in your event and that they accept all risks. As a result you are not liable for any loss, damage or injury.

Furthermore, depending on the location, size and scope of your event, different permits may be needed. For example for:

- Food handling
- Music
- Parking
- Signs and banners
- Street closure

Sometimes it is even necessary to ask for permission to set up a gazebo. Therefore, it is necessary to know your contact person in advance to solve those questions before the event starts!
Planning an Event

Volunteers

Volunteers are common when it comes to events. Therefore, it is very important to know the basic understanding of a volunteer:

"Volunteers are people who choose to contribute their time, skills, effort and experience, without pay, to benefit a cause or the community in which they live" - (Shone & Parry, 2004, p.218)

As a result, the motives of the volunteers are mainly personal as well as social. By volunteering the respective persons have different reasons. For example:

- they may be involved in hobbies they enjoy (e.g. football);
- they want to meet new people
- they want to spend time with friends
- they want to support the community
- they want to be active in case they are already retired
- they want to improve their skills

You should take the points mentioned above into account when you want to use volunteers for your event.

Then you should consider the following two questions:

- Who do you know who has the ability to help?
- Who do you know who might like to help?

This is also a very good chance to involve the community in your event!
It is very important to inform the volunteers of their duties and tasks. For example:

- Support of the teams
- Refereeing
- Be in charge of the equipment
- Catering
- To take care of the spectators
- To take care of the VIPs or different stakeholders
- To take care of the parking
- Waste disposal
- Other

You need to confirm that the volunteers will not receive a payment or salary, but that there are different possibilities to compensate them. These include:

- Allowance (reimbursement of travel costs)
- Free meals
- Free T-shirt
- Free cap
- Other

Out of experience we know that volunteers appreciate when you contact them for your next event. Therefore, you should set up a database where you can capture all relevant data of the volunteers (excel sheet). This will make it easier for you to identify future volunteers for your next event. This database should include:

- Name
- Age
- Gender
- Cell phone number
- Email-address

Do not forget to take the female aspect into account when it comes to the planning of your volunteers.
PART 1

Planning an Event

Regarding the planning and organizing of your volunteers, you should conduct three briefings:

1 - The first meeting should be one or two weeks before the event. It should cover the following points:
   - Get to know each other
   - Exchange contact details
   - Tasks and responsibilities during the event
   - Discussion of the programme
   - Rules (arrival time, etc.)

2 - The second meeting should be at the event itself. This meeting should be before the event starts. It should cover the following points:
   - Tasks and responsibilities
   - To know the programme
   - To solve unanswered questions

3 - The third meeting should be a debriefing. Basically, it will be a feedback meeting. There you can discuss what went well, what did not go well and why. Furthermore, you can answer questions and discuss the way forward with the volunteers.
Planning an Event

Equipment

As you are planning a “Sport for Development Event”, you will require two different sorts of equipment: basic equipment and specific sport equipment!

Basic equipment:

- Microphone
- Speakers
- Stationery (paper, pens, pencils, etc.)
- Tables and chairs
- Gazebos
- Banners
- Pull-up Banners
- Etc.

Specific sport equipment:

- Balls
- Bibs
- Cones
- Bell pumps
- Whistles
- Etc.
Prizes and Ceremonies

It is always good to have prizes for all participants. Keep in mind that you don’t need very expensive prizes. The following list gives you an overview of possible prizes:

- Medals
- Certificates
- T-shirts
- Caps
- Lanyards
- Sports Equipment
- Coupons
- Trophies
- Awards

Ceremonies are important as well. As you are planning and organizing a “Sport for Development Event”, special attention must be given to the ceremony!

You should conduct two ceremonies: opening- and closing ceremony. In the opening-ceremony you should mention the following points:

- Reason for your “Sport for Development Event”
- Programme
- Announce the sponsors
- etc.

The opening ceremony is not mandatory, but it is a very good opportunity for you to explain the reason and the idea behind your “Sport for Development Event”!
The closing-ceremony will take place after all competitions have finished.

There you have the possibility to thank all involved stakeholders for example:

- Sponsors
- Community
- Municipality
- Donors
- Volunteers
- Participants
- Spectators
- Media

Furthermore, you have to announce the winners. Keep in mind that the ceremony is a very good chance to spread the message of your “Sport for Development Event” in front of a big audience! Here you really have the chance to raise awareness for the topic of your event (e.g. fair play, gender equality, environment, health & hygiene, etc.)!
Organizing

Organizing is understood as arranging several elements or actions into a purposeful order or structure. This part of the event management process is also very important. If that part is properly done as well, you can deliver a smooth event.

Keep in mind that organizing does not mean that the planning process has been completed. Planning is always an ongoing process.

Furthermore - if it was not yet done in the planning process - you have to appoint people who are responsible for specific tasks.

Basically the organizing part is about time-lines and schedules. As you are planning a “Sport for Development Event”, also include the programme for the day and the match fixtures.

On the following pages you will find three tournament explanations that can be used as an example to organize an event:

- Champions-League-Tournament
- Tournament Flash
- Changing Teammate Tournament - 4-on-4

**TOURNAMENT EXPLANATION 1**

**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!
Organizing an Event

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.

