Strengthening your players’ ability to express emotions

While coaching players through the season you most likely encounter a roller coaster of emotions experienced by your players. You will encounter joy and (over-) excitement as much as disappointment, frustration and anger. These emotions are normal for anyone with a passion for the game and will to win, but need to be taken seriously. Emotions such as anger and frustration are often much stronger in a child that has been traumatized (see symptoms of trauma). It is crucial that players learn to recognise feelings within themselves that could lead to violence, and it is important that they learn to express these emotions verbally. If not expressed and dealt with constructively these emotions can lead to violent behaviour towards the self (e.g. drug abuse, or even suicide) or towards others (e.g. revenge acts).

Below you find an example how to encourage players to deal with these emotions such as frustration and disappointment in a constructive manner. Having learned this in the context of football, may allow players to apply this in other spheres of life.

Steps in managing emotions:

- Acknowledge the emotion the child is expressing, for example: “I can see you are very ...”

- Externalise the problem: Ask the child what caused this: “What is making you ...?”

- Ask the child about how they have coped with this emotion before: “When you have felt this way before what helped you calm down of feel better?”

- If there are kids watching you may want to ask them what are some of the things they have done that helped them when they were feeling this way. Involve the other children. Fostering connections with kids in front of other kids is important. Just identify the issue and pull the other children in to help each other, foster team work and connection between them.

- Try to get the child to try one of these strategies

The five steps above can be done with other emotions too such as anger, disappointment, frustration, jealousy. You will get to know what each child needs to do to manage their emotions. You can remind children what helped on previous occasions.
Helping players to deal with emotions through football exercises

As much as it is important to help players to express their emotions, it is also important to help players to tackle the causes for the emotional outbursts. Football exercises can help you to do so. Below you find some examples:

- Frustration or disappointment about a lost game or bad performance by an individual player: run exercises that are fun and give player(s) a sense of success. This will help to (re-)build confidence. Then identify weak spots of the team/player and design exercises that help the team/player to improve his/her play.

- Fear or anxiety: Often fear and anxiety make a person passive. If a player is scared of a specific exercise (e.g. being the goal keeper or heading a ball) introduce the task step by step, turning it into a fun exercise and giving positive feedback on each step achieved.

See the Case Study Boxes in the Appendix of this manual for an example of how to encourage players to deal with emotions such as frustration and disappointment in a constructive manner. Having learned this in the context of football, may allow players to apply this in other spheres of life.

Notes


LESSON 7.1

Strengthening Players’ Ability to Express and Deal with Emotions
Football Exercises

Using Football Exercises regarding the Topic

The emotions listed below represent those that will be focused on in this lesson. They are incorporated in the Football Exercises on the following pages.

- Anger
- Frustration
- Happiness
- Pride
- Fear
- Anxiety
- Excitement
- Disappointment
- Hope

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 7.1

Strengthening Players’ Ability to Express and Deal with Emotions

Football Exercises

**ANGER / FRUSTRATION**

- **Outsider Game**
  - Two teams play against each other.
  - Both teams have an outsider who will not be included in the course of the game. Their teammates do not pass the ball to them.
  - After 5 minutes, the outsider tells the other players what kind of feeling not getting the ball and being an outsider is.

The coach has to take care that the chosen outsiders are players who are highly self-confident.

Also, after the exercises, discuss the emotions triggered during the activities. This will help make the learning experience more conscious for the players.

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

**HAPPINESS / PRIDE**

- **5-on-5 + 1**
  - Mark a pitch of 15m x 25m with two goals with goalkeepers.
  - Divide the players into two teams.
  - The teams play 5-on-5 against the goals with goalkeepers.
  - The playing time is three times ten minutes.
  - One player (+1) will always be on the side with ball possession. Thus always being on the attacking side.

Pointers
- Let the players play without rules and regulations.

Teamspirit and self-determination are encouraged in a game such as this one.

Include in training session: WARM UP  MAIN PART  CONCLUSION  COOLING DOWN
LESSON 7.1

Strengthening Players’ Ability to Express and Deal with Emotions
Football Exercises

FEAR / ANXIETY

Penalty Shooting with Penalty for missed Shots
- Place a goal on the goal line.
- Mark a line 11 metres in front of the goal.
- The players line up behind the marked line and take a shot at goal, one after the other.
- When a goal shot is missed, the whole team has to run a lap around the pitch. This process must be repeated after every miss.

Variations
- Let the players come up with different but realistic penalties.

Ensure that the other players don’t pick on the player who failed to score.

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

EXCITEMENT

Penalty Shooting with Reward for Success
- Place a goal on the goal line.
- Mark a line 11 metres in front of the goal.
- The players line up behind the marked line and take a shot at goal, one after the other.
- This time, the success of a goal must be celebrated! The player who shot a goal runs down ‘Victory Lane’ and collects high-fives and praise from his team mates.

Variations
- Let the players come up with different but realistic rewards.

Consider combining these two exercises.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
**Strengthening Players’ Ability to Express and Deal with Emotions**

**Football Exercises**

**DISAPPOINTMENT**

**Standard Game with Surprise Spectator**
- Two teams play against each other.
- Both teams have an equal chance of victory at first, however, the coach will remove a player from a team during the match.
- The chosen player will now observe as a spectator only and will no longer participate in the game.

The coach has to take care that the chosen player is highly self-confident.

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

**HOPE**

**One large goal and one small goal**

**Organisation / Procedure**
- Set up a large goal and a small dribble goal on the baselines opposite each other.
- One player of the team that is defending the standard goal acts as a ‘flying’ goalkeeper.

**Pointers**
- **Motivation:** After half-time of a match, change sides (everyone wants a chance to see his ball at the back of the net!).
- **Emphasis:** Play at one standard goal and two pass goals.
- **Quick orientation:** After scoring a goal, the team keeps the ball and attacks the other goal (sudden switch of sides!).

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

The encouragement of Hope lets the players experience the feeling that there is a positive end to many situations - no matter how difficult, or bad, they may seem.
Individual Agency

What is AGENCY?

Agency refers to people’s sense of being able to effect change in the world, to take action in order to fulfill their wishes and put their ideas into practice. It has to do with the person’s ability to influence the world around them (this includes relationships, families, community...). It can also be seen as a person’s belief that they can be effective in what they do.

Individual agency is crucial for a person to be encouraged to take action to change his/her life when necessary, and not to wait for others to change their lives for them.

Why do many young people lack agency?

Many young people in South Africa have lost hope and perspective that their lives will ever change and improve. They feel unable to take their lives in their own hands as there are too many obstacles to successfully change their lives, e.g. lack of financial resources to get good and tertiary education, lack of access to opportunities, general high unemployment rates etc. Many youth feel that their life is not in their own hands, hence they become passive, loose agency and any motivation to take action and try change their life.

The loss of agency is enhanced by the experience of trauma: In trauma agency is undermined as helplessness is a major feeling people experience during a traumatic event and afterwards. Part of recovery from trauma is rebuilding that sense of agency again.

Why is it important to develop individual agency?

