Case Example

2006 World Cup Final - Olympiastadion in Berlin, Germany - 9 July 2006

The score is 1:1 and the full 90 minutes have been played - the game goes into extra time. The tension is high on both sides as this is not just any football match and there is a lot at stake. Also, this is Zinedine Zidane’s final performance in international football - he plans to retire after this match.

During the last few minutes of extra time, Zidane is about to score the winning goal for France. The opposing goalkeeper manages to intercept the goal and prevents Zidane from scoring the goal. Zidane’s frustration is building.

Immediately after the missed goal opportunity, Materazzi approaches Zidane. Some words are exchanged - is he provoking an already frustrated Zidane? Whatever is being said doesn’t sit well with Zidane and he turns to confront Materazzi.

Zidane head-butts Materazzi squarely on the chest. Materazzi falls to the ground, apparently in excruciating pain.
Materazzi seems to be injured and the referee calls for medical assistance, but he recovers shortly after. A still clearly upset Zidane receives a red card...

...and gets sent from the field for his actions - ending his World Cup hopes and dreams. An inglorious end to an incomparable career.

Italy goes on to win the match in a penalty shoot-out (5-3) and so the tournament, becoming the World Champions.

As seen in Lesson 1 often verbal violence turns into physical violence over time: if a player is called names or provoked by an opposing player this may result in him/her using physical violence to retaliate.

In many cases we need to be aware that the victim is the actual “instigator” of violence. In other cases the “instigator” of violence is not immediately visible; he/she may encourage the use of violence. We also call these instigators “secondary parties” of a conflict. See Lesson 2 - Conflict analysis.

There is no easy or clear solution to the problem, therefore participants shall be aware of the thin line between victims and perpetrators in a football environment.

As shown in Lesson 3, it is important to intervene in conflicts early enough, so that a victim of verbal violence does not become a perpetrator.
The Economic Consequences of Violence

The consequences on economic development concern on the one hand the economic productivity of individuals: their ability to perform, to learn and to deliver work is hampered. In severe cases, in particular when victims of violence do not receive appropriate psychological support, the economic productivity, including the ability to engage in learning processes and to stick to commitments can be limited on a long term basis.

On the other hand, much time, energy and resources are spent to curb violence and to care for its victims. The private security industries have been one of the largest growing industries, which arguably have its own benefit of creating jobs. At the same time many resources - be it state or private resources - could be spent on more productive projects. Violence is also discouraging economic investments, be it international economic investments generally in the country, or local investments in specific communities.

The Social Consequences of Violence

Violence disrupts the social fabric of a society on all its levels. Research has shown that victims of violence struggle to form social relationships resulting in social disengagement and isolation. Family violence often leads to long term broken relationships within families thereby taken away the family as the primary support structure of many children and youths. Violence in schools, in particular when teachers are involved, is furthermore disrupting another important support structure for children and youths.

Violence, in particular intergroup violence furthermore, leads to broken relationships on the community level, which often leads to the denial of access to community resources by those population groups that do not affiliate with those in power. Broken relationships on the community level also in many cases make community development work extremely difficult and much care needs to be given by development agents such as the state and civil society organizations, when intervening in these communities so to not fuel existing conflicts.

More generally, given the high incidences of crime and violence in South Africa, it is possible to speak of a culture of fear. Fear of crime and violence becomes a day to day topic and is a major decision maker on many levels - be it decisions whether or not to go out at night, to join an event, how to build and fence my house and even how to design cities (e.g. gated communities are dominating urban planning housing strategies for the more wealthy while City Improvement Districts are increasingly established in public spaces). The negotiation and building of social relationships, especially between racial groups, has become increasingly difficult in South Africa because of fear of crime and violence.
The Psychological Consequences of Violence on Individuals

One of the main psychological effects of the experience of violence is “trauma”, visible in Post Traumatic Stress Disorder Symptoms (PTSD). Beliefs, expectations and assumptions about the world play a pivotal role in determining the effects of victimisation. The experience of trauma shatters three basic, healthy assumptions about the self and the world. These are: the belief in personal invulnerability (“it won’t happen to me”); the view of the self as positive; the belief that the world is a meaningful and orderly place, and that events happen for a reason. Violence, or trauma that is inflicted by a fellow human being, shatters a fourth belief: the trust that other human beings are fundamentally benign. These four assumptions allow people to function effectively in the world and to relate to others. After an experience of violence, the individual is left feeling vulnerable, helpless, and out of control in a world that is no longer predictable. Unresolved trauma can lead to both increased vulnerability of the victim to further victimisation and to the victim turning him or herself into a perpetrator of violence.