TOURNAMENT EXPLANATION 3

The basics of "Changing Teammate Tournament - 4-on-4"

Objectives
- The coaches will be equipped to handle larger groups quickly and efficiently by organizing 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)
Organizing an Event

- 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 (on 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.

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 focussed 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 table on following page for 7 to 10 players).
Organizing an Event

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 organizer 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).

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 organizer 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. (Page 54)

<table>
<thead>
<tr>
<th>No.</th>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td></td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td></td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td></td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td></td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05</td>
<td></td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td></td>
<td>B</td>
<td>D</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td></td>
<td>B</td>
<td>A</td>
<td>D</td>
<td>A</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08</td>
<td></td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td></td>
<td></td>
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<tr>
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<td>B</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
</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. (Pages 55 and 56)
Organizing an Event

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.
- 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.

---

These are possible rules. Let the children participate - they can also create and agree on their own rules before the beginning of a round.

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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.

The following templates (Pages 45 - 56) can assist in a tournament based event.
<table>
<thead>
<tr>
<th>Number of Players</th>
<th>Number of Pitches</th>
<th>Remarks (possible with substitute player)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>2 pitches @ 5 : 5</td>
<td>(substitute player)</td>
</tr>
<tr>
<td>21</td>
<td>1 pitch 3 : 3</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch 4 : 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 pitch 4 : 3</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>2 pitches @ 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch 3 : 3</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>2 pitches @ 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch 4 : 3</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>3 pitches @ 4 : 4</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>2 pitches @ 4 : 4</td>
<td>(substitute player)</td>
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<td>1 pitch 5 : 4</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>2 pitches @ 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch 5 : 5</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>1 pitch 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch 5 : 5</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch 5 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td>28</td>
<td>1 pitch 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>2 pitches @ 5 : 5</td>
<td>(substitute player)</td>
</tr>
<tr>
<td>29</td>
<td>1 pitch 4 : 5</td>
<td>(substitute player)</td>
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<td></td>
<td>2 pitches @ 5 : 5</td>
<td>(substitute player)</td>
</tr>
<tr>
<td>30</td>
<td>3 pitches @ 5 : 5</td>
<td>(substitute player)</td>
</tr>
<tr>
<td>31</td>
<td>3 pitches @ 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
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<td>1 pitch 4 : 3</td>
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<td>1 pitch 5 : 4</td>
<td></td>
</tr>
<tr>
<td>34</td>
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<td>(substitute player)</td>
</tr>
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<td>(substitute player)</td>
</tr>
<tr>
<td>35</td>
<td>2 pitches @ 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch 5 : 5</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch 5 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td>36</td>
<td>2 pitches @ 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>2 pitches @ 5 : 5</td>
<td>(substitute player)</td>
</tr>
<tr>
<td>37</td>
<td>1 pitch 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch 5 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>2 pitches @ 5 : 5</td>
<td>(substitute player)</td>
</tr>
<tr>
<td>38</td>
<td>4 pitches @ 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch 3 : 3</td>
<td>(substitute player)</td>
</tr>
<tr>
<td>Number of Players</td>
<td>Number of Pitches</td>
<td>Remarks (possible with substitute player)</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>39</td>
<td>4 pitches @ 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch</td>
<td>4 : 3</td>
</tr>
<tr>
<td>40</td>
<td>5 pitches @ 4 : 4</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>4 pitches @ 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch</td>
<td>5 : 4</td>
</tr>
<tr>
<td>42</td>
<td>4 pitches @ 4 : 4</td>
<td>(substitute players)</td>
</tr>
<tr>
<td></td>
<td>1 pitch</td>
<td>5 : 5</td>
</tr>
<tr>
<td>43</td>
<td>3 pitches @ 4 : 4</td>
<td>(substitute players)</td>
</tr>
<tr>
<td></td>
<td>1 pitch</td>
<td>5 : 5</td>
</tr>
<tr>
<td></td>
<td>1 pitch</td>
<td>5 : 4</td>
</tr>
<tr>
<td>44</td>
<td>2 pitches @ 4 : 4</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch</td>
<td>5 : 4</td>
</tr>
<tr>
<td>45</td>
<td>2 pitches @ 4 : 4</td>
<td>(substitute players)</td>
</tr>
<tr>
<td></td>
<td>2 pitches @ 5 : 5</td>
<td>(substitute player)</td>
</tr>
<tr>
<td></td>
<td>1 pitch</td>
<td>5 : 4</td>
</tr>
<tr>
<td>46</td>
<td>2 pitches @ 4 : 4</td>
<td>(substitute players)</td>
</tr>
<tr>
<td></td>
<td>3 pitches @ 5 : 5</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>1 pitch</td>
<td>4 : 4</td>
</tr>
<tr>
<td></td>
<td>1 pitch</td>
<td>5 : 4</td>
</tr>
<tr>
<td></td>
<td>3 pitches @ 5 : 5</td>
<td>(substitute players)</td>
</tr>
<tr>
<td>48</td>
<td>4 pitches @ 5 : 5</td>
<td>(substitute players)</td>
</tr>
<tr>
<td></td>
<td>1 pitch</td>
<td>4 : 4</td>
</tr>
<tr>
<td>49</td>
<td>4 pitches @ 5 : 5</td>
<td>(substitute players)</td>
</tr>
<tr>
<td></td>
<td>1 pitch</td>
<td>5 : 4</td>
</tr>
<tr>
<td>50</td>
<td>5 pitches @ 5 : 5</td>
<td>(substitute players)</td>
</tr>
</tbody>
</table>