Many children, who have lost their agency, have learned that the only way to be effective in the world is to exert their power over others through violence. Aggressive, hyperactive and impulsive children get into a vicious circle where they are unable to achieve at school and are often in trouble. This impacts their self-esteem and sense of agency. Providing these children with opportunities to feel in control and to feel agency when they are non-violent will help to develop their sense of their own capabilities, and resources will help to restore their sense of own agency as well as self-esteem. Developing “individual agency in children” is therefore an important contribution to violence prevention.

Indian philosopher Mahatma Gandhi, internationally esteemed for his doctrine on non-violent protest, has said:

“We must become the change we want to see”

Gandhi reminds us that it is our responsibility to start change our own attitudes, and our own behaviour so we can achieve this world to change for better. We cannot only expect others to change their attitudes and behaviour, nor can we expect others to change our lives for us.
Facilitating agency in children.

You can reinforce a sense of agency by:

- Providing positive reinforcement (Praising things that are completed, or done well).

- Identifying resources they can use or build on (Their own resources such as talents and skills and resources in their lives).

- Creating enough of a challenge which means pushing people to go beyond their present limitations with respect to skill, knowledge and experience but that is still within their ability (Don’t set the child up to fail by giving them a task that is too difficult).
Using Football Exercises regarding the Topic

The Life Skill listed below will be focused on in this lesson. It is incorporated in the Football Exercises on the following page.

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 7.2

Developing Individual Agency
Football Exercises

INDIVIDUAL AGENCY

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.

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

INDIVIDUAL AGENCY

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

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

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.

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

Building social skills is generally important in the development of children. However, in the case of children that have experienced violence this is particularly vital. Trauma and neglect can make children feel intense feelings of shame and being different from others which makes them socially withdrawn and isolated. Children growing up in adverse conditions may have missed opportunities to build social skills.

Especially where children have learned to mistrust others and to be suspicious of everyone, they may not have mastered building healthy relationships. At the same time good social skills are one important protective factor for youth and children to become a victim or a perpetrator of violence. Programmes that rehabilitate young offenders have definite social skills components. Social skills are for example crucial in non-violent conflict resolution that was discussed in Lesson 3. Assisting youth and children in developing good social skills may prevent the use of violence in solving conflicts and acts as a "buffer" against traumatisation, as well as helping children to regain social connection and social skills is very important.

Social skills include: Social skills that act as protective factors for youth and children to become a victim or perpetrator of violence include:

- Turn taking in interaction
- Communicating their own needs clearly
- Negotiating
- Listening
- Being aware of other people's needs in the situation
- Accepting and giving praise

- Assertiveness:
  - People may behave in an aggressive, assertive or passive way.
  - Being aggressive or passive is not helpful
  - Being assertive is a way to protect yourself and to respect the rights of others.
  - Assertiveness links to the other social skills of sharing and being aware of the needs of others.

- To teach children assertiveness, the following exercise works well. Tell the children to pretend they are on a bus to Durban for a holiday. There are only enough seats on the bus for half of the children. (lay out the chairs like a bus with half the number of chairs). They must get on the bus. The children will get aggressive, assertive or passive. The assertive children are usually the most successful in getting a seat. Explain how this worked to the children.

(Note that different skills may be relevant to different ages.)
Developing social skills could be done in the following ways:

- Giving praise should not just be done by the coach/youth worker, but by the children to each other. The children may need encouragement to do this.

- Children could be encouraged to take on different roles that they are not used to as a way of understanding others and expanding their skills.

- For example, if there is a shy child, allow them to be the whistle blower, or let them be in middle and pass ball around. If there is a child who always dominates, put them in non-leadership role where they can learn to follow someone else; if there is a child that challenges the referee's decisions, put him/her into the role of the referee.

- Allow them to be in roles they are not used to but be careful not to push children too far beyond what they are capable of (remember from the previous section that they need to experience a sense of agency. If they fail completely, it will reinforce feelings of shame and helplessness.)

Notes

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LESSON 7.3

Developing Social Skills
Football Exercises

Using Football Exercises regarding the Topic

The Social Skills listed below will be focused on in this lesson. They are incorporated in the Football Exercises on the following pages.

Types of Equipment useful for these Exercises

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

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.
Developing Social Skills
Football Exercises

TURN TAKING IN INTERACTION

Role-playing
- Mark a pitch of 15m x 25m with two goals with goalkeepers.
- Divide the players into two teams.
- The teams play 4-on-4 against the goals with goalkeepers.
- The remaining children will fulfill the roles of the referee, linesman and coaches.
- Swap the roles, incl. goalkeepers, after a certain amount of time.

Pointers
- Do not forget to praise the children / youths on a job-well-done. This builds self-confidence.
- If there are many children, also fill these roles:
  - Timekeeper
  - Goal referee (he / she must decide if the ball was in the goal or not)
  - Ball fetchers

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

COMMUNICATING NEEDS

The Teams Code of Conduct
- The team gathers and respectfully creates a code of conduct that represents the players wishes and needs.
- It is important that all the players voice their needs and that every player is satisfied with the code of conduct.

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

This exercise is very good for building relationships through the use of communication!
LESSON 7.3

Developing Social Skills
Football Exercises

NEGOTIATION

Code of Conduct before a Match
- The team gathers with the opposing team before the match and they respectfully agree on a code of conduct to be used during this match.
- It is important that all the players voice their needs and that every player is satisfied with the code of conduct.

This exercise is very good for building relationships through the use of Communication.

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

LISTENING

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

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

The players should make their own decisions and stick with them.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
LESSON 7.3
Developing Social Skills
Football Exercises

ACCEPTING / GIVING PRAISE

“Well done!”
- Two teams play against each other.
- When a goal is scored or saved, all players and team members must go to the scoring / defending player and congratulate him / her.

Giving praise raises the level of respect people have for you. Having a positive reputation helps in many aspects of life.

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

ASSERTIVENESS

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

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

Safety First

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

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

- **Trauma** has a significant negative impact on trust specifically. A person’s ability to trust which they learn as a tiny baby is often shattered during trauma.

  △ Trauma survivors may no longer trust that the world is generally a safe place.
  △ Trust in fellow human beings is undermined (leading to isolation).
  △ Trust in oneself and in one’s abilities can be lost leading to a lack of trust in oneself and a sense of helplessness (agency is lost).

- In addition, living in circumstances where children have been repeatedly *betrayed or forgotten* by authority figures (neglect) means they have difficulty trusting.

- When there has been political violence in a country, deep rifts and mistrust are created between different groups of people according to their political convictions.

- In a way, lack of trust is a way to try and keep oneself safe, but it can also have a negative effect on family and social relationships, the cohesiveness and support structures within communities and people’s mental well-being. Remember that at the centre of the CSIR model on the cycle of crime and violence that we discussed is “low trust”.

- A balance has to be found between trust and healthy or appropriate mistrust.
Facilitating trust through football

For children, experiencing being trusted and trusting on the field can help them enormously. Coaches can try and build trust in their work with young people but must keep in mind: Trust takes a long time to be established especially with people who have been hurt (e.g. through trauma).

What makes trust possible (what are the building blocks of trust)?
- It will take time.
- You need repeated opportunities to show you are trustworthy.
- You should be consistent and predictable.

What would make you as a coach trustworthy to the children?
- Small things like the coach being at every session and always being on time allow the children to see that some things and some people can be trusted.
- Do not over promise and under deliver.
- Make sure that children do not have unrealistic expectations of you.
- Doing what you say you are going to do builds trust.
- Never break a promise of confidentiality, that is never share confidential information with anyone else.