Psychological support in terms of individual and group counselling and other processes to deal with the traumatic experience are therefore an important means to prevent violence in a society like the South African, where the majority of its people have experienced violence in its different forms and at different stages in their lives.

In a society that is challenged by high violence rates, multi-stakeholders approaches to address violence are crucial to not only address violence but also to allow any other form of social and economic development. You and your football programme can play an important role.
Given the extent of violence in many communities it is very likely that some of your players have experienced severe physical violence. The experience of severe violence may have strong psychological impact on both the victim and the perpetrator such as trauma or traumatic responses. Research indicates that unresolved trauma can lead to both increased vulnerability of the victim to further victimisation and to the victim turning him or herself into a perpetrator of violence. Psychological support such as counselling and other processes to deal with the traumatic experience are therefore an important means to prevent violence in a society like the South African, where the majority of its people have experienced violence in its different forms and at different stages in their lives.

In this lesson we will learn more about traumatic responses of children and youth and how coaches can recognize a traumatized child.

What is Trauma?

*The word “trauma” comes from the Greek word which means “wound to the soul”.*

We define trauma in the following way:

- Many bad and unpleasant things can happen to people during their life time.
- Not all bad things are traumatic and not all stressful things are bad.
- In order to understand and deal with trauma appropriately, one needs to clearly define it.
- There are certain reactions that victims of trauma are expected to display and in order to best help it is important to distinguish trauma from other difficult life events.

Trauma occurs when a person experiences or witnesses an event that involves:

- Actual or threatened death or serious injury;
- A response of intense fear, helplessness, or horror;
- A belief or knowledge that he / she or others present, may be injured or killed;
- Great danger and powerlessness.
Examples of Trauma:

- Violent crimes (rape, assault, attempted murder, murder, etc)
- Child abuse
- Physical or Sexual Assault
- War
- Political violence
- Torture
- Natural disasters (floods, earthquakes, fires)

It is important to distinguish between trauma and other stressful or difficult events. This does not mean that these other events are not just as painful or difficult. A great deal of research has found that reactions to trauma are similar and so clear treatments have been developed for trauma. These may not be the best approach to other events such as helping someone deal with the death of a loved one or divorce.

Be aware: A traumatised person needs professional help. Healing of trauma is a very long process, and you as coach will not have the skills nor the time to help the traumatized person sufficiently. Your task is to refer a victim of trauma to an institution that can provide professional help. See Lesson 7.5 on this.
Sub-Group Work 2 - Identifying Symptoms of Trauma in Youth and Children

Please think of the children that you work with in your football teams. Now that you know what trauma is can you think of children that have been traumatized? How do those children express traumatic experiences?

Task:

- Please discuss in your group what symptoms of trauma you have seen in the children you work with.
- Make a list of all symptoms.
- Pick out 1 or 2 examples where you share the story of a child / youth:
  - How old was the child / youth?
  - What did he / she do?
  - Which symptoms did he / she display?
  - What do you know about the reasons for it?
- Select a presenter to present the list of symptoms and the detailed story / ies in the plenum.
Symptoms of Trauma in Children - 6 to 12 years old

Children in this age range may show:

- extreme withdrawal (not talking or playing with others)
- disruptive behaviour
- inability to pay attention
- regressive behaviours (or anything they did at a younger age that they start to do again, such as wetting the bed)
- nightmares
- sleep problems
- irrational fears
- irritability
- outbursts of anger and fighting
- complain of stomach-aches or other bodily symptoms that have no medical basis
- refusal to attend school
- academic and social school performance often suffers
- depression
- anxiety
- feelings of guilt
- emotional numbing or "flatness"

Symptoms of Trauma in Youths / Teenagers - 13 to 20 years old

Youths / Teenagers may show responses similar to those of adults, including:

- nightmares
- intrusive memories of the event
- flashbacks (remembering the incident in such a powerful way that it feels as though the incident is happening again)
- avoidance of any reminders of the traumatic event
- emotional numbing
- depression
- substance abuse
- problems with peers
- anti-social behaviour

Also common are:

- withdrawal and isolation
- physical complaints
- suicidal thoughts
- school avoidance
- concentration problems
- academic decline
- sleep disturbances
- confusion
- feeling extreme guilt over his or her failure to prevent injury or loss of life
- having revenge fantasies that interfere with recovery from the trauma
Coping with Trauma

Coping behaviour is what a person does to deal with difficult situations. It can be positive or negative.