If there are more than 50 players, a second football field must be made available. Should there be 70 players, 40 players could play on the first field and 30 players could play on the second field. A possibility would also be to divide them into 35 players per field.
Organizing an Event
Playing Schedule - Pitch Allocation

Field divisions for the "4-on-4" play form.

- Arrange four outer pitches of approx. 20m x 40m on the touch lines/goal lines.
- Mark off a further pitch in the centre of the field.
- Use cones to outline the various pitches.
- Place the team names (A, B, C, etc...) well visible next to the pitches.
- Place the necessary number of bibs next to the pitch indicators.
### Organizing an Event
Playing Schedule - Pitch Allocation (3 of 6)

#### Organisation for 32 Players

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:4</td>
<td>4:4</td>
<td>4:4</td>
<td>4:4</td>
</tr>
</tbody>
</table>

4 Pitches 4:4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F
4 x G : 4 x H

#### Organisation for 33 Players

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:4</td>
<td>4:4</td>
<td>4:4</td>
<td>4:4</td>
</tr>
</tbody>
</table>

3 Pitches 4:4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F
1 Pitch 5:4 = 5 x G : 5 x H

#### Organisation for 34 Players

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:4</td>
<td>4:4</td>
<td>5:5</td>
<td>4:4</td>
</tr>
</tbody>
</table>

3 Pitches 4:4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F
1 Pitch 5:5 = 5 x G : 5 x H

#### Organisation for 35 Players

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:4</td>
<td>4:4</td>
<td>5:5</td>
<td>4:4</td>
</tr>
</tbody>
</table>

2 Pitches 4:4 = 4 x A : 4 x B
4 x C : 4 x D
1 Pitch 5:5 = 5 x G : 5 x H
1 Pitch 5:4 = 5 x E : 5 x F

#### Organisation for 36 Players

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:4</td>
<td>4:4</td>
<td>5:5</td>
<td>5:5</td>
</tr>
</tbody>
</table>

2 Pitches 4:4 = 4 x A : 4 x B
4 x C : 4 x D
1 Pitch 5:5 = 5 x G : 5 x H
2 Pitches 5:5 = 5 x E : 5 x F
5 x G : 5 x H

#### Organisation for 37 Players

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:4</td>
<td>5:4</td>
<td>5:5</td>
<td>5:5</td>
</tr>
</tbody>
</table>

1 Pitch 4:4 = 4 x A : 4 x B
5 x E : 5 x F
2 Pitches 5:4 = 5 x G : 5 x H
5 x E : 5 x F
5 x G : 5 x H
Organizing an Event
Playing Schedule - Pitch Allocation (4 of 6)

**Organisation for 38 Players**

- 4 Pitches: 4:4
- 1 Pitch: 3:3

**Organisation for 39 Players**

- 4 Pitches: 4:4
- 1 Pitch: 4:3

**Organisation for 40 Players**

- 5 Pitches: 4:4

**Organisation for 41 Players**

- 4 Pitches: 4:4
- 1 Pitch: 5:4

**Organisation for 42 Players**

- 4 Pitches: 4:4
- 1 Pitch: 5:5

**Organisation for 43 Players**

- 5 Pitches: 4:4
- 1 Pitch: 5:4
Organizing an Event
Playing Schedule - Pitch Allocation (6 of 6)

Organisation for 50 Players

5 : 5

5 : 5

5 : 5

5 : 5

5 Pitches 5 : 5 = 5 x A : 5 x B
5 x C : 5 x D
5 x E : 5 x F
5 x G : 5 x H
5 x I : 5 x J

Organisation for Players

A
B
C
D
E
F
G
H
I
J

Organisation for Players

A
B
C
D
E
F
G
H
I
J

Organisation for Players

A
B
C
D
E
F
G
H
I
J

Organisation for Players

A
B
C
D
E
F
G
H
I
J
# Points per Team alt. their Players

<table>
<thead>
<tr>
<th>Winner</th>
<th>10 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw</td>
<td>5 Points</td>
</tr>
<tr>
<td>Loser</td>
<td>0 Points</td>
</tr>
<tr>
<td>Goal Points</td>
<td>1 Point for every goal scored</td>
</tr>
</tbody>
</table>