Notes
(Re-) Building Trust in Players
Football Exercises

Using Football Exercises regarding the Topic

The Life Skill listed below will be focused on in this lesson. It is incorporated in the Football Exercises on the following page.

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.
(Re-) Building Trust in Players
Football Exercises

**TRUST**

**Blind Football**
- Two players with one ball work together.
- Player 1 will bind his eyes with a scarf.
- Player 1 has the ball at his feet.
- With bound eyes and the help of player 2, he shall dribble a certain distance.
- The players change the roles after every lap.

**Variations**
- Leading by using the voice
- Leading by touching
- Blind dribble contest. *(see diagram)*
- Player 1 kicks off the ball with bound eyes.
- With the help of player 2, he has to get his ball back as soon as possible.

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

**Trust in your Teammates**

**“Swinging the Frozen Person”**
- Three players together.
- The player in the middle is the “frozen person”. He / she has to stiffen his / her body. (Tightens all their muscles.) Then he / she begins to swing back and forth.
- The other two players stop him / her swinging by catching his / her fall at his / her shoulders.
- If the player in the middle trusts his / her teammates enough, they can close their eyes.
- Change the middle player after 10 swings.

Include in training session: WARM UP  MAIN PART  CONCLUSION  COOLING DOWN
The role of coaches in dealing with traumatized children

If an immediate problem is identified, for example a child tells the coach that they have recently been abused, the coach is not expected to give counseling to the child. The role of coaches is primarily to identify the child in distress, to be aware of their symptoms and to provide supportive environment in the following ways:

- Identify the child and acknowledge their emotions (distress)
  
  Look out for “Red flags” that show you that “this child is not ok”. Notice that feeling you have when you see a child behaving differently, or something they say or the way they say something catches your attention. Trust your instinct if you feel there is something serious wrong.

- Be aware of their symptoms

  Based on what you have learned in the training, you will be able to understand some of the behaviors that the child will show rather than scolding them, you can understand them.

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Be aware: To be able to support victims of violence it is crucial that the coach has their trust.

Important in building trust with players is that the coach is reliable, keeps promises, has an open ear, is consistent in his / her actions and never shares any private information with anyone else. Especially victims of violence have great problems to build trust, and the coach may need a lot of patience to do so. Gaining a player’s trust may take a whole season and a lot of work from the coach’s side.

Trust cannot be forced, it is earned.
Supporting Victims by Referral to a Professional Helper

Provide a supportive environment (including referral)

Approach your player and ask whether he/she is ok. If he/she says that everything is fine, let him/her know that you are there to support your players and that he/she can always come and talk to you if they are experiencing problems or violence; if you are worried about the immediate physical safety of your player, call the police, social services or a local organization that works in the area of domestic violence or sexual assault. If he/she shares what has happened be patient and listen to your player; assure the player that the abuse is not his/her fault and that no one has the right to hurt him/her.

If your player breaks the code of conduct of your team or is disruptive, aggressive etc. and you assume that this is so because of his/her violent experience, talk to the player and tell him that you understand that he is experiencing problems at home, school etc.; ensure him/her that you and the team want her/him to be part of the team and that would like to support him/her wherever possible; explain that you have to sanction the penalties to be fair to all players; you may exempt him from the penalties if he/she allows you to explain his/her situation to other players; if you do so, do not go into detail about the traumatic experience that your player had, rather say that your player is going through a difficult time, and that s/he needs the support of the team to go through this period.

Apply some of the strategies discussed in Lesson 7.1 - 7.4. For example, give emotional support by naming the child's feelings, get other children involved, encourage social skill development, and build their sense of agency and trust slowly.

Refer to a professional

Be aware of the limitations of your skills and your limited capacity to fix the child's problem, even though you may really want to help.

Social workers and registered counselors train for 4 years at university, psychologists for 6 years. They still find working with traumatized children very difficult and the emotional cost of doing this work is great for them. They often burn out after a few years. You cannot expect that you will be able to fully assist a traumatized child. When you realize that a child is traumatized try to make the child/youth aware that they can access professional help so their lives can change. Offer to help by referring your player to a professional helper and facilitate that the child can see and be assessed by an appropriate helper (referral).
Building Partnerships for Referral

Community based violence prevention interventions require community-wide support in order to succeed. Partnerships, coalitions and collaborations are some of the key strategies for promoting health and delivering social services. Partnerships allow maximum use of resources as they eliminate duplication, integrate and coordinate services and allow members to specialize in their functions.

As a coach or coordinator of a football initiative that seeks to help prevent violence in your community you will benefit from partnerships with

- organisations offering specialised services for victims of child or drug abuse
- local clinics
- the police and other community safety structures (such as Neighbourhood Watches, Community Policing Forums, Street Patrols)
- schools or teachers in schools
- youth serving organizations

When building partnerships for referral you can follow below steps:

- **Identify helping organizations and make a referral contact list**
  It is important that you identify in your community what organisations exist that you could refer children to. Ask other people for different organizations and their experience of those. You could get your players involved in this. Create a contact list of these organizations. The contact list should contain contact details for each organization, services they offer, opening times, and a contact person.

Example Contact List:

<table>
<thead>
<tr>
<th>Service</th>
<th>Name of Organisation</th>
<th>Address</th>
<th>Contact Information</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addiction Rehabilitation</td>
<td>SANCA</td>
<td>4th floor, Byte Towers, 42 Long Street, Mayfair</td>
<td>Tel: 012 406 2929 e-mail: <a href="mailto:sancajhb@gmail.com">sancajhb@gmail.com</a></td>
<td>Jo Andrea (case manager)</td>
</tr>
</tbody>
</table>

*Work Sheet 4, in the Work Sheets section, is a “Contact List” template for practical use.*
Supporting Victims by Referral to a Professional Helper

- **Identify the right program and person in the organization**
  It is important that you identify the right program and person that you can work with, and spend some time with him to understand the work of the referral organization and that they know about who you are and the work that you are doing. Best option is to introduce yourself and your work personally. This may save you much time at a later stage, when you want to make a referral.

**NB:** Relationship building takes time and it happens between people. Therefore it might be helpful to identify a person in the organisation that supports your own work, e.g., a social worker that plays football him or herself, or is otherwise a sport enthusiast. This will save you much time explaining the benefits of your work. It is also important to foster relationships over time: Do not just contact referral organizations and your contact person in cases of emergencies, but invite your contact person to any interesting event such as soccer tournaments. You should also attend events of the organization to show your commitment to collaboration and to keep in touch with developments at the organization.

- **Find out what the referral procedure is and follow it**
  It is important that you are know the referral procedure of the organization you want to work with. Most organizations have a specific procedure for referrals and for accepting new clients. Many organizations expect a letter. Some can only receive people in the mornings. Some require you to call for an appointment. Some will request certain information about the child (e.g., home address, age, ID number etc). Try and make their job easier by providing them with information about the child that will be useful to them.

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**Tips for developing Partnerships**

Where it is clear that you can offer the organization something and they can offer you something, a partnership will be easier to form than when you are requesting something of them only.