Negative ways of coping

The ways that children cope negatively with trauma (maladaptive responses in the long-term):

- Dissociation (The child may appear unaware of what is going on around them, “lost in thought”, lost in their own world or daydreaming. Dissociation allows the mind to distance itself from experiences that are too much for the mind to manage at that time).
- Fantasies (including fantasies of revenge or making things the way they were before).
- Social isolation.
- Other ways...

Positive ways of coping

- Getting support; asking for help and telling someone they trust and being listened to.
- Expression: Talking, drawing, acting out feelings through imaginary or fantasy play with toys.
- Identifying their feelings and naming their feelings in words.
- Supportive practices and rituals in a community.
- Reasoning through things e.g. realising that there is nothing the child could have done to prevent the bad situation or problem solving (Problem solving involves the following steps: Thinking about alternatives, assessing the problem, assessing resources to solve the problem - who could help me, have I ever had similar problems, what have adults taught me about this, using physical resources - choosing a course of action). This may be more appropriate for older children.
- Using their body to reduce tension, for example: Relaxation exercises.
- Creating a supportive environment with the other children: Looking at how children can help each other.

The child’s ability to cope will be increased depending on how the significant people in his / her environment and the community respond to the child. See Lesson 7 for more information on how coaches can strengthen the coping mechanisms of their players.

Some other things to think about in coping

- Different people have different ways of coping.
- There are similarities in the ways people cope so we can learn from the things that other people have tried.
- The same coping strategies may be experienced as both helpful and as making coping more difficult. This may even be the case for the same person- sometimes something will work at another time it will not.
Using Football Exercises regarding the Topic

The Life Skills listed below represent those that should be focused on to support the victims in this situation. Some of them are incorporated in the Football Exercises on the following pages.

Note that the exercises are divided into two sections. Six exercises for children aged 6-12 and six exercises for youths / teenagers aged 13-20.

Types of Equipment useful for these Exercises

- Pitch
- Footballs
- Cones
- Corner poles
- Goals
- Bibs in different colours
- Markers
- Blindfolds / Scarves
- Whistle
- Watch / Stopwatch

Information regarding the topics 'Coaching Basics' (Supplement 3), 'Preparation of Training' (Supplement 4) and 'All Sides of Training' (Supplement 5), have been added in the 'Work Sheets - Supplements' section of this manual.
LESSON 5

Understanding Victims of Violence
Football Exercises for ages 6-12

SELF-CONFIDENCE

Two Goals next to each other with Goalkeepers
Organisation
- Put up two goals next to each other, 15 meters apart, with goalkeepers
- Divide players, all with a ball, into two teams and position them in front of a goal
- Mark a line 15 meters in front of the goals

Procedure
- Exercise 1: dribble straight towards the line and shoot at the goal
- Exercise 2: dribble with a dummy move and shoot at the goal
- Exercise 3: pass the ball a few meters to the front, follow and shoot at the goal
- Exercise 4: dribble diagonally towards the line and shoot at the goal

Pointers
- Equipment: If possible, every player should have a ball. Should there not be enough balls for all the players, arrange for a back pass exercise to the teammate positioned behind the player, by requiring an exercise on coordination on the way back
- Motivation: organise a competition between the two teams.

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

COMMUNICATION

Looking for Similarities
All children run around in a small playing area in total disarray, while trying not to crash. When the coach gives the signal, all the children find a partner with whom they then have to find three common interests, e.g. "We love eating Pizza", "We are both wearing a white t-shirt", "We both love running". Then all the children form a circle and communicate their common interests to the others. In the next round groups of three have to be formed. After that, groups of four, five or more children have to be formed.

Variations
- The coach only advises the players by shouting how many members the group must have.
- With increased playing time, the possibilities to find common interests are limited: e.g. the outer appearance, sport and favourite food may no longer be taken into consideration.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
LESSON 5

Understanding Victims of Violence
Football Exercises for ages 6-12

SELF-CONFIDENCE

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 chest to chest
- 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

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

TEAMWORK

2-on-2 at Small Goals
- Small pitches of 12m x 8m with small goals on the outer lines.
- Two teams of two players each per pitch kick goals.
- Game duration: 2 minutes - thereafter break time.
- Add some time if there are no replacement balls.