# Example...

<table>
<thead>
<tr>
<th>Round</th>
<th>Result</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Round</td>
<td>A against B : 3 : 2</td>
<td>A : 15, B : 2</td>
</tr>
<tr>
<td></td>
<td>C against D : 1 : 1</td>
<td>C : 6, D : 6</td>
</tr>
<tr>
<td></td>
<td>E against F : 4 : 2</td>
<td>E : 14, F : 2</td>
</tr>
</tbody>
</table>

## 1st Round

<table>
<thead>
<tr>
<th>A against B</th>
<th>Result</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C against D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E against F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G against H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I against J</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2nd Round

<table>
<thead>
<tr>
<th>A against B</th>
<th>Result</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C against D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E against F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G against H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I against J</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 3rd Round

<table>
<thead>
<tr>
<th>A against B</th>
<th>Result</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C against D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E against F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G against H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I against J</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 4th Round

<table>
<thead>
<tr>
<th>A against B</th>
<th>Result</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C against D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E against F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G against H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I against J</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 5th Round

<table>
<thead>
<tr>
<th>A against B</th>
<th>Result</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>C against D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E against F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G against H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I against J</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rank</td>
<td>No.</td>
<td>Name</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>G</td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>I</td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>J</td>
</tr>
<tr>
<td>10</td>
<td>J</td>
<td>K</td>
</tr>
<tr>
<td>11</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td>12</td>
<td>L</td>
<td>M</td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>14</td>
<td>N</td>
<td>O</td>
</tr>
<tr>
<td>15</td>
<td>O</td>
<td>P</td>
</tr>
<tr>
<td>16</td>
<td>P</td>
<td>Q</td>
</tr>
<tr>
<td>17</td>
<td>Q</td>
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</tr>
<tr>
<td>18</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>19</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>20</td>
<td>T</td>
<td>U</td>
</tr>
</tbody>
</table>
## Organizing an Event

### Playing Schedule for 40 Players - 4-on-4 - (2 of 2)

<table>
<thead>
<tr>
<th>No.</th>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td></td>
<td>F</td>
<td>A</td>
<td>D</td>
<td>I</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>F</td>
<td>B</td>
<td>E</td>
<td>H</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>F</td>
<td>C</td>
<td>F</td>
<td>G</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>F</td>
<td>D</td>
<td>G</td>
<td>F</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>G</td>
<td>E</td>
<td>H</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>G</td>
<td>F</td>
<td>I</td>
<td>D</td>
<td>J</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>G</td>
<td>G</td>
<td>J</td>
<td>C</td>
<td>H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>G</td>
<td>H</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td>H</td>
<td>I</td>
<td>B</td>
<td>A</td>
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<tr>
<td>30</td>
<td></td>
<td>H</td>
<td>J</td>
<td>C</td>
<td>J</td>
<td>D</td>
<td></td>
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</tr>
<tr>
<td>31</td>
<td></td>
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<td>A</td>
<td>E</td>
<td>B</td>
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<tr>
<td>32</td>
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<td>F</td>
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<td>D</td>
<td></td>
<td></td>
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<td>C</td>
<td>G</td>
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</tr>
<tr>
<td>34</td>
<td></td>
<td>I</td>
<td>D</td>
<td>H</td>
<td>G</td>
<td>H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td></td>
<td>I</td>
<td>E</td>
<td>I</td>
<td>F</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td></td>
<td>I</td>
<td>F</td>
<td>J</td>
<td>E</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td></td>
<td>J</td>
<td>G</td>
<td>A</td>
<td>D</td>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td></td>
<td>J</td>
<td>H</td>
<td>B</td>
<td>C</td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td></td>
<td>J</td>
<td>I</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td></td>
<td>J</td>
<td>J</td>
<td>D</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Leading

When it finally comes to the delivery of the event, it will probably be the most critical part of the whole process. Now it will be shown if the planning and organizing has been done thoroughly, and you will see the outcomes of the planning and organizing process.

In this part of your event very good leadership will be required and expected from you!

A very basic definition of leadership is that it is the art of motivating a group of people to act towards achieving a common goal.

You as the leader in your group are the person that possesses the combination of personality and skills that makes others want to follow your direction.

The following skills are important when it comes to leadership:

- Motivation
- Coordination
- Delegation
- Communication

Additionally, the following points are very important for a good leader:

- Make others feel they have an important role
- Promote a vision
- Admit mistakes
- Stay close to the action
- Don’t criticise your staff / volunteers in public

Situations arise which require an immediate decision. On the event day it is crucial that all persons involved in the process knows their tasks: manage and coordinate them effectively!

Therefore, briefings play a very important role. The size and scope of your event determines the number of briefings. You should conduct at least two briefings during the day of the event: the first meeting should be before the event starts. It should involve:

- Confirming tasks and responsibilities
Leading an Event

- Discussing the programme
- Solving unanswered questions
- Motivating your staff / volunteers
- Having an event “walk-through”

To sum it up, the more thoroughly the planning and organizing has been carried out, the fewer problems should occur.

Furthermore, you should always have a contingency plan - Plan B - to anticipate and to act quickly.