**When developing the partnership with an organisation**

- Emphasize the common goals that you have in violence prevention, or caring for children or whatever it may be.
- Developing a respectful and co-operative relationship with a specific person at the referral agency is important because people who know you are more likely to meet your need or request.
- Try and work with them as an ally or a partner even when you are annoyed or angry with them for not providing the best service.
- Many organizations exist under difficult circumstances and their services cannot meet the demands made on them. By showing empathy for their difficult working situation, you are more likely to get them to assist you.
- Be open to other ideas: be prepared for potential partners to bring other ideas to the process.
Making a Referral

To allow your player to get professional support, you should refer her/him to an organization that can provide the specialized services. You can refer by doing the following steps:

1. Discuss the need for help with the child and get the child’s permission to refer them (it depends on the age of the child): agree with the child what information you will share with the other helper.

2. If a child is at risk of serious harm or death OR someone else is at risk of serious harm or death, tell the child that you will have to tell someone in order to get help, even if the child asks you to keep a secret or does not want to be referred. You should report the matter to an appropriate person such as a social worker.

3. Write a letter or call the person you want to refer to making sure they are able to assist at that time.

4. Support the child to get to the helper (going with them if you can or giving them directions, reminding them about the appointment). If the child does not want to go alone you may suggest to the child that you could ask another player to accompany them. This should be someone that they are close to or is respected. The child must agree with your choice.

5. Follow up afterwards by asking the child if they are being helped.

6. Follow up afterwards by calling the organization to see what service they are providing to the child. If this is inadequate, you should try and refer somewhere else. If the child is on a waiting list, you can support the child while they wait or look for alternatives.
Supporting Victims by Referral to a Professional Helper

Principles of good referral:

- Knowing about the services available in your area.
- Knowing the nature and limitations of the services provided.
- Updating and adding to your list of contacts constantly.
- Knowing who is the decision maker or gatekeeper at the organization.
- Developing a respectful and co-operative relationship with a specific person at the referral agency (making sure they know who you are).
- Checking that the service is still available before you refer.
- Providing useful information to the organization you refer to and following the referral procedure of the organization.
- Following up after making a referral.
The Role of Football Coaches in Violence Prevention

Your role as a football coach is to mobilize the potential of football for violence prevention. As a football coach you have an outstanding opportunity to have a positive impact on the lives of your players. You are a teacher, a mentor, an enabler - you are someone who helps others live up to their unique potential and realize their dreams. Most of all you are a role model and your players will look to you for instruction, guidance and leadership and will copy your attitudes and behaviour.

Your role in violence prevention is to lead by example by following and enforcing the rules consistently, by teaching your players how to deal with conflict amongst players and teams constructively, and by teaching them how to deal with emotions such as frustration, disappointment and anger.

Playing football provides plenty of opportunities to practice your and your players' commitment to non-violence. Again and again you will show your players that in all situations there is an alternative to violent behaviour. While you may not be able to change much about the violence that your players experience at home, in their school or in their neighbourhood, you are able to create one violent free sphere in their lives - your football team. With the help of other coaches you can broaden this sphere and create a violence free league. Over time players will adapt non-violent behaviour and use it off the playing field, in their families, schools and neighbourhoods. This will be one important contribution towards preventing violence on a community level.
A Code of Conduct as a Tool for Violence Prevention

Codes of conduct have the purpose to set standards and values for the behaviour of people in a certain context and / or to anticipate or prevent certain specific types of behaviour. A code of conduct also has the purpose of guiding people in what is acceptable and unacceptable behaviour.

For a code of conduct that is used as a tool for violence prevention in football to be most effective, it is important that:

- It is developed in a participatory manner and agreed upon by all participating coaches / community workers or players (see section on Methodology)
- It is accepted and owned by all participating coaches / community workers or players
- It is rather brief than lengthy and detailed (since no one will realistically remember more than 10 points)
- It is tangible, concrete and clear in its description of expected behaviour
- It is monitored and enforced at all times by everyone involved (not only the / one coach!)

Developing a Code of Conduct - Methodology

For the code of conduct for coaches and players to be effective it needs to be understood as a methodology and a process, rather than a product. It should be developed in a group exercise with all coaches of a league, coaches / educators working with kids in community football programmes or all players of a team.

When you develop a code of conduct with other coaches of the league or coaches and educators working with kids in community football programmes elect one person who can facilitate this process. When you develop a code of conduct with players, the coach should facilitate the process.

Developing a code of conduct should include the following main steps:

- Step 1 - Complain about Reality
- Step 2 - Dream about Utopia
- Step 3 - Planning for Implementation
As part of this step you brainstorm unacceptable behaviour that coaches and players have observed and found disturbing and needs to be banned from players, coaches, the team or league. As a facilitator you should collect all complaints/unacceptable behaviour on a flipchart.

Purpose

The purpose of this first step is to assess the views of everyone involved; it shall help to create an understanding what all involved parties define and have observed as unacceptable behaviour amongst coaches and players. This phase is a brainstorming session, which means this session is not so much about analysing problems, but to create an overview of perceived problems. This step may also serve the purpose to give players, coaches and other educators the opportunity to voice their frustrations. (E.g. about violent behaviour of players or other coaches in the past season).

As part of this step ensure the following

- As coaches come up with examples of unacceptable behaviour make sure that everyone understands why this type of behaviour is unacceptable and how it may contribute to violence

- Make sure that everyone has a say in this process, and that everyone understands why certain types of behaviour are unacceptable part of the game.
As part of this second step everyone is encouraged to look at the list of unacceptable behaviour and to come up with creative ideas of the perfectly acceptable behaviour of players / coaches and other educators. As a facilitator you should collect all ideas / dreams on a flipchart.

Purpose

The purpose of this step is to brainstorm ideas and to create a deeper understanding amongst involved parties about the way they envision coaches / educators or players to behave.

As part of this step ensure the following

- Ensure that everyone understands the purpose of this step as a brainstorming and dreaming session
- Encourage that wishes are phrased as “It would be great if ...” so it is clear that we are talking about Utopia at this stage
- Discourage comments like “this is impossible, unrealistic etc ...”
As part of this 3rd step the actual code of conduct is created. It combines the type of behaviour that players and coaches have defined as unacceptable in Step 1 with the behaviour defined as desirable in Step 2. As part of this step you need to evaluate which behaviour can be influenced and you may need to identify certain types of behaviour that coaches or players cannot influence. It may be helpful to cluster and prioritize some of the behaviours so you can get to a manageable size.

Purpose

The purpose of this third step is to evaluate what type of behaviour can be influenced by coaches and players and to create a common understanding for the type of behaviour that all involved parties are willing to accept as a code of conduct.

As part of this step ensure the following

- Encourage everyone to realistic about what can be implemented
- When developing the code of conduct encourage a language that expresses the responsibility of the individual for his/her own behaviour, e.g. “I will be on time for practice session”, “I will respect the property of other players”, “I will NOT shout at other players nor the coach”...
- Make sure that everyone agrees with the code of conduct and accepts it as guidance for his/her own behaviour
- Agree on how to monitor and enforce the code of conduct
- Optional: ask all involved parties to sign a pledge where they will commit to the code of conduct
A Code of Conduct for Coaches - 10 Golden Rules For Violence Prevention

Because your players look to you for guidance and leadership it is crucial that your behaviour, and your way of interacting with others shows a clear commitment to non-violence. At times, our actions may unconsciously contribute to violence in a team, e.g. by creating jealousy amongst players, by too harsh criticism, or by not being clear and consistent about rules and procedures. Below code of conduct shall give you guidance of how your own behaviour or actions can help to prevent violence in your team.