Variations
- After the end of the game, one pair of players moves to the right and one pair of players moves to the left: a new match-up. Four games per pair, who will win the games?
- One player per team in the goal and the other player on the pitch for 1-on-1. Swap after one minute.

Include in training session: WARM UP  MAIN PART  CONCLUSION  COOLING DOWN
LESSON 5

Understanding Victims of Violence
Football Exercises for ages 6-12

SELF-CONFIDENCE

Simplified Game
- Mark off a few small pitches
- Divide children into small teams (3-on-3 or 4-on-4), without goalkeepers
- Set up big cone goals and pole goals
- Unhampered play at two goals

Pointers
- Motto: Rather two pitches with 4-on-4, than one pitch with 8-on-8! Because: small teams and small pitches allow for a more intensive playing experience and many ball contacts
- One should play with a light ball
- Handle the off-play rule generously

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

SELF-CONFIDENCE

1-on-1 against 2 Goals
- Mark a pitch of 15m x 25m
- Place a goal with goalkeeper on each baseline
- Divide the players into two teams and place them diagonally opposite each other next to the goals
- Only the players of one team have balls
- The first player of the ball owners dribbles onto the pitch
- At the same time a player of the opposing team runs onto the pitch for a 1-on-1 against two goals with
- The goalkeeper.
- As soon as a goal has been scored or the ball is out-of-play, the next two players start their 1-on-1.
- Exchange the attackers and defenders after ten rounds
- Which team scored more goals?

Variations
- The ball owner passes the ball to the opposite player before the 1-on-1 situation.
- The ball owner throws the ball to the opposite player.

Pointers
- If the 1-on-1 takes longer than 30 seconds, abort.
- Urge the players to play the 1-on-1 fairly.
- The goalkeepers play as additional passers in the rear area.
- If the game does not get going properly in exercise 3, then roll the ball.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
LESSON 5

Understanding Victims of Violence
Football Exercises for ages 13-20

SELF-CONFIDENCE / TEAMWORK

3-on-1 over Goal Lines
- Mark off four pitches of 20 x 20 metres each.
- Three strikers play against one defender between two lines and have to dribble over the opponents’ outer line by playing together and doing safe passes.
- After successfully dribbling over the outer line, the attacking team keeps the ball and attacks towards another outer line.
- After the defender wins the ball, he changes places with the striker who lost the ball to him.

Variations
- Limit the number of permitted ball contacts!
- The defender changes places with a striker after a certain number of attacks.

Pointers
- Possibly play with offside, depending on ability.
- Note break times (gymnastics!)
- Win space through passes and dribbling!
- The players may not have set positions. Pay attention to changes of position!
- Play the game with a "broad" layout.

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

TEAMWORK / STABILITY

5 players, 4 feet, 3 hands
Dribbling in a certain section of the pitch. The coach calls out
- Number of players that have to come together
- Number of hands that have to touch the ground/the ball
- Number of feet that have to touch the ground/the ball.

The group that has succeeded first is the winner. The group that finishes last has to do press-ups, knee-bends, etc. The next round will start with a new task, e.g. dribbling with the soles of the feet.

Talk with your players about this game:
- Teamwork is necessary if you want to be successful as a team. Everybody participates, thereby adding to the success of the team.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
LESSON 5

Understanding Victims of Violence
Football Exercises for ages 13-20

SELF-CONFIDENCE

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.

TRUST

Trust in your Teammates
“Carrying the Frozen Person”
- Five players together.
- Four players carry the fifth player around the field.
- The “frozen person” has to stiffen his / her whole body.
- Two players will carry the person at the shoulders and two players will carry the person at the legs.
- Change after 30 seconds or 1 minute.

Variations
- The whole team lies in two rows on the ground.
- Heads of the players show to the centre.
- Lift one player (frozen person) from one end to the other.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
LESSON 5

Understanding Victims of Violence
Football Exercises for ages 13-20

SELF-CONFIDENCE / TEAMWORK

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

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

SELF-CONFIDENCE

6-on-6 plus Goalkeeper
- One goal on the baseline and one goal on the halfway line.
- 6-on-8 against two goals with goalkeepers. The team with the numerical disadvantage kicks off. The "red" team is instructed to immediately change over after winning the ball and to shoot a goal as soon as possible.
- If the ball scores a goal or is out, the blue team takes the kick-off.