Last but not least the following point is very important:

- **You should always try to keep a cool head!!!**

- **Do not panic! Every situation is manageable!!!**

A very good tool for you as an event manager to deliver a smooth event is to follow the different steps mentioned below:

1. Walk through your site as a visitor would
2. Manage by walking the event grounds
3. Communicate with departmental leaders, visitors and staff
4. Check key locations at key times
5. Delegate authority and action, ensure departments are self controlling
   (Be tactful: help is appreciated when it is needed, interference is not)
6. Deal with problems, but seek adequate information about them
7. Identify reasons for problems for future analysis and action
8. Work steadily and take breaks
9. Ensure you are visible at the beginning and the end

(Shone & Parry 2004, S. 234)
Controlling and Closing: Post-event

Unfortunately, a lot of inexperienced event managers believe that the event is over as soon as the final whistle is blown. That is a huge mistake!

Even though the event may be already over there are still several tasks which have to be completed.

For example, sorting out accounts, paying the bills and thanking all the volunteers, staff and even the participants. Therefore, it is crucial to stay focused after the event.

The closing down of an event is generally underestimated. The following figure will give you an overview of the tasks which have to be completed:

---

**Physical Close-Down**

Ensure that you leave the venue as it was found. This includes:

- Clear small items
- Cleaning and waste disposal
- Removal of utilities
- Site restoration and handover
- Returning of borrowed equipment
Controlling and Closing an Event

Administrative Duties

As a good Event Manager it is also crucial to ensure that the remaining administrative duties are done properly. These involve:

- Balancing the accounts
- Paying outstanding accounts
- Sending out reports to sponsors and key organizations
- Sending out results and media information
- Thanking and acknowledging volunteers, staff, participants and sponsors
- Holding a debriefing session

Evaluation and Recording

The last step of controlling and closing down an event involves the evaluation and the recording of your event. That can be in the form of a final report! You should keep in mind that each event is a good learning experience for you. To learn for future events, it is important to compare the plan of your event to how your event actually went. Furthermore, you can always draw conclusions out of an event.

Therefore, shortly after your event you should start to evaluate it. The evaluation process basically involves two key questions:

- Did we meet our objectives?
- What can be improved for the next event?

Please keep in mind that it is very difficult for an event manager to achieve total satisfaction.

But if you follow the different steps mentioned in the different chapters you can ensure that you achieve your goals.
How to integrate Life Skills into your Event

After having highlighted the major steps of how to plan an event, we now come to the part which makes your sports event a unique “Sport for Development Event”. By adding additional value in form of life skills to your event, you now have the possibility to educate children and youth by teaching them social capabilities and life skills which will make them better human beings.

Depending on demand, need, actuality and age-group, life skills exercises can be directly integrated into the game itself and / or communicated during the event.

The following gives you an overview of which life skills you can integrate into your event:
Fair Play

Fair Play is a good life skill which can be directly integrated into the tournament itself. Another advantage is that fair play does not limit itself to a specific age group. Before you integrate fair play into your tournament, you should have a basic knowledge of what fair play is all about.

Basic understanding of Fair Play

- **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

If you want to integrate fair play into your sport event, it is very important for you to communicate the “Spirit of Fair Play” during the event.

RATE:

- Respect also for the opponents
- Acceptance also for the weaker players
- Tolerance also with wrong decisions by the referee
- Empathy while evaluating one’s own conduct

Furthermore, fair play is also a very good example of how a life skill can address further life skills, such as

- Team Work
- Tolerance
- Respect
- Violence Prevention
Practical Examples of how to Integrate Fair Play into your Event

FAIR PLAY TOURNAMENT

During the tournament games, all teams are called to evaluate the conduct of the opposing team concerning fair play. The referee will collect the evaluation sheets and add the results. At the end of the tournament there will be a sporting winner and a fairness winner (the winning team can also be the fair play winner).

The effect is that during the whole tournament the kids and youth must intensively tackle the topic fairness and meticulously watch their own conduct as well as that of the others!

Tools:

Evaluation Sheets  Referee

Please keep in mind that you have different possibilities. Another option is that before the game the referee is requested to especially check fair conduct of 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 winner.

Another option is that the referee adds fairness points to the real score after each game. As a result a team which actually lost can also be the winner of the game.

STREETFOOTBALL TOURNAMENT

Before every game the teams come together and jointly agree on the rules (e.g., giving the opponent a high-five on every scored goal, etc.). That indicates that no referee is needed. After each game, the teams meet and jointly decide on the allocation of "Fairness Points".