1. Understand the Rules of the Game at all times

Many conflicts and violent situations on the playing field happen because either players or coaches are not aware of the rules of the game and feel unfairly treated by the referee. Therefore it is crucial that you fully understand the rules of the game. Rules may change - always keep up to date with the latest changes of rules or special policies of your league. Also make sure that your players fully understand the rules of the game.

2. Show Respect

Gossiping about someone, calling someone names, or pushing someone around, in many cases can be linked to a lack of respect for another person's view or right to win. It is your role to teach your players respectful behaviour. Treat players, their parents and the officials with respect. That means never embarrass anyone in front of others, never yell or belittle anyone. Humour is good but be aware that making jokes about someone can also be very disrespectful. Give respect, to gain respect.

3. Have a positive rapport with the officials

Much violence occurs out of disrespect for the rule of law and for those who uphold it such as parents, teachers and the elderly. On the playing field it is the referee who upholds and enforces the rules of the game. When dealing with officials such as referees, always find the right tone. Never bully or intimidate or argue with them. If you do not agree with a decision, seek clarification in a calm manner, and respect the decision. Remember, you set the tone for how your players interact with the officials on the playing field and how they may deal with other authoritative structures off the playing field.
4 Mind your Words

Bad language can hurt more than a fist. Often bad language is used to express disrespect towards another person or group of people, and is often the first step towards or even the cause for a physical fight. Both coaches and players should avoid;

- Singling out a person’s gender, race, ethnicity, sexual orientation, age or disability when it is irrelevant to the discussion
- Using gender as an insult, e.g. “you kick like a girl”
- Using derogatory language towards women (e.g. calling women or girls names that relate to their sexual organs or activity). Equally wrong are such expressions directed towards boys and men who don’t act ‘macho’ or ‘manly’ enough.

5 Be Everyone’s Coach

Jealousy and favouritism is the trigger for many violent conflicts amongst players. You can help to avoid this by being everyone’s coach, by treating all players the same, even if your own, or your friend’s child is in the team. Give all players the same chances, and enforce the code of conduct with all players in the same way - even if your best player is concerned.

6 Teach and Enforce Good Sportsmanship

Of course winning games is the ultimate goal of your team. Losing a game might happen more often than you wish, and can create much disappointment and frustration amongst your players. Spend time at practice and especially before games explaining to your team how to behave after a win or a loss. Good sportsmanship means no trash talking, taunting or bragging. Teach your players to show respect for the referee’s decisions; teach them to not shout at him/her but to follow the official route if they disagree with a decision. Enforce good sportsmanship if one of your players misbehaves.

7 Promote Fun

Football is a competitive game and young players may become very serious about winning. In fierce competition your players may lose sight of the fact that after all it is a game they play and not a war. This may result in aggression and foul play as winning becomes the overall important matter. Don’t get too serious about winning yourself, and take away the drama for winning amongst players. Above all make sure that players have fun and remind them that having fun is one very important part of the game.
8. Be patient, consistent and consequent

Your players may grow up in an environment where verbal, emotional or physical violence is part of the daily routine. Non-violent behaviour is a skill to learn. Young players are there to learn from and with you. One part of learning is to make mistakes: players will miss shots, they will also make fouls, and they will fight with each other or other team players again and again. You are there to help them to learn from these mistakes. This takes time and patience. Your players will learn fastest if you are consistent and consequent in your actions and if you deal with unacceptable behaviour always immediately and in the same way.

9. Show zero respect for non-acceptable behaviour

It is important that you show zero respect for non-acceptable behaviour - even if it helps your team to win. Always refer and enforce the code of conduct that your players have agreed upon.

10. Be sensitive of signs of victims of violence amongst your players

At times anti-social and disruptive behaviour of players, drug abuse or anger outbursts can be signs that a youth has had a traumatic experience in the past. While it is still important that you do not tolerate his / her unacceptable behaviour you should be sensitive to signs of victimisation, so you are able to help the player to deal with the trauma.
Football Variations to use in your own team
Lesson 8.2.1 - Players’ Code of Conduct

**FOCUS & CONTENT**

Create a common understanding for the rules and values of the team.

**LESSON & INSTRUCTION**

- Agree on a code of conduct with your players by following the 3 steps explained in Lesson 8.1 - "Developing a Code of Conduct - Methodology", pages 84 - 87.

- Agree on penalties for players that break the code of conduct;
  - Ask your players to suggest penalties for each of the black listed un-acceptable behaviour; e.g. if a player is not on time for a practice session 3 times, he / she will not be able to play the next match; if a player hits someone on or off the playing field, he / she has to sit out for the next two matches.
  - Make sure that players come up with realistic penalties that are appropriate for each offence.
  - Agree with players that all players shall monitor and enforce the code of conduct.
  - It is crucial that the code of conduct is enforced at all times, with no exemption, even if this means that your best player has to sit out at the next match.

- Emphasize that the code of conduct for your players shall help to clarify for everyone what to do / not to do. This shall help that all players are treated fairly and can have lots of fun. Explain that the responsibility is on them to ensure that everyone acts according to the code of conduct.

- You can also introduce a prize or another incentive for the player that has best respected the team’s code of conduct - if you do so, you need to keep a journal, where you record all cases of player breaking with the code of conduct - the journal could be kept by the respective players involved in monitoring the code of conduct.

- Other suggestions...
Football Variations to use in your own team
Lesson 8.2.1 - Players’ Code of Conduct

**TIME**

- With a new group - At the beginning of a season, after the first few practice sessions; Calculate at least 1-2 hours to do this.

- You can add to or review the code of conduct or to the blacklisted unacceptable behaviour during the season if necessary.

- At the end of the season you should review your code of conduct and evaluate together with the team how the team managed to respect the code of conduct.

**TOOLS & EQUIPMENT**

- You should write the code of conduct on a board; copy it to a piece of paper, laminate it and have it with you at all times.

- If you have a notice board in your school or club, pin it to the board so it is visible for all.

- Make copies for all your players.

- Ask all players to sign the pledge.

- If you have players in the team that have a talent for music and rhyme, suggest that they create a team song / rap based on the pledge.

**NOTES FOR THE COACH**

As many players you have in your team, as many different ideas you may find about acceptable and unacceptable behaviour. What may seem normal or acceptable to one, may be unacceptable, intimidating or even painful to you or other players.

The list should include all unacceptable behaviour that is likely to cause conflict and violence amongst your players and in your league. See page 94 for an example.

Agreeing on a code of conduct will help you to create a common understanding amongst players for acceptable and unacceptable behaviour, and what your expectations are. See page 93 for an example.

Agreeing with team players on the consequences for unacceptable behaviour will also help you to be seen as fair, when you have to deal with unacceptable behaviour.