- Exchange the tasks after five to ten minutes.

Variations and Pointers
- Same procedure with limited contact for the team with the numerical advantage.
- Assign the teams to specific positions.
- If needed interupt the game and demonstrate the changeover after winning the ball.
- Conclude by playing a 7-on-7 plus goalkeepers.

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

When scoring as a team, the players understand what it means to have positively effected another person - in this case the teammates.

Encourage the players to persevere - even if the odds are against them.
Risk Factors for the Use of Violence

Risk factors for violence are factors that may make a contribution to a person to use violence in a specific situation. When thinking about risk factors for young people using violence it is helpful to distinguish biosocial, psychological and social risk factors. In each case we also need to distinguish between the root causes and the situational factors, which trigger violence in a specific situation.

1 - Biosocial Factors

We call these bioSOCIAL factors rather than biological factors because biological factors interact with social environments, they do not have an effect on their own. For example, the most proof for a link between biological factors and the potential for adult violence has been found in the combination of birth complications (biological) and negative home environments (social). Biological theories about violence are unpopular in that they imply that certain human beings are born “bad”. They have also been used to justify discrimination against certain groups (e.g. Apartheid).

The following factors have been linked to violent behaviour:

- Abnormal brain structure
  (e.g. This can occur through birth difficulties. Damage to specific areas of the brain is linked to violent behaviour.)

- Poor diet in children
  (especially protein deficiency)

- Nicotine
  During pregnancy, it has been linked to nerve and brain problems.

- Environmental toxins

- Hormonal factors

- Low resting heart rate
  This is your heart rate when you are not active. This means it may take more intense experiences for a person to feel excited or scared (for their heart to beat fast) so they may seek out extreme thrilling experiences including violence. More research is needed on this.

- Genetics
  Genes don’t directly cause violent behaviour but there may be genes which increase the probability of criminal behaviour. The social and physical environment influences that genetic potential.

- Gender
  More males are violent. (There are a number of reasons for this)

- Age
  As age increases, the number of male offenders per thousand males increases steeply at puberty up to a peak at about 18 years and then declines. This is called the male-age crime curve.

\[2\] The list of factors is based on research on the use of violence in South Africa. The factors may have to be adjusted in other social, cultural or political contexts.
This has been explained by dividing male offenders into two categories with different causes of violence:

- *Life-course offenders* are seen to have biological risk factors which are later made worse by problem social interactions and eventually they are trapped in an offender's life style.

In most adolescents, frustration means they find exciting lifestyles in their environment and break away from parental control to participate in this way of life - this can involve drinking and criminal activity.

- *Adolescent limited offenders* model the behaviour of *Life-course offenders*, explaining the peak of criminal activity around age 17. But they are able to stop offending when they realise they will get more benefit from getting a job, or continuing education.

There are other factors for example hormones that contribute to the peak of crime at age 17/18.

2 - Psychological Factors

- **Verbal Intelligence**
  
  A *lower verbal communication ability* is a risk factor for violence because the person cannot put their feelings into words and instead acts on their feelings impulsively.

- **Impulsive behaviour**
  
  Impulsive behaviour in childhood that continues on into adulthood is a risk factor in violence.

- **Psychological experience of ‘injury / abuse / neglect / trauma’**
  
  Perpetrators of violence or crime are often both a victim and a perpetrator in one person. The "cycle-of-violence hypothesis" suggests that children who were abused or who witnessed abuse will become abusers (but also they will become victims again). This idea of a "cycle" must be approached with caution because most victims DO NOT become perpetrators.

- **Aggression and the Violation of others’ rights in childhood**
  
  Children below age 13 who show aggression and violate the rights of others are at risk for developing both substance abuse and later violence.
3 - Social Factors

- Alcohol
  Alcohol has been closely linked to violent deaths. High rates of alcohol are found in both victims and perpetrators suggesting that alcohol creates risk for both becoming violent and being a victim of violence.

  People who are traumatised often use alcohol as a way of feeling better (more relaxed or numbing their emotional pain).

- Education
  Good quality education is one of the main ways that children are protected from criminality.

- Family Environment
  Youth involved in crime speak about broken homes as one of the main things that most influenced them to participate in crime. Tension, conflict, abandonment or eviction, rejection and feeling unloved characterised their family life.