By doing so, a Streetfootball Tournament also supports

- Communication
- Trust
- Shared decision taking
- Tolerance
- Creativity
- Respect
- Affirming rules, accepting them and abiding by them.
Integrating Life Skills into your Event
Fair Play

Rules

1. Fair play is a priority - no fouls or insults (always apply respect, friendship and peace principles)

2. Assist an opponent up from the ground after an unintentional tackle - shake hands and play on (friendship)

3. Number of players per team = 8, i.e. 3 reserves (5-a-side-playing)

4. Mixed gender: e.g. 4 boys and 4 girls

5. No referee - team captains and players must discuss and reach consensus on all matters - mediator can assist

6. The game is divided into three sections: Pre-match / Match / Post-match

7. Pre-match: A mediator assists the discussions on Fair play and rules between the captains and team members before the game starts, e.g. throwing the ball in from line-outs or kicking it in; does a girl's goal count double? no goalkeepers? no striking / shooting from your own half? etc. The mediator explains how the fair play point system will operate (the teams to allocate or not a Fair Play point to the other team during the Post-match discussion - to be motivated)

8. Match: Playing time - to be determined prior to the game (depends on number of fields, number of players and time available, e.g. 6min-a-side; 10min-a-side; 15min-a-side, etc. The mediator observes the match and assists if foul play occurs

9. Replacement of players - as often as possible

10. Post-match: The two teams, together with the mediator, discuss the match and negotiate the Fair Play point to determine the winner
### Integrating Life Skills into your Event
#### Fair Play

#### Time
1 - 4  
2 - 3  

#### Pre-Match
<table>
<thead>
<tr>
<th>1 - 4</th>
<th>1 - 3</th>
<th>1 - 2</th>
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</thead>
<tbody>
<tr>
<td>2 - 3</td>
<td>4 - 2</td>
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</tbody>
</table>

#### Match

<table>
<thead>
<tr>
<th>MATCH</th>
<th>RESULT</th>
<th>FAIR PLAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 4</td>
<td>:</td>
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<td>2 - 3</td>
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<td>3 - 4</td>
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</table>

#### Post-Match

<table>
<thead>
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<th>1 - 4</th>
<th>1 - 3</th>
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<tbody>
<tr>
<td>2 - 3</td>
<td>4 - 2</td>
<td>3 - 4</td>
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</tbody>
</table>

#### Point Allocation
- 3 or more goals: 4 points
- Win: 3 points
- Draw: 2 points
- Loss: 1 point
Respect and Tolerance

As mentioned before, fair play also fosters respect and tolerance. Nevertheless, there are also several ways to address respect and tolerance in a more direct way. Those two life skills can also be easily integrated in the game itself.

- **Respect** - for the coach, team-mates, referee, rules, gender, opponents, etc.
- **Tolerance** - in relation to the coach, team-mates, gender, opponents, other opinions, etc.

Practical Examples how to Integrate Respect and Tolerance into your Event

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**MIXED TEAMS**

One of the best approaches to foster respect and tolerance is to integrate girls into the teams.

In case you have a 5-a-side tournament, it can be communicated that it is compulsory that each team must have one or two female players.

Additionally, it can be decided that goals scored by girls count double.

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**CHANGING TEAM-MATES**

Another very good exercise to foster the understanding of tolerance and respect is the changing of fellow team-mates.

The main factor in this approach must be the indication towards the different teams that the present opponent could be your fellow team-mate in the next game. In every game 1 or 2 players have to play for the opponent!

As a result, one should respect the opponent and accept him or her.
Health and Hygiene

Without any doubt health and hygiene are major topics, which have to be addressed in the "Sport for Development" sector. Those two topics include the following items:

- Clothing
- Toughening
- Nutrition
- Alcohol, Nicotine, Medication
- Water and Sanitation
- HIV/AIDS

In order to answer all topics properly, it would have been necessary to compile a manual for each topic. Therefore, we will give you hints on how to address several issues in your event. As mentioned previously, some life skills can be integrated into the game itself, where others have to be addressed during the event.

This chapter will guide you on how to address topics such as Water and Sanitation and HIV/AIDS during your event.

Water and Sanitation

Every year more than 3 million people, mostly children, die from diseases due to inadequate water supply, sanitation and hygiene. Over half of the hospital beds in the world are filled with people suffering from water and sanitation related diseases.

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. 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.
Common health problems because of poor water and sanitation include:

- Water borne diseases (i.e. Cholera)
- Water washed diseases (i.e. Scabies)
- Water carrier diseases (i.e. Malaria)
- Water related diseases (i.e. Sleeping Sickness)

Therefore, you can use football as an entry point to capture attention and to educate youth and community members about water and sanitation through the game itself!

You can use football as a tool to educate youth and the community about:

- Football and safe water use
- Football and hand washing with soap
- Football and toilet usage
- Football and worm infection
- Football and solid waste disposal
- Football and stagnant water
Exercises that integrate Water and Sanitation awareness into your Event

(The following exercises have been adapted from WASH United www.wash-united.org)

THE TOILET-CUP

The Toilet-Cup is a perfect approach to educate children and adults about the issue of sanitation in a playful and funny way. Through this game the participants learn about the importance of sanitation for health, safety and the environment.

The Toilet-Cup is a target goal game with the motto “Every poo needs a loo!” In a playful way the participants tackle the issue of the sanitation crisis by kicking as many brown “poo-balls” as possible into the targets - they serve as toilets and latrines!

Participants who perform well can win a prize (T-shirts, caps, etc.).

This game is a very good approach to tackle sanitation in playful manner and to integrate life skills into your event!