Rotating the responsible person to monitor whether all players are respecting the code of conduct helps to create ownership for the commitment to non-violence.
Example for a Code of Conduct for your team

**Code of Conduct**

- I will not insult or threaten or physically fight with anyone on and off the playing field

- I will calm myself and others down when we are upset about a foul or a referees decision

- I will not gossip and not allow foul speech

- I will respect the decisions of the coach and the referee

- I will keep our team a drug and weapon free zone

- I will show respect towards our opponents

- I will welcome our opponents before the game by shaking hands, and will encourage my team mates to do so as well

- I will apologize following a foul

- I will show respect for girls and women

- I will show respect for people from other cultural and social backgrounds or for people with another sexual orientation

- I will respect the property of others

- I will pitch for practice sessions and matches on time

- I will notify my coach if I cannot make it for a practice session or match
Examples for a list of Un-acceptable behaviour blacklisted by your team

- Insulting, threatening or physically fighting with other players
- Gossip and foul speech
- Fouls and other forms of intimidation on the playing field
- Fighting with or insulting the referee or the coach
- Stealing
- Use of weapons
- Drug abuse
- Abuse of girls, women and children
- Malicious destruction of material
- Not informing the coach about absence from practice sessions or games
- Being late for practice sessions and games
LESSON 8.2

Football Variations to use in your own team
Lesson 8.2.2 - Agreeing on Criteria for Player Selection

FOCUS & CONTENT

Create a common understanding for player selection for matches.

LESSON & INSTRUCTION

You have 2 options:

- You set the rules for player selection. If this is the case communicate at the beginning of the season what your criteria for player selection are.

- You develop the rules for player selection together with your players. Use the following steps:
  
  ▲ explain to players that there are different possible criteria for player selection: e.g. rotate all players so that everyone plays the same number of times; best skills; best commitment to the game; attendance of practice sessions; best commitment to non-violence

  ▲ explain that their choice for player selection criteria should be in line with their motivation to be in the team (e.g. having fun, getting fit, be part of a winning team)

  ▲ ask all players about their motivation to be in the team: if everyone is part of the team to have fun, you should agree on a rotation of players at matches; if everyone wants to win, than the team needs to decide on best skills for player selection. Make your player aware that this may mean that some players will not play a lot throughout the season.

  ▲ Other suggestions...
Football Variations to use in your own team
Lesson 8.2.2 - Agreeing on Criteria for Player Selection

TIME

- At the beginning of the season, before the first match.

TOOLS & EQUIPMENT

- A board to write down the criteria for player selection and motivation of players.
- You should copy the criteria to your notebook.

NOTES FOR THE COACH

Your players are young and passionate, they all want to play, and they all want to win for their team. It is likely that players become jealous of each other if the one is allowed to play more often than others. To avoid conflicts and jealousy amongst players it is important that you are clear and consistent about player selection.

If you have great diversity in your team both in regards to their motivation to be in the team, and in regard to skills levels, it is important that you negotiate the selection criteria carefully to accommodate all team members.
Football Variations to use in your own team
Lesson 8.2.3 - Creating Multicultural Teams

FOCUS & CONTENT
Create multicultural teams.

LESSON & INSTRUCTION
 shootings
- When you start a team, approach representative structures of the different cultural groups in your community and invite them to recommend players
- You may need to confirm with the community structures whether there are any cultural norms that would not allow their youths to participate in football activities, or would require special conditions for the way you conduct the activities e.g. Muslim communities may have an issue with girls playing sports.
- In your selection of players you should ensure that each cultural group is represented equally.
- In one of your first practice sessions, ask each player to bring an object that represents his or her culture:
  △ at the following practice session ask all players to talk about the object they have brought and how it represents their culture
  △ emphasize that each culture has its own values and ways of doing things - but that there are also a lot of similarities, common interests, passions and needs between the groups as well as lots of differences within any one cultural group
  △ let your players identify the differences and similarities in each culture, allow them to discover the beauty of diversity.
  △ emphasize that it is important to not judge a person simply by his/her belonging to a specific cultural or racial group: encourage players to always make an effort to get to know a person and to understand his / her way of thinking and acting.

TIME
- For the third step calculate 1 hour if you have a team of 25 players.
- Alternatively,
  △ you can also ask 4 -5 players at the time to talk about their culture and have a shorter slot for this exercise at 4-6 following practice session
  △ you can also do this exercise at a later stage, when you realize that players may have a lack of understanding for each others cultures.
TOOLS & EQUIPMENT
- Objects that represent players’ cultures.

NOTES FOR THE COACH
Multicultural teams can help to prevent xenophobic violence in a community. They provide a useful platform for youths from different social and cultural backgrounds to get to know each other. Multicultural teams are useful / possible in communities, which have residents from different cultural / ethnic / racial backgrounds and which have not (yet) experienced violent conflicts between the different groups.
FOCUS & CONTENT
Limit the size of your team - less is more!

LESSON & INSTRUCTION
- Your team should ideally not be bigger than 20 players*.
- Ask players to sign up for the team at the beginning of each season.
- Create a waiting list for players to join your team if somebody else drops out.
- Motivate peers to be trained as a coach and to start another team if your waiting list gets too long.
- Other ideas:

* Depends on the situation.
Football Variations to use in your own team
Lesson 8.2.4 - Limiting the Size of Tour Team

TIME

- At the beginning of the season, let players sign up on waiting list throughout the year

TOOLS & EQUIPMENT

- A list for players to sign up to the team for the season - Work Sheet 5.

- A waiting list where interested youth leave their name and contact details - Work Sheet 6.

NOTES FOR THE COACH

Working with children and youth, especially around issues of violence is time intensive. Your impact may be bigger if you work with fewer children, as you then have the chance to attend to players individually.

!
FOCUS & CONTENT
Create ownership for the values and rules of the league.

LESSON & INSTRUCTION
- Ask your players which rules they are aware of.
- Add on and explain rules they did not remember or which are new.
- Emphasize that rules of the league shall ensure fair play and that it is important that every player remembers and respects the rules.
- Invite a guest referee to help explain or emphasize the rules. Especially helpful will be to see the rules from his/her point of view.

TIME
- Before the first match; check on possible changes of rules on a regular basis.
TOOLS & EQUIPMENT

- A board to write down the rules - You can also make a copy of the rules of the league and hand them out to all players.

NOTES FOR THE COACH

Many conflicts and violent situations on the playing field happen because either players or coaches are not aware of the rules of the game and feel unfairly treated by the referee. Rules may change - always keep up to date with the latest changes of rules or special policies of your league. Always make sure that you and your players fully understand the rules of the game.
FOCUS & CONTENT

Agree on a code of conduct for the league - a commitment to non-violence by all coaches in the league.

LESSON & INSTRUCTION

Agree with all coaches of the league on a code of conduct by following the 3 steps explained in Lesson 8.1 - “Developing a Code of Conduct - Methodology”, pages 84 - 87.
Lesson 8.3.1 - Agreeing on a Code of Conduct for the League

**TIME**

- At the beginning of each season.
- At the end of each season you should evaluate together with other coach leagues how teams and coaches respected the code of conduct.

**TOOLS & EQUIPMENT**

- Sample pledge.

**NOTES FOR THE COACH**

It will be much easier for your team to adhere to non-violence if players and coaches of other teams do so as well.
LESSON 8.3

Football Variations on League Level
Lesson 8.3.2 - Allow for Clear Player Identification

FOCUS & CONTENT

Allow for clear player identification.