  Family management practices:

  Unemployment, poverty, illness and parental conflict prevent effective family management. Family management is more than discipline methods. It also includes:

  - How much supervision is given
  - How clearly caregivers communicate their expectations to children
  - How much praise and reinforcement is given for positive behaviour
  - Specific styles of disciplining children
    Passive or neglectful discipline OR Highly authoritarian discipline (the use of physical punishment, criticism of the child, threats of maternal deprivation)
Young People at Risk of Being Violent (Perpetrators)

△ Violence in the family
Children learn by observing others that violence is an acceptable way to deal with problems and an effective way to maintain power and control over others.

△ Single parent families
Being in a single parent family is not necessarily a risk for violence. It depends on quality of parenting or family dynamics, and the consistency of supervision, and the communication and monitoring of norms, values and expectations. Conflict between parents is a higher risk factor than a single parent home with a loving mother.

△ Loss of a Caregiver / Poor Attachments
The loss of a caregiver is not necessarily a risk for violence. Losing a caregiver can mean there are problems with bonding and the quality of family management for the child which is linked to later violence.

○ Poor influences
Having friends who are participating in criminal behaviour or violence makes it more likely for adolescents to behave in this way.

△ Gangs
Gangs provide for the psychological needs of identity and belonging for children who may not be having these needs met in their family or school. Gangs may also meet their financial needs.

○ Social Learning
Children learn from their family, peers and the community to be violent. However, learning is unique for each person and we cannot say this is the only factor leading to violence.

○ Lack of social skills such as tolerance, conflict handling skills

○ Lack of understanding of or different interpretation of democracy and ability to participate in decision making; frustration about lack of service delivery and about the lack of perspective in life allowing youth to escape the cycle of poverty and violence.
LESSON 6

Young People at Risk of Being Violent (Perpetrators)

- Self justice and retaliation
  Lack of faith in criminal justice system and the perception that there will be no serious consequences for criminal activity

- Cultural and social beliefs
  Specific cultural or social beliefs condone or promote violence as a legitimate way to get what you want: e.g. myths around the cure of HIV/AIDS; witchcraft; patriarchal society where women and children are devalued and vulnerable;

- Public Violence
  There is a link between Public and Private Violence, e.g. one study shows that in countries that condone violence (e.g. they have the death penalty, corporal punishment), have a legal system which allows certain types of violence (for example, guns are permitted) and have media violence, women are 8 times more likely to be raped.

- Inequality and poverty
  It is not poverty but rather high levels of inequality in a country that are associated with high levels of violence. (i.e. a big gap between the rich and the poor). Children and adults’ psychological needs for control, a sense of achievement in their life, hope and self-esteem, and social needs for acceptance and status can be met through violence when there are no other ways to meet these needs; Lack of perspective in life and resulting greater preparedness for risky behaviour.

- Community
  Weak social structures; over-crowding and high population concentrations, population transience; lack of services, activities and places of social inclusion for youth in communities; social norms which encourage the use of violence to cope with difficulties (such as in the case of xenophobia, gender based violence as well as political violence); rivalry between social and political groups; social norms that discourage talking about violence; exposure to community violence has been associated with a decrease in school performance, substance abuse, emotional disturbances and behavioural problems among young people

- Apartheid history
  Apartheid and our colonial history is linked to current violence in many ways:
  - A “culture of violence” developed in South Africa due to the violent nature of the apartheid state and the violent responses to the state.
  - Trust and social connection were broken down in families, communities and between race groups and sub-groups. Trust is essential for children to form attachments to other people and for healthy development.
  - The strengths of cultures were broken down, like a culture of respect for elders and thinking of the wellbeing of others. This can explain some of the difficulties now with social order and control.
Young People at Risk of Being Violent (Perpetrators)

Protective Factors for the use of violence

Protective factors that may prevent youth from using violence include:

- Access to good education
- Strong family structures
- Positive peer influence
- After school programmes involving youth in meaningful activities
- Good supervision of children and youth
- A vision in life
- Good health and an interest in good health
- Good social skills
- Good communication skills
- Ability to express and handle emotions
- Having access to psychological support
The Cycle of Victimisation and Violence Perpetration

Perpetration and victimisation are very much interlinked. The CSIR (The Council for Scientific and Industrial Research) offers this explanation of how a person victimised in childhood crosses the line to become a perpetrator of violence.