Tools:

- Goal wall
- Brown balls
- Prizes

Age Group:
- Children (6-12)
- Youth (13-20)

How to integrate the Toilet-Cup into your event:

- The “Sport for Development Event” can be the Toilet-Cup itself!
- To bridge the time between the games!
- To bridge the time after the preliminary round and / or the final.
- Additional scoring possibilities after the game!
- For the spectators.
THE BLUE HAND GAME

This game teaches children and youth graphically how germs can spread - namely easily and quickly!

Blue chalk has to be rubbed onto a football. The children form a circle and toss the so called “germ ball” around.

After a while, all the participants end up with blue “germy” hands, which means that they have been infected by germs.

Tools:

- Ball
- Blue chalk

Age Group:
- Children (6-12)

How to integrate the Blue Hand Game into your event:
- To bridge the time between the games!
- To bridge the time after the preliminary round and/or the final.
- For the spectators.
PART 2

Integrating Life Skills into your Event
Health and Hygiene

THE HAND WASHING CHALLENGE

This exercise tackles the issue of washing one's hands properly. It shows the children that washing your hands with only water is not enough. The Hand Washing Challenge shows the children that they need to scrub with water and soap to get rid of all the germs.

Two children rub their hands with turmeric powder (a symbol for germs). One child will get water without soap and the other child will get water with soap to wash the hands. After approximately 30 seconds you can see who the winner is: the child who washed the hands with soap!

Tools:

- Tap or water bucket
- Soap
- Turmeric powder

Age Group:
- Children (6-12)

How to integrate the Handwashing challenge into your event:
- To bridge the time between the games!
- To bridge the time after the preliminary round and/or the final.
- For the spectators.
Integrating Life Skills into your Event
Health and Hygiene

Those are very good examples of how you can successfully integrate life skills into your event in a very playful way to educate children and youth.

Furthermore, you have the possibility to educate children and youth through different stations. Those stations can for example inform the children about:

- Safe water use
- Solid waste disposal and stagnant water
- Worm infection

You can also educate children and youth about those topics while they are doing their exercises!

**Safe water use**

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.

**Solid waste disposal and stagnant water**

To promote understanding of the health risks of rubbish in yards, neighbourhoods, as well as sports grounds, and eradicate the impact of waste disposed of in open sewers and toilets.

**Worm infection**

To educate on the high risks of contact with worms and snails that cause anaemia and bilharzia, retard the growth, and increase vulnerability of children to carry the highest load of worms, which causes them to often be sick and absent from school and sports.
In South Africa the HIV Prevalence rate is about 18%. Therefore, 1 in 5 adults (people between 15-49) in South Africa is HIV positive!

HIV stands for Human Immunodeficiency Virus. HIV is the virus which 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 common illnesses.

As already mentioned, HIV is the virus which causes 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 of level of the HIV virus in the body and regularly shows signs and symptoms of illness.

The time between the 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.

**HIV Transmission**

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

- Unprotected sexual intercourse
- Blood to blood contact
- Mother to child transmission
Integrating Life Skills into your Event
Health and Hygiene

The risk of infection with HIV is increased by:

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

HIV is not transmitted by casual contact! Casual contact with HIV-infected persons does not place you at risk of getting the virus. The virus cannot be spread by:

- Shaking hands
- Hugging
- Coughing
- Tears
- Sweat
- Sneezing
- Swimming pools
- Food
- Mosquitoes
- Toilet seats
- Animals
- Sharing dishes
- Air

HIV Prevention

You can for example prevent HIV by:

- Abstaining from sex
- Delaying sex
- Being faithful to one partner
- Using condoms
- Abstaining from drugs

Since you now have a basic understanding about HIV/AIDS, you can start thinking about how to integrate education about HIV/AIDS into your event!
Here you have different possibilities and approaches. First of all you can integrate education about HIV/AIDS directly into the game itself.

For example, by asking questions about HIV/AIDS after the game. Each team has to answer two questions about HIV/AIDS which - if answered correctly - then will then be added to the “real score”.

Examples for questions:

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

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

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

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

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

6. Only same-sex couples (e.g. two men) are at risk of becoming infected with HIV/AIDS. **FALSE**
   
   This is not true. Anyone who participates in unsafe behaviour can acquire HIV. In fact, in Africa, the two most common modes of transmission for HIV are heterosexual sex (sex between a man and woman) and intravenous drug use.
7. HIV is mainly present in semen, blood, vaginal secretions, and breast milk. **TRUE**

   This is true. These four body fluids contain and transmit HIV.

8. You can always tell if someone is infected with HIV. **FALSE**

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

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

   This is true. There have been a few cases of HIV transmission from performing oral sex on a person infected with HIV. While no one knows exactly what the degree of risk is, evidence suggests that the risk is less than that of unprotected anal or vaginal sex. The risk increases if:
   - You have cuts or open sores around or in your mouth or throat.
   - Your partner ejaculates in your mouth.
   - Your partner has another sexually transmitted infection (STI).