LESSON & INSTRUCTION

- Ensure that all players in the league have ID cards that state their name, age, gender and team they are playing for; each card should have an ID picture to make clear identification of players possible.

- Before each match players need to identify themselves - either the referee needs to check the player list and ID cards or if you are playing without a referee coaches or team captains of both teams need to check the player list.

- Agree on the procedure for player identification at a league coordination meeting.

- Other ideas:
Football Variations on League Level
Lesson 8.3.2 - Allow for Clear Player Identification

TIME
- All players to register at the beginning of the season.
- Player ID cards need to be checked before each match.

TOOLS & EQUIPMENT
- Player ID cards.

NOTES FOR THE COACH
Much conflict arises in leagues because some teams include older players in their teams and therefore have an unfair advantage.
FOCUS & CONTENT

Introduce rituals of fair play before and after games.

LESSON & INSTRUCTION

Introduce the following rituals:

- Your players start and end league matches with greeting the opposing team in a respectful and friendly manner, e.g. a bow and a handshake;
- A commitment to fair play is read out together by the two opposing teams.
- Players apologize and shake hands following a foul.
- After the match players should thank the opposing team for the opportunity.
- After the match you take a picture of both teams together.
- Other ritual suggestions:
**TIME**
- Rituals before the game - 10 min
- Rituals after the game - 10 min

**TOOLS & EQUIPMENT**
- Camera.

**NOTES FOR THE COACH**
Rituals are important ways of making symbolic statements to your commitment to non-violence. You can agree on such rituals at a league coordination meeting.
FOCUS & CONTENT

 Honour non-violent behaviour through a peace prize in your league.

LESSON & INSTRUCTION

- Introduce a peace prize that is won by the team that has collected most fair play points:

- You have to decide at a league or tournament coordination meeting how teams can earn Fair Play Points: this will depend on the kind of violence you want to raise awareness for. Examples for Fair Play Points could be least offences / numbers of yellow and red cards collected by the teams; the number of foreign nationalities represented in the team; or the team that had most new sign ups throughout the year ...; the team with the friendliest fans; the team that has best contributed to a social cause in the community ...

- Make sure that you are clear how you monitor fair play points: e.g. referees document offences in each game and forward the information to the league coordinating body, so they can collect the information throughout the season; teams can vote at the end of the league; player identification lists are checked...

- Other ideas:
**LESSON 8.3**

**Football Variations on League Level**

**Lesson 8.3.4 - Prizes / Rewards for Fair Play / Peace Prize**

**TIME**
- At the end of the season at the prize giving ceremony.
- At the end of a tournament.

**TOOLS & EQUIPMENT**
- A peace trophy or other peace prize.

**NOTES FOR THE COACH**
- Football is a competitive game - the winner is the team who scored most goals - never mind how unfair they played. The peace prize can offer a different view on what makes a winner.
- You can also decide on a fair play prize for your own team - that is a reward for a player that has best demonstrated fair play throughout the season.
- Be realistic about how to monitor fair play points and be aware that if there is no fairness in the reward of the fair play award, the well meant idea can backfire and lead to jealousy and bad feelings amongst teams and players.
FOCUS & CONTENT

Honour non-violent behaviour through a peace price in your league.

LESSON & INSTRUCTION

- The coordinating body for the league should consist of all coaches and referees of the league so the interests of all members of the league are represented.

- It should meet on a regular basis (every 2 months) - set dates for all meetings at the beginning of the season, so everyone can diarize the meetings and it is less work to coordinate meetings.

- At the meetings of the coordination body you can...
  - agree on rules / changes to the rules of the league
  - agree on a code conduct for the league and on a commitment to non-violence
  - raise concerns or discuss any problems / violence that may have occurred at any games

- The coordinating body can also have the function if a mediating body in case of conflicts between coaches or referees that cannot be solved by involved parties alone.

- Other points:
Football Variations on League Level
Lesson 8.3.5 - Coordination and Mediation Body for the League

TIME
- Regular meetings throughout the season.

NOTES FOR THE COACH
The coordination and mediation body will help you in situations that you cannot influence alone, e.g. if you think that your teams has been treated unfairly, or there is a lot of violent behaviour on and off the playing field by opposing team members.
FOCUS & CONTENT
Organize tournaments promoting non-violence and peace.

LESSON & INSTRUCTION
- Follow the tips on how to organize small tournaments on pages 115 - 122.

In addition:
- Choose a date for the tournament that is a date that remembers or is dedicated to events promoting non-violence (e.g. in South Africa “16 days of activism against Violence against children and women”), etc.
- Ensure rituals promoting fair play (see Lesson 8.3.3); invite a prominent person to read out the message of non-violence.
- Display banners with messages promoting peace and non-violence or printed T-shirts for players and/or referees.
- Organize a competition that runs parallel to the football tournament.
- Invite community structures that are working on violence prevention (e.g. relevant NGOS and CBOs, police, Community Police Forum, parents, school teachers ...).
Football Variations on Community Level

Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play

**TIME**
- Once a year.

**TOOLS & EQUIPMENT**
- See pages 115 - 122.
- Banners with messages of non-violence.

**NOTES FOR THE COACH**
- Depending on the prevailing form of violence in your community you can choose the topic of such tournaments such as child abuse, drug abuse.
- A football tournament can help to increase awareness on the topic. When you invite other community structures working in this field of work, a tournament can also help you to build relationships with these structures; this is useful for times when you need to refer players to an NGO that specializes e.g. in child or drug abuse, or when you need other support of these structures (see lesson Victim Support and on Building community Partnerships).
**Football Variations on Community Level**

**Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play**

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### Champions-League-Tournament

![Diagram of pitches and leagues]

**Tournament Explanation**

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!

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### Tournament Flash

![Diagram of two teams playing]

**Tournament Explanation**

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.

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.
The basics of "4-on-4"

OBJECTIVES

- The coaches will be equipped to handle larger groups quickly and efficiently by organising smaller teams to play football.
- Learn to play through play!

CONTENTS

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

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

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

That is why they changed to the informal play world of the children and remembered the street football of the past decades. They tried to integrate the basic features of fun, creativity and motivation into the training of 6-12 year olds. They developed the game "4-on-4" to ensure that the children had a satisfying game experience and that they were therefore motivated to carry on playing football.
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 adjacent table for 7 to 10 players).

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

As soon as the line-up has been decided on, the organiser either informs the players on which pitch and in which team they will be playing or he puts the list of participants up on the board and the players can inform themselves. (Players, who do not know the rules of the tournament yet, have to be informed accordingly).
Then all the players go to their allotted pitches and the selected teams put on their bibs. When all teams are ready, the whistle for kick-off for the first round follows. Immediately after every game, the bibs have to be returned to the same spot where they were before the game. Then all the players return to the match official and inform him of their score.

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

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

<table>
<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>
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<tbody>
<tr>
<td>01</td>
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<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
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<td>A</td>
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<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. (Work Sheets - Pages 16A and 16B)
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.
Football Variations on Community Level
Lesson 8.4.1.1 - Tournaments with Focus on Violence Prevention / Fair Play

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

Expansion-Possibilities

* Tournament formation with fixed "4-on-4" teams from the same institution (World Championship with country names: e.g. Germany, Brazil, Italy, Holland).