The Cycle of Crime and Violence:

The child starts out as a vulnerable victim:

1. The child is born into a family with problems.
2. They experience neglect and or abuse.
3. They encounter violence as a normal part of life (social learning).
4. There is little supervision of them during and after school (poor education experiences, poor family management practices).
5. They begin to stay away from school.
6. They may even run away from home and become a street child.
7. Their basic needs are not met (poverty) and they see how others are living well.
8. They are tempted to commit crime. At this point they cross the line between being a victim and an offender.
9. They commit a petty crime like stealing food or money.

Notice that this is all happening in an environment in which “low trust” is at the centre of the child’s experiences.

- They feel useless.
- They are moving around a lot (migration) and have little stability.
- There are guns, alcohol and drugs in an environment of poverty and / or inequality and materialism, which puts them at greater risk of violent perpetration and being victimised.

10. They may be drawn into a gang (their needs for belonging, identity are met here. They also are able to meet their basic needs through criminal activity).
11. They may engage in prostitution to get money. They may experience further victimisation through these activities.
12. At this point, they may come into contact and conflict with the legal system, the police, the courts, and the criminal justice system. They may be in and out of jail. They may be further victimised here.
13. They engage in high risk behaviours such as violent crime and unprotected sex (alcohol is a situational risk factor in this behaviour). They may become HIV positive or become pregnant*.
14. They have not engaged in formal education and are now young adults without an education that may help them to find formal employment.
15. They have no hope for the future.

* Pregnancy at this stage means that they are teenage parents who again have a high chance of the poor family management practices (neglect and abuse in a violence environment, not supervising their children) that increase the risk for violence and crime in their own child. Their emotional state (being hopeless, even depressed) means that they may not bond well with their children or provide a positive emotional experience of trust for the child. A new family with problems is started and the cycle continues.
NOT all victims become perpetrators, but most perpetrators have been victimized or neglected.

Draw a big circle on the flip chart. Write “100 victims” inside the circle. Then explain that perhaps 6 of those victims may become perpetrators. Draw a small circle inside the big circle and write “6 offenders” inside it. **Most of the victims would not become violent.**

Draw another big circle on the flip chart. Write “100 violent offenders” inside the circle. Then explain that MOST of those perpetrators would have been victimized. Draw a medium circle inside the big circle and write “90 offenders” inside it. **Most of the perpetrators would have experienced victimisation.**
Using Football Exercises regarding the Topic

The Life Skills / listed below represent those that should be focused on to support the victims in this situation. Some of them are incorporated in the Football Exercises on the following pages.

- Team-spirit
- Goal / Success
- Vision
- Handicap
- Health
- Responsibility
- Respect
- Communication
- Self-awareness
- Accept Rules
- Integration
- Social Skills

Note that the exercises are divided into two sections. Six exercises for children aged 6-12 and six exercises for youths / teenagers aged 13-20.

If you would like to familiarize / re-familiarize yourself with the topics ‘Coaching Basics’ and ‘All Sides of Training’, a supplement has been added in the ‘Work Sheets - Supplements’ section of this manual.

Types of Equipment useful for these Exercises

- Pitch
- Footballs
- Cones
- Corner poles
- Goals
- Bibs in different colours
- Markers
- Blindfolds / Scarves
- Whistle
- Watch / Stopwatch
ACHIEVE GOAL / SUCCESS

Making the ‘Perpetrator’ your Assistant Coach
- Meet with your assistant before the training session.
- Let him / her help you come up with certain events for this training session.
- Discuss possible scenarios for your new assistant to grow.
- Take the opportunity to coach not just in football but also in the players life skills.

It is vital to praise your new assistant on a job-well-done. Also make sure to give him / her a fair amount of responsibility, this builds self-confidence.

RESPONSIBILITY / HEALTH

Cleaning up the Pitch
- The players clean up the pitch during warm up.
- They walk in two rows, one after the other, over the pitch.
- If somebody from the first row finds rubbish, he / she gives it to the person behind him / her.
- This person has to run to the goal, where a rubbish bin has been placed and has to put the rubbish in it.

On a clean pitch (street, city, country, world) you can play (live) more successfully!

- After that he / she runs in front of the person who gave him / her the rubbish and they continue.
- Play ±5-10 minutes or until the pitch is (nearly) clean.