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

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

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

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

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

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

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

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

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

   This is true. Studies conducted by the Centers for Disease Control in the United States and elsewhere have shown no evidence of HIV transmission through mosquitoes or any other insects, such as bed bugs, even in areas where there are many cases of AIDS and large populations of mosquitoes.
Secondly, you have the possibility to showcase different football exercises about HIV/AIDS during the event. One possibility is to conduct different exercises during the different breaks.

**EXERCISE 1 - 20 MIN**

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

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

**EXERCISE 2 - 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.
EXERCISE 3 - 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 a short explanation. The players who got the answer wrong, have to do an additional exercise as a penalty (push-ups, knee-bends, etc.).
- The last player to have reached a field, even if it was the correct field, also has to do the additional exercise.

Variations
- At the beginning of the game, every player has 3 points. For every wrong answer, or being last on the answer-field, he loses a point. Players with 0 points will be dropped from the game. All players who still have all 3 points at the end of the game are the winners.

Information desks

Last but not least you also have the possibility to have information desks to inform participants, parents and the community about HIV/AIDS!

There you also have the possibility to have a playful approach by asking questions and by having small prizes for correct answers!
Gender

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

It is very important to integrate girls into football. As you may know, girls can benefit as much from football as boys. They acquire leadership skills, learn rules, participate in sports and learn team capabilities.

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-confidence, girls need orientation and exercises that connect to their strengths.
Integrating Life Skills into your Event

Gender

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.

With your “Sport for Development” you can help to solve the following problems when it comes to football and girls:

- Lack of recognition in society
- Prejudices towards girls' football
- Wrong training techniques
- Lack of qualified coaches and personnel
- Girls' huge potential for development is underestimated
- Promotion of girls' football is lacking

Furthermore, in case you want to include the leapfrogging of gender boundaries in your event, you have the possibility to tackle the following topics:

- Clarification of the advantages that playing football gives to girls
- Remove the apprehension that girls have towards playing football
- Promotion of sporting versatility
- Promotion of the popularity of girls' football
- Promotion of the development of the personality of young players
- Encourage girls to play football
- Encourage girls / women to become coaches

Exercises that integrate Gender into your Event

**MIXED TEAMS**

A very good tool to foster gender equality is the integration of girls into a team. There you have different possibilities. For example, it can be compulsory that each team must have two female players. In order to make this approach interesting you can decide that

- each goal scored by a female player counts double
- corners and free kicks may only be shot by girls.

But keep in mind that this approach is only practical and feasible for a specific age group. This is due to the fact that boys are physically superior with increasing age.
## Integrating Life Skills into your Event

### Gender

#### Differences between Girls and Boys in Football

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>BOYS</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 debilitating lower movements / ratios</td>
</tr>
<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>
</tr>
<tr>
<td>Skill when handling the ball</td>
<td>Are emotionally more dependent on others (especially the coaches)</td>
</tr>
<tr>
<td>Are more patient during exercises</td>
<td>Receive less financial backing for the sport</td>
</tr>
<tr>
<td>Have quick comprehension</td>
<td>Have few opportunities to earn money from the sport</td>
</tr>
<tr>
<td>Understand complicated exercises more quickly</td>
<td>Few female role models</td>
</tr>
<tr>
<td>Implement tactical instructions more quickly</td>
<td>Regard football as an unusual pastime</td>
</tr>
<tr>
<td>More pronounced sense of justice and fairness</td>
<td>Lack of support from parents, trainers and society</td>
</tr>
<tr>
<td>Social competence</td>
<td>Play is less physical</td>
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ONE TEAM CONSISTS OF A BOYS’ TEAM AND A GIRLS’ TEAM

This approach is for example advisable if you want to conduct a school tournament (or if you contact football clubs who have enough girls and boys). As a precondition you need enough female players who can form their own team as well as their own tournament group.

Each school team consists of a male and a female team! That means that both teams form one big team.

Each team plays in its own group - the boys play in a boys’ group and the girls' play in a girls group.

As a result, the boys only play against other boys and the girls only play against other girls.

It may seem like you have two different tournaments going on: a boys and a girls tournament! But here is the solution to foster gender equality:

- Both teams will be assessed together! After the tournament the score of the boys’ team and the girls’ team will be added to a common score!

Hence, both teams win and lose together! Furthermore, this approach helps to foster the following points:

- To cheer each other
- To support each other
- Team work
- Respect and tolerance for the other gender

You also have the possibility to showcase different mixed gender training sessions during your event. Very good timeslots are breaks during the games, after the preliminary round or before the finals.

It is advised that each session only takes up to ten minutes!
EXERCISE 1 - 10 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.

EXERCISE 2 - 10 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
Please keep in mind that we offer you different approaches and tools to foster fair play, to leapfrog gender boundaries, to tackle HIV/AIDS and to educate youth about health and the environment. We hope that this short module on “Sport for Development Events” serves you as a guideline to plan an event and to successfully integrate life skills in the event.

But if you as an instructor, a coach, a teacher, a community worker, a player, etc. have different approaches and exercises on your mind to integrate life skills into your event or to communicate a specific message, you can also integrate them into your “Sport for Development Event”.

References

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