* Tournament formation with invited "4-on-4" teams from other institutions. One can also play with a substitute player each.

* If there are enough large goals, e.g. 5-metre-goals, on all the pitches, the fifth player can be the goalkeeper. It would be even better, if one player may handle the ball and at the same time be a player on the pitch.

* After the individual tournament (e.g. after four played rounds), the last round is played as a team tournament, i.e. the four players with the most points build a team. They play in the finale against the players with the next most points. The following teams are also put together according to the total points of the individuals.

* If some players from the 1st Team are prepared to act as role models, then one adult can be placed at every letter. The juniors will then be allocated to them.
Equipment Requirements

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

Work Sheets 12, 13, 14, 15, 16 and 18 to be copied

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

“Playing Schedule” 16
“Letter Sheets” 18
FOCUS & CONTENT

Organize tournaments promoting intercultural friendship.

LESSON & INSTRUCTION

- Follow the tips on how to organize a ‘Street Football Tournament’ on pages 125 - 126.

- If you have access to existing football teams with players from different cultural backgrounds invite these teams to the tournament; if there are no existing football teams, but lots of different cultural groups (e.g. immigrants, refugees), approach the representatives of these groups (e.g. a pastor, a sheik, a teacher, community leader etc) and request them to nominate teams; explain the purpose and the proceedings of the tournament.

- Choose a date for the tournament that is on a public holiday that celebrates or remembers important historical events that are related to freedom, reconciliation, cultural heritage, intercultural/international friendship, non-violence etc.

- Ensure rituals promoting fair play: invite a prominent person to read out the message of fair play and non-violence.

- Display banners with messages promoting peace, non-violence and cultural friendship.

- Organize a competition that runs parallel to the football tournament.

- Invite parents, teachers, police officials, religious leaders, representatives of other cultural groups as well as other dignitaries to the tournament to support the teams as well as your message of intercultural friendship and non-violence.

- After the tournament celebrate together: when organizing the celebration ensure that you have food typical for all participating cultures; encourage music bands or dance groups from different cultural backgrounds to perform at the event.
Football Variations on Community Level
Lesson 8.4.1.2 - Tournaments with Focus on International Friendship

TIME
- Once a year.

TOOLS & EQUIPMENT
- See pages 125 - 126.
- Invitation letters to participating teams.
- Banners displaying non-violence and international friendship.
- Prizes for winners in different categories.

NOTES FOR THE COACH
- This is a good option if it is not possible to have intercultural teams (e.g. players live too far apart, or there has been violent conflict and there are high boundaries between different cultural groups).

- The intercultural friendship tournament can be a way of bringing youth of different backgrounds together, establishing social contact between the young people, and creating mutual respect.

- You do not need to include all these rituals at once, but start with those that are easy to implement in your community. You can include more rituals at the following tournament.

- It is useful to have at least one coordinator for the event, however, each team can be invited to do some of the work: e.g. to bring food, to encourage a music band or dance group to perform.
Street Football 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 Street Football Tournament also supports:

- Communication
- Trust
- Shared decision taking
- Tolerance
- Creativity
- Respect
- Affirm rules, accept them and abide them.

Rules

- Fair play is a priority - no fouls or insults (always apply respect, friendship and peace principles).
- Assist a fellow player up from the ground after an unintentional tackle - shake hands and play on (friendship).
- Number of players per team = 8 i.e., 3 reserves (5 a-side-playing).
- Mixed gender: e.g., 4 boys and 4 girls.
- No referee - team captains and players must discuss and reach consensus on all matters - mediator can assist.
- The game is divided into three halves: Pre-match / Match / Post-match.

- 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 in the ball from line-outs or kicking it in; does a girl’s goal count two? no goalkeepers? no striking / shooting from your own half? Etc. The mediator explains how the fair point system will operate (the teams to allocate / not allocate a Fair Play point to the other team during the Post match discussion - to be motivated).

- 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.

- Replacement of players - as often as possible.

- Post-match: Two teams with the mediator, discuss the match and negotiates the Fair Play Point to determine the winner
Football Variations on Community Level
Lesson 8.4.1.2 - Tournaments with Focus on International Friendship

Equipment Requirements

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

Work Sheets - 17 and 18 to be copied

"Street Football Tournament" 17

"Letter Sheets" 18
Advantages of Community Partnerships

- Football can only play a small role in violence prevention; multi-stakeholder approaches are needed to successfully prevent violence on community level so root causes for violence can be successfully addressed.
- Partnerships pool resources, share risks and increase efficiency.
- In partnerships the expertise of different individuals, professions and groups can be pooled allowing a more complete understanding of issues, needs and resources, improving the capacity to plan and evaluate and allowing for development of more comprehensive strategies.
- Allow maximum use of resources.
- They provide access to and permit development of more talents, resources and approaches.
- Partnerships bring together larger and more diverse constituencies than single organizations.
- By including diverse perspectives partnerships can develop a more comprehensive vision, increase accountability and achieve a wider base of support for efforts.
- By coordinating service providers, partnerships can develop comprehensive plans, eliminate duplication, allow members to specialize in their functions, link and integrate partners’ activities.
- Partnerships build communities.

Difficulties Associated with Community Partnerships

- Partnerships take a long time to establish.
- In the early stages of partnership considerable energy is needed to build the partnership itself.
- Later on energy is also needed to maintain partnership.
- Skilled staffing and support are needed to manage a successful partnership.
- It is quite challenging and takes time to establish true community consensus on community issues / problems.
Sustaining Successful Partnerships

- Since partnerships involve members from different disciplines, races, genders and cultures, the greatest challenge is to create equality and satisfactory working relationships.
- Partners need to develop mutual respect, understanding and trust in order for the association to develop.
- Allowing time at the start of partnerships for members to learn about each other is crucial.
- Cultivating patience and a willingness to learn and compromise are also important.
- Creating relationships of equality between community members and professionals is a major challenge.
- For partnerships to succeed professionals should identify with the ordinary community member.

Actions to Consider

- How should one go about finding suitable community partners? Be realistic about how many partners you can help and what services you can offer them. Honesty, frequent communication and dependability will enhance community relationships.
- Most communities have many needs, so the potential for partners is abundant. But, we need to remain realistic about how many services we can offer. Most of us would like to help everyone; however we need to remain practical.
- The best way to begin and continue a partnership is to be honest and follow through on commitments. If you are not positive that they can deliver a service, then do not promise it.
The Circle of Concern versus the Circle of Influence

It is useful for coaches to think about which problems lie in their circle of influence (i.e. we can do something about them) and which problems fall in our circle of concern (i.e. we know about them and are concerned about them but we cannot make an impact on them—they are out of our reach).

What you need to do is create partnerships with others whose area of influence are within your area of interest but outside of your area of influence.

⇒ You can draw the following diagram on the flip chart to assist the participants:
Defining the Role of Coaches or Youth workers with Children

Focus on what you can do:

Participants may raise questions about what to do if parents are not interested or if the children return to a harsh home environment.

Tell participants:
“If you cannot influence what is happening in the child’s home, you may have to accept that.”

Ask the participants,

“Which of the following 2 scenarios is better: Problems at home and football where there is a positive influence.

OR

Problems at home and nothing else